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Children, Families and Education Select Committee

Date: **TUESDAY, 4 FEBRUARY 2025**

Time: **7.00 PM**

Venue: **COMMITTEE ROOM 5 - CIVIC CENTRE**

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Councillors on the Committee

Councillor Heena Makwana (Chair)
Councillor Becky Haggar OBE (Vice-Chair)
Councillor Kishan Bhatt
Councillor Peter Smallwood OBE
Councillor Jan Sweeting (Opposition Lead)
Councillor Tony Gill
Councillor Rita Judge

Co-Opted Member
Tony Little, Roman Catholic Diocesan Representative

Published: Monday, 27 January 2025

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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:

Portfolio(s)	Directorate	Service Areas
Cabinet Member for Children, Families & Education	Children's Services	Children's Social Care (incl. safeguarding & corporate parenting)
		Corporate Parenting Panel
		Prevention & Youth Justice (incl. youth services, stronger families and adolescent mental health)
		Education & SEND (incl. Adult & Community Learning, Skills, Lifelong Learning, Music Services and School Travel)
	Adult Services & Health	Children and Families Support Services (incl. Early Years and Children's Centres)

Corporate Parenting

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Agenda

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Minutes

CHILDREN, FAMILIES AND EDUCATION SELECT COMMITTEE

07 January 2025

Meeting held at Committee Room 5 – Civic Centre,
High Street, Uxbridge, UB8 1UW

	Committee Members Present: Councillor Heena Makwana (Chair), Councillor Becky Haggar OBE, Councillor Peter Smallwood OBE, Councillor Kishan Bhatt, Councillor Tony Gill, Councillor Rita Judge, and Councillor Jan Sweeting (Opposition Lead) **Co-Opted Member Present:** Tony Little **Officers Present:** Debbie Scarborough (Service Manager, Learn Hillingdon Adult Community Education), Andy Goodwin (Head of Strategic Finance & Deputy S151 Officer), Richard Ennis (Corporate Director of Finance), Abi Preston (Director of Education & SEND), Dominika Michalik (Assistant Director of SEND & Inclusion), Ryan Dell (Democratic Services Officer) **Also present:** Dylan McTaggart (HRUC Group Principal & Deputy CEO)
43.	**APOLOGIES FOR ABSENCE** *(Agenda Item 1)* None.
44.	**DECLARATIONS OF INTEREST IN MATTERS COMING BEFORE THIS MEETING** *(Agenda Item 2)* None.
45.	**MINUTES OF THE PREVIOUS MEETING** *(Agenda Item 3)* Members thanked the clerk for the minutes. Members requested an update on transporter buses (Youth Offer item), the 0-19 service directory, and the third family hub (Children's Centres Delivery Model and Early Years Nurseries Item).

	RESOLVED: That the minutes of the previous meeting be agreed
46.	**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** *(Agenda Item 4)*
47.	**LEARN HILLINGDON SELF-ASSESSMENT REVIEW** (*Agenda Item 5)* Members considered the Learn Hillingdon self-assessment review. The Chair asked that the report be taken as read and moved to Member questions. Members commended the report. Members asked about the role and impact of the new advisory board, its composition, strategic objectives, and safeguarding measures for learners. Officers advised that the advisory board was in its infancy with three meetings planned per year. The board included representatives from various sectors including the Council (including the Director for Education & SEND and the Head of Lifelong Education), learners, staff, community partners and the Safer Hillingdon Partnership. There were still some vacancies to be filled such as a representative from the Citizens Advice Bureau and an employer representative. The first meeting was about introducing the service to the representatives. The second was about quality monitoring and driving standards forward. The third focused on an imminent Ofsted inspection. The board's agenda included financial status, target achievements, and quality monitoring. The board was still developing but was expected to strengthen as members become more involved. Safeguarding measures were robust, with five designated safeguarding officers and a Staying Safe Board of nine members. The board reviewed each disclosure, staff concerns, emotional health and well-being of learners, and ensured that DBSs were in place. The service had a representative on the Prevent Partnership Board and the Adult Safeguarding Board for the borough. Members asked about the number of women on the programmes, their roles, and strategies for long-term career progression. Officers advised that approximately 77% of learners were women, primarily caregivers from disadvantaged backgrounds. The majority of learners were working at entry level and pre-entry. This would be equated to primary school level of English and maths. The programmes aimed to build confidence and skills over time, with vocational courses designed to lead to employment. A lot of learners were motivated more by wanting to be able to help their children at school or improving their prospects. Confidence building was also an important factor. Detailed data could be provided later. Members asked about areas of oversubscription and undersubscription, and how future accommodations would be managed. Officers advised that ESOL (English for Speakers of Other Languages) was the most oversubscribed area due to high demand and a shortage of experienced tutors, both of which were true across London. Officers noted that it was difficult to recall when they were

last fully staffed. There was also limited building capacity. Online courses were not a viable solution for many learners due to lack of skills and confidence. Since COVID there were more organisations offering their own provision. Leisure courses such as yoga were undersubscribed, which aligned with current funding priorities. The focus remained on targeted priorities, but some courses such as languages were kept running because of the wellbeing they bring and also because of future demand.

Members asked about high lateness rates and strategies to improve this. Officers advised that attendance was very good, 94% for the current year, but there were barriers such as public transport issues and personal challenges. A pilot programme last year had led to a programme being established this year whereby bus tickets were provided to learners. This had been effective in improving attendance, and without attendance, leaners cannot achieve their outcomes. Mental health challenges were also a barrier to attendance. The team monitored attendance closely and worked to overcome individual barriers.

Members asked how the team could achieve an 'outstanding' rating instead of 'good'. Officers explained the challenges in achieving an outstanding rating and emphasised the importance of consistency across all classes and the efforts being made to address inconsistencies. Officers also highlighted the variability in inspectors' backgrounds and the impact it can have on evaluations. For example, inspectors may have a college background which was different to an adult education background. Officers acknowledged the hard work of the team and the continuous efforts to improve, and noted the high percentage of good and better ratings in adult education and the need for more sector-specific training for inspectors.

Members inquired about the search for new venues and the balance between capacity and funding. Officers noted the target funding allocation and the need to earn it throughout the year, further noting that they had always hit the target. Officers also noted the potential for increased funding with more capacity and staffing. There were challenges of being a small service within a large council trying to balance the budget and securing new venues was a complex issue. Officers emphasised the importance of capital bids and the barriers to quick approvals and stressed the need for more classrooms, especially in the South, to reach more people.

Members asked about the scale of recruitment challenges and the number of vacancies. Officers explained the difficulties in recruiting experienced staff, particularly for curriculum-related positions (as opposed to admin roles which tended to be filled quickly). Officers also noted the long-term vacancy for a tutor coordinator post and the challenges in finding suitable candidates. There was a reliance on sessional staff, who had subject knowledge and qualifications, and officers were keen not to use agency staff where possible. Officers highlighted the impact of long-term sickness and maternity leave on staffing, and described the successful volunteering programme that had helped develop internal staff. There were ongoing discussions with the GLA to develop teacher aid programmes at Levels 2 and 4 and overcome barriers

	to higher-level qualifications. Officers were hoping to get some support from the GLA to run a London-wide pilot. Members asked about the size of the priority student population relative to the service's capacity. Officers explained that the target group included individuals who had negative school experiences, left without qualifications, or came from families with a history of low educational attainment. Many were older individuals who had managed without formal education. The focus was on building language skills and functional independence, as well as addressing health issues like obesity and diabetes. Approximately 67% of learners were based in the south of the borough, where there was a higher socio-economic need. Most learners did not pay fees due to their low income. Despite reaching the target group, the growing population meant the demand would likely never be fully met. Members asked about the connection between courses, outreach, employment, and entrepreneurship, and the involvement of local businesses and the voluntary sector. Officers acknowledged the struggle to engage employers, despite focusing on transferable skills. Lots of courses were entry level. Officers highlighted the importance of building confidence through volunteering. Strong links existed with schools, facilitated by the education team's restructuring. However, there was no dedicated role for partnership development, due to limited capacity. The person leading this effort had only recently returned from long-term sick leave, causing a temporary setback. The voluntary sector's needs had changed since COVID-19, making partnerships more fragmented. Despite these challenges, the service continued to support learners into work and sought to improve employer engagement. More could be done with more capacity. Members asked about innovative approaches to recruitment and non-monetary rewards. Officers highlighted the success of the volunteer programme, which had led to many individuals transitioning into paid roles. Officers also emphasised the importance of growing internal talent due to the competitive job market. Two senior managers had started as learners. The service worked closely with other local authority providers to share resources and support. Career progression within the sector was limited due to low attrition rates, meaning staff often stayed in their role long-term. The service avoided using agency staff where possible and focused on developing its own workforce. A proposed pilot programme across London aimed to provide stepping stones for individuals with the right approach and experience to enter the education sector. **RESOLVED: That the Committee noted the report**
48.	**MID-YEAR BUDGET UPDATE** *(Agenda Item 6)* Officers expressed gratitude to the Children's Services directorate teams for their hard work in finding additional savings to balance the budget, noting that these were challenging times for local government due to significant funding

reductions. Despite these challenges, the team, along with Cabinet Members, had worked diligently to create a budget.

It was a challenging budget, including significant savings targets of £30 million for 2025-26 and an additional £17 million for the following year. Officers noted the borough's relatively low Council Tax compared to other London boroughs, which kept more money in residents' pockets but limited the Council's available funds.

The budget included contingencies to mitigate risks. The recent grant settlement from central government had provided an additional £3.8 million, which was more than expected but still insufficient.

The Council faced enormous challenges in social care budgets, particularly for children and young people, as well as homelessness and temporary accommodation.

The Council had drawn on reserves over the years, and maintaining stability of reserves was crucial.

The government had promised a multi-year spending review, but only provided a one-year settlement this year. A three-year settlement next year would provide more certainty, but the actual funding levels remained uncertain. There were issues around balancing the schools funding block, particularly around SEND. A number of boroughs had asked for exceptional funding, but Hillingdon had not done so.

Revenue monitoring

There was a reported overspend of £8.9 million for 2024-25, with services within the remit of this Committee forecasting an overspend of £3 million, largely due to increased expenditure for looked after children. Early years centres also faced pressure, offset by underspends in staffing for the Children in Need service. The service area aimed to deliver £1.7 million in savings for 2024-25, with £1.2 million already banked or contracted for delivery, and £0.5 million recorded as either Amber 2 or Red. These savings were related to improving the foster offer and the Stronger Families Programme, which faced challenges this year.

Medium Term Financial Strategy

The consultation budget set out a savings requirement of £39 million for 2025-26, with £32.6 million identified so far, leaving a residual gap of £6.4 million. Over five years, the savings requirement was £62 million, with £65 million identified, resulting in a £3 million surplus by the end of the five-year period. However, reserves will need to be drawn down initially and then rebuilt in later years. Most of the savings requirement was driven by corporate items, including a £37.3 million increase in expenditure predominantly related to rebasing historic budget shortfalls and undelivered savings. An additional £16.9 million was attributed to demographics and inflation.

Children's Social Care and Savings

The increase in savings and spending requirements was driven by children's social care placements, with demographic growth accounting for a £0.4 million increase and inflation for social care placements at £0.5 million. A further £1.9 million was related to inflation for non-placements, mostly due to a pay award for 2025-26, estimated to be 3%.

Of the £5.2 million in savings related to services within the remit of this Committee for next year, key savings included £2.2 million from a review of semi-independent and shared accommodation, £1.1 million from a social care delivery model aimed at avoiding costly interventions, and £0.6 million from a new foster care offer, converting external foster placements to a lower-cost internally run service.

Capital Budget

The consultation budget set out a capital budget of £341.6 million over five years, with £13.6 million related to services within the Committee's remit. This included £11.3 million for increasing special education needs placements within identified school sites to support the DSG recovery plan, and £2.3 million for a programme of works to maintain school buildings and scout and guide group facilities.

Members noted that the DSG was forecasting an in-year deficit which was significantly lower than initial projections, and asked what provisions were in place if the statutory override should affect general reserves. Officers explained the DSG deficits were a national issue affecting many local authorities, not just Hillingdon. The likelihood of the statutory override ceasing was very low. If it did, this would become a national issue, requiring government intervention as local authorities could not be expected to cover these deficits immediately. Officers added that the Office for Budget Responsibility (OBR) had acknowledged the issue, stating that it can only be resolved by government. The team had worked hard to stabilise the position and maintain good service at schools. There was work ongoing on the target operating model.

Members asked about the confidence level in achieving the £32.6 million savings target, given past difficulties in meeting savings targets. Members sought clarity on the deliverability of the budget without negatively affecting services. Officers acknowledged the challenging nature of the budget and the significant savings required, and noted that there were contingencies in place. Officers emphasised the importance of robust monitoring and contingency planning. The Leader of the Council and the Cabinet Member for Finance & Transformation had ensured that all issues were on the table. The budget would be formally assessed via a Section 25 statement in February, which would provide a view on its robustness. There were national issues and Hillingdon was not unique in these.

Members raised concerns about the £5.2 million savings requirement in this Committee's remit, particularly the reduction in semi-independent and shared accommodation. Members highlighted past issues with finding accommodation for looked after children and the pressure on general needs

property, and sought confirmation that the savings target was realistic and robust. Officers explained that the Housing Revenue Account (HRA) was looking to increase housing stock, with a planned increase of approximately 1,700 new homes. This would help alleviate pressure. In Children's Social Care, three work streams were in place: commissioning more affordable lettings within the borough, establishing internal pathways with earlier intervention, and implementing a rent guarantor scheme. These measures aimed to provide assurance to the private sector and maintain rent within housing benefit limits, ensuring Universal Credit and housing benefit applications were in place to prevent rent issues and arrears.

Members asked for clarification about the one-off £4 million adverse movement in the DSG due to previous years. Officers explained that a deep dive review of the balance sheet had revealed an income target that was no longer achievable. This income, previously held on the balance sheet, had to be written off of the balance sheet, resulting in a £4 million one-off impact on the current year's revenue position. The income was related to funds expected from the Department for Education (DfE).

Members asked about the confidence in achieving the target of using local foster carers instead of out-of-borough placements, given the difficulty in recruiting sufficient foster carers. Officers acknowledged this challenge but noted some success in increasing in-house fostering through ongoing campaigns. The service area planned to continue these campaigns and explore different models to achieve the target. The work has already started, providing some confidence for future success.

Members noted that earmarked reserves for this Committee were at zero and asked if there should be concerns about this, given inflationary pressures and the need to cut expenditure. Officers clarified that the table in the agenda showed the use of reservices in the financial year (and that the Committee had not drawn down any reserves) which was a positive. Officers added that contingencies had been built into the budget to address unforeseen pressures. Officers highlighted the challenges posed by changes in National Insurance and the need for government compensation. Officers emphasised the importance of maintaining services without absorbing all fiscal decision costs.

Members asked about assessments to ensure that the changes in social care delivery models do not compromise safeguarding standards. Officers explained that savings proposals went thorough review in Star Chamber sessions, involving social care, finance, legal, and other relevant groups. It was ensured the proposals were based on robust estimates and aimed to maintain service quality. The focus was on more appropriate settings rather than compromising safety. Officers added that services leaders were passionate about their work and would not propose changes that put children at risk. The goal was to deliver strong services more cost-effectively through innovative approaches.

	Members asked about the impact of the Council's zero-based budgeting on the work covered by this Committee. Officers explained that this process had been helpful in understanding the budgets, noting that this should not be a one-off exercise but an ongoing targeted effort. Officers highlighted the importance of examining prices and volumes in areas such as adult care, children's care, and temporary accommodation. The exercise had fostered collaboration between Cabinet Members and officers, resulting in the current budget. Future budget sessions would continue to involve both Members and officers to address challenging issues. Members commended officers for delivering a balanced budget and asked about mechanisms to monitor and ensure accountability for the ambitious savings plans. Officers stressed the importance of continuous improvement and monitoring to avoid significant shocks. Officers also emphasised the need for Corporate Directors to own their budgets and be accountable for them. There was good engagement with Cabinet Members in creating the budget and officers noted the importance of leadership and accountability in maintaining a balanced budget. Members asked how reductions in service budgets would impact frontline services, particularly for children with complex needs and those in alternative provision. Officers clarified that the savings were not intended to reduce the amount of service provided but to maximise efficiencies by targeting the most appropriate setting for each child. The goal was to maintain the same level of service while optimising resource allocation. Members inquired about contingency plans if anticipated efficiency savings failed. Officers explained that the budget strategy included increased contingency funds for the next year. The general contingency had been increased from £0.5 million this year to £5.5 million, and an additional £4 million contingency had been set aside, totalling £9.5 million in contingency funds. This provided a level of protection for the Council. Officers added that the Council would protect the contingency funds to rebuild reserves, and emphasised the importance of holding people accountable for their commitments while being realistic about potential variances. Contingency funds would be used sensibly, with strong cases required for their release. Members suggested it would have been useful to have more officers in attendance to explain how cost reductions in social care delivery and fostering could be achieved. This could be brought back to the relevant officers. Officers added that they were continuing to look at different models and different ways of working to see how they can deliver more efficiencies across their services. It was noted that the Corporate Director had sent her apologies for the current meeting. Members sought clarification on 'smaller proposals' noted in the report and asked what these included. Officers explained that the smaller proposals were detailed in the consultation budget's Appendix A6. These included a review of the early years operating model, a staffing review in early years centres, and a review of catering in care delivery settings.

	The Chair highlighted the recommendations to note the report and comment on the proposals. The Labour Group provided their own draft comments to the clerk for consideration by the Chair. The Chair explained that, generally, the Labour Group would submit comments which the Chair would consider before agreeing on the Committee's final comments to Cabinet. Labour Members suggested that, previously, there had been an occasion whereby Labour Group comments had been included in a Cabinet report alongside those from the Conservative Group and confirmed that they wished to submit additional comments on this item. This would be checked. **RESOLVED: That the Committee:** **1. Noted the budget projections contained in the report; and** **2. Delegated comments to Cabinet to the Democratic Services Officer in conjunction with the Chair, and in consultation with the Opposition Lead**
49.	**SEND & AP STRATEGY UPDATE** *(Agenda Item 7)* Officers provided an overview of the SEND & AP Strategy update. The strategy was approved in December 2023 and this update report covered the achievements over the past year. Officers noted the Ofsted inspection of SEND provision in April 2024, which led to the creation of an improvement plan. The strategy aligned with the areas identified in the Ofsted inspection, focusing on strengths and weaknesses. Officers emphasised the successful embedding of the strategy across partners, schools, and services within the Council, and expressed pride in the progress made and acknowledged the ongoing work needed. Officers highlighted the rebranding to "SEND Local Area Partnership" and the emphasis on a local area partnership involving education, health, voluntary sector, young people and families. There had been a review and strengthening of the governance structure. There were ambition groups that reported to strategic boards, with multi-agency representation. Officers noted the increase in SEND support data, indicating better identification of needs. In Autumn 2023, SEND Support was 11.8%. In Autumn 2024, the figure was 12.1%. Officers discussed the reshaping of the SEND Advisory Service to provide holistic support to teaching staff and the creation of new roles such as educational psychologists and improvement advisors. Officers noted the significant work on annual reviews, focusing on improving quality and timeliness. Officers also noted the development of various pathways for early identification, including the multi-agency early years panel and the newly developed assessment centre at Ruislip Gardens for children with complex needs. This panel was working well. There had been an improvement in the timeliness of Education, Health and Care assessments,

with compliance with the 20-week statutory deadline improving from 54% to 85%, and then achieving 100% in the last month.

The team was stable, and the core EHCP team was now fully permanent. This was important as it provided consistency.

Officers discussed the development of SEND reviews for schools within the SEND Advisory team and the higher uptake this year.

To further support schools, Ordinarily Available Provision (OAP) had been reviewed and updated in collaboration with schools. This was guidance to support children within the mainstream settings and would be published at the end of this month.

There were some challenges with some schools appearing to be magnets for SEND and efforts were underway to establish more consistent approaches across settings. There was a focus on a training offer for the workforce, including education, health, and social care partners around SEND.

Officers noted the introduction of exceptional funding to support schools with a higher percentage of children with SEND. Through the Phase Transfer process, officers and schools had collaborated in supporting students with EHCPs in Year 7.

There had been some success in involving young people through the SEND Youth Forum, which had co-produced a charter, logo, and local offer website page. Young people would be part of the governance and strategic boards, ensuring their voices were heard in the implementation of the strategy.

Members thanked officers for their work and asked about the recruitment of young people to be included in the strategic boards. Officers noted that there was a focus on ambition group 4 – preparation for adulthood, involving young people from mainstream schools, colleges, special schools, and supported internships. Hillingdon had a rich offer and a high number of young people accessing supported internships. The recruitment was voluntary, aiming for 10 permanent members, and adjustments were made to ensure inclusivity. Person-centred recruitment was important, as was representation of young people who may not have the ability to represent themselves.

Members asked about partnership working to ensure consistency of delivery across the borough and how parents' concerns were being addressed. Officers described a tiered approach to collaboration, involving representatives from various agencies in ambition groups, and task and finish groups. The improvement plan, which was underpinned by the strategies, had 105 strategic actions. Officers emphasised the importance of multi-agency collaboration and co-production with schools and other stakeholders including non-SEND partners. Officers worked closely with social care and were now working closer with health colleagues. There was a strong partnership with Hillingdon Parent Carer Forum and efforts to involve parents' voices in

consultations. Officers were also working with schools to develop parental involvement outside of this forum.

Members commended the progressive improvement shown in the report and asked for an example of what significant improvement may look like in the next year. Officers noted several ongoing projects expected to be completed, including the OAP review, preparation for adulthood guidance, and the implementation of a banding model for special schools, which had been co-produced with schools. Officers highlighted the goal of improving the quality of EHCPs and annual reviews, and increasing the number of plans ceased due to young people achieving their outcomes. Multi-agency involvement in the annual review process was important, as was improving professionals' understanding of statutory advice. Officers were also hoping to see more ceasing of plans, where appropriate, due to young people achieving their outcomes over the next year. Officers added that a key aspiration for the year was to support schools in consistently supporting children with SEND, and acknowledged the variance in provision and support across schools. Officers emphasised the importance of building relationships with schools, being transparent about data, and sharing census data with schools to highlight disparities. The SEND team had been renamed as the EHC team to reflect their specific role and the focus on building in-person relationships with schools.

Members acknowledged the significant work done before and after the Ofsted inspection. Members noted that some schools had reported concerns that other local schools did not share an inclusive ethos. Officers agreed on the importance of strengthening inclusion and noted ongoing work to create an inclusion framework. This framework was being co-produced with school leaders to develop a consistent understanding of inclusion across Hillingdon. There was a need for a common understanding of terminology and interventions. Joint meetings between the SEND Advisory Services and EPS were being implemented and there was a review of training to SENCOs. Members asked and officers agreed to provide an update on SEND reviews within six months.

Officers clarified that the map in the report showed the concentration of EHCP needs, not the concentration of where children attend schools. Officers suggested sharing census data to highlight variances in inclusivity. There was a need to focus on secondary schools, where inclusivity was lower compared to primary schools.

Officers noted the disparity in EHCP percentages between primary and secondary schools (primaries at 3%, in line with national averages, secondaries at 2.5%), and noted the significant cost difference for children with EHCPs in year 6 compared to year 7. There was a need to work with secondary schools to prevent children from being placed in specialist or independent settings unnecessarily. There was ongoing work with the Centre for ADHD and Autism to support transitions to secondary schools and the creation of the EHCP Plus team of three specialist officers to support mainstream schools with cases of more complex needs. This was also aimed

at benefiting parents as parental confidence was lower with the move to secondary school.

Members asked about the impact of the improved annual review process on schools and the feedback received so far. Officers explained that the new paperwork for annual reviews had not yet been implemented, but improvements had been made in preparation for adulthood questions and liaison meetings between EHCP coordinators and schools. There was an importance of collaboration and planning for annual reviews. There was ongoing work to ensure that the paperwork reflected the aspirations of young people and the pilot programme for preparation for adulthood from early years. Officers were going to introduce a task and finish group related to the quality assurance framework.

There were three pathways, primary, secondary and post-19. There had been an improvement in the post 16 phase transfer, which showed an increase of young people in the more vocational courses. A number of placements had been secured at Harrow College and officers were looking into more bespoke packages for young people with more complex needs based on their aspirations and ambitions.

Members commended the progress being made in meeting the 20-week timeframe for EHCPs but noted the 12% of cases not meeting the deadline. Members asked about the additional timeframe for these cases, and whether the 20-weeks target was a national figure. Officers explained that the 20-week time frame was a statutory duty and that Hillingdon's performance was above the national average of 50%. Delays were minimal, often just a few days or weeks, and were closely monitored. There had been improvements in consultation processes with schools to ensure timely responses.

Members complimented the quality of the report and the strategy. Members asked about the distribution of primary diagnoses in the area and whether it raises questions about the diagnostic process. Officers clarified that primary needs in Hillingdon were similar to other London authorities, with autism and social, emotional, and mental health needs being the most common.

Members commended the ambitions as clear and laudable, and asked about the impact of cost pressures on the ambitions for SEND provision. Officers acknowledged the challenge of balancing costs with aspirations. Officers emphasised that the strategy incorporated targets from the safety valve agreement, aiming for cost-effective provision while delivering strong outcomes. Officers highlighted the dedication and retention of the team working towards these goals.

