



HILLINGDON  
LONDON

A

# Children, Families and Education Select Committee

**Date:** TUESDAY 14 MARCH 2023

**Time:** 7.00 PM

**Venue:** COMMITTEE ROOM 5 -  
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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## 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

Published: Monday 06 March 2023

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

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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"><li>• Cabinet Member for Children, Families &amp; Education</li></ul>
Relevant service areas	<ol style="list-style-type: none"><li>1. Children's Services (including corporate parenting)</li><li>2. Children's Safeguarding</li><li>3. Youth Justice</li><li>4. Youth Services</li><li>5. SEND</li><li>6. Education</li><li>7. Children and Families Development</li><li>8. Skills &amp; lifelong learning</li></ol>

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	
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# Agenda Item 3

## Minutes

### CHILDREN, FAMILIES AND EDUCATION SELECT COMMITTEE

02 February 2023

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

	<p><b>Committee Members Present:</b> Councillors Heena Makwana (Chairman), Roy Chamdal (Vice-Chairman), Kishan Bhatt, Tony Gill, Rita Judge, Peter Smallwood, and Jan Sweeting (Opposition Lead)</p> <p><b>Co-Opted Member Present:</b> Tony Little</p> <p><b>Officers Present:</b> Alex Coman (Director of Safeguarding, Partnerships and Quality Assurance), Debbie Scarborough (Service Manager Adult and Community Learning), and Ryan Dell (Democratic Services Officer)</p>
58.	<p><b>APOLOGIES FOR ABSENCE</b> (<i>Agenda Item 1</i>)</p> <p>No apologies were received.</p>
59.	<p><b>DECLARATIONS OF INTEREST IN MATTERS COMING BEFORE THIS MEETING</b> (<i>Agenda Item 2</i>)</p> <p>No interests were declared.</p>
60.	<p><b>MINUTES OF THE PREVIOUS MEETING</b> (<i>Agenda Item 3</i>)</p> <p><b>RESOLVED:</b> That the minutes of the previous meeting be agreed subject to:</p> <ul style="list-style-type: none"><li>i. an amendment to the sentence “It was acknowledged that this was a good news budget in incredibly tough times and circumstances”, to now read “A Member of the Committee acknowledged that this was a good news budget in incredibly tough times and circumstances”;</li><li>ii. to include “Members questioned whether the proposed 30% increase in fees for Early Years Centres would have any bearing on the centres remaining open. Officers clarified that the proposed withdrawal of the subsidy for Early Years Centres did not pre-judge the decisions around the future of the centres”; and</li><li>iii. an amendment to the wording of the attendees so that the Co-Opted Member is listed correctly.</li></ul>

61.	<p><b>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</b> (<i>Agenda Item 4</i>)</p> <p>It was confirmed that all items would be heard in Part I.</p>
62.	<p><b>LONDON BOROUGH OF HILLINGDON (LBH) RESPONSE TO NATIONAL SAFEGUARDING REVIEW</b> (<i>Agenda Item 5</i>)</p> <p>It was noted that the Chairman had requested that this item, previously presented to the Corporate Parenting Panel, be brought to the Committee.</p> <p>Officers outlined the report into Hillingdon's response to the National Safeguarding review. In October 2022, the Child Safeguarding Practice Panel published Phase 1 of its review into the safeguarding of children with disabilities and complex health needs in residential special schools which are also residential homes. It looked specifically at the experiences of 108 children and young adults from 55 local authorities at three specialist residential settings between 01 January 2018 and 21 March 2021. The settings were located in Doncaster and run by the Hesley Group. As the report uncovered serious findings, the Child Safeguarding Practice Review Panel asked Directors of Children's Services to initiate urgent assurance actions about children placed in similar types of provisions. Directors of Children's Services were asked to report the findings of their review to the Safeguarding Children Partnership Board and the Corporate Parenting Panel. It was noted that this report was brought to the Corporate Parenting Panel on 24 January 2023 and was also presented at the Safeguarding Children's Board on 11 January 2023.</p> <p>The first part of the review was an assessment of the care provided within the residential special schools. It was noted the independent review was conducted by the Independent Reviewing Officers (IROs) and Hillingdon had three children within similar types of residential settings, and that there were no concerns over the care received.</p> <p>The second part of the review was to identify if any such residential settings were based in Hillingdon and, if so, conduct a review over any allegations that had been made in relation to the care provided to the Local Authority Designated Officer (LADO). As none of the residentials were based in Hillingdon, no review was required.</p> <p>The third part of the review was to report these findings to the Safeguarding Children Partnership Board and to the Corporate Parenting Panel. These actions were completed as described above.</p> <p>Members commended the report, and highlighted the table in paragraph 2.1, on page 10 of the report, where one provider had an Ofsted care rating of 'requires improvement' and questioned what was being done to improve this. Officers clarified that they were already aware of the standard prior to the visit and were working with the provider on this. Members also noted the 'good'</p>

	<p>Ofsted rating of the other listed schools and asked about ways in which good providers can strive to be excellent. Officers referenced Regulation 44 visits as a critical part of management monitoring.</p> <p>Members referenced paragraph 2.2, on page 10 of the agenda, which stated “A’s placement Requires Improvement for Care”, while the Table stated a ‘Good’ care rating. Officers clarified that the sentence should have read “A placement Requires Improvement for Care”, as it was referring to Initial C in the table. Additionally, Members questioned, and officers clarified that the last sentence of paragraph 2.4 should read “C is described...”, not “A is described...”.</p> <p>Members questioned what was included in the quality and safety review, and how much notice was given in advance of the provider visits. Officers clarified that Ofsted visit without notice; referred to Regulation 44; and in terms of this review, the IROs spoke to staff, parents and children in collating their responses.</p> <p>Members also questioned the possibility of looking into young people who had previously used the system. Officers clarified that the national review was ongoing – Part 2 of the review was due to be published in November 2023, and that the review included looking at historical placements.</p> <p>Members noted that the review looked at a relatively small number of cases. Officers noted that the sample included all Hillingdon children who met the criteria of the request.</p> <p>Members asked about contact with young people placed at greater distances and officers clarified that Hillingdon tried to keep placements within the Borough, or where possible, within 20 miles. However, it was noted that sometimes it was necessary to place young people further afield. Contact with family members was promoted where it was safe to do so, and professional visits also took place.</p> <p><b>RESOLVED: That the Committee noted the content of the report and the outcome of the review.</b></p>
63.	<p><b>LEARN HILLINGDON ADULT COMMUNITY EDUCATION SELF-ASSESSMENT REPORT, 2021-22 (Agenda Item 6)</b></p> <p>Officers introduced the Self-Assessment Report from Learn Hillingdon. Officers noted that this was not a legislative requirement but was expected by the Council and by Ofsted. The report gave a flavour of how well the service was performing and was measured against the Ofsted framework.</p> <p>Members questioned how areas were prioritised as areas for development. Officers clarified that this was done through the impact on learners. Officers further noted that learning outcomes were often measured on courses without formal qualifications, which had previously led to some inconsistencies. However, applying more scrutiny had since led to fewer discrepancies,</p>

although the achievement rate had dropped as a result of this. It was noted that the drop in achievement rates were not a major concern as having more scrutiny meant that standards were maintained.

Members asked how the data was looking for the current financial year and officers noted that it was roughly on par, if slightly under, but that this was a national pattern – there were fewer enrolments in adult education nationally. It was noted that some potential learners did not have the time or capacity to enrol; that some learners finished a Level 2 course and went straight to work without enrolling in a Level 3 course; and that officers were not unhappy with the current performance. There were also lingering concerns over COVID.

Members noted that learning was for life, not just in early years, and questioned the gender breakdown noted in the report. The high proportion of female learners was noted, and that classes were often timetabled around school day times to encourage enrolment. It was further noted that a large number of female learners were studying English for speakers of other languages (ESOL). Officers further noted that it had historically been more difficult to enrol male learners, and that this was partly due to a perceived vulnerability in asking for help. A former programme working with football clubs for numeracy help was noted, but this only attracted very small numbers. Male learners had enrolled for mental health reasons.

In terms of marketing and sustainability for the Council, the service used brochures to advertise their courses, however it was noted that as the availability of courses and the type of courses running updated regularly, brochures soon became out of date. The costs required in regularly printing new brochures was noted and officers stated the going forward, printed brochures would not be used.

Officers noted that there were barriers in terms of access and signposting, although the service was very good at supporting next steps. The service played a key role in encouraging people into learning where they otherwise would not enrol. Learners often had a range of needs to support, and the service was good at identifying these. An issue with capturing progression was noted – when people left the service it was not easy to know where they went on to.

Members thanked officers for the report and noted a previous major review into the service. Officers noted that the services did not receive an equal share of GLA funding as this was based on an historic figure, but the service was good at finding alternative funding pots, while the GLA was supportive. Additional funding for the next three years through the Multiply project (an informal maths/ numeracy programme) was received due to Hillingdon being one of the top providers in London. An application for more baseline funding had been made, with officers due to find out the result of the application in March 2023.

Members referenced the table at the bottom of page 21 of the agenda and asked why data was given for four years for enrolments and achievements,

and three years for retention rate and pass rate. Officers noted that this was just a matter of presentation within the report itself. Officers noted that the report presented four years of data to show a decline in enrolments going into COVID, and a subsequent recovery in numbers.

Members asked about an age and cultural breakdown of the figures. It was noted that younger adults were more engaged with the service. Officers noted that a more detailed age and cultural breakdown could be provided outside of the meeting.

Members also noted the effect of children seeing their parents use the service and noted that it may be more likely for someone to engage if a friend or relative already had.

Officers noted that it was important to choose the right vocational areas to focus on, and that there was a complex background of information going into planning, such as identifying achievement gaps and retention of those with mental health issues or dyslexia, for example. It was noted that there was currently no achievement gap in relation to age, gender, or ethnicity, but that these gaps were always evolving.

Members asked about how women with no formal education were engaged with and officers clarified that they would go out into the community and engage with community groups. This often helped people feel more safe to take the first steps into engaging with the service. It was noted here that the service had a designated person for targeted outreach.

Members questioned the effect of some courses being moved into the Civic Centre from the Brookfield centre. It was noted that there were positives and negatives to this. Brookfield was a useful brand name for the service, however being in the Civic Centre meant there was now access to a cookery room, and the corporate communications team were very helpful with online support. It was also noted that as the change took place after courses had finished, informing the learners was not possible while classes were still running. Changes at the Harlington centre were also noted, with there now being fewer but larger rooms (five instead of seven). It was noted that some classes remained at the Ruislip Manor centre, however, due to the lifts not working here, some classes had been moved out anyway, so the impact or the re-location was reduced.

Members asked if there was any evidence of effective partnership working. Officers noted that there was partnership working with carers and other departments within the Council. It was also noted that there was partnership working with Hillingdon Women's Centre, Hillingdon MIND and Age UK, and with hotels around Heathrow in relation to asylum seekers. Work with the Early Years team was also noted.

**RESOLVED: That the Committee noted the report and questioned officers on the report.**

64.	<p><b>SCOPING REPORT FOR PROPOSED REVIEW ‘THE STRONGER FAMILIES HUB: OUR ENGAGEMENT WITH KEY STAKEHOLDERS – EXPLORING PARTICIPATION AND FEEDBACK TO IMPROVE SERVICES AND SATISFACTION</b> (<i>Agenda Item 7</i>)</p> <p>It was noted that there were two upcoming witness sessions, witness session four: the voice of providers, and witness session five: partnership working. Regarding witness session five, it was noted that work to invite representatives from schools was ongoing. Members raised having witness sessions in the evening and it was noted that the witness sessions with young people and parents (witness sessions two and three) needed to take place outside of the recorded Committee meeting for reasons of safeguarding. However, it was noted that witness session four was open to all Members, and that witness session five would take place during the next Committee meeting on 14 March.</p> <p><b>RESOLVED:</b> That the Committee commented on and noted the updated scoping report.</p>
65.	<p><b>CHILDREN, FAMILIES AND EDUCATION SELECT COMMITTEE MEMBER VISIT TO THE UXBRIDGE FAMILY HUB (VERBAL UPDATE)</b> (<i>Agenda Item 8</i>)</p> <p>A verbal update was given by the Chairman in relation to a previous invitation in July 2022 from the Cabinet Member for Children, Families and Education for Committee Members to visit the Uxbridge Family Hub. It was noted that the Democratic Services Officer would arrange this.</p> <p><b>RESOLVED:</b> That the verbal update be noted.</p>
66.	<p><b>FORWARD PLAN</b> (<i>Agenda Item 9</i>)</p> <p>Members noted that the ‘Standards and Quality of Education in Hillingdon during 2021/22’ report was due to come to Cabinet on 20 April, it was clarified that this report would come to Committee in March to allow comments to be submitted to Cabinet. It was clarified that the Quarterly Performance Monitoring report was deferred from March, new date to be confirmed.</p> <p><b>RESOLVED:</b> That the Forward Plan be noted.</p>
67.	<p><b>WORK PROGRAMME</b> (<i>Agenda Item 10</i>)</p> <p>It was noted that the ‘Ukrainian Children – How Funding from Central Government Has Been Delivered to Schools’ report had been deferred to the March Committee meeting – this was to allow a more comprehensive report to come to Committee.</p> <p>Members highlighted that they had raised questions of this report and requested clarification on when answers would be received.</p>

	<p>The Youth Services Update report was referenced, and it was suggested that an item be added to the work programme for later in the calendar year to receive further updates on this.</p> <p>Reference was made to schools in Hillingdon enrolling asylum-seeking children who were not attending school. It was noted that further information could be shred outside of the meeting.</p>
	<p><b>RESOLVED: That the work programme and updates be noted.</b></p> <p>The meeting, which commenced at 7.00 pm, closed at 8.01pm</p>

These are the minutes of the above meeting. For more information of any of the resolutions please contact Ryan Dell at [democratic@hillingdon.gov.uk](mailto:democratic@hillingdon.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.**

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# Agenda Item 5

## Witness Session 5 - Partnership Working

Committee name	Children, Families and Education Select Committee
Officer reporting	Ryan Dell, Democratic Services
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 has, to date, had four witness sessions, outlined below:

Meeting Date	Action	Purpose / theme	Witnesses / officers attending
03 November 2022	Agree Scoping Report	Information and analysis	Democratic Services/Committee
06 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
06 February 2023 - 1pm in CR 4	Witness Session 4	The voice of providers	Staff SFH triage officer Social worker Advanced Practitioner Team Manager

At its first witness session, on 06 December 2022, officers set the scene on the Stronger Families Hub. Further witness sessions took place on 18 January 2023 where some Members met with parents and young people that had used the service. Witness session 4 took place on 06 February 2023 with staff from the Stronger Families Hub.

Today's witness session 5 focuses on partnership working:

14 March 2023 –7pm	Witness Session 5	Partnership working	<p>Anthony Madden – Head of Service, First Response, MASH and Out of Hours Social Work</p> <p>Siobhan Appleton – Assistant Director for Safeguarding Adults, Safeguarding Children and Children Looked After</p> <p>Emma Kay - Named Nurse for Safeguarding Children (Hillingdon) / CNWL Interim Head of Safeguarding Children</p> <p>Sian Thomas – Head of Children's Services</p>
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## **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. to scrutinise a service that was launched a year ago and review its effectiveness.
3. to 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. to review the support in place for parents and children that were born during lockdown and the impacts of COVID-19.
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 full-time 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 03 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 with 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:

<b>Meeting Date</b>	<b>Action</b>	<b>Purpose/ theme</b>	<b>Witnesses/ officers attending</b>
03 November 2022	Agree Scoping Report	Information and analysis	Democratic Services/ Committee
06 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
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06 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 – 7pm in CR5	Witness Session 5	Partnership working	<p>Anthony Madden – Head of Service, First Response, MASH and out of hours social work</p> <p>Siobhan Appleton – Assistant Director for Safeguarding Adults, Safeguarding Children and Children Looked After</p> <p>Emma Kay Named Nurse for Safeguarding Children (Hillingdon)/ CNWL Interim Head of Safeguarding Children</p> <p>Sian Thomas – Head of Children's Services, Hillingdon</p>
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	

### **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

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# Agenda Item 6

## Annual Education Standards Report 2021/2022

Committee name	Children, Families and Education Select Committee
Officer reporting	Julie Kelly – Children and Young People's Directorate
Papers with report	None
Wards	All

### HEADLINES

This report provides the Committee with an overview of the standards and quality of education across Hillingdon schools and settings for Hillingdon's children, young people and adults. The report focuses primarily on attainment, progress and achievement for the preceding academic year along with references to wider measures of educational success.

### RECOMMENDATIONS

That the Committee:

1. Note the key findings set out in the report.
2. Provide comments to Cabinet for consideration.

### SUPPORTING INFORMATION

Please see report below.

### PERFORMANCE DATA

This is within the report.

### RESIDENT BENEFIT

This report allows Elected Members to have an overview of the standards and quality of education services available to Hillingdon residents.

### FINANCIAL IMPLICATIONS

There are no financial implications arising from this report.

### LEGAL IMPLICATIONS

There are no specific legal implications arising from this report. Whenever necessary legal advice is given in relation to specific issues as they arise to ensure that the Council always meets its legal obligations.

### BACKGROUND PAPERS

NIL.

# **Annual Education Standards Report 2021/22**

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# Executive Summary

The Annual Education Standards Report for 2021-22 provides an overview of the standards and quality of education across Hillingdon schools and settings for Hillingdon's children, young people and adults. To support further improvement of standards in Hillingdon the report identifies specific areas for action with schools, settings and partners and is divided into three sections:

## **Part 1 – Education Improvement and Impact**

Living with Covid for schools has been a large focus of 2021-22 and the Council and Schools have responded positively and with resilience. The Council continues to raise standards in education with monitoring, support and challenge, working with internal and external partners. Ofsted inspections resumed in full, and Hillingdon remains in line with national outcomes. 16 schools were listed on the Council's Schools At Risk Register; this comprised of 8 academy schools and 8 maintained schools (increased by 2). The Regional Schools' Commissioner is responsible for academy school performance and the Council worked closely with our 8 maintained schools to improve performance and outcomes. Various education initiatives have taken place with a continued focus on Wellbeing and Mental Health support and vulnerable children. School Place Planning has seen a decline in demand for primary places and an increase in demand for secondary places. School Admissions had a slight increase in secondary applications, a decrease in primary applications and an increase in elected home education applications.

## **Part 2 – Vulnerable Children and Young People's Outcomes**

Looked after children (LAC) have had a successful year despite the Covid challenges. LAC not in education, employment or training (NEET) is higher than the London average. SEND has seen a growth in EHCPs. Service wide transformation has taken place. Closing the gap between disadvantaged pupils and their peers remains a key focus. Elective home education has increased, predominately as a result of the pandemic. Children missing education referrals has increased from the previous year. The borough is broadly in line with national data for absence and had a decrease in permanent exclusions compared with last year's data. Mainstream NEET figures are slightly above our West London neighbours.

## **Part 3 – Educational Performance**

This section focuses primarily on attainment, progress and achievement for the preceding academic year along with references to wider measures of educational success. However, due to the suspension of data during the pandemic, the data will be hard to compare with the previous year, this will improve in next year's report of 2022/23.

# **Part 1**

# **Education**

# **Improvement and**

# **Impact**

## **1.1 Living with Covid-19**

Hillingdon schools adopted the 'living with Covid-19' guidance well and are predominately stable.

The Education Improvement and Partnership Service Advisors have been proactive in supporting schools to resume to a 'business as usual' state with advice on how to deliver the new normal. Primary and Secondary schools supported the vaccination roll out and were commended by the NHS.

## **1.2 Putting Our Residents First - Raising Standards in Education**

Putting residents first is central to the work of the Council. This includes fulfilling its duty to ensure that its statutory education functions are discharged with a view to promoting high standards, ensuring fair access to opportunity for education and learning and promoting the fulfilment of learning potential for all learners.

Within a landscape of significant national change in education, the Council continues to recognise that access to the very best education opportunities in high-quality schools and settings will ensure that Hillingdon remains a popular and desirable place of choice for families.

The Council continues to invest in education capacity and quality through the provision of school support and monitoring and the expansion of schools where needed to meet demand for school places across the primary and secondary sectors. The mixed economy of Council maintained and academy/free schools in the Borough mean that the Council acknowledges its dynamic but central role in securing the best outcomes for children and young people educated in the Borough. Working in partnership with autonomous school leaders, multi-academy trusts and other relevant responsible authorities, the Council continues to promote high standards for all learners and to challenge underperformance where this occurs, no matter where learners are educated.

The Council accepts that it has an important role to play in promoting high standards for all learners and in particular, those children, young people and adults vulnerable to underachievement, including those with special educational needs and/or disabilities and those from disadvantaged backgrounds. In order to undertake this role effectively, the Council uses its resources to monitor, support, challenge, and intervene in schools where concerns arise.

It does this by:

- Collating and analysing the performance of all state funded schools in Hillingdon to identify those at risk and those in need of additional support or intervention.
- Monitoring and challenging the performance of individual schools for all pupils, specific groups of pupils and individual pupils. This includes reviewing and challenging school improvement plans, providing services to support the positive progress of children and young people, developing and securing expertise in schools and settings, monitoring personal educational plans for children looked after and intervening where schools or settings require improvement.
- Working effectively with services for vulnerable children both within the Council and beyond to access support swiftly where concerns are noted or where opportunities for learners are not to a good standard.

- Undertaking a strategic brokerage role to allow schools in need to access appropriate support from other schools and national organisations.
- Where necessary, exercising formal powers of intervention where there are concerns in our maintained schools or notifying the Regional Schools Commissioner of concerns in Academy schools to drive up standards.
- Working in partnership with the Regional Teaching School Hub and multi-academy trusts in order to build capacity within the schools-led improvement community in Hillingdon.

## 1.3 Ofsted Inspection of Early Years & Foundation Stage

### Private, Voluntary and Independent (PVI) Childcare Providers - Ofsted Outcomes

We currently have a total of 90 PVI settings:

Not yet inspected	Outstanding	Good	Requires improvement	Inadequate
6	13	65	3	3

The following table demonstrates the percentage of Hillingdon's PVI Ofsted outcomes over the past five years in relation to national Ofsted data (published in August 2022):

	Summary (Good or better)		Outstanding		Good		Requires Improvement (RI)		Inadequate	
	National	LBH	National	LBH	National	LBH	National	LBH	National	LBH
2017/18	91%	100%	28%	20.7%	63%	79.3 %	6%	0%	3%	0%
2018/19	96%	100%	23%*	21%	73%*	79%	2%*	0%	1%*	0%
2019/20	98%	100%	22%	19%	75%	81%	2%	0%	1%	0%
2020/21	98%	100%	22%	19%	76%	81%	1%	0%	1%	0%
<b>2021/22</b>	<b>78%</b>	<b>93%</b>	<b>17%</b>	<b>16%</b>	<b>61%</b>	<b>77%</b>	<b>7%</b>	<b>3.5%</b>	<b>14%</b>	<b>3.5%</b>

Source - Overall effectiveness of early years providers: 31 August 2022. Ofsted

Those settings that have been graded as RI or Inadequate have a dedicated and time bonded action plan that has been written in partnership with the owner/manager. Priorities are always identified with Safeguarding and Welfare first, followed by leadership and management and the quality of Education. Progress towards targets is monitored at least monthly, but often more regularly.

