



HILLINGDON  
LONDON



## Education & Children's Services Policy Overview Committee

### Councillors on the Committee

Catherine Dann (Chairman)  
Brian Crowe (Vice-Chairman)  
Judith Cooper  
Peter Curling  
John Hensley  
Kuldeep Lakhmana

**Date:** THURSDAY,  
21 OCTOBER 2010

**Time:** 7.00 PM

**Venue:** COMMITTEE ROOM 4  
CIVIC CENTRE,  
HIGH STREET,  
UXBRIDGE  
UB8 1UW

### Other Voting Representative

Anthony Little, Roman Catholic Diocesan.

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

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Published: Wednesday 13 October 2010

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## **Terms of Reference**

To perform the policy overview role outlined above in relation to the following matters:

1. All of the functions of the Council as an education authority under the Education Acts, School Standards and Framework Act 1998 and all other relevant legislation in force from time to time;
2. Pre-School and the Council's work with the Early Years Development and Childcare Partnership
3. The Youth Service and the Council's work with the Connexions Service and Partnership;
4. Social Care Services for Children, Young Persons, and Children with Special Needs.

## Agenda

1. Apologies for Absence
2. Declarations of Interest in matters coming before this meeting.
3. To confirm that all items marked Part 1 will be considered in Public and all Part 2 items will be considered in Private
4. Matters that have been notified in advance or urgent

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5. To receive the minutes of the previous meeting.	1 - 8
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## Education & Children's Services Policy Overview Committee

8 September 2010

### Minutes



HILLINGDON  
LONDON

	<p><b>Members Present:</b> Councillors Catherine Dann (Chairman), Judith Cooper, Brian Crowe, Peter Curling, John Hensley and Kuldeep Lakhmana.</p> <p><b>Representative Member from Roman Catholic Diocesan:</b> Tony Little.</p> <p><b>Apologies:</b> None.</p> <p><b>Officers:</b> Anna Crispin (Deputy Director Learning, Effectiveness &amp; Major Transformation, Education and Children's Services), Merlin Joseph (Deputy Director Children &amp; Families, Education and Children's Services), Venetia Rogers (School Organisation Manager, Education and Children's Services) and Khalid Ahmed (Democratic Services Manager, Deputy Chief Executive's Office).</p> <p><b>Witnesses:</b> Jo Harper (Principal of Rosedale College), Peter Sale (Hillingdon Training Ltd) and Laraine Smith (Principal of Uxbridge College).</p>
11.	<p><b>DECLARATIONS OF INTEREST</b></p> <p>Councillor Judith Cooper declared a Personal Interest in Agenda Item 7 – School Places – Verbal Update as she was a Governor of Charville Foundation Primary School and St Andrews C of E Primary School. She remained in the room during the item and took part in the discussion.</p> <p>Councillor Peter Curling declared a Personal Interest in Agenda Item 7 – School Places – Verbal Update as he was a Governor of Mellow Lane School and Harefield Academy. He remained in the room during the item and took part in the discussion.</p> <p>Councillor Catherine Dann declared a Personal Interest in Agenda Item 7 – School Places – Verbal Update as she was a Governor of Newham Junior School and Bishop Ramsay C of E School. She remained in the room during the item and took part in the discussion.</p> <p>Councillor John Hensley declared a Personal Interest in Agenda Item 7 – School Places – Verbal Update as he was a Governor at Breakspear Junior School and Abbotsfield School. He remained in the room during the item and took part in the discussion.</p>

	<p>Councillor Kuldeep Lakhmana declared a Personal Interest in Agenda Item 7 – School Places – Verbal Update as she was a Governor of Cranford Park Primary School, Wood End Park Primary School and Harlington Community School. She remained in the room during the item and took part in the discussion.</p>	
12.	<p><b>EXCLUSION OF THE PRESS AND PUBLIC</b></p> <p>It was agreed that all items of business were considered in public.</p>	
13.	<p><b>MINUTES OF THE MEETING HELD ON 7 JULY 2010</b></p> <p>Agreed as an accurate record subject to the inclusion of Tony Little in the list of attendees.</p>	
14.	<p><b>MAJOR REVIEW – 14-19 EDUCATION AND TRAINING</b></p> <p>Members were reminded that the aim of the review was to look at aspects of the 14-19 curriculum, in particular Diplomas, and look at the impact the introduction of Diplomas had had on 14-19 Education.</p> <p>The Deputy Director of Learning, Effectiveness &amp; Major Transformation informed Members the aim of the changes to 14-19 education was to address criticism of existing qualifications around the lack of rigour felt to be inherent in GCSEs and A Levels and the need for a more vocational qualification to improve pupil’s skills and training.</p> <p>The following witnesses attended the meeting and provided the review with the following information:</p> <p><b>Laraine Smith – Principal Uxbridge College</b></p> <p>Uxbridge College offered an Engineering Diploma which was taught at Level 3. The first Cohort had finished and all 10 students had been successful. There were so many different elements to the qualification and students had to pass all elements to gain the Diploma.</p> <p>The retention rate on this qualification was 90%, but it was difficult to evaluate as Diplomas were new qualifications. Support was expected from awarding bodies and some elements of the material for this qualification was not always of the highest standard.</p> <p>A first Cohort of Students for the Business School had started last year. The College had attempted to recruit students for the Hair and Beauty Diploma but had been unsuccessful.</p>	

The development of Diplomas was the last Government's attempt to bridge the divide between vocation and academic education and was an attempt with time to replace other tried and tested qualifications. The development of Diplomas had now been stopped by the new Coalition Government.

Members were informed that the present numbers taking Diplomas was sustainable but if the numbers dropped it would not be sustainable for the College.

Diplomas were an alternative to GCSE's and were beneficial for those students who were more practical than academic

The original intention for Functional skills was for them to be compulsory for all students at Key Stage 4, and their purpose was to address concerns from employers that young people were not numerate, literate or proficient in IT, in spite of achieving GCSEs in English, Maths and IT. This had now been reversed leaving the Diploma as the only qualification which required the extra hurdle of all three Functional Skill qualifications to be passed in order to achieve a Diploma. This had caused concern to the College.

Reference was made to Apprenticeships which were on the increase. Apprenticeships were work based qualifications and they were offered at two levels:

- Level 2 qualification, comprising National Vocational Qualification, technical certificate and key skills
- Advanced Apprenticeships were Level 3 qualifications.

Members were informed of the major Government drive to expand the Apprenticeship route, with employers encouraged to seek funding from the Government. Uxbridge College sometimes waived the employer's contribution to the Apprenticeships but the new Coalition Government may possibly take Apprenticeships away if employers did not contribute funding.

Reference was made to Foundation Learning and Members were informed that this could be taught at both Key Stages 4 and 5 and provided a mix of qualifications for learners of lower abilities. Skills taught included social personal development and team working, which were pre-requisites to prepare students to progress towards Level 1 and subsequently Level 2.

Discussion took place on elements of learning and teaching of Diplomas and Members were informed that courses on average consisted of 15/17 hours of teaching time. A large element of learning was for students to undertake independent learning with guided learning from teachers. E-Learning programmes were used by students.

**Jo Harper – Principal of Rosedale College**

Rosedale College had started planning for Diplomas in 2006. Construction and Engineering Diplomas were the first undertaken and involved a number of schools. Diplomas had brought practitioners closer together to ensure consistency of approach.

On the Level 2 Engineering Diploma there was confidence that there would be 80% success rate, but it was frustrating that a student would fail if one element of the Diploma was not passed.

With regard to Functional Skills, the College was looking closely at making teaching at secondary schools more personalised.

The point was made that the early success of Diplomas was needed to be built on. However, the qualification was too complicated and it appeared that the Coalition Government was not in favour of these qualifications.

Discussion took place around learning skills for Diplomas and how improvements could be made to the qualification. Members were informed that there was quality assurance in the College, with students being regularly communicated with external moderators and assessors working with the College to ensure the right units for the qualification were being adequately delivered. The quality of the qualification was not the issue, it was about making the Diploma more attractive to students. Greater publicity was needed on courses that were successful and this would increase the number of students.

Reference was made to the BTEC National qualification and the Principal of the College reported that this was a good qualification which the staff of the College were used to teaching and was a good alternative to a Diploma. Another option could be a combination of a BTEC and a Diploma qualification.

Reference was made to the Diploma Steering Group on Diploma development and the reporting structure for Diplomas. Members were informed that the Coalition Government had changed the rules with regard to 14-19 partnerships. In future the LEA would have freedom to decide on the direction of travel and would retain the 14-19 Strategic Group on Diploma development and have the authority to change the structure.

