



CHILDREN & LEARNING OVERVIEW & SCRUTINY SUB-COMMITTEE AGENDA

7.00 pm

**Tuesday
30 April 2019**

**Committee Room 2 -
Town Hall**

Members 9: Quorum 3

COUNCILLORS:

Judith Holt (Chairman)
Gillian Ford (Vice-Chair)
Michael Deon Burton

Tony Durdin
Tele Lawal
Sally Miller

Carol Smith
Christine Vickery
Reg Whitney

CO-OPTED MEMBERS:

**Statutory Members
representing the Churches**

Lynne Bennett, Church of
England
Jack How, Roman Catholic
Church

**Statutory Members
representing parent
governors**

Julie Lamb, Special Schools
Kathy Freeman, Primary
Schools

Non-voting members representing local teacher unions and professional associations:
Ian Rusha (NEU)

For information about the meeting please contact:

**Taiwo Adeoye - 01708433079
taiwo.adeoye@onesource.co.uk**

Protocol for members of the public wishing to report on meetings of the London Borough of Havering

Members of the public are entitled to report on meetings of Council, Committees and Cabinet, except in circumstances where the public have been excluded as permitted by law.

Reporting means:-

- filming, photographing or making an audio recording of the proceedings of the meeting;
- using any other means for enabling persons not present to see or hear proceedings at a meeting as it takes place or later; or
- reporting or providing commentary on proceedings at a meeting, orally or in writing, so that the report or commentary is available as the meeting takes place or later if the person is not present.

Anyone present at a meeting as it takes place is not permitted to carry out an oral commentary or report. This is to prevent the business of the meeting being disrupted.

Anyone attending a meeting is asked to advise Democratic Services staff on 01708 433076 that they wish to report on the meeting and how they wish to do so. This is to enable employees to guide anyone choosing to report on proceedings to an appropriate place from which to be able to report effectively.

Members of the public are asked to remain seated throughout the meeting as standing up and walking around could distract from the business in hand.

What is Overview & Scrutiny?

Each local authority is required by law to establish an overview and scrutiny function to support and scrutinise the Council's executive arrangements. Each overview and scrutiny sub-committee has its own remit as set out in the terms of reference but they each meet to consider issues of local importance.

The sub-committees have a number of key roles:

1. Providing a critical friend challenge to policy and decision makers.
2. Driving improvement in public services.
3. Holding key local partners to account.
4. Enabling the voice and concerns to the public.

The sub-committees consider issues by receiving information from, and questioning, Cabinet Members, officers and external partners to develop an understanding of proposals, policy and practices. They can then develop recommendations that they believe will improve performance, or as a response to public consultations. These are considered by the Overview and Scrutiny Board and if approved, submitted for a response to Council, Cabinet and other relevant bodies.

Sub-Committees will often establish Topic Groups to examine specific areas in much greater detail. These groups consist of a number of Members and the review period can last for anything from a few weeks to a year or more to allow the Members to comprehensively examine an issue through interviewing expert witnesses, conducting research or undertaking site visits. Once the topic group has finished its work it will send a report to the Sub-Committee that created it and will often suggest recommendations for the Overview and Scrutiny Board to pass to the Council's Executive.

Terms of Reference

The areas scrutinised by the Committee are:

- Pupil and Student Services (including the Youth Service)
- Children's Social Services
- Safeguarding
- Adult Education
- Councillor Calls for Action
- Social Inclusion

DECLARING INTERESTS FLOWCHART – QUESTIONS TO ASK YOURSELF



AGENDA ITEMS

1 APOLOGIES FOR ABSENCE AND ANNOUNCEMENT OF SUBSTITUTE MEMBERS

(if any) - receive.

2 DISCLOSURE OF INTERESTS

Members are invited to disclose any interests in any of the items on the agenda at this point of the meeting. Members may still declare an interest in an item at any time prior to the consideration of the matter.

3 CHAIRMAN'S ANNOUNCEMENTS

The Chairman will announce details of the arrangements in case of fire or other events that might require the meeting room or building's evacuation.

4 CHANGE TO MEMBERSHIP

The Sub-Committee to note the addition to its membership of a new Co-opted Primary Governor.

5 MINUTES (Pages 1 - 8)

To approve as a correct record them minutes of the meeting of the Sub-Committee held on 14 February 2019 and authorise the Chairman to sign them.

6 REVIEW OF PERFORMANCE INDICATORS (Pages 9 - 14)

Full list of available indicators attached for information. The Chairman will make some initial comments prior to full consideration by Members of the choice of indicators at the next meeting of the Sub-Committee.

7 ADMISSIONS AND INCLUSIONS (Pages 15 - 20)

Report attached

8 ADULT EDUCATION - DEVOLUTION AND OUTCOMES (Pages 21 - 34)

Report attached

9 FUTURE AGENDAS

Committee Members are invited to indicate to the Chairman, items within this Committee's terms of reference they would like to see discussed at a future meeting. Note: it is not considered appropriate for issues relating to individuals to be discussed under this provision.

Andrew Beesley
Head of Democratic Services

**MINUTES OF A MEETING OF THE
CHILDREN & LEARNING OVERVIEW & SCRUTINY SUB-COMMITTEE
Committee Room 3A - Town Hall
14 February 2019 (7.00 - 9.35 pm)**

Present: Councillors Judith Holt (Chairman),
Michael Deon Burton, Tony Durdin, Tele Lawal,
Christine Vickery and Ray Morgon

Co-opted Members: Julie Lamb

Church Representatives:

Lynne Bennett

Non-voting Member: Ian Rusha

The Chairman advised those present of action to be taken in the event of an emergency evacuation of the building becoming necessary

Apologies for absence were received from Councillors Gillian Ford, Carol Smith, Sally Miller, Reg Whitney and co-opted member Jack How.