Members asked about the strategy's approach to critical transition phases, such as moving from primary to secondary and preparing young people for adulthood and employment. Officers described the co-production of the preparation for adulthood guidance, focusing on community, health, employment, and housing. Officers noted various initiatives, including transition panels, inclusive travel training, and supported internships. Officers

	had developed a carousel vocational offer with educational providers. Young people were involved in developing the strategy and there was a focus on bespoke packages for post-16 transitions. The SEND Youth Forum could be used as an avenue for feedback. Members raised concerns about the lack of alternative provision for primary age children who had been excluded and asked about progress in this area. Officers explained that ambition #5 of the SEND & AP Strategy focused on flexible interventions for children in alternative provision. Officers commended the Education team's ongoing work to support settings and prevent suspensions and exclusions. Officers were developing support around emotionally based school avoidance (EBSA). Officers also explained the development of a dynamic purchasing system for alternative provision and the review of exclusion and suspension guidance including vulnerable learners support clinics. Officers emphasised the importance of early intervention and inclusion panels to provide support before suspensions occur. **RESOLVED: That the Committee noted the update**
50.	**SEND SUFFICIENCY STRATEGY** *(Agenda Item 8)* Officers presented the draft SEND Sufficiency Strategy, developed over several months with extensive analysis. Officers highlighted the challenges around data in recent years and the improvements made in monitoring. The goal was ensuring sufficient high-quality specialist provision in both mainstream and special settings. The strategy was underpinned by the local area SEND provision and aimed to create a continuum of support for every need at the right time and place. Officers provided updates on the local context, noting a 37% increase in the number of EHCPs over the last four years, with a recent slowdown in year-on-year growth to 4.6%. Officers noted that the primary need was autism, which had doubled in recent years, along with an increase in social, emotional and mental health needs. There was a higher percentage of children with an EHCP attending special schools (34.4%) compared to the national average (32.1%), but there was a focus on developing specialist provision within mainstream settings. Officers discussed ongoing development projects, including an application for a free school for 280 pupils and building work related to expansions and satellite provisions. Officers emphasised the importance of being responsive to the needs of the cohort and working with multi-academic trusts and architects to meet demand. There was a focus on promoting early intervention pathways and ensuring excellent education in local schools. Members asked about the consultation process and the low number of responses received. Officers explained that the strategy was led by ambition group #3, which included representatives from special schools, SRPs, and mainstream settings. Officers noted that the low response rate was not

	surprising as the schools were already aware of the strategy and its goals through regular collaboration and sharing of census data. Members asked about the long-term capacity needs and the number of SRPs and special schools required. Officers explained that the strategy was based on eight-year projections, considering the growth of children with SEND and the overall population. Officers noted the importance of early identification through the early years tracking panel and the need to develop secondary SRP provision to avoid bottlenecks. Continuous review and analysis of cohorts to anticipate needs and ensure sufficient places was important. Officers were confident in the current sufficiency of places. Ensuring feedback from young people was an important part of this. Members suggested including forecast data on capacity and population projections in future updates of the strategy. Officers confirmed that projections were included in the SEND and AP Strategy and would continue to be reviewed and updated. Members raised concerns about the lack of suitable SEND placements, resulting in some children remaining in unsuitable mainstream schools, and asked about the timetable to address this. Officers acknowledged the delays with developers and interim solutions while awaiting special school readiness which had led to some accepting only part of a cohort. Officers emphasised the importance of working closely with liaison meetings within the EHCP team and regular meetings with SENCOs to address any unsuitable placements. There was a commitment to supporting placements based on individual needs and parental preferences. There had been significant progress made since 2019, with 98% of school placements named at the point of phase transfer. Members suggested including more detailed information about projections for special education capacity in the School Organisation Plan. Officers agreed and noted that the section on special education capacity had been updated with projections, particularly for secondary SRP provision. Officers agreed to this suggestion. The Chair noted the recommendation to provide comments to Cabinet, which would be delegated. **RESOLVED: That the Committee:** **1. Reviewed the draft SEND Sufficiency Strategy;** **2. Noted the 13 responses from the consultation in response to the proposed strategy: and** **3. Delegated comments for the Cabinet Member report to the Democratic Services officer in conjunction with the Chair, and in consultation with the Opposition Lead**
51.	**SELECT COMMITTEE TERMS OF REFERENCE UPDATE** *(Agenda Item 9)*

	Officers advised that following the recent update of the Cabinet portfolios and directorates, there had been an amendment to the Select Committee's Terms of Reference. Members asked if the updated Terms of Reference should explicitly state school place planning, as this was a statutory requirement. The Chair noted that this would come under Education & SEND, but officers would also check this. **RESOLVED: That the Committee noted its updated remit**
52.	**FORWARD PLAN** *(Agenda Item 10)* Members considered the Forward Plan. **RESOLVED: That the Committee noted the Forward Plan**
53.	**WORK PROGRAMME** *(Agenda Item 11)* The Chair confirmed that the March meeting was due to take place on 20 March, not 11 March. Members asked for an update on the major review. The Chair advised that now the witness sessions had been completed, officers would be consulted on draft recommendation ideas. Members asked and officers confirmed that Members were welcome to provide their own recommendation ideas ahead of any meeting with officers. The Chair also advised that Dylan McTaggart had attended to observe the meeting with a view to potentially attending as a witness to a future session on higher education. **RESOLVED: That the Children, Families and Education Select Committee considered the report and agreed any amendments**
	The meeting, which commenced at 7.00 pm, closed at 9:55 pm.

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. 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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WITNESS SESSION ON HIGHER EDUCATION – ORCHARD HILL COLLEGE

Committee name	Children, Families & Education Select Committee
Witness	David Pells, Orchard Hills College
Papers with report	None
Ward	All

HEADLINES

To provide the Select Committee with information on partnerships with Orchard Hill College.

RECOMMENDATION

That the Committee note the report

SUPPORTING INFORMATION

David Pells, Deputy Head of College Hillingdon region, will attend this meeting to outline the role of the College in Hillingdon and supporting children with SEND.

Orchard Hill College is an Outstanding Specialist College offering life-changing learning opportunities to students.

Orchard Hill have some students that attend the SEND forum at Hillingdon and have links with a number of schools within their trust. Many of our students come from Arbour Vale, Pield Health, John Chiltern, Moorcroft and Meadow High school.

Orchard Hill also have close relationships with social care in Hillingdon to support students that require extra support.

The College runs half termly student council meetings which is an opportunity for students to share their voice and tell staff what changes they would like to see.

There is also You Said, We Did report to highlight things that students have asked to change and how the College have gone about this.

BACKGROUND PAPERS

Orchard Hill College,

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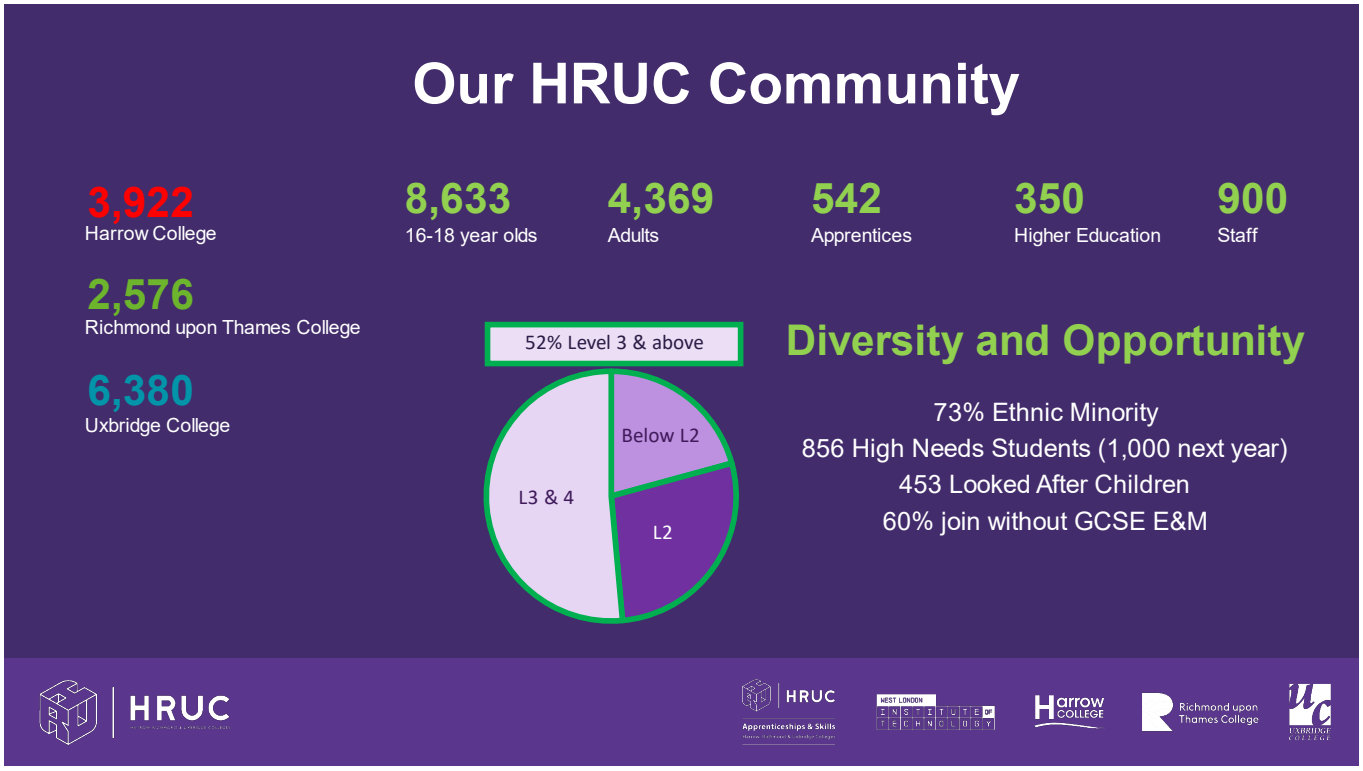
WITNESS SESSION ON FURTHER & HIGHER EDUCATION - UXBRIDGE COLLEGE (HRUC-HARROW, RICHMOND AND UXBRIDGE COLLEGES).

Committee name	Children, Families and Education Select Committee
Witness	Dylan McTaggart, HRUC Group Principal & Deputy CEO
Papers with report	1. HRUC Strategic Plan to 2030. 2. HRUC Curriculum Strategy & Skills Ambition to 2030 3. HRUC Ofsted report December 2024.
Ward	All

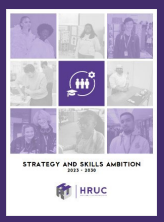
HEADLINES

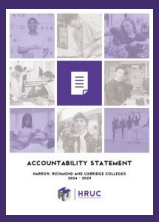
HRUC (Harrow, Richmond and Uxbridge Colleges) is a large general further education college delivering to 15,000 students across five campuses: Uxbridge, Hayes, Harrow on the Hill, Harrow Weald and Richmond. The largest college is Uxbridge with 6,380 students. 8,633 of our students are 16–18-year's old, 4,369 are adults, 542 apprentices, 350 Higher Education students with 900 staff. Proudly, 4,230 of our students are Hillingdon residents.



Employer partnerships deliver at HRUC. The group is noted as a leader in Further Education, selected to deliver 1st pilots in key government and awarding body projects including T Levels, the Mayor's Construction Academy, and its launch as an Institute of Technology along with Brunel University and local high profile employer partners Heathrow, and our new partnership with world STEM leaders MIT (Massachusetts Institute of Technology). HRUC is partnered with over 2,500 employers. College leaders chair the West London LSIP, lead on the West London LSIF, and pan-London strategy groups including the AoC Vice Principal Curriculum & Quality group, HEFE Sector Working groups (e.g. Health, Digital and Green-Skills), and sits on Ofqual and Awarding body advisory groups. HRUC's largest curriculum areas mirror LSIP and the London Mayor's priority skills sectors.

Skills for Jobs





Enhanced Skills for London

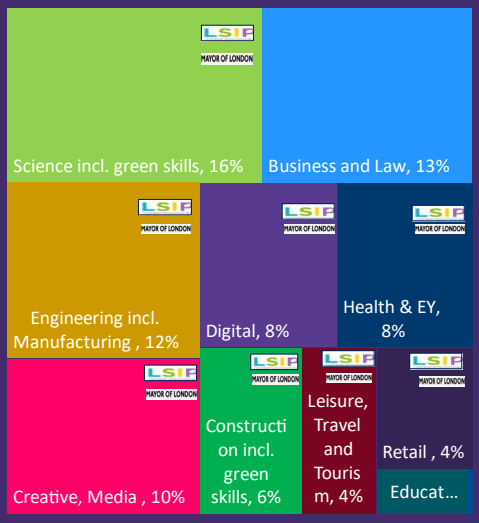
=

HRUC's largest areas are LSIP & London growth priorities.
Growth in 12 of 15 sectors.

93% courses influenced by named employers.

96% Positive Destinations.
80% in industry studied
86% 1st choice University
86% Work experience

HRUC's offer.
Largest areas are LSIP & London priorities



HRUC delivers very high student achievement, significantly above national averages (+8%) and consistently across all fifteen funded subject areas (incl. ICT, Engineering, A-Levels, Science, Business, Health, Art & Design, Media, Performing Arts, Building Services, Sports and Travel). HRUC was National Pearsons Teaching team of the year 2024.

NB: College courses differ from Adult & Community Learning as our 25,000 qualifications are 96% large full-year Diplomas (equivalent to 3 A-Levels), GCSEs, Apprenticeships & Higher Education levels 4&5, with just 4% one day courses, short courses and non-qualification activity.

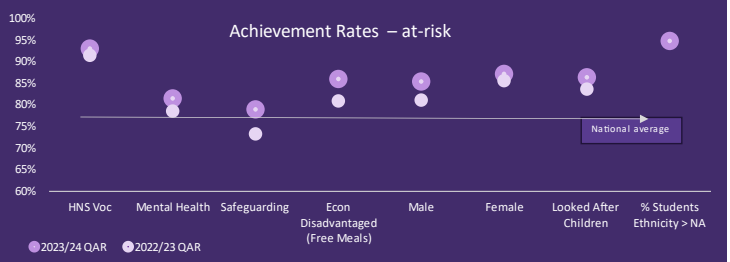
Student Attainment is High and Up

Record High Achievement

16-18	87%. 8% above NA. Up 5% on last year.
19+	87%. 3% above NA. Up 1% on last year.
High Grades	73% For A -Levels. 50% for Vocational,
Apprenticeships	65%. 12% above NA.
Higher Education	93%. Up 1% on last year.

96% Positive Destinations

Achievement is high & up for at risk groups.



In 2023, Richmond College was merged into the group, supported by the DfE to advance Richmond's then financial and quality challenges – after under two years of merger the December 2024 HRUC Ofsted report confirms this as the group's second highly successful merger. The merger was recently published as a best practice case study by the DfE. The newly merged HRUC retains its outstanding financial heath rating.

The college group plays a key role in supporting at-risk and disadvantaged groups at volume. This year for example, HRUC delivers to:

1. 856 students with High Needs (SEN), 189 are Hillingdon residents.
2. 453 Looked After Children, 261 are Hillingdon residents.
3. 2,300 students in receipt of Free College Meals, 524 are Hillingdon residents. 1,027 Hillingdon residents are also supported with an economic disadvantage uplift.
4. Significantly, 60% of our 8,600 16–18-year-old students arrive from school without GCSE English & Maths, and sadly in the bottom 10% of prior attainment nationally before they join us (proudly, they then progress at HRUC in the top 20% nationally).
5. The College delivers to over 1,000 ESOL adults and 500 adults on short vocational courses, the latter through our Sector Based Work Academies in partnership with employers.

<u>All</u> groups outperform achievement national averages at HRUC. The college is proudly very diverse, for example 73% of students are from ethnic minority backgrounds.

For full detail on HRUC's skills delivery, strategic plan and quality of offer see the attached appendices.

RECOMMENDATION

That the Committee note the report

SUPPORTING INFORMATION

See appendices

PERFORMANCE DATA

1. HRUC Ofsted *Good with Outstanding features* December 2024. Uxbridge College as a stand-alone is *Outstanding*.
2. HRUC Financial Health rating 2024/25 is Outstanding.
3. Student achievement summary slide included above and the below tables show student achievement by age, by Subject Sector and by Qualification Type.

	HRUC 16 - 18 23/24			HRUC 19+ 23/24		
SSA Tier 1	Leavers	Achievement %	Weighted NA %	Leavers	Achievement %	Weighted NA %
01 - Health, Public Services	769	86%	81%	275	88%	85%
02 - Science and	4469	88%	79%	780	85%	79%
03 - Agriculture, Horticulture	4	100%	-	7	100%	-
04 - Engineering and	897	88%	78%	53	91%	72%
05 - Construction, Planning	456	80%	77%	124	81%	77%
06 - Information and	599	81%	78%	184	81%	73%
07 - Retail and Commercial	379	90%	85%	154	94%	87%
08 - Leisure, Travel and	480	88%	84%	29	97%	87%
09 - Arts, Media and	1081	88%	87%	77	90%	87%
10 - History, Philosophy and	81	85%	84%			
11 - Social Sciences	396	80%	77%	11	91%	74%
12 - Languages, Literature	2522	94%	80%	495	89%	80%
13 - Education and Training		-	-	71	96%	89%
14 - Preparation for Life and	2350	82%	79%	7993	89%	85%
15 - Business,	1214	81%	77%	515	74%	80%
Total	15697	87%	79%	10771	87%	84%

	HRUC 16 - 18 23/24			HRUC 19+ 23/24		
Qual Size	Leavers	Achievement %	Weighted NA QAR %	Leavers	Achievement %	Weighted NA QAR %
A Level	607	83%	78%	94	96%	75%
Access to HE	22	73%	80%	124	77%	75%
AS Level	845	78%	71%	52	85%	70%
Award	124	91%	83%	1313	94%	93%
Basic Skills Maths and	1325	74%	72%	3073	77%	80%
Certificate	1562	86%	80%	1315	91%	91%
Diploma	4784	86%	82%	735	80%	78%
ESOL	556	94%	87%	2872	92%	90%
GCSE Maths and English	5269	91%	80%	1069	87%	80%
GCSE Other	547	91%	83%	20	80%	74%
Other Non-Reg			93%	33	91%	97%
Other Reg	49	82%	82%	71	92%	72%
Entry Level	1657	87%	83%	5637	92%	91%
Level 1	1529	80%	76%	2233	83%	84%
Level 2	7678	90%	80%	2258	77%	76%
Level 3	4817	83%	79%	622	77%	74%
Level 4 & 5 HE	241	92%		21	76%	68%
Total	15697	87%	79%	10771	87%	84%

RESIDENT BENEFIT

HRUC greatly values the positive and proactive partnership work with Hillingdon. HRUC delivers to 4,230 residents. HRUC is proud to partner with the London Borough of Hillingdon in support of our residents and shared goals. Recent partnership work together includes:

1. The Hillingdon 14-19 Education Strategy 2024 - focusing on ensuring students remain in education post-secondary school.
2. High Needs Student (SEN) delivery – Hillingdon now supporting 856 (rising to 1,000 in 2025/26) HNS at HRUC.
3. Strategic Partnership Board for Hillingdon with EEF 2024/25 – focused on countering student disadvantage.
4. Barra Hall (new specialist SEN offer) - New Education footprint in Hillingdon in partnership with the London Borough of Hillingdon.

The Uxbridge campus will benefit from a significant investment over the next two years, advancing the facilities for local residents.

FINANCIAL IMPLICATIONS

NA

LEGAL IMPLICATIONS

NA

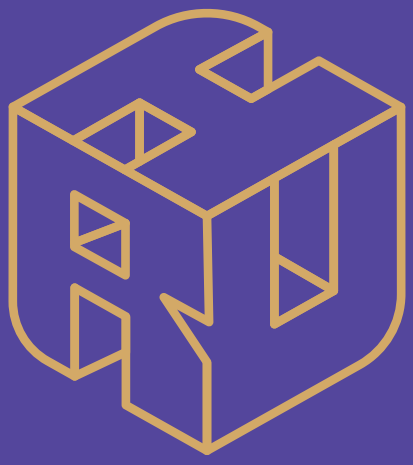
BACKGROUND PAPERS

For full detail on HRUC's skills needs delivery, strategic plan to 2030 and quality of offer see the attached appendices:

4. HRUC Strategic Plan to 2030.
5. HRUC Curriculum Strategy & Skills Ambition to 2030
6. HRUC Ofsted report December 2024.

APPENDICES

Listed above



NEW SKILLS NEW CAREERS

OUR STRATEGIC VISION FOR HARROW, RICHMOND & UXBRIDGE COLLEGES

2023 - 2030

CONTENTS

1. A note from our Chair of Corporation and CEO
2. Our Vision and Mission
3. Our Core Values
4. Our Strategic Vision
5. Our Place in London
6. Our Strategic Objectives to 2030
   - *Aspiring and Delivering the first Career*
   - *Economic Growth and Prosperity*
   - *Outsanding Learner Experience*
   - *Our People*
   - *Sustainability and Delivering for our Planet*
7. Putting the Special into Harrow, Richmond and Uxbridge Colleges
8. Our College Group

Harrow, Richmond and Uxbridge Colleges has a proud and distinguished history and I am really pleased we are able to set out our next step for our bold and exciting future.

The Government has rightly set out the important role colleges need to play in driving the skills system to meet the current and future needs of learners and employers. The Governing Body fully endorses this strategic plan, which places our work in delivering the very best skills and education opportunities for those that live and work across West and South London at its heart.

In presenting this strategic vision for 2030, we have made a number of important commitments, delivering outstanding quality and learner experience accelerating our contribution to priority skills and stepping up to play our part in carbon reduction and net zero. We are choosing not to simply respond to the challenges ahead or deliver to the recent 'Skills for Jobs' white paper; instead we will shape this as our core purpose and mission. The future economic opportunities are exciting, but will not be met on their own. The Governing Body will ensure it does its part to ensure our colleges stand tall in our local communities as the anchor for hope, opportunity and success. It is right that a group of colleges that share in our proud history now seizes its place in creating and delivering the opportunities needed to create careers for all.

NICHOLAS DAVIES
CHAIR OF CORPORATION, HRUC

I am delighted and honoured to be able to present our future vision and strategic priorities. Our strategic vision is for a group that shares its values across our family of colleges to deliver our part in creating futures and placing the economic success of local communities at the centre of everything we do.

Together we share a single unifying goal, one that excites and challenges us in equal measure. The need for world-class skills has never been greater and all of us here at Harrow, Richmond and Uxbridge Colleges stand ready play our part in delivering the infrastructure and services needed to ensure there is no doubt that we are amongst the best anywhere.

This is only possible because of the professionalism and commitment of our amazing people, with everyone playing their part to do the very best for the learners and employers which we work so tirelessly to support. It is testament to them that we can share a strategic vision that immerses our core purpose into the heart of creating futures and careers for all our learners. We have taken this opportunity to step up, to do more to support the career choices and job outcomes for our learners, deliver a renewed confidence to our local employers that Harrow, Richmond and Uxbridge Colleges stand ready to deliver the skills they need, and most importantly build and deliver new infrastructure to support our learners into jobs. Our intention is to be the sector leader in our ambitions, and it is the commitment and shared leadership of our outstanding staffing body that deliver on this. We are proud to stand for creating and delivering equality alongside continuing to deliver our passion for those learners with learning difficulties and disabilities that need us most. Our strategic vision will ensure we remain and continue to be the greatest college to work and learn.

KEITH SMITH
CEO, HRUC

OUR VISION

To be an outstanding College that inspires, transforms lives and creates futures.

OUR MISSION

To deliver an exceptional learning experience that creates opportunities and success for all.

We stand for diversity, inclusion and excellence through everything we do, and provide outcomes that drive personal growth, wellbeing and economic opportunity.

HIGH EXPECTATIONS

High expectations and respect in all that we do

COMMUNITY OF LEADERS

An effective community of leaders that promotes trust, integrity and empowerment

OUR CORE VALUES:
OUR CORNERSTONES TO SUCCESS

INNOVATION & SUSTAINABILITY

Championing innovation and sustainability through our resources: people, planet and finances.

DIVERSITY

Celebrating our diversity, inclusion, belonging and success.

OUR STRATEGIC VISION

Harrow, Richmond and Uxbridge Colleges (HRUC) was formed in January 2023 to create one of the largest further education colleges in England.

Each college within the group has its own distinguished history and has served local communities and employers across west and south London with distinction. It is right therefore that our future vision is inspiring and ambitious to meet the needs of the local communities and employers to which we serve. We are proud to be one of Londons best performing colleges, and we are committed to play our role to deliver the very best for its business's and local communities, making it the best city in the world to live, work and study.

This strategic plan sets out the priorities and aspects that we will focus on towards 2030. The leadership team and Governing Body wanted to set a longer-term horizon for this strategic vision to capture the returns on investment needed to ensure Harrow, Richmond and Uxbridge Colleges responds to the structural needs of the local economy and our contribution to addressing macro skills and labour market opportunities.

The needs of the local economy are changing with new investments in data and digital infrastructure. Building new infrastructure to support sectors like food and drink manufacturing, a growing 1-19 population and skills shortages in major employment sectors. The continuation of investment into green jobs will be a key element to the shape of the future workforce and serving the critical employment sectors around health and social care and service industries.

The need to support young people looking for their first career or older people looking to retrain for a new career has never been greater due to the tightness of the labour market and emphasis on government policy relating to domestic skills supply. Our mission, mission and purpose must ensure we deliver to meet these challenges and the community serve.

Our strategic vision is to be the college of choice. We will set a purpose to offer high quality programmes for young people, that delivers the occupational competence needed to thrive in that first job or career.

We will build new relationships with schools, not only being a great partner, but explore new opportunities to collaborate and expand the offer of school 6th forms into college. Innovative models to support the delivery of a '6th form plus offer' will ensure we collaborate and cooperate with the great work of our local schools, adding capacity for more young people to get a wider choice of routes and programmes that serve them.

We are proud to have developed our first model with Richmond Upon Thames School. The college that will support young people to transition from school to high quality academic and technical courses, leading them to high levels of study and work. Together we will work to deliver the best transition opportunities for all school leavers and work proudly together to deliver it.

To meet the many demands of employers will be the other half of our core purpose. Our vision is for a college that delivers occupational routes for anyone wanting to train or retrain. As part of this purpose we will not forget the critical work we do for learners with learning difficulties and disabilities and will continue to deliver with pride support for independent living. Our strategy will collaborate with the local community and economy. We will set up and deliver new structures to ensure local business is at the heart of everything we do, delivering confidence to them on the way we work in partnership to support the skills in their business and give confidence to learners that our programmes really do deliver the skills for jobs.

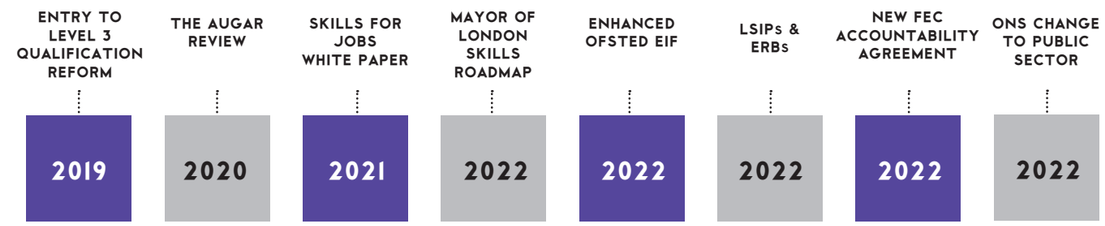
Underpinning this core vision will be a college, an employer that celebrates equality and diversity in its learners and staff. We will deliver a thriving place to work, that challenges everyone to be at their best. We will learn to be a UK leading 'learning factory' - a college that not just teaches the best, but embeds this into industrial practice and the continual professional development of our people. We will deliver a college that its people feel proud to work and proud to deliver the outcomes that changes lives.