Discussion took place on Engineering Diploma students who travelled to learn at Rosedale College and the implications this had on the support they required within their own school for Functional Skills. Members were informed that the College working closely with the Diploma Steering Group and provided extra support for these students.



**Peter Sale – Hillingdon Training Ltd**

Hillingdon Training Ltd delivered high quality work-related training for the benefit of residents and employers in the Borough.

The organisation provided alternative curriculum training such as Apprenticeships and practically anything which involved 14-19 year olds. The Key Stage 4 Engagement Programme was provided by Hillingdon Training and was a short course designed to provide a programme of education for young people who had been identified as being at risk of dropping out of education. This programme involved a vocational element, basic skills, personal social and development units as well as enhancement activities. There were 10 schools involved in this programme and funding had been taken over by the LEA and the individual schools after the Government withdrew funding.

This year there were 125 students on this programme which included courses on Construction, Motor Vehicle, Children's Care, Sports and Retail and Business. Last year 60% of students achieved at least one qualification, with some students achieving four qualifications.

Hillingdon Training also provided the Young Apprenticeship programme which had 280 students on the programme. 80% of students achieved Young Apprenticeships and 90% achieved full qualification.

Foundation Learning had been a big change and Hillingdon Training provided this. From September 2010 work based learning providers and FE Colleges had to deliver Foundation Learning programmes in place of the existing Level 1 provision. A number of schools would also need to introduce Foundation Learning in partnership with Hillingdon Training and Uxbridge College through the Key Stage 4 Engagement Programme.

Members were informed that there was a drive from Government on promoting Apprenticeships and Hillingdon Training were hoping to have 135 Apprenticeships and were hoping to find employers who would employ Apprentices. Government funding had been diverted from Train to Gain into Apprenticeships. Reference was made to around 15 Apprentices who were employed by the Council and 13 of them had been trained by Hillingdon Training.

The Council and its partners had a key role in promoting key based learning and Apprenticeships as well as also promoting non-Apprenticeships such as work experiences.

	<p>The biggest obstacle to the success to Apprentices was the Partnerships and Consortia and the way to achieve the schemes aims. The Local Authority had an important role to play in terms of influencing its partners.</p> <p>Discussion took place on the initiative which the Council had introduced in relation to the use of Section 106 Agreements money. Some Planning permissions given by the Council's Planning Committees contained conditions relating to developers making a commitment to training as part of the Section 106 Agreements. Reference was made to the training of construction workers through Hillingdon Training. At Abbotsfield School 100 16 year olds were undertaking construction training.</p> <p>An initial recommendation of this review could be to investigate further use of Section 106 monies in relation to Apprenticeships and other training / qualifications for young people.</p> <p>The Chairman thanked the witnesses for the information they had provided the review.</p> <p><b>Resolved –</b></p> <ol style="list-style-type: none"> <li><b>1. That the information provided from the witnesses form part of the evidence for the review.</b></li> <li><b>2. That officers give consideration in consultation with the Chairman of the Committee to witnesses for the next meeting.</b></li> </ol>	
<p><b>15.</b></p>	<p><b>SCHOOL PLACES - UPDATE</b></p> <p>Members noted the information which had been sent to them by email which provided details about the schools in the Borough which required additional classrooms to deal with the increase in the number of school pupils. The additional classrooms would be in the form of temporary mobile classrooms and teaching provision was in place for these.</p> <p>In addition Members were informed that Pinkwell Primary School was another school which would require an additional classroom to deal with increased numbers. The mobile classroom for this would be delayed until spring time and Members expressed concern at this delay.</p> <p>During discussions Members asked that a report be submitted to the next meeting of this Committee providing an update on the allocation of school places in the Borough and the provision the Council was making to accommodate the increased pupil numbers.</p> <p><b>Resolved –</b></p>	<p><b>Action By:</b></p> <p><b>Venetia Rogers</b></p>

	<p>1. That a written report be submitted to the next meeting of the Committee providing an update on the allocation of school places in the Borough and the provision the Council was making to accommodate the increased pupil numbers.</p>	
16.	<p><b>QUARTERLY CHILD SOCIAL CARE AUDIT</b></p> <p>The Deputy Director Children &amp; Families provided Members with an update on the audit of safeguarding children's cases. Reference was made to a report which was considered at this Committee in December 2006 when it was recommended that managers should undertake random audits of safeguarding cases to ensure full compliance with the procedures and quality of recording.</p> <p>Members were informed that a procedure had been put in place and Members had been updated on progress in February 2008, November 2009 and January 2010. The Head of Safeguarding had updated the procedure for audits in Children &amp; Families in June 2009 but since then there had been no progress reports submitted to the Committee.</p> <p>Members were informed that due to personnel changes within Children's Services, the procedure had not been fully complied with other the last few months.</p> <p>The procedure had now bee re-instated and the importance of the audits had been reinforced. Monthly audit reports from randomly selected cases were to be returned to the relevant Services Manager and the Deputy Director.</p> <p>A report would be produced on the findings / actions to this Committee on a quarterly basis, starting with their next meeting on 21 October 2010.</p> <p><b>Resolved - That the information provided be noted.</b></p>	<p><b>ACTION BY:</b></p> <p><b>Merlin Joseph</b></p>
17.	<p><b>RECOMMENDATIONS FROM PREVIOUS REVIEWS UNDERTAKEN BY THIS POLICY OVERVIEW COMMITTEE</b></p> <p>Members were provided with a schedule which gave updates on the recommendations made by this Committee on their previous reviews.</p> <p>Officers were congratulated for the comprehensiveness of the information and Members asked that a short update report be provided at the next meeting of this Committee on the Review into Developing Short Breaks Provision.</p> <p><b>Resolved – That the information report be noted.</b></p>	<p><b>ACTION BY:</b></p> <p><b>Merlin Joseph</b></p>

18.	<p><b>FORWARD PLAN</b></p> <p>Members noted the item on the Forward Plan for Cabinet on 23 September relating to the Award of contracts for the appointment of a design team and quantity surveyor for developing the designs and expansion of Ruislip High School and it was agreed that information on this item be included in the School Places report which would be considered at this Committee's next meeting..</p> <p><b>Resolved – That the information contained on the Forward Plan be noted.</b></p>	<p><b>ACTION BY:</b></p> <p><b>Venetia Rogers</b></p>
19.	<p><b>WORK PROGRAMME</b></p> <p><b>Resolved – That the work programme be updated to reflect the items added to the agenda of the next meeting.</b></p>	<p><b>ACTION BY:</b></p> <p><b>Gill Brice</b></p>
	<p>The meeting closed at 10.30pm</p> <p><b>Next meeting:</b> 21 October 2010 at 7.00pm.</p>	

These are the minutes of the above meeting. For more information on any of the resolutions please contact Khalid Ahmed on 01895 250833. Circulation of these minutes are to Councillors, Officers, the Press and Members of the Public.

## FIRST MAJOR REVIEW - WITNESS SESSION 2

**Contact Officer:** Gill Brice  
**Telephone:** 01895 250693

### REASON FOR ITEM

To enable the Committee to gather evidence as part of their First Major Review in relation to 14-19 Education and Training.

### OPTIONS AVAILABLE TO THE COMMITTEE

1. Question the witnesses
2. Highlight issues for further investigation
3. To make a note of possible recommendations for the review

### INFORMATION

At this Committee's meeting of 7 July 2010 Members gave consideration to two draft scoping reports on 14-19 Education and Training and Fostering Recruitment & Retention of Foster Carers.

The committee decided that their first major review would be 14-19 Education and Training. The Aim of the review was to look at the take up of Diplomas, the progress made and their progress and what lessons had been learnt. The committee would look at information on other education and training choices that young people are making between the ages of 14 and 19 to include, Foundation Learning, Apprenticeships and GCSEs/A Levels.

The Committee on the 8 September 2010 heard from 3 witnesses as follows:-

Laraine Smith – Principal of Uxbridge College  
Jo Harper – Principal of Rosedale College  
Peter Sale – Hillingdon Training Ltd.,

The information from that meeting can be seen in the minutes attached to this agenda.

The Policy Overview committee at this meeting will be hearing from witnesses as follows:-

Tom Murphy – Connexions – (Connexions is a confidential service for 13-19 year olds wanting advice on getting to where they want to be in life. It also provides support up to the age of 25 for young people who have learning difficulties or disabilities (or both). )

Alison Moore – 14-19 Manager – Paper attached as Appendix B on the major review being undertaken on vocational education for 14 – 19 year olds.

