



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: WEDNESDAY, 7 JULY 2010

Time: 7.00 PM

Venue: COMMITTEE ROOM 5
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: Tuesday 29 June 2010

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This Agenda is available online at:
<http://modgov.hillingdon.gov.uk/ieListMeetings.aspx?CId=242&Year=2010>

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Head of Democratic Services
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Terms of Reference

The Constitution defines the terms of reference for Policy Overview Committees as:

The Following Terms of Reference are Common to all Policy Overview Committees (referred to below as “The overview role”):

1. To conduct reviews of policy, services or aspects of service which have either been referred by Cabinet, relate to the Cabinet Forward Plan, or have been chosen by the Committee according to the agreed criteria for selecting such reviews;
2. To monitor the performance of the Council services within their remit (including the management of finances and risk);
3. To comment on the proposed annual service and budget plans for the Council services within their remit before final approval by Cabinet and Council;
4. To consider the Forward Plan and comment as appropriate to the decision maker on Key Decisions which relate to services within their remit (before they are taken by the Cabinet);
5. To review or scrutinise decisions made or actions taken by the Cabinet, a Cabinet Member, a Council Committee or an officer.
6. To make reports and recommendations to the Council, the Leader, the Cabinet, a Policy Overview Committee or any other Council

This Committee performs the policy overview role outlined above in relation to:

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 To receive the minutes of the meeting held on 9 June 2010 (To follow)
- 5 Quarterly Child Social Care Audit Update 2010/11 (To follow)
- 6 Hillingdon Standing Advisory Council for Religious Education (HSACRE) Draft Annual Report - Page 1
- 7 Forward Plan 2010/2011- Page 9
- 8 Work Programme 2010/2011- Page 13
- 9 To receive draft Scoping Reports and Presentations on:
 - 14 - 19 Education and Training (Page17)
 - Fostering Recruitment & Retention of Foster Carers (Page 33)

HSACRE

HILLINGDON STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION



ANNUAL REPORT 2009

The current HSACRE was inaugurated on 22 February 1989 and this is its eighteenth Annual Report in accordance with its constitution and statutory obligations.

A copy of this Annual Report can be found on the Hillingdon Grid for Learning/Fronter.

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8. ADVANCED SKILLS TEACHER
9. MONITORING AND REVIEW
10. OTHER ACTIVITIES

1. FORWARD BY THE CABINET MEMBER FOR CHILDREN'S SERVICES

It gives me great pleasure to introduce this eighteenth Annual Report of Hillingdon's Standing Advisory Council on Religious Education [SACRE].

I am pleased to note that meetings of Hillingdon SACRE are well attended and this year has seen a number of important developments including extensive work by an Advanced Skills Teacher in Religious Education, completion of the draft new Agreed Syllabus, ready for launch in 2010 and exciting project work with Brunel University

entitled: 'Youth on Religion'.

Religious Education has a profound contribution to make to the Authority's commitment to developing community cohesion. Hillingdon's SACRE works hard to support every teacher of RE in order to give our young people active and engaging learning experiences of living religious tradition in order to achieve both attainment targets of learning about and from others' faith views. SACRE members believe that a flourishing SACRE is vital to the promotion of mutual understanding of the different communities in Hillingdon.

Hillingdon SACRE promotes open-mindedness, respect for all, self awareness and appreciation and a sense of wonder, all of which have much to contribute to young peoples' development. Contacts with faith organisations throughout Hillingdon have enriched this. For children of the 21st century multicultural Britain, to learn about the plurality of religions and the beliefs that inform them is essential for them to become responsible citizens.

I would like to conclude by thanking the whole membership of the SACRE for being so active over the year. Thanks also to those who serve the SACRE, Gill Brice and now, Natasha Dogra for clerking meetings and Eric Blaire, the Professional Adviser to SACRE, but particular thanks must go to Duncan Struthers who continues to chair SACRE and drives forward most of the SACRE's work.