A member of the public was also in attendance.

26 DISCLOSURE OF INTERESTS (2)

There were no disclosures of interest.

27 CHAIRMAN'S ANNOUNCEMENTS (3)

The Chairman welcomed the non-members of the Sub-Committee who were in attendance.

The Chairman outlined that she undertook visits to departments in Children's Social Services, including the Multi-Agency Safeguarding Hub (MASH) in Mercury House and the St. Kilda Children's Centre in Romford. Further visits to Children's Social Services and schools were planned at Easter.

It was stated that key decisions that related to the Sub-Committee were accessible on the council website.

28 MINUTES (4)

The minutes of the meeting of the Sub-Committee held on 27 November 2018 were agreed as a correct record and signed by the Chairman

29 QUARTER THREE PERFORMANCE REPORT (5)

The Sub-Committee received an update on performance data for Quarter Three. It was noted that performance data were available for all the eight indicators. Six of the indicators were given a RAG status: Three (50%) had a status of Green, two (33%) had a status of Amber and one (17%) had a status of Red.

Overall, the update was an improvement compared to the position at the end of Quarter 2, when 40% of indicators were rated Green.

The following highlights were outlined:

- The percentage of children in good or outstanding schools. Five schools had been inspected since September 2018 and four had reports had since been published; all of which received a 'Good' judgement.
- The percentage of early year's providers judged to be 'Good' or 'Outstanding' also remained better than target.
- The average number of children missing from education had reduced in comparison to both last quarter and the same point the previous year.
- The percentage of Initial Child Protection Conferences (ICPCs) held within 15 working days continued to improve and was within target tolerance.
- The number of adopters approved was better than the target for this point in the year and only one further approval was required to achieve the annual target.

The Sub-Committee noted that the following areas required improvement:

- The percentage of 16-18 year olds who were not in education, employment or training (NEET), or not known was recently confirmed as 3.5% for 2017/18; better than the England average of 6% and placing the borough in the top quintile. The performance at the end of Quarter 3 was off-target but within the agreed tolerance. Action being taken to further improve performance included increased tracking activities using admissions data and intelligence to reduce the number of 'Not Knowns', and the introduction of a new NEET to EET programme in central Romford.
- The number of children missing from care, missing from home or away from placement without authorisation had increased compared to the previous quarter but was lower than at the same point last year. The new approach to safeguarding adolescents would include a strong focus on missing children and the associated risks for the cohort.
- The number of new in-house foster carers was below the target set for this point in the year. Work continued to recruit high quality foster carers, with marketing targeted at the caring professions, certain faith

communities and those prepared to look after older children (age 11+) and sibling groups. Assessments were more robust however, which inevitably resulted in some households not being progressed. A Christmas Fostering campaign was undertaken and in January the service assessed the success of this and considered adjustments to the current marketing plan. Communication materials also promoted the message that IFA (Independent Fostering Agency) carers could easily transfer to the local authority.

During discussion, the Sub-Committee noted that the current Fostering Strategy had been in place since 2016 and would be due for review by the end of the year. Officers indicated that a report on Fostering was due before the Sub-Committee or the Corporate Parenting Panel.

In terms of the Christmas Fostering campaign, Members were informed that it had been a successful exercise. A total of eleven households were currently undergoing screening.

It was noted that officers would be reviewing the success of the advert and current marketing plan and initial feedback from Fostering Ambassadors was encouraging.

The Sub-Committee was informed that the service was engaging with faith communities and seeking opportunities to grow further interest with ethnic groups with regards recruiting new Foster Carers.

The percentage of 16-18 year olds who were not in education, employment or training (NEET), or not known - 2017/18 data was now confirmed at 3.5% for Havering, against an England average of 6%, placing Havering in the top quintile.

In 2017/18, the Children and Learning Overview and Scrutiny Sub-Committee received a total of 17 indicators, of which three were reported to the Overview and Scrutiny Board.

Following discussion on the report, the Sub-Committee agreed that the following two Performance Indicators would be reported to the Overview and Scrutiny Board from the fourth quarter of 2018/19.

- Number of new in-house foster carers (cumulative)
- Percentage of 16-18 year olds who are not in education, employment or training (NEET), or not known

The Sub-Committee noted the performance update.

30 DOMESTIC ABUSE AND CHILDREN (6)

The Sub-Committee received a report that detailed the work of the Council to support children and families affected by Domestic Abuse in Havering.

The Havering Community Safety Partnership Plan 2018-19 had identified Violence Against Women and Girls (VAWG) as a priority and a revised VAWG Strategy was due to go to Cabinet in March 2019.

The Havering Community Safety Partnership had adopted the cross government definition which stated that domestic abuse and violence was:

‘Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who were or had been intimated by partners or family members regardless of gender or sexuality. Domestic Violence could encompass, but was not limited to, the following types of abuse:

- Psychological
- Physical
- Sexual
- Financial
- Emotional’

The Sub-Committee noted that domestic abuse on children and young people had a devastating impact on children and young people that could last into adulthood. Domestic abuse services offered specialist emotional and practical support for those children and young people affected.

The report informed the Sub-Committee that between January 2018 to December 2018, there were 4061 domestic violence incidents reported to the Police and 2515 domestic violence offences recorded by the Police. When the Police attended a domestic violence incident where a child was present a Merlin safeguarding alert would be passed to the Multi Agency Safeguarding Hub (MASH) to alert Children’s Services that domestic abuse was occurring in the household. In 2018 the MASH received 1,706 contacts in relation to domestic abuse.