We have proactively encouraged the Inadequate and RI settings to sign up for the Experts and Mentors programme delivered through the DfE and Penn Green, as a part of the Covid Recovery plan.

The focus from the team has been to support settings in preparing for inspections with support in leading a learning walk, discussing curriculum intent, implementation and impact and developing staff confidence.

We are also reintroducing Five to Thrive across all providers – this is a partnership approach to working with Parents and Practitioners in recognising the importance of and supporting healthy Brain development.

### **Centralised Training Provided to Both Schools and PVI settings**

Alongside bespoke training for individual schools and settings we also run a centralised training programme, many of these courses were run remotely over the last year, which has meant they have been recorded and uploaded onto LEAP for greater reach.

- An introduction to safeguarding x3
- Designated Safeguarding Lead update
- Preparing for the revised EYFS – PVI
- Preparing for the revised EYFS - Schools
- Planning and assessment requirements in the EYFS reforms
- Exploring the new curriculum guidance documents
- Ofsted Inspections from 2021 – PVI
- Developing a Language rich environment
- Developing continuous provision – outdoor spaces
- Developing continuous provision – Indoor spaces
- Developing the learning potential of your role play areas
- The Characteristics of effective Teaching and Learning the role of the adult
- Supporting children's Behaviour and emotional development
- Talk for writing in the EY
- Meeting the learning and development requirements – Mathematics
- Meeting the learning and development requirements – Understanding the World
- Using Philosophy for children to develop Communication and Language with 3–5-year-olds
- Monitoring and evaluating EYFS provision

### **Childminders**

We currently have 198 childminders in Hillingdon. Of these 170 cares for EYFS children. Since the start of the Pandemic, we have had 56 childminders resign from the sector and uptake on training for entry to the profession is lower than pre-covid times. Those who do not have EYFS children are graded as met or not met at their Ofsted inspection. We currently have 23 Met and 5 Not met. The data for those childminders that have EYFS children in their provision is as follows:

Not yet inspected	Outstanding	Good	Requires improvement	Inadequate
19	15	135	0	1

The following table demonstrates the percentage of Hillingdon's Childminder Ofsted outcomes over the past five years in relation to national Ofsted data (published in August 2022).

**Data Set 4 – Table: Ofsted Outcomes from Childminder Inspections August 2022**

	Summary (Good or better)		Outstanding		Good		Requires Improvement		Inadequate	
	National	LBH	National	LBH	National	LBH	National	LBH	National	LBH
2017/18	94%	97.4%	16%	14.4%	78%	83%	5%	0.5%	1%	1.1%
2018/19	94%	99%	16%	16.5%	78%	82.5%	5%	0.5%	1%	0.5%
2019/20	95%	99%	14%	17%	81%	82%	4%	1%	1%	0%
2020/21	96%	99%	14%	13.5%	82%	85.5%	3%	1%	1%	0%
<b>2021/22</b>	89%	99.5%	15%	10%	74%	89.5%	5%	0%	6%	0.5%

For childminders who receive an inadequate or RI judgement they receive one to one support from an EY adviser and support is given to work on the recommendations and actions.

Bespoke training is provided in the evenings and at weekends for childminders along with the courses we pay adult education to provide for us. These have included:

- Preparing for your Ofsted inspection.
- Communication and language in the revised EYFS
- Using Development matters
- Planning and assessment with the new EYFS
- Making the most of the outdoors
- Developing phonological awareness.
- Meeting the Safeguarding and Welfare requirements
- Annual Safeguarding update for CM's
- Childminder Safeguarding for Newly registered childminders
- Understanding Prevent duty
- The Characteristics of effective Teaching and Learning the role of the adult

## Key Challenges

The single most challenging issue in Early Years at the moment is recruitment and retention of staff to maintain high-quality provision. Staff turnover in settings is higher than ever before and this has had a huge impact in supporting quality improvement. Added to this, as we move out of the pandemic practitioner morale and confidence is very low and reigniting a passion for young children's learning and supporting staff development remains a high priority.

Within both PVI's and Schools it has been recognised that a considerably higher number of children are starting their EY provision with SEND concerns than pre-covid times. It is as yet, unclear if these are general delay or wider SEND issues, the main areas of concern are in Communication and Language and Personal, Social and Emotional development and the team are targeting support to settings accordingly.

## 1.4 Ofsted Inspections of Schools

Ofsted resumed their full inspection programme, following the previous year's Covid-19 partial inspection suspension. Hillingdon received 21 inspections, shown in the table below.

Hillingdon's inspection data demonstrates an improvement when compared with the previous year, with 91% of schools overall now judged Good or better by the end of the 2021/22 academic year, compared to 88% of schools judged Good or better 2020/21. This academic year, Hillingdon is 3% higher than the England average, which is 1% higher than last year.

With Outstanding schools inspections re-started, we have noticed a drop in our Outstanding schools that have not been inspected for many years. Their inspection outcomes were strong and have increased our Good school

Ofsted visits have been a mixture of Section 8 and 5 inspections throughout 2021/22 academic year. School inspections have been delayed for up to six terms from the usual four-year interval as a result of Covid-19.

Significant changes:

- One maintained secondary was upgraded from Requires Improvement to Good.
- One academy primary was upgraded from Requires Improvement to Good.
- One maintained Infant dropped from Outstanding to Good
- One academy secondary dropped from Outstanding to Good.
- One academy secondary dropped from Outstanding to Requires Improvement.
- One special secondary dropped from Good to Inadequate and was therefore put into special measures. The LA is working extremely closely with this school to drive improvements.

### Summary of Schools in Hillingdon by Ofsted Judgement

Data Set 1 - Table: Final inspection overview 2021/22 (by 31<sup>st</sup> August 2022)

Type of School	No.	% Outstanding	No. Outstanding	% Good	No. Good	% Requiring Improvement	No. Requiring Improvement	% Inadequate	No. Inadequate
Primary All	68	13%	9	81%	55	6%	4	0%	0
Academy	23	9%	2	82%	19	9%	2	0%	0
Maintained	45	16%	7	80%	36	4%	2	0%	0
Nursery	1	100%	1	0%	0	0%	0	0%	0
Maintained	1	100%	1	0%	0	0%	0	0%	0
Secondary All	18	28%	5	55%	10	17%	3	0%	0
Academy	16	31%	5	50%	8	19%	3	0%	0
Maintained	2	0%	0	100%	2	0%	0	0%	0
UTC/SC	4	0%	0	75%	3	25%	1	0%	0

Academy	4	0%	0	75%	3	25%	1	0%	0
<b>Special All</b>	<b>7</b>	<b>14%</b>	<b>1</b>	<b>72%</b>	<b>5</b>	<b>0%</b>	<b>0</b>	<b>14%</b>	<b>1</b>
Academy	5	20%	1	60%	3	0%	0	20%	1
Maintained	2	0%	0	100%	2	0%	0	0%	0
<b>AP/PRU</b>	<b>1</b>	<b>0%</b>	<b>0</b>	<b>100%</b>	<b>1</b>	<b>0%</b>	<b>0</b>	<b>0%</b>	<b>0</b>
Academy	1	0%	0	100%	1	0%	0	0%	0
Maintained	0	0%	0	0%	0	0%	0	0%	0
<b>All State funded schools in Hillingdon</b>	<b>99</b>	<b>16%</b>	<b>16</b>	<b>75%</b>	<b>74</b>	<b>8%</b>	<b>8</b>	<b>1%</b>	<b>1</b>

## Data Set 2 - Table: End of 2021-22 Inspection Summary - Hillingdon versus England

	2021-22	2020-21		
Judgement	Hillingdon	England* (not totalled to 100%)	Hillingdon	England* (not totalled to 100%)
Outstanding	16%	18%	20%	19%
Good	75%	70%	68%	67%
Requires Improvement	8%	9%	12%	10%
Inadequate	1%	3%	0%	3%

## **1.5 Monitoring and Challenging the Performance and Outcomes of Individual Schools**

The schools' landscape in Hillingdon consists of 99 state-funded settings which include a mixture of Council maintained schools and other settings which have an alternative status - these settings including academies, University Technical Colleges (UTCs) and Studio Colleges SCs). Approximately 30% of all primaries in Hillingdon are academies, with 70% remaining as maintained schools. In the secondary sector, 90% of all schools are academies with only 10% remaining as maintained settings. In the special school sector, 80% of schools are academies whilst 20% are maintained by the Council.

Legal duties and powers regarding education improvement intervention in underperforming schools where the Council is not the responsible body for standards or leadership (for example academies) lie with the Regional Schools' Commissioner, acting on behalf of the Secretary of State. Councils retain responsibility for intervention in maintained settings where standards decline, and all local authorities retain the overarching statutory duty regarding the promotion of high standards of education which includes regular interface with all stakeholders in a local area and the sharing of intelligence with national partners including Ofsted and the full range of Department for Education teams.

The Council uses a collaborative and school-driven approach to ensure that education improvement activity in Hillingdon continues to mirror the national direction for school support and intervention, with a clear emphasis on the brokerage of support for underperforming schools from good and outstanding settings. Our model includes specific guidance for schools around the responsibilities of the Council regarding monitoring and intervening where schools are, or maybe, at risk of underperformance. This includes processes for the risk assessment of schools who are

not securely good or where standards are declining and associated intervention by officers to accelerate the use of the Council's formal powers if required.

The Council monitors the standards and quality of all schools in Hillingdon through termly analysis of published data, information gathered from Council services supporting children and families, Ofsted liaison, feedback from Hillingdon's Regional Schools' Commissioner's office and DfE and, in the case of maintained schools only, through the provision of Education Advisory visits. The early identification of schools facing challenges in Hillingdon allows the Council to broker support for school leaders and governors from across the wider schools' community and aims to prevent, halt and reverse a decline in standards for Hillingdon's children and young people.

In 2021/22 officers continued to work closely with the Hillingdon school-led Schools' Strategic Partnership Board, to deliver education improvement events and regular briefings to Head Teachers. This approach ensured that the Council continued to fulfil its statutory duty regarding acting as a champion of high standards of education for all young people in Hillingdon, whilst supporting the local education sector's systems leaders by promoting access to their local school leadership improvement offer and highlighting expertise available from both the Regional Teaching Schools' Hub and central government.

To build on partnership working, Hillingdon Learning Partnership (HLP) was developed to provide 'school to school' support on curriculum development. There is a HLP Governance Board consisting of cross phase Headteachers and Local Authority Officers. HLP launched in September 2022.

The Council worked with our Regional Teaching School Hub to deliver Initial Teacher Training to our Early Career Teachers (ECTs) to ensure that new teachers are supported and operate at the required standard.

## 1.6 Performance Outcomes

There were 16 schools on the Council's 'Schools At Risk Register' (SARR) at the end of 2021/22. This is 2 more than the previous year and there has been a steady number averaging 17 over the past few years. The reasons schools could be at risk cover a range from: declining data, leadership concerns (including governance), finance, serious and regular stakeholder complaints and more.

### Overall - all schools

- 10/16 schools are primary phase
- 6/16 schools are secondary

### Primary schools

- 7/10 schools are maintained (5 are judged Good/Outstanding but at risk and 2 Requiring Improvement)
- 3/10 schools are academies (2 Requiring Improvement and one academy converter creating a 'new' start with no judgement)

## **Secondary / Studio Colleges / UTCs schools**

- 1/6 school is maintained (Good but listed due to its deficit and complaints)
- 5/6 schools are academies (Requiring Improvement and Inadequate)

There is an even split between the number of maintained schools and academies that are included in the SARR, with eight maintained schools and eight academies. The variable quality of information relating to leadership, management and governance in academy schools means that maintained schools are much more likely to be represented.

A breakdown of the maintained schools at risk is shown below:

Maintained Schools at risk	Outcomes
2 Requiring Improvement	Challenge Task Group meetings took place to support improvement in time for their next inspection. This approach resulted in meetings between senior officers and school leaders and intensive brokering of support. The impact of challenge and support resulted in significant changes to leadership, management and governance in these schools.
6 Good or Outstanding	Support is tailored to the reason that resulted in these schools being assessed as at risk, detailed below: <ol style="list-style-type: none"><li>1. Safeguarding and leadership capacity</li><li>2. Performance decline</li><li>3. Risk of Requiring Improvement judgement</li><li>4. Budget deficit</li><li>5. Number of stakeholder complaints</li></ol>

Where the schools identified as being at risk were academies/free schools for whom the Local Authority is not the legally responsible body in terms of education improvement, the Council acted swiftly to highlight concerns to the Regional Schools Commissioner and other relevant authorities.

In 2021/22 the Four-Tier Support Model for categorising schools for prioritising education improvement support continued:

- Self-Improving - schools with an Ofsted rating of 'Good' or 'Outstanding' schools with no key areas of concern.
- Watch - schools which require low-level education improvement support but with only one key area of need.
- Targeted - schools with some key focus areas of improvement required, including schools which may be 'Good' but at risk.
- Intensive - schools with an Ofsted rating of Requires Improvement or Inadequate and/or where significant support is required.

This enabled the Education Improvement and Partnerships Team to focus their time supporting schools effectively with a package of support appropriately matched to the needs of the various settings in Hillingdon.

The support and challenge documentation used by Advisors established a clearer focus on the impact of the support given to the schools. A Support Plan was used for settings in the Targeted or Intensive support categories. This support plan facilitates a commitment from both the Education Advisor and the school leaders to have a continued focus on the key individualised education improvement priorities and actions that are planned for the year ahead. Education Advisors completed a termly impact report to detail the impact of their support on the schools' improvement journey.

Collectively, these documents had a greater focus on holding Education Advisors and school leaders to account, as well as being a support mechanism for schools, enabling them to share clear evidence of progress with relevant external agencies.

## 1.7 Good Practice from London Councils

The Council works closely within our West London Partnership. Various Council services are part of service level boards where they undertake joint working, reciprocal agreements, share good practice, initiatives, performance and outcomes data. Throughout this report you will note where data has been sourced via the West London Partnership or London wide.

The Head of Education and Learning attended a termly Strategic Education London Leads meeting, where all London Borough education leads meet to discuss current topics, concerns and strategic ways of working. Ofsted and the Regional Schools' Commissioner are invited to present on key changes, along with other partners.

## 1.8 Mental Health and Wellbeing

The Education Improvement and Partnerships service have worked on a range of initiatives to support the Mental Health and Wellbeing of our children in the borough. Using the DfE's dedicated grant, we have delivered:

1. MH First Aid Training – accredited course for one MH staff lead in each school.
2. Wellbeing and MH direct support to schools - one day of customised MH support to each school (upskilling staff).
3. Special Yoga train the trainer programme for Special Schools.
4. Toolkit of resources, model polices and templates.

Mental Health and Wellbeing for schools continues to be a priority and by delivering these programmes our aim is to improve resilience by embedding these strategies. Hillingdon has one trained professional in each school / MAT to support the mental health provision Borough-wide.

The Education Improvement & Partnerships Service Wellbeing and Mental Health Lead provided a whole school approach review and support, such as policy and procedures development, guidance and training. This support has upskilled each Mental Health lead in schools.

The SEND Advisory Service (SAS) works within the SCERTS framework (Social Communication, Emotion Regulation, Transactional Support). [The SCERTS® Model](#). In addition to specific SCERTS training available to all schools, the SCERTS ethos is embedded into the SAS tiered

offers of support which include 1:1 support, training and whole school approaches. SCERTS is also integral to the Inclusion Commitment school development programmes (a 1 year intensive package of CPD, provision review and support for settings). For more specific support, the Inclusion Commitment offers a choice of 3 pathways. Settings have the option to select an SEMH pathway which will cover ‘trauma informed practice’ and ‘Adverse Childhood Experiences (ACEs)’.

SAS have recently appointed an Educational Psychologist with an SEMH/Behaviour specialism who will work as an SEMH advisor, in strong collaboration with Health Partners and the existing EP service. The previous pilot project ‘Early Intervention Prototype’ will be reviewed with Hillingdon CAMHS and other SEND partners and reinstated in a revised format.

The Thrive Network has been revived. This network will provide a holistic network of support across local authority SEND & Education services, health partners and third sector colleagues. Sharing of information enables effective collaboration and signposting for children, young people and their families

## 1.9 School Place Planning Overview

The Council has a statutory responsibility to secure sufficient early years and school places for children resident in Hillingdon. These places need to be appropriate, sustainable, viable and meet local and specialist needs.

The mixed economy of Council maintained and academy/free schools in the Borough mean that the Council acknowledges its dynamic but central role in securing the best outcomes for children and young people educated in the Borough. Working in partnership with autonomous school leaders, multi-academy trusts and other relevant responsible authorities, the Council continues to promote high standards for all learners and to challenge underperformance where this occurs, no matter where learners are educated.

Primary rolls overall have continued the slight decline seen each termly census since October 2019, a total 3% decline in three years. To manage this, reductions in primary PAN of 30 places (one form of entry) have been proposed in one community school and in two foundation schools.

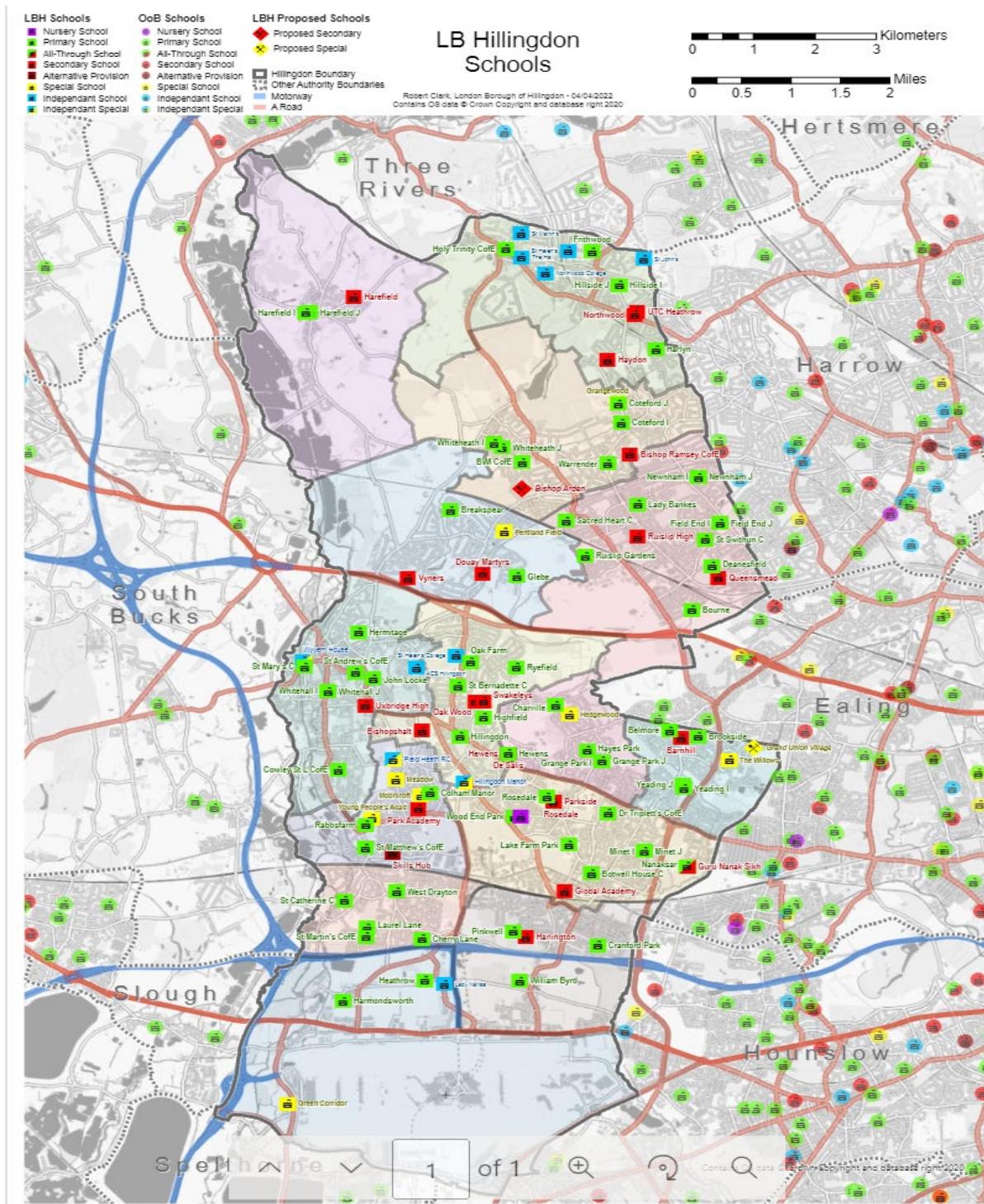
At secondary, the number of children on roll has increased in line with projections. Temporary extra places above Pupil Admission Numbers (PAN) will be added by some schools for Year 7 in September 2023 to ensure that all residents receive an offer of a place on National Offer Day. This is ahead of a planned expansion due to open in 2023. Further work is underway on future planning.

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

Future School Place Planning Education Analysis

In future reports, when new data is released, progress and outcomes data on the 14 planning areas will be analysed along with an explanation on what education improvement support and challenge will be in place specifically for the planning areas identified as in need. School Place Planning (SPP) is reported twice a year, separately to this report, and Members can access further information through that route.

The following map shows the local authority schools in Hillingdon at April 2022.



## **1.10 School Placements & Admissions**

### **Secondary School Places**

The School Placement and Admissions Team has been effective in delivering a high-quality service despite an increase in demand.

There has been a 1.1% decrease in secondary applications across London since 2021. However, Hillingdon experienced a 1.4% increase.

The LA still received a high number of applications; 3659 applications were submitted for pupils residing in Hillingdon for secondary school places.,

On National Offer Day every Hillingdon resident was offered a secondary school place. 89% of applicants received one of their top three preferred schools, an increase of 3% compared to 2021. 71% of Hillingdon pupils received their first choice – an increase of 4% when compared with 2021 admissions. This was also higher than the London average of 69.95%.

### **Primary School Places**

There has been a 1.3% decrease in primary applications across London since 2021. Hillingdon experienced a 1.6% decrease in applications.

The LA received 3603 applications for pupils residing in Hillingdon for primary school places. Hillingdon Council was ranked first in the capital for offering children their parents' first preference and top in west London across all preferences.

On National Offer Day every Hillingdon resident was offered a primary school place. 99% of applicants were offered a place at one of their top three preferred schools. 94% of Hillingdon pupils received their first choice (both were the same when compared to 2021 admissions). This was also higher than the London average of 87.9%.

### **Fair Access**

The In Year Fair Access Panel (IYFAP) has continued to be effective in its duty to ensure that outside the normal admissions round - unplaced children, especially the most vulnerable, are found and offered a place quickly, so that the amount of time any child is out of school is kept to the minimum. We continue to see a minimal number of primary aged referrals considered by the Fair Access Panel. This is due to strong communication between the local authority, school admissions officers and sufficient place planning. The LA are also extremely grateful to our schools for their support with Year 11 pupils being placed in mainstream schools. The Panel is effectively meeting the growing demand for secondary school places in the borough to ensure that every child receives the best possible education.

Below is a summary of the referrals made via the IYFAP.