2. MEMBERSHIP

HSACRE members are from four distinct groups and the committee is only quorate when representatives from every group are present:

GROUP A – Representatives of all faith groups in Hillingdon, including representatives from the Christian community not members of the Church of England. HSACRE works at ensuring that along with representatives from all the major world faiths, it works with all communities within the borough and welcomes their representation so long as they recognise the emphasis placed on inclusion by HSACRE.

GROUP B - Representatives from the Christian Church of England.

GROUP C - Representatives from each of the teachers' professional associations.

GROUP D - Hillingdon Councillors

A list of members of each committee is included as an appendix.

Gill Brice (Democratic Services) continued to serve HSACRE until the end of October 2009 and we are grateful for her enthusiasm and support over more than

twenty years. We welcome Natasha Dogra (Democratic Services) as her replacement.

Eric Blaire has been the professional adviser to SACRE, initially as a member of the authority's School Improvement Service and from September 2007 as an independent consultant, working on behalf of the authority's Children's Services and its Corporate Director, Chris Spencer. SACRE has been delighted with this support.

Duncan Struthers has continued as Chairman and Mike Gettleson as Vice-Chairman.

3. CHAIRMAN'S REPORT

The main business for the year has continued to be the work on the Agreed Syllabus, the development of the new 'Faith Strand' and the completion of the individual sections for the main faiths. The comments from schools in the final round of consultation have been very encouraging and the document has now moved to the design and proof-reading stages.

Cllr Simmonds joined me in presenting Vyners school with a cheque for the RE department along with a framed certificate, celebrating the school in it being the 'most improved' school for its RE GCSE results for 2009. It would be good to explore other ways for SACRE to engage and encourage pupils and staff.

The lead specialist school, Swakelys continues to be an enthusiastic partner and has been instrumental in running the High school Inter Faith events which now attract most of the schools in the borough. I was invited by the visiting HMI to give evidence as to the work of the school in its specialism during its RE inspection and we congratulate the school on the outcome of the HMI visit.

An additional Inter Faith School event was the cross-phase Inter Faith meeting of the schools in the Yeading cluster. It was amazing to watch how the pupils of infant, junior and high schools collaborated on faith issues.

The government has initiated a review of the work of SACREs under the 1/94 Act, with the exception of those parts which cover 'Acts of Collective Worship'. I believe Hillingdon is unique across London in not having any school seeking a 'determination' to be exempt. There was one school which asked for advice on this and then concluded they were serving their community correctly within the understanding of the act.

Another exciting venture has been the discussions with the research team at Brunel University. The first discussion was in supporting them in determining the format of the project. All High schools in the borough will be invited to participate in this 'Youth and Religion' study.

The last meeting of the year was unique in our history. Many past SACRE

members and council officers returned to a celebration of the work and strength Gill Brice has been to us on SACRE. I doubt if there are many other members of the Democratic Services team who would become involved with running school events or fitting out a 'Religious Education' tent for the Middlesex Show! We will miss her and we all wish her well for the future.

MEETINGS OF HSACRE IN 2009

Full meetings of HSACRE were held on:

February 18 th	- Civic Centre
March 25 th	- Civic Centre
May 20 th	- Civic Centre
June 17 th	- Civic Centre
November 4 th	- Ruislip Baptist Church
November 10 th	- Hillingdon Baptist Church (special farewell meeting)

All meetings were quorate. In addition to the full meeting of SACRE, there were a number of subgroup meetings and the continuing progress of the Inter-Faith Forum and of Youth Events.

4. FINANCIAL STATEMENT

HSACRE was delegated a budget of £2220 for the year.
Major items of expenditure to date (December 2009) are:

Consultancy	1700
Conference attendance	70
NASACRE	85
Successful School Award	200

HSACRE is grateful for the financial support it receives and its development plan is guided by comments received from schools and faith communities.

