HARROW COUNCIL
LIFELONG LEARNING SCRUTINY SUB-COMMITTEE
WEDNESDAY 12 JANUARY 2005

INFORMATION CIRCULAR

Information Circular

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<table>
<thead>
<tr>
<th>Perspectives</th>
<th>Objectives</th>
<th>Measures</th>
</tr>
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<tbody>
<tr>
<td>Corporate Strategy</td>
<td>Strategic Performance Report</td>
<td>Customer/Community</td>
</tr>
<tr>
<td>Area Services</td>
<td>Community schools programme implemented</td>
<td>Pilots Complete</td>
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<tr>
<td>Schools</td>
<td>Attendance targets achieved</td>
<td>BV45% of half days missed due to total absence in secondary schools (also CPA)</td>
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<td></td>
<td></td>
<td>BV46% of half days missed due to total absence in primary schools (also CPA)</td>
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<td></td>
<td>Targets at key stage 2 achieved</td>
<td>BV41% of pupils achieving Level 4+ in English</td>
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<td></td>
<td></td>
<td>BV194b% of pupils achieving Level 5+ in mathematics</td>
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<td></td>
<td></td>
<td>BV40% of pupils achieving Level 4+ in mathematics</td>
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<td>BV194a% of pupils achieving Level 5+ in English</td>
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<td></td>
<td>Targets at key stage 3 achieved</td>
<td>BV181c% pupils achieving level 5 or above in KS3 science</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BV181b% pupils achieving level 5 or above in KS3 mathematics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BV181a% pupils achieving level 5 or above in KS3 English</td>
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<td></td>
<td></td>
<td>BV181d% pupils achieving level 5 or above in KS3 ICT</td>
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<td></td>
<td>No schools are in the OFSTED category causing concern</td>
<td>BV48% of schools subject to special measures</td>
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<td>Targets at key stage 4 achieved</td>
<td>BV38% pupils achieving 5+ A*-C</td>
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<td></td>
<td>BV39% pupils achieving 5+A*-G</td>
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<td>Corporate Strategy</td>
<td>Strategic Performance Report</td>
<td>Partnership</td>
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<td>LPSA</td>
<td>All LPSA targets are achieved</td>
<td>Truancy and attendance</td>
</tr>
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<td></td>
<td></td>
<td>Improved educational attainment of children and young persons in care</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Increasing educational achievement and inclusion</td>
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<tr>
<td>Corporate Strategy</td>
<td>Strategic Performance Report</td>
<td>People</td>
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<tr>
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<td>(no measures for LLL)</td>
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<tr>
<td>Corporate Strategy</td>
<td>Strategic Performance Report</td>
<td>Resources</td>
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<tr>
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<td>(no measures for LLL)</td>
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<td>Corporate Strategy</td>
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<td>Service Development</td>
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<tr>
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<td>(no measures for LLL)</td>
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Meeting: Life Long learning Scrutiny Sub-Committee (Information Circular)
Date: 12 January 2005
Subject: Governing Body Recruitment and Retention
Responsible Officer: Adrian Parker, Principal Education Adviser
Portfolio Holder: Education and Lifelong Learning
Key Decision: No
Status Part 1

Section 1: Summary

Decision Required
None

Reason for report
This information circular item updates members about the progress made against the recommendations made by Scrutiny Sub-Committee at the meeting of 20 January 2004.

Benefits
Good recruitment and retention practice will support the establishment of full membership of governing bodies and enhance their key school improvement role.

Cost of Proposals
Costs of the progress so far have been contained within existing budgets.

Proposals for the development of support to Governing Bodies have been made as part of the consultation on the development of School Development Services to establish the Achievement and Inclusion Division within Learning and Community Development. As yet no costed proposals are in place.
Section 2: Report

2.1 Brief History

At the meeting of 22 April 2004, Lifelong Learning Scrutiny Sub-Committee agreed that:
1. the recommendations set out in section 6.5 of the Scrutiny Review of Recruitment and Retention of School Governors should be implemented, and;
2. both the current limited capacity and allocated resources provided to support governors are reviewed as part of the current re-organisation of Learning and Community Development.