OUR PLACE IN LONDON

Policy drivers

Employer skills needs and student employment data all direct colleges to provide greater volumes graduates at Level 3 and above, where labour force data notes student are significantly more likely to be employed.

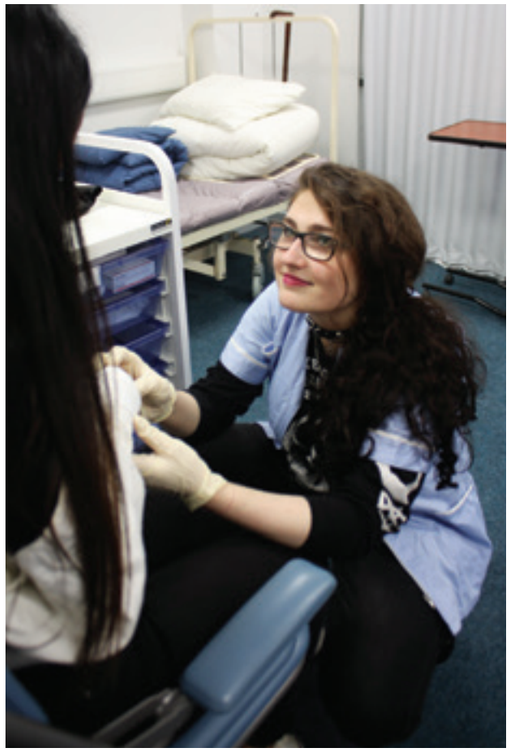
HRUC are recognised as a passionate early adopter of policy driven project work and curriculum reform (e.g. T-Levels, HTQs and the WLIoT) - HRUC continues to expand our T-Level pilot pathways in readiness the 2024/25 (and onwards change). Our role is to deliver programmes that ready students for careers and higher-level progression, and this demands we also be sector leaders in our work with partners to ensure that qualification reform does not disadvantage future Level 3 students.



HRUC curriculum volumes are highest in London's employment volume sectors, but not all curriculum delivery volumes are increasing at the pace required.

HRUC delivers its highest proportion of curriculum in the sectors with the largest London job volumes: business & administration curriculum 12%, science 12%, health 9%, engineering 9%, creative 9%, ICT 8%, and construction 5%. HRUC's high-volume curriculum areas reflect the London Mayor's sector priorities.

However, Business and administration is 25%/1.4m roles in the London job market vs. 12% of the HRUC offer. Engineering and manufacturing roles are 18% of the jobs market, though 9% of our offer. Similarly, there should be a 2-3% increase in our delivery of our Health, and Science curriculums, and a review retail and food services opportunities which are 15% of the London job-market and 4% of our offer.



Demographic increases are projected across all of HRUC's main travel to learn boroughs.

Cumulative increases in 16-18 aged students of between 24% and 11%. When applied to the HRUC 16-18 new intake student count 2021/22, projects above current baseline increases of circa 1,100 additional learners entering the post 16 system from 2024/25 to 2026/27. Noting HRUC's priory focus on increasing both applicants and their conversion (e.g. the Student Journey pilot and considerable work with school headteachers).

Some HRUC delivery sectors require significantly more resource to deliver their offer including more teaching staff and rooming.

For example, the most efficient subjects with high volumes are Maths, Science and Languages (includes GCSEs) whereby every 100 student FTEs are resourced with 1 teacher and 1 classroom. In support of quality and a stable delivery model, these areas all have low agency teaching staff proportions.

London priority and HRUC growth requirements Business and Health delivery requires more resourcing – with every 100 student FTEs resourced at 2 teachers and 1 classroom. All of Art & Media, Retail, Construction and Engineering – with every 100 student FTEs resourced at 2 teachers and 2 classrooms (noting the latter compensate through a higher-income per FTE ratio). All have higher or very agency teaching staff proportions and/or staffing gaps – disruptive to quality and the student experience.

What does this mean for HRUC 2023-2030? HRUC must:

- Invest significant focus in our Level 2 offer into 2023/24, to ensure it supports the best progression to T-Levels, A-Levels and L3 Apprenticeships - requiring a progressive transition model transition over qualification attainment.
- Invest in iterative increases in our offer across Business, Health, Retail, Manufacturing (incl. food manufacturing), Construction and Engineering.
- Energise and expand our accommodation readiness programme, through an elevated estates strategy including delivery spaces for Business, Health, Retail, Manufacturing (incl. food manufacturing), Construction and Engineering. This will mean both repurposing poor yield spaces (e.g. Hayes & Uxbridge LRCs, the RC main build and STEM) and considering any additional footprint. It will also require the realising our Uxbridge Campuses regeneration, now not of the standard of other providers as is now initiated through the Project Uxbridge Ambition now underway and soon to engage with partners on design concepts.
- Invest in our digital ambitions, including Immersive technologies, in support of the student experience; tomorrow's teaching pedagogy; and accommodation & resourcing pressures.
- Re-launch and significantly enhance strategies to retain and reward current high performing staff, and to attract new talent. This will require proactive intervention and a more robust and better applied sector specific salary model for example, alongside a strengthened benefits of working at HRUC proposition.

OUR STRATEGIC OBJECTIVES TO 2030

ASPIRING & DELIVERING THE FIRST CAREER

Harrow, Richmond and Uxbridge Colleges have a long and proud history in delivering some of the best provision in London for young people. This has delivered high standards of academic attainment and progression for xx,xxxxx (since 2010). Our aim is to continue this strong tradition, by delivering inspiring industry led academic and technical programmes for all learners.

By 2030, we will ensure all our learners have choice and access to a pathway that is right for them. We will seek new collaborations with local schools to ensure young people feel informed and empowered in the choices they make. Our core purpose will ensure young people make choices with a purpose. Opening opportunities for them to progress into further learning or make that first step into the world of work and their first career.

Our offer to young people will be backed with a guarantee that every course will enable these choices to be made. We will expand the opportunities for more young people to earn and learn through and apprenticeship and we will embrace the technical routes open to carers through T-Levels.

We understand that the real power of learning is in its practice and application. HRUC will continue to drive the economic prospects of the local community and we will deliver a new service to local employers, one that enables them to showcase their job opportunities and we will make that offer to the young people that learn and study with HRUC.

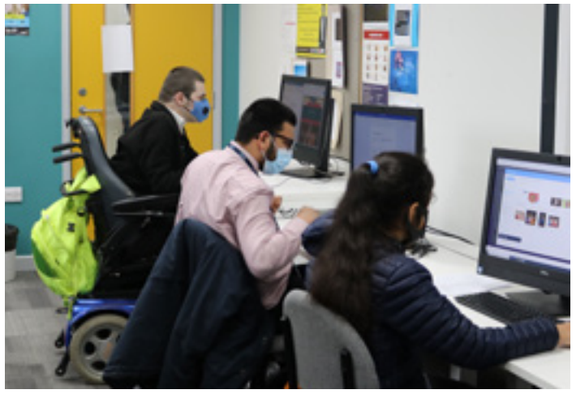
We will be ambitious in providing opportunities for career relevant work placements and help develop new skills. Learning at HRUC will be more that just a study programme, it will be a stepping stone to their first job and we will make it our mission to ensure we support this for every learner. Local employers will see HRUC and its colleges as a strategic asset, heling them to find the young people they need in their business.

HRUC will stand for the inclusion, diversity and opportunity for all learners. We will deliver a rich and rewarding learning environment, which serves to expand knowledge, and focus on making learners their best selves. We will focus on the whole learner, putting soft skills, mental health and wellbeing at the core of their learning experience.

We will stand for diversity and be proud that every person who comes to HRUC will be part of our community of leaders. This will give our learners a competitive edge in their progression into higher learning or work – their choice of a future will be our core purpose.

OUR VISION	OUR IMPACT
Deliver a dual academic and technical programme for all our learners, embedding this towards the gold standard of A-Levels and occupational standards through Apprenticeships and T-Levels, while ensuring all students have an ambitious pathway for progression that is right for them.	We will strive to be the college of choice for our learners, delivering xxx T-Level pathways and deliver pathways into higher technical qualifications.
Enable all learners to participate in [branded enrichment] to develop wider social and employability skills and support their progression into higher learning where they choose to.	Provide work placements for xx% of our students to benefit from industry knowledge and prepare learners for work and careers
Provide opportunities for all and ensure progression pathways exist for our learners.	We will ensure at least 90% of our learners progress or enter into work.
Work with local employers to deliver a new industry leading careers/job entry support scheme for our learners.	We provide active support to assist employers to advertise work opportunities and link to learners looking for work. We will operate a specific programme across HRUC to support graduates to enter the teaching profession.

Our mission is to create opportunities for all will embrace our work with foundation and independent living. We are passionate about our work with learners with learning difficulties and disabilities and we will commit to deliver the support for each and every learner to help them be their best.



ECONOMIC GROWTH & PROSPERITY

Our new core purpose will create futures and our focus and passion will be to do this by delivering routes to all our leaners. DN: ad something here about the economic context of west and south London. That's why our passion will be to ensure we are the college of choice for the local community and businesses, delivering skills to increasing local and regional economic prosperity.

Engaging closely with and through with our employer advisory boards, local business groups, including West London Alliance, West London Business and the South London Partnership, and our strong partnerships with local Chambers of Commerce will ensure our curriculum is ambitious, relevant to the skills needs and provides a breadth of progression routes. Everything that HRUC has to offer will be in support of the community and local economy we serve and we are excited to deliver a new commitment of an apprenticeship for every person that wants one. Our vision to is to be college that works for local business and delivers local services that brings people and jobs together.

The West London Institute of Technology (IoT) will be the driver of local and regional Technical Innovation Zones that will expand the opportunities for local businesses to engage with the services of the IoT and for the adults in our communities to advance their careers by upskilling or reskilling through a modularised learning approach. Our routes will be open to all, and we will commit to filling the skills gaps that exists with new higher technical programmes, supporting people to access the Lifelong Loan Entitlement when it is introduced.

Our ambitious 2030 Apprenticeship Growth strategy will align with our strategic plan, increasing the prospects for all to access high quality knowledge and skill development within their workplace, be it new or existing. With a focus on the priority sectors, the expansion of Higher and Degree level apprenticeships ensures HRUC Apprenticeships and Skills delivers the skills needs for the region. Delivering high quality in work opportunities is important and we want to embrace this ethos in more of what the college does. We will invest in developing 'learning factories' that bring industry practice into the heart of the learning experience. We will seek to partner with employers and use the learning factory to support employers in their research and innovation, making HRUC core to the economic infrastructure of west and south London.

We know, that delivering the skills London needs is critical. But London is a world leading city, one that thrives on the diversity and inclusive of visitors and investors from around the world. HRUC stands as part of Londons core infrastructure – we are as vital as the road, rail and tube networks - HRUC supports the transport of skills, through upskilling and investing in our nations human capital. We will exploit the export potential of what we do and support international markets and attract some of the best international talent. The expansion of our existing, highly successful international market focusing on the priority of higher technical skills creates exciting opportunities for our international students to benefit from the excellent resources available within the IoT and wider College group.

OUR VISION	OUR IMPACT
Our curriculum will deliver the skills and economic priorities for West and South London.	Establish new curriculum advisory boards to ensure we deliver Deliver a series of employer led higher technical routes in the sectors of Engineering, Digital and Construction and the Built Environment to meet London's current and future skills priorities
To support our local community and employers, we will deliver a commitment of an apprenticeship opportunity for everyone that wants one.	We will stand strong for higher technical skills development and be recognised as delivering an outstanding apprenticeship programme
The West London Institute of Technology will deliver new technical innovation zones to deliver West London's' economic priorities.	Increase the number of people being able to study through the institute by xx% ensuring it serves West London's skills needs.
Our skills offer aspires to be the best, both domestically and internationally. We will continue to expand our offer of higher technical routes to our international students and invest to expand the export potential for UK skills internationally.	Offer an outstanding stakeholder management experience and higher technical programmes for all our domestic and international customers and learners.
Develop and deliver a prototype 'learning factory' that delivers a learning environment built around current and emerging industry practice and technologies.	Be the college of choice for local, regional and national employers, providing opportunities for learners to experience real life industry practice.

OUTSTANDING LEARNER EXPERIENCE

HRUC will deliver tomorrow's workforce skills, through enriched learning experiences and outstanding achievement for ALL that study with us. Our community of learners will make significant progress on programmes that are recognised by employers and they will do this knowing their choice will advance them on the learning and jobs ladder.

An outstanding learning experience is a pre-requisite for us to be the college of choice. This requires us not only be an outstanding college for teaching and learning as recognised by Ofsted, but be outstanding in the environment we set, the facilities we provide, the engagement of our people with learners and employers. Learning at HRUC will deliver an immersive learning and enrichment experience to stimulate the acquisition and application of knowledge and skills.

Learning in the future will change, we must adapt to nurture the needs of how people want to learn and learn most effectively. We will provide enrichment and champion mental health and wellbeing, but we must ensure that the learning environment is equally engaging. By 2030, we will embed virtual and augmented reality learning into the learning experience.

Central to this learning philosophy will be the connection between learner and teacher – we know that great teachers inspire and change lives.

We will build immersive learning around this core belief, giving leaners access to other learners through virtual environments, enhancing the learner experience and connecting to activities not possible in the natural world.

DN: can we add anything here about industry standard teaching, materials experiences? And perhaps capture how we will promote people to be ready for HE and progression?

We want every learner at HRUC to feel special, we will cherish the talents and abilities of every one that chooses us for their future. We understand that learners give us a great responsibility, by learning at HRUC they rightly expect us to give them the best of us. That is why the family of HRUC will care and deliver for every learner - changing lives and creating futures.

OUR VISION	OUR IMPACT
To be recognised by employers, learners and system regulators as an outstanding and ambitious college group, acting as a beacon to share practice across London.	To be regarded as outstanding by our learners and employers and achieves outstanding across all areas of Ofsted inspection.
Enhance the learning experience through new technologies, delivering 10% of our teaching through virtual and augmented reality, and shared teacher immersive delivery models.	Increase the satisfaction of learners in their learning experience, with opportunities for experimentation and encourage learners to develop knowledge in using artificial intelligence and augmented reality.
Provide a nurturing and supportive learning environment, that ensures all learners can progress personal growth and achieve their full potential	Our learners say they are happy and fulfilled with their college experience.
Deliver a modern and thriving learning environment for all learners, delivering state of the art learning facilities and social spaces.	We deliver high levels of retention and attendance of all our learners

Our skills offer aspires to be the best, both domestically and internationally. We will continue to expand our offer of higher technical routes to our international students and invest to expand the export potential for UK skills internationally.

OUR PEOPLE

Our people are vital to the delivery of high-quality education and outstanding student experience with that in mind HRUC is committed to creating a diverse workforce with world class skills and capabilities which are flexible and makes the best use of excellent talent. We will have a community of exceptional leaders who champion our culture, live our values and facilitate high performance and innovation.

HRUC is committed to creating an environment that proactively promotes and supports mental health and wellbeing to ensure that our people enjoy and value their time at work. We aspire to be the best in all we do and will enable our people to reach their full potential by providing career opportunities and professional and industry updating. We understand the value of those that choose to teach in further education. We pay tribute to everyone in the teaching profession and will stand to champion the work and investment made by our teaching family.

All the staff here at HRUC, work to deliver for our learners – whether they are the reception staff greet our learners, partners and customers, of the site staff that that make our leaners feel safe, or our learning and other support staff that deliver all of the critical support services to support our leaners and each other. As special college is created by is special and talented people. Our mission and values will rightly be people centred and we will strive to give them the recognition they deserve, through ongoing personal and professional development. We will set a new financial strategy, that that acts as a cooperative, between all of the people that work and learn at HRUC.

We will exist to ensure funding we receive is invested back into our learners and people and we will set a new standard in working to become a London living wage employer.

Our collective endeavour will be the college of choice to work and learn.

OUR VISION	OUR IMPACT
We will be the college of choice to work and learn, committing to be a London living wage employer.	Our policies are valued by our team and pay for every member of our team delivers at or above the London Living wage
Supporting our family of people with their wellbeing and mental health, enabling us to be a flexible, inclusive and high performing.	Our people tell us they feel supported and get access to the support they need
Our people will have a programme of professional and occupational updating, to be digitally enabled and industry current.	Our people and teaching staff tell us they have the skills needed to teach and reflect latest industry practice and professions they are expert in.
We will achieve 'Great Place to Work' recognition for our commitment to the support and development of our people, standing for quality and diversity.	Be recognised externally for our support and commitment to all.
Empower our community of leaders to innovate and develop solutions that support our mission and the outcomes for learners and employers.	Deliver internal policies, procedures and systems that employers our teams

SUSTAINABILITY & DELIVERING FOR OUR PLANET

At the heart of our teaching and learning philosophy will be a commitment to deliver our contribution towards a sustainable future for our environment. We will work collaboratively with industry and other organisations to deliver practical solutions that boost efficiency and reduce the impact on the local and national environment. As a college we feel it is vital to have this as one of our core values and make sure it shapes the learning experiences of our learners and the actions we take as a business ourselves.

Across everything we do, we will be teaching and shaping the next generation of leaders, engineers and managers to understand their role in the new global green economy and develop their skills and knowledge to lead change and make for a better future.

In order to make HRUC more sustainable, we have been looking to understand our current position of the College's emissions and what actions might be taken to reduce these. As a starting point the College is looking to implement a programme of works with the aim of hitting Net Carbon Zero by 2030.

The current focus is the need for fabric first improvement making energy efficiency improvements where possible on the College estate such as investing heavily into energy saving technologies including LED lighting, new boilers, heating and cooling controls and energy efficient equipment. In addition, we are introducing further support and guidance to support local suppliers through sustainable procurement of goods and materials thereby reducing our carbon footprint. We too are supplying a charging infrastructure which we want to play an active role in reducing emissions within our area and benefit the local community.

Our strategic vision sets demanding targets for business growth and success and the financial strategy seeks to support that growth ambition. It aims to facilitate growth and a provide a framework for delivery through recurrent funding and investment in infrastructure and innovation where required. This investment will benefit our learners and staff that together make HRUC a great place to learn and work. The aim of our finance strategy is simple – we will focus of delivering long term financial sustainability of the College through growth in turnover, which in turn ensures that surpluses and cash resources are generated to enable the College to invest in our people, infrastructure and provide an exceptional learner experience.

OUR VISION	OUR IMPACT
We will embed sustainability into our enrichment and study programmes ensuring our learners are able to contribute to delivering a healthy planet.	All learners will have the opportunity to understand their impact on the environment and promote access to green jobs of the future
The college group will reduce its carbon footprint and deliver 'net zero' by 2030.	We will reduce and offset 100% of our carbon emissions and provide opportunities for learners to support us on this vision
Our college campuses will support the wider community in the transition to green transport, supporting the local infrastructure of electric charging points.	Deliver colleges that are a community asset and ensure local people can benefit from green transport
We will work with our suppliers to reduce our collective carbon footprint through the products and services delivered to us.	Smart purchasing and procurement will ensure all our suppliers and partners are also committed to net zero and where possible, promote the use of green apprenticeships within their own business.
We will work with our suppliers to reduce our collective carbon footprint through the products and services delivered to us.	All future operating surplus made by the college will be invested back directly into our people and student experience

PUTTING THE SPECIAL INTO HARROW, RICHMOND AND UXBRIDGE COLLEGES

Our mission to create opportunities for all will embrace our work with Special Educational Needs (SEN) learners. We are passionate about our work with learners with learning difficulties and disabilities and we will commit to deliver the support for each and every learner to help them be their best. We are dedicated to providing a supportive environment that fosters foundation and independent living skills among our learners. Our aim is to enable each and every student to reach their full potential by offering a range of initiatives, including supported internships and work experience with inclusive employers.

We know that supporting learners with special educational needs makes us a better college, they us better people. We are proud to be able to support the local community and commit to the following pledges.

THE 'SUPER SIX'

- We will fostering a supportive environment and offer initiatives like supported internships and work experience with inclusive employers, We will enabling every student with learning difficulties and disabilities to develop foundation and independent living skills, ultimately empowering them to reach their full potential and thrive in all aspects of their lives.
- We will strengthen our support services for SEN learners, ensuring that their individual needs are recognised, understood, and met effectively. This includes providing tailored academic support, counselling, and guidance, as well as access to assistive technologies and resources.
- We will actively seek partnerships with inclusive employers and community organisations to create diverse work experience and internship opportunities for our SEN students. By collaborating with these stakeholders, we can facilitate meaningful and inclusive learning experiences that bridge the gap between education and employment.
- We will continually review and adapt our curriculum to accommodate the diverse learning styles and abilities of our SEN students. This will involve implementing appropriate teaching strategies, incorporating assistive technologies, and providing additional resources to ensure inclusive and accessible learning experiences for all.
- We will develop personalized learning plans for each learner, in consultation with them, their families, and relevant professionals. These plans will outline individual goals, accommodations, and support mechanisms, enabling us to provide targeted assistance and track progress effectively.
- We will invest in the professional development of our staff to enhance their expertise in supporting SEN students effectively. This includes providing training opportunities on inclusive teaching practices, special education methodologies, and the effective use of assistive technologies to create an inclusive and empowering learning environment.

OUR VISION	OUR IMPACT
Enhancing Inclusive Opportunities for SEN Students	Fostering a supportive environment and offering initiatives like supported internships and work experience with inclusive employers, we are enabling every student with learning difficulties and disabilities to develop foundation and independent living skills, ultimately empowering them to reach their full potential and thrive in all aspects of their lives.
Comprehensive Support Services	We will strengthen our support services for SEN students, ensuring that their individual needs are recognized, understood, and met effectively. This includes providing tailored academic support, counselling, and guidance, as well as access to assistive technologies and resources.
Collaborative Partnerships	We will actively seek partnerships with inclusive employers and community organizations to create diverse work experience and internship opportunities for our SEN students. By collaborating with these stakeholders, we can facilitate meaningful and inclusive learning experiences that bridge the gap between education and employment.

OUR VISION	OUR IMPACT
Curriculum Adaptations	We will continually review and adapt our curriculum to accommodate the diverse learning styles and abilities of our SEN students. This will involve implementing appropriate teaching strategies, incorporating assistive technologies, and providing additional resources to ensure inclusive and accessible learning experiences for all.
Personalised Learning Support Plans	We will develop personalized learning plans for each SEN student, in consultation with the student, their families, and relevant professionals. These plans will outline individual goals, accommodations, and support mechanisms, enabling us to provide targeted assistance and track progress effectively.
Professional Development	We will invest in the professional development of our staff to enhance their expertise in supporting SEN students effectively. This includes providing training opportunities on inclusive teaching practices, special education methodologies, and the effective use of assistive technologies to create an inclusive and empowering learning environment.

OUR COLLEGE GROUP

Three Colleges, the West London Institute of Technology & the HRUC Apprenticeships & Skills

HRUC
HARROW, RICHMOND & UXBRIDGE COLLEGES

HARROW COLLEGE

RICHMOND UPON THAMES COLLEGE

UXBRIDGE COLLEGE

WEST LONDON INSTITUTE OF TECHNOLOGY

HRUC APPRENTICESHIPS & SKILLS

Our Quality Marks

matrix
quality standard for information advice and guidance services
approved by the Guidance Accreditation Board

QUALITY MARK
MAYOR'S SKILLS ACADEMIES

LONDON DIGITAL JOBS & SKILLS HUB

disability confident COMMITTED

2022/23 BEACON AWARDS COMMENDED

QAA
UK Quality Assured

Our Partners

Hillingdon Chamber of Commerce
Working in the interests of local business

Richmond Chamber of Commerce

Brunel University London

FOURSAILS Partnership

FUJITSU

Heathrow

WEST LONDON BUSINESS
INSIGHT | VOICE | CONNECTIONS

Our Local Authority Partners

Harrow COUNCIL
LONDON

HILLINGDON
LONDON

LONDON BOROUGH OF RICHMOND UPON THAMES

www.hruc.ac.uk

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STRATEGY AND SKILLS AMBITION

2023 - 2030

HRUC

HARROW, RICHMOND & UXBRIDGE COLLEGES

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EXECUTIVE SUMMARY

Policy drivers
Employer skills needs and employment data all direct colleges to provide greater volumes of graduates at Level 3 and above - HRUC's highest volume of graduates are at Level 3 and above. HRUC is also a lead college in national policy driven project work and curriculum reform (eg. T-Levels and the WLIoT).

Demographic increases
Over the next four years all HRUC feeder boroughs are projected to see cumulative increase in 16-18 aged young people of between 24% and 11%.

HRUC curriculum volumes are highest in London's priority employment sectors, specifically the London Mayor's and both the west and south London LSIP Priorities.

- HRUC delivers its highest proportion of curriculum in the sectors with the largest London job volumes (business & admin curriculum 12%, science 12%, health 9%, engineering 9%, creative 9%, ICT 8%, and construction 5%). HRUC's high-volume curriculum areas reflect the London Mayor's sector priorities.
- Science 16%, Business Studies 13%, Engineering 12%, Digital 8%, Construction 8%

HRUC efficiency of delivery. Some areas use less teaching staff and rooming and some require additional resourcing proportionally. HRUC is now planning how to accommodate this growth until 2030.
The most efficient subjects with high volumes are maths, science and languages (includes GCSEs). The least efficient subjects are art & media, retail and ICT. Construction and engineering are resource expensive though compensate through a high-income per FTE ratio. An area of focus is the high proportion of agency staff and vacancies in construction and business. Both are required to grow in line with sector needs.

ACTIONS

1. Significantly accelerate our increasing delivery volumes in business and admin, in retail including manufacturing and in health, science, and engineering curriculums.

2. This will require providing additional accommodation in these areas through a review of poor yield spaces and on investment to our new RuTC STEM centre, WLIoT growth and investment in the Uxbridge Campus. We will also deliver digital models to provide a high-quality blended delivery proportion.