5. ADVICE GIVEN TO THE AUTHORITY BY SACRE

SACRE gave advice to Healthy Hillingdon on the revision of their document entitled: 'Managing Loss, Trauma and Crisis' which was published in 2009.

Advice is given annually to the authority on Religious Education and Worship paragraphs in its information booklets to families entering a particular phase of education.

6. PUBLICATIONS AND EVENTS

Extensive work was carried out on the new syllabus with consultation taking place with all groups and faiths and it reached its final draft ready for preparation for publication in 2010.

Hillingdon SACRE completed the consultation document on the replacement for Circular 1/94 and submitted this to the Dcsf.

Continuing support is given to both Inter-faith Events locally and nationally and similarly to the Week of Peace.

7. ADVANCED SKILLS TEACHER

Dharmini Shah is an RE teacher at Bishop Ramsey CE school and SACRE is fortunate to have some of her dedicated time for support. Dharmini is an Advanced Skills Teacher and that means that she is a teacher in a maintained school in England or Wales who has passed a national assessment and been appointed to an AST post. ASTs concentrate on sharing their skills, through outreach work, with teachers in their own and other schools.

As part of her AST work Dharmini has been closely working with SACRE in the re-writing of the Hillingdon Agreed Syllabus. This has involved checking the content of the syllabus and thinking about ways in which some of this can be delivered.

Another part of her AST work has involved 'outreach' whereby she has been deployed by the local authority to help RE Departments across Hillingdon. She has been actively involved in training and providing strategies for NQT's and GTP's to improve their teaching. She has also been involved in writing and updating several schemes of work in some of Hillingdon's secondary schools.

8. MONITORING AND REVIEW

GCSE AND GCE RESULTS FOR 2008

SACRE has received the results of public examinations in RE for all schools. It is pleased to note that all but one school now appears to be offering RE as a compulsory subject at KS4 as required.

Part of SACRE's role is to monitor the quality of Collective Worship in Hillingdon schools. During the year, the SACRE have remain concerned that the Ofsted inspection reports in respect of collective worship and spiritual, moral, social and cultural development do not give them information for monitoring standards.

Members of the SACRE have continued to consider ways of obtaining good information about collective worship but to little effect. It is hoped that once the Agreed Syllabus Review is complete SACRE can refocus its efforts on this topic.

10. OTHER ACTIVITIES AND IMPLICATIONS FOR 2010

In collaboration with Brunel University Hillingdon SACRE has played a major role in setting up the pilot for the Youth on Religion Project. This project is to involve students in Years 8, 10 and 12 in both maintained and independent schools plus Uxbridge College. Similar research with young people will be going on in Newham, Bradford and Keighley. There will be a focus on young people with additional needs and Year 12 students in Phase 2 of the project in 2010/2011. Phase 1 will be completed in 2010.

SACRE agreed a statement with regard to secondary school students leaving school for prayer, as follows:

‘Given that there is a permanent Prayer Room available for all staff and students use, safety and security is assured for all students by their remaining on the school site. This would not be the case if students were allowed to leave the school site for prayer and hence such permission should not be granted.’

Further issues around prayer and dress for physical education were expected to arise in 2010, covering primary age as well as secondary students. SACRE had in hearing about BS21 expressed the view that consideration should be given to ensuring that there is adequate provision for prayer/quiet contemplation in any schools developed in future.

No school had sought a determination in 2009 but the issue is likely to arise again in future years as consideration of the ever shrinking numbers of practising Christians in some schools occurs.

Comments on the value of this report are welcomed. These should be sent to Nadia Williams – Democratic Services, Civic Centre, High Street, Uxbridge, Middlesex. UB8 1UW.