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### ***Key Issues and areas of possible questioning***

- 1. What is the effect on schools, the College, work based learning providers of the changes in 14-19 education?*
- 2. How can we make sure our students benefit from increased choice of provision including Diplomas?*
- 3. How do we ensure that there is good quality information advice and guidance about what paths they could take in education or training?*
- 4. How do we ensure that recent work to include alternative provision and vocational learning is reflected in what providers offer?*
- 5. How do we make sure that the new curriculum diplomas, FL, Apprenticeships, Young Apprenticeships is not lost in a time of tighter funding?*
- 6. How do we ensure that collaborative learning, such as the Diploma, is able to continue if there is a large take up of Academies and Free Schools?*

### **PAPERS WITH THE REPORT**

Scoping report (**Appendix A**)

### **SUGGESTED COMMITTEE ACTIVITY**

1. Members question the witnesses and identify important issues for their review.
2. Members identify areas where further information and evidence is required to help greater understanding of the issues.
3. Members to give consideration to initial recommendations for the review.



# HILLINGDON

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## APPENDIX A

### EDUCATION AND CHILDREN'S SERVICES POLICY OVERVIEW COMMITTEE

2010/11

#### REVIEW SCOPING REPORT 14-19 Education and Training

#### 14-19 Diplomas/Success/Lessons that have been learnt/ Options for young people that sit alongside diplomas

##### **Aim of Review**

To review the take up of Diplomas and their progress and what lessons had been learnt.

To provide information to the Committee on other education and training choices that young people are making between the ages of 14 and 19 to include: Foundation Learning, Apprenticeships and GCSEs/A Levels.

##### **Terms of Reference/Key Tasks**

1. To review aspects of the 14-19 curriculum, in particular Diplomas, in terms of progress and lessons learnt.
2. To consider how far Hillingdon has implemented these changes and consider current plans.
3. To look at other routes into learning and training that young people are making.

##### **Methodology**

The Policy and Overview Committee is to receive reports, presentations and hear from witnesses, possibly including a site visit.

## Documentation

- Information on the strategy for delivery of diplomas and other 14-19 education and training pathways.
- Evidence of national and local policy and practice.

## Proposed Timeframe and Milestone (to be finalised once witnesses agree and dates set)

Meeting Date	Action
7 <sup>th</sup> July 2010	Approve scoping report for the review
8 September 2010	Witness Session 1:
21 October 2010	Witness Session 2:
25 November 2010	

## Background Information

- The overarching aim of the changes to 14-19 education was to address criticism of existing qualifications around the lack of rigour felt to be inherent in GCSEs and A Levels, and the need for skills and training. The latter was in response to the Leitch Report that stressed the need for skills and training in an increasingly competitive global environment. Therefore there have been not only changes in A Levels and GCSEs, but the introduction of new qualifications, the Diploma and Functional Skills.
- The diploma has been designed with a large input from employers. It is sector specific and contains a considerable amount of theoretic as well as vocational learning. It is hoped that it will bridge the divide between vocation and academic education. It was proposed that there should be 14 Diplomas to be taught at levels 1, 2 and 3 relating to the following sectors: Engineering; Travel and Tourism; Public Services; Hospitality; Construction and the Built Environment; IT; Creative and Media; Retail; Sport and Active Leisure; Hair and Beauty; Business; Manufacturing; Society Health and Development; Environment and Land Based. There were also 3 'academic diplomas' in Humanities; Science; and Languages to be taught at level 3. Development of these last Diplomas due to be available from September 2011 have now been stopped by the Coalition Government.
- In order to up-skill the population to deal with the job market of the future, new legislation was introduced in 2009, Raising Expectations. This raised the age of compulsory participation in education and training to 17 by 2010, and to 18 by 2015. This matter does not seem to be on the political



agenda for the Coalition Government at the moment, but there still needs to be pathways to maximise progression for 14-19 year olds, and encourage their attainment and participation at all levels, particularly in a more challenging economic environment where employment for young people is more difficult to obtain.

- The best way to do this is by making sure that all young people have access to learning programmes that are appropriate and personalised for them, whether this is via an academic or vocational pathway.
- This objective underpins the 14-19 Strategic Plan that strategically matches learning to the borough's local employment needs and the wishes and requirements of young people. The 14-19 Group also plans to bring in curriculum changes and provide employer engagement for vocational pathways. This group works closely with the Integrated Youth Service and Connexions to ensure that information, advice and guidance is informed and embedded in learning programmes to achieve greater participation amongst young people. The 14-19 SG has selected the following five priorities to enable this: participation and engagement, collaboration and partnership, attainment, quality and progression.
- It should be noted that many qualifications discussed below can be taken together by young people. They are designed to fit into a young person's timetable, meaning that learning is personalised. For example a diploma student can take additional GCSEs (at level 2) or A Level (level 3) as part of their studies.
- This report has looked at education and training opportunities for young people in Hillingdon. It has included some background to information on workbased training, the subject of these, and the time allocated to the training.<sup>1</sup> However, to get a deeper understanding, a full report which encompasses the offer of all providers might be considered.

## **PROGRESS AND EVALUATION OF PROGRAMMES**

### **Diplomas**

- 9 of the available 14 diplomas have received Gateway approval. These are as follows: Engineering; Society, Health and Development; Retail and Business; Creative and Media; Hospitality; Hair and Beauty; Business Administration and Finance; IT; and Sport and Active Leisure. There were two cross-borough bids that were made in conjunction with the London Borough of Hounslow: Hair and Beauty gained Gateway approval, but Construction and the Built Environment did not. Another Diploma is being led by Ealing for a number of Boroughs to include Environment and Land Based Studies.

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<sup>1</sup> As referenced in the ECS Policy Overview Committee Minutes of 9/6/10 (item 9)

- There are currently 95 students on Diploma programmes from a range of contributing schools. Examples of this activity would be Barnhill students travelling to do their principal learning in Engineering in Rosedale.
- Diplomas are planned and implemented by the Diploma Steering Group (DSG) in a clear and structured plan of phased introduction to meet the national requirements in 2013. The plan approved by the Government Office for London for Diploma development.
- The DSG consists of each of the lines of learning, represented by a curriculum deputy representing the partaking institutions. The Lead Institutions are follows: Uxbridge College, Schools, and Hillingdon Training. The lines of learning represented are IT; Society, Health & Development; Hospitality & Catering; Business, Administration & Finance; Engineering; Retail; and Creative and Media.

## **Evaluation**

- Hillingdon had early success in the Gateway process. At that point, the LA stepped in and formed a Diploma Steering Group (DSG) and drew all the approved and potential lines of learning together. This was very successful and that group has now been operating successfully for two years. The DSG has been responsible for preparing the ground work for good collaborative learning throughout the borough in terms of protocol development to include applications, behaviour and funding. From a cohort of 15 in year one of the Diplomas being accepted in Hillingdon, the number grew to 120 in year two, delivering diplomas in Society Health and Development; Engineering; and Hospitality.
- Initial progress on Diplomas in 2008 was slow. The concept of collaborative teaching was new and no infrastructure existed for shared delivery of training.
- Two Diplomas, IT and Engineering, received approval in Gateway 2. As stated above, they developed two separate groups to run collaboratives of schools that wanted to teach either or both diplomas. This was problematic for some providers such as Rosedale College and Uxbridge College which, being involved in all Diploma initiatives, had to attend a considerable number of meetings. It also meant that it was difficult to synchronise decisions across the groups, as there were also issues around duplication and consistency.
- By the close of 2008, Hillingdon had established a model for diploma development managed by the 'Diploma Steering Group'.
- The Diploma Steering Group formed a high level operational function. Its primary function being to coordinate Diploma development. It's responsibilities include :

- Reporting to 14-19 Strategic Group on Diploma development
  - Development and implementation of Diplomas in accordance with Hillingdon's '14-19 Strategic Plan'
  - To provide a forum for Line Leads to meet and ensure consistency of borough Diploma development
  - Monitoring compliance with timescales and milestones agreed in 'Diploma Line Development Plans'
  - Working with Line Leads to manage any slippage of the plan
  - Monitoring Line Leads' Diploma development budget
  - Agreeing and monitoring Diploma development budgets for each Diploma Line
  - Developing a common borough wide timetable for Diploma training and development
  - To receive regular formal Diploma Line updates from Line Leads
  - To manage the development of generic areas of Diploma development
- The DSG took responsibility for the development of the generic areas of Diploma implementation on behalf of the line leads thereby enabling a more focused and effective advancement of the Diploma lines programmes, resources, staff training and collaborative delivery solutions.
  - The DSG also developed and implemented protocols for collaborative provision and managed the application and offer process.
  - The success of individual Diploma Lines in Hillingdon has been varied. Where senior management has been committed to the concept of Diplomas and allocated sufficient staff and practical resources, they have been successful. Where there has been a reluctance to commit, progress has been slow.
  - From a cohort of 15 Engineering students in September 2008, Hillingdon's Diploma numbers grew to 120 in September 2009 with delivery taking place in Society Health and Development; Engineering; and Hospitality.
  - Hillingdon's Diploma offer from Sep 2010 has increased to eight lines. Anticipated take-up was approximately 250. However during the last few months, political uncertainty meant that providers began to lose faith in how the Diploma would be funded. This has led to lower numbers this year (91 so far). However, providers in general are not displeased with the qualification and are waiting to see what the market will bear.