Members noted that all contacts of possible child safeguarding or protection concerns were referred to the Havering MASH). The information was triaged by a Children Social Care MASH Team Manager to determine what action was required to respond to the concerns that had been referred.

During a brief discussion, it was stated that following referral, the MASH Team Manager had to make a decision on the level of risk of any child within the household.

It was made clear that MASH and MARAC had different roles to play with domestic abuse cases. The role of the MARAC was to facilitate, monitor and

evaluate effective information sharing to enable appropriate actions to be taken to increase public safety.

In response to an enquiry, it was indicated that progress was measured when the relevant agencies had ensured that the individual was not becoming a repeat victim.

In terms of violence against men, it was accepted that this was rarely reported. Havering was one of the few boroughs with a men only service. About fifty men used the service, mostly seeking advice on the telephone.

In response to an enquiry, officer informed the Sub-Committee that the service was looking to provide Family Therapy in the case of child against parent violence.

The Sub-Committee was informed that the department for Works and Pensions was providing resources on an initiative to reduce parental conflict.

Members agreed to scrutinise the topic further in the near future.

The Sub-Committee noted the content of the report.

31 **KNIFE CRIME AND CHILDREN (8)**

The Sub-Committee received a report that detailed the work of the Council to address Serious Youth Violence and Knife Crime in Havering. The report outlined the proposed future plans to address the issue through the lens of adolescent safeguarding.

Members were advised that the Havering Community Safety Partnership identified serious youth violence and knife crime as a priority for 2018-19 and a Serious Group Violence and Knife Crime Strategy 2018-2021 had been developed. It was noted that the strategy was due to go to Cabinet in March 2019. The proposed strategy sought to set out the London Borough of Havering's plan to address serious group violence and knife crime over the next three years.

The Sub-Committee was informed that the Strategy also linked closely with the Mayor of London's 2017-2021 Police and Crime Plan, the Mayor's 2017 Knife Crime Strategy and the Home Office report on Ending Gang Violence and Exploitation 2016.

The Sub-Committee noted that the Crime and Disorder Sub-Committee recently constituted a Topic Group on Knife Crime. In the previous 18 months Havering had seen an increase in reported knife crime, with Romford ward having the highest record of knife crime across the tri boroughs.

In response to an enquiry on the reason for the increase, officers responded that it was more of an influx of some individuals coming into Havering Town Centre and that Havering children were 'easy picking'.

The Sub-Committee was informed that a regional Adolescent Improvement Alliance was planned and Members indicated an interest to be invited to the tri-borough events.

Members noted that a multi-disciplinary 'hub' arrangement to better identify and respond to adolescent safeguarding and meet needs of young people was proposed. The agency would work together with schools, the Local Authority and partners.

Other initiative included:

- Using social Media to educate Young People
- Upskilling parents and engaging parents with training.

In terms of Child Sex Exploitation (CSE), Members noted that every borough had CSE issues and there was now a greater awareness of the issues

In response to an enquiry on identifying businesses in the Town Centre able to be Safehavens, the Sub-Committee noted that such practises already existed in Lewisham and Croydon.

It was suggested that there should be opportunity for Young People and the Police to dialogue and provide opportunities for Young People to sit on appropriate bodies.

On criminal exploitation and financial crime, it was noted that banks were being invited to address colleges and students and give safe guidance advice.

Members agreed to scrutinise the topic further in the near future.

The Sub-Committee noted the content of the report.

32 PUBLIC SECTOR LEASING AND CHILDREN (7)

The Sub-Committee received a report that provided an update on Private Sector Leased accommodation (PSL). The report provided Members with information on the housing and support needs of households living in Private Sector Leased accommodation (PSL) where there were children.

Members noted from the report the following headlines of the review in relation to children:

- At present, there were no safeguarding concerns identified.

- There was more clarity on the number of households with dependent children in PSL accommodation.
- Families in smaller and larger sized accommodation were identified and the Council would be looking for appropriate housing solutions for them in the future.

The report detailed that there were 630 (71%) households with dependent children in PSL accommodation and a total of 1,171 children. The majority (76%) of the households with dependent children were lone female parent households, followed by 23% of two parent households.

The report informed Members that Housing and Children's Services were working together to address the housing and support needs of families in order to safeguard and promote the welfare of children and young people.

There was an ongoing focus on reducing the need for temporary accommodation for families by working with those at risk earlier and preventing them from becoming homeless.

Families with identified support need were given support and advice by the Council. Where additional support was needed, a referral was made to Peabody Floating Support Service so that they could be given emotional and practical help to manage their tenancies.

In a situation when a family needed multi-agency intervention, case conferences were used to bring all partners together.

During a brief discussion, Members noted that the PSL was a temporary arrangement against homelessness. The process enabled the Service to understand the needs of a family. It was noted that there was no safeguarding concern.

It was indicated that a report on the outcome of the PSL review would be reported to Cabinet at a later date.

In response to an enquiry, officers confirmed that there was no child with a disability within the PSL arrangement.

Members noted the report.

Chairman

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Children's Social Care

The following indicators are all reported on a monthly basis within the service and are therefore available for quarterly reporting to the Overview and Scrutiny Sub-Committee.