This information circular item updates members on progress so far.

2.2 Progress to Date

The following action has been undertaken against each of the Scrutiny Review recommendations.

Recommendation 1:
The LEA should encourage Governing Bodies to adopt flexible arrangements in relation to the timing of meetings and input into meetings.

The LEA has sought examples of innovative practice from Governing Bodies and has disseminated these, in particular ways of providing school-based governor training, through the termly newsletter and on the Governors’ website. A key component of both the national training programme for Chairs and the equivalent for Clerks to Governing Bodies includes a review of the use of committees, prioritising agenda items and retaining a focus on the governing body’s key issues.

Recommendation 2:
The LEA should publicise the availability of the DfES Governors’ Helpline service to all Governing Bodies.

The availability of “Governorline” as a means of support to individual governors and governing bodies has been advertised in all termly newsletters and is linked from the Governors' website.

Recommendation 3:
The LEA should publicise to community groups the availability of speakers to talk to them about the role of a governor.

There has been a limited response to the LEA’s request of all governing bodies to suggest good speakers for this purpose. The Harrow Commission for Racial Equality (HCRE) has promoted governorship through its use of the LEA governor leaflet and has offered the LEA an opportunity to meet with its committee in the spring of 2005 in order to progress this recommendation.

Recommendation 4:
Governing Bodies should be encouraged to establish mentoring schemes for new governors and the LEA should consider establishing a pool of mentors for Chairs of Governing Bodies and members with specific responsibility for finance issues.
All new governors following the distance learning element of the national induction programme are offered a mentor. All Chairs and Headteachers have received a copy of the DfES guidance on effective induction, which includes a recommendation that all new governors are paired with a more experienced governor as part of the school’s regular induction arrangements. The LEA has begun to identify a pool of experienced Chairs who would be available to mentor new Chairs. A further request will be made in the spring term governors’ newsletter.

Recommendation 5:  
*The clerking course should continue to be run on a regular basis, as required. The LEA should encourage Governing Bodies to take advantage of this facility.*

The national governing body clerks’ training programme has been run by the LEA once. 11 clerks, representing 20 schools, participated. A further 4 clerks have registered to pursue the distance learning option. Further training will be offered in the summer term, or earlier, if there is enough demand.

Recommendation 6:  
*The LEA should establish initiatives to recognise the valuable work being done by school governors. Options include:*
- asking the Mayor to hold a reception for school governors each year, with governors being invited on a rotating basis at least once in their terms of office, and appropriate directorial attendance and press publicity also being arranged
- a card or letter to recognise 10 years’ service
- special letters of thanks for long serving retiring governors
- recommendation for honours for long public service.

The Mayor has held a reception for Chairs of Governing Bodies; this will be extended next year to include long serving governors. The current LEA governor database does not allow easy identification of such governors and nominations are being sought from Chairs and Headteachers. The LEA continues to recommend governors for recognition through the honours system – so far unsuccessfully.

Recommendation 7:  
*The LEA should provide Governing Bodies with an annual ‘forward plan’ of forthcoming consultations or major issues. Where complex information is to be disseminated to parents, the communication should come directly from the LEA.*

Governing Bodies are provided with an annual planning calendar through the DfES termly newsletter. The procedure for informing governors, especially Chairs, about the key local issues and consultations has been reviewed in the light of experience in the autumn term 2004. The revised procedure will be circulated to all schools early in the spring term 2005. When the LEA wishes to consult with large groups, especially parents, there will be new arrangements for distributing consultation materials and convening consultation meetings.

Recommendation 8:  
*The LEA should consider the production of a simple LBH leaflet, promoting the role of school governors for distribution with admission letters to parents of rising fives and those transferring to High School.*
A leaflet promoting governorship has been produced. A copy has been sent to all members of Scrutiny Sub-Committee and a reproduction is attached as appendix A. This has been distributed widely to schools, libraries and through community information points, e.g. Citizens Advice Bureaux, Civic Centre reception, HCRE. As recommended, it will be sent to all parents of rising fives and those transferring to high school in the spring term.