### **Functional Skills**

- Functional Skills at the outset were stand-alone qualifications in English, Maths and IT. The original intention was for this qualification to be compulsory for all students at KS4 to address concerns from employers

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that young people were not numerate, literate or proficient in IT, in spite of achieving GCSEs in English, Maths and IT. This requirement was subsequently reversed leaving the Diploma as the only qualification which required the extra hurdle of all three FS qualifications to be passed in order to achieve the Diploma qualification. This has been of great concern to all providers that have considered and are considering delivering Diplomas.

- Functional Skills are to become embedded in English, Maths and IT from September 2010. The borough Advisers in English, Maths and IT have been working with schools. The borough Maths Adviser has been working with maths departments in schools so that they are clear about the implication for teaching from Sept 2010. Since the removal of the link to GCSEs, stand alone FS has lost some of its momentum but some departments are still entering students from a range of years, year 9, year 10 and year 11. Schools are aware that they need to address FS within the delivery of the GCSE and are starting to make changes starting with year 9. For example Haydon has embedded changes in KS3 so that KS4 are stronger. Queensmead, Abbotsfield and Ruislip High are also well prepared for these changes.

### **Evaluation**

- Until recently, Functional Skills have been piloted. This has had an implication for students that travel to learn. For example, Diploma students may not get the support they need within their home school for Functional Skills, which is where the agreed is for them to be taught. This was the case last year for Engineering diploma students at KS4 travelling to learn in Rosedale, and Rosedale had to put on additional support for them. Better communication is developing between schools due to the protocol agreements. These protocols drawn up by the DSG make sure that students have a learning plan that makes it clear which learning institution and which teacher is responsible for functional skills delivery.
- Functional Skills have had an impact on preparations for the delivery of GCSE English, Maths and IT and changes to teaching are being planned. Of the ICT courses offered in schools at KS4 and KS5, no school is offering GCSE, but all are opting for the vocational option, which assumes that FS is embedded within the qualification. There has been little discrete timetabling of lessons being offered to pupils doing Functional Skills in ICT. However, in some schools Functional Skills in this subject is being taught via project work starting in Y9, for example in Bishop Ramsey.
- At subject leader meetings in ICT, FS is a standing agenda item, considering past papers, exam boards and mapping of level 1 FS across KS4.

- Within Uxbridge College, Engineering Diploma students have been given additional support with their key skills. This has been successful and all students entered for their Diploma have achieved the full qualification.
- Some Foundation Learning programmes are incorporating Functional Skills at Entry or Level 1. For example, current Entry to Employment (E2E) learners must study Functional Skills as part of new Foundation Learning programmes. Other learners, e.g. Key Stage 4 Engagement may take Functional Skills as part of their programme or through school-based delivery. The Foundation Learning Implementation Group is reviewing the provision of Functional Skills delivery across the borough.

### **Changes to GCSEs**

- Besides the embedding of English, Maths and IT in the GCSEs, from 2011 there will be significant changes to assessment in GCSEs with the introduction of controlled assignments.
- Other changes include the fact that some schools are using the opportunities presented by the change to the secondary curriculum to begin teaching GCSE courses in Y9. Several schools are currently using early entry in English and Maths which is improving their results but which will have to change as the new GCSEs begin.

### **Evaluation**

- Change is to start from September 2011.

### **Changes to A Levels**

- In 2009, the majority of A Levels changed from 6 to 4 modules. Like GCSEs, most A Levels lost the assignment element of the A Level. When A Level results come through this August, we will be able to see the local and national impact of these changes for the first time. The A\* has also been added to provide more stretch and challenge for able students.

### **Evaluation**

- With tighter funding and greater competition from neighbouring boroughs for post 16 learners, the importance of quality of post 16 provision at all levels cannot be underestimated. This affects all our sixth form providers; schools, Uxbridge College and work based learning providers. Hillingdon is a net importer of students. It is important for our learning institutions and our students that this situation remains.

### **Extended Project Qualification (EPQ)**

- This qualification can be taken at level 1, 2 or 3. At levels 1 and 2 it is most frequently taken within the diploma. It is a compulsory component of all diploma programmes. It is designed to help transition to Higher Education by equipping students with the research, reflection and independent study skills needed.
- At level 3, the EPQ has proved to be well regarded by a number of universities and is being taught as part of both the A Level and the Diploma programme in Uxbridge College, Bishop Ramsey, Haydon and Vyners. The 14-19 Partnership has run a post 16 network to share best practice. Brunel University, part of this network is offering sessions in its learning resource centre to provide opportunities for students to learn to research.

### **Foundation Learning**

- Foundation Learning, which can be taught at both KS4 and KS5, provides a mix of qualifications to create a 'platform' for students at Entry Level to help them progress towards Level 1 and subsequently Level 2.
- The Foundation Learning Implementation Group includes a range of providers: Schools, Uxbridge College, Hillingdon Training, Adult and Community Learning, and Skillnet. Connexions is also part of this group so that PAs are kept abreast of developments. This group has developed a detailed plan for implementation across the borough.

### **Evaluation of Changes**

- Foundation Learning programmes are now being delivered as pilots by Adult and Community Learning, Hillingdon Training, Skillnet and Uxbridge College.
- From September 2010, work-based learning providers and FE Colleges must deliver Foundation Learning programmes in place of existing Level 1 provision.
- A number of schools are delivering Foundation Learning programmes in partnership with Hillingdon Training and Uxbridge College through the Key Stage 4 Engagement Programme.
- By 2012/2013 schools will need to introduce Foundation Learning programmes, as all qualifications will be under the Foundation Learning umbrella. Most secondary schools intend to offer some Foundation Learning programmes in 2010/2011.

## Evaluation

- This change is to start from September 2010

## Other programmes

- The KS4 Engagement Programme is run by Hillingdon Training and is a short course designed to provide a programme of education for young people who are identified as being on risk of dropping out of education. This programme includes a vocational element, basic skills, personal social and development units, and enhancement activities. Currently there are 80 learners on programme from a range of Hillingdon schools, which includes Barnhill Community, Chantry, Harefield Academy, Harlington Community, Mellow Lane, Northwood, the PRU, Stockley Academy and Uxbridge High. Many of these young people leave with vocational and other qualifications including First Aid, Health and Safety, and Manual Handling. Over 120 learners are now registered for next year's programme.
- The Young Apprenticeship programme is also run by Hillingdon Training. Currently there are 260 on programme. Approximately 125 will be leaving in July, most with full Level 2 qualifications equivalent to at least four GCSEs at Grade A\*-C. A Hillingdon recruit on this programme has recently won the London YA of the Year Award and is progressing to the national finals. A Hillingdon YA has been short-listed for this award in three of the last four years. Hillingdon Training is now recruiting for September 2010 starts and its target of 145 places has now almost been met.
- Uxbridge College runs two programmes for 14-16 year olds as well as a range of vocational, work based and academic learning. The two programmes for younger learners, The Princes Trust xl+ and the Vocational Introductory Programmes (VIP) are mentioned below, and have on approximately 120 learners between them:
  - The Princes Trust xl+ programme is designed for those year 10 and 11 students who have been withdrawn from one or more of their GCSE subjects due to difficulties accessing the full curriculum, attendance, inappropriate behaviour or personal circumstances. It could also be suitable for some students who may have been permanently excluded from school. It includes a personal development programme, with units which open up vocational taster progression routes, meeting the needs of the learner and the world of work.
  - The VIP programme, is for mainstream students, and provides a range of vocational programmes to include: Hair and Beauty; Child Care; Motor Vehicle; Sport and Leisure; and Public Services. Hillingdon schools and non borough schools, eg Featherstone in Ealing, take part in this programme.