### Key Statistics

- **2 primary referrals** to the IYFAP. There is an increase of 1 placement compared to the previous two academic years 2019-2021.
- **1.5% decrease** - 136 total number of placements by the IYFAP in comparison to the academic year 2020-2021 where there were 138 placements.
- **71 Year 11** aged children were referred to the panel, 44 of these pupils started at the allocated provisions.
- **22% increase** in the total number of year 11 placements by the IYFAP into mainstream schools in comparison to the academic year 2020-2021. In real terms there have been 71 Year 11 referrals this year opposed to 58 in 2020-2021.
- **40% increase** in the total number of secondary school placements in the south of the borough in comparison to the academic year 2020-2021. In real terms there have been 125 placements this year opposed to 89 placements in 2020-2021.
- **29% increase** in the imbalance between secondary school placements in the south of the borough relative to placements in the north of the borough compared to the academic year 2020-2021. In real terms 125 of 134 placements this year (93%) were in the south of the borough opposed to 89 of 138 placements (64%) in 2019-2020. This highlights the strengthening of equal distributions across the borough.
- **29% of the placements** have been for 'Children of Gypsies, Roma, Travellers, refugees and asylum seekers'.
- **22 additional children** were presented and had schools named as part of their school attendance orders.

These statistics include July's placements however they did not start until this academic year (2022/23).

**Year 11 Pupils** – The specific category for year 11 pupils was removed from the Fair Access Protocol following changes to the code.

Therefore, the general expectation is that mainstream education will be inclusive and that pupils with a wide range of needs will be able to access a mainstream school place. However, the panel continue to place year 11 pupils through the FAP as they meet alternative eligibility criteria.

Pupils are also offered a place at Hillingdon's Interim Provision where they will complete a cognitive assessment and receive education whilst awaiting a school placement.

As there were only 2 primary referrals there are no specific observations.

Month/Year Group	Secondary referrals						North	South
	Year 7	Year 8	Year 9	Year 10	Year 11			
September	4	3	9	12	15		5	38
October	3	1	0	0	6		0	10
November	2	2	5	3	15		0	27
December	0	0	1	2	6		1	8
January	0	0	0	0	3		1	2
February	0	0	1	1	8		2	8
March	0	0	0	1	10		0	11
April	1	0	0	0	4		0	5
June	3	0	2	1	4		0	10
July	4	0	1	1	0		0	6
Total per year	17	6	19	21	71		9	125
Total	134							

The month of May will not appear in any statistics as no IYFAP meetings were scheduled in May.

#### Referral Reason

The highest number of referrals in the Secondary phase were made for children that had been out of education for four or more weeks and year 11 pupils as they cannot be easily assimilated into appropriate courses. Both primary aged pupils were referred to the panel as they were children with SEN (without an EHCP).

#### Place Planning Areas

For the 134 secondary school placements made through Fair Access, 125 children lived in the South of the borough and 9 children lived in the North of the borough. 93% of the children placed through Fair Access lived in the South. The panel are mindful of the volume of pupils residing in the south of the borough and will try to allocate a school in the north of the borough where a journey is deemed within a reasonable distance. Alternatively, if a parent has added a school as a preference which is within the north of the borough the panel will look to allocate this school. This assists with equal distribution and can justify the panel's decision for allocating a school not within a reasonable distance.

## Placements for Children of Gypsies, Roma, Travellers, Refugees & Asylum Seekers

Year/Month	Year 7	Year 8	Year 9	Year 10	Year 11	Total
September	2	1	2	0	1	6
October	3	1	0	0	1	5
November	2	2	5	2	6	17
December	0	0	0	0	0	0
January	0	0	0	0	0	0
February	0	0	0	0	2	2
March	0	0	0	0	5	5
April	0	0	0	0	1	1
June	0	0	0	0	3	3
July	1	0	0	0	0	1
<b>Total</b>	<b>8</b>	<b>4</b>	<b>7</b>	<b>2</b>	<b>19</b>	<b>40</b>

In February 2022 a war in Ukraine began and families fled the country seeking asylum. In March 2022 the Government launched the 'homes for Ukraine' scheme. Homes for Ukraine is a sponsorship scheme that allows people and organisations in the UK to offer Ukrainians fleeing the war a home. This scheme lets individuals, charities, community groups and businesses offer a route to safety for Ukrainians, even if they have no ties to the UK. There were 144 pupils recorded in Hillingdon. As the majority of these pupils were offered places through the normal admissions process, we were not required to present them at FAP.

57% (23) of asylum seekers who were referred to the FAP were residing in hotels in the south of the borough. This has continued to have an impact on schools such as Harlington School.

The Panel anticipate that we will be continuing to place children residing at Hillingdon hotels into the next academic year, as more families are moving into hotels, whilst they await a more permanent placement, within Hillingdon or via dispersal to other authorities in the UK.

### Comparison with Previous Academic Years

Below is a comparison of the number of In Year Fair Access Panel placements made this year in comparison to the last two academic years.

Month	2019-2020			2020-2021			2021-2022		
	Primary	Secondary	Total	Primary	Secondary	Total	Primary	Secondary	Total
September	0	52	52	0	32	32	1	43	44
October	0	5	5	0	8	8	0	10	10
November	0	10	10	0	15	15	1	27	28
December	0	10	10	0	12	12	0	9	9
January	1	12	13	0	9	9	0	3	3
February	0	7	7	0	14	14	0	10	10
March	0	7	7	0	16	16	0	11	11
April	0	0	0	0	17	17	0	5	5
June	0	0	0	0	6	6	0	10	10
July	0	11	11	1	8	9	0	6	6
<b>Total</b>	<b>1</b>	<b>114</b>	<b>115</b>	<b>1</b>	<b>137</b>	<b>138</b>	<b>2</b>	<b>134</b>	<b>136</b>

## **Fair Access Arrangements for Electively Home Educated Children**

The DfE updated the School Admissions Code in September 2021 which suggests that they will not allow for additional categories within the Fair Access arrangements.

Pupils who were previously EHE and wanted to return to mainstream education were therefore only referred to the Fair Access Panel if they met another eligibility criteria.

Once the pupil was referred to the panel it was taken into consideration whether the home education was judged to have failed in the view of the Local Authority. The panel agree that the pupil will be allocated a place at the previous school (where feasible, depending on location and phase).

This will be reviewed by the panel on a case-by-case basis and will apply where deemed reasonable.

This may result in the pupil immediately being put forward for a Managed Move to another Hillingdon school. However, this procedure will ensure that schools have continued oversight of the pupil's education until (where appropriate) another school takes responsibility for the pupil. This procedure has been discussed between Hillingdon LA officers and Ofsted who are in agreement that the procedure shows transparency regarding the risk of 'off-rolling'.

## **1.11 End of Part 1 – Summary**

The underperformance of some key groups of learners in Hillingdon continues to provide challenges to some settings in the borough. Effectively addressing the progress and outcomes for these vulnerable groups is an educational priority for the Council and all local education providers.

Part 2 and 3 of the report provides further information about the outcomes achieved at the different education stages, for different groups and relating to Council services which support educational outcomes.

# **Part 2**

# **Vulnerable Children and Young People's Outcomes**

## 2.1 Outcomes for Vulnerable Children and Young People

### Looked After Children (LAC)

As in the previous academic year, our children and young people have continued to be faced with many challenges as a result of the global pandemic and it would not be inaccurate to describe this year as one of change and uncertainty.

Whilst schools and colleges resumed face-to-face learning during the autumn term, this return was fraught with challenge. The most impactful of these was the onset of the Omicron variant in the spring term which impacted the school attendance rates of all children nationally.

As is certainly true for adults, many children have struggled to readjust to 'normal' school life post pandemic and this has largely been demonstrated in a difficulty in engaging in education in a formal setting, particularly for younger learners who have spent a significant amount of their formative years in lockdown.

Some of the most notable successes during this year include:

- The significant achievement of learners making age related expectations in all subjects at Key Stages One and Two.
- The consistent trend of success for Attainment 8 scores for young people at the end of Key Stage 4.
- The reduction in the number of learning days lost as a result of suspensions.
- The continued reduction in the number of children recorded as Not in Education, Employment or Training (NEET).

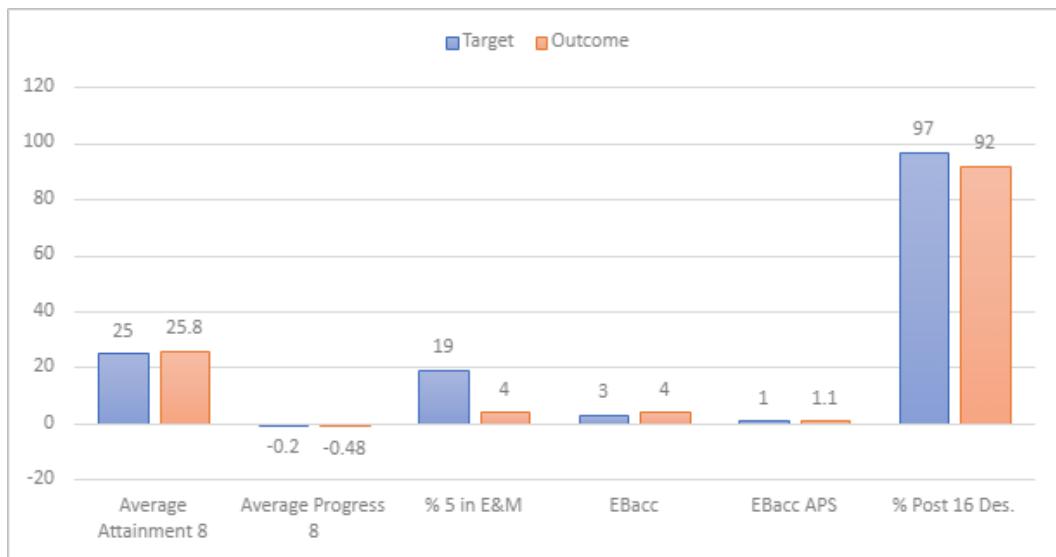
### Looked After Children Attainment and Progress Summary

**EYFS:** The EYFS cohort consisted of five young people for this academic year. Of this group, 40% made a good level of development (GLD) across the prime areas and 20% made GLD across all the Early Learning Goals.

**Key Stage 1:** There were five young people who completed Key Stage 1 in July 2022. 50% of this cohort met ARE in Reading, Writing and Maths.

**Key Stage 2:** There were twelve young people who completed Key Stage 2 in July 2022. Based on their SATs results 37.5% of this cohort met ARE in Reading, Writing and Maths.

**Key Stage 4:** Twenty-six eligible young people completed Year 11 in July 2022. Of this cohort 42% had special educational needs, 32% were unaccompanied asylum-seeking children (UASC) and 61% resided outside of Hillingdon. Of the 26 pupils, 22 were entered for level 2 examinations at the end of the academic year. The average attainment 8 score was 25.8 and the average Progress 8 score was -0.48.



Source: Internal data

**Key Stage 5:** The Virtual School supported 307 Post 16 learners throughout academic year 2021-22; a 30% increase on 2020-21. The significant rise was mainly due to an increased number of English Speakers of Other Languages (ESOL) learners many of whom were transferred to other local authorities throughout the year via the National Transfer Scheme (NTS).

**English and Maths Progress:** The percentage of learners who did not achieve a grade 4 or above in English and Maths at the end of Year 11 but achieved English & Maths at the end of Year 12 increased from 12.5% to 22%.

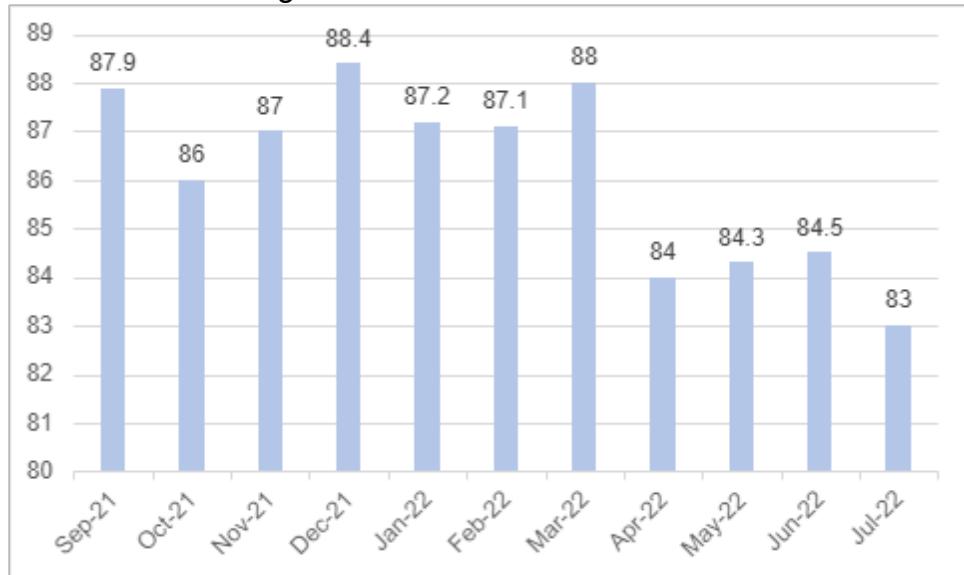
**Year 13 Level 3 Outcomes:** Of the ten learners this year who were working towards a Level 3 course, 60% successfully completed the final year. Of these, 50% have moved on to university, whilst the others have decided to take a gap year to pursue full time employment and volunteering opportunities.

## Looked After Children Educational Engagement Summary

### Attendance & Exclusions

The pandemic continued to impact our attendance during this academic year, particularly after the spring term and the onset of the Omicron variant, resulting in the average attendance of our SSA cohort being slightly lower than expected.

The chart below shows the average attendance of our SSA cohort across the academic year.



Source: Welfare Call Ltd

During the last academic year, 21 children in our care received a suspension. The total number of learning days lost was 70.5 days.

Overall however, there has been a reduction in the number of days lost to suspensions compared to the last academic year which follows a positive trend since 2019. This year there have also been fewer in-borough schools issuing suspensions highlighting the positive working relationships with the local authority.

	Days lost to exclusion	Number of in borough schools and days lost		Number of out of borough schools and days lost		Number of SEN children
<b>2019 - 2020</b>	88.5	12	55	9	33.5	15
<b>2020 - 2021</b>	76.5	10	58.5	7	18	11
<b>2021 - 2022</b>	70.5	8	23.5	11	47	12

Source: Welfare Call Ltd

### LAC Who are Not in Education, Employment or Training (NEET)

This year saw our lowest ever annual average for the number of young people on the Virtual School's roll who were reported NEET (out of education or training for more than 1 calendar month) at 10%.

	2019-20	2020-21	2021-22
<b>NEET Average %</b>	12.04	12.3	10.09
<b>Minimum %</b>	9	8.6	10
<b>Maximum %</b>	15.8	17	15

Source: Welfare Call Ltd

We saw a spike in our NEET figures in January 2022, especially for our UASC who were new to our care. Whilst the number of 16-17 NEET young people in Hillingdon remains good and currently better than many other London boroughs, the number of young people in our care who are NEET remains proportionally higher.

### **Priorities for Looked After Children in Hillingdon**

Hillingdon Virtual School's School Improvement Plan (SIP) is now moving into the final year of its three-year scope.

Overall the second year of our plan was successful having made good progress in seven of our eight school vision threads, with particular success being noted in the areas of attainment, working with others and Pupil Premium Plus in which all targets for this year were achieved.

With this in mind, our short-term plans for the next academic year take into consideration that:

- Less progress was made in the areas of attendance and educational provision as part of our SIP. These are therefore areas of priority for 2022/23 with a particular focus on children who are persistently and severely absent from school and children achieving school places in a timely manner when placed out of borough.
- The DfE has this year continued its extension to the remit of the VSH who is required to work with all children with a social worker and not just the children in our care. Whilst the role is different in nature to the existing VS remit, it is nevertheless a very exciting opportunity to extend the expertise, skill and experience which exists within the VS to a broader cohort of vulnerable children. During this year, the VSH appointed an Advanced Lead Practitioner to lead on this role and provide expert information, advice and guidance to our schools and colleagues in social care.

## **2.2 Special Educational Needs and Disabilities (SEND)**

Since 2013/14, Hillingdon, along with all Local Authorities across the country, have been working with education settings to embed the SEND reforms into practice. A key element of this work has been focused on the replacement of the SEN Statement of Education with the Education, Health and Care Plan (EHCP) and the categorisation of all other children and young people with SEND as pupils on SEN Support. When interpreting data for children and young people with SEND it should be noted that progress from year to year will always depend on the specific needs of individual children and the marked variations in cohort profile.

Hillingdon has seen a growth of nearly 100% in EHCPs since the reforms of 2014 to 2021. Over the past year (January 2021- December 2021) Hillingdon saw an increase in EHCPs of 14% against a national rate of growth of 10%.

In 2019, a service wide transformation took place to address the significant growth of children and young people accessing statutory pathways, with a focus on early intervention and support to settings and families. These new pathways were contingent on professionals accessing education settings to upstream support.

The transformation was aligned under three core functions to support and serve an integrated and tiered pathway. This was designed to positively manage demand through a co-ordinated and structured early intervention offer, alongside maintaining and enhancing the way in which the Authority secures our statutory responsibilities.

The core functions that exist within the SEND Service are:

SEND Advisory Service – a multi-disciplinary team of professionals. The service comprises of 4 teams: Sensory team, SEND Keyworking, Early Years advisory team and the Schools/Post-16 advisory team. The service provides a tiered level of intervention, from 1:1 support to whole school, SEND development programmes.

Educational Psychology Service (EPS) - maintaining the statutory delivery in relation to Education Health Care (EHC) needs assessments whilst refreshing and extending the traded offer to schools. This service will work closely with the SEND Advisory Service.

SEND Casework Team - the existing SEND Team has been restructured to create additional capability to meet the requirements of the proposed new ways of working and ensure DSG Safety Vale Plan delivery. Roles were enhanced to provide greater advice and guidance to schools pre and post-statutory thresholds for EHCPs.

The SEND pathway provides 3 tiers of support:

1. SEN Support
2. Early Support Funding - via a 'My Support Plan' (MSP)
3. Education, Health and Care Plans

The pathway reinforces the requirement for a graduated approach to supporting all children and young people with SEND and will be embedded across the local area. The tiered approach is expected to allow mainstream schools to have greater autonomy over how they utilise resources and support services, as well as having more timely access to funding for SEN, without the requirement to have an ECHP.

Closing the gaps in outcomes and progress for vulnerable children and young people is key to ensuring high standards of education in Hillingdon's schools and the Council recognises that outcomes for children and young people with SEND are not yet consistently strong in all schools or across all phases. A SEND Education Improvement Advisor is being appointed to work closely with the SEND services and the post holder will oversee data and progress of children with SEND.

The role of the Principal SEND Advisor is paramount and they will work alongside the Council's Education Improvement & Partnerships Team, carrying out SEND Reviews that follow the National Association for Special Educational Needs (NASEN) framework in order to evaluate its provision for children and young people with SEND. This includes Early Years, mainstream schools.

## Percentages of Attainment for Children with SEND

DfE recommend not using 2019/2020 (CAGS) and 2020/2021 (TAGs) for comparative purposes due to the Centre Assessed Grades and Teacher Assessed Grades used in the respective years..

Data Set 15c - Table:	SEN Key Stage 4 2021 to 2022								
	English and Maths PASS							Average Progress 8 score	
	2019		2020		2022		2020	2021	2022
Hillingdon Pupils	Standard 9* to 4	Strong 9* to 5	Standard 9* to 4	Strong 9* to 5	Standard 9* to 4	Strong 9* to 5			
Not SEN	81.2	61.1	80.2	56.1	80.8	60.2	N/A	N/A	0.46
SEN Support (311)	42.4	20.6	42.8	20.9	45.3	26.7	N/A	N/A	-0.34
LBH Gap between not SEN & SEN Support	38.8	40.5	37.4	35.2	35.5	33.5	N/A	N/A	0.80
National gap between Not SEN & SEN Support	38.1	35.3	36.9	35.8	37.9	34.0	N/A	N/A	0.67
EHCP (129)	16.8	4.0	12.4	7.0	15.2	7.3	N/A	N/A	-0.62
LBH Gap between Not SEN & EHCP	64.4	57.1	67.8	49.1	65.6	53.9	N/A	N/A	1.76
National gap between Not SEN & EHCP	49.3	48.1	63.2	50.2	62.5	53.9	N/A	N/A	1.48

Data Set 15d - Table:	SEN Key Stage 4 2019 to 2021						
	%EBacc**						
	2020		2021		2022		
Hillingdon Pupils	Standard 9* to 4	Strong 9* to 5	Standard 9* to 4	Strong 9* to 5	Standard 9* to 4	Strong 9* to 5	
Not SEN	37.7	27.2	38.5	28.3	33.3	25.1	
SEN Support (311)	8.4	5.1	8.7	5.5	9.5	6.8	
LBH Gap between not SEN & SEN Support	29.3	22.1	29.8	22.8	23.8	18.3	
National gap between Not SEN & SEN Support	24.8	18.8	24.5	19.1	22.3	18.3	
EHCP (129)	1.6	1.6	0.8	0.8	1.3	1.3	
LBH Gap between Not SEN & EHCP	37.7	27.5	37.7	27.5	32.0	23.8	
National gap between Not SEN & EHCP	31.6	22.8	31.4	23.3	28.5	21.9	

\*\* English Baccalaureate

## SEND Advisory Service (SAS) Headlines

### Early Years / Early Health Notification panel

Early intervention is central to SEND services. Multi-agency work has focused on developing an Early Health Notification (EHN) process which enables early identification of significant SEND, thus enabling the right support at the right time, and more efficient sufficiency planning.

The Purpose of the Panel is to improve co-ordination and joint planning of services for children (0-5) with special needs and/or disabilities and their families. The Multi-Disciplinary panel will do this by effectively utilising the Early Health Notifications (Section 23 C&FA) and referrals from supporting professionals:

- To identify children (0-5) with more complex needs and move them through to appropriate pathways of support.
- To ensure a robust tracking system is in place to formulate trajectories for 2-year-olds with long-term SEND
- To strengthen joint planning and partnerships between key stakeholders and ensure value for money and improved outcomes across services for young children and their families
- To advise, plan, support and develop inclusive early learning environments making the links between education, health, and social care to facilitate appropriate transition to compulsory schooling.
- To further utilise the LBH 'My Support Plan' in the Early Years, ensuring that children attend primary school with a robust plan of support in order to aid smooth transitions.
- To maintain an overview of the needs of cohorts of children emerging across the borough to inform strategic planning of services and provision.

In addition to this, the purpose of the panel is to ensure children with complex and long-term SEND have the same opportunity to access good quality EY education alongside their peers, at the earliest opportunity:

- To review applications from supporting SEND professionals who have identified a child with significant and complex needs, who is disadvantaged from attending an EY educational setting due to financial constraints. Additional family factors will be considered.

## **SEND Reviews**

SEND Reviews employ the evidence-based framework developed by NASEN and form a supported self-evaluation of the educational setting's SEND provision. As part of the review, settings self-evaluate their leadership, parent partnership, and management - all guided by support from their Principal SEND Advisor and the Send Advisory Service. Subsequently, they may undertake the newly revised Inclusion Commitment (IC): a 1-year programme of support which upskill the entire school and enable them to better support CYP with SEND. The IC includes a combination of whole school training sessions, parent workshops, 'Learning Walks', and parent drop-in sessions. After this year-long programme of support, the areas for development are re-assessed according to the SCERTS model. Those who do not engage in a development programme will be provided with follow up support and interim review of agreed targets for development.