3. Re-launch and enhance strategies to retain and reward current high performing staff, and to attract new talent. This will require proactive intervention and a more robust and better applied sector specific models, alongside a strengthened benefits of working at HRUC proposition.

OUR COMMITMENT AND OUR PURPOSE

At Harrow, Richmond and Uxbridge Colleges (HRUC) we are very clear as to what we seek to do and why we seek to do it. This is clear in our vision, mission and our values and what we strive to be:

OUR VISION

To be an outstanding college that inspires, transforms lives and creates futures.

OUR MISSION

To deliver an exceptional learning experience that creates opportunities and success for all.

We stand for diversity, inclusion and excellence through everything we do, and provide outcomes that drive personal growth, wellbeing and economic opportunity.

OUR VALUES

- High expectations and respect: in all that we do
- Community of leaders: trust, integrity and empowerment
- Celebrate: diversity, inclusion, belonging and success
- Innovation and sustainable: healthy people, planet, finances

OUR STRATEGIC OBJECTIVES

- Aspiring and Delivering the First Career
- Economic Growth and Prosperity
- Outstanding Learner Experience
- Our People
- Our Infrastructure

OUR COLLEGE GROUP

Three Colleges, the West London Institute of Technology & the HRUC Apprenticeships & Skills

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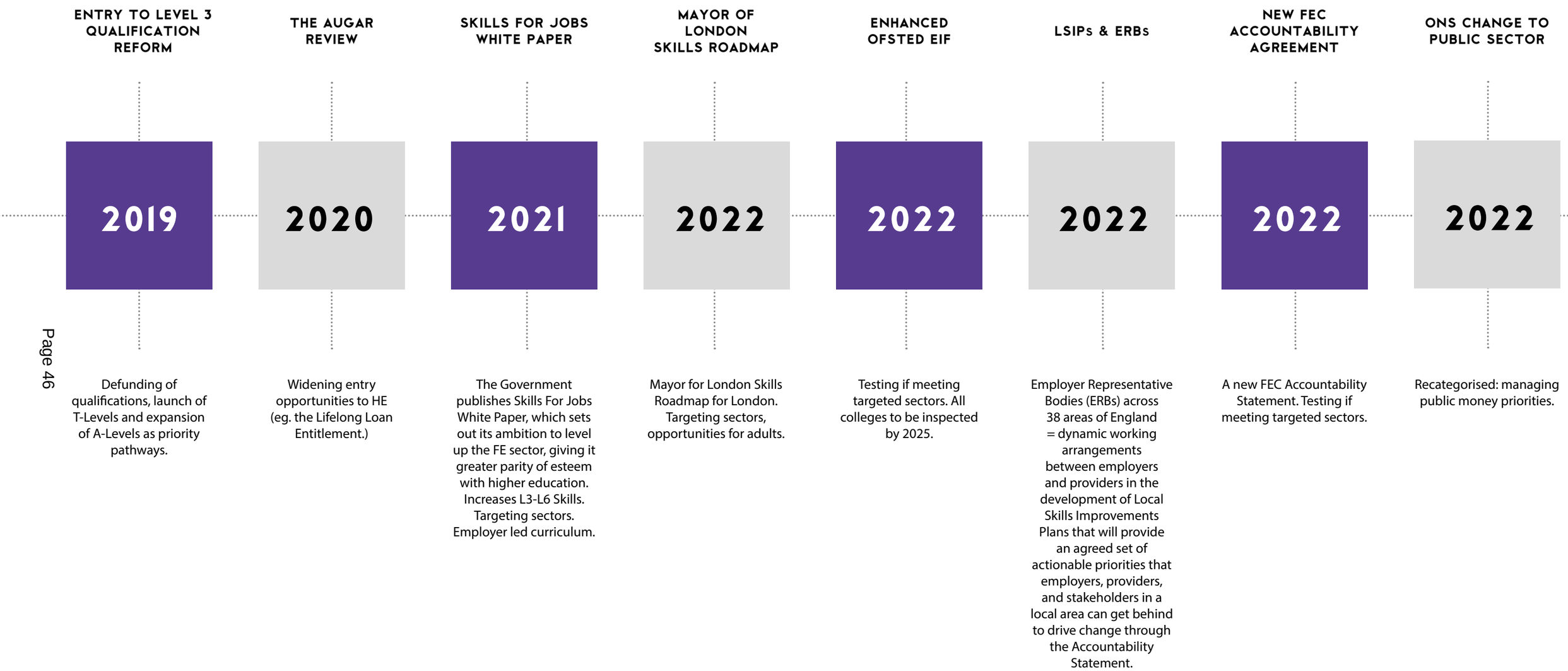
RICHMOND UPON THAMES COLLEGE

UXBRIDGE COLLEGE

WEST LONDON INSTITUTE OF TECHNOLOGY

HRUC APPRENTICESHIPS & SKILLS

POLICY DRIVERS



PRIORITY SECTORS ACROSS WEST AND PAN-LONDON

See appendices for source data from Lightcast, the ONS, and the GLA.

1. The largest employment sectors across pan-London are:

- Professional, scientific and technical activities – 735,000 jobs (14%)
- Human health and social work activities - 582,000 jobs (11%)
- Administrative and support service activities - 511,750 jobs (10%)
- Information and communication – 439,000 jobs (8%)
- Financial and insurance activities – 421,000 jobs (8%)
- Education – 372,000 jobs (7%).

However, if we combine business + admin related roles we get the highest volume sector:

Administrative and support service activities	511,750	10%	15
Financial and insurance activities	421,250	8%	15
Public administration and defence; compulsory social security	256,250	5%	15
Real estate activities	134,250	3%	15
Activities of households as employers; undifferentiated goods and services	12,250	0%	15
Total	***1,335,750***	***25%***	

Similarly, if we combine engineering, manufacturing and transport related roles (that do not appear individually in the top seven sectors) - we get the 2nd highest.

Wholesale and motor repair	199,000	4%	4
Water supply; sewerage, waste management and remediation activities	17,750	0%	4
Transportation and storage	239,000	5%	4
Mining and quarrying	2,250	0%	4
Manufacturing	111,250	2%	4
Accommodation and food service activities	383,500	7%	4
Total	***952,750***	***18%***	

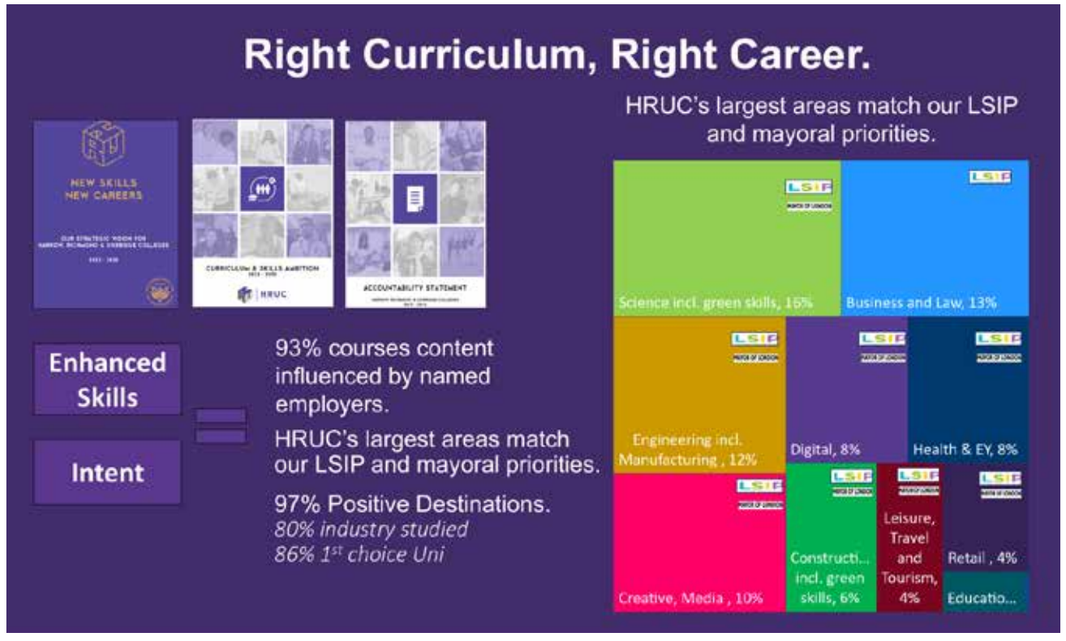
See appendices for source data from Lightcast, the ONS, and the GLA.

2. The largest provision areas across HRUC (other than SSA14) are:

- Science and maths 3,959 (16%)
- Business Studies 1,939 (13%)
- Engineering & Manufacturing 1,352 (12%)
- Retail & food services - 797,000 jobs (15%).
- Arts, media & publishing 1,299 (9%)
- Health, Public Services, Care 1,250 (9%)
- Information and communication 1,010 (8%)
- Digital (8%)
- Construction (8%)

3. The London's Mayor's Priority sectors are

- Digital
- Health
- Green
- Creative
- Hospitality.



DEMOGRAPHICS

ONS data 202: HRUC will see significant increases in 16-18 demographics across feeder boroughs from 2023/24.

When applied to the HRUC 16 -18 new intake student count 2021/22, we get the below projected demographic increase of 777 new learners at HCUC and 155 at RuTC.

Year: 2021/22 Subject Area: All Subjects Level: All Levels	Number of Learners (rounded to nearest 10)							
	Hillingdon	**Harrow**	**Ealing**	**Brent**	**Slough**	**Watford**	**Outer Area**	
Uxbridge College - Uxbridge Campus	1260	310	760	290	200	10	310	
Uxbridge College - Hayes Campus	440	40	210	30	30	2	60	
Harrow College - Harrow on the Hill Campus	90	400	130	340	0	20	60	
Harrow College - Harrow Weald Campus	40	230	40	160	2	2	20	
	Hillingdon inc 21%	**Harrow inc 12%**	**Ealing inc 9%**	**Brent inc 16%**	**Slough inc 15%**	**Watford inc 4%**	**Outer Area**	**Projected increase**
Uxbridge College - Uxbridge Campus	265	37	68	46	30	2	-	449
Uxbridge College - Hayes Campus	92	5	19	5	5	0	-	126
Harrow College - Harrow on the Hill Campus	19	48	12	54	0	4	-	137
Harrow College - Harrow Weald Campus	8	28	4	26	0	0	-	66

- Hillingdon 10-14 aged increased by 19%, 5-9 by 21%
- Ealing 10-14 aged increased by 24%, 5-9 by 9%
- Hounslow 10-14 aged increased by 11%, 5-9 by 13%
- Harrow 10-14 aged increased by 13%, 5-9 by 12%
- Brent 10-14 aged increased by 16%, 5-9 by 6%
- Kingston 10-14 aged increased by 24%, 5-9 by 17%
- Richmond 10-14 aged increased by 11%, 5-9 by 13%

LABOUR FORCE DRIVERS

Students gain employment at higher rates with a Level 3 or above qualification.

Source: ONS Labour Force Survey. Note: these estimates are not seasonally adjusted.

HRUC DELIVERY

HRUC Curriculum Ratios: Staffing and Rooming ratios

Excluding very low volume areas, the most efficient subjects are:

- Social Sciences: every 100 students require 1 teaching FTE and 1 room.
- Maths, Science and Languages: every 100 students require 1 teaching FTE and 1 room. Income per 100 student FTEs is at the high end.

Subjects requiring additional resources

- Art & Media: every 100 students require 3 teaching FTEs and 2 rooms.
- Retail: every 100 students require 3 teaching FTEs and 2 rooms.
- Education: every 100 students require 2 teaching FTE and 1 room.
- ICT: every 100 students require 2 teaching FTEs and 2 rooms.

Some subjects are more resource expensive though compensate through a high income for every 100 students.

- Construction: every 100 students require 2 teaching FTEs & 1 Agency teaching FTE, and 2 rooms.
- Engineering: every 100 students require 2 teaching FTEs and 2 rooms.

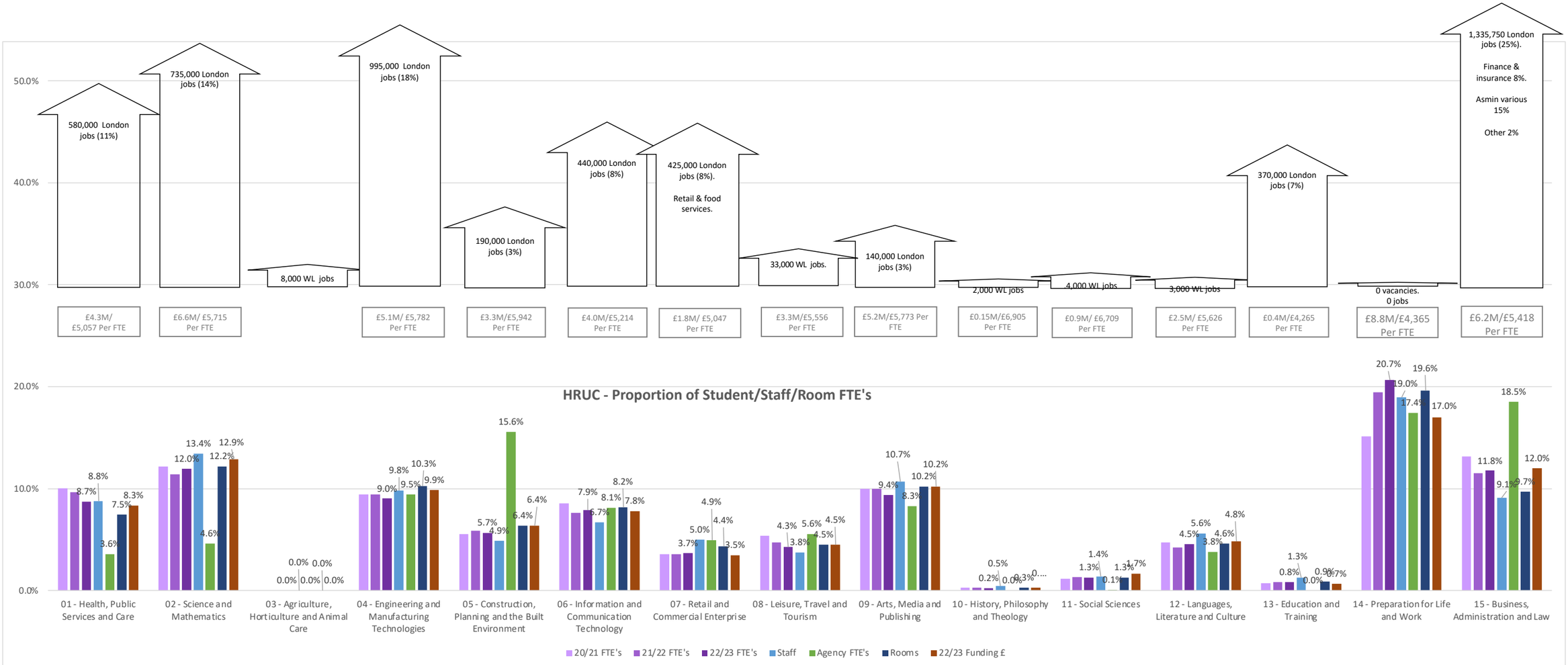
Construction & Business have very high proportions of agency staff across HRUC (see graphs below) impacting negatively on quality and student recruitment/progression. This is the case with ICT and Engineering at the college level. Additionally, these areas have high vacancy levels which in practice significantly increase agency usage beyond the proportions noted here. There both of these are required to grow in line with sector needs.

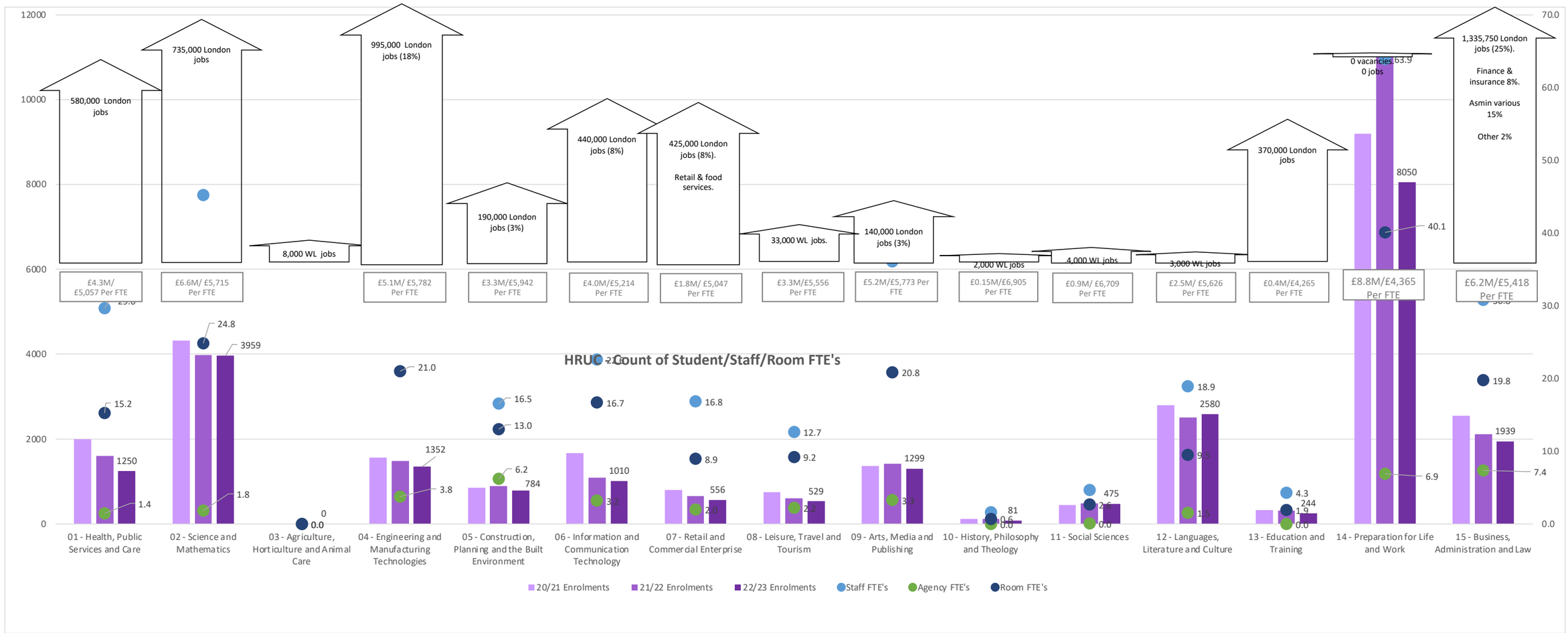
College Efficiency Ratios	AcademicYearID	01 - Health, Public Services and Care	02 - Science and Mathematics	03 - Agriculture, Horticulture and Animal Care	04 - Engineering and Manufacturing Technologies	05 - Construction, Planning and the Built Environment	06 - Information and Communication Technology	07 - Retail and Commercial Enterprise	08 - Leisure, Travel and Tourism	09 - Arts, Media and Publishing	10 - History, Philosophy and Theology	11 - Social Sciences	12 - Languages, Literature and Culture	13 - Education and Training	14 - Preparation for Life and Work	15 - Business, Administration and Law
HRUC Count	22/23 Enrolments	1250	3960	0	1352	784	1010	556	529	1299	81	475	2580	244	8050	1939
	Staff FTE's	30	45	0	33	17	23	17	13	36	2	5	19	4	64	31
	Agency FTE's	1	2	0	4	6	3	2	2	3	0	0	1	0	7	7
	Room FTE's	15	25	0	21	13	17	9	9	21	1	3	9	2	40	20

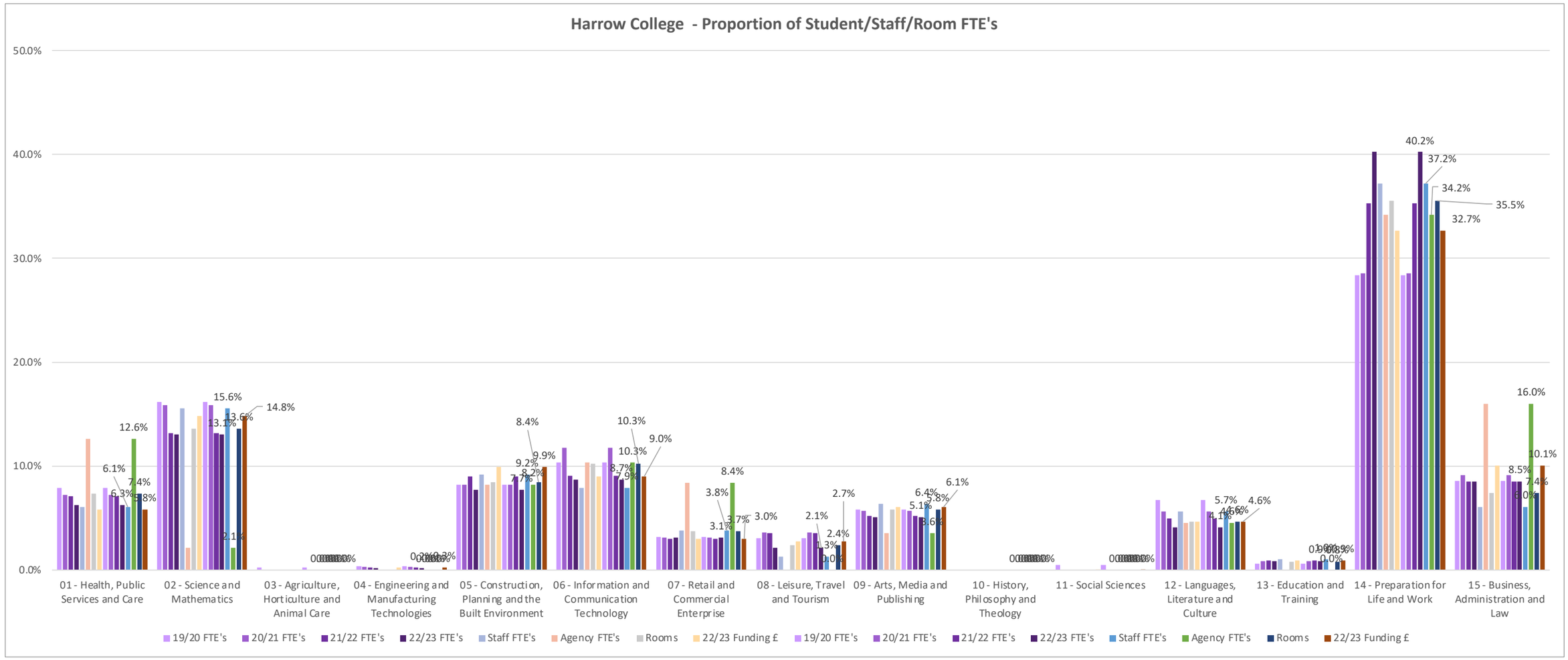
HRUC Ratios	22/23 Enrolments	100	108	0	100	100	100	100	100	100	100	100	100	100	100	100
	Staff FTE's	2	1	0	2	2	2	3	2	3	2	1	1	2	1	2
	Agency FTE's	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0
	Room FTE's	1	1	0	2	2	2	2	2	2	1	1	0	1	0	1

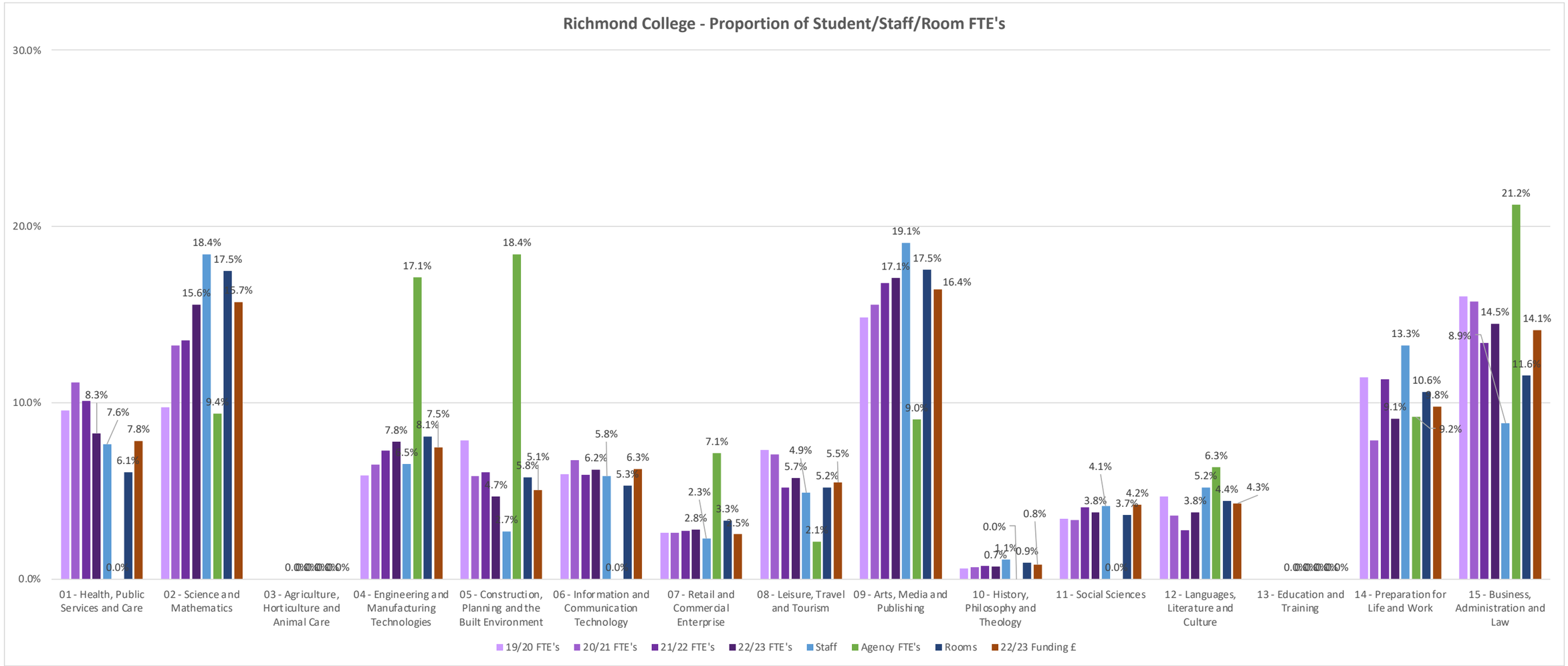
APPENDICES

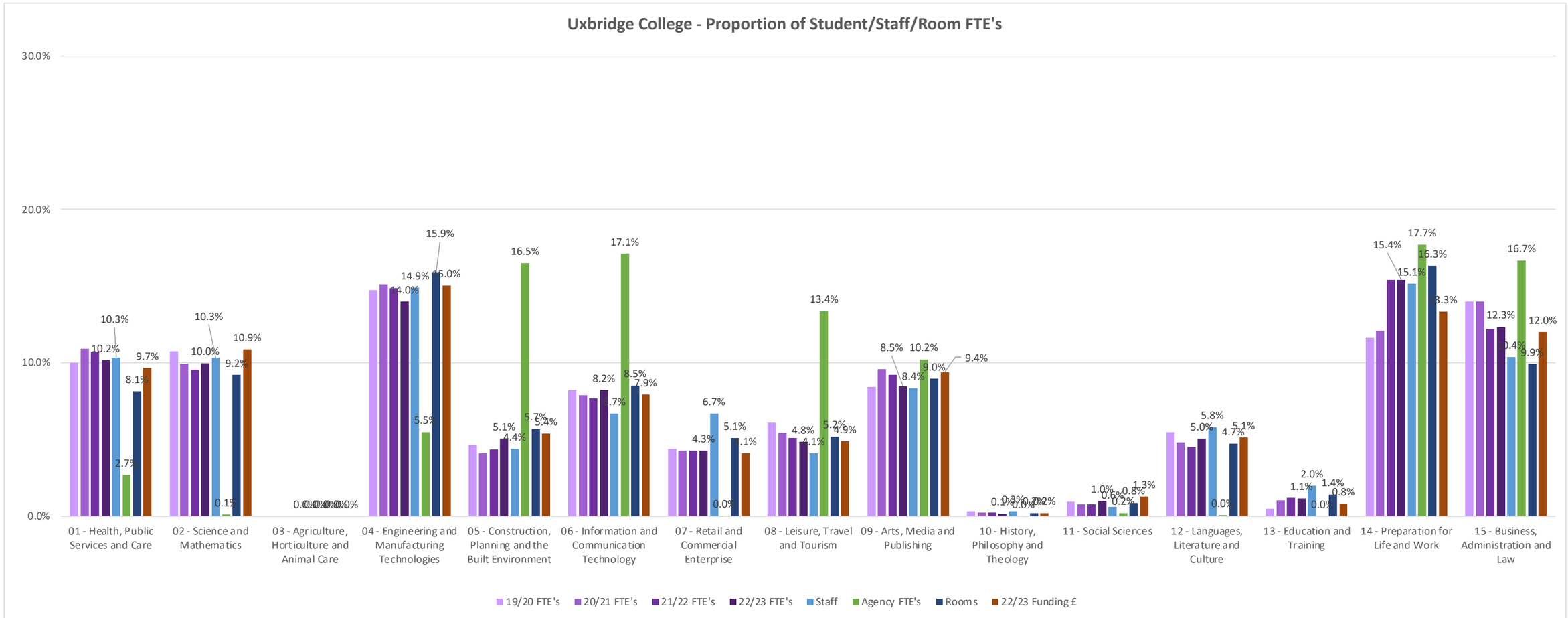
HRUC performance – London economic drivers vs curriculum, staff and accommodation levels