## **Evaluation**

- Hillingdon Key Stage 4 Engagement Programme is growing. Next year, schools will be contributing to the cost for the first time. The range of vocational options includes: Care; Construction; Hair; Motor Vehicle; and Sport. Uxbridge College contributes to the delivery of personal, social and development units. Enhancements, such as First Aid, are popular.
- Hillingdon's Young Apprenticeship programme is the biggest programme in London. Many partners contribute to the delivery, including Skillnet, Uxbridge College, Thames Valley University and a number of secondary schools. Over 200 employers contribute to the work experience element of the YA programme. Achievement and retention rates are very good. Some learners progress to full apprenticeships. Several learners have earned prestigious London-wide awards in the past few years.
- Uxbridge College also successfully delivers alternative programmes for years 10 and 11 and these programmes are not as well known to schools as they could be

## **Apprenticeships/ Work Based Training**

- Apprenticeships are work-based qualifications. There are two levels of full Apprenticeships offered. Apprenticeships are a Level 2 qualification, comprising National Vocational Qualification (NVQ), technical certificate and key skills. Advanced Apprenticeships are Level 3 qualifications with a similar structure to the Level 2 qualifications. There is currently a major Government drive to promote an expansion of the Apprenticeship route. In particular, employers are being encouraged to seek funding from the Government to run their own programmes.
- The Government has promoted a Young Apprenticeship Programme for 14-16 year olds. Cohort 6 started in September 2009. YAs follow a model based on the full Apprenticeship model, spending up to two days a week completing a Level 2 vocational qualification, and a minimum of 50 days over two years on related high quality work experience.

## **Evaluation of changes**

- The approach is now more hands-off for successful providers.
- The local authority is more involved in the commissioning process.
- There is increased emphasis on apprenticeships, at the expense of Train to Gain Post-19 training.



## SUMMARY

- The new programmes of learning have had variable success rates. However, it should be remembered that all programmes differ considerably in complexity and therefore the strategies for delivery have had to be different. Both Foundation Learning and the Diplomas have been run through a central network which has included the LA, local providers, the Education Business Partnership, and Connexions.
- Clear plans and protocols have been drawn up for both these programmes of collaborative learning. The effect of this is that learning for these programmes can be varied and personalised to the requirements and interest of the learner. For this reason, IAG and learner plans are an integral part of planning this strategy.
- Effective collaborative and proactive partnerships are required for these programmes to be successful. Partnerships may be borough-wide e.g. Foundation Learning or localised e.g. some Diploma and YA delivery. Partners are likely to be drawn from the higher education, work-based learning, business and voluntary sectors, as well as from the school and FE sectors.

### Diplomas

- Hillingdon had early success in gaining Gateway process; two Diplomas: IT and Engineering, receiving approval in Gateway 2
- During the last few months, political uncertainty has meant that providers began to lose faith in how the Diploma would be funded. This has led to lower numbers this year. (100) However, providers in general are not displeased with the qualification and are waiting to see what the market will bear.

### Methodology

The documentation below will be forwarded to Members to aid them in their consideration of the issues of this report

### Documents:

- 14-19 Qualifications Strategy
- Leitch Report
- The Children's Plan
- White Paper: Raising Expectations
- Foundation Learning Plan
- The 14-19 Strategic Plan and Action Plan
- The Commissioning Priorities for 2010/11

## **Witnesses:**

Jo Harper	Headteacher of Rosedale, lead school for the Hospitality and Engineering Diplomas
Laraine Smith	Principal of Uxbridge College
Peter Sale	Hillingdon Training Ltd
Trevor Sandford	Regional Advisor for 14-19 Education
TomMurphy	Connexions

## **Reasons for the Review**

- The Council wishes to review the provision in Hillingdon in secondary schools, Uxbridge College and work based learning providers to ensure there are learning possibilities for young people that meet not only local needs and the requirements of young people, but for those young people from other boroughs that choose to travel to learn in Hillingdon. It should be noted that **Hillingdon is a net importer of students**, and as funding follows the learner this is beneficial for both our learning providers and our young people learning in Hillingdon.
- In addition, the right mix of provision in the borough means that young people are more likely to remain participating in education or training and therefore less likely to become NEET. Lastly, we will be able to up-skill our own residents to provide the level 3 skills and knowledge that is required by local employers.
- The Council have also asked specifically for information around the take up of diplomas, their progress and what lessons had been learnt.

## **Key issues:**

1. What is the effect on schools, the College, work based learning providers of the changes in 14-19 education?
2. How can we make sure our students benefit from increased choice of provision including Diplomas?
3. How do we ensure that there is good quality information advice and guidance about what paths young people could take in education or training, and that this information also reaches parents, carers and teachers?
4. How do we ensure that recent work to include alternative provision and vocational learning is reflected in what providers offer?
5. How do we make sure that the new curriculum diplomas, FL, Apprenticeships, Young Apprenticeships is not lost in a time of tighter funding?

6. How do we maintain Hillingdon's position as a net importer of students?
7. How do we develop greater confidence and trust between more learning institutions so that students are encouraged to travel to learn?

### **Stakeholders and Consultation Plan**

- The wishes and needs of the learners in commissioning future provision including Diplomas should be the over-riding criteria for provision.
- Quality of the education that is provided is to be a key driver in commissioning for all programmes of learning including diplomas and A Levels.
- The consortia are tasked with ensuring that providers come to an agreement about their offer and so manage a complexity of programmes of learning and training that will fulfil the requirements of every young person in the borough.
- The LA officers are tasked with the responsibility to work with consortia and with practitioners to facilitate delivery of the curriculum pathways mentioned in this report.
- The parents and guardians of the young people need to be able to compare information about different educational provision in order to help their young people with IAG.
- Educators providing IAG to youngsters in the borough need to understand the enlarged entitlement to learning available for Hillingdon youngsters.
- Young people from other boroughs who may want to benefit from Hillingdon's learning programmes.
- The needs of employers should be carefully considered. Employers have a key role in determining the types of work-based provision that should be offered and in supporting delivery of the work-based and work-related curriculum, e.g. Diplomas.

### **Connected Work**

- 'Review of Practical Skills in Hillingdon' by David Smith (2008), provided the initial audit of vocational provision across the borough of schools, Uxbridge College and Training Providers, and also provided an audit of all KS4 vocational programmes of study. It also mapped this provision to local economic need. It provided the initial vision of a borough with 3 consortia that could provide for collaborative learning programmes such as the Diploma. This configuration meant that young people have planned access to education and training and learning institutions have an efficient way of providing it.

- The 14-19 Strategic Group has created documentation to lead on the changes for 14-19 education. These include a Vision Statement, Learner Entitlement, Action Plan and Protocols for Collaborative Learning. The 14-19 Strategic Plan and Action Plan have been refreshed. The borough statement of priorities has been submitted to the Young People's Learning Agency.
- There is a group called the Diploma Steering Group which co-ordinates all the 8 Diplomas that have been approved in Hillingdon. Teachers and employers are collaborating in each of the 8 lines of learning to develop, deliver and assess the diplomas.

### **Risk Assessment**

- Schools and parents may be reluctant to embrace new programmes of study in a situation where there has just been political uncertainty.
- All providers offering provision in the borough need to draw down funding through the achievement, success and retention rates.
- Neighbouring boroughs, which until recently had students travelling to learn in Hillingdon, are building sixth form and there may be pressure on students to remain in their own borough.
- In a time of tighter funding the amount per student is likely to decrease, as is transitional funding. Some work based learning providers and small sixth forms may not be viable.
- Foundation Learning needs to be carefully co-ordinated and commissioned through the 14-19 Strategic Group to provide progression and to prevent situations where learning organisations will not/cannot accept learners because they cannot be funded.
- Lack of co-ordinated breadth of provision would mean that the ability of providers to develop programmes of learning which are varied enough to provide for the interest of all young people maybe curtailed if learning institutions do not collaborate.

### 14-19 Update

Since the last meeting, education reforms from the Coalition Government continue. This applies equally to 14-19 education and training with a further announcement on 13<sup>th</sup> September 2010, commissioning a review of vocational and educational training which is to report back in 2011. The purpose of this review is to consider how to improve progression, participation and skills. This review has a wide scope and includes:

- Funding for vocational education
- Institutional suitability
- Role of the third sector
- Who should bear the cost of developing qualifications
- How to benchmark vocational education
- Deciding who would be the target audience for vocational education and the suitable age for young people to take this up
- What should underpin content structure and teaching methods
- This report will not look at individual qualifications

The educational landscape is likely to change during the coming academic year as the Coalition Government continues with its plans to transform schools and the way in which they are organised.