APPENDIX**GROUP A**

Baptist	Duncan Struthers
Hindu	Kamal Persaud
Methodist	Angela Lount
Muslim	Amir Ahmed
Quaker	Lucy Russell
Jewish	Mike Gettleson
Roman Catholic	Vacant
Salvation Army	Heather Steady
Sikh	Jasvir Rayat Singh
United Reform Church	
Bahai	

GROUP B

Church of England	Hilary Stone
	Mary Coulhurst
	Graham Marriner
	Vacant
	Vacant

GROUP C

National Union of Teachers	
Association of Teachers and Lecturers	Jan Long
National Association of School Masters/Union of Women Teachers	
Professional Association of Teachers	
National Association of Headteachers	Kevin Guest
Association of Secondary School and College Leaders	Vacant

GROUP D

Local Education Authority	Councillor Shirley Harper-O'Neill Councillor David Routledge Councillor Carol Melvin Councillor Avtar Sandhu Councillor Mike Bull
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CO-OPTED MEMBERS

Mildred Atubo	
Graham Sumbler	
Laura McNamee	
Dharmini Shah	
Jas Virdee	

OFFICER SUPPORT

London Borough of Hillingdon Committee Services	Gillian Brice and then Natasha Dogra, Democratic Services 3E/05 Civic Centre High Street Uxbridge Middlesex UB8 1UW
SACRE Consultant for Hillingdon	Dr Eric Blaire

FORWARD PLAN: ITEMS GOING TO CABINET OR CABINET MEMBERS FOR DECISION THAT FALL WITHIN THE COMMITTEE'S REMIT

Contact officer: Nadia Williams/Gill Brice
Telephone: 01895 277655 & 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.

The Cabinet Forward Plan

Period of Plan: July 2010 to October 2010 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&H = Adult Social Care, Health & Housing; DCEO = Deputy Chief Executive's Office; E&CS = Education & Children's Services; F&R = Finance & Resources; PE&CS = Planning, Environment & Community Services</p>									
<p>CABINET - 15 JULY 2010</p>									
473	Acceptance of a tender for the provision of a Modular Unit for use as a fitness facility at William Byrd Pool Site	To seek Cabinet Member Approval accept a tender for the construction of a single storey modular unit for use as a fitness facility of approximately 105m ² and minor alteration works at William Byrd Pool Site, Victoria Lane, Harlington UB3 5EW	Heathrow Villages		Cllr Jonathan Bianco	PE&CS, Eileen Nicholson			NEW
<p>AUGUST</p>									
	No Cabinet scheduled								
<p>CABINET MEMBER DECISIONS - AUGUST 2010</p>									
474	Statutory consultation for Primary School expansion	The report summarises the first stage of statutory consultations about expanding 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 Member decision is required to proceed to the next stage of consultations.			Cllr David Simmonds	E&CS, Terry Brennan	Statutory Consultation		NEW
<p>CABINET - 23 SEPTEMBER 2010</p>									
SI	Reports from Policy Overview Committees	Major Policy Review recommendations for consideration by the Cabinet as and when completed.	TBC		as appropriate	DCEO Democratic Services			
<p>CABINET MEMBER DECISIONS - SEPTEMBER 2010</p>									

Ref	Report Title	Advance information	Ward(s)	Report to Full Council	Cabinet Member(s) Responsible	Officer Contact	Consultation	Background Documents	NEW ITEM
<p>ASCH&H = Adult Social Care, Health & Housing; DCEO = Deputy Chief Executive's Office; E&CS = Education & Children's Services; F&R = Finance & Resources; PE&CS = Planning, Environment & Community Services</p>									
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	DCEO Democratic Services	Various	Various	
CABINET - 14 OCTOBER 2010									
SI	Reports from Policy Overview Committees	Major Policy Review recommendations for consideration by the Cabinet as and when completed.	TBC		as appropriate	DCEO Democratic Services			
CABINET - 18 NOVEMBER 2010									
SI	Reports from Policy Overview Committees	Major Policy Review recommendations for consideration by the Cabinet as and when completed.	TBC		as appropriate	DCEO Democratic Services			
CABINET MEMBER DECISIONS - NOVEMBER 2010									
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	DCEO Democratic Services	Various	Various	
CABINET - 16 DECEMBER 2010									