Referrals and Assessments

% of referrals to Children's Social Care progressing to assessment

% of assessments completed within 45 working days

Child Protection

% of Initial Child Protection conferences held within 15 days

% of children and young people de-registered from a Child Protection Plan whose plan lasted less than 3 months

% of children and young people de-registered from a Child Protection Plan whose plan lasted more than 2 years

% of children becoming subject of child protection plan for second / subsequent time within two years

Care Proceedings

% of care proceedings under 26 weeks (based on individual children)

Looked After Children

% of looked after children with three or more placements during year

% of LAC aged under 16 who had been looked after continuously for at least 2.5 years who were living in the same placement for at least 2 years, or are placed for adoption and their adoption and their adoptive placement together with their previous placement, last for at least 2 years

% of looked after children at 31 March placed outside LA boundary and more than 20 miles from where they used to live

% of looked after children who contributed their views to a statutory review

% of looked after young people of school age with an up to date Personal Education Plan

% of all looked after young people with an up to date medical (also reported separately for below school age and school age cohorts)

Fostering and Adoption

Average time between court decision and child being matched with prospective adopters (days) for children who have been adopted

% Children who wait less than 14 months between entering care and moving in with their adopting family

Average time between a child entering care and moving in with their adoptive family for children who have been adopted (in days)

% of looked after children who ceased to be looked after who were adopted

% of looked after children who ceased to be looked after as a result of a special guardianship order

% of looked after children who ceased to be looked after as a result of permanency (Adoption and Special Guardianship Order)

% of LAC placed in LBH foster care

Total number of in-house foster carers

Number of new in-house foster carers

Leaving Care

% of young people leaving care over the age of 16 who remained looked after until their 18th birthday.

% of looked after children that leave care at 18 and remain living with their foster carers (Staying Put)

% of former relevant young people aged 19-21 who were in suitable accommodation

% of young people leaving care who are in higher education aged 19-21

% of former relevant young people aged 19-21 who were in education, employment or training

% of former relevant young people at age 18-21 who are in education, employment or training

Work Force

Number of children & young people experiencing 3+ changes of social worker within the last 12 months

Learning and Achievement

The reporting frequency for these indicators varies. For example, those relating to attainment, progress and the offer of school places are reported annually. Others, such as the post-16 indicators and those associated with attendance, can be reported on a quarterly or termly basis using local (provisional) data, with validated data published annually.

Early Years

Number of early education offers extended to disadvantaged 2 year olds (*termly using provisional local data, validated data from the DfE will be lagged*)

% of 3 and 4 year olds who have access to an early education entitlement place if their parents wish (*as above*)

School readiness - % of children achieving a good or better level of development at age 5 (*annual*)

Schools

% children in good or outstanding schools (*quarterly*)

% of parents receiving an offer of their first choice school (*annual*)

Attendance

Primary school persistent absence rate (*termly using provisional local data, validated data from the DfE is released annually*)

Secondary school persistent absence rate (*as above*)

% of average attendance in Primary schools (*as above*)

% of average attendance in Secondary schools (*as above*)

Progress

Pupil progress in 8 subjects, from the end of primary school to the end of secondary school ('Progress 8' score) (*annual*)

Post-16

% of NEET and Not Known 16 and 17 year olds (*quarterly*)

Number of apprentices (aged 16-18) recruited in the borough (*quarterly*)

Number of apprentices (aged 19+) recruited in the borough (*quarterly*)

Special Educational Needs and Disabilities (SEND)

% of Education, Health and Care (EHC) assessments that are completed within 20 weeks *(quarterly / termly data can be reported locally but validated data is annual)*

% of all pupils with EHC plan *(as above)*

Education outcomes for Children Looked After

% attendance for children looked after *(annual)*

Outcomes for Children Looked After – % Fixed Term Exclusions *(annual)*

KS1 outcomes for Children Looked After – % working at or beyond expected standard *(annual)*

KS2 outcomes for Children Looked After – % working at or beyond expected standard *(annual)*

% of young people leaving care achieving 5 GCSEs at grade A*-C Inc. English and Maths *(annual)*

% of 16 to 19 year old care leavers who are in education, employment or training *(quarterly)*

The PIs currently reported to C&L OSSC are below:

- Percentage of early years providers judged to be good or outstanding
- Percentage of 16-18 year olds who are not in education, employment or training (NEET), or not known
- Percentage of children in good or outstanding schools
- Number of children missing from education at month end (average for the quarter)
- Percentage of Initial Child Protection conferences held within 15 days
- Number of children missing from care, missing from home or away from placement without authorisation
- Number of new in-house foster carers (cumulative)
- Number of adopters approved (cumulative)

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CHILDREN AND LEARNING OVERVIEW AND SCRUTINY SUB-COMMITTEE, 30 APRIL 2018

Subject Heading:	Admissions & Inclusions
SLT Lead:	Tim Aldridge, Director of Children's Services
Report Author and contact details:	Trevor Cook, Assistant Director for Education Services Tel: 01708 431250 Trevor.cook@havering.gov.uk
Policy context:	Pupil Admissions to Schools and Inclusions
Financial summary:	There is no financial summary/implication to this report.

The subject matter of this report deals with the following Council Objectives

Communities	<input checked="" type="checkbox"/>
Places	<input type="checkbox"/>
Opportunities	<input type="checkbox"/>
Connections	<input type="checkbox"/>

SUMMARY

To be consistent with Havering's vision to ensure a good start for every child to reach their full potential during their educational journey.

This report updates members of the Committee on the progress made to improve School Admissions & Inclusions arrangements, across all Havering's Schools / Academies and Alternative Provisions.

RECOMMENDATIONS

It is recommended that the Overview and Scrutiny Committee note the content of the report, and they continue to receive updates on School Admissions & Inclusions arrangements.

REPORT DETAIL

Admissions & Inclusions

The newly restructured Admissions & Inclusions Team (March 2019) is divided into three areas Early Years, Admissions & Inclusions. Each area focuses on specific cohorts of children to ensure tight multi agency and multi-disciplinary processes are in place and are in accordance with statutory guidance. This report details these areas.

Early Years

Coordinates the admissions of children ages 0-5 into early year's provisions and schools / academies across Havering, and provides support for families accessing the early education entitlement and 30 hours.