Much of what is already known about the coming year is around the major areas of schools building, the primary curriculum, the pupil premium, discipline, early years and Ofsted. The Government has already outlined how it intends to develop policies in these directions. There are also several reviews underway in addition to the one referred to above on vocational education to be incorporated into the next education Bill.

The general principles underpinning change for this Government apply to 14-19 and are as follows:

- to create a freer, more transparent and diversified education and training system.
- to be achieved in a period of intense fiscal tightening.
- to be implemented via a quasi-market approach.
- to allow an emphasis on localism, simplicity, choice and competition, efficiency.

**The role of the local authorities in terms of 14-19** is still to be defined in detail (this was expected by end of September). The role outlined by Michael Gove is:

- To have an overall vision for the area;
- To shape and influence provision via a strategic commissioning and influencing role;
- To maintain a strategic overview of provision and needs;
- Identify gaps/enable new provision;
- Develop the market;
- Inform learners' and parents' decision making;
- Provide the intelligence to do that;
- Empowering learners/parents to exercise choice in a market;
- Transition for young people with learning difficulties and disabilities;
- Commissioning education and training for young people with difficulties and disabilities pre and post 16;

## **APPENDIX B**

- Being responsible for the outcomes of residents learning in other boroughs.
- Ensure that enough suitable education and training is provided to meet the reasonable needs of:
  - (a) Persons in their area who are over compulsory school age but under 19, and
  - (b) Persons in their area who are aged 19 or over, but under 25 and are subject to learning difficulty assessment.
- The statutory duty for councils to cooperate with each other in relation to 16-19 education and training remains.

### **The implication is as follows, that local authorities will need to:**

- Act as champion of pupils and parents: pro-competition, pro-choice and pro-parents.
- The duty to 'promote diversity' is recast to reflect LAs' role in promoting choice by facilitating new market entrants to raise standards and meet parents' preferences.
- The current LA duty to secure sufficient places becomes a duty to secure sufficient high quality places, while the pressure to remove surplus places eases so that additional places are removed only when they were of low quality.
- Linked to their commissioning role, LAs have a strategic role to ensure a range of provision so that the parents of children with SEN statements have an effective choice, whether they want a mainstream or special school for their child.

There are many contradictions and tensions overall. Details from the YPLA on the new commissioning model and the lagged funding system and from the DfE on the outcomes of the reviews mentioned above are awaited.

**Alison Moore**  
**11<sup>th</sup> October 2010**

## **ELECTRONIC SOCIAL CARE RECORD SYSTEM**

'Implementation of the Electronic Social Care Record System in Education and Children's Services Members asked that an answer be provided on whether it was possible to flag up on the Electronic Record System that there was a paper file for that case.

It is possible to scan documents so that they are turned into electronic images. This means that the electronic images can be saved (and stored) so that paper documents can be destroyed.

The electronic images are saved within an Electronic Document Management System (EDMS) and this provides a structure as to how the documents are saved

Civica is the EDMS in use by Hillingdon and it is being rolled out to various departments. Having the files stored electronically means that documents should be accessible from wherever you are logged in to a PC

The Protocol system and Civica system are linked. Once a record is created in Protocol an equivalent 'folder' is created in Civica – using the same reference number. It is in this 'folder' that documents relating to a person's records are stored

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## **SCHOOL PLACES REPORT**

Contact Officer: Venetia Rogers  
Telephone: 01895 250494

### **REASON FOR ITEM**

To meet the Committee's request for an update on the allocation of school places in the Borough and provision being made to accommodate increased pupil numbers.

### **OPTIONS AVAILABLE TO THE COMMITTEE**

The Committee may seek further information.

### **INFORMATION**

#### **1.0 ALLOCATION OF PRIMARY PLACES**

At initial allocation, 3,721 Reception places were available (a further 30 places at Brookside were allocated at a later stage when demand was confirmed). At initial allocation, 96% of the available places were offered. 83.7% of applicants were offered their first preference. 93.8% were offered one of their four preferences. 227 could not be offered one of their preferred schools. The background to this is a 17.9% increase in the number of applications received by the deadline compared with the previous year.

#### **2.0 ALLOCATION OF SECONDARY PLACES**

At initial allocation, 3522 Year 7 places were available and 97.4% of these offered. 71.6% of applicants were offered their first preference school. 97.1% were offered one of their preferences.

#### **3.0 AUTUMN TERM APPLICATIONS**

A large number of applications have been received. By 8<sup>th</sup> October, 801 applications had been received for places in primary schools (all year groups). 314 applications had been received for places in secondary schools (all year groups). These are largely the result of families moving into the borough. The volume of in-year applications now appears to be decreasing.

## **4.0 CURRENT DEMAND FOR RECEPTION PLACES**

### **4.1 Availability of Places**

At the beginning of October, 71 places were still available in Reception classes. A school-by-school list is at Appendix 1. This shows that existing capacity is concentrated in a relatively small number of schools. Capacity remains particularly tight in the south of the borough. Some schools have admitted over their admission number. Heathrow and Pinkwell have admitted additional children by agreement.

As most schools operate a staggered entry into Reception up to the end of September, a “steady” state is only now being reached. With the addition of extra places at Pinkwell Primary, it is hoped that there will be sufficient places to manage demand in the current school year. The position will become clearer when the results of pupil census (due to take place 7<sup>th</sup> October) are available and actual take-up is known.

Other London boroughs are also experiencing difficulty in meeting demand for school places and have added additional forms of entry to meet demand (18 additional forms of entry in one borough). Even so, they are still reporting very little spare capacity in the Reception year. As in some parts of Hillingdon, other boroughs also have little spare capacity in other infant year groups.

### **4.2 Contingency Arrangements for Current School Year**

If, by January 2011 there are unplaced children, two courses of action are potentially available.

Two schools have previously been approached in relation to providing an additional reception class for this school year. Both have a space that could be brought into classroom use without the need for major building work. However, this would only be taken further if it became clear that a sustainable class size would be achieved and/or there was no possibility of accommodating additional children in existing classes.

If numbers unplaced were small, the best approach would be to approach local schools to admit over their Published Admission Number on a temporary basis. The infant class size legislation makes allowance for the entry of an additional child in limited circumstances, one of which is when children move into an area and there is no school place within a reasonable distance. This expectation would be that as children leave the school as a result of normal turnover, the class size would reduce back to 30.

## **4.0 UPDATED PUPIL FORECASTS**

### **4.1 Key points**

Updated dated forecasts were prepared this summer, the headline points of which are as follows:

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Education & Children’s Services Policy Overview Committee

Part 1 – Members, Public and Press

- Between 2010 and 2014, a net deficit of 31 forms of entry is forecast for the primary sector.
- Of the above, 16 additional forms of entry are expected to be needed for September 2011 i.e. 8 further forms of entry net of the proposed Phase 1 expansions and the new primary provision at Rosedale College.
- From September 2019, a net deficit of 17 forms of entry, mainly south of the A40, is forecast for the secondary sector.
- In recent years, Hillingdon has moved from being a net exporter to a net importer of 0-4 year olds. This is contrast to falls in net migration in Harrow and Hounslow.
- It is anticipated that housing benefit changes will result families moving from inner to outer London boroughs.

#### **4.2 Additional Provision for September 2011**

Proposals for a first phase of permanent expansions are due to be considered by Cabinet In November 2010. In order to meet the programme for completion of the first phase of building works, external consultants were appointed to undertake design work up to the stage at which the projects can be tendered on a design and build basis. At the time of writing the report (early October), the tender documents are in preparation. The aim of the programme is for tender acceptance in December 2010, with projects commencing early in the New Year.

The Major Construction Projects Team has been commissioned to procure the two form of entry primary provision at the Rosedale site (in temporary accommodation initially)

An exercise has been undertaken to work through the implications of the updated forecasts for further school expansions and new provision needed in each school place planning area. The proposals for the 8 further forms of entry required for September 2011 will be firmed up over the next month in order that planning applications can be submitted for any temporary accommodation needed.

#### **4.3 Proposed Phase 1 Expansions – Report to Cabinet**

The schools at which building work is proposed are Whitehall schools, Brookside, William Byrd, Cranford Park, Colham Manor and Grange Park schools. The work is due to go out to tender w/c 11<sup>th</sup> October. The report will be a Part 2 report, giving details of returned tenders and the recommendation for the tender to be accepted.