The key objectives of SEND Reviews are to:

- Develop a consistent approach to inclusion across the borough where learning environments are conducive to facilitating active engagement of all learners
- Align services and initiatives (ISOS) to work together to promote a co-ordinated approach to Inclusion in mainstream schools
- Generate sustainable solutions by allowing upskilled schools to own the review and improvement process. This will ultimately form part of Hillingdon's wider education transformation

The aim is that all educational settings within Hillingdon will undertake a self-evaluation of their SEND provision, verified by external professional services e.g. SAS, IQM etc. These will be completed by 2026.

Completed SEND Reviews – (reviews completed & financial year)						
Setting Type	Yr 1 target	Yr 1 completed	Yr 2 target	YTD Cum. Data Apr - Nov 2022	Total Cum. Target (Inc. Yr.1)	Total Cum. Data (Inc. Yr.1)
PVI	8	7	18	14	26	21
Primary	6	10	19	19	25	29
Secondary	1	1	3	2	4	3

The table shows that targets for Primary schools are being exceeded and only 5 more PVIs and 1 more Secondary school need to be completed within the next 4 months to remain on target. These have already been booked; therefore, it is anticipated that this target will be achieved.

Feedback was requested from schools who have participated in a Local Authority supported SEND Review. Schools/Settings were asked to rate aspects of the process using a scale of 1-6 (insufficient – excellent). The average scores for each question are detailed below:

- How would you rate your overall experience of the SEND Review? = **5.58**
- Did you feel the SEND Review was approached in a collaborative manner? (SENDCo and Principal Advisor worked alongside throughout the day). = **5.67**
- Did the SEND Review support you in developing or further embedding OAP in your setting? = **5.25**
- Did the SEND Review gather enough information from your setting to obtain an accurate picture of what your strengths and needs are? = **5.42**
- Did you feel that the next steps were relevant in developing your SEND Provision further? = **5.50**

All qualitative comments were positive e.g. '*The team was professional and very aware of the challenges. The audit was a collaborative piece of work between the team and school staff. An excellent experience with valuable feedback and next steps.*' 38% of respondents used the word 'collaborative'.

### Education Psychology Service (EPS) Review

The improvements in the EPS statutory assessment timeframe adherence have continued to improve this year which further supports the local authorities' improvement with performance against the wider 20-week statutory timeframe for new EHCPs. The last six months have been at 100% adherence.

Our traded service has continued to grow this year and we are now actively trading with at least 66% of schools with more schools requesting additional time. We are continuing to explore other commissioning routes within the Local Authority, e.g., Virtual School, Youth Justice Service (YJS) and Early Years. The extent of commissioned work will lead to an increase in our establishment so that we can develop all of the work being explored. We have agreed to a package of days with the Virtual School and a pilot project, part funded by the DSG Recovery work with the YJS. The DSG Recovery work has also part-funded an Early Years Specialist Senior EP role that we will recruit to soon. Two EP roles have been created by the DSG Project.

During 2020 - 2022 we have completed three cohorts of the Emotional Literacy Support Assistant (ELSA) Training Programme. Our first cohort of ELSAs are now qualified and maintaining this via regular supervision with the EP team.

The EPS have continued to provide a Critical Incident (CI) Service to all Hillingdon provisions and the work offered varies according to the provision and the incident that occurs. We are currently looking to devise a shared policy with wider representatives in the Local Authority to ensure that there is no confusion on the steps to be taken by schools when critical incidents arise. We have also provided training to all schools on devising a Critical Incident Policy for their own schools should a CI occur.

Recent work of the EP team has involved a needs analysis of how schools are experiencing Emotional-based School Avoidance (EBSA) and the creation of a leaflet to support schools with top tips and relevant research. This will be distributed to schools shortly, as well as the leaflet, this will be further developed this year with a training/intervention package to support schools.

We have recently employed a Specialist SEMH EP who is located in the SAS Team primarily. This EP will work at the systemic level, as well as group and individual level. A lot of the work will be strategic, and we are really excited with the development of this first cross-SEND Service role.

Lastly, the EP Service have been providing support for schools with a large number of students who are refugee and asylum seekers. Support has involved providing drop ins and training, as well as working across Education and SEND to provide more targeted support for these children and where appropriate, their families.

## **SEND Review**

All requests for an Education Health Care Needs Assessment (EHCNA) are presented to the SEND weekly Panel and decisions made within the statutory 6 weeks' timeframe.

The cumulative average in Hillingdon for completing assessments and issuing an Education Health and Care Plan (EHCP) within 20 weeks has increased in the calendar year (2022) from 22.7% in 2019, 34.1% in 2020 and 85% in 2021 to 52% in 2022. This performance was impacted by the periods of SEND Service being short-staffed, however successful recruitment has been completed and will continue to work on meeting the statutory deadline.

Engagement and communication with educational settings have been improved through regular liaison between these settings and SEND officers (termly or half termly meetings), school visits and through a Meet the SEND Team meetings as well as through SENCO Forum and Parent Carer Forums. Workshops and drop- in sessions focused on SEND statutory processes have been offered to settings.

Communication with parents and carers has also been improved through coproduction meetings and regular liaison with parents/carers through EHCNA process as well as through the Annual Review process. There are monthly meetings between SEND Service management and parent carer forum representatives and other parent/carer organisations - Hillingdon Autistic Care and Support (HACS), Special Educational Needs Disabilities Information Advice and Support Service (SENDIASS). This ongoing partnership has resulted in better collaboration between the Council and these organisations.

## **Priorities for Children with SEND in Hillingdon 2021/22**

Strategic priorities for the SEND & Inclusion Service for the coming year include:

- The implementation of a refreshed Hillingdon SEND Strategy.
- The development of a SEND Local Area self-evaluation form (SEF) and data dashboard is underway in line with the new Ofsted SEND Inspection Framework. This will support monitoring and evaluating performance of the area's ability to identify, assess and improve outcomes for children and young people with SEND. The SEF will then feed into the priorities and outcomes for the five Priority Groups. The SEF will be reported to the Hillingdon Health and Care Partners (HHCP) Children and Young Peoples (CYP) Transformation Board.
- Continue to build a culture of inclusion within mainstream settings to meet the needs of children and young people with SEND.

## 2.3 Closing the Gap between Disadvantaged Pupils and their Peers

- All schools continue to receive additional funding from the DfE to raise the attainment and improve the progress of children and young people from disadvantaged backgrounds. This funding, known as the Pupil Premium grant, can be used by schools in any way that they choose but must show an impact on outcomes for children from the poorest backgrounds. Schools are held to account for the use of Pupil Premium grant funding by Ofsted through the new inspection framework and also through strong governance at individual school and Local Authority level.
- The gap between disadvantaged pupils and their peers has widened slightly during the Covid years. The data gaps are shown in the education outcomes section. There are likely to be multiple causes and this is a focus for the Council in the next few years. Issues with teacher illness, absence and recruitment gaps will disproportionately affect disadvantaged pupils.
- Schools whose outcomes for disadvantaged learners are consistently significantly poorer than for non-disadvantaged learners and where these gaps are not closing are encouraged to identify and work closely with schools whose outcomes for these cohorts have improved.
- White British boys and Black Caribbean disadvantaged children will be a continued focus for the Council and all schools.

## 2.4 Elective Home Education

Elective Home Education (EHE) is a right for all parents to provide education for their children at home, or elsewhere, which does not involve them being registered on a school's roll. At the end of this academic year, Hillingdon had the following children registered as EHE.

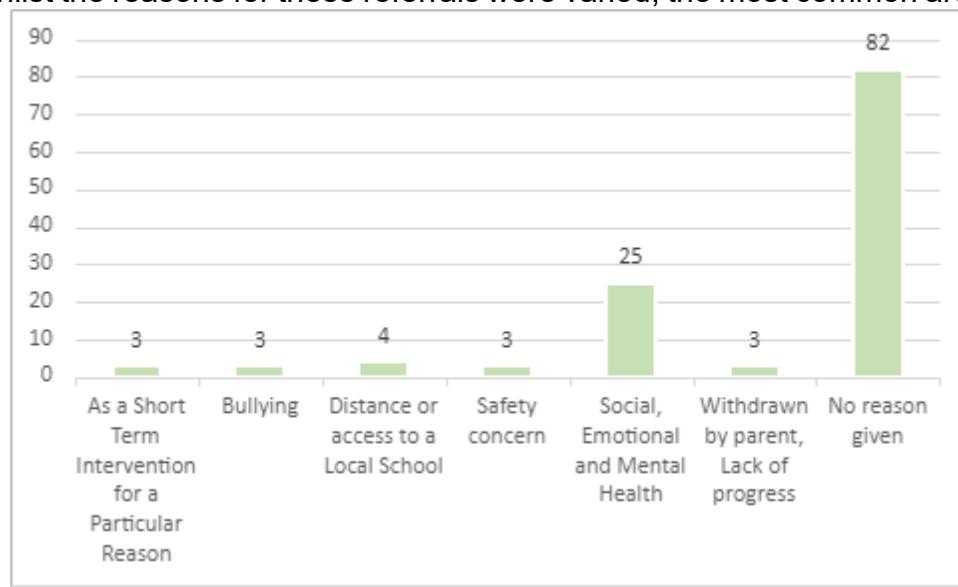
Primary	Secondary
115	200

Female	Male
180	135

Source: Internal data

The academic year 2021/22 saw a significant decrease in EHE cases in Hillingdon as well as nationally. This is as a result of the decline in COVID-19 and many families choosing to return their children to formal education settings.

During this academic year 177 new referrals were received for children to receive EHE in Hillingdon. Whilst the reasons for these referrals were varied, the most common are shown below.



Source: Internal data

In the next academic year, one area of focus will be to improve our communication with our parents and families so we can gain a greater understanding of their reasons for choosing to electively home educate. We will work alongside colleagues in School Improvement to explore what developments regarding the mental health offer in our schools could support our children and families to remain in a formal education setting.

## 2.5 Children Missing Education

The Local Authority has a duty to identify children not registered at school or receiving suitable education otherwise. All Local Authorities should have robust policies and procedures in place to enable them to meet their duty in relation to these children including ensuring there are effective tracking and enquiring systems in place including a named person other agencies can make referrals to. Children missing education are categorised as follows:

- A child of statutory school age (5-16) not on roll at a registered school.
- A child allocated a place at a school but has not attended.
- A child listed as being educated at home but not receiving an education.

In 2021/22 Hillingdon processed 1224 new referrals for children missing education in Hillingdon of which 1682 were successfully closed by the end of the academic year. By comparison in the previous academic year Hillingdon received 1125 new referrals for children missing education and closed 1121.

During this year, Hillingdon saw a general increase in the numbers of CME referrals being received as a result of the Home Office's use of asylum hotels in the borough. The CME team has worked with colleagues both within the local authority and the Home Office to improve communication with schools so they are informed when and where children are being moved to reduce unnecessary referrals into the team.

### School Attendance Orders

Since March 2021, the School Placement and Admissions Team and Participation Team worked in partnership with Hillingdon's Legal Services to introduce proceedings of School Attendance Orders (SAO) for children who are not in receipt of education (i.e., Children Missing Education & unconfirmed suitable Elective Home Education). It was agreed with the Panel that cases for SAO's can be considered alongside the In Year Fair Access Panel to ensure equal distribution to Hillingdon schools.

The Participation team name schools on the parent's second warning letter. Both parents and the named schools have 15 days to comment on the decision. This process is legally binding and allows Hillingdon Council to escalate legal proceedings to safeguard children not in receipt of education.

The data in the table below shows the number of SAO placements per month during the last academic year. Unfortunately, the Participation team were unable to progress with any SAOs from January 2022 due to resourcing pressures.

	Primary	Secondary	Total
Sept 21	0	5	<b>5</b>
Oct 21	0	0	<b>0</b>
Nov 21	1	4	<b>5</b>
Dec 21	2	11	<b>13</b>
Jan 22	0	0	<b>0</b>
Feb 22	0	0	<b>0</b>
Mar 22	0	0	<b>0</b>
Apr 22	0	0	<b>0</b>

May 22	0	0	<b>0</b>
Jun 22	0	0	<b>0</b>
Jul 22	0	0	<b>0</b>
<b>Total</b>	<b>3</b>	<b>20</b>	<b>23</b>

Source: Internal data

## 2.6 Absence and Exclusions

Absence and exclusion issues are managed collaboratively by the Participation and Exclusion & Reintegration teams with a view to ensuring all young people access their full educational entitlement. This work constitutes a combination of activities including seeking to monitor attendance, absence and exclusion rates to provide support and challenge to schools and families to ensure optimum levels of participation.

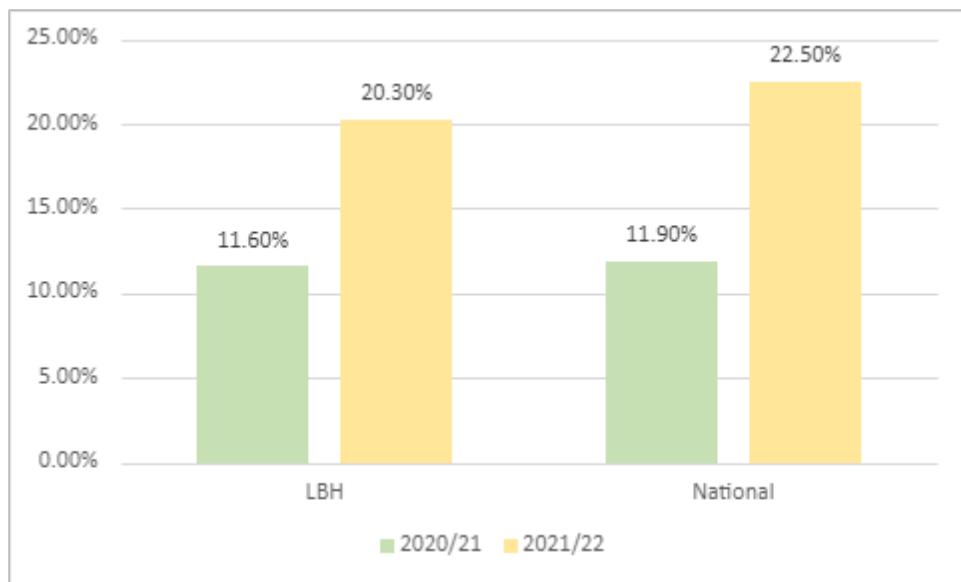
During the last academic year, the rate of absence from schools in Hillingdon rose as shown in the chart below.



Source: National Consortium of Examination Results (NCER)

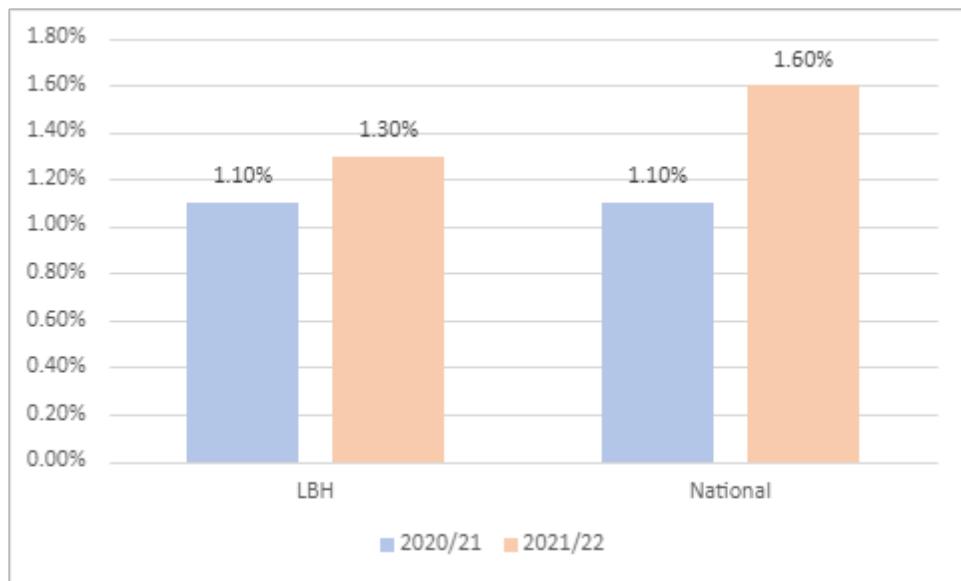
This is likely attributable to the adverse effects of the Omicron variant of COVID-19 which was experienced during the spring term whilst students were still expected to attend their education settings. What is reassuring is that the rate of increase in Hillingdon's absence rates was less than the increase seen nationally. Overall, this has meant Hillingdon has risen from 56<sup>th</sup> place in the national rankings to 31<sup>st</sup> for overall absence.

A student who has missed more than 20% of their possible sessions during an academic year is classed as persistently absent. Hillingdon saw an increase in the rate of persistent absenteeism during the last academic year; however our rates remain less than those seen nationally. Around 3,844 more students became persistently absent during this year. Overall, this has meant Hillingdon has risen from 38<sup>th</sup> place in the national rankings to 22<sup>nd</sup> for persistent absenteeism.



Source: NCER

A student who has missed more than 50% of their possible sessions during an academic year is classed as severely absent. The rate of severe absenteeism only increased marginally during the last academic year and again remains less than that seen nationally. The equivalent of around 74 more students became severely absent during this year. Overall, this has meant Hillingdon has risen from 57<sup>th</sup> place in the national rankings to 35<sup>th</sup> for severe absenteeism.



Source: NCER

11 truancy sweeps were carried out in line with the Council's Targeted Problem Solving Days. During these sweeps 112 children were visited to support participation in education, employment

and training as appropriate to age, 61 of whom were CME. From these visits, 60 successful contacts were made of which 31 were CME.

## Exclusions Data for Schools in Hillingdon

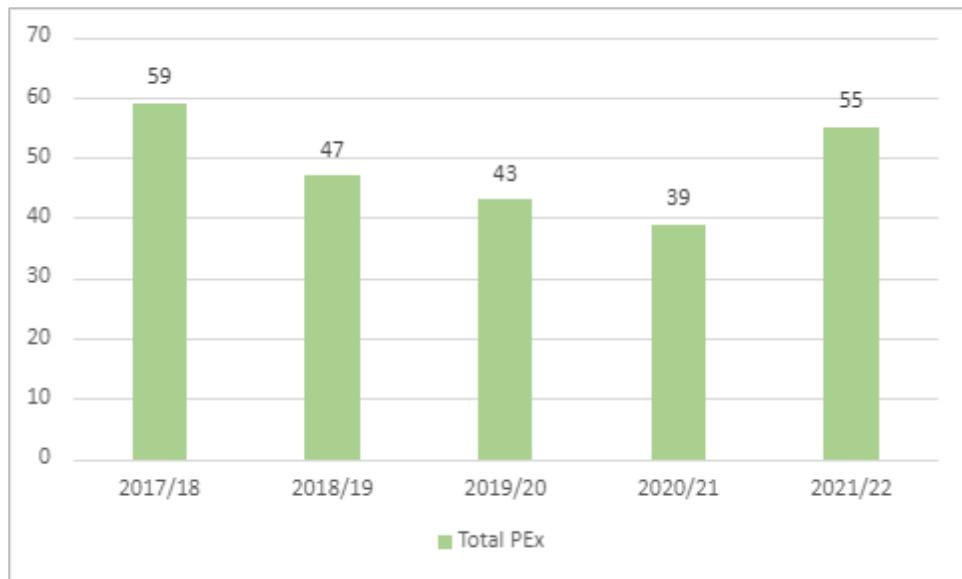
### Key Figures for Permanent Exclusions

During academic year 2021/22, Hillingdon processed a total of 55 permanent exclusions. 43 of these were issued by Hillingdon schools and 12 were from out of borough (OOB) schools but the child was resident in Hillingdon.

Of the 55 permanent exclusions:

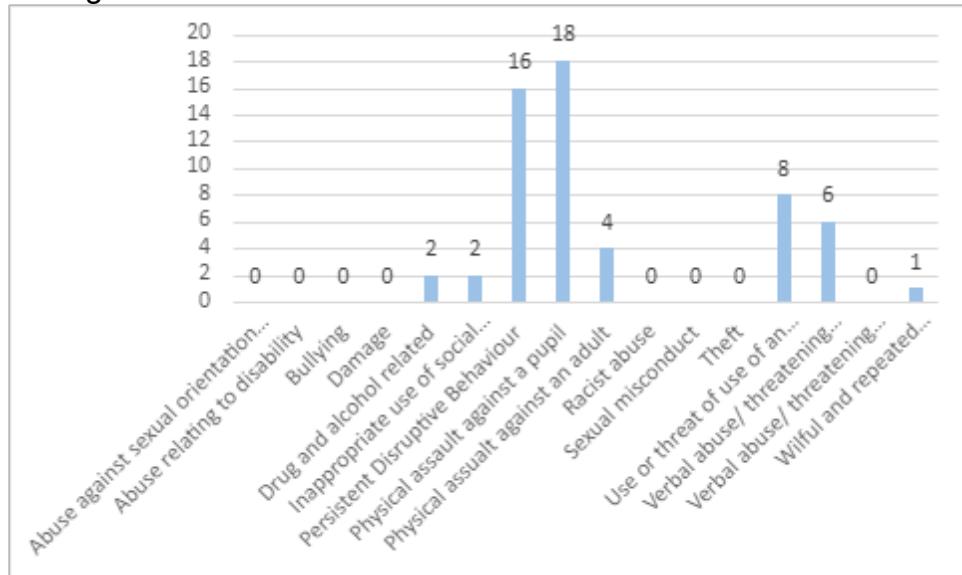
- Three were rescinded and the pupil returned to school
- Five were rescinded and the pupil started on roll with another school through the managed move process
- Two were referred to an Independent Review Panel. Both cases were quashed, however were then upheld a second time by the school's governing panel.

Whilst the rate of permanent exclusions during this academic year was higher than in the previous two years, as previously noted, this is due to the effects of COVID 19 on schools. When compared to pre-pandemic rates, the number of exclusions processed this year is broadly in line with previous figures.



Source: Internal data

The graph below shows the reasons provided by schools in Hillingdon for the permanent exclusions issued during this academic year. Unlike previous years, the highest recorded reason for 2021/22 was physical assault against a pupil, with persistent disruptive behaviour being the second highest recorded reason.



Source: Internal data

Whilst the numbers of incidents relating to physical assault have increased, the data for exclusions in other areas is encouraging based on the previous academic year and when taking into consideration the COVID 19 context:

- The rate of exclusions relating to drugs and alcohol has reduced by 18%
- The rate of exclusions relating to persistent disruptive behavior has decreased by 3%
- The rate of exclusions relating to abuse against sexual orientation and gender identity, abuse relating to disability, bullying, damage, racist abuse and sexual misconduct all remain at 0.

The notable reduction in the rate of exclusions relating to drugs and alcohol can be directly linked to work undertaken by the Lead Officer for Exclusions and Reintegration in 2021. As part of this, a review was conducted to better understand if schools were utilising Hillingdon's local offer relating to drugs and alcohol. This review extended to the officer working in partnership with the Adolescent Development Service to write a substance misuse/use policy template for schools. Officers also looked at ways to develop supportive interventions for schools and pupils rather than the route of permanent exclusion. Hillingdon officers launched a pilot programme with three secondary schools, which involved training, workshops, and prioritised referrals. This pilot programme resulted in zero permanent exclusions for substance misuse from the schools involved in the programme. The wider effects of this programme being broadened to all schools in September 2021 is evidenced in the overall reduction in exclusions relating to drugs and alcohol. The two permanent exclusions issued both came from the same school and both pupils were involved in the same incident.