Admissions

Coordinates the admissions of children ages 5-16 into schools / academies across Havering and provides support for parents during the application process and is responsible for administering and presenting school appeals and school transport for pupils without an Educational, Health and Care Plan.

Inclusions

Coordinates the Inclusions of children aged 5-16 into school / academies and alternative provisions to prevent exclusions where possible and offers alternative pathways to support pupils and set them back on track to achieve the best possible outcome from their education.

Team Functions - The Admissions & Inclusions Team manages its pupils using central databases that enable the allocation of school places and track where the pupils are attending their education.

Cohort – Are pupils entering Reception, Junior School or Secondary in September; these applications are part of a co-ordinated admissions round and are administered by the School Admissions & Inclusions Team. Applicant information is co-ordinated amongst all London Admission Authorities prior to the start of September. The law states this is compulsory for all Schools / Academies to participate in.

Refusal to Admit - The role of the Local Authority is to make arrangements for children who are without a school place. The School Admissions Code is very clear that schools / academies cannot refuse to admit children because of previous attendance, behaviour or attitude towards learning amongst other reasons. If the Team are made aware of a Havering child who is out of school and there are no vacancies at any of the schools / academies applied for, the Team offer an alternative place at the closest to the home school that has a vacancy, regardless of the type of school.

In-Year - Applications for In-Year admissions are usually made by parents/carers who have moved into Havering and require a school place for their child and who wish their child to transfer between schools / academies.

The centrally managed In-Year application process ensures that:

- Safeguarding responsibilities of schools / academies and Local Authority are met
- Children who are out of school are suitably supported
- Fair access cases can be identified quickly

It is extremely important that a child has continuity in their education and the Local Authority strongly discourages unnecessary transfers between schools. However, parents have a legal right to apply for a school place regardless of the reasons for transfer.

Permanent Exclusions (PEX) - The Local Authority has a statutory duty to provide pupils who have been Permanently Excluded an education from day 6 of the PEX. The Team work with schools / academies to avoid PEX where possible and offer other alternative pathways to support pupils and set them back on track to achieve.

Schools / academies are expected to work with children and their families to prevent unnecessary transfers happening.

In Year Fair Access Protocol – The Local Authority has a Statutory Duty to provide a Fair Access Protocol. This is managed by the Team who:

- Assess the real needs of vulnerable young people who are not on the roll of a school and ensures an appropriate placement is identified quickly and pupils/young people are on roll within 10 school days of Fair Access Panel meeting;
- Seeks to find an alternative placement or support for those on roll of a school where it can be demonstrated that they are at risk of permanent exclusion;
- Fairly share the admission of vulnerable students across all schools / academies (where the panel agree that another mainstream school place should be identified);
- Arrange such admissions openly through a process which has the confidence of all;
- Records the progress and successes of the young people placed through this panel.

Alternative Provision (AP) - The Team work directly with schools / academies, families to support vulnerable pupils who are at risk of exclusion or who have been excluded from a school or academy.

The Team operates a cross borough Inclusion Gateway process that has been developed in collaboration with schools / academies and provisions to incorporate a multi-disciplinary approach. This approach provides a single point of contact for all school/academy referrals where pupil's needs are assessed and analysed to ensure correct pathway is identified for that pupil at the point of need.

Facilitates and co-ordinates services and support for pupils who are at risk and those with protected characteristics.

- Pupils with high levels of vulnerability and those with significant challenging behaviour are forwarded to the IYFAP panel for consideration
- Pupils who are new to the borough or area are offered a school place

Elective Home Education (EHE) - The Team identifies and monitors EHE children and supports families by identifying schools / academies and enabling parents to re-engage their children back into the education system if parents wish. Preparations for Positive Pathways for post 16 are supported.

Hospital Education Support Service - A Teacher that provides education to pupils who are in hospital, or who are leaving hospital and are not able to attend mainstream school.

Traded Services - The Admissions & Inclusions Team operates a traded service where buy back from schools / academies contributes towards the Team's functions and provides alternative provision and services for pupils who are unable to engage or maintain their mainstream education.

IMPLICATIONS AND RISKS

The Local Authority would be downgraded by Ofsted as a consequence of the School Admissions & Inclusions Team not managing and administering their statutory duties. This would also have an impact on neighbouring Local Authorities regarding school allocations.

Financial implications and risks:

Dedicated Schools Grant could be effected if Early Years funding is not matched to the parental request for provision with due diligence and accuracy by the Team.

By not administering cohort admissions in line with statutory guidance this will result in the Local Authority not meeting its statutory requirements.

If high needs pupils are not identified and supported the implications are that the Local Authority's High Needs Grant will be negatively affected.

Legal implications and risks:

The Local Authority must meet its statutory duties to provide efficient education and sufficient schools in the area to provide for the population. If this is not achieved it could be subject to challenge.

Human Resources implications and risks:

Staff that hold suitable qualifications and experience are to be recruited and developed to enable efficient and effective assessment, risk management and matching of services to the pupils needs.

If unsuitable Human Resources were deployed the risks would increase as pupils may not achieve and develop and others within schools / academies and the community may be negatively affected.

Equalities AND Social implications and risks:

The Public Sector Equality Duty (PSED) under section 149 of the Equality Act 2010 requires the Council, when exercising its functions, to have due regard to:

- (i) the need to eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010;
- (ii) the need to advance equality of opportunity between persons who share protected characteristics and those who do not, and;
- (iii) foster good relations between those who have protected characteristics and those who do not.

Note: 'Protected characteristics' are: age, sex, race, disability, sexual orientation, marriage and civil partnerships, religion or belief, pregnancy and maternity and gender reassignment.