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<b>APPENDIX 1: AVAILABLE PLACES (CORRECT AT 8/10/10)</b>			
<b>SCHOOL NAME</b>	<b>PLACES</b>	<b>ALLOCATED</b>	<b>PLACES AVAILABLE</b>
Belmore Primary School	90	85	5
Bishop Winnington-Ingram CofE Primary School	60	60	0
Botwell House Catholic Primary School	90	90	0
Bourne Primary School	30	30	0
Breakspear Infant and Nursery School	90	90	0
Brookside Primary School	90	85	5
Charville Primary School	90	87	3
Cherry Lane Primary School	60	60	0
Colham Manor Primary School	90	89	1
Coteford Infant School	81	55	26
Cowley St Laurence CofE Primary School	60	58	2
Cranford Park Primary School	120	120	0
Deanesfield Primary School	90	86	4
Dr Triplett's CofE Primary School	60	60	0
Field End Infant School	90	90	0
Frithwood Primary School	60	60	0
Glebe Primary School	60	60	0
Grange Park Infant and Nursery School	120	119	1
Guru Nanak Sikh Primary School	60	60	0
Harefield Infant School	90	79	11
Harlyn Primary School	60	60	0
Harmondsworth Primary School	30	30	0
Hayes Park School	90	90	0
Heathrow Primary School	40	47	0
Hermitage Primary School	30	30	0
Highfield Primary School	30	30	0
Hillingdon Primary School	60	60	0
Hillside Infant School	60	60	0
Holy Trinity CofE Primary School	30	30	0
Lady Bankes Infant and Nursery School	90	90	0
Laurel Lane Primary School	60	51	9
Minet Nursery and Infant School	120	120	0
Newnham Infant and Nursery School	90	90	0
Oak Farm Infant School	90	90	0
Pinkwell Primary School (see note)	120	127	0
Rabbsfarm Primary School	60	60	0
Ruislip Gardens Primary School	60	54	6
Ryefield Primary School	90	87	3
Sacred Heart Catholic Primary School	90	90	0
St Andrew's CofE Primary School	30	30	0
St Bernadette Catholic Primary School	60	60	0
St Catherine Catholic Primary School	30	30	0
St Mary's Catholic Primary School	30	30	0
St Matthew's CofE Primary School	60	60	0
St Swithun Wells' Catholic Primary School	30	30	0
Warrender Primary School	30	30	0
West Drayton Primary School	60	60	0
Whitehall Infant School	90	90	0
Whiteheath Infant and Nursery School	90	90	0
William Byrd School	90	90	0
Wood End Park Community School	120	120	0
Yeading Infant and Nursery School	120	120	0
Places remaining - north			47
Places remaining south of A40 - south			29
			76
Note: When mobile classroom in place, Pinkwell will be able to admit a further 23 children			

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## SHORT BREAKS UPDATE

**Contact officer:** Pauline Nixon  
**Telephone:** 01895 277468

### REASON FOR ITEM

Short Break provision was selected as an area of review by this committee. The scoping report in July 08 agreed the timeframe and milestones for the review and a request for a progress report in the future. The recommendations from that report were used to develop the short break offer in Hillingdon.

The attached paper provides a brief summary of progress and next steps with regard to the development of short breaks for disabled children and their families in Hillingdon.

### OPTIONS OPEN TO THE COMMITTEE

- To note the progress provided in the report .

### INFORMATION

1. The latest report is attached. The Committee may wish to consider the progress to date and the potential impact on families once the grant finishes in March2011.

### SUGGESTED COMMITTEE ACTIVITY

- Consider whether there are comments or suggestions that the Committee wishes to make that will aid future planning.

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## Appendix A

RECOMMENDATIONS	PROGRESS UPDATE AS AT OCTOBER 2010
<p>1.1 Review signposting of services to ensure clear and consistent information is available via both our own information services including the contact centre, schools and via our partner agencies including the PCT</p>	<p>There have been improvements in communication, for example, regular newsletters and a parents/carers website, but greater consistency is still needed. A first draft of an information plan based on the key trigger points where parents/carers require information (including consultation with parents/carers) has been completed using input from professionals. A parent panel to review and finalise this will take place by November 10.</p> <p>In addition the requirements from Together for Disabled Children for robust monitoring and evaluation of all short breaks activity is in place, including completion of reports (LAIMP etc), the incremental release of funding has been dependent on this process. As a result of efficient and approved activity, LBH has been assessed as requiring “low support” from Together for Disabled Children on behalf of the Department for Education.</p>
<p>1.2 The demand of extra services within the Extended Schools programme to be assessed. Provision of inclusive services with mainstream settings to be reviewed together with the expansion of specialist provision via the special schools</p>	<p>A broad range of breaks has taken place in 4 schools/SRPs during Summer holidays 2010 with numbers much higher than previous years. 100 children attended, in addition 20 young people were supported individually to attend the Fiesta Programme who previously have not had the opportunity to.</p> <p>Consolidate and expand disabled children’s multi sports club activities in Hillingdon 2 week long courses were delivered as part of the Fiesta scheme. 9 young people age 11+ attended the Botwell Leisure complex, the same 9 attended Hillingdon Leisure complex (Uxbridge) A multi sports club is continuing at Queensmead Sports Centre and the aim is to start a similar session at Botwell Grn Leisure Centre in Hayes from October 10.</p> <p>Ensure successful delivery of Summer FIESTA programme sports and leisure activities for disabled young people: The FIESTA programme provided a range of activities for young people with disabilities including targeted provision. 140 individual young people with additional needs attended various Fiesta programmes this summer.</p> <p>In addition to the standard programmes on offer to all, the following specialist programmes were available.</p> <p><b>Summer Action Sparks</b></p> <p>13 young people age 12 + attended the programme at Harlington. 15 young people age 12 + attended the programme at Northwood.</p> <p><b>Disability Multi Sport</b></p> <p>9 young people age 11 + attended the programme at Botwell Leisure Complex, the same 9 young people also attended the programme at Hillingdon Leisure Complex (Uxbridge).</p>

	<p>SPARKS provision has been reviewed with a new model of provision being tested. The new Northwood Young People's Centre is piloting age specific provision and Harlington Young People is piloting provision, partnership with the Hillingdon Autistic Carers Association targeted at young people with autism. The model intends to develop 'hub and spoke' style provision with Fountains Mill being the hub facility.</p> <p>Charville Young People's Centre successfully opened in March 2010. Northwood Young People's Centre successfully opened in July 2010. Northwood facilitated Summer Sparks. Both facilities offer services to young people with disabilities with Northwood providing specific and targeted work as part of the SPARKS review pilot.</p>
<p>1.3 To expand the current flexible payment arrangements ensuring that parents/carers can access the types of provision that best suits their needs</p>	<p>The use of direct payments has increased by over 30% in the last 2 years. There have been initial meetings with Adult Social Care, who administer direct payments on behalf of Children's Services. They are currently implementing a range of improved controls around how direct payments are processed as a priority; analysis of the current usage of direct payments will follow once these additional controls have been put in place. In the interim, an exercise will take place analysing which other services (schools activities, residential provision day-time sessions etc) children receiving direct payments are also using.</p> <p>Eligibility criteria, now known as short breaks pathways, have been developed following extensive consultation.</p> <p>Services under development for parent to purchase include:</p> <ul style="list-style-type: none"> <li>• Enhanced short breaks in the home service, the new contract with Allied HealthCare to deliver Short Breaks in the Home is in operation, but the numbers of families using the service is disappointing at this stage and remedial actions (for example, an enhanced marketing plan) are in place to address this.</li> <li>• short breaks in the community have been commissioned for delivery by the Hillingdon Play Association, HACS and the Star Club over the Summer holiday period. Initial feedback from parents has been very positive.</li> </ul> <p>childminding/childcare-based short breaks. A range of short breaks and associated support is being delivered through the Childcare and Early Years service amounting to approx 25 children</p>
<p>1.4 Ensure that suitable transport is available to enable all children to access extended school services:</p>	<p>Schools delivering the short break programmes have been provided with additional funding to consider parent's transport needs.</p>

1.5 Provide clear information to all users on appeal processes.	LBH is the commissioner rather than the provider of short breaks in most cases. However when writing up service level agreements all providers are asked to consider and publish their complaints procedures.
1.6 Review management of outreach services to ensure that cover is available when regular workers are absent. Methods of communication to parents to be reviewed	<p>Complete development of first floor of Merrifield Residential Unit : building work is currently underway, on time and on budget, due to be opened November 2010</p> <p>Implement new Disabled Children’s Resource Service to provide more flexible access to services: A manager for the new service has been appointed and an initial list of services to be delivered through the Disabled Children’s Resource service has been developed. Further planning is currently underway</p> <p><b>The outreach service will have an office base in the newly developed first floor of Merrifield House (the centre for the Disabled Children’s Resource Service) which, in turn, will help ensure that cover is available for outreach services when regular workers are absent.</b></p>
1.7 The Fiesta booking process to be reviewed to ensure ease of access for all users	The FIESTA booking process has been further developed to improve access. In addition to an on-line booking system a ‘drop-in’ booking facility was created in the Connexions One-stop Shop at the Civic Centre. The booking process for young people referred to the programme with additional support needs was also developed with a simplified referral tool introduced.
1.8 Further work to be undertaken to ensure that there is a smooth transition between child and adults services in particular for the most needy	Successful bid for funding achieved to commence transition advocacy and participation programme. This will begin autumn 2010 led by Merrifield team manager with newly appointed transition co-ordinator once in post.