HRUC Count of Student/Staff/Room FTE's
12000
10000
8000
6000
4000
2000
0
70.0
60.0
50.0
40.0
30.0
20.0
10.0
0.0
580,000 London jobs
735,000 London jobs
8,000 WL jobs
995,000 London jobs (18%)
190,000 London jobs (3%)
440,000 London jobs (8%)
425,000 London jobs (8%). Retail & food services.
33,000 WL jobs.
140,000 London jobs (3%)
2,000 WL jobs
4,000 WL jobs
3,000 WL jobs
370,000 London jobs
0 vacancies. 0 jobs
1,335,750 London jobs (25%). Finance & insurance 8%. Asmin various 15% Other 2%
£4.3M/ £5,057 Per FTE
£6.6M/ £5,715 Per FTE
£5.1M/ £5,782 Per FTE
£3.3M/£5,942 Per FTE
£4.0M/£5,214 Per FTE
£1.8M/ £5,047 Per FTE
£3.3M/£5,556 Per FTE
£5.2M/£5,773 Per FTE
£0.15M/£6,905 Per FTE
£0.9M/ £6,709 Per FTE
£2.5M/ £5,626 Per FTE
£0.4M/£4,265 Per FTE
£8.8M/£4,365 Per FTE
£6.2M/£5,418 Per FTE
63.9
8050
40.1
01 - Health, Public Services and Care
02 - Science and Mathematics
03 - Agriculture, Horticulture and Animal Care
04 - Engineering and Manufacturing Technologies
05 - Construction, Planning and the Built Environment
06 - Information and Communication Technology
07 - Retail and Commercial Enterprise
08 - Leisure, Travel and Tourism
09 - Arts, Media and Publishing
10 - History, Philosophy and Theology
11 - Social Sciences
12 - Languages, Literature and Culture
13 - Education and Training
14 - Preparation for Life and Work
15 - Business, Administration and Law
20/21 Enrolments
21/22 Enrolments
22/23 Enrolments
Staff FTE's
Agency FTE's
Room FTE's

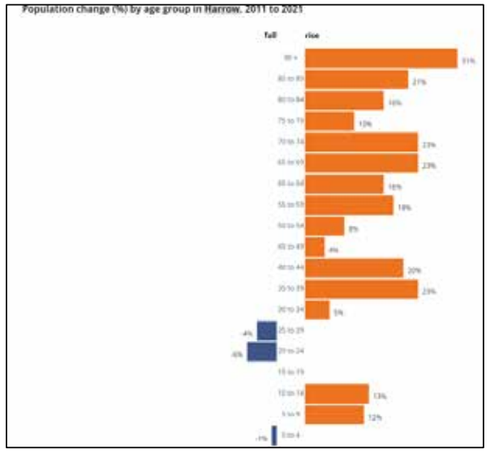

Harrow College - Proportion of Student/Staff/Room FTE's
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
40.2%
37.2%
34.2%
35.5%
32.7%
01 - Health, Public Services and Care
02 - Science and Mathematics
03 - Agriculture, Horticulture and Animal Care
04 - Engineering and Manufacturing Technologies
05 - Construction, Planning and the Built Environment
06 - Information and Communication Technology
07 - Retail and Commercial Enterprise
08 - Leisure, Travel and Tourism
09 - Arts, Media and Publishing
10 - History, Philosophy and Theology
11 - Social Sciences
12 - Languages, Literature and Culture
13 - Education and Training
14 - Preparation for Life and Work
15 - Business, Administration and Law
19/20 FTE's
20/21 FTE's
21/22 FTE's
22/23 FTE's
Staff FTE's
Agency FTE's
Rooms
22/23 Funding £

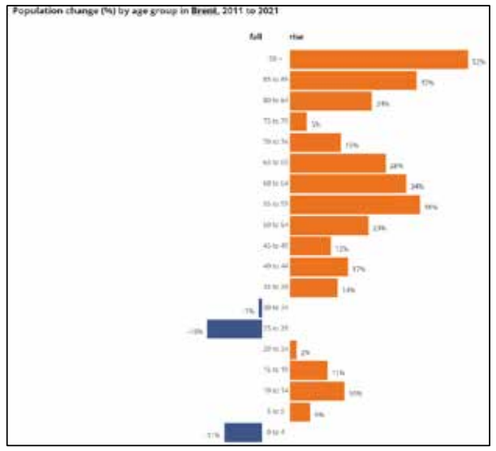

Richmond College - Proportion of Student/Staff/Room FTE's
30.0%
20.0%
10.0%
0.0%
01 - Health, Public Services and Care
02 - Science and Mathematics
03 - Agriculture, Horticulture and Animal Care
04 - Engineering and Manufacturing Technologies
05 - Construction, Planning and the Built Environment
06 - Information and Communication Technology
07 - Retail and Commercial Enterprise
08 - Leisure, Travel and Tourism
09 - Arts, Media and Publishing
10 - History, Philosophy and Theology
11 - Social Sciences
12 - Languages, Literature and Culture
13 - Education and Training
14 - Preparation for Life and Work
15 - Business, Administration and Law
19/20 FTE's
20/21 FTE's
21/22 FTE's
22/23 FTE's
Staff
Agency FTE's
Rooms
22/23 Funding £


Uxbridge College - Proportion of Student/Staff/Room FTE's
30.0%
20.0%
10.0%
0.0%
01 - Health, Public Services and Care
02 - Science and Mathematics
03 - Agriculture, Horticulture and Animal Care
04 - Engineering and Manufacturing Technologies
05 - Construction, Planning and the Built Environment
06 - Information and Communication Technology
07 - Retail and Commercial Enterprise
08 - Leisure, Travel and Tourism
09 - Arts, Media and Publishing
10 - History, Philosophy and Theology
11 - Social Sciences
12 - Languages, Literature and Culture
13 - Education and Training
14 - Preparation for Life and Work
15 - Business, Administration and Law
19/20 FTE's
20/21 FTE's
21/22 FTE's
22/23 FTE's
Staff
Agency FTE's
Rooms
22/23 Funding £

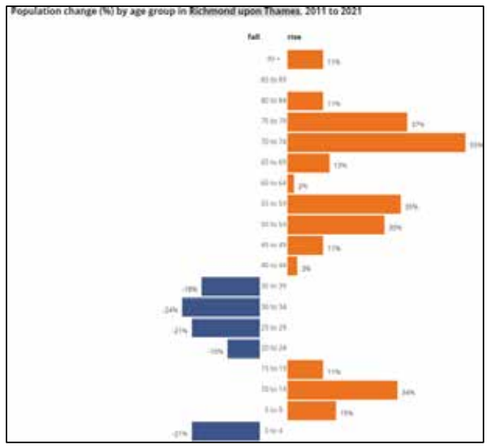
HRUC Travel2Learn Boroughs - Population Change to 2021 - ONS data:

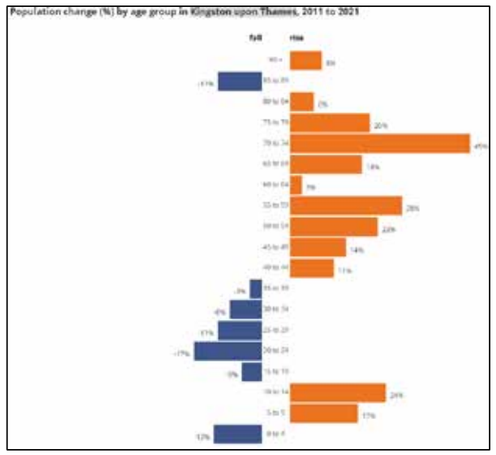
Harrow College



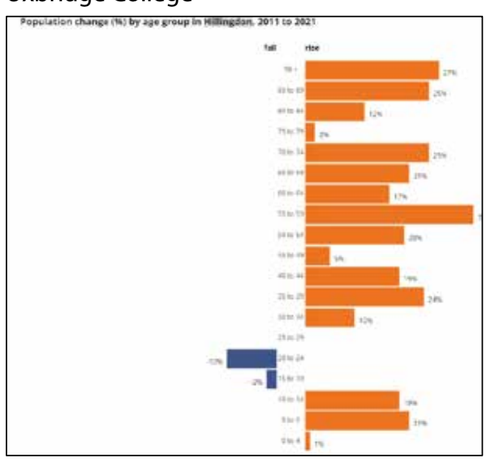


Richmond Upon Thames College





Uxbridge College



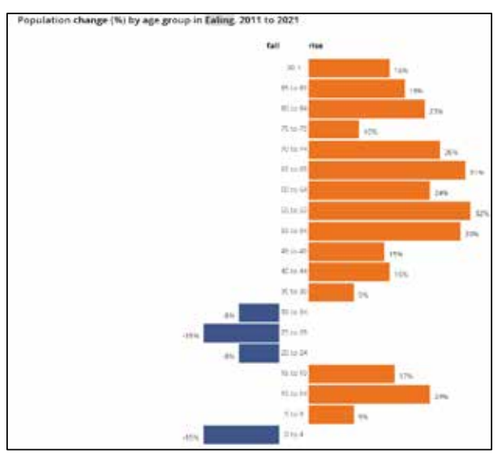


Table 2: Projected demand for state-funded secondary places 2016/17 to 2027/28 (borough)

	On roll 2016/17	Growth to 2021/22	Growth to 2027/28
City of London	50	0	-10
Barking and Dagenham	13,300	3,600	3,700
Barnet	18,230	3,160	2,800
Bexley	14,950	2,310	2,470
Brent	16,360	1,990	2,100
Bromley	16,170	2,180	1,850
Camden	7,440	700	300
Croydon	18,640	3,460	4,200
Ealing	16,210	2,730	2,880
Enfield	19,010	2,700	2,260
Greenwich	12,940	2,040	2,470
Hackney	11,360	1,160	830
Hammersmith and Fulham	5,980	1,180	1,370
Haringey	12,120	730	-10
Harrow	11,730	1,680	2,010
Havering	14,110	2,100	3,780
Hillingdon	15,760	3,150	3,390
Hounslow	13,370	2,930	3,160
Islington	7,290	920	640
Kensington and Chelsea	3,620	350	160
Kingston upon Thames	7,620	1,590	1,530
Lambeth	11,580	1,250	780
Lewisham	12,710	2,700	2,520
Merton	8,200	1,420	1,390
Newham	19,740	2,320	2,980
Redbridge	17,720	2,530	4,000
Richmond upon Thames	7,320	1,560	1,020
Southwark	12,860	1,850	1,230
Sutton	12,520	2,420	2,320
Tower Hamlets	13,640	1,740	2,070
Waltham Forest	14,070	2,190	2,410
Wandsworth	8,900	1,870	2,200
Westminster	6,740	720	420
London	402,270	63,230	65,220

GLA 2018 School Place Demand Projections

Labour Force Drivers. West London Jobs

Further education delivered in WLA

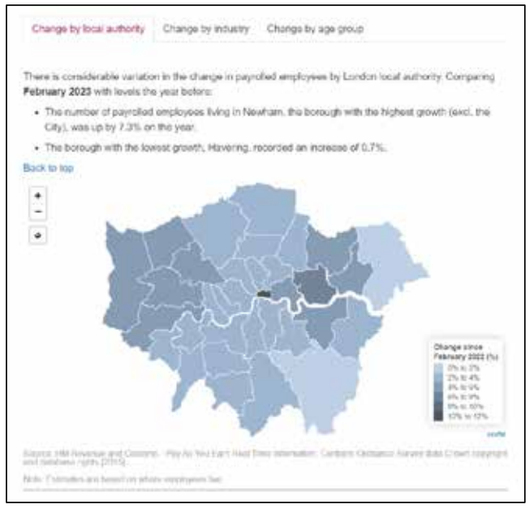
Program Code	Program	2020 Achievements FTLE	2021 Achievements FTLE	2022 (YTD) Achievements FTLE	Annual Openings	Regional Jobs (2021)	2020 Enrolments FTLE	2021 Enrolments FTLE	2022 (YTD) Enrolments FTLE
1.0	Health, Public Services and Care	3,280	3,328	233	19,294	201,371	7,132	7,696	5,971
2.0	Science and Mathematics	2,526	2,419	5	5,219	55,259	4,117	3,834	3,675
3.0	Agriculture, Horticulture and Animal Care	307	229	14	1,670	7,713	477	468	407
4.0	Engineering and Manufacturing Technologies	999	1,004	59	5,574	113,135	2,906	2,648	2,231
5.0	Construction, Planning and the Built Environment	1,314	1,765	126	2,656	48,248	2,513	2,681	2,140
6.0	Information and Communication Technology	1,446	1,837	12	1,257	44,733	2,443	2,894	1,688
7.0	Retail and Commercial Enterprise	1,210	1,126	44	16,066	246,123	1,974	1,769	1,289
8.0	Leisure, Travel and Tourism	1,764	1,026	86	1,948	33,432	2,655	1,419	1,050
9.0	Arts, Media and Publishing	3,822	2,670	135	3,393	62,110	4,720	3,306	2,315
10.0	History, Philosophy and Theology	298	265	4	125	1,985	491	460	336
11.0	Social Sciences	290	293	0	203	3,971	605	586	616
12.0	Languages, Literature and Culture	1,673	1,384	35	125	2,493	2,137	1,803	1,266
13.0	Education and Training	207	222	11	3,769	58,041	375	469	464
14.0	Preparation for Life and Work	8,083	8,034	421	0	0	12,013	11,852	6,908
15.0	Business, Administration and Law	2,213	2,149	82	19,879	379,896	4,719	4,396	3,226

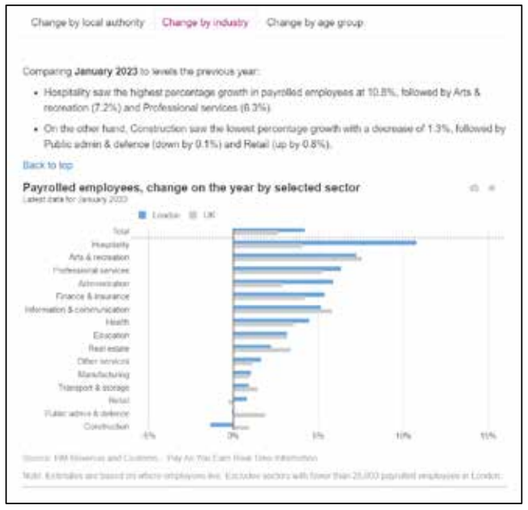
Lightcast

Pan-London ONS data.

Code	Description	2021	% London Job Market	HRUC SSA Alignment
M	Professional, scientific and technical activities	735,250	14%	2
G2	Wholesale and motor repair	199,000	4%	4
E	Water supply; sewerage, waste management and remediation activities	17,750	0%	4
H	Transportation and storage	239,000	5%	4
G1	Retail	425,000	8%	7
L	Real estate activities	134,250	3%	15
O	Public administration and defence; compulsory social security	256,250	5%	15
S	Other service activities	122,250	2%	-
B	Mining and quarrying	2,250	0%	4
C	Manufacturing	111,250	2%	4
J	Information and communication	439,250	8%	6
Q	Human health and social work activities	581,750	11%	1
K	Financial and insurance activities	421,250	8%	15
D	Electricity, gas, steam and air conditioning supply	16,000	0%	5
P	Education	372,000	7%	13
F	Construction	172,000	3%	5
R	Arts, entertainment and recreation	139,500	3%	9
A	Agriculture, forestry and fishing	1,000	0%	3
N	Administrative and support service activities	511,750	10%	15
T	Activities of households as employers;undifferentiated goods-and services-p	12,250	0%	15
I	Accommodation and food service activities	383,500	7%	4
Total		**5,292,000**	100%	

London job market – GLA data on the changes in % of employment by sector and local authority





GLA/Mayor for London's Priority sectors

Future skills needs

While London's short-and medium-term economic outlook remains unclear, COVID-19, alongside wider forces such as automation, ageing and climate change, are likely to have significant implications for the employment and skill system in the coming years.

Demand for higher-level skills

Although London has one of the most qualified workforces in the country, evidence suggests that there will be an ongoing requirement for higher-level skills in the coming years. According to the Employer Skills Survey 2019, a comparatively high proportion – over two-thirds – of London employers anticipated the requirement to develop the skills of their workforce in the coming year. According to the latest Working Futures forecasts, produced prior to COVID-19, the percentage of employed people holding at least a first degree as their highest qualification was also expected to increase from 52% in 2017 to 64% in 2027.

Priority sectors

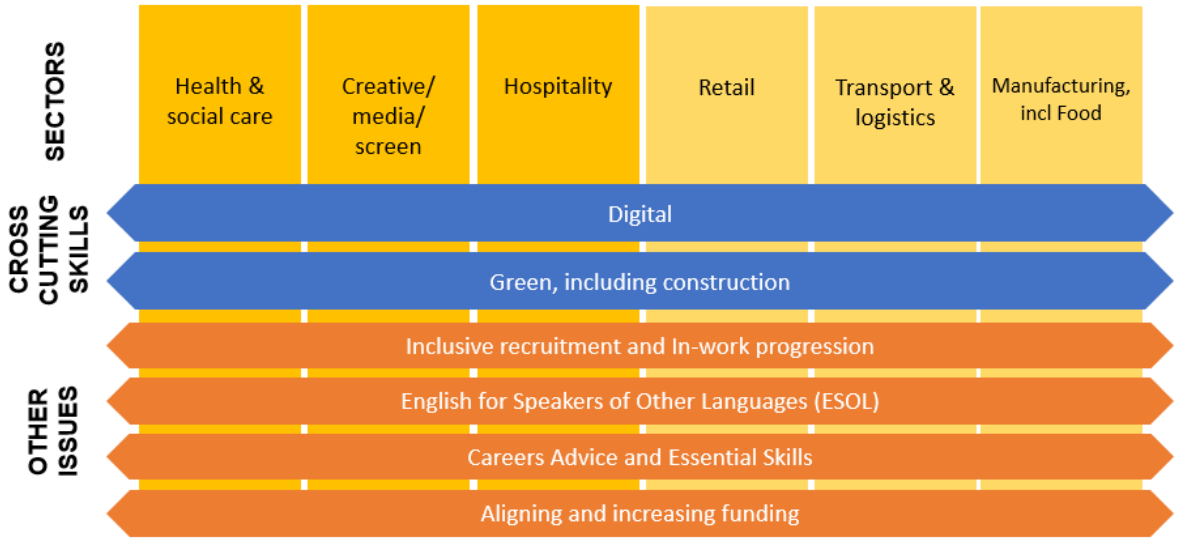
Priority sectors for the Mayor's Academies Programme have been identified as:

- Digital
- Health and social care
- Green
- Creative industries
- Hospitality

These sectors have current and long-term economic growth and job creation potential or, in the case of health and social care, are playing an important social and economic role in supporting London's recovery. For a description of the priority sectors, including sectors identified by the Department for Education, see Annex B.

West London "LSIP Annex" themes

WEST LONDON SKILLS SUMMIT 2023 EMPLOYERS SHAPING OUR LOCAL SKILLS PLAN
WEDNESDAY 25 JANUARY 2023



Inspection of HRUC (Harrow, Richmond & Uxbridge Colleges)

Inspection dates: 12 to 15 November 2024

Overall effectiveness	**Good**
The quality of education	**Good**
Behaviour and attitudes	**Outstanding**
Personal development	**Outstanding**
Leadership and management	**Good**
Education programmes for young people	**Good**
Adult learning programmes	**Good**
Apprenticeships	**Good**
Provision for learners with high needs	**Good**
Overall effectiveness at previous inspection	Good

Information about this provider

Harrow College and Uxbridge College merged in September 2017. A further merger with Richmond upon Thames College took place in January 2023 to create Harrow, Richmond and Uxbridge College (HRUC). HRUC is a large general further education college with five campuses situated across north and southwest London.

At the time of the inspection, there were 8,970 learners on education programmes for young people, most on a range of level 1, 2 and 3 vocational and A-level courses. Just over half study at Uxbridge. Twenty learners were on a T level in design and development for engineering and 21 were on a T level in building services engineering for construction. Forty-three learners were on a T level in education and childcare at the Hayes campus. A high proportion of learners also study qualifications in English and mathematics.

There were about 3,900 adult learners studying mostly at the Uxbridge and Harrow campuses. HRUC offers a wide range of academic and vocational courses for adult learners, including access to higher education courses. Most adult learners speak

English as an additional language and study English for speakers of other languages (ESOL) courses.

Five hundred and seventy-seven apprentices study a range of level 2, 3 and 4 apprenticeships. A high proportion of these study installation and maintenance electrician and engineering technician apprenticeships. Smaller numbers study apprenticeships in professional services.

There were 851 learners with special educational needs and/or disabilities (SEND) who receive high-needs funding. Over half of these learners study a range of vocational and academic courses across the different campuses. HRUC has three specialist high-needs offers for learners with complex needs at the Uxbridge, Harrow and Richmond campuses. The college offers three supported internships programmes for learners with high needs.

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

Learners and apprentices thoroughly enjoy their time at the college, where they feel valued and cared for by staff. Learners are polite and respectful. Most have very good attendance and arrive on time for lessons ready to learn. Learners in the supported learning area have particularly high attendance.

Learners and apprentices benefit from high-quality careers advice and guidance. Access to higher education and A-level learners receive very effective support with their applications to higher education and attend useful presentations given by guest speakers from universities. Young learners attend helpful careers fairs and use the college career hub for support with job applications and CV writing. Learners and apprentices make well-informed choices about their next steps and go on to positive destinations such as university courses in the medical sciences and apprenticeships in engineering.

Young learners benefit from a broad and varied curriculum. They participate well and value the opportunities the college provides to broaden their knowledge of the subjects they study. For example, performing arts learners visit venues, museums and trade shows, and T-level engineering and manufacturing learners visit car manufacturers and water utility companies. Almost all young learners benefit from meaningful, well-planned, high-quality work experience. For example, hospitality students work in local restaurants and digital T-level students work for large-scale companies such as Heathrow Airport, where they learn the demands of working in a commercial environment.

Adult learners study in an inclusive and supportive environment. They participate in their lessons with enthusiasm and take pride in their work. They gain confidence quickly and develop a good knowledge of their subjects. For example, beauty therapy learners benefit from demonstrations from beauty product manufacturers in which they learn about the latest beauty products and techniques. ESOL learners study additional qualifications such as employability skills and mathematics, which helps them move on to higher level qualifications and into employment.

Apprentices improve their practical skills quickly. Teachers plan effective practical and theory sessions to enable apprentices to practise and apply their new skills. For example, electrical apprentices learn how to participate safely in light sensor soldering and testing and how to record their findings accurately. Apprentices value the support provided by tutors and assessors. For example, assessors prepare apprentices thoroughly for their final assessment. Level 3 business administrator apprentices practise presentation skills throughout their apprenticeship and receive effective support in building their portfolio of evidence. The proportion of apprentices who achieve their apprenticeship is high. Most apprentices continue in employment, and a few gain promotions at work.

Learners with high needs make good progress in developing confidence and overcoming anxieties at college. They benefit from an effective personal, social and health education programme that includes hygiene, self-care, relationships and

healthy lifestyles. They use the knowledge they gain to make good decisions in their personal lives, to develop their social skills and to improve their mental health. Most learners with high needs achieve their qualifications and personal learning goals.