Ref	Report Title	Advance information	Ward(s)	Report to Full Council	Cabinet Member(s) Responsible	Officer Contact	Consultation	Background Documents	NEW ITEM
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ASCH&H = Adult Social Care, Health & Housing; DCEO = Deputy Chief Executive's Office; E&CS = Education & Children's Services; F&R = Finance & Resources; PE&CS = Planning, Environment & Community Services

SI	Reports from Policy Overview Committees	Major Policy Review recommendations for consideration by the Cabinet as and when completed.	TBC		as appropriate	DCEO Democratic Services			
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CABINET MEMBER DECISIONS - DECEMBER 2010

CABINET MEMBER - LIST OF STANDARD ITEMS CONSIDERED EACH MONTH

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	DCEO Democratic Services	Various	Various	
SI	Constitutions of School Governing Bodies and appointment of LA Governors	To approve appointments and reappointments of local authority governors and to approve any changes to school governing body constitutions			Clir David Simmonds	DCEO Democratic Services		Requests from School Governing Bodies	
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.			as appropriate	DCEO Democratic Services		Petitions to the Council	
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		as appropriate	DCEO Democratic Services			

Agenda Item 8

2010/11 WORK PROGRAMME

Contact Officer: Nadia Williams/Gill Brice

Telephone: 01895 277655 & 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*

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

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

2010/11

WORK PROGRAMME

Meeting Date	Item
	HSACRE Draft Annual Report 2009
	Cabinet Forward Plan
	Work Programme
	First Review – To receive Presentation on: <ul style="list-style-type: none"> • 14 -19 Education and Training • Fostering Recruitment & Retention of Foster Carers
8th September 2010	First Review – Receive Scoping Report
	Review 2 – receive various scoping reports and agree second review topic for 2010/11.
	Quarterly Child Social Care Audit Update 2010/11
	Work Programme
	Cabinet Forward Plan
21st October 2010	Witness Session 1
	Cabinet Forward Plan
	Work Programme
25th November 2010	Witness Session 2
	Formulate Conclusions and Recommendation Draft Final Report
	Preliminary Budget Reports and Group Plans 2010
	Cabinet Forward Plan
	Quarterly Child Social Care Audit Update 2010/11
	Work Programme

26th January 2011	Review 1 – conclusions and recommendations
	Second Review – Witness Session
	Quarterly Child Social Care Audit Update 2011/10
	Education Attainment Report 2009/10
	Cabinet Forward Plan
	Work Programme

10th February 2011	Review 2 – Witness Session 2
	Cabinet Forward Plan
	Budget Reports and Group Plans 2010
	Work Programme

22 March 2011	Review 2 – conclusions and recommendations
	Cabinet Forward Plan
	Work Programme

26th April 2011	Agree Final Report for Second Review
	Cabinet Forward Plan
	Work Programme

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HILLINGDON LONDON

EDUCATION AND CHILDREN'S SERVICES POLICY OVERVIEW COMMITTEE

2010/11

DRAFT 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.
4. To present to Cabinet the Committee's findings and any recommendations in relation to the Council's role in attainment.

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 th July 1010	Approve scoping report for the review
TBC	A detailed presentation from 14-19 Manager and Deputy Director. Description of the issues, and practice from a local and national perspective. Witnesses Session 1:
	Witness Session 2:

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. Therefore there needs to be pathways to maximise progression for 14-19 year olds, and encourage their attainment and participation at all levels.
- This will broadly be done 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 which also plans to bring in these curriculum changes and provide employer engagement for vocational pathways. The 14-19 SG 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.¹ However, to get a deeper understanding, a full report which encompasses the offer of all providers might be considered.