The Council is committed to all of the above in the provision, procurement and commissioning of its services, and the employment of its workforce. In addition, the Council is also committed to improving the quality of life and wellbeing for all Havering residents in respect of socio-economics and health determinants.

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CHILDREN AND LEARNING OVERVIEW AND SCRUTINY SUB-COMMITTEE, 30 APRIL 2019

Subject Heading:

Adult Education: Devolution and Outcomes

SLT Lead:

Tim Aldridge

Report Author and contact details:

Darren Purdie
E: darren.purdie@havering.gov.uk
T: 01708 434940

Policy context:

This relates to the implementation of the pan-London Skills for Londoners Strategy in the academic year 2019-2020

Financial summary:

It is anticipated that there is no significant change to the external grant allocation, based on GLA briefings and publications. A potential for growth bids is anticipated. Havering Adult College currently is funded purely through the Adult Education Budget earned through performance and fee income levied as appropriate for community learning opportunities. Additional income is sourced through commercial activity (usually bespoke staff development and training programmes) commissioned by local authorities.

The subject matter of this report deals with the following Council Objectives

Communities making Havering
Places making Havering
Opportunities making Havering
Connections making Havering

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SUMMARY

This Report provides a detailed context in which Havering Adult College (the council department established over 50 years ago to deliver adult learning opportunities) presently operates, including performance outcomes for 2017-18, and an overview of the published intentions of the Skills for Londoners Strategy. This strategy outlines the priorities that the Mayor of London, through the devolved Adult Education Budget (AEB), intends to optimise through delivery of Adult & Community Learning. The Report includes the areas of the curriculum that Havering Adult College has already positioned itself to deliver, such as support for learners with disabilities, the unemployed and economically inactive, and those for whom English is not their first language, for example, that directly link to the strategic outcomes illustrated in the Skills for Londoners Framework.

RECOMMENDATIONS

- **Members to note the content of the report**

REPORT DETAIL

1. Presently, the London Borough of Havering delivers adult and community learning (ACL) through its Havering Adult College, a department of the Council established over fifty years ago. Havering Adult College receives a direct grant from the Education and Skills Funding Agency (ESFA) that enables the service to deliver a range of courses aimed at learners aged 19+ who can be resident in the borough, or attend from outside of the borough. In the academic year 2017-18, Havering Adult College delivered learning opportunities to 4612 learners. The achievement rate for learners overall was 97.82%, based on the Management Information System data returned to the ESFA for that year. It is too early to comment on recruitment and performance for 2018-19, as enrolments continue through the year, with courses starting at various points. The last three Ofsted inspections have found the provision to be Good, and with some excellent features.
2. For context, Havering Adult College presently offers a broad curriculum to the public, covering key areas of learning; specifically, Digital & Computer Skills, Languages (including BSL), Creative & Performing Arts, GCSEs (English, Maths, Science, Psychology), English for Speakers of Other Languages (ESOL), Floristry & Horticulture, Personal Wellbeing and Fitness, Counselling, Food & Drink, Teacher Training, History & Modern Culture, and Teaching Assistants. In addition, Family Learning, Employability provision and Skills for Life (functional English and maths), are also offered and are free at point of delivery to support groups and individuals with challenges and needs. In addition, the College also has a constantly developing 'Education for Independence' department, providing around the year learning for learners with learning disabilities and difficulties.
3. The above provision is mostly funded by the Adult Education Budget, which is comprised of two streams; firstly, Adult Skills provision, whereby participants are working towards a nationally recognised qualification and are, potentially, eligible for full fee remission (if current eligibility criteria are met), and receipt of the full skills allocation is dependent on successful achievement of the qualifications. Secondly there is the Community Learning allocation, which is to support the provision of non-accredited learning opportunities. The majority of Community Learning courses have fees payable to participate, and are more to (i) encourage harder to engage groups and communities back into education, and (ii) support the development and maintenance of community cohesion, social inclusion, personal growth and esteem building. The Adult Skills courses are linked, in most instances, to qualifications that increase life and career chances. Additional funding, to sustain adult education provision, is provided by fee income.

4. For 2018-19, the total Adult Education Budget allocated to Havering Adult College is £1,211,100, which is comprised of:

£612,012 – Adult Skills allocation

£599,088 – Community Learning allocation

5. In addition, £30,000 is nominally safeguarded as Additional Learner Support funding (within the overall budget) to provide those on accredited provision with essential support (such as learning support assistants, digital equipment, etc) to allow them fair access and equality. Havering Adult College currently rents all of its office and delivery premises which places an additional demand on the grant that use of traditional council facilities would help to minimise. In 2017-18, the cost of hiring venues was £61,890.
6. Havering Adult College also has an Adult Learning Loan allocation of £416,607, which is provided through the Student Loans Company on behalf of the ESFA. This is available to learners who are 24 years old or older, and using it to access approved level three or level four provision. This sits outside of the AEB allocation.
7. In 2015-16, a series of devolution arrangements were agreed between the government and regions (combined authorities), assuming that the sector would be fit for purpose. As of 1st August 2019, AEB will be devolved to the Greater London Authority (GLA), Cambridgeshire & Peterborough, Greater Manchester, Liverpool City Region, Tees Valley, West Midlands, and West of England region. At this point, the GLA will allocate the grant funding to the providers within Greater London, which includes Havering Adult College.
8. No additional activity is required for this implementation on the part of Havering Adult College, as the contract presently held will automatically transfer. Regular meetings with the GLA representatives have confirmed that no changes or adjustments to the routine data returns, eligibility criteria, and funding values are planned for the first year of implementation. In addition, it has been made clear that the GLA envisage opportunities for providers to place growth bids, where a sound business case is demonstrable. This is linked to core focal points of interest to the Mayor of London, who is committed to using the AEB to:
 - Empower all Londoners to access the education and skills to participate in society and progress in education and in work
 - Meet the needs of London's economy and employers, now and in the future
 - Deliver a strategic, city-wide technical skills and adult education offer
9. A key objective of the Skills for Londoners Strategy is to increase the number and diversity of adult learners in London gaining skills to participate in society, and also progress into further/higher or additional education. City Hall has published eight areas to be reformed under the devolution of the AEB in London. They are:

1. Eligibility for full-funding for people in low-paid work

2. Basic English and maths skills
 3. English for Speakers of Other Languages (ESOL)
 4. Basic digital skills
 5. Adult & Community Learning (ACL)
 6. Support for disadvantaged learners
 7. Support for learners with Special Educational Needs and Disabilities (SEND)
 8. Addressing London's sectoral and occupational skills needs
10. As part of the reform, City Hall has acknowledged that local authority funding through the block grants of the ESFA are based on historical formulae, with no direct relationship between the current allocations and the number of learners who could potentially benefit. City Hall published in the Skills for Londoners Framework (2018) that, whilst there were no plans to set local targets for levels or types of provision, as the Learning and Skills Council had done previously, the intention to incentivise better occupational targeting of provision and the introduction of outcome-related payments as part of the devolved budget is clearly stated.
11. It is understood that the following are key occupational areas that the incentivising will focus upon:
- Health and social care
 - Construction
 - Tourism, hospitality and retail
 - Creative and digital
 - Finance and professional services
12. As part of the Local London (Eastern London) Region, Havering Adult College is aligned to the priority outcomes identified through the Local London Steering Board. These include:
- Supporting in-work low paid residents to up-skill, secure new qualifications and progress into higher paid work
 - Supporting unemployed and economically inactive residents (particularly those with disabilities and long term health conditions)
 - Supporting lone parents who are struggling to secure and maintain part-time/full-time work at a reasonable wage
 - Supporting residents whose first language is not English, for whom it is a barrier to employment and accessing educational opportunities
 - Supporting residents both younger and older with SEND needs
 - Supporting skills development for: construction, digital, health and social care, cultural and creative industries
13. A bid from Local London for additional procurement of up to £10m in terms of extra AEB allocation to support work with ESOL learners and those who are unemployed across the region has been submitted, with Havering Adult

College identified as the local lead provider within the borough. It is too early to comment on the outcome of this bid.

14. City Hall has confirmed that, at this stage of the devolution process, the following outcome areas are to be the primary focus in terms of delivery measures (although it should be noted that much is at the draft stage presently, and as such is subject to change):

- i. Labour market outcomes
- ii. Social outcomes
- iii. Quality of educational facilities

15. Havering Adult College has, through strategic engagement with partners aligned with targeted curriculum planning, positioned itself well to deliver a range of high quality courses (both accredited and non-accredited) within the mayoral priorities, many targeted at up-skilling unemployed residents. This includes a range of digital skills programmes, TV and Film production, digital music manufacture, employability skills (including individually tailored packages which include 1:1 mentoring, all of which have been heavily praised by Ofsted), a growing ESOL provision (including work taking place on-site at schools and children's centres to optimise participation and reach).

16. In addition, the Education for Independence department works specifically with residents who have learning disabilities and difficulties, with much focus on the acquisition and development of skills and nationally recognised qualifications to boost esteem and acknowledge achievement. At their last inspection, Ofsted noted that, as a particularly impressive service for residents, it was surprisingly under-utilised as a point of referral internally, which is captured in their last inspection report.

17. A responsive and flexible service, Havering Adult College is positioned well to embrace the impact of devolution, and continues to forge productive relationships with external partners as well as the GLA. It is anticipated that, over the coming year, the service will return to offering apprenticeships within professional service areas (such as level three and level five apprenticeships for department heads that could be used to serve the local authority's need to make use of its apprenticeship levy). In addition to the grant and fee funded work, Havering Adult College will continue to develop and offer bespoke training for other local authorities (such as inspection preparation, observation training, recruitment and selection training etc) to increase its own commerciality, whilst also offering high quality staff development training to the council as best value.

IMPLICATIONS AND RISKS

Financial implications and risks:

18. There are no new financial implications to the transition from the ESFA to the GLA's devolved budget, other than the extended opportunities to access, through the Local London partnerships, additional income to support the delivery of learning that is targeted at Skills for Londoners strategic priority groups, such as ESOL learners and the unemployed (both areas the College has significant, high-quality experience in).
19. The financial risks to Havering Adult College are no different to the annual risks attached to being externally grant funded, with aspects of the funding linked to service outcomes. In the event Havering Adult College underperforms, there is a risk of a reduction in the core budget. This is an on-going issue and not one that will be enhanced by devolution.
20. The need for Havering Adult College, as a council department, to directly lease office space and rent facilities to provide course delivery (usually secondary schools), reduces the amount of core grant that is then available to support direct delivery to residents and presently restricts the commercial viability of positioning itself more directly in central Romford, which could potentially make some provision more accessible.
21. Additionally, through face-to-face discussions with GLA representatives at our termly meetings, it is clear that the team overseeing devolution will be more open to flexible use of the AEB to deliver the priorities, meaning that risks presently associated with the inflexibility of the ESFA's approach to the split strands of the AEB (Adult Skills and Community Learning) could be reduced. Until implementation takes place, it is impossible to confirm this.
22. The service will continue to monitor developments and report back any material risks as they arise, including the development of mitigating plans to limit the financial risk from proposed changes to the funding arrangements.