Learners and apprentices feel safe, including when working online. They know how to report any concerns that they may have about their safety. Most learners and apprentices have a good understanding of local risks and the risks associated with being influenced by someone with extremist views.

Contribution to meeting skills needs

The college makes a strong contribution to meeting skills needs.

Leaders work very effectively with a diverse range of employers and stakeholders to understand local and regional skills needs. They are proactive in responding to these needs. For example, leaders from the college led a feasibility study into the food and drink industry with the chamber of commerce. They conducted research to understand fully the way in which health and social care students make decisions about choosing careers in the sector. As a result, they adjusted the curriculum to provide clear progression pathways for students. Stakeholders see the college as a trusted partner that supports economic and social development in the area very effectively.

Leaders have well-established partnerships that directly impact on the curriculum offer, including with Heathrow Airport. With the college, the Heathrow Inclusive Learner Partnership provides opportunities for learners with SEND to gain work experience in the airport's supply chain. The new Aviation Generation course provides students with a pathway to careers in the aviation industry. Leaders collaborate effectively with other further education providers to reduce duplication and coordinate the curriculum offer in the area.

Across the courses they offer, leaders, managers and teachers work consistently and effectively with stakeholders in designing and teaching the curriculum. For example, managers work very effectively with NHS trusts to shape the team leader apprenticeship to reflect the NHS context. Leaders consult with engineering employers when designing their mechatronic engineering workshop to make sure learners and apprentices can access industry standard equipment and develop the skills that their industry requires. Leaders in the ESOL department work effectively with a range of local employers and stakeholders to make sure that they teach learners the skills stakeholders require. For example, teachers have included interview practice and work simulation role play in ESOL classes.

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

Since the previous inspection, leaders have managed the merger with Richmond College very well. Leaders have made rapid progress in most of the areas requiring improvement at Richmond. Managers from across the college group meet frequently

to create a shared vision for how they teach different subjects, and to share good practice and resources. Staff at Richmond have embraced the change. They value the opportunity to collaborate with managers from across the group.

Leaders and governors have high expectations for students and apprentices. Leaders use data very effectively to monitor the progress of apprentices and learners. They use the information well to support managers, hold them to account and improve the quality of teaching for learners and apprentices. This has contributed to the proportion of learners who achieve their qualifications at Richmond increasing markedly since the merger. Most learners at HRUC achieve their qualifications and many achieve high grades. However, in a few subjects, such as business and information technology, achievement remains too low.

Leaders have a good understanding of the strengths and areas for improvement of the training they offer. They evaluate the quality of education effectively and use their evaluations to prioritise training, such as in how to prepare students for examinations, revision techniques and effective questioning. The training they provide has had a positive impact. The proportion of learners and apprentices who pass their examinations has increased and is high in most subjects. Leaders recognise they have more work to do in a few areas where achievement is still too low.

Teachers have good, up-to-date knowledge of the subjects they teach. They are skilled at making their subjects interesting for learners and use a range of effective strategies so that learners can remember what they are taught. In psychology, teachers facilitate discussions of research findings about memory effectively. In ESOL, teachers focus well on learners' pronunciation. They use clapping to help learners identify the number of syllables in each word and rhyme to help learners remember. Health and social care learners have learned how to explain accurately the functions of the different organs of the body and the flow of blood around the heart. They have developed a good understanding of the different communication methods used in health and social care settings, including those used with people who struggle to communicate verbally.

Teachers mostly use a range of assessment techniques effectively. They know their learners well and use assessment to adapt teaching, organise their activities and correct misconceptions. For example, on the T-level early years course, teachers set helpful reflection-based projects through which learners explore emotional development and self-regulation in children. Teachers use questions well to probe learners' understanding and encourage them to answer. However, in a small minority of cases teachers do not check learners' understanding sufficiently well through their questioning or when setting group activities.

Teachers plan the curriculum well to develop apprentices' and learners' knowledge and use of English and mathematics. For example, adult learners on access courses develop good academic writing skills. Engineering learners and apprentices develop advanced mathematics skills when creating design briefs for new product specifications. Learners and apprentices who take GCSE examinations in English and

mathematics make very good progress from their starting points. However, pass rates for learners with high needs who take English and mathematics qualifications and for adults who take functional skills qualifications are not high enough.

Apprenticeship staff work effectively with employers to make sure that apprentices learn the knowledge and skills they need for their jobs. Engineering staff offer different pathways and tailor units so that apprentices gain skills specific to their employer's needs. Hairdressing tutors plan the curriculum to enable apprentices to practise and apply their new skills from early in their training. Employers value the skills and behaviours their apprentices develop. For example, apprentices work effectively as part of a team early in their training, and they take responsibility for their own and their colleagues' safety when in workshops.

Leaders and teachers plan and teach a challenging and ambitious curriculum for young and adult learners. In business and enterprise, teachers arrange workshops by staff from global companies on marketing and finance, and learners visit the Bank of England to understand how to apply the theory of banking. Teachers on the access to medicine course link teaching about cells in the immune system to future research projects about blood, disease and immunity. This helps learners develop an understanding of the importance of research and its impact on the medical profession.

Leaders make good use of high-needs funding to provide individualised support for learners with high needs. Learners study a curriculum at a level to suit their needs, interests and career aspirations. However, teachers do not consistently set clear enough targets for learners. They do not routinely include sufficient opportunities for learners to work towards achieving their education, health and care (EHC) plan outcomes. Teachers at Richmond do not track learners' progress well enough. As a result, in a few cases, they are unclear about how much progress learners make.

Leaders and teachers plan a range of good-quality personal development opportunities for learners and apprentices. For example, young learners benefit from money management programmes, adult learners attend book clubs and teaching assistant apprentices learn about supporting children with epilepsy. Learners and apprentices benefit from interesting trips and guest speakers that enhance their experience. These activities help learners and apprentices develop friendships and expand their interests and talents.

Leaders provide staff with a range of relevant professional development and training. For example, new middle leaders benefit from leadership and management programmes, including how to deal with conflict and manage change. This helps managers to adapt to their new roles, support their staff and manage performance effectively. Teachers learn about neurodiversity, managing learners' behaviour and restorative practice during staff training days. Teachers and staff use these skills well to manage learners' behaviour in classrooms and around the college.

Governors contribute positively to and have good oversight of the college's performance. They have a range of suitable skills, such as in finance, human

resources and business, that they use very effectively to support the senior leadership team. For example, they provided help with the financial planning for the merger and the development plans for the Richmond site. Governors understand clearly the college's strengths and areas to improve. They support and challenge leaders effectively.

Leaders value, respect and support their staff. Leaders provide a range of useful well-being support for staff. For example, staff can access councellors and mental health first aiders if needed. Staff appreciate the support they receive from leaders.

Safeguarding

The arrangements for safeguarding are effective.

What does the provider need to do to improve?

- Train teachers to use assessment effectively to check learners' and apprentices' understanding and adapt their teaching appropriately.
- Improve outcomes for learners on business, information technology and access to higher education courses at the Richmond campus.
- Set targets for learners with high needs that link clearly to their EHC plans.
- Increase the proportion of learners with high needs who achieve qualifications in English and mathematics.

Provider details

Unique reference number	130446
Address	Park Road Uxbridge UB8 1NQ
Contact number	01895853333
Website	www.hruc.ac.uk
Principal, CEO or equivalent	Keith Smith
Provider type	Further education college
Dates of previous inspection	22 to 25 February 2022
Main subcontractors	n/a

Information about this inspection

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

Inspection team

Paul Manning, lead inspector	His Majesty's Inspector
Joanna Walters	His Majesty's Inspector
Pamela Wallace	Ofsted Inspector
Christina Christou	Ofsted Inspector
Saskia Niderost	Ofsted Inspector
Julie Baxter	Ofsted Inspector
Errol Ince	Ofsted Inspector
Maggie Fobister	Ofsted Inspector
Anne Moynihan	Ofsted Inspector
Jo Dyson	Ofsted Inspector
Nicholas Allen	Ofsted Inspector
Andrew Thompson	Ofsted Inspector
Jon Bowman	His Majesty's Inspector
Winsome Aldred	Ofsted Inspector
Jane Hughes	His Majesty's Inspector

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Hillingdon Residents Student Data Analysis

Academic Year - 2024/2025

Students from Hillingdon Data Distribution	No of Students	HNS	FSM	LAC	DisUplift
Hillingdon	4230	189	524	261	1027
Active	3496	188	475	199	901
Withdrawn	657	1	47	60	106
Completed	77	0	2	2	20
Grand Total	4230	189	524	261	1027

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REVIEW BY THE CHILDREN, FAMILIES AND EDUCATION SELECT COMMITTEE: *THE STRONGER FAMILIES HUB: OUR ENGAGEMENT WITH KEY STAKEHOLDERS – EXPLORING PARTICIPATION AND FEEDBACK TO IMPROVE SERVICE AND SATISFACTION*

Committee name	Children, Families & Education Select Committee
Officer reporting	Antony Madden, Assistant Director, First Response
Papers with report	Appendix A – feedback from residents
Ward	All

HEADLINES

To review the recommendations made for Cabinet in the final report which detailed the major review conducted by the Children, Families and Education Select Committee in regard to the Stronger Families Hub.

RECOMMENDATION

That the Committee note the update

SUPPORTING INFORMATION

SELECT COMMITTEE RECOMMENDATIONS

1) To continue to raise the profile of the Stronger Families Hub with all Hillingdon stakeholders, including schools (both in and out of the Borough), community organisations, third sector organisations and elected Members, with a view to improving resident awareness of the Hub and the support available to them;

2) Seeks to maintain the resilience of the 24/7 Hub model by monitoring the staff and triage resourcing covering the out-of-hours service, in light of comments made by witnesses;

3) Review the capacity within the Hub to support increased demand, in light of comments made by witnesses, in particular from unaccompanied asylum-seeking children arriving at Heathrow Airport;

4) To note the Health and Social Care Select Committee's review into the effectiveness of the CAMHS referral pathway, and to review ways to enhance signposting around mental health services via the Hub and to voluntary and private sector services;

5) To continue to raise awareness of the Stronger Families Hub regularly with partners to keep abreast of changes or new developments. This is to include an annual renewal of the membership of the Stronger Families sub-group to ensure it reflects all stakeholders;

6) Ensure the Stronger Families Hub is accessible to a diverse range of communities by investigating advertising and promoting the Stronger Families Hub in additional languages,

where feasible; and

7) Investigate adding into the referral form process to explain why consent had not been obtained, where appropriate.

PERFORMANCE DATA

The Committee's recommendations in practice

Raise the profile of the Stronger Families Hub with all Hillingdon stakeholders with a view to improving resident awareness of the Hub and the support available to them

The profile of the Stronger Families Hub has continued to be raised with all stakeholders through the formation of the Stronger Families Partnership. This is a collaboration which has grown to a core membership of 100+ different partners in a wide range of settings including the third sector, health and education. Currently the quarterly Partnership meetings are chaired by the Assistant Director for First Response.

To further the work, The Stronger Families, Stronger Communities Partnership Event was held on the 18th of September 2024 organised by Stronger Families, Family Hubs and Hillingdon Youth Offer teams. The objectives for the event included gaining an understanding of what support is available for children aged 0-19 years (and up to 25 years with SEND) and their families across Hillingdon as well as to provide an opportunity to network, build strong links with other community-based support teams and identify areas of partnership working to respond to the needs of children, young people and their families at the earliest opportunity.

The agenda focused on the three Family Hub priorities of Access, Connection and Relationship and had speakers from Stronger Families, Parents, P3, Homestart, SEND Advisory Service, Axis, Community Safety, Health Visiting, Faith sector, young people, Family Hubs & Children's Centres and Hillingdon Youth Offer. There was table facilitators who were specialists in the topics from across different sectors with themes including: Asylum seekers & people new to the UK and help overcoming language barriers; Contextual safeguarding and community engagement; Mental health support; Parenting support & parental conflict; services relating to special educational needs and disabilities; Supporting low-income families, Employment Education and Training.

Outcomes for the event included that 31 people requested to join the partnership, who were not already part of this; 47 Said they would like more information on training available for this term; 26 Said they would like to have a license to access training through Learning Zone on the Council's website; 27 People said they would like to join the work going on to 'Make Hayes Safer'.

The event had a high attendance with 130 people including some elected members. Requests were made by many people to make this an annual event. Positive feedback included comments on the smooth running of the event, the partnership effort, and the overall organisation.

The Stronger Families Hub continues to use a range of mediums to communicate and engage with professionals such as via the Hillingdon Safeguarding Partnership and Children's Participation Team newsletters. This includes key agencies such as school and other education settings.

The Stronger Families Partnership is utilised as a conduit for the sharing of information, connecting partners and ensuring actions are progressed. The group has also sought to progress an action plan based on the feedback that came out of the discussion around Access and themed

table discussions. The Partnership appears to work well for sharing knowledge, information and advice in order to help identify gaps in provision and work together to address these.

A directory of services is in the latter stages of being developed with the aim of having a virtual place a family can visit and gain information or advice on a wide range of family issues spanning the 0-19 (25 with SEND). Work has been completed with the Hillingdon Youth Offer, Families' Information Service, Brokerage, Corporate Communications and the Digital & Intelligence team to agree a format for new directory and the categories of information that will be included. All 0-19 services in Hillingdon have been mapped with assistance from partners in order to inform and share the directory. To help address gaps in professionals knowledge of what support is available for families in Hillingdon a spreadsheet of services was shared as an interim measure prior to the Directory publication.

Maintain the resilience of the 24/7 Hub model by monitoring the staff and triage resourcing covering the out-of-hours service

Since the review, recruiting for all vacant posts within the service has presented some challenges. Factors such as staff turnover, maternity leave, and reliance on locum cover have contributed to fluctuations in staffing levels. However, additional resources have been allocated, and concerted efforts are being made to fill all vacant posts, including triage officers. As of now, there remains one vacant triage officer post in the Stronger Families Hub.

Investments have been made to ensure the continuity of the service despite staffing variations, including the availability of overtime. The hub operates as part of the broader First Response service and receives support with staff and resources as needed, particularly during surges in demand or when large volumes of contacts are received in a short period.

It is important to highlight that that in light of national reforms to social care a full review of children's social care delivery model is in progress at this time. This is to ensure that the service is aligned with Families First Partnership and the Children's Wellbeing and Schools Bill. Consequently, there is likely to be implications for the Stronger Families Hub including staffing and resourcing.

Review the capacity within the Hub to support increased demand, in particular from unaccompanied asylum-seeking children arriving at Heathrow Airport

The capacity of the Hub and service has been bolstered by the introduction of the Asylum Intake Team (as a pilot) who now work exclusively with Unaccompanied Asylum Seeking Children. This includes children who arrived via Heathrow Airport as well as those that were initially placed in contingency hotel accommodation by the Home Office in borough, subsequently claim to be children and are assessed as under the age of 18 by social workers.

In a challenging climate for the council and social care, retention and recruitment remains a priority. We are working closely with colleagues in recruitment to develop bespoke adverts to attract interest from potential employees. A number of open days have been held to enable face to face conversation with members of the public to take place as well as other initiatives such as exposure of the good practice taking place. In addition, all jobs advertised externally on our website are automatically posted on Indeed and LinkedIn and Children's Social Work for London.

As noted above, the service delivery model is under review to ensure that the Hub has sufficient

capacity to meet demand and has the inherent resilience to provide the right service at the right time for residents including children and their families. Central to this further capacity being built out of office hours to lessen the strain on staff during traditional working hours.

Review ways to enhance signposting around mental health services via the Hub and to voluntary and private sector services

The sign posting to mental health services has been enhanced through the introduction of the Thrive practitioner who is based within Stronger Families. The Thrive Framework focuses on delivering mental health services for children, young people, and families. Of central importance is making professionals, families, and young people aware of the available services and reducing the stigma often associated with mental health.

Presently over 25 services for mental health, including both self-referral and referral services are available in Hillingdon. The need to make these services more accessible to families and young people remains an area of improvement and focus.

The need for a comprehensive directory of mental health services, accessible to both professionals and families remains evident. The directory is in the latter stages and will be user-friendly, ensuring that it includes information on all available services, including early intervention support. Categorising support under terms such as 'life issues', (as this is often how people search for support) is an example of how insights have been used to analyse and report the main themes coming through from young people, families with young children and parents.

The Stronger Families Partnership includes a voluntary sector representative as a core member. In addition the Stronger Communities leads remain core members to further the work with voluntary sector partners as well as faith and community groups.

Continue to raise awareness of the Stronger Families Hub regularly with partners to keep abreast of changes or new developments. This is to include an annual renewal of the membership of the Stronger Families sub-group to ensure it reflects all stakeholders

The work undertaken by the Stronger Families subgroup was time limited and has been concluded. The ethos of the work being undertaken by the subgroup evolved into a collaboration meeting, led by the Stronger Families Hub, held monthly with professionals from a range of agencies across the partnership. In order to further this work, including the progress made through the Family Hubs network, the Stronger Families Partnership has been meeting quarterly since January 2024 to raise awareness through the expansion of joint working and collaborative initiatives.

Ensure the Stronger Families Hub is accessible to a diverse range of communities by investigating advertising and promoting the Stronger Families Hub in additional languages, where feasible

The Stronger Families Hub website and landing pages can now be translated into 68 different languages. Once residents have selected their chosen language, they are automatically redirected to Google Translate. Google Translate is a free, automated service at no cost to the council. It is important to note that translations provided to users of the website are provided 'as is' and users must satisfy themselves as to their accuracy.

The most recent census data is utilised to help inform access to services to address barrier's such as English as a second language and/or speakers of other languages.

A cornerstone of the Stronger Families Partnership is it's use as a mechanism for sharing information including to community groups and resident that may not be digitally enabled. Joint working with partners including the Family Hub's Network continues to focus on need for accessing support to be seamless. Feedback indicates that the Partnership seems to be effective for the sharing of knowledge, information and advice to help identify gaps in provision and work together to address these (as outlined in the Stronger Families Partnership Terms of Reference).

Investigate adding into the referral form process to explain why consent had not been obtained, where appropriate.

After further consideration and discussion it remains the consensus that including the option not to obtain consent would lead to delays that are detrimental to the family. Moreover a return to the difficulties of the past in obtaining consent would be highly likely which resulted in SFH staff spending prolonged periods of time seeking to contact families, many of whom were not aware that a referral had been made in the first instance.

In addition to, with the exception of child protection all early help and family support services are consent based so the need to be transparent with parents and carers remains of central importance; this includes obtaining consent in the first instance prior to an Early Help Assessment or referral being made. Consent is mandatory with the exceptions to this being that informing the parents would place the child or family at risk of significant harm and/or a referral is being made for a child missing from education or has poor attendance at school.

The form permits free text to be added by the referrer in order to detail the reason why consent was not obtained; urgent and safeguarding matters continue to be conveyed by telephone in order to avoid any delay and ensure all the necessary information is shared whether consent has been obtained or not.

RESIDENT BENEFIT

Please see appendix A for further information and feedback from residents.

FINANCIAL IMPLICATIONS

There are no direct financial costs arising from the recommendations in this report, though if any initiatives are pursued by the Council, at that time a further financial analysis may be required.

LEGAL IMPLICATIONS

There are no legal implications arising from the recommendation set out within the report.

BACKGROUND PAPERS

NIL.

APPENDIX A – FEEDBACK FROM RESIDENTS

Children

'S made me feel safe and have someone to talk to'.

'Nothing can be improved she was on my level'.

'Helped with my worries'

'I can talk to mummy, I worry less'.

Parents

'We appreciate all the help you have given us. We enjoyed the time we were working with you. You have been very professional and helpful with the problems we had. We had issues we wanted to address regarding housing and schooling. You gave us both support and advice that was very helpful.'

'I understood a Cultural sort of Values and was not judged'.

'The Key Worker had a lot of knowledge and advise on dealing with the situation. She understood the issues and offered a lot of advice to us'.

'KW was a very good listener and understanding , she engaged very positively with me and my child'.

'No way to improve the service just keep doing what you doing'.

'She was brilliant support with me, M and school she made school listen when I could not'.

'Really supportive especially with the school I loved that straight away myself and M felt trusted and support from the KW'.

'I have learned a great deal from the Key worker, firstly I have learned it is ok to ask for help , secondly I have learned to pull together with my partner and finally, I have learned how to understand my child'.

'Helped me get the right Benefits, accompanied me to health appointments I would of cancelled otherwise and liaised with school about my sons behaviour'.

'Given me confidence in how I parent my child, advice in areas where I struggle especially behaviour management'.

'There is always room for improvement but I can honestly not think of anything to write as the service provided was everything and more'.

'I feel the Key worker was the very first person who put the effort in to understand our circumstances , I am very glad she appeared in our life'.

*'I wanted to take a moment to express my sincerest thanks and appreciation for the outstanding work *** has done in supporting and safeguarding my daughter, ***. Over the past several weeks,*

**** has had a profound impact on *** confidence and overall well-being. *** has developed a strong sense of trust with ***, often sharing her thoughts about school, her studies, and her challenges. This trust has allowed her to grow significantly, both in confidence and in honesty. *** natural ability to connect with children is truly remarkable. My wife and I have always felt that *** was in incredibly safe hands, which gave us great peace of mind as parents. *** has gone above and beyond in guiding *** to become a sincere, confident, and thoughtful young girl. The positive change we have seen in her is a testament to *** dedication and care. *** came into *** life at just the right time, offering the support she needed when she needed it most. Her influence and impact on our daughter will last a lifetime, and we are incredibly grateful for her role in *** upbringing. Thank you for having such a wonderful professional on your team. *** hard work and passion are truly appreciated, and we wanted to make sure her efforts are recognized.*

Professionals

*''I just wanted to thank you all for supporting our school coffee mornings here at ***. Our parents and carers have given some very positive feedback about the sessions which have generated a lot of interest and lively discussion. Please pass on our thanks to members of your teams who have attended on your behalf'.*

*'**** came back to school yesterday and was in yesterday and today so a positive start. The feedback that I can give you is that you built a really good relationship with **** and she really liked your sessions. You were always reliable and gave really good feedback. All seemed to go really well, you were really approachable and always kept everyone in the loop. You also built a good relationship with the family'.*

'...thank you for attending yesterday, It was great to see you both. The ladies found it very useful indeed.'

'Engagement with the family was seamless with the support of the key worker'.

The families situation improved because of the Key working support'.

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PERSISTENT ABSENTEEISM REVIEW

Committee name	Children, Families & Education Select Committee
Officer reporting	Ryan Dell – Democratic Services
Papers with report	Appendix 1 – Updated Scoping Report Appendix 2 – Guidance on Policy Reviews **(draft conclusions and recommendations to be circulated separately)**
Wards	All

HEADLINES

Background

As part of the review into persistent absenteeism, Members are requested to consider findings, conclusions and early draft recommendations in relation to the review for broader discussion and stocktake of the review to-date.

Summary

The Committee has held six witness sessions. The intention of these sessions was to obtain feedback from a wide range of stakeholders with a view to improving school attendance.

1. At the first witness session Members heard from key officers representing the Council's Education Team – Kathryn Angelini (Assistant Director for Education), and Sally Edwards (Attendance Support Officer).

2. At the second witness session Members considered a range of information from other Local Authorities.

3. At the third witness session, the Committee heard from representatives from schools, who discussed their experiences of persistent absenteeism.

4. The fourth witness session afforded Members the important opportunity to hear directly from young people as to their personal experiences.

5. The fifth witness session was attended by key officers from the safeguarding team – Alex Coman (Director for Safeguarding, Partnerships and Quality Assurance) and Donna Hugh (Safeguarding Manager).

6. Finally, the sixth witness session allowed Members to meet with a large number of parents and carers.

Note: To assist Members, Democratic Services will prepare suggested draft conclusions and recommendations for the review. These will be based on the findings from all witness sessions, also incorporating suggestions sent in from Members along with a review of them by relevant council officers from the service for feasibility. These will be circulated separately to the Committee when ready in advance of the meeting.

Members are now requested to start to firm up their conclusions and recommendations so these can be worked up in more detail, and ultimately incorporated into the final report to Cabinet.

RECOMMENDATIONS

1. **That the Select Committee consider possible conclusions, findings and early draft recommendations in relation to the review; and**

2. **That the Select Committee agree to delegate the final wording of the review recommendations to Democratic Services in conjunction with the Chair and in consultation with the Labour Lead.**

SUPPORTING INFORMATION

In considering this item, Members should bear in mind the following:

1) Scoping report – looking at the original parameters of the review

The updated review scoping report is attached so Members can be reminded of the original Terms of Reference as set out below:

1. To identify the prevalence and patterns of persistent absenteeism in statutory school age children in Hillingdon, including a reference to primary planning areas
2. To explore the root causes and contributing factors of persistent absenteeism in statutory school age children in Hillingdon
3. To consider the impact of persistent absenteeism on academic outcomes on statutory school age children in Hillingdon
4. To understand and explore the nature of partnership working in relation to persistent absenteeism in statutory school age children in Hillingdon, including parents/ carers, young people, teachers, officers and other stakeholders
5. To review the effectiveness of existing interventions and policies in place for children and families struggling with persistent absenteeism in Hillingdon
6. To explore the measures in place for child protection and safeguarding in relation to attendance
7. To review and identify the trends and patterns of persistent absenteeism when considering demographic factors such as age, race, religion, wealth and disability, as well as considering differences between the North and South of the borough.
8. To review how other Local Authorities, including statistical neighbours, are tackling persistent absenteeism
9. Subject to the Committee's findings, to make any conclusions, propose actions, service and policy recommendations to the decision-making Cabinet

2) Policy review guidance

Members are reminded of the guidance issued on undertaking policy reviews, and asked to consider if the draft recommendations:

- Meet the initial aims / objectives of the review (as above)
- Be SMART, Specific, Measurable, Achievable, Relevant, Time-bound

- Not be a short-term fix, but a lasting outcome
- Consider the financial aspect, e.g. cost neutral, provide savings or if at a cost, then affordable – and if possible, aligned with the MTFF (budget planning process)
- Are based on a broad evidence base as possible and 'user or resident' insight
- Not create additional bureaucracy, e.g. if it relates to a policy, then to seek to review or amend existing policies (unless there is an absolute imperative for a new policy)
- If publicity or wider engagement or education is recommended, to target such communications as best as possible rather than generally
- Consider 'conclusions' as well as any specific recommendations.

3) Minutes of previous meetings

Minutes of the six witness sessions (including the confidential sessions) have been shared, which may assist in Members' considerations.