## **Key Figures for Suspensions**

In total, there were 2062 suspensions issued by Hillingdon schools in 2021/22. The breakdown was as follows:

- 85% of all suspensions were issued by secondary school settings
- 66% were issued to boys
- 33.2% were issued to children with SEND
- 44% were issued to children eligible for Free School Meals
- The most common reason for a suspension being issued was persistent disruptive behaviour (740). This is followed by physical assault against a pupil (484).

COVID-19 has had a significant impact on children and young people as well as schools and local authorities nationally. Trends seen in Hillingdon during this academic year are replicated nationally, with many children struggling with their behaviour often as a consequence of an issue relating to their mental health.

Hillingdon officers will continue to create support packages for children and young people at risk of permanent exclusion or receiving multiple suspensions. In the next academic year, this will be greatly assisted by a new data system which requires to alert the local authority daily of any suspensions issued to children on their roll.

## **2.7 Young People Not in Education, Employment or Training (NEET) and Increasing Pathways for Young People into Education, Employment or Training (EET).**

The Post 16 team undertakes several functions concerned with ensuring children and young people access their education entitlement, through informing and increasing the number of pathways available so that young people access their education entitlement and benefit from sustained participation in education, employment, or training.

Specific areas of work by the post 16 participation officer includes the ongoing tracking of young people's participation so that targeted support can be undertaken, by case officers who come from the Department of Work and Pension (DWP) and Youth Justice Service (YJS) to support these young people back into EET.

The Post 16 Participation Officer leads on assuring the 'September Guarantee', a process whereby 16- and 17-year-olds are enabled to find and secure education and training so that they may remain in learning. Work continues between September and January with a view to ensuring that young people have found suitable education and training provision and sustained their identified placements. Participation data will fluctuate at points in the year, particularly during the summer, which is a key transition point where destinations change in year 11 and year 12.

The data below contains up to date statistics (to the end of July 2022 with comparisons to 2021 and 2020) produced in collaboration with the West London Partnership

Data Set 18a - Table:	Hillingdon			Regional (West London Partnership)			National (England)		
	July 2020	July 2021	July 2022	July 2020	July 2021	July 2022	July 2020	July 2021	July 2022
NEET	2.4% (164)	1.6% (111)	0.8% (58)	1.7%	1.4%	1.1%	3.3%	3.0%	2.9%
Not Known	1.8% (123)	2% (138)	3.6% (263)	1.1%	1.1%	1.8%	2.9%	2.3%	2.3%
In Learning Level	95.6% (6470)	96.3% (6763)	95.6% (6994)	96.8%	97.3%	96.7%	91.7%	92.5%	91.9%

Source – West London Partnership Figures July 2022

There has been a 0.8 decrease in the number of NEETS in comparison from July 2021 to July 2022. This could be down to several factors, such as targeted programmes being initiated and building in tailored early intervention and prevention approaches through the team utilising internal and external resources. Mental health related support, new providers offering bespoke packages into the council and having a ‘no wrong door’ approach, has enabled us to fall below the average this year.

September guarantee statistics for 2022 were 93.8%, a 3.0% decrease from 2021. We worked to ensure that we were able to gather this information from schools at an early stage, to enable the figures to be achievable. Although we have had a decrease in this year, in comparison to neighbouring authorities, resources were more stretched than the previous year where we were able to gather resources from the covid team, to support with this area of work.

## Post 16 Partnership Coordinator

- The Post 16 digital [prospectus](#) has been launched with a communication strategy in place to ensure that it reaches all year 11 students.
- Plans are in place to maximise the prospectus in the second year, for students to be informed around other pathways available which include the world of work and employers embedded into it.
- The internal Partnership Forum and Careers Leaders' Network has continued with an increase in attendance. More members within the council are now part of the internal forum, which includes Learning and Development and the Axis service.
- Hillingdon Council is part of the West London Careers Hub cornerstone employment group. This allows us a platform through the Start profile to showcase the opportunities as well as run careers sessions about the variety of areas students can be aware of within the council.
- The ongoing work with the college has seen T levels being offered within the council. Post 16 strategic education has offered to take one of these placements from the college.
- The good working relationship between the Post-16 Coordinator and the Careers Cluster, and the LEAN Network within the borough.
- The maintained relationship with the schools and academies within the borough, offering local authority support and understanding and minimising the challenges that exist within provisions.

- Mapping out providers available to offer traineeship opportunities for our NEET (Not in Education, Employment or Training) cohort, there is now a broader range that NEET case officers can signpost to.
- NEET and at risk of NEET events have been run both virtually and face to face for students, to signpost to providers offering a variety of different programmes.
- Hillingdon council is part of the wider PAN London operational and improving the offer for young Londoner's subgroup. Attending forums such as Skills London and the Green Skills event, ensures there is an emphasis on bringing national initiatives into the council.

### **Priorities for Young People to Access Education, Employment or Training**

1. Increase the relationship with the college and our alternative provisions to support the disadvantaged groups who are at risk of NEET. We are to progress with a post 14 – 19 strategy, alongside the Harrow, Richmond and Uxbridge College (HRUC).
2. Embed a digital prospectus for year 2, increasing alternative pathways which are available for young people through raising this awareness
3. Hillingdon council as an employer, promoting these areas within the council to better increase our talent pipeline within and provide a range of opportunities post 16.
4. Build on the providers that we currently use within the borough for our NEET cohort, outlining a vast number of programmes which lead from traineeships into employment
5. Continue the strong relationship with Education Development Trust (EDT) to build on the existing work we have progressed with in schools.

# **Part 3**

# **Educational**

# **Performance**

## 3.1 Educational Performance Overview

This section focuses primarily on attainment, progress and achievement for the preceding academic year along with references to wider measures of educational success. However, due to the suspension of data during the pandemic, the data will be difficult to compare with the previous year and this will improve in next year's report of 2022/23.

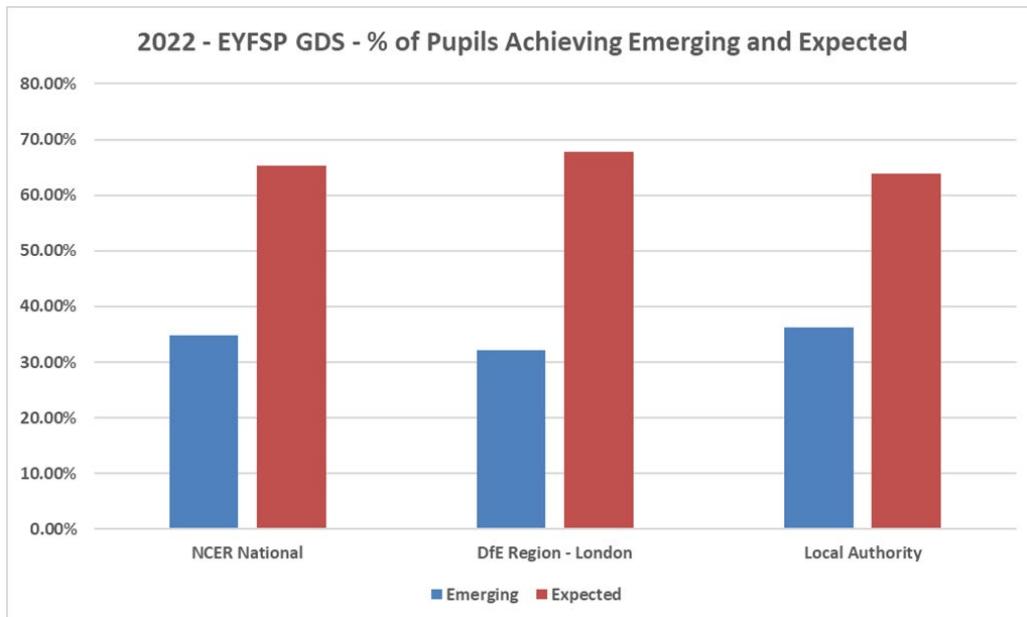
The Local Authority Interactive Tool has been partially updated with this years' attainment data. Some tables such as % of Reading, Writing & Maths meeting Expected Standard have been updated, others have not. Information about rankings refers to Hillingdon's performance against 10 DfE-identified statistical neighbours. These neighbours are Coventry, Milton Keynes, Merton, Slough, Hounslow, Redbridge, Ealing, Barnet, Sutton and Reading. It is noted that Ofsted uses comparison with statistical neighbours to compare outcomes across local authorities.

## 3.2 Early Years & Foundation Stage Education

### Early Years Good Level of Development (GLD) 2021/22

The Good Level of Development is the national benchmark for children at the end of their Reception year. It is based upon children attaining at least the expected level in the three prime areas of Communication and Language, Physical Development and Personal, Social and Emotional Development along with the Specific areas of Mathematics and Literacy.

The following graph has been generated from Nexus; this is software that London Borough of Hillingdon is part owner of. It captures attainment data from as many local authorities as possible and then compares us to the London Region and Nationally.



Data taken from Nexus. Recorded in a new format, therefore cannot relate to previous years. LAIT does not contain this data.

- Attainment of children in Hillingdon has dropped below national and London percentages for the first time in several years. This could well be because it is the first year for Reception Year teachers to be assessing against the new Early Learning Goals (ELG'S) within the Early Years Foundation Stage Reforms. Comparisons should not be made with this data to previous years and in relation to specific ELG's or areas of learning, as a revised Early Years Foundation stage was introduced in September 2021 with a completely new set of ELG's and changes to the educational programme. The Early Years Advisory Teacher Team (EYTT) provided some moderation events but as moderation is no longer a statutory requirement, we only had around 40% of schools attending and teachers were making final assessment judgements against a whole new set of attainment criteria, with limited exemplification materials provided. Traditionally, in Hillingdon, whenever new assessment procedures have been introduced, teachers have been extremely cautious in making judgements and this may be indicative with this year's data.
- It is important to recognise that the Covid 19 Pandemic will have greatly impacted these young children. Many children within this cohort will have missed, or had disrupted, pre-school provision and had limited early learning opportunities prior to starting school in September 2021.

**Source:** Early years foundation stage profile results for the 2021 to 2022 academic year at national and local authority level

	National	London	Hillingdon
Good level of development (GLD)	65.2%	67.8%	<b>63.9%</b>
Communication and Language (C&L)	79.5%	79.1%	<b>77.0%</b>
Personal, social and Emotional development (PSED)	83.0%	83.3%	<b>81.0%</b>
Physical development (PD)	84.9%	85.6%	<b>84.8%</b>
Literacy (LIT)	68.0%	70.4%	<b>65.9%</b>
Mathematical development (MD)	75.9%	77.2%	<b>74.1%</b>
Understanding the World (UW)	79.6%	78.9%	<b>74.8%</b>
Expressive arts and design (EAD)	84.5%	84.4%	<b>80.4%</b>

- During the academic year 2021/22 the EYTT worked with 12 schools that had been identified as requiring support through the school improvement team and detailed action plans and reviews were established. All schools that were offered support took up the offer and all agreed actions were implemented.
- The EYTT worked with 6 schools on an impact lead Communication and Language project to raise standards in Communication and Language and in these schools, there was a positive impact on Literacy outcomes. We are widening this project to further 12 schools across the current academic year

### Priorities for 2022/23

1. To focus on supporting teachers in making secure and consistent judgments against national standards through offered moderation events, targeted support, networking opportunities and centralised training, building confidence in the delivery of the revised EYFS.
2. To focus support and challenge for schools and Private, Voluntary and Independent (PVIs) on the Prime areas of learning and the specific areas of Literacy and Mathematics particularly, to support a rise in attainment of the Good Level of Development.
3. To provide detailed advice, support, and training on effective learning environments both indoors and outside to promote the teaching of Mathematics, Literacy and the Prime areas to ensure they are reflective of the learning needs of children.
4. To continue to ensure that PVI settings are up skilled in effective teaching of the Prime Areas of Learning and the core subjects of Maths and Literacy so that children who access their 30 hours in day-care make appropriate progress to begin their Reception Year at the level needed to attain their GLD and support their future learning.
5. To continue to support development of effective Communication and Language skills through delivery of the Communication Champions Project.
6. To support the wider Local Authority, roll out of the Five to Thrive approach to ensure all Teachers and Practitioners are upskilled in promoting healthy early brain development and can share this information with parents and carers.

### **3.3 Primary Phase Education 2021/22**

#### **Key Stage 1**

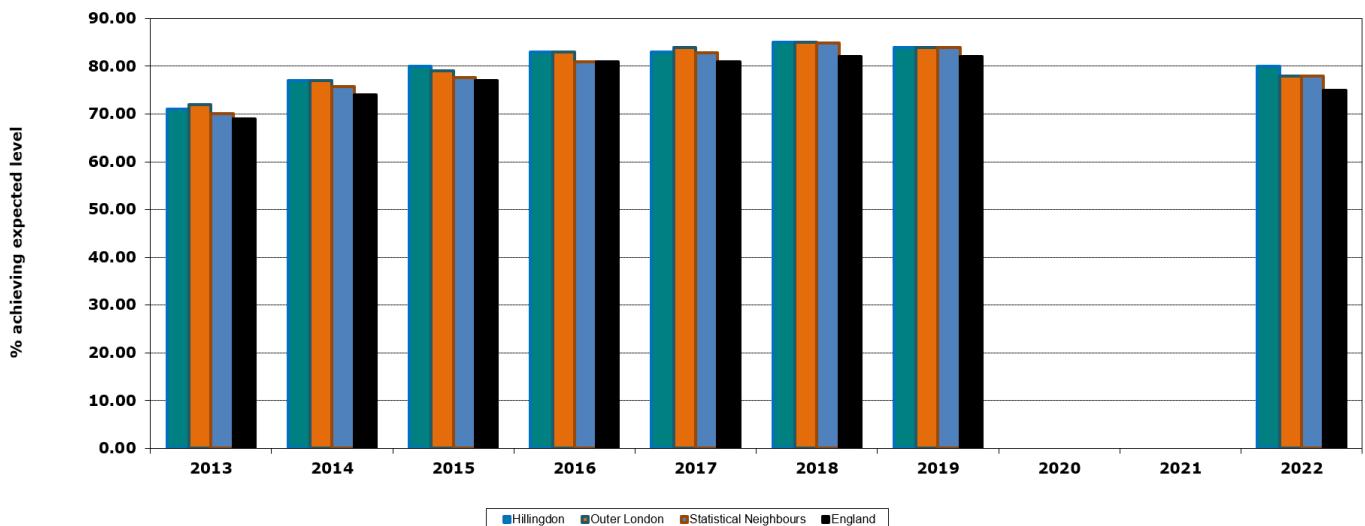
##### **Phonics Outcomes in Hillingdon**

Achievement of the national Phonics standard by the end of Key Stage 1 indicates that a child has the phonetic skills to support wider literacy progress and provides a crucial foundation for attainment and progress later in primary school.

Percentage of pupils achieving the expected standard in 2022 was 87.7% (3405 pupils out of 3881), slightly above the national figure of 87%.

### Data Set 7 - Graph:

% of pupils achieving expected level in Phonics decoding - all pupils



Source - Phonics 2022 Tables (DfE) \*Note - Figures shown are percentages. NB – no result is available for overall Statistical Neighbours in Year 1

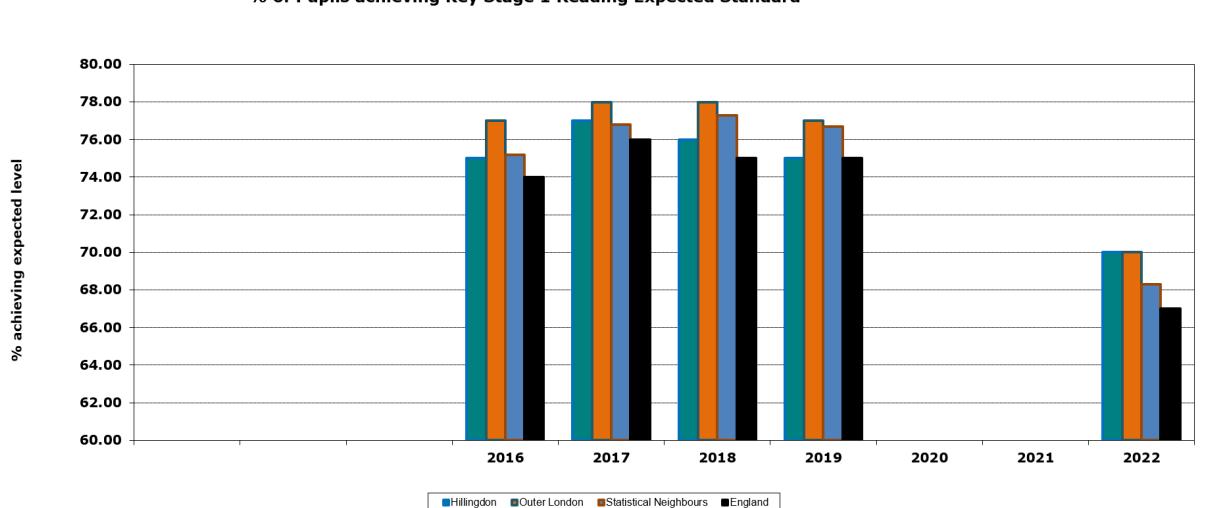
### Key Stage 1 Outcomes in Hillingdon

In 2021/22:

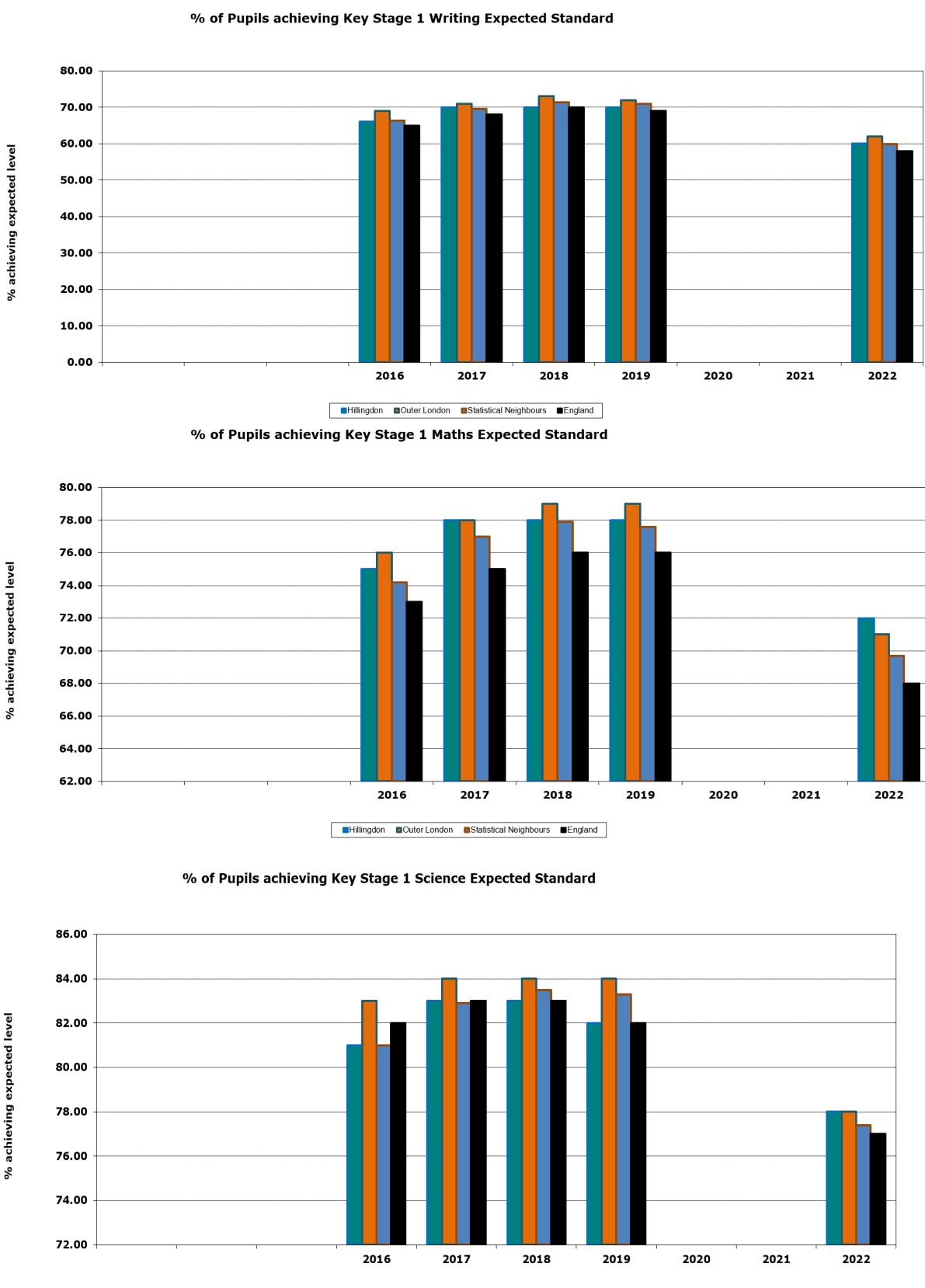
- Hillingdon's KS1 Reading attainment at the Expected Standard was ranked 5th of 11 in relation to statistical neighbours. Against National the ranking was 27th of 153.
- Hillingdon's KS1 Writing attainment at the Expected Standard was ranked 9<sup>th</sup> of 11 statistical neighbours, and 38th of 153 Nationally.
- Hillingdon's KS1 Maths attainment at the Expected Standard was ranked 4<sup>th</sup> of 11 statistical neighbours and 18th of 153 Nationally.

### Data Set 8 - Graph:

% of Pupils achieving Key Stage 1 Reading Expected Standard



Data Source – LAIT – all statistical groups showed a drop in attainment. Hillingdon performed well against the statistical neighbours and better than Outer London and National England.



Source - KS1\_2019\_LA Tables. NB - (Reading, Writing, Maths (RWM) combined score is not available for Statistical Neighbours

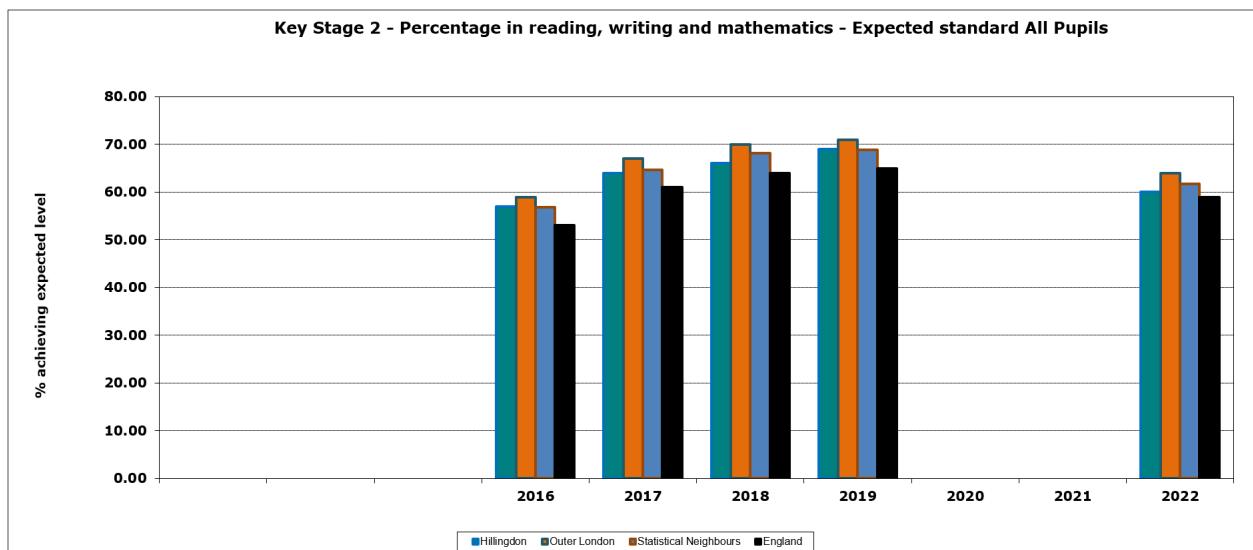
## Key Stage 2

### Key Stage 2 Outcomes in Hillingdon

Overall results for Hillingdon's children at Key Stage 2 at the end of 2021/22 were positive with the borough performing well against national averages for all key measures and for the combined Reading, Writing and Maths outcome.