Recommendation 9:
The Publications Panel should be asked to consider establishing a separate web page and message board for school governors.

Recommendation 10:
The Publications Panel should be asked to explore the promotion of governors’ role on the website and in ‘Harrow People’ and to consider the provision of some of the website information in minority languages.

The governance website at www.harrow.gov.uk/schoolgovernors is live. Information is currently provided in the following areas:

1. a public area containing information about the role of governors, how to become a governor and the training and support that is available.

2. information and resources for governors and governing bodies, set out as:
   - Support and information for governors
   - Organisation and clerking of governing bodies
   - Dealing with key powers and duties
   - School governors recruitment, induction and training
   - Working with the LEA

Each folder contains a number of guidance documents and reference materials including the LEA training programme and recent newsletters. They also include links to other relevant sites such as www.governornet.co.uk and the London Grid for Learning. Further development of the website, to include the provision of information in community languages, is planned for the spring term.

2.3 Review of Support to Governors

As part of the Consultation Paper on the Proposal to create the Achievement and Inclusion Division (November 2004), the Director of Learning and Community Development, People First, has consulted on the nature and scope of support offered to Governing Bodies.

The consultation paper sought views on:

Governor Support

Schools and governors need to be consulted on whether it is time to build this back into the attached adviser role with the possibility of cluster governors’ meetings or a protocol covering the expectations of governor’s support and attendance at meetings.

The attendance of advisers at the appointment of headteachers and deputy headteachers will remain as a function of the chief education officer.

Alongside this there is a need to establish an appropriate level of officer support to offer technical guidance and advice to all governing bodies.
The outcomes of the consultation will inform decisions about the establishment of the Achievement and Inclusion Division early in 2005.

**Section 3: Supporting Information/ Background Documents**

“Review of Recruitment and Retention of School Governors” – January 2004  
*Lifelong Learning Scrutiny Review Group report to Cabinet* - 17 February 2004

“Consultation Paper on the Proposal to create the Achievement and Inclusion Division” - November 2004 *Director of Learning and Community Development, People First.*

“How to Become a School Governor in Harrow” – November 2004  
*Promotional leaflet attached as Appendix A*

**Officer contact:**  
Adrian Parker, Principal Education Adviser  
Tel: 020 8424 1317  
e-mail: adrian.parker@harrow.gov.uk
Help Harrow Schools

Would you like to help to improve the life chances of children in Harrow?

Would you welcome a challenge?

Have you ever considered becoming a school governor?

School governors are the largest volunteer group in the country. Approximately 1% of the adult population are serving as governors.

Each of Harrow's 70 schools has a governing body of volunteers who work as a team with the headteacher and staff to ensure that every pupil gets the best possible outcomes from his or her time at school.

Governors bring a wide range of experience and interests to the role but they aren't all experts in educational issues!

The most important things they can offer are time, commitment and enthusiasm.

Training and support are provided to make sure that governors have the necessary skills and knowledge to manage the work involved.

Make a Difference

As a school governor you will have the opportunity to contribute ideas and influence significant decisions.

School governors can also help to forge links between a school and its local community.

How much time is involved?

Governing bodies must meet at least 3 times a year and many meet more frequently than that. Many governors attend two full governing body meetings each term together with one or more committee meetings.

Often meetings take place in the evening but governors are also encouraged to visit the school during the school day to see it in action.

Who can be a governor?

Almost anyone over the age of 18 can apply to be a governor.

Governors are elected or appointed and it is important that they reflect the community that the school serves.

Become a School Governor

Parent governors - are elected by parents at the school.

Teacher and Support Staff governors - are elected by their colleagues. The headteacher is usually a governor.

Local Education Authority governors - are proposed by the political parties and appointed by Harrow Council.

Community governors - are invited by the governing body. Not all schools have community governors.

Foundation governors - Voluntary Aided religious schools have Foundation governors.

Sponsor governors - some schools have sponsor governors.