Committee Members may also wish to bring their own findings and thoughts based upon the various witness testimony received.

Democratic Services will then "road-test" any draft recommendations from the Committee, looking at their feasibility with the relevant service area and report back to the Committee to a subsequent meeting, in preparation for shaping the final draft report for the Committee's approval.

RESIDENT BENEFIT

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

FINANCIAL IMPLICATIONS

N/A.

LEGAL IMPLICATIONS

N/A.

BACKGROUND PAPERS

NIL.

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Children, Families and Education Select Committee

Review Scoping Report – 2024

Persistent Absenteeism: Statutory School Age Children in Hillingdon

1. OBJECTIVES

Aim of review

Following its meeting on 15 November 2023, the Select Committee agreed as its major review to consider the issue of attendance/ persistent absence of statutory school age children in Hillingdon, including how this has been impacted by the COVID-19 pandemic. This document serves as an introduction to the topic of persistent absenteeism and sets out in general terms the context within local government, the objectives, the challenges and offers a framework for any subsequent review.

It is intended that the review will support the work of the Attendance Support service 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 identify the prevalence and patterns of persistent absenteeism in statutory school age children in Hillingdon, including a reference to primary planning areas
2. To explore the root causes and contributing factors of persistent absenteeism in statutory school age children in Hillingdon
3. To consider the impact of persistent absenteeism on academic outcomes on statutory school age children in Hillingdon
4. To understand and explore the nature of partnership working in relation to persistent absenteeism in statutory school age children in Hillingdon, including parents/ carers, young people, teachers, officers and other stakeholders

5. To review the effectiveness of existing interventions and policies in place for children and families struggling with persistent absenteeism in Hillingdon
6. To explore the measures in place for child protection and safeguarding in relation to attendance
7. To review and identify the trends and patterns of persistent absenteeism when considering demographic factors such as age, race, religion, wealth and disability, as well as considering differences between the North and South of the borough.
8. To review how other Local Authorities, including statistical neighbours, are tackling persistent absenteeism
9. Subject to the Committee's findings, to make any conclusions, propose actions, service and policy recommendations to the decision-making Cabinet

2. BACKGROUND

Attendance Support team

The Attendance Support team currently consists of eight officers.

Context and key information

Government statistics have shown that COVID-19 and its aftermath has had a damaging effect on school attendance, which has lasted longer than originally anticipated.

The rate of absence in schools in England has increased significantly since the pandemic. The most recent full-year statistics (which cover the 2021/22 academic year) showed an overall absence rate of 7.6%, up from around 4–5% pre-pandemic. Within this, 5.5% of missed sessions were authorised absences and 2.1% were unauthorised. Authorised illness was the main driver, at 4.4%, (whilst unauthorised holiday absences sat at 0.4%). 22.5% of pupils were persistently absent, which is around double the pre-pandemic rate, and 1.7% of all pupils were severely absent compared to less than 1% pre-pandemic.

Prior to the impact of the pandemic, absence and persistent absence had been gradually declining since 2010, but there is no sign of a return to this trajectory. Being in school is important to every child's achievement, wellbeing, and wider development. Evidence shows that the pupils with the highest attendance throughout their time in school gain the best GCSE and A-Level results. Research found that pupils who performed better both at the end of primary and secondary school missed fewer days than those who didn't perform as well.

In 2019, primary school children in Key Stage 2 who didn't achieve the expected standard in reading, writing and maths missed on average four more days per school year than those whose performance exceeded the expected standard. Similarly, in the same year, secondary school pupils who didn't achieve grade 9 to 4 in English and maths missed on average 10 or more days over the key stage than those who achieved grade 9 to 5 in both English and maths.

Parents and carers have a legal duty to ensure their child gets a full time-education. Usually, that means going into school from the age of 5 to 16. There are only a small number of circumstances where missing a school day is permitted. A child must attend every day that their school is open, unless:

- They are too ill to attend.
- Permission has been given by the school in advance for the child to be absent on a specific day due to exceptional circumstances.

- A child cannot go to school on a specific day because they are observing a religious event.

It is important to note that this review will also consider persistent attendance prior to the COVID-19 pandemic.

Relevant Legislation

- The Education Act 1996
- The Children Act 1989
- The Education and Inspections Act 2006
- The Education (Pupil Registration) (England) Regulations 2006
- The Education (Parenting Contracts and Parenting Orders) (England) Regulations 2007
- The Education (Penalty Notices) (England) Regulations 2007

External issues and risks

Persistent absenteeism can be impacted by a range of factors and challenges, including:

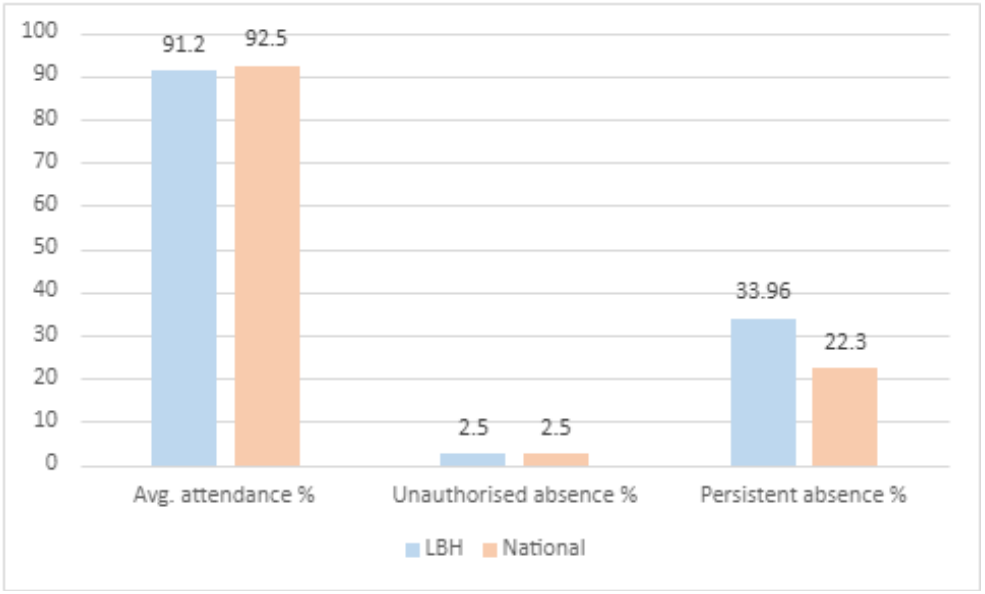
- **Health Issues:**
  - **Chronic Illness:** Children with long-term health conditions may face difficulties attending school regularly.
  - **Mental Health:** Mental health issues, including anxiety and depression, can contribute to school avoidance.
- **Socioeconomic Factors:**
  - **Poverty:** Families facing financial challenges may struggle to provide basic necessities, impacting a child's ability to attend school consistently.
  - **Housing Instability:** Frequent relocations and unstable housing situations can disrupt a child's education.
- **Family Dynamics:**
  - **Parental Involvement:** Lack of parental engagement or interest in a child's education can contribute to absenteeism.
  - **Family Issues:** Family conflicts, such as divorce or domestic violence, can impact a child's well-being and school attendance.
- **School Environment:**
  - **Bullying:** Instances of bullying or harassment at school may lead to a child avoiding attendance.
  - **School Culture:** Unsupportive or unwelcoming school environments can negatively affect student engagement.
- **Academic Challenges:**
  - **Learning Disabilities:** Undiagnosed or unaddressed learning difficulties can lead to frustration and avoidance of school.
  - **Lack of Relevance:** Students may disengage if they find the curriculum irrelevant or not challenging enough.
- **Transportation Issues:**
  - **Lack of Transportation:** Limited access to reliable transportation can hinder regular school attendance.

- **Peer Influence:**
    - **Peer Pressure:** Negative peer influence or the desire to fit in may contribute to absenteeism.
- **Communication Barriers:**
    - **Language:** Language barriers, particularly in families with limited English proficiency, can hinder communication between parents and schools.

Current data, best practice and research

Attendance in Hillingdon

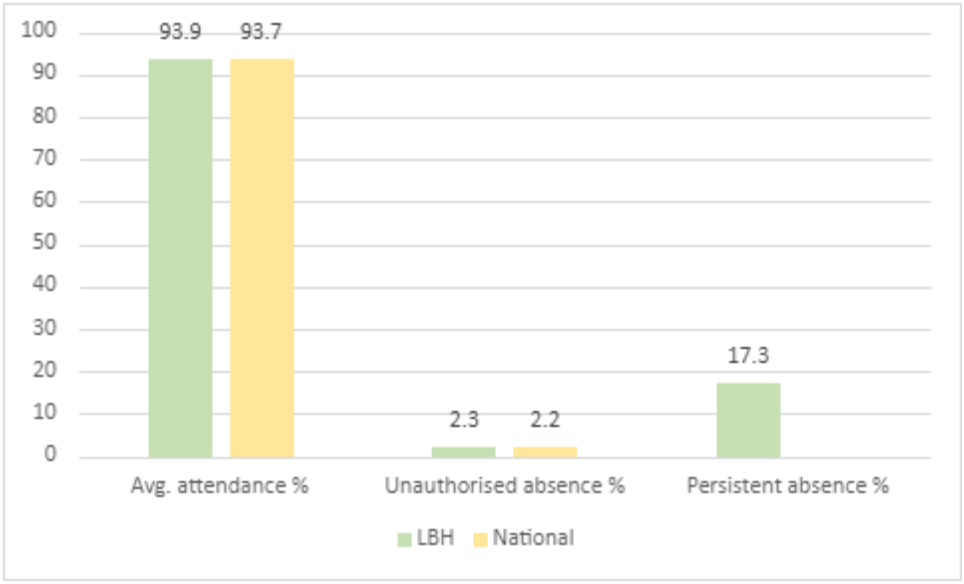
The graph below shows Hillingdon's Statutory School Age attendance rates during the last academic year (22/23) compared to those nationally. Data for statistical neighbours was not available to at the time of writing *(Nov 2023)*.



Data: Department for Education Aug 23

The data shows that whilst Hillingdon's overall attendance and rate of unauthorised absence is broadly in line with figures recorded nationally, our rate of persistent absence is higher. A child who only attends school for 90% or less of the time is classed as a persistent absentee.

As we are at the start of the new academic year, there is limited data on attendance available. However, we are able to compare Hillingdon's rates of attendance and unauthorised absence with national figures.



Data: Department for Education 9 Oct 23

The data shows Hillingdon's overall attendance and rate of unauthorised absence remains broadly in line with figures recorded nationally. Whilst we are unable yet to compare our rate of persistent absenteeism, the figure above demonstrates an improvement on that recorded last year which is positive.

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

Plan moving forward

In May 2022, the DfE published new guidance for attendance in schools 'Working together to improve school attendance' which came into effect from September 2022. Broadly speaking, it highlighted:

- Improving attendance is everyone's business. Attendance is never 'solved' and is part of a continuous process.
- The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude, and any special educational need they may have. It is the legal responsibility of every parent or carer to make sure their child receives that education either by attendance at a school or by education otherwise than at a school.
- Where parents decide to have their child registered at school, they have an additional legal duty to ensure their child attends that school regularly.

Moving forward, the expectations of schools and local authorities have changed considerably. Under the new guidance, all schools are now expected to:

- Develop and maintain a whole school culture that promotes the benefits of high attendance.
- Have a clear school attendance policy which all staff, pupils and parents understand.
- Accurately complete admission and attendance registers and have effective day to day processes in place to follow-up absence.
- Regularly monitor and analyse attendance and absence data to identify pupils or cohorts that require support with their attendance and put effective strategies in place.
- Build strong relationships with families, listen to and understand barriers to attendance and work with families to remove them.

- Share information and work collaboratively with other schools in the area, local authorities, and other partners when absence is at risk of becoming persistent or severe.

Local authorities are now expected to:

- Provide all schools with a named contact in the Attendance Support Team. This includes independent and specialist settings.
- Create networking opportunities to share effective practice
- Hold termly targeted support meetings with all schools
- Be part of multi-agency efforts to improve attendance borough-wide with schools and other partner agencies
- Provide formal support to schools, including parenting contracts and education supervision orders
- Initiate legal action including penalty notices, parenting orders and prosecution.

In Hillingdon, we have already begun much of this work, and we have extensive plans for the academic year ahead. To date, we have:

- Rebranded our Participation service to Attendance Support
- Developed a new practice model to meet the revised guidelines from the DfE for allocated officers to use when conducting their termly meetings with schools. These meetings will focus on overall attendance and persistent and severe absence, as well having a greater emphasis on the attendance of vulnerable cohorts and those children placed on part-time timetables or in alternative provisions
- Published revised guidance on attendance for all schools
- Published revised guidance on the use of part-time timetables
- Published revised guidance on alternative provision
- Successfully delivered a series of webinars and provided training and resources to all schools in the borough to support with the implementation of the Working Together to Improve Attendance guidance for this academic year
- Created a more robust system to track and process unauthorised exceptional leave
- Engaged with the parents/carers of pupils that had one day of absence in the first week of term in the last academic year or pupils where they have been previously recorded as persistent or severely absent to encourage parents to prepare them for the start of the new term
- Created and shared an attendance self-evaluation form for schools to utilise
- Taken part in refresher training with legal colleagues in the use of Education Supervision Orders.

Over the coming year we have plans to:

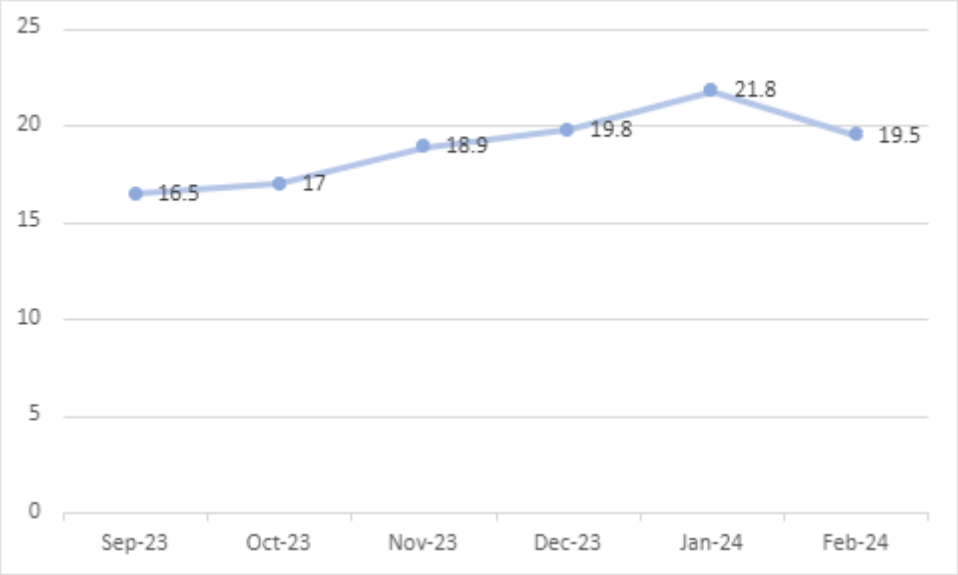
- Publish a revised borough-wide protocol for the use of penalty notices
- Devise a three-year strategy for improving school attendance which utilises the support of statutory partners
- Work more closely with colleagues in the Virtual School to promote the importance of attendance of all children with a social worker
- Improve communication and advice with schools via virtual drop-in clinics for schools to attend to discuss any concerns regarding attendance. These clinics will be held fortnightly
- Invest in our Attendance Support service by providing increased training opportunities in key issues affecting attendance, such as Emotional Based School Avoidance (EBSA), working with children who have suffered complex trauma and working with families who have had negative experiences of education

- Develop attendance hubs in parts of the borough or with clusters of schools which may be struggling with particular aspects of attendance and to promote the sharing of good practice.

Update: March 2024

On 1st March 2024 the rate of persistent absenteeism in Hillingdon was 19.5% for the academic year. This compares favourably to the national average of 20.6% for the same period.

The chart below shows the rate of persistent absenteeism in the borough across the year.



Data: Department for Education 1 Mar 2024

With the exception of February where has been a slight decrease, the rate of persistent absenteeism was growing by 1% on average month on month. If this trend were to continue, Hillingdon's rate of persistent absenteeism could reach 26-28% by the end of the academic year. Although this is lower than last year's rate of 33.9%, it highlights there is more work to be done to bring this number down even further.

Further preliminary data analysis has revealed:

- There is little difference in the rate of persistent absenteeism between the genders; the average rate for girls is 19.4% and boys 19.5%.
- The rate of persistent absenteeism is highest in our special school settings (38%). The average rate in secondary schools is 22.5% and in primary schools is 16.2%.
- The rate of persistent absenteeism in our vulnerable cohorts was:
    - All children with SEND: 28.4%
    - Children on an EHCP: 33%
    - Children in receipt of Free School Meals: 31.3%
    - Looked After Children: 27.1%
    - Children in Need: 59.6%
    - Children on a Child Protection Plan: 40%

Progress to date

Since the last update was provided to the Committee, the Attendance Support team have made progress in the following areas:

- A revised borough-wide protocol has been published on the use of penalty notices.
- Training on Emotional Based School Avoidance (EBSA) has been undertaken by all team members and has been offered to key colleagues in all Hillingdon schools.
- Four members of the Attendance Support team are undertaking training via the Virtual School in how to work with children who have suffered complex trauma.
- Three attendance hubs have so far been held involving schools in the West Drayton, Hillingdon and Ruislip areas, with a further hub planned for Hayes before the end of the Spring term.
- Commissioned a deep-dive analysis into attendance and absence for all children with a social worker being undertaken by the Virtual School Project Manager.
- Recruitment is underway for an Education Project Manager (12-month role) to support with accelerating progress in attendance.
- Planning for fortnightly virtual clinics is underway with a plan to launch in the summer term.

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 persistent absenteeism in statutory school age children in Hillingdon.
- A focus on children and young people 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.
- The Council's responsibilities towards young people and ensuring their access to education.
- Officers' experiences of dealing with persistent absence.
- Challenges and barriers faced by young people in attending school.
- Improvements/ steps that the Council can implement to encourage improved attendance.

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 and milestones for the review:

Meeting Date (Subject to change as required)	**Meeting Status: Public/ Private**	**Action**	**Purpose/ theme**	**Witnesses/ officers attending**	**Notes**
09 January 2024	Public	Confirm topic selection	To confirm the subject of the review	N/A	
01 February 2024	Public	Agree updated Scoping Report	Information and analysis	N/A	
14 March 2024	Public	Witness Session 1	Setting the scene/ The Council's role and responsibilities	Council Education Officers: Kathryn Angelini, Assistant Director for Education and Vulnerable Children Sally Edwards, Attendance Support Officer	
18 April 2024	Public	Witness Session 2	The Voice of Other Authorities	N/A	To ascertain suitable local authorities proactively tackling absenteeism
18 June 2024	Public	Witness Session 3	The Voice of Schools & partnership working with Council	Schools (e.g. teachers/ attendance officers): Karen Quantrell, Attendance Officer, Haydon School Surjeet Johra, Headteacher, Wood End Primary School	A short survey has been sent to all schools to ascertain their views
17 July 2024	Public	Witness Session 5	Child Protection/ Safeguarding	Children's Services Officers: Alex Coman, Director of Safeguarding, Partnerships and Quality Assurance Donna Hugh, Safeguarding Manager	To explore child protection in relation to absenteeism
15 August 2024	Private	Witness Session 4	The Voice of Young People	Ash Knight, Children's Participation Team Manager Jayda Jones, Children's Rights & Participation Officer Young people	To hear directly from young people as to their experiences
06 November 2024	Private	Witness Session 6	The Voice of Parents/ Carers	Parents/ Carers/ Foster Carers	
13 November 2024	Public	Findings stage	To discuss key findings and identify potential recommendations	Democratic Services	
TBC	Public	Report stage	Agree final recommendations and draft report to Cabinet	Democratic Services	
TBC	Public	Target Cabinet reporting	Final report to Cabinet for formal consideration	Democratic Services	

Resource requirements

Internal only at this stage. Any recommendations developed may have financial implications and these will be assessed at that stage.

Equalities impact

None at this stage, pending any findings by the Committee.

Background Papers/ further reading

- Briefing Paper: Statutory School Age Attendance in Hillingdon
- https://www.gov.uk/government/publications/working-together-to-improve-school-attendance
- Persistent absence for unauthorised other reasons: who is at risk? - GOV.UK (www.gov.uk)
- Persistent absence and support for disadvantaged pupils - Education Committee (parliament.uk)
- Securing good attendance and tackling persistent absence - GOV.UK (www.gov.uk)

Appendices

App A – TBC
App B – TBC
App C – TBC

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Appendix 2 - Guidance on undertaking policy reviews

Over the years, Hillingdon's overview and scrutiny committees have undertaken successful in-depth reviews of Council services and policies. This has resulted in a number of positive changes locally, with some also affecting policy at a national level. Such committees engage Councillors in a wide range of Council activity and build a greater understanding about service provision to residents.

Policy reviews generally seek to:

1. Address a [significant] matter affecting the Borough
2. Seek to improve the delivery and/or efficiency of local services
3. Consider changes to policies or procedures to improve outcomes to residents/users

REVIEW PHASES

The typical phases of a review are as follows and set out further below:

1	Selection of topic
2	Scoping the review / setting out objectives
3	Witness & evidence stage (this is the main activity)
4	Findings and Draft recommendations (possible early report draft)
5	Final report approved by Committee
6	Referred to Cabinet for consideration
7	Monitoring the implementation of recommendations once approved / amended by Cabinet at meetings, i.e. in six months

1. Selection of topic

It is always best to sound out and check the feasibility of potential review topics early on, as there will be lots of ideas coming forward and often knowing what topic will add most value will be difficult to gauge at this stage. It is important not to generalise, e.g. a review into waste services.

It may also not be known whether a topic is currently under review by the Cabinet or Council officers or part of a planned service transformation in due course. All of this and other factors need to be investigated and in particular, any duplication of review activity should not take place.

Whilst most policy reviews last a number of months, not all policy review ideas will suit this and may benefit from a single meeting review. It really depends on the scope of the review. It very narrow, i.e. a particular service policy, then a single meeting review may suffice. If a review seeks to look at an entire way a service operates then a number of months may be required to ensure you can undertake all your witness sessions and secure the necessary evidence and information before you formulate your findings.

Ideas for review topics can come from a number of sources including:

- Committee Members
- Cabinet Members.
- Council officers
- External partners / organisations
- Residents
- Ombudsman findings

When Councillors or the Committee itself considers a potential review topic, it is recommended running it through the Scrutiny Topic Scorecard (see Annex A). This gives you the opportunity to 'score' topics based upon their impacts under the following criteria:

Resident focused	Influence	Achievable
Correct remit	New	Wider support
Drives improvement	Drives transformation and efficiency	National impact

Another way to consider a potential review topic, is to add this as an information item at an upcoming meeting on your work programme, to probe the matter further with Council officers and ascertain whether it merits a fuller review – again perhaps running it through the Scorecard above.

It is strongly advised that one review topic is undertaken at any one time, given resources.

2. Scoping report

Once a topic is agreed upon by the Committee, then officers will prepare a scoping report setting out the objectives of the review for your consideration. The scoping report will show how the review can be timetabled and structured, i.e. through themed witness sessions, along with details of potential witnesses and other contextual information to get the review started, e.g. lines of enquiry or questioning of witnesses.

The scoping report is a 'live' document owned by the Committee. Should the review's focus change mid-review, then the scoping document and its objectives can be adapted.

3. Witness and evidence stage

Ultimately, the Committee's efforts are at their best when external witnesses and residents participate, adding value to intelligence gathering and findings. In support of this, Committees have undertaken a variety of both formal and informal activity "in meetings" and "outside meetings". It is important to pull together a broad evidence based for any potential findings later on. Additionally, the ability for Councillors to bring their 'local' insight is highly valuable. Activities the Committee can undertake include:

- Surveys / social media
- Promotion of review to seek views
- Invite the relevant Cabinet Member to attend for their views
- Question key council officers
- Hold informal workshops
- Networking events, e.g. with partners
- Have closed meetings, i.e. confidential, such as social care clients

- Commission reports from council officers / externally
- Request data and intelligence on the topic
- Visits to other local authorities
- Undertake site visits within the Borough or council facilities
- Appoint experts or advisors to join the Committee throughout its review
- Selecting the best range of witnesses to get a real user / resident perspectives
- Invite national experts in their field

Whilst information will be provided to Councillors, it may be helpful when preparing for this stage of a review, that Councillors:

- Prepare their draft questions for each witness in advance;
- Read a witness bio or find out more about their organisation;
- Do their own additional research on the topic - you may find something officers don't!
- Use their network of councillors in other local authorities to seek views;
- Tell residents at Surgeries / Ward Walks about your review, get their thoughts.

4. Findings and draft recommendations & 5. Final Report

After hearing from witnesses and receiving evidence, the Committee then will meet to pull together all the information and shape its collective findings, i.e. what needs to be improved or changed as a result.

The Committee will form 'draft' recommendations from this, which consistent with the Protocol on Cabinet and Scrutiny Relations, are usually shared with the Cabinet Member for their feedback and valuable insight.

In developing any recommendation, the Committee should bear in mind the following:

- Meet the initial aims / objectives of the review
- Be SMART, Specific, Measurable, Achievable, Relevant, Time-bound
- Not be a short-term fix, but a lasting outcome
- Consider the financial aspect, e.g. cost neutral, provide savings or if at a cost, then affordable – and if possible aligned with the MTFF (budget planning process)
- Be based on a broad evidence base as possible and 'user or resident' insight
- Not create additional bureaucracy, e.g. if it relates to a policy, then to seek to review or amend existing policies (unless there is an absolute imperative for a new policy)
- If publicity or wider engagement or education is recommended, to target such communications as best as possible rather than generally
- Consider 'conclusions' as well as any specific recommendations.

Around this time, the Democratic Services Officer supporting the Committee will advise further on findings and drafting recommendations. Throughout this process, their role is critical to the Committee, to guide Members and secure the information and any witness activity that Members wish to undertake. They also work with the Chairman to bring the final draft report for the Committee to approve before it is scheduled to Cabinet.

6. Referred to Cabinet & 7. Monitoring of recommendations

The Committee's report will be shared with the Leader and Cabinet Member and scheduled to a Cabinet meeting as soon as possible. There is a legal requirement for any such report to be considered by the Cabinet.