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

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.
- 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. 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. Its 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. Anticipating 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 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

- Functional Skills are in the process of being properly developed and this has an implication on the fact that there is now a movement to encourage students to travel to learn. For example, Diploma students may not get the support they need within their home school. (This was the case last year for Engineering diploma students travelling to learn in Rosedale) and additional support had to be laid on for them. Better

communication is developing between schools due to the protocol agreements around where there is movement of students. The protocols drawn up by the DSG have enabled this by making sure that students have a plan that makes it clear who is responsible for what FS.

- Functional Skills have had an impact on preparations for the delivery of GCSE English, Maths and IT. 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.
- Delivery is still on an ad hoc basis, eg an example of this was when intense support was given to the pupils at Rosedale. There have 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.
- 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.

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. The new Young People's Learning Agency, the London Regional Planning Group and the Regional Planning Group consider the number of students per borough. These agreements affect all our sixth form providers; schools, Uxbridge College and work based learning providers.

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 Training'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.

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

- Apprenticeships are now funded through the Skills Funding Agency (SFA).
- Young Apprenticeships are now funded through the Young People's Learning Agency (YPLA).
- 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 the Gateway process. Two Diplomas: IT and Engineering, received approval in Gateway 2. At that point, two separate groups formed to run collaboratives of schools that wished to teach either or both diplomas. This was problematic for some providers such as Rosedale and Uxbridge College, which being involved in almost all Diploma initiatives, had to attend a considerable number of meetings. It also meant that it was difficult to synchronise decisions across groups. At that point, the LA stepped in and formed a Diploma Steering Group (DSG) drawing all approved and potential lines of learning together. This group has now been operating successfully for two years. The DSG has been responsible for preparing the groundwork for good collaborative practice throughout the borough in terms of protocol development, including agreements on 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.
- 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:

Sean McMahan	Education Consultant
Ellen Quaye	YPLA
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

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 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?

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 have a trend of seeing students travel 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.
- The addition of Academies and Free Schools means that the ability of providers to develop programmes of learning which are varied enough to provide for the interest of all young people are limited. This is likely to have a negative effect on the NEET figure. .

Alison Moore

Draft

June 2010

London Borough of Hillingdon

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

2010/11

DRAFT REVIEW SCOPING REPORT

Fostering Recruitment & Retention of Foster Carers
**How does the Council recruit and retain foster carers to
provide appropriate placements for looked after children?**

Aim of Review

To review the statutory duties of the Council in recruiting and retaining foster carers to provide sufficient and appropriate local foster placements for looked after children.

Terms of Reference/Key Tasks

1. To review the recruitment and retention strategies in relation to fostering.
2. To review the publicity and advertising strategy to attract sufficient local applicants for fostering.
3. To investigate the method of first response to applicants interested in fostering to ensure a prompt and helpful response is offered.
4. To ensure prompt and thorough assessments are undertaken of suitable applicants for fostering.
5. To ensure a comprehensive post approval support and training programme is offered to all Hillingdon foster carers
6. To develop a strategy that offers a suitable range of local, culturally diverse foster carers in line with the new Sufficiency Guidelines.
7. To ensure a robust post-approval process that monitors the continued suitability of all Hillingdon approved foster carers.
8. To examine best practice elsewhere through partnership and consortia networking.
9. To present to Cabinet the Committee's findings and any recommendation to enhance the efficiency of the Service.

Methodology

The Policy and Overview Committee is to receive reports, presentations and hear from witnesses.

Documentation

- Information on the structure and process of the fostering service and the roles and responsibilities of any partner agencies.
- Data on looked after children and their placements
- Information on the work of the Fostering Panel
- Evidence of national and local policy and practice

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

Meeting Date	Action
TBC	Approve scoping report for the review
TBC	A detailed presentation from the Head of Service and key managers. Background and context of the Fostering Service and safeguarding arrangements. Description of the issues, and practice from a local and national perspective. Witnesses Session 1: Independent Chairman Panel Member/s
TBC	Witness Session 2: Foster Carer Foster Child/ren
TBC	Consider and comment on draft report
TBC	Agree final report.