### 2021/22 Performance in Hillingdon

- £ Reading attainment at the Expected Standard was 76%, in line with outer London and statistical neighbours and above national. Hillingdon national rank was 51 out of 153 LAs.
- £ Writing attainment at the Expected Standard was 73%, in line with outer London and statistical neighbours and above national. National ranking was 29.
- £ Maths attainment at the Expected Standard was 76%, in line with outer London and statistical neighbours and above national. National ranking was 28.
- £ Grammar, Punctuation and Spelling (GPS) attainment at the Expected Standard was 78%, in line with outer London and statistical neighbours and above national. National ranking was 22.
- £ Combined Reading, Writing and Maths at the Expected Standard was 62%, below outer London, in line with statistical neighbours and above national. National ranking was 37.



**Data Set 9 - Graph:** Source – Key Stage 2 published November 2022. Compares Hillingdon to National, Statistical Neighbours and Outer London

## Priorities for Primary Phase Key Stages 1 & 2 Education

Priority areas for development:

KS1:

- Ensuring that outcomes across all areas return to pre-Covid levels
- Support school leaders in tracking and analysis of data to ensure they target support appropriately for Key Stage 1 combined outcomes
- Supporting the progress of children from disadvantaged backgrounds, those with SEND and children from White and first language English and Black Caribbean backgrounds from Early Years to Key Stage 1 to reduce the gaps in attainment and progress accentuated by Covid.

KS2:

- Ensuring that outcomes across all areas return to pre-Covid levels
- Support school leaders in tracking and analysis of data to ensure they target support appropriately for Key Stage 2 combined outcomes
- Supporting the progress of children from disadvantaged backgrounds, those with SEND and children from White and first language English and Black Caribbean backgrounds from Early Years to Key Stage 2 to reduce the gaps in attainment and progress accentuated by Covid.
- Focus on improving reading attainment overall, through enhanced links with providers of local literacy improvement support, including Regional Teaching Schools, hubs and national organisations.

## 3.4 KS4 Secondary and Post-16 Education

The Key Stage 4 and 5 outcomes

In 2022, Students sat exams in KS4 & 5 again after a 2 year break. Official results this year do come with a ‘caution’ from the Department for Education. Namely, that results may still be depressed as a result of the impact of the last 2 years.

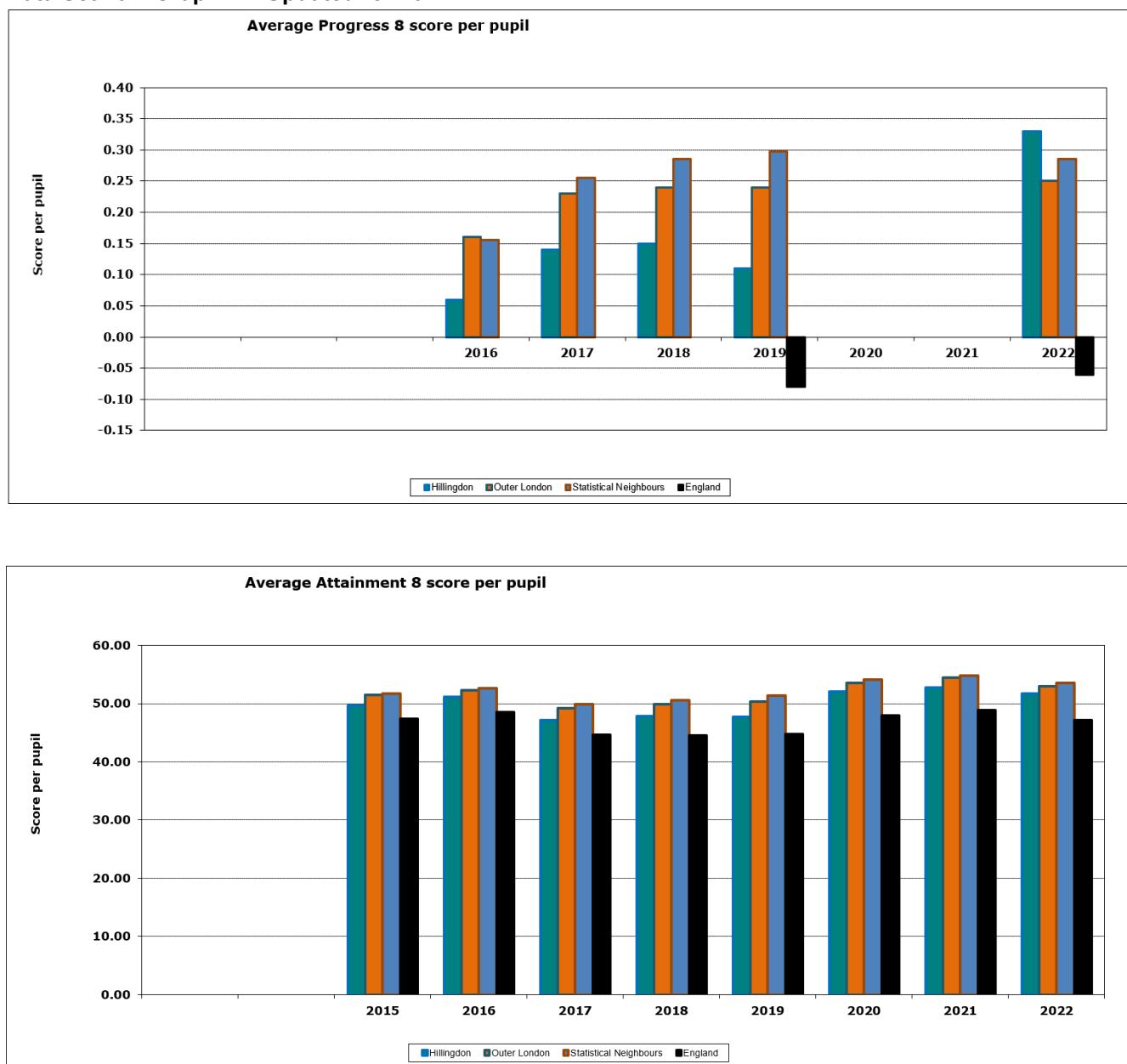
### Key Stage 4 Outcomes in Hillingdon: Percentage of overall results including performance measures for progress and attainment

2022:

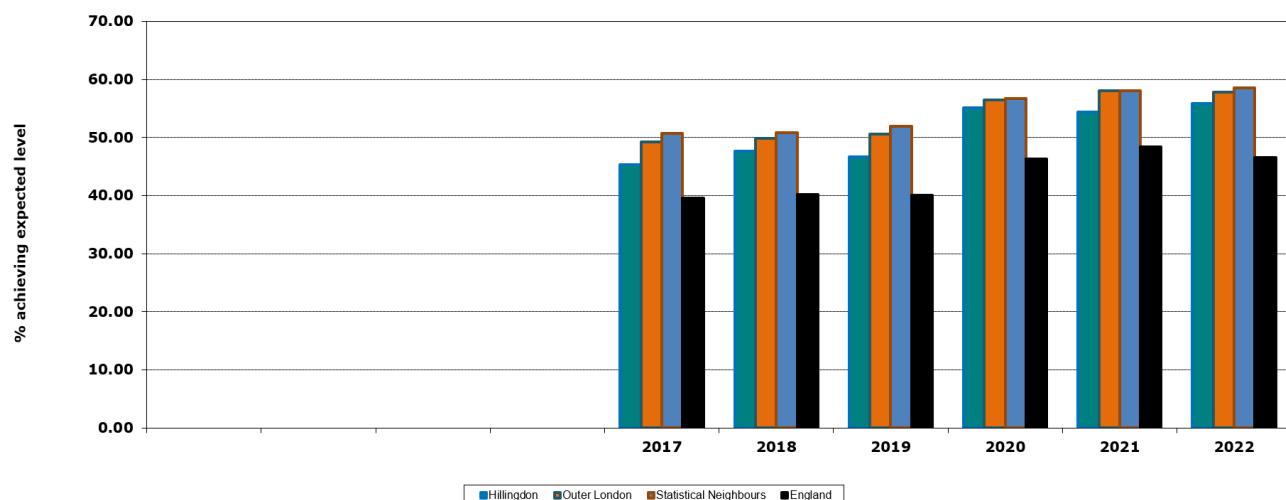
- Overall attainment 8 score was 51.70, in line with outer London and statistical neighbours and above national. Hillingdon national rank was 36 out of 153 LAs.
- 74.40% of students gained standard passes in English and Maths, almost identical to outer London and statistical neighbours and significantly above the national average. Hillingdon national ranking was 31.
- 22.50% of students gained strong passes in English and Maths, 6% below outer London and statistical neighbours, but 4% above national average.
- The percentage of Hillingdon students entered for the English Baccalaureate was 42.20%, lower than outer London and statistical neighbours, but above national. The percentage of students achieving the English Baccalaureate was 29.80%, above national but below outer London and statistical neighbours.
- The Progress 8 score for Hillingdon students was 0.33, above outer London and statistical neighbours and well above national (-0.03). However, for those Hillingdon students identified as disadvantaged, the Progress 8 score was -0.10 and -0.20 for students eligible for Free School Meals.

(Source = LAIT – Local Authority Information Tool)

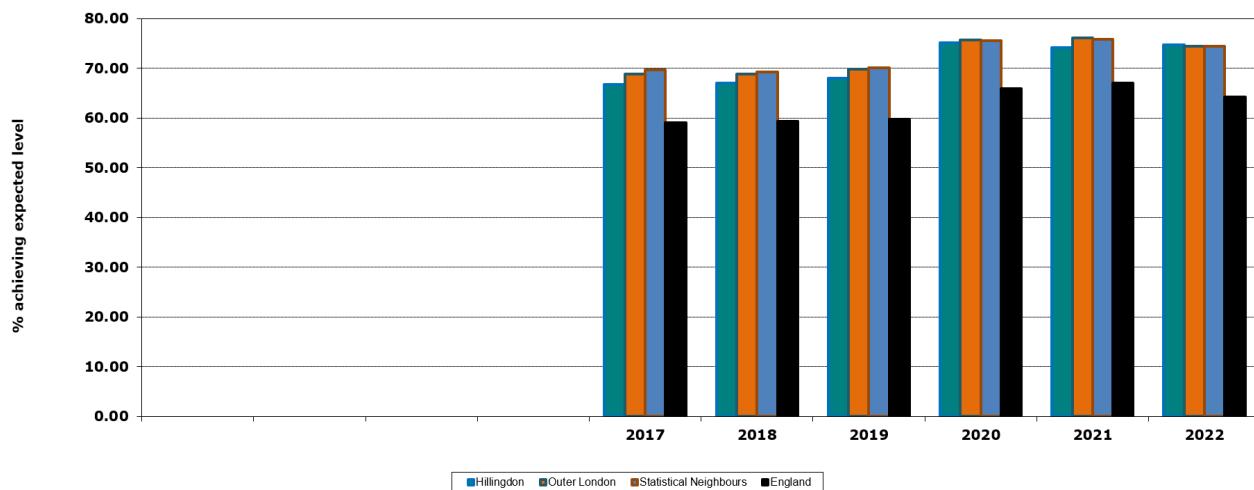
**Data Set 10 – Graph 1: Updated for 2022**



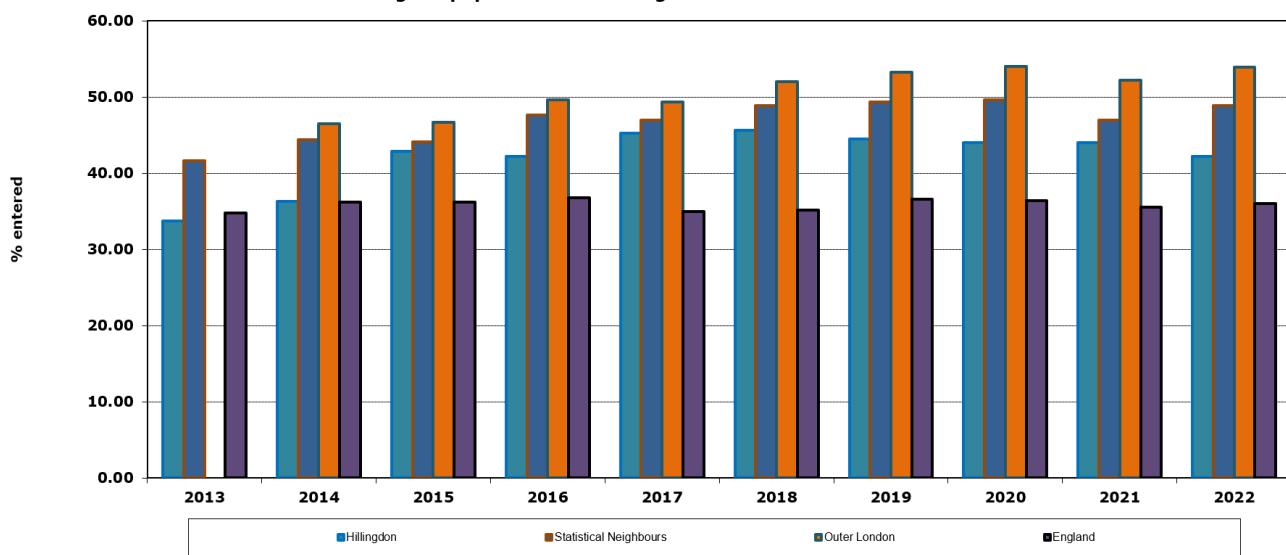
### Percentage of pupils achieving 9-5 pass in English and Maths



### Percentage of pupils achieving 9-4 pass in English and Maths



### Percentage of pupils entered for English Baccalaureate



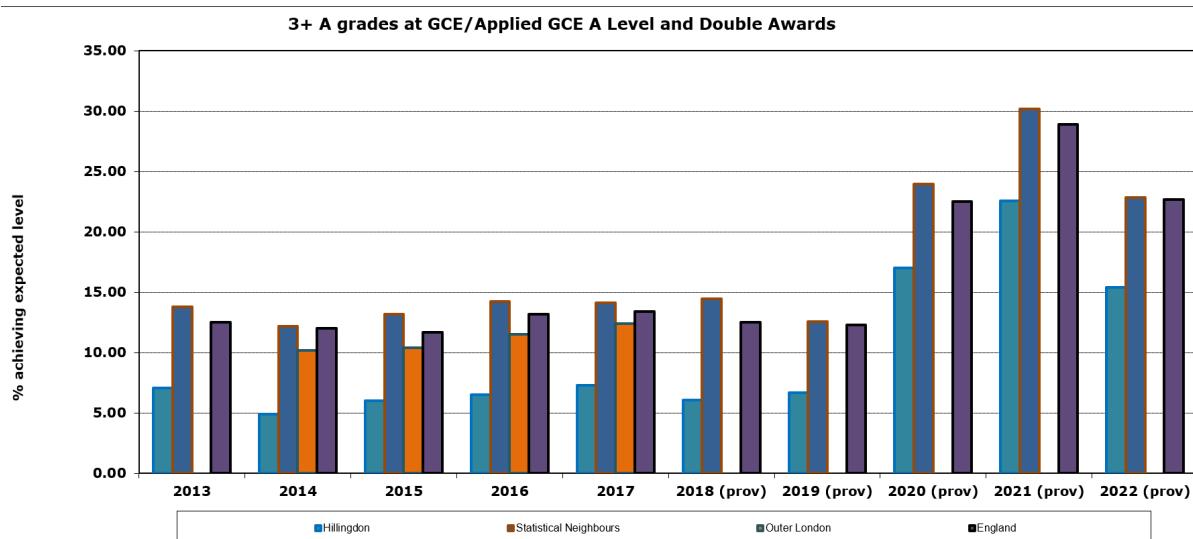
<b>Indicator</b>	<b>National Ranking</b>
Average Progress 8 score per pupil	18
Average Attainment 8 score per pupil	36
% of pupils achieving 9-5 pass in English & Maths	31
% of pupils achieving 9-4 pass in English & Maths	31
% of pupils entered for English Baccalaureate	47

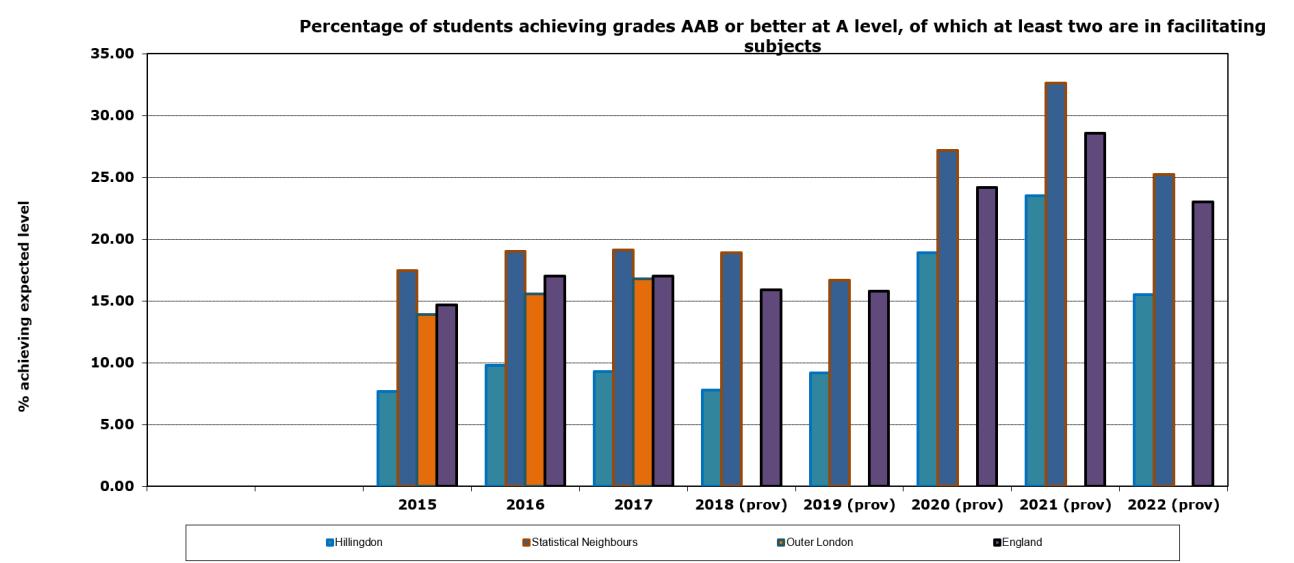
## Priorities for Secondary Education Key Stage 4

- To address the discrepancies in the achievement gap between disadvantaged and non-disadvantaged students,
- Supporting the two remaining LA Secondary Schools for which the LA retains responsibility for educational standards with a particular focus on progress scores for vulnerable or disadvantaged groups.
- Working with the wider secondary school sector, via established and emerging partnership groups, to address variations in progress scores, for all young people and, particularly, for those most at risk of underachievement including young people with SEND and their disadvantaged peers. This will include utilising appropriate challenge and support mechanisms and escalating concerns of unacceptable underperformance, where necessary, to the relevant responsible bodies. This includes the Regional Schools Commissioner and / or the Secretary of State for Education where improvements are not being expedited in academy settings.

## Key Stage 5

LAIT has been updated with provisional KS5 Attainment data. Full data is expected to be published by the DfE in January 2023. There is still a possibility that Appeals are still being processed. there is no outer London comparison data in 2023. The impact of CAGs and TAGs is obvious in 2020 and 2021.





Our national ranking is as follows:

<b>Indicator</b>	<b>National Ranking</b>
Tech Level – Average Point Score	123
Cohort APS per A–Level Entry	91
3+ A grades at GCE/Applied GCE A–Level & Double Awards	104
% of students gaining AAB or better	106
APS per entry – Best 3 A–Levels	97

These are provisional rankings.

## 2021/22 Key Stage 5 Outcomes in Hillingdon

- In 2021/22, 15.4% of students achieved 3+ A Levels or Double Awards, 7% lower than our statistical neighbours and 6% below the national average.
- 24.70% of students achieved AAB grades at GCE A Level or better, 9% lower than statistical neighbours and just under 10% below national.
- The average point score (APS) per entry based on best 3 A Levels was 36.60, slightly lower than statistical neighbours and about 3.0 points lower than national.
- The Tech Level Average Point Score was 27.98, 3.0 points lower than statistical neighbours and national.
- Hillingdon schools remained below the London and National average attainment levels for APS. However, Hillingdon had made positive progress compared with both.

## Priorities for Secondary Key Stage 5 and Post-16 Education

The Council needs to prioritise support for Key Stage 5, to ensure as a Borough we are providing the best possible outcomes for these cohorts. This needs to sit alongside the Post-16 strategy has been developed to ensure a broad range of Education, Employment & Training opportunities exists in Hillingdon and work towards lowering the number of children who become NEET.

- To work with secondary Head Teachers to review borough-wide performance at Key Stage 5 A Level and to identify themes to address to raise outcomes to at least national standards.

- To work with the leaders responsible for the quality of outcomes at this phase to work together effectively continue to improve outcomes for young people taking A Levels and other Level 3 courses in Hillingdon.
- To develop a 14-19 strategy group and a Key Stage 5 development group to identify areas for school improvement that improving outcomes at Key Stage 5, including outcomes for previous high attainers.
- To work with all schools, colleges and other education providers to ensure there is a broad academic and vocational offer at post-16, and that young people are offered the right advice and guidance to find the course or employment or training opportunity that is right for them.
- To develop sufficiency in the NEET team to ensure speedier placement of students on EET programmes.

### 3.5 Standards and Quality of Education for Adult Learners

Learn Hillingdon Adult Community Education (ACE) provides opportunities for adult residents aged 19+ to learn new skills designed to lead to work, enhance life chances, improve wellbeing and encourage greater social cohesion. All programmes align to the Council's priorities and needs and the GLA Skills for Londoners Strategy. The service is graded as 'good' by Ofsted.

90% of learners live in the borough, 8% live in other London boroughs and 2% live outside London. Most have low educational attainment levels and face socio-economic disadvantage; both are target groups for the service.

Data Set 23 - Table: Key data	19-20	20-21	21-22
<b>Learners</b> <i>Individual residents</i>	2182	1589	1681
<b>Enrolments</b> <i>People can enrol for more than one class</i>	4183	3298	3639
<b>Retention</b> <i>Proportion of those enrolled who stay until end of course</i>	84.7%	92.1%	93.4%
<b>Attendance</b> <i>Important because they can't learn if they don't attend</i>	87.8%	92.9%	94%
<b>Pass</b> <i>Of those retained, what proportion passed their course?</i>	92.9%	94.1%	92.5%
<b>Achievement</b> <i>Of those who started, what proportion passed the course?</i>	78.6%	86.6%	89.5%

Overall, learners are more likely to be female, of white heritage and 35-49 years of age. Most learners (57.3%) live in the south, in Lower Super Output Areas (LSOAs) that are ranked 2 to 5 on the Index of Multiple Deprivation (IMD) scale, most of whom are low skilled, low waged/unemployed and study English for Speakers of Other Languages (ESOL), English and maths.