## Sustainability

A paper on the sustainability of the Disabled Children’s Strategy after the current Aiming High for Disabled Children grant funding finishes in March 2011 was presented to the Hillingdon Children and Families Trust Board. The Trust Board endorsed the overall direction discussed at the previous meeting in May 10.

Any plans for how the Disabled Children’s Strategy’s sustainability will be maximised can only be firmed-up when the funding in this area for 2011/12 and beyond is known, and this, in turn, will be dependent on the outcomes from the government’s Comprehensive Spending Review and its local ramifications. We therefore anticipate being able to hold a more informed and conclusive discussion about this after October 20<sup>th</sup>

In the interim the Trust supports the recommendations that any available funding be focused on the continued rollout of direct payments, the operation of the Disabled Children’s Resource service from its base at the newly expanding Merrifield House and support to schools to run short breaks activities.

## **Summary**

The outcomes of the Aiming High for Disabled Children funding to provide short breaks for children, young people and their carers has been overwhelmingly positive. Recommendations from the POC report have been included in action plans and there is clear evidence of progress. Parents and young people remain actively involved in the developments and monitoring of the plans.

## **Further development**

Parental feedback from summer activities is still being collated but indicates a high level of satisfaction. Comments include easier access to and a wider range of mainstream activities, increased confidence in trying new experiences and improved relationships within the family. Some areas of development remain : workforce development in some universal services that were unprepared for meeting the needs of disabled children. Parents of children who are in out borough schools expressed concerns that places on the school schemes were taken up very quickly by children attending the school leaving no capacity for those not on roll.

## Forward Plan 2010/2011

**Contact officer:** Gill Brice  
**Telephone:** 01895 250693

### REASON FOR ITEM

The Committee is required by its Terms of Reference to consider the Forward Plan and comment as appropriate to the decision-maker on key decisions which relate to services within its remit (before they are taken by Cabinet or Cabinet Member).

### OPTIONS OPEN TO THE COMMITTEE

- To comment on items going to Cabinet or Cabinet Member for decision.
- Or to note the items and decide not to comment.

### INFORMATION

1. The latest published Forward Plan for 2010/11 is attached. The Committee may wish to consider the non standard items that fall within its remit.

### SUGGESTED COMMITTEE ACTIVITY

- Consider whether there are comments or suggestions that the Committee wishes to make that will aid Cabinet decision-making.

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# The Cabinet Forward Plan

Period of Plan: October 2010 to January 2011 onwards

Ref	Report Title	Advance information	Ward(s)	Report to Full Council	Cabinet Member(s) Responsible	Officer Contact	Consultation	Background Documents	NEW ITEM
<p>ASCH&amp;H = Adult Social Care, Health &amp; Housing; DCEO = Deputy Chief Executive's Office; E&amp;CS = Education &amp; Children's Services; F&amp;BS = Finance &amp; Business Services; PECS = Planning, Environment &amp; Community Services</p>									
<b>CABINET - 18 NOVEMBER 2010</b>									
504	<b>Determination of Statutory Proposals to enlarge the premises at seven Primary Schools</b>	Following further consultation through the publication of Statutory Notices in September, this report summarises the full statutory consultation about enlarging the premises at 7 primary schools (Brookside Primary School; Cranford Park Primary School; Grange Park Infant School; Grange Park Junior School; Whitehall Infant School; Whitehall Junior School; William Byrd Primary School). A Cabinet decision is required to determine the proposals because objections have been received.	Various		Cllr David Simmonds	E&CS - Terry Brennan	There has been public / statutory consultation on these proposals	Consultation papers including all responses received	<b>NEW</b>
505	<b>Early Years Learning &amp; Children's Centre, Queens Walk, South Ruislip</b>	To seek Cabinet approval to accept a tender for the construction of a single storey building to provide a Early Years Learning & Children's Centre of approximately 550m <sup>2</sup> , off Queens Walk, South Ruislip HA4 0LR	South Ruislip		Cllr David Simmonds / Cllr Jonathan Bianco	PECS - Eileen Nicholson	Corporate Teams		<b>NEW</b>
486	<b>The contract for the appointment of a Contractor for a design and build contract for works to six schools</b>	Cabinet will be asked to agree a contract for the appointment of a contractor for a design and build contract for construction works to six schools to provide additional school places.	Heathrow Villages, Yiewsley, Uxbridge South, Pinkwell, Charville / Yeading		Cllr David Simmonds / Cllr Jonathan Bianco	PECS - Graham Davies			
<b>CABINET - 17 FEBRUARY 2011</b>									
516	<b>Schools Budget 2011/12</b>	To agree the Schools budget following consultation.	All		Cllr David Simmonds	F&BS - Amar Barot / Georgina Ayling	Schools Forum		<b>NEW</b>

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## 2010/11 WORK PROGRAMME

**Contact Officer:** Gill Brice  
**Telephone:** 01895 250693

### REASON FOR REPORT

This report is to enable the Committee to review meeting dates and forward plans. This is a standard item at the end of each agenda.

### OPTIONS OPEN TO THE COMMITTEE

1. To confirm dates for meetings
2. To make suggestions for future working practices and reviews.

### INFORMATION

**Meeting Dates and Rooms - *Meetings start at 7pm unless indicated below***

<b>Meetings</b>	<b>Room</b>
<b>26 June 2010</b>	<b>CR5</b>
<b>7 July 2010</b>	<b>CR5</b>
<b>8 September 2010</b>	<b>CR5</b>
<b>21 October 2010</b>	<b>CR5</b>
<b>25 November 2010</b>	<b>CR5</b>
<b>26 January 2011</b>	<b>CR5</b>
<b>10 February 2011</b>	<b>CR5</b>
<b>22 March 2011</b>	<b>CR5</b>
<b>26 April 2011</b>	<b>CR5</b>

**EDUCATION AND CHILDREN'S SERVICES POLICY OVERVIEW  
COMMITTEE**

**2010/11**

**WORK PROGRAMME**

<b>Meeting Date</b>	<b>Item</b>
<b>9<sup>th</sup> June 2009</b>	Work Programme 2009/10. First Review – Agree topics for scoping reports.
<b>7<sup>th</sup> July 2010</b>	First Review – To receive Scoping Reports
	Cabinet Forward Plan
	Work Programme
<b>8<sup>th</sup> September 2010</b>	First Review – Receive Amended Scoping Report
	Witness Session 1
	Update on Review Recommendations
	Quarterly Child Social Care Audit Update 2010/11
	Work Programme
	Cabinet Forward Plan
<b>21<sup>st</sup> October 2010</b>	Witness Session 2
	Electronic Social Care Record System
	School Places – Update
	Developing Short Breaks
	Cabinet Forward Plan
	Work Programme
<b>25<sup>th</sup> November 2010</b>	Witness Session 3
	Consider Topics for 2 <sup>nd</sup> minor Review
	Preliminary Budget Reports and Group Plans 2010
	Quarterly Child Social Care Audit Update 2010/2011
	Cabinet Forward Plan
	Work Programme

<b>26<sup>th</sup> January 2011</b>	Review 1 Final Draft Report and recommendations for consideration by Cabinet
	Review 2 – receive various scoping reports and agree second review topic for 2010/11.
	Education Attainment Report 2009/10
	Cabinet Forward Plan
	Work Programme
	Review 1 – Conclusions and Recommendations
	Second Review – Witness Session
<b>10<sup>th</sup> February 2011</b>	Review 2 – Witness Session 2
	Cabinet Forward Plan
	Quarterly Child Social Care Audit Update 2010/2011
	Budget Reports and Group Plans 2010
	Work Programme
<b>22 March 2011</b>	Review 2 – conclusions and recommendations
	Cabinet Forward Plan
	Work Programme
<b>26<sup>th</sup> April 2011</b>	Agree Final Report for Second Review for submission to Cabinet
	Quarterly Child Social Care Audit Update 2011/10
	Update on Review Recommendations
	Cabinet Forward Plan
	Work Programme

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