Should Cabinet approve the Committee's recommendations, then they become official policy and officers are charged with implementing them.

A post report review is undertaken in say 6 months or a years' time to see how the Committee's recommendations have been implemented. This is scheduled on your work programme.

Annex A – Scrutiny Topic Scorecard 2022-2026

	Criteria scores showing 1-5 (5 being the highest, 0 the lowest). Then add up the total score. The higher the better review.									
Topic	**Resident focused**	**Correct remit**	**Influence**	**New**	**Achievable**	**Wider support**	**Drives improvement**	**Delivers transformation and efficiency**	**National impact**	**Score**

See criteria descriptions overleaf…

Detailed criteria to assess review scoring *(5 being the highest, 0 the lowest)*
Resident-focused – The topic will have high impact on residents and the community, with public interest and scope for making a positive difference (can be universal or a targeted group of people or an area of the Borough e.g. young people or a particular town centre)
Correct remit – A topic that is clearly covered in the Committee's Terms of Reference and does it cut clearly into the domain of other Committees (unless a cross-cutting brief). If it does, then see if you can narrow the focus of the topic.
Influence - A topic that relates to a service, event or issue in which the Council is in control of, has a significant stake in or influence over the matter, e.g. with partners.
New - A new, fresh topic preferably. One which has not previously been reviewed by a Committee in the last 2-3 years, or which is not currently being reviewed by another Committee or internally by Cabinet Members and Officers, e.g. through service transformation.
Achievable – A topic that is not open ended. One where the Committee's work programme can accommodate the review. Where there is likely to be a good level of expertise and information to draw on to complete. Does the topic need to be narrowed to make it more achievable?
Wider support - A topic that is likely to receive buy-in from the Committee and wider Council, e.g. Cabinet Members, Officers. Or support is welcome from partner organisations to review the matter.
Drives improvement - A topic where performance levels of a service have dropped on a consistent basis, or the contractor is not performing against agreed standards or there are significance (evidenced) complaints or feedback from residents on the matter.
Delivers transformation and efficiency – a topic in support of the Council budgetary objectives, any areas where service re-modelling is under consideration in the medium to longer-term, that with Members' insight can help to deliver future savings, efficiencies and value for money services to residents. A topic where new ways of working could be adopted to benefit service delivery.
National impact – A topic where emerging or recent legislation mean that it would be timely to review the matter to ensure Hillingdon Council is well prepared. Or a topic, that whilst Hillingdon focussed, could potentially be of benefit to other local councils or governmental authorities.

Minutes

CORPORATE PARENTING PANEL

05 November 2024

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

	To Members of the Panel: **Voting Members**: Councillor Heena Makwana (Vice-Chair, in the Chair) Councillor Jan Sweeting Councillor Peter Smallwood **Non - voting Members**: Representatives of the Children in Care Council, and Care Leavers Emma Kavanagh, Assistant Director Corporate Parenting and Fostering Kathryn Angelini, Assistant Director for Education & Vulnerable Children Bridget Owen, Designated Nurse Looked After Children (Harrow and Hillingdon) (NHS North West London ICB) Dr Kate Head, Designated Doctor for Children Looked After covering Harrow, Hillingdon and Brent **Officers Present:** Helen Smith, Principal Social Worker Donna Hugh, Safeguarding Manager Lynne O'Higgins, Independent Reviewing Officer Ryan Dell, Democratic Services Officer Naveed Ali, Democratic Services Apprentice * This meeting was co-chaired by a Children in Care Council member
15.	**APOLOGIES FOR ABSENCE** *(Agenda Item 1)* Apologies were received from Councillor Nick Denys with Councillor Peter Smallwood substituting. Apologies were also received from Ash Knight, Participation Manager, with Helen Smith, Principal Social Worker, substituting. Apologies were also received from Alex Coman, Director of Safeguarding, Partnerships and Quality Assurance.
16.	**DECLARATIONS OF INTEREST IN MATTERS COMING BEFORE THIS MEETING** *(Agenda Item 2)* None.
17.	**MINUTES OF THE PREVIOUS MEETING** *(Agenda Item 3)* **RESOLVED: That the minutes of the meeting dated 16 July 2024 be approved as an accurate record.**

18.	**KICA FEEDBACK** *(Agenda Item 4)* Officers presented a PowerPoint outlining the recent Kids in Care Awards 2024. Over 700 nominations were received in total and over 200 winners attended the awards ceremony. 40 staff attended in support of the event. The presentation outlined the events of the awards, including photos, games, a bouncy castle and guest speakers including emergency services. The Mayor of Hillingdon was in attendance, along with a number of friends, family and carers of the young people. The young people noted that the event was 'fantastic' and 'great fun' and there were a range of activities for younger children. The catering companies were noted as being very generous. The Chair noted their thanks to the Participation Manager and the wider team in putting the event together. **RESOLVED: That the Corporate Parenting Panel noted the presentation**
19.	**INDEPENDENT REVIEWING OFFICERS' ANNUAL REPORT** *(Agenda Item 5)* The Safeguarding Manager introduced the Independent Reviewing Officers' Annual Report for 2023-24. The Safeguarding Manager attended with an Independent Reviewing Officer. **Stable Relationships:** The team had over 130 years of combined experienced and focused on building and maintaining stable relationships with families to foster trust and consistency in their work. This approach helped create a supportive environment that enhanced the effectiveness of safeguarding efforts. **Partnership working:** Independent Reviewing Officers worked with Child in Need and Corporate Parenting teams and were involved in reviews; attended service meetings and highlighted available services. Further to this, teams worked together to ensure the voice of the child was captured from children with disabilities. **Health and Care Plans:** The team actively engaged young people in the development of their health and care plans, ensuring they understood and had a say in these plans. Each plan was carefully reviewed to prioritise the child's needs, guaranteeing they were robust. **Ofsted Inspection:** During the latest Ofsted inspection, the team's child-centred approach was commended, with emphasis on their prompt, thorough assessment processes that focused on understanding and addressing the emotional wellbeing of each young person. **Inter-Panel Support:** The team participated in multiple panels (including the Heart Panel, Transition Panel and Health & Wellbeing Panel), providing advocacy and support for young people across different areas, ensuring continuity in support.

Education Support: There was close collaboration with Virtual School colleagues to address educational needs, especially for children with special requirements, such as non-verbal children, to ensure they receive tailored educational assistance.

Sufficiency and Stability: The team were continually assessing national concerns about housing sufficiency, particularly as they related to ensuring stable housing arrangements for young people transitioning out of care.

Youth Empowerment: The team was working to help young people become more confident in managing their own meetings, while also ensuring that staff members were up-to-date with relevant training. In addition, the team worked to ensure young people's participation, and officers worked with the Participation Team.

Profile of Looked Ater Children: The profile was diverse, in part due to Hillingdon being a port Authority. A number of young people arrived at Heathrow and were transferred under the National Transfer Scheme.

Staying Close & Staying Put: Officers supported these programmes whereby young people transitions out of care.

Young people in attendance noted that they liked the multi-agency approach, such as working with MAPS.

Members asked if the young people felt enough was being done to promote their inclusion. The young people noted that this had 'drastically improved'. They further noted that they needed to know how many options they had when they transitioned from being looked after children to care experienced young people. Topics to cover included private renting in addition to universal credit and housing benefit.

When asked how they would like this information to be available, the young people referred to the new website, which could include information on how to find apprenticeships, and how to privately rent.

The young people highlighted a social media page that called The Mix which provided advice, tips and support for young people.

The young people further noted that advice to them could be more aspirational. This could include options and work experience opportunities where available. Officers referred to a recent opportunity for a summer internship at Microsoft. These were paid and offered laptops and CV referencing. Whilst some young people were interested, there were no firm sign ups to this, which officers suggested may have been a confidence issue.

A suggestion was raised of a social media platform for the fostering and participation teams, which could encourage young people to share advice and experiences with each other.

Officers noted that there had been an increase in the number of Care Experienced Young People employed by the Council, and one Care Experienced Young Person was commended for recently winning a national Children and Young People Award in the 'biggest impact' category.

RESOLVED: That the Corporate Parenting Panel considered the report and noted its content.

20.	**CHILDREN'S SERVICES PERFORMANCE DATA Q2 2024-25** *(Agenda Item 6)* The Assistant Director for Corporate Parenting and Fostering introduced the Children's Services Performance Data report. **Population Data:** Currently, there were 335 Looked After Children and 652 Care Experienced Young People under the council's oversight. This provided context for planning and resource allocation. **Health Assessments:** The completion rate for health assessments was slightly below the national average and statistical neighbours, largely due to logistical challenges when young people were placed outside of the borough via the National Transfer Scheme. Delays occurred for those young people as other boroughs prioritised their own residents for health assessments. **Dentistry:** There were issues around accessing dentistry. Officers noted that Hillingdon paid for private dental appointments where there an accessibility to NHS or timely appointments. **Training Initiatives:** A second round of training is being implemented for CNWL and Council staff, with a goal to complete it by the end of the year. This aimed to improve service delivery and responsiveness. **Asylum-Seeking Young People:** 23% of the young people served by the Council were unaccompanied asylum-seeking children (UASC), which highlighted the need for specialised support and resources tailored to these individuals. **Fostering:** Interest in fostering has risen sharply, with a 250% increase in expressions of interest compared to last year (7 to 92). 12 foster carers were currently under assessment. Eight foster carers were recruited last year. The Council was on track for 18 new foster carers, reflecting efforts to expand fostering capacity and the new Fostering Offer. **Transition:** The Council was working toward transitioning young people from residential care into foster placements, which was beneficial for long-term stability. There had been a significant reduction in the time take to complete transitions, from 13 months to 16 weeks. One young person had recently transitioned. **Staying Close:** This scheme launched in November 2023 and allowed young people to move into supported living arrangements of up to 3-4 young people. Grant finding had been received for this. It was aimed that the programme would support 45 young people over two years. Currently, 40 young people were supported. **Future Housing Support:** The Council was awaiting approval for a new tenancy and guarantor deposit scheme, which aimed to provide financial support for young people moving from the Staying Close scheme to independent housing. **Case Worker Focus:** Each young person received individualised attention through a dedicated case worker approach, which allows for focused support tailored to their specific needs. **Transition Support:** There was a strong emphasis on simplifying the process for young people as they transitioned out of care, particularly with respect to housing registration

	and Universal Credit applications. Many young people lack adequate information about these steps, so the program aims to bridge these gaps. **Website Accessibility:** Young people suggested that a revamp of the website could improve accessibility, making it easier for young people to find and access available support services. The Assistant Director for Education and Vulnerable Children noted that 100% of PEPs had been completed on time during the quarter, and roughly 90% were of high quality. Attendance was positive, at over 90% for statutory school age children. It was noted that the figure did not hit 90% during the course of the previous year. There had been two suspensions, and no Year 11 placement moves. On engagement, numbers of young people without a school place, and those not in education, employment or training (NEET) had reduced, though it was noted that the NEET figure was generally high in September. A NEET caseworker had been seconded in. In terms of exposure to careers for young people, there was a carousel in place with Uxbridge College, whereby young people could experience 4-6 weeks of vocational courses. This was commended by the young people. **RESOLVED: That the Panel noted the content of the report**
21.	**WORK PROGRAMME** *(Agenda Item 7)* Members considered the work programme. Officers noted that they were reviewing their reports, and so there may be a change to the way reports were presented in future. **RESOLVED: That the Corporate Parenting Panel considered the report.**
	The meeting, which commenced at 5:30 pm, closed at 6:25 pm.

These are the minutes of the above meeting. For more information on any of the resolutions, please contact Naveed Ali on democratic@hillingdon.gov.uk. Circulation of these minutes is to Councillors, Officers, the Press and Members of the Public.

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CABINET FORWARD PLAN

Committee name	Children, Families and Education Select Committee
Officer reporting	Ryan Dell, Democratic Services
Papers with report	Appendix A – Latest Forward Plan
Ward	As shown on the Forward Plan

HEADLINES

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

RECOMMENDATION

That the Children, Families and Education Select Committee notes the Cabinet Forward Plan.

SUPPORTING INFORMATION

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

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

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

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

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

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

	Committee action	When	How
1	**To provide specific comments to be included in a future Cabinet or Cabinet Member report on matters within its remit.**	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. 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.	These would go within the standard section in every Cabinet or Cabinet Member report called "Select Committee comments". The Cabinet or Cabinet Member would then consider these as part of any decision they make.
2	**To request further information on future reports listed under its remit.**	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. 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.	This would be considered at a subsequent Select Committee meeting. Alternatively, information could be circulated outside the meeting if reporting timescales require this. Upon the provision of any information, the Select Committee may then decide to provide specific comments (as per 1 above).
3	**To request the Cabinet Member considers providing a draft of the report, if feasible, for the Select Committee to consider prior to it being considered formally for decision.**	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. 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.	Democratic Services would contact the relevant Cabinet Member and Officer upon any such request. 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.
4	**To identify a forthcoming report that may merit a post-decision review at a later Select Committee meeting.**	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. 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.	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. Relevant service areas may be best to advise on the most appropriate time to review the matter once the decision is made.

BACKGROUND PAPERS

- Protocol on Overview & Scrutiny and Cabinet relations adopted by Council 12 September 2019
- Scrutiny Call-in App

Ref	Scheduled Upcoming Decisions	Further details	Ward(s)	Final decision by Full Council	Cabinet Member(s) Responsible	Relevant Select Committee	Report Author	Corporate Director Responsible	Consultation related to the decision	NEW ITEM	Public or Private (with reason)
											SI = Standard Item each month/regularly
Cabinet meeting - Thursday 13 February 2025 (report deadline 22 January 2025)											
203	**Hillingdon Adoption Services**	Cabinet will consider a report regarding an extension of the services provided by the Regional Adoption Agency.	N/A		Cllr Susan O'Brien - Children, Families & Education	Children, Families & Education	Alex Coman / Poppy Reddy / Sally Offin	Julie Kelly			Private (3)
SI	**2025/26 Budget and Future Medium-Term Financial Strategy (BUDGET FRAMEWORK)**	Following consultation, this report will set out the Medium Term Financial Forecast (MTFF), which includes the draft General Fund reserve budget and capital programme for 2025/26 for consultation, along with indicative projections for the following four years. This will also include the HRA rents for consideration.	All	**Proposed Full Council adoption - 27 February 2025**	Cllr Ian Edwards - Leader of the Council / Cllr Martin Goddard - Finance & Transformation	All	Andy Goodwin	Richard Ennis	Public consultation through the Select Committee process and statutory consultation with businesses & ratepayers		Public
SI	**Public Preview of matters to be considered in private**	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	Democratic Services	N/A			Public
SI	**Reports from Select Committees**	Reports, findings and recommendations for consideration by the Cabinet, when referred from the appropriate Committee.	All		All	TBC	Democratic Services	TBC	TBC		Public
Cabinet Member Decisions expected - February 2025											
236	**SEND Sufficiency Strategy**	The Cabinet Member will consider approval of the Council's SEND Sufficiency Strategy that compliments the SEND & Alternative Provision Strategy 2023-2028 to ensure that there is provision that meets the needs of Hillingdon's children and young people.	N/A		Cllr Susan O'Brien - Children, Families & Education	Children, Families & Education	Dominika Michalik / Navpreet Minhas	Julie Kelly	Select Committee		Public
SI	**Standard Items taken each month by the Cabinet Member**	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	Democratic Services	TBC	Various		Public
Cabinet meeting - Thursday 13 March 2025 (report deadline 19 February)											
272	**Supported Accommodation for young people**	Cabinet will consider procurement arrangements for the Staying Close Project and for Supported Accommodation for young people. These arrangements ensure that young people receive the necessary support and resources to thrive as they transition to adulthood.	N/A		Cllr Susan O'Brien - Children, Families & Education	Children, Families & Education	Tehseen Kauser / Krishane Madhavan / Sally Offin	Julie Kelly		NEW ITEM	Private (3)

Ref	Scheduled Upcoming Decisions	Further details	Ward(s)	Final decision by Full Council	Cabinet Member(s) Responsible	Relevant Select Committee	Report Author	Corporate Director Responsible	Consultation related to the decision	NEW ITEM	Public or Private (with reason)
											SI = Standard Item each month/regularly
SI	**Public Preview of matters to be considered in private**	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	**Democratic Services**	**N/A**			Public
SI	**Reports from Select Committees**	Reports, findings and recommendations for consideration by the Cabinet, when referred from the appropriate Committee.	All		All	TBC	**Democratic Services**	**TBC**	TBC		Public
Cabinet Member Decisions expected - March 2025											
263	**Post 16 Home to School Transport Policy Change**	The Cabinet Member will consider amendments to the policy relating to post-16 students and travel support following consultation with parents, carers and service users. The main proposed change is to offer a personal travel budget (PTB) as the default method of travel support instead of more expensive traditional transport options like minibuses or taxis. Exceptions will be made if alternative travel arrangements prove to be cost-effective or if the applicant can prove exceptional circumstances.	N/A		Cllr Susan O'Brien - Children, Families & Education	Children, Families & Education	**Jan Major / Lee Moses**	**Sandra Taylor**	Parent/Carers and Service users		Public
SI	**Standard Items taken each month by the Cabinet Member**	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	**Democratic Services**		Various		Public
Cabinet meeting - Thursday 10 April 2025 (report deadline 19 March)											
SI	**Public Preview of matters to be considered in private**	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	**Democratic Services**	**N/A**			Public
SI	**Reports from Select Committees**	Reports, findings and recommendations for consideration by the Cabinet, when referred from the appropriate Committee.	All		All	TBC	**Democratic Services**	**TBC**	TBC		Public
Cabinet Member Decisions expected - April 2025											
SI	**School Organisation Plan annual update**	The School Organisation Plan, originally approved by Cabinet in 2024, sets out how the London Borough of Hillingdon in accordance with its statutory duty, seeks to ensure there are sufficient primary, The Cabinet Member will consider the annual update to the Plan.	N/A		Cllr Susan O'Brien - Children, Families & Education	Children, Families & Education	**Nav Minas / Abi Preston**	**Julie Kelly**	Children, Families and Education Select Committee		Public

Ref	Scheduled Upcoming Decisions	Further details	Ward(s)	Final decision by Full Council	Cabinet Member(s) Responsible	Relevant Select Committee	Report Author	Corporate Director Responsible	Consultation related to the decision	NEW ITEM	Public or Private (with reason)
											SI = Standard Item each month/regularly
SI	**Standards and quality of education in Hillingdon during 2023/24**	The Cabinet Member will receive the Annual Report regarding children and young people's educational performance across Hillingdon schools, for publication.	N/A		Cllr Susan O'Brien - Children, Families & Education	Children, Families & Education	**Abi Preston / Michael Hawkins**	**Julie Kelly**	Children, Families and Education Select Committee		Public
SI	**Standard Items taken each month by the Cabinet Member**	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	**Democratic Services**	**TBC**	Various		Public
Cabinet meeting - Thursday 22 May 2025 (report deadline 30 April)											
SI	**Reports from Select Committees**	Reports, findings and recommendations for consideration by the Cabinet, when referred from the appropriate Committee.	Various		All	TBC	**Democratic Services**	**N/A**	Various		Public
SI	**Public Preview of matters to be considered in private**	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	**Democratic Services**	**TBC**			Public
Cabinet Member Decisions expected - May 2025											
SI	**Standard Items taken each month by the Cabinet Member**	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	**Democratic Services**	**TBC**	Various		Public
Cabinet meeting - Thursday 26 June 2025 (report deadline 4 June)											
SI	**Reports from Select Committees**	Reports, findings and recommendations for consideration by the Cabinet, when referred from the appropriate Committee.	All		All	TBC	**Democratic Services**	**N/A**	TBC		Public
SI	**Public Preview of matters to be considered in private**	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	**Democratic Services**	**TBC**			Public
Cabinet Member Decisions expected - June 2025											
SI	**Standard Items taken each month by the Cabinet Member**	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		**C - Democratic Services**	**TBC**	Various		Public

Ref	Scheduled Upcoming Decisions	Further details	Ward(s)	Final decision by Full Council	Cabinet Member(s) Responsible	Relevant Select Committee	Report Author	Corporate Director Responsible	Consultation related to the decision	NEW ITEM	Public or Private (with reason)
											SI = Standard Item each month/regularly
Cabinet meeting - Thursday 24 July 2025 (report deadline 2 July)											
SI	**Reports from Select Committees**	Reports, findings and recommendations for consideration by the Cabinet, when referred from the appropriate Committee.	All		All	TBC	Democratic Services	N/A	TBC		Public
SI	**Public Preview of matters to be considered in private**	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	Democratic Services	TBC			Public
Cabinet Member Decisions expected - July 2025											
SI	**Standard Items taken each month by the Cabinet Member**	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		Democratic Services	TBC	Various		Public
AUGUST 2025 - NO CABINET MEETING											
SI	**Standard Items taken each month by the Cabinet Member**	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	Democratic Services	TBC	Various		Public
CABINET MEMBER DECISIONS: Standard Items (SI) that may be considered each month											
SI	**Urgent Cabinet-level decisions & interim decision-making (including emergency decisions)**	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		Cllr Ian Edwards - Leader of the Council	TBC	TBC		TBC		Public / Private
SI	**School Governing Bodies, Instruments of Government and Governors / Authorising Academy Appointments**	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		Cllr Susan O'Brien - Children, Families & Education	Children, Families & Education	Nicki O'Flanagan				Public

Ref	Scheduled Upcoming Decisions	Further details	Ward(s)	Final decision by Full Council	Cabinet Member(s) Responsible	Relevant Select Committee	Report Author	Corporate Director Responsible	Consultation related to the decision	NEW ITEM	Public or Private (with reason)
											SI = Standard Item each month/regularly
SI	**Release of Capital Funds**	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		Cllr Martin Goddard - Finance & Transformation (in conjunction with relevant Cabinet Member)	All - TBC by decision made	**various**		Corporate Finance		Public but some Private (1,2,3)
SI	**Petitions about matters under the control of the Cabinet**	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	**Democratic Services**				Public
SI	**To approve compensation payments**	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	**Acceptance of Tenders**	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 & Transformation / in conjunction with relevant Cabinet Member	TBC	**various**				Private (3)
SI	**All Delegated Decisions by Cabinet to Cabinet Members, including tender and property decisions**	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	**School Redundancy Payments**	To consider requests for School Redundancy Payments and decide whether to approve them on behalf of the Local Authority	TBC		Cllr Susan O'Brien - Children, Families & Education	Children, Families & Education	**Abi Preston**				Private (1,3,4)

Ref	Scheduled Upcoming Decisions	Further details	Ward(s)	Final decision by Full Council	Cabinet Member(s) Responsible	Relevant Select Committee	Report Author	Corporate Director Responsible	Consultation related to the decision	NEW ITEM	Public or Private (with reason)
											SI = Standard Item each month/regularly
SI	**External funding bids**	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	**Response to key consultations that may impact upon the Borough**	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

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.

RECOMMENDATION

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
20 March 2025	CR5
15 April 2025	CR5
18 June 2025	TBC
30 July 2025	TBC
11 September 2025	TBC
13 November 2025	TBC
07 January 2026	TBC
05 February 2026	TBC
12 March 2026	TBC
14 April 2026	TBC

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.

RESIDENT BENEFIT

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.

MULTI-YEAR WORK PROGRAMME 2022 - 2026

Service Areas	Children, Families & Education Select Committee	January	February	March	April
		7	4	20	15
Education and SEND	**Review: Persistent Absenteeism**				
	Policy Review Discussion & Guidance				
	Topic selection/ scoping stage				
	Witness/ evidence/ consultation stage				
	Findings, conclusions and recommendations		X		
	Final review report agreement			X	
	Target Cabinet reporting				X
	Regular service & performance monitoring				
Children's Social Care	Reports/ minutes from the Corporate Parenting Panel		X	X	
Education and SEND	Learn Hillingdon Self-Assessment Review (annual)	23-24			
	School Organisation Plan inc. School Places Planning update			x	
	Annual Education Standards report (prior to Cabinet Member)			23-24	
	Hillingdon Music Hub Annual Report				X
Children and Families Support Services	Children's Safeguarding Partnership Annual Report				
-	Quarterly Performance Monitoring			Provisional	
-	Mid-year budget/ budget planning report	X			
Democratic Services	Minutes of the AGM				
	Cabinet Forward Plan Monthly Monitoring	X	X	X	X
	One-off information items				
Children's Social Care	Children's Centres delivery model and Early Years Nurseries - review of implementation of Cabinet's decisions Sept. 2023				
	Hillingdon's Youth Offer & Delivery Model - review of implementation of Cabinet decisions from Sept. 2023				x
	Overview of Corporate Parenting Responsibilities				
	Corporate Parenting Panel Membership to agree + subs				
	Corporate Parenting Panel - update to Terms of Reference				
Education and SEND	Hillingdon Local Area SEND and Alternative Provision Strategy for Children and Young Pople 0-25 Years 2023-2028 (& update)	x			
	SEND Sufficiency Strategy	x			
	School Admissions Arrangements - Whitehall Infant/ Junior				
	Update on School Admissions				x
	Move-ins to the Borough (in-year admissions)				
	Ukrainian Children - how funding from Central Govt. has been delivered to schools/ "Ukraine Education support update"				
	DPS for Alternative Provision – Education and SEND				
	Outcomes of consultations regarding: (i) Proposed closures of the Physical Disability (PD) Special Resourced Provision (SRP) at Coteford Infant School (ii) Proposed increasing of the age range for the Assessment Base at Ruislip Gardens Primary School (iii) Proposal for some community schools to lower their age range to take two year olds.				
	Draft Hillingdon Education Strategy 2024-2029				
	Outcome of the consultation for the proposal to Amalgamate Grange Park Infant and Nursery School and Grange Park Junior School			x	
Prevention and Youth Justice	Youth Justice Service Strategy 2024-2029				
Children and Families Support Services	Early help/ support available to young people | Services available to low-income families				
	Witness session on Higher Education - Orchad Hill College		X		
	Witness session on Higher Education - Uxbridge College		X		
-	Council Strategy 2022-2026 consultation				
Democratic Services	Select Committee Terms of Reference update	x			
Democratic Services	Scrutiny Introduction (Democratic Services)				
	Place2Be (external witness session on children's mental health)			x	
	Past review delivery				
Children's Social Care	Stronger Families Hub 2022/23 - 2023/24		X		
Education and SEND	Adult & Community Learning Review 2021/22				
	Persistent Absenteeism				

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