Full details can be found in the service's Self-Assessment Report (SAR) ([Learn Hillingdon ACE SAR 21-22 - DS.docx \(sharepoint.com\)](#)).





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## Education Support for Refugees (Ukraine)

Committee name	Children, Families and Education Select Committee
Officer reporting	Daniel Kennedy – Central Services Directorate Tracie Bushell – Central Services Directorate
Papers with report	None
Wards	All

### HEADLINES

This paper provides the Committee with an update on the support being provided to households who are living in Hillingdon who have been displaced by the conflict in Ukraine. Specifically, the paper provides the Committee with an update on the education support for children and how grant funding is being used to assist children settle and integrate into schools and their communities, and to improve their learning outcomes.

### RECOMMENDATIONS

**That the Committee notes the information presented within the report and asks questions about the support being provided to children.**

### SUPPORTING INFORMATION

Working with a range of public and voluntary sector partners, Hillingdon Council has and continues to provide leadership to co-ordinate arrangements with hosts and a range of support services to assist those displaced by the conflict in Ukraine. Partnership working with the voluntary sector is providing direct support to households who need it for a range of services. This includes applying for a school place for their child(ren), registering with a GP, information about accessing health care services, access to financial assistance where this is required, access to adult learning and employment, options for re-housing as well as assistance to connect with support networks.

Since the launch of the Homes for Ukraine Scheme in March 2022, Hillingdon has received 399 guests, of which 123 are children under the age of 18 years old. As at the end of January 2023 there are now a total of 62 children living in Hillingdon under the Homes for Ukraine Scheme following some children and their families moving onto other accommodation and resettlement arrangements.

Hillingdon Council and voluntary sector partners maintain regular contact with those who have settled in Hillingdon.

In addition to the initial support to families upon arrival and subsequent support to settle into Hillingdon's communities, the government has provided local areas with funding per pupil for the financial years 2022/23 and 2023/24, which includes support for children with special educational needs and disabilities (SEND).

The allocation of funding for each phase of education based on the date of arrival is shown in Table 1 below. The funding awarded for education per pupil reduces over time, proportionate to the remainder of the academic year.

**Table 1: Funding Allocation per pupil by Phase**

Phase	March 2022 - May 2022	June 2022 - August 2022	September 2022 - November 2022	December 2022 - February 2023
Early Years	£3,000	£2,250	£1,500	£750
Primary	£6,580	£4,935	£3,290	£1,645
Secondary	£8,755	£6,586	£4,378	£2,189

## Current Support

The Council, schools and voluntary sector partners are providing a range of support services to children who have been displaced by the conflict in Ukraine to resettle and integrate into Hillingdon's communities; to help them feel safe, welcomed and to achieve the best outcomes. In terms of support to children and young people this includes the following, which at school level is being progressed through close working with schools across the Borough. Support is being provided school by school and taking into account the needs of individual children, on a case-by-case basis.

- Information and resources for schools to support Ukrainian children are available to all schools via the Education Services LEAP digital platform.
- The Education Psychology Service have received requests from some schools for additional support with children from Ukraine and in response they have launched a targeted support offer. This has been in place from January 2023. This support offer covers social emotional needs as well as the practice of welcome and induction. The team are connecting with CAMHS who are offering free training on supporting vulnerable Ukrainian adolescents. Further discussions and reviews are continuing with schools and education teams to ensure the support needs of children and young people with emotional and social needs are being met.
- The Virtual Schools team are providing advice and guidance to schools to support refugee children, including children from Ukraine.
- The Post-16 team is working with post-16 providers to ensure children and young people are securing access to a suitable education. The team are working with Harrow, Richmond and Uxbridge College to access courses, which will include ESOL (to develop skills in English speaking and writing) and other courses. Currently two Ukrainian young people have been placed on a course at a college and have been provided with resources to support their studies. The Post-16 team are creating a pathway for Ukrainian children and young people to access support.

To complement the education support for children and young people, support is also being provided to families by commissioned voluntary sector services. This includes providing bespoke

support to Ukrainian guests referred to the service living in Hillingdon. Working closely with the Council, the voluntary sector is assisting hosts and guests, and supporting guests and their families with their integration and adaptation to life in the UK and delivering ongoing support services where necessary. This includes, but not limited to, school admissions, accessing ESOL, welfare benefit applications and assistance with accessing Job Centre Plus.

Additional support for the whole family is being delivered by the Hillingdon Adult Learning service who provided support for newly arrived Ukrainians during the academic year 2021/22. The team co-hosted a 'meet and greet' event with the voluntary sector at the end of May 2022, inviting 70 newly arrived Ukrainians, with attendance of 55 people. The majority were mothers with children or teenagers, two unaccompanied young learners, a few single adults and two older people. Many had lower levels of English, six had very high levels of English.

The team set up and delivered two classes to support some of this cohort. 12 learners were placed on a seven-week pre-entry course. Six learners were placed on a higher employability course.

Families are also able to access assistance from the Stronger Families team who ensure that children, young people, and their families receive tailored support at the earliest point, from the most appropriate service(s), to enable children and young people to achieve their full potential. The Stronger Families service works together with families to prevent difficulties from escalating and becoming more complex. It is consent based and time limited. Families have the option to self-refer and access the service without any restrictions.

Families are supported with complex and multiple difficulties which are preventing parents from adequately caring for their children e.g., lack of knowledge of positive behaviour management, routines and boundaries, mental health, substance misuse, disengagement with education and risk of homelessness.

### **Proposed Additional Support**

To ensure children and schools are provided with targeted support that delivers improving outcomes and positive experiences for children, the Council is organising 'cluster' workshops with schools to discuss learning and support needs, to inform further support. Provision has been made to offer both local and central professional support. This will include bilingual officers who will provide a bridge between communities, schools, and other Council services and where required, the translation of documentation and signposting materials for the most common languages used by Ukrainian arrivals (Ukrainian, Russian and Farsi). To enable the post-16 students to have full access to education the Council will ensure students have the necessary learning materials and tools and the support they need to learn, working with their education provider.

## **PERFORMANCE DATA**

There are currently 40 Ukrainian children attending Hillingdon Schools. A further two children are attending out-of-Borough schools, four attending online Ukrainian studies and 16 recently arrived children/ young people who are being supported by the relevant teams to find education placements within the London Borough of Hillingdon.

## **RESIDENT BENEFIT**

The offer of a tailored holistic model will enable Ukrainian children and families to make the

transition into education within Hillingdon. This will be achieved by addressing the need to support children and families on an individual basis through a dedicated team of professionals along with targeted support for schools.

## **FINANCIAL IMPLICATIONS**

In November 2022 Hillingdon received notification of a grant allocation totalling £712,896 for the integration of Ukrainian children into schools and the wider community on arrival into the UK under the Homes for Ukraine Scheme. The grant funding is to be distributed throughout 2023/24 on a needs basis to support the outcomes for the children as set out above.

## **LEGAL IMPLICATIONS**

There are no direct legal implications from this report. This report is for information only.

## **BACKGROUND PAPERS**

LEAP - [Ukraine Support - Leap \(hillingdon.gov.uk\)](https://hillingdon.gov.uk/Ukraine-Support-Leap)

# Agenda Item 8

## Corporate Parenting Panel Minutes

<b>Committee name</b>	Children, Families and Education Select Committee
<b>Officer reporting</b>	Ryan Dell, Democratic Services
<b>Papers with report</b>	Appendix A – Draft Corporate Parenting Panel Minutes
<b>Ward</b>	All

### HEADLINES

The Corporate Parenting Panel met on 24 January 2023.

### RECOMMENDATION

**That the Children, Families and Education Select Committee notes the Corporate Parenting Panel minutes.**

### SUPPORTING INFORMATION

The draft minutes from the Corporate Parenting Panel from the meeting on 24 January 2023 are included as Appendix A. For the Select Committee's purposes, these minutes are for noting and will be approved by the panel at the next meeting.

### Implications on related Council policies

The Panel provides an important voice for children in care and care leavers, ensuring their views are heard as part of the council's policy making and decision-making processes

### How this report benefits Hillingdon residents

The Panel gives young people in Hillingdon a valued role within our democratic process and enables Councillors to work directly with them and hear their views.

### Financial Implications

None at this stage.

### Legal Implications

None at this stage.

### BACKGROUND PAPERS

NIL.

# Minutes

## CORPORATE PARENTING PANEL

24 January 2023



HILLINGDON  
LONDON

Meeting held at Committee Room 5 - Civic Centre,  
High Street, Uxbridge

### **Voting Panel Members Present:**

Councillors Nick Denys (Chairman), Heena Makwana (Vice-Chairman)

### **Non-Voting Panel Members Present:**

Helen Smith (Principal Social Worker), Alex Coman (Director of Safeguarding, Partnerships and Quality Assurance), Kathryn Angelini (Head of Education for Vulnerable Children), Siobhan Appleton (Designated Nurse for Children Looked After in Hillingdon), Deborah Price Williams (Named Doctor for Children Looked After in Hillingdon), Representatives of the Children in Care Council, and Care Leavers

### **Officers Present:**

Marie Hennessey (Named Nurse for Children Looked After in Hillingdon), Emma Kavanagh (Head of Corporate Parenting), Ryan Dell (Democratic Services Officer), Nikki O'Halloran (Democratic Services Manager)

71.	<b>APOLOGIES FOR ABSENCE (Agenda Item 1)</b>  Apologies were received from Councillor Gursharan Mand.
72.	<b>DECLARATIONS OF INTEREST IN MATTERS COMING BEFORE THIS MEETING (Agenda Item 2)</b>  None.
73.	<b>MINUTES OF THE MEETING ON 20 JULY 2022 (Agenda Item 3)</b>  <b>RESOLVED:</b> That the minutes of the meeting held on 02 November 2022 be agreed as a correct record.
74.	<b>VIRTUAL SCHOOL HEADTEACHER'S ANNUAL REPORT 2021-2022 (Agenda Item 4)</b>  Officers noted the academic success of the Virtual School. Pupils' overall Attainment 8 scores were better than the target for the year. The average Attainment 8 score was 25.8, which was higher than the London average, and the young people were commended for their efforts. This year saw the lowest ever annual average for the number of young people on the Virtual School's roll that were reported NEET (Not in Education, Employment or Training) for more than one calendar month, at 10%, which represented a three-year low. It was noted that careers guidance had likely contributed to the drop in NEET numbers.  Additional support and interventions such as the Flash Academy (an English as an Additional Language platform which supported English language acquisition) and My Maths (an interactive online teaching and homework website that built pupil engagement and consolidated maths knowledge) were noted. The Virtual School was

also able to return to residential visits to Jamie's Farm. The Virtual School's long-standing partnership with Brunel University London had been re-established, with several events run in conjunction such as a 'Space Day', which consisted of a range of Science, Technology, Engineering and Maths activities. Furthermore, new links with Oxford University allowed a group of Key Stage 4 students an opportunity to visit Oxford and experience university life.

An extension of the Virtual School's remit to include all children with an Education, Health and Care Plan (EHCP), and not just Looked After Children (LAC), was noted.

Members commended the report and questioned how much work had been done with the Stronger Families Hub. Officers noted that there had been increasing collaboration with the Stronger Families Hub, especially in bridging any gaps that might appear. The Virtual School had acted as a translator between the Stronger Families Hub and schools, with a concentration on Looked After Children.

The report noted that children with no school or those in other small settings, such as secure units, were receiving, on average, less Pupil Premium Plus (PPP). This was questioned by Members and officers noted that in these cases, the Education, Health and Care Plan was often meeting needs.

Members questioned the reasons for the decrease in attendance at around April 2022. Officers noted that there were several factors including the Omicron COVID-19 variant. The report noted that during the last academic year 7.03% of school days were lost due to authorised absence, of which 50% was due to illness, with 15% being linked to COVID-19. This had led to the average attendance for the Statutory School Age (SSA) cohort being slightly lower than expected. Officers further clarified that there was a Virtual School Officer for every child, who would follow-up quickly in the event of non-attendance. Officers were encouraged to discuss with schools, social workers and placements how they could best support children to engage in education and to encourage them to attend school.

Members also questioned the post-18 support and what was available. Officers clarified that care leavers were having more contact although this was more informal and there was no Personal Education Plan (PEP). Post-18 support was more driven by the young people and could include support for UCAS applications for example. It enabled care leavers to know that they still had support, even if it was in a different way to pre-18.

**RESOLVED:** That the report be noted.

75.	<b>LOOKED AFTER CHILDREN ANNUAL HEALTH REPORT FROM CNWL PROVIDER SERVICES</b> ( <i>Agenda Item 5</i> )
	A presentation was given by the Named Nurse and Named Doctor for Looked After Children, who clarified that CNWL was the Central and North-West London NHS Foundation Trust.  There were 682 children who were looked after during 2021-2022 in Hillingdon. It was noted that there had been an increase in the number of unaccompanied asylum-seeking children (UASC). This was an increase of 10.4% compared to 2020-2021 and was significantly higher than both the London and England average. A large number of the unaccompanied asylum-seeking children cohort were aged 16-18 and had often experienced traumatic journeys and experiences, so emotional wellbeing was a key

factor here.

COVID-19 had been noted as a significant challenge and so phone calls and virtual appointments (via Zoom) had been implemented to complete health assessments. These were more suitable for some age groups, although a return to face-to-face assessments had been implemented by August 2020 and was the appointment of choice.

During 2021/2022, 100% of initial health assessments were completed. 348 requests for initial health assessments had been received, which included 12 requests to see children placed in Hillingdon from other authorities. In relation to unattended initial health assessments, there had been a month-to-month fluctuation and the LAC Health team offered flexible times and virtual appointments to try to reduce non-attendance. It was noted that liaising with carers, social workers, the appropriate named nurse, and the young people could lead to an increased understanding of the reasons for missed appointments. There were regular monitoring meets with the named nurse. Appointments missed through illness could be re-arranged and there was a revised process for Looked After Children and their carers to be contacted by the LAC health team nurses for other reasons for non-attendance.

Some of the main challenges faced included: the increased number of unaccompanied asylum-seeking children; an insufficient and inconsistent availability of interpreters; and a deterioration in the mental health of Looked After Children leading to an increase in A&E attendance for mental health reasons.

Some examples of best practice included: the trial of a Saturday clinic to support the increase in unaccompanied asylum-seeking children; an ongoing review of young people attending A&E and their needs and involvement in strategy discussions to manage complex children more frequently; and that health recommendations continued to be of high a quality and to identify the health needs of this vulnerable group.

Members questioned the Transition role and officers clarified that there were 40-50 care leavers supported via the Transition role, and that over 30 of these were aged 16-20. My Health My Plan had been launched to increase the understanding of what young people would like from the service. A new information leaflet had been compiled, and the Transition nurse had been able to attend EHCP reviews and transition panel meetings.

Members questioned the main challenge relating to the increase in A&E attendance, and how this was being dealt with. Officers clarified that the strengths and difficulties questionnaire was being completed by young people. This provided an overview of emotional health and wellbeing. It was also clarified that officers were monitoring referrals to A&E and following up with social workers. Officers stated that: a lower score on the questionnaire indicated a better outcome; a score of 17 was the threshold for a referral to Child and Adolescent Mental Health Services (CAMHS); and that the Hillingdon average was 12.7 (which was below the national average of 13.7). It was noted, however, that more scores of 17 were appearing. Reference was made to the Link Counselling Service, which had priority for Looked After Children.

Members questioned why the number of complex cases was increasing and officers clarified that this included: those missing from care; those who had made frequent moves; links to Child Sexual Exploitation; and those with more complex health needs. It was noted, for example, that young people who moved placements were often moved to the bottom of the new waiting lists for NHS treatment. It was hoped that better

	<p>communication could improve this.</p> <p>Children in Care Council Members highlighted an issue they had experienced around the structure of health assessments, namely that some felt that the questions asked of them were too personal, or that the meetings themselves were too direct. It was also noted that officers/ professionals taking notes while talking to the young people could be off-putting, and that easing into the discussion could lead to the young people feeling more comfortable, which could then lead to more detailed responses. As the assessments were once yearly, it was suggested that if it were possible for the young people to see the same nurse at each visit, this would lead to them building a rapport. It was noted that young people sometimes refused to answer personal questions, as was their right to do so. Related to this, 'Walking In Our Shoes' training was available and had been beneficial to officers in identifying areas for improvement. Further to this, officers noted that although the way certain questions were asked could be amended, some questions were necessary to ask. The young people present were asked to think about how they would like to be asked these questions. The young people also suggested being able to see the questions in advance of the meetings.</p> <p>The role of the Transition nurse at post-18 was discussed, and their role in building relationships; acting as a point of contact; and providing help with, for example, changing doctors was noted.</p> <p><b>RESOLVED:</b> That the report and outcome of the review be noted.</p>
76.	<p><b>NATIONAL SAFEGUARDING REVIEW (Agenda Item 6)</b></p> <p>In October 2022, the Child Safeguarding Practice Review Panel published phase 1 of its review into the safeguarding of children with disabilities and complex health needs in residential settings. It looked specifically at the experiences of 108 children and young adults from 55 local authorities at three specialist residential settings between 01 January 2018 and 21 March 2021. The settings were located in Doncaster and run by the Hesley Group. As the report uncovered serious findings, the Child Safeguarding Practice Review Panel asked Directors of Children's Services to initiate urgent assurance actions about children placed in similar types of provision. Directors of Children's Services were asked to report the findings of their review to the Children Partnership Safeguarding Board and to the Corporate Parenting Panel.</p> <p>The first part of the review was an assessment of the care received within the provisions provided by the residential special schools. It was noted that Hillingdon had three children within these residential, and that there were no concerns over the care received.</p> <p>The second part of the review was to identify if the residential were based in Hillingdon, and conduct a review over any allegations that had been made in relation to the care provided. As none of the residential settings were based in Hillingdon, no review was required.</p> <p>The third part of the review was to report these findings to the Panel.</p> <p>It was noted that phase 2 of the review would take place at the end of 2023.</p> <p><b>RESOLVED:</b> That the report be noted.</p>

77.	<p><b>SUPPORTING CARE EXPERIENCED YOUNG PEOPLE'S EDUCATION, TRAINING AND EMPLOYMENT (ETE) OPPORTUNITIES (Agenda Item 7)</b></p> <p>Officers introduced the new Head of Service for Corporate Parenting.</p> <p>It was noted that the London Borough of Hillingdon was a corporate parent to 528 Young people over the age of 18 who were eligible for leaving care support. As of December 2022, 52.65% of care experienced young people in the London Borough of Hillingdon were engaged in full time education, training or employment, which was marginally higher than the national average of 52%.</p> <p>Being a port authority, the London Borough of Hillingdon had a high number of unaccompanied asylum-seeking children within its boundaries. As of December 2022, 88.6% of unaccompanied asylum-seeking children in the Borough were in education, in comparison to 52.65% overall. 11.4% of unaccompanied asylum-seeking children were not currently in education, employment or training (NEET), with 5.7% (two young people) who were NEET due to their immigration status.</p> <p>Following an audit of young people's career aspirations, healthcare had featured in the top five aspirations. The Nurse Cadet programme in conjunction with Uxbridge College was noted, which provided BTECs in health and social care. The programme was planning to offer healthcare assistant roles to those who completed the programme. It was also noted that 37 young people were currently at university.</p> <p>A number of case studies of young people were listed in the report. Members suggested the possibility of establishing an alumni network, where young people could share their experiences, provide mentoring, and increase aspirations of other young people.</p> <p>Members also suggested the possibility of a session with Hillingdon Councillors as, for example, starting a business was one of the top aspirations. Officers noted that Ward Councillors' local knowledge could be beneficial for means of work experience.</p> <p>The 'creative arts' aspiration, which was top of the audit of aspirations, was defined to include art and design, media, and street art among others. The 'education' aspiration was noted to not just include teachers, but other educational roles.</p> <p>The Family Group Conference (a way for care experienced young people to maintain a connection with a supportive adult after they leave care) was noted as an interesting concept by Members, who questioned how it worked. Officers noted that Family Group Conference support could take many forms, such as mentoring, advocates, or simply linking in with a trusted adult who could provide guidance and support as the care leaver navigated adulthood. The goal of the Family Group Conference was to help care experienced young people feel connected and supported as they transitioned to independence, and to improve their outcomes in areas such as education, employment, and mental health.</p> <p>Officers noted that there was a ring-fenced Business Administrator post for young people at the London Borough of Hillingdon, and it was further noted that the Civic Centre was a comfortable place for young people. Some young people had attended meetings of the Corporate Parenting Panel and experienced co-chairing. A future 'Skills Day' was noted to assist with CV writing and other skills.</p>
<b>RESOLVED:</b> That the report be noted.	

78.	<p><b>CHILDREN'S SERVICES PERFORMANCE DATA – Q3 (Agenda Item 8)</b></p> <p>It was noted that this update had been based on performance data as at 31 December 2022. At this point there were 364 Looked After Children and 528 care experienced young people. The 5 Desired Outcomes for Our Children were noted: to be the best version of themselves; to enjoy good physical and mental health; to have pride in their unique identities; to live somewhere where they feel they belong; and to be and feel safe.</p> <p>It was noted that 100% of PEPs had been completed and 97% had been of a high quality. It was noted that the average attendance of Statutory School Age Young people was 85.8%, which was slightly lower than expected and lower than the average for all pupils in Hillingdon (89.9%). Average attendance of post-16s was 77.3% and this reflected a national trend.</p> <p>At the end of the quarter, there were 19 young people who were Not in Education, Employment or Training (NEET). Seven were unchanged from the previous quarter; three had frequent missing episodes and so were difficult to re-engage in Education, Employment or Training (EET); and the remaining nine became NEET during the current quarter as a result of leaving their EET placements early. New opportunities were being sought. The total of 19 was the highest for the previous five years. Hillingdon had 53% of 19-21 year olds in Education, Employment or Training (EET), which was slightly above the national average of 52%.</p> <p>The Strengths and Difficulties Questionnaire was referenced – this was an annual screening of behaviour for children aged 4-16. The lower the score the better on this questionnaire. The average score was 12.7, which compared positively to the national average in England (13.7) and Statistical Neighbours (13.6). it was noted that children who scored 17 or above were referred to the in-house Multi-Agency Psychology Service (MAPs) and/ or early therapeutic intervention.</p> <p>62% of the Looked After Children had had a dental check within the previous 12 months, which represented a 9% increase over the last quarter.</p> <p>16% of the Looked After Children (as at 31/12/2022) were in residential children's homes. 52% of our children had been placed inside the Borough, and most within 20 miles.</p> <p>95% of young people had had a LAC review within the previous 12 months.</p> <p>There were currently four newly qualified social workers (NQSW) who were completing the Assessed and Supported Year in Employment (ASYE), enabling their social work learning by holding reduced caseload, additional study time and reflective time, and support from the Advanced Practitioner in the teams. Two of these NQSW's had undertaken their student social work placements with Hillingdon in Spring/ Summer 2022.</p> <p>Children's Social Care's social work apprenticeship programme enabled non-qualified staff to be supported throughout their social work training. The first cohort, recruited in 2019, commenced their first year as newly qualified social workers within Hillingdon in September 2022. The second cohort, recruited in May 2021 were now in "contrasting" placements within adult social care, with their adult peers now placed within children's</p>

	<p>social care teams, which enabled all apprentices to gain experience across social care and to develop transferable social work skills. In September 2022, the third cohort commenced their first year of social work education whilst placed in the Stronger Families Key Working service.</p> <p>The service was liaising with Bucks New University in planning for a September 2023 intake of new apprentices, enabling career progression opportunities for staff across Hillingdon.</p> <p>A small error within the ‘Activity types of 19-21 year old current care experienced young people on 31/12/2022’ graph was highlighted, to be corrected and re-shared outside of the Panel.</p> <p><b>RESOLVED:</b> That the report be noted.</p>
79.	<p><b>MULTI-YEAR WORK PROGRAMME (Agenda Item 9)</b></p> <p>Consideration was given to the Panel’s Work Programme.</p> <p>It was agreed that a new item would be brought to the parent Children, Families and Education Select Committee in order to update the Panel’s Terms of Reference.</p> <p><b>RESOLVED:</b> That:</p> <ul style="list-style-type: none"> <li>1. the Work Programme be noted; and</li> <li>2. a new item on updating the Panel’s Term of Reference be added to the work programme for the parent Children, Families and Education Select Committee.</li> </ul>
	<p>The meeting, which commenced at 5.30 pm, closed at 6.50 pm.</p>

These are the minutes of the above meeting. For more information on any of the resolutions please contact Ryan Dell on 01895 25 0636. Circulation of these minutes is to Councillors and officers.