Legal implications and risks:

23. The Authority has a power in relation to adult education as follows:

15B. Education Act 1996 — Functions in respect of education for persons over 19. A local authority may secure the provision for their area of full-time or part-time education suitable to the requirements of persons who have attained the age of 19, including provision for persons from other areas.

As there are no changes to the operation and delivery of the service, the staffing requirements, or any contractual agreements as the transition period is confirmed to replicate the current arrangements for at least the first

academic year of implementation (1st August 2019 – 31st July 2020), there are no legal implications at this time.

Human Resources implications and risks:

24. As there are no changes to the operation and delivery of the service, the staffing requirements, or any contractual agreements as the transition period is confirmed to replicate the current arrangements for at least the first academic year of implementation (1st August 2019 – 31st July 2020), there are no Human Resource implications or risks.

Equalities implications and risks:

25. As there are no changes to the operation and delivery of the service, the staffing requirements, or any contractual agreements (as the transition period is confirmed to replicate the current arrangements for at least the first academic year of implementation (1st August 2019 – 31st July 2020), there are no perceived equalities implications or risks, as there is no change to the status quo, and as such a further Equalities Impact assessment is not necessary.

	Retention Rate	Achievement Rate
SSC 1 - Health & Complementary Therapies	97.75%	99.22%
SSC 3 - Floristry & Horticulture	98.40%	97.94%
SSC 5 - Construction	98.39%	100.00%
SSC 6 - Information and Communication Technology	87.04%	89.36%
SSC 7 - Food & Drink	100.00%	99.36%
SSC 8 - Sport & Leisure	98.77%	95.90%
SSC 9 - Arts & Media	94.88%	99.53%
SSC 10 - History	91.67%	100.00%
SSC 12 - Languages	87.67%	96.88%
SSC 13 - Education & Training	100.00%	98.72%
SSC 14 - Preparation for Life & Work	94.29%	95.85%
SCC 15 - Employability and Business	100.00%	100.00%
SSC 16 - Family Learning	97.57%	98.63%

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	Retention Rate	Achievement Rate
SSC 01U - Upskills	100.00%	100.00%
SSC 01A - Beauty & Comp Therapies	92.31%	100.00%
SSC 1	96.16%	100.00%
SSC 03A - Agriculture, Horticulture CL	N/A	N/A
SSC 03X - Agriculture, Horticulture AS	100.00%	100.00%
SSC 3	100.00%	100.00%
SSC 05S - Specialist Trade Courses	98.39%	100.00%
SSC 5	98.39%	100.00%
SSC 06A - Computing	85.07%	94.74%
SSC 6	85.07%	94.74%
SSC 07A - Food & Drink	100.00%	100.00%
SSC 7	100.00%	100.00%
SSC08A - Sport / Movement	100.00%	100.00%
SSC 08L - Health & Fitness (Loans)	99.33%	97.32%
SSC 08U - UK Sports Training	100.00%	92.86%
SSC 8	99.78%	96.73%
SSC 09C - Creative	79.49%	93.55%
SSC 09M - Spotlight	100.00%	100.00%
SSC 9	89.75%	96.78%
SSC 10A - History	N/A	N/A
SSC 10	N/A	N/A
SSC 12L - Languages	92.13%	100.00%
SSC 12	92.13%	100.00%
SSC 13A - Education & Training	100.00%	97.14%
SSC 13B - Staff Development & Training	100.00%	100.00%
SSC 13	100.00%	98.57%
SSC 14D - Preparation for Life (E4I)	100.00%	100.00%
SSC 14G - GCSEs	85.37%	94.29%
SSC 14S - Skills for Life	91.67%	90.65%
SSC 14	92.35%	94.98%
SSC 15E - Employability	100.00%	100.00%
SSC 15	100.00%	100.00%
SSC 16A - Wider Family Learning	N/A	N/A
SSC 16B - Family English & Maths	N/A	N/A
SSC 16	N/A	N/A

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	Retention Rate	Achievement Rate
SSC 01U - Upskills	N/A	N/A
SSC 01A - Beauty & Comp Therapies	96.81%	97.80%
SSC 1	96.81%	97.80%
SSC 03A - Agriculture, Horticulture CL	96.80%	95.87%
SSC 03X - Agriculture, Horticulture AS	N/A	N/A
SSC 3	96.80%	95.87%
SSC 05S - Specialist Trade Courses	N/A	N/A
SSC 5	N/A	N/A
SSC 06A - Computing	90.24%	81.08%
SSC 6	90.24%	81.08%
SSC 07A - Food & Drink	100.00%	98.80%
SSC 7	100.00%	98.80%
SSC08A - Sport / Movement	95.80%	96.49%
SSC 08L - Health & Fitness (Loans)	N/A	N/A
SSC 08U - UK Sports Training	N/A	N/A
SSC 8	95.80%	96.49%
SSC 09C - Creative	90.20%	99.27%
SSC 09M - Spotlight	100.00%	100.00%
SSC 9	95.10%	99.64%
SSC 10A - History	91.67%	100.00%
SSC 10	91.67%	100.00%
SSC 12L - Languages	86.87%	96.28%
SSC 12	86.87%	96.28%
SSC 13A - Education & Training	100.00%	100.00%
SSC 13B - Staff Development & Training	100.00%	100.00%
SSC 13	100.00%	100.00%
SSC 14D - Preparation for Life (E4I)	100.00%	100.00%
SSC 14G - GCSEs	96.00%	97.92%
SSC 14S - Skills for Life	91.67%	100.00%
SSC 14	95.89%	99.31%
SSC 15E - Employability	N/A	N/A
SSC 15	N/A	N/A
SSC 16A - Wider Family Learning	99.50%	100.00%
SSC 16B - Family English & Maths	95.63%	97.26%
SSC 16	97.57%	98.63%

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