# Agenda Item 9

## Corporate Parenting Panel Terms of Reference Update

Committee Name	Children, Families and Education Select Committee
Officer reporting	Ryan Dell, Democratic Services
Papers with report	Appendix A – Corporate Parenting Panel Terms of Reference
Ward(s)	All

### HEADLINES

The purpose of this report is to allow the Corporate Parenting Panel to update its Terms of Reference to include the Head of Corporate Parenting under non-Voting Members; and to update the wording of the voting Members paragraph.

### RECOMMENDATIONS: That the Children, Families and Education Select Committee:

1. Note the contents of the report and;
2. Approve the updates to the Corporate Parenting Panel's Terms of Reference

### SUPPORTING INFORMATION

This report reflects the updated structure of the Corporate Parenting team, and better reflects the positions of the Panel's named substitutes.

### Implications on related Council policies

There are no implications on related Council policies.

### 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

There are no financial implications arising from this report.

### Legal Implications

There are no legal implications arising from this report.

### BACKGROUND PAPERS

NIL.

## **Updates to Terms of Reference**

### Update one

Within the Voting Members paragraph (a) of the attached appendix, the Corporate Parenting Panel wishes to replace the last sentence which currently reads:

**"3 named substitutes, appointed by the Select Committee may attend in the absence of the appointed Members of the Panel and that they **be from any of the five Select Committees based on political balance.**"**

To be replaced with:

**"3 named substitutes, appointed by the Select Committee may attend in the absence of the appointed Members of the Panel and that they **need not be Members of the parent Committee but cannot be Cabinet Members**".**

### Update two

With the Non-voting Members paragraphs (b) to (g), the Corporate Parenting Panel wishes to add "(h) Head of Corporate Parenting".

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.

## **Corporate Parenting Panel**

### Terms of Reference as approved by the parent Select Committee

The purpose of the Panel is to support the Select Committee in championing corporate parenting across the Council, directly engaging children in the Council's care and care leavers in the democratic and decision-making process, working with them and partners to monitor relevant service and improve outcomes and life chances.

### Membership will comprise of:

#### Voting Members

- a) 3 Elected Members, who be appointed by the Select Committee based upon political balance, one of whom to be appointed as Chairman. A Vice-Chairman may also be appointed. Elected Members do not need to be Members of the parent Committee but cannot be Cabinet Members. 3 named substitutes, appointed by the Select Committee may attend in the absence of the appointed Members of the Panel and that they be from any of the five Select Committees based on political balance.

#### Non-voting Members

- b) Up to 5 Children in Care Council Members (one of whom the Chairman or Vice-Chairman may ask to assist them informally in chairing a specific meeting).\*
- c) Senior Officer from Children's Services
- d) Corporate Parenting Manager
- e) The Virtual School Head Teacher
- f) The Local Authority's designated LAC Nurse or Doctor
- g) 1x Foster Carer representative

#### Advisors

Relevant Council officers, e.g. from Social Care, Early Intervention and Prevention, Housing Service, along with external representatives, e.g. Department for Work and Pensions, may attend relevant Panel meetings as advisors. Council officers should attend the Panel to present any reports to the Panel regarding their service area.

*\*This gives Children in Care Council representatives, in an informal capacity, a unique opportunity to get experience of assisting the Chairman or Vice-Chairman in the running of the meeting.*

#### Meetings and Operation

The Panel will meet four times a year and in private\*

- a) The Panel will have in place a work programme for its activity.

- b) The Chairman of the Panel, in conjunction with other members, shall agree the dates of the Panel for the ensuing year, where possible.
- c) The Chairman of the Select Committee should authorise any additional meetings that may be required or requested by the Chairman of the Panel.
- d) The Panel will allow themes and agenda topics to be brought to them from the Children in Care Council (CiCC), with themes identified at each meeting.
- e) The Chairman of the Panel will agree agenda items in advance of the meeting.
- f) The Panel cannot establish any other sub-groups or bodies to carry out its responsibilities.

*\*Unlike the parent Select Committee, the Panel is not required to operate under statutory procedures outlined in the Local Government Act 1972 and access to information rules do not apply. This allows the Panel to be conducted in a flexible way to suit the requirements of the Members and young people participating in it.*

#### Terms of Reference

- a) To champion the seven corporate parenting principles introduced by the Children and Social Work Act 2017.
- b) To support the work of the Select Committee overseeing the Council's corporate parenting responsibilities by providing a strategic overview and monitoring of the statutory services for Looked After Children (LAC) and care leavers across the Borough, reporting back to the Committee on any findings, as appropriate.
- c) To actively engage young people who are looked after by the Council, along with care leavers, in order to ensure they have an opportunity to influence the development of services, participate in the decision-making and democratic process.
- d) To receive annual reports of the work of the Independent Reviewing Officers, LAC Health Team, LAC & Leaving Care Service, Virtual School and Fostering and Adoption Service.
- e) To consider the impact on outcomes for children on other relevant activities linked to LAC and care leavers lived experiences, e.g. emotional wellbeing.
- f) To undertake any associated activity, review or task as requested by the Select Committee, reporting back to the Committee if directed.
- g) That through the Chairman of the Panel, to advise the Select Committee and relevant Cabinet Member on matters relating to corporate parenting.
- h) To present the minutes of the Panel to a subsequent meeting of the Select Committee, where the Chairman of the Panel, along with any Children in Care Council Members, may attend to update the Committee on the Panel's work.

# Agenda Item 10

## 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:

	<b>Committee action</b>	<b>When</b>	<b>How</b>
1	<b>To provide specific comments to be included in a future Cabinet or Cabinet Member report on matters within its remit.</b>	<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	<b>To request further information on future reports listed under its remit.</b>	<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	<b>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.</b>	<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	<b>To identify a forthcoming report that may merit a post-decision review at a later Select Committee meeting</b>	<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>

## BACKGROUND PAPERS

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

Ref	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)
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 23 March 2023 (report deadline 6 March 2023)										
112a	<b>Review of Children's Centres delivery model and Early Years Nurseries</b>	Cabinet will consider whether to approve for public consultation proposals to improve and extend the current services in Children's Centres through the development of a Family Hub service delivery model. Cabinet will also consider consultation on a range of options regarding early years nurseries.	All Wards		Clr Susan O'Brien - Children, Families & Education	Children, Families & Education	CY - Jayne Cowan / Claire Fry / Sandra Taylor	A full public consultation, including all stakeholders and partners and relevant select committee	NEW ITEM	Public
113a	<b>Hillingdon's Youth Offer</b>	Cabinet will consider approving the proposed Youth Offer strategy for Hillingdon for public consultation. Cabinet will also consider consulting on the delivery and resourcing model of the proposed Youth Offer.	All Wards		Clr Susan O'Brien - Children, Families & Education	Children, Families & Education	CY - Kathryn Wyatt / Julie Kelly	Public consultation / Select Committee	NEW ITEM	Public
105	<b>Semi-independent living provision in Hillingdon</b>	Cabinet will consider block contract arrangements with lead providers for the effective provision of Semi-Independent Living. This is accommodation for young people of the ages 16+ where they are still looked after and are semi-independent and forms an option of pathways for looked after young people as they become 16 and before they are an adult.	N/A		Clr Susan O'Brien - Children, Families & Education	Children, Families & Education	CY / R - Emma Kavanagh / Sally Offin			Private (3)
106	<b>Extension of transportation arrangements for Adults, Children and social care clients until July 2023</b>	Cabinet in November 2022 agreed the establishment of a new Dynamic Purchasing System (DPS) for Transportation Services for Adults, Children, Looked After Children and Young People with Special Educational Needs and Adult Social Care Clients. The new DPS will be created as planned in time for Easter 2023, however a small extension of existing transport contracts is required so that the majority of the routes can continue with the existing providers until July 2023, and in the summer holidays these routes will be e-auctioned via the new DPS.	N/A		Clr Susan O'Brien - Children, Families & Education	Children, Families & Education	AS / R - Jan Major / Sally Offin			Private (3)
065	<b>Family Group Conference Service</b>	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		Clr Susan O'Brien - Children, Families & Education	Children, Families & Education	CY / R - Tehseen Kauser / Sally Offin			Private (3)

SI	<b>Public Preview of matters to be considered in private</b>	A report to Cabinet to provide maximum transparency to residents on the private and confidential matters to be considered later in Part 2 of the Cabinet meeting and agenda.	TBC		All Cabinet Members	All	CS - Democratic Services			Public
SI	<b>Reports from Select Committees</b>	Reports, findings and recommendations for consideration by the Cabinet, when referred from the appropriate Committee.	All		All	TBC	CS - Democratic Services	TBC		Public
<b>Cabinet Member Decisions expected - March 2023</b>										
063	<b>SEND Strategy</b>	Following consultation, the Cabinet Member will consider approval of the Council's Special Educational Needs and Disabilities (SEND) Strategy - a collaborative document outlining the vision and priorities for service delivery to children, young people and young adults in Hillingdon over the next few years.	Various		Clr Susan O'Brien - Children, Families & Education	Children, Families & Education	ES - Vikram Hansrani / Jayne Mumsford	Children, Families & Education Select Committee		Public
SI	<b>Standard Items taken each month by the Cabinet Member</b>	Cabinet Members make a number of non-key decisions each month on standard items - details of these are listed at the end of the Forward Plan.	Various		All	TBC	CS - Democratic Services	Various		Public
<b>Cabinet meeting - Thursday 20 April 2023 (report deadline 30 March 2023)</b>										
046	<b>Standards and quality of education in Hillingdon during 2021/22</b>	The Annual Report to Cabinet regarding children and young people's educational performance across Hillingdon schools.	All		Clr Susan O'Brien - Children, Families & Education	Children, Families & Education	ES - Vikram Hansrani / Rani Dady	Select Committee		Public
SI	<b>Public Preview of matters to be considered in private</b>	A report to Cabinet to provide maximum transparency to residents on the private and confidential matters to be considered later in Part 2 of the Cabinet meeting and agenda.	TBC		All Cabinet Members	All	CS - Democratic Services			Public
SI	<b>Reports from Select Committees</b>	Reports, findings and recommendations for consideration by the Cabinet, when referred from the appropriate Committee.	Various		All	TBC	CS - Democratic Services	Various		Public
<b>Cabinet Member Decisions expected - April 2023</b>										
SI	<b>Standard Items taken each month by the Cabinet Member</b>	Cabinet Members make a number of decisions each month on standard items - details of these standard items are listed at the end of the Forward Plan.	Various		All	TBC	CS - Democratic Services	Various		Public
<b>Cabinet meeting - Thursday 25 May 2023 (report deadline 27 April)</b>										
SI	<b>Public Preview of matters to be considered in private</b>	A report to Cabinet to provide maximum transparency to residents on the private and confidential matters to be considered later in Part 2 of the Cabinet meeting and agenda.	TBC		All Cabinet Members	All	CS - Democratic Services			Public

SI	<b>Reports from Select Committees</b>	Reports, findings and recommendations for consideration by the Cabinet, when referred from the appropriate Committee.	All		All	TBC	CS - Democratic Services	TBC		Public
<b>Cabinet Member Decisions expected - May 2023</b>										
SI	<b>Standard Items taken each month by the Cabinet Member</b>	Cabinet Members make a number of decisions each month on standard items - details of these standard items are listed at the end of the Forward Plan.	Various		All	TBC	CS - Democratic Services	Various		Public
<b>Cabinet meeting - Thursday 22 June 2023 (report deadline 5 June) *</b>										
SI	<b>Public Preview of matters to be considered in private</b>	A report to Cabinet to provide maximum transparency to residents on the private matters to be considered later in Part 2 of the Cabinet meeting and agenda.	TBC		All Cabinet Members	All	CS - Democratic Services			Public
SI	<b>Reports from Select Committees</b>	Reports, findings and recommendations for consideration by the Cabinet, when referred from the appropriate Committee.	All		TBC	TBC	CS - Democratic Services	TBC		Public
<b>Cabinet Member Decisions expected - June 2023</b>										
SI	<b>Standard Items taken each month by the Cabinet Member</b>	Cabinet Members make a number of non-key decisions each month on standard items - details of these are listed at the end of the Forward Plan.	Various		All		CS - Democratic Services	Various		Public
<b>Cabinet meeting - Thursday 27 July 2023 (report deadline 10 July) *</b>										
SI	<b>Public Preview of matters to be considered in private</b>	A report to Cabinet to provide maximum transparency to residents on the private and confidential matters to be considered later in Part 2 of the Cabinet meeting and agenda.	TBC		All Cabinet Members	All	CS - Democratic Services			Public
SI	<b>Reports from Select Committees</b>	Reports, findings and recommendations for consideration by the Cabinet, when referred from the appropriate Committee.	All		All	All	CS - Democratic Services	TBC		Public
<b>Cabinet Member Decisions expected - July 2023</b>										
SI	<b>Standard Items taken each month by the Cabinet Member</b>	Cabinet Members make a number of non-key decisions each month on standard items - details of these are listed at the end of the Forward Plan.	Various		All		CS - Democratic Services	Various		Public
<b>AUGUST 2023 - NO CABINET MEETING</b>										
SI	<b>Interim or urgent executive decision-making by the Leader of the Council</b>	As there is no Cabinet meeting in August, the Leader of the Council may take interim or urgent key decisions, and if so required, on behalf of the full Cabinet. These will be reported to Cabinet at a later date for ratification and public record.	Various		Cllr Ian Edwards - Leader of the Council	TBC	CS - Democratic Services	Various		Public / Private - TBD

SI	<b>Standard Items taken each month by the Cabinet Member</b>	Cabinet Members make a number of non-key decisions each month on standard items - details of these are listed at the end of the Forward Plan.	Various		All	TBC	CS - Democratic Services	Various		Public
<b>Cabinet meeting - Thursday 14 September 2023 (report deadline 25 August) *</b>										
SI	<b>Public Preview of matters to be considered in private</b>	A report to Cabinet to provide maximum transparency to residents on the private and confidential matters to be considered later in Part 2 of the Cabinet meeting and agenda.	TBC		All Cabinet Members	All	CS - Democratic Services			Public
SI	<b>Reports from Select Committees</b>	Reports, findings and recommendations for consideration by the Cabinet, when referred from the appropriate Committee.	All		All	TBC	CS - Democratic Services	TBC		Public
<b>Cabinet Member Decisions expected - September 2023</b>										
SI	<b>Standard Items taken each month by the Cabinet Member</b>	Cabinet Members make a number of non-key decisions each month on standard items - details of these are listed at the end of the Forward Plan.	Various		All	TBC	CS - Democratic Services	Various		Public
<b>Cabinet meeting - Thursday 12 October 2023 (25 September) *</b>										
SI	<b>The Annual Report Of Adult and Child Safeguarding Arrangements</b>	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		Clr 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
SI	<b>Public Preview of matters to be considered in private</b>	A report to Cabinet to provide maximum transparency to residents on the private and confidential matters to be considered later in Part 2 of the Cabinet meeting and agenda.	TBC		All Cabinet Members	All	CS - Democratic Services			Public
<b>Cabinet Member Decisions expected - October 2023</b>										
SI	<b>Standard Items taken each month by the Cabinet Member</b>	Cabinet Members make a number of non-key decisions each month on standard items - details of these are listed at the end of the Forward Plan.	Various		All	TBC	CS - Democratic Services	Various		Public
<b>Cabinet meeting - Thursday 9 November 2023 (report deadline 23 October) *</b>										
SI	<b>Public Preview of matters to be considered in private</b>	A report to Cabinet to provide maximum transparency to residents on the private and confidential matters to be considered later in Part 2 of the Cabinet meeting and agenda.	TBC		All Cabinet Members	All	CS - Democratic Services			Public



SI	<b>Standard Items taken each month by the Cabinet Member</b>	Cabinet Members make a number of non-key decisions each month on standard items - details of these are listed at the end of the Forward Plan.	Various		All	TBC	CS - Democratic Services	Various		Public
<b>CABINET MEMBER DECISIONS: Standard Items (SI) that may be considered each month</b>										
SI	<b>Urgent Cabinet-level decisions &amp; interim decision-making (including emergency decisions)</b>	The Leader of the Council has the necessary authority to make decisions that would otherwise be reserved to the Cabinet, in the absence of a Cabinet meeting or in urgent circumstances. Any such decisions will be published in the usual way and reported to a subsequent Cabinet meeting for ratification. The Leader may also take emergency decisions without notice, in particular in relation to the COVID-19 pandemic, which will be ratified at a later Cabinet meeting.	Various		Clr Ian Edwards - Leader of the Council	TBC	CS - Democratic Services	TBC		Public / Private
SI	<b>School Governing Bodies, Instruments of Government and Governors / Authorising Academy Appointments</b>	To approve appointments, nominate appointments and make reappointments of local authority governors and to approve any changes to school governing body constitutions. To also authorise any Member to be a Governor or Director of an Academy.	N/A		Clr Susan O'Brien - Children, Families & Education	Children, Families & Education	ES - Vikram Hansrani / CS - Democratic Services			Public
SI	<b>Release of Capital Funds</b>	The release of all capital monies requires formal Member approval, unless otherwise determined either by the Cabinet or the Leader. Batches of monthly reports (as well as occasional individual reports) to determine the release of capital for any schemes already agreed in the capital budget and previously approved by Cabinet or Cabinet Members	TBC		Clr Martin Goddard - Finance (in conjunction with relevant Cabinet Member)	All - TBC by decision made	various	Corporate Finance		Public but some Private (1,2,3)
SI	<b>Petitions about matters under the control of the Cabinet</b>	Cabinet Members will consider a number of petitions received by local residents and organisations and decide on future action. These will be arranged as Petition Hearings.	TBC		All	TBC	CS - Democratic Services			Public
SI	<b>To approve compensation payments</b>	To approve compensation payments in relation to any complaint to the Council in excess of £1000.	n/a		All	TBC	various			Private (1,2,3)

SI	<b>Acceptance of Tenders</b>	To accept quotations, tenders, contract extensions and contract variations valued between £50k and £500k in their Portfolio Area where funding is previously included in Council budgets.	n/a		Cllr Ian Edwards - Leader of the Council OR Cllr Martin Goddard - Finance / in conjunction with relevant Cabinet Member	TBC	various			Private (3)
SI	<b>All Delegated Decisions by Cabinet to Cabinet Members, including tender and property decisions</b>	Where previously delegated by Cabinet, to make any necessary decisions, accept tenders, bids and authorise property decisions / transactions in accordance with the Procurement and Contract Standing Orders.	TBC		All	TBC	various			Public / Private (1,2,3)
SI	<b>School Redundancy Payments</b>	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)
SI	<b>External funding bids</b>	To authorise the making of bids for external funding where there is no requirement for a financial commitment from the Council.	n/a		All	TBC	various			Public
SI	<b>Response to key consultations that may impact upon the Borough</b>	A standard item to capture any emerging consultations from Government, the GLA or other public bodies and institutions that will impact upon the Borough. Where the deadline to respond cannot be met by the date of the Cabinet meeting, the Constitution allows the Cabinet Member to sign-off the response.	TBC		All	TBC	various			Public

Published 22 February 2023 - The Cabinet's Forward Plan is an official document by the London Borough of Hillingdon, UK

\* Cabinet meetings as marked are provisional dates pending approval by Full Council 23 February 2023

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# Agenda Item 11

## 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
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	June 28	July 19			Draft
<b>Review A: TBC</b>																
Topic selection / scoping stage				Selection												
Witness / evidence / consultation stage					Scoping Report	Witness Session			Review update	Witness Session						
Findings, conclusions and recommendations																
Final review report agreement																
Target Cabinet reporting													Findings			
<b>Regular service &amp; performance monitoring</b>																
Children's Safeguarding Partnership Annual Report					X											
Twice Yearly School Places Planning Report (ii)					X											X
Quarterly Performance Monitoring ( <i>pushed back from March, date TBC</i> )																
Annual Education Standards report (prior to Cabinet)												X				
Mid-year budget / budget planning report					X				X							
Reports/minutes from the Corporate Parenting Panel					X				X			X				
Cabinet Forward Plan Monthly Monitoring	X	X			X	X	X	X	X	X	X	X				X
<b>One-off information items</b>																
Scrutiny Introduction (Democratic Services)		X														
Overview of Corporate Parenting Responsibilities									X							
Policy Review Discussion & Guidance			X													
Children's Centres and Early Years Nurseries (iv)																X
Council Strategy 2022-2026 consultation			X													
Youth Services Update / consultation on Youth Offer (iii)										X						X
Consultation on changes to school admissions arrangement										X						
SEND Strategy											X					
Ofsted report - PART II												X				
Learn Hillingdon Self Assessment Review 2020/21																
Ukrainian Children - how funding from Central Government has been delivered to schools												X				
SEND Sufficiency Strategy (i)																X
Corporate Parenting Panel Membership to agree + subs	X															
Corporate Parenting Panel - update to Terms of Reference											X					
<b>Past review delivery</b>																
Adult & Community Learning Review 2021/22													X			
<b>Internal use only</b>																
Date deadline confirmed to report authors																
Report deadline	16 Jun	8 Jul			9 Sep	24 Oct	24 Nov	20 Dec	23 Jan	2 Mar	6 Apr				16 Jun	7 Jul
Agenda published	20 Jun	12 Jul			13 Sep	26 Oct	28 Nov	22 Dec	25 Jan	6 Mar	10 Apr				20 Jun	11 Jul

(i) SEND Strategy update to be added to work programme for June 2023

(ii) Twice Yearly School Place Planning report moved from Apr & Sept to July & Nov at Officer's request

(iii) Cabinet in March 2023 may agree to consult on the Youth Offer and the Select Committee will be involved in that consultation process, provisionally scheduled for June.

(iv) Cabinet in March 2023 may agree to consult on the Children's Centres delivery model and Early Years Nurseries. The Select Committee will be involved in that consultation process, and this is provisionally scheduled for June.