Associate members - are people who offer additional expertise, often on committees but they are not full governors.
Help Harrow Schools

Here is what some governors said about their role:

“Governors have a real job to do and it is interesting, challenging and rewarding”

“Governors aren’t meeting freaks but people who care about children”

“It’s a tough job, but I’ve received lots of support, and it’s worth it”

“Being a governor gives me an opportunity to influence how the school works. I can contribute ideas, make sure they see things from the parents’ perspective.”

“I was worried that I wouldn’t know enough to be useful, but so much of what we do relies just on common sense.”

“I want to put something back into the community where I was brought up. I was fortunate to have very positive experiences of school. I want to ensure that other children have the same opportunities.”

“Spending time in school, seeing the impact of our work, gives me so much pleasure. It’s got to be one of the best forms of voluntary work there is.”

Make a Difference

Help Harrow’s schools help children!

To find out more about becoming a school governor please contact:

Neetha Atukorale
Governor Support
Tel:020 8424 1433
governorservices@harrow.gov.uk

or look at the Governors’ Websites on:

www.harrow.gov.uk/schoolgovernors
www.governornet.co.uk

How to Become a School Governor in Harrow...

... and improve the life chances of Harrow’s children.
Meeting: Lifelong Learning Scrutiny Sub-Committee (Information Report)
Date: 12 January 2005
Subject: Harrow Parent Partnership Service (HPPS) – Progress Update on ‘Future Aims’
Responsible Officer: Director of Strategy, People First
Contact Officer: Group Manager – Client and Management Support Services
Portfolio Holder: Education and Lifelong Learning
Key Decision: No
Status: Part 1

**Section 1: Summary**

**Decision Required**

To note the contents of the report.

**Reason for report**

To report on progress on ‘Future Aims of the Harrow Parent Partnership Service (HPPS)’ as requested at the Lifelong Learning Scrutiny Sub-Committee in April 2004.

**Benefits**

- To improve the service to support parents of children with special educational needs, particularly in light of the proposal for phase 3 SEN delegation to schools.
- To ensure that the Service is more effective in using its limited resources.
- To engage with school and partners to support parents through more effective joint working practices.

**Cost of Proposals**

No additional costs.

**Risks**

- The take up of the service may be directly affected if the phase 3 SEN delegation to schools is agreed and implemented in 2005.
• The HPPS will need to monitor take up of the service to ensure that needs can be met.

Implications if recommendations rejected
Not applicable.

Section 2: Report

2.1 Brief History

The work of the HPPS was included by the Lifelong Learning Scrutiny Sub-Committee as part of its review of the distribution of SEN statements in mainstream schools.

The Sub-Committee recommended additional funding for the HPPS to ensure more effective support for parents of children with special educational needs, particularly those hard to reach parents and to encourage minority ethnic parents to use the service.

This report is provided to update the Sub-Committee on progress on the seven stated future aims for the HPPS reported in April 2004.

2.2 Options considered

Options for delivery of the service are yet to be fully explored and are outlined in point 4 in Appendix 1.

2.3 Consultation

Some informal consultation has taken place with staff in schools, Northwick Park Hospital and the 2 Area SENCOs for Early Years.

Formal consultation with schools and parents is scheduled in the HPPS work plan for the Spring Term 2005. This consultation will be undertaken mainly through evaluation forms but will also include working with SENCOs and small groups of parents.

HPPS has participated in the national benchmarking exercise in relation to the work of parent partnerships and the results of this exercise should be available shortly.

2.4 Financial Implications

None.

2.5 Legal Implications

With effect from 1 April 2002, the Local Authority became obliged to run a parent partnership service under Section 332A of the Education Act 1996. In making these arrangements the Local Authority must pay heed to the
SEN Code of Practice. The Authority is also obliged to publicise these services to parents and schools in the area.

2.6 Equalities Impact

The HPPS aims to ensure that all children and families have equality of access to services by targeting hard to reach families and working closely with the EMAS to provide information and work with families on special educational needs issues.

Section 3: Supporting Information/ Background Documents


3. Appendix 3 attached - Response to national benchmarking exercise

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APPENDIX 1

REPORT ON PROGRESS OF FUTURE AIMS

1. To ensure that core service provision is maintained during the absence of the PPC (including more effective use of the IPSs) particularly during this period of change and development.

During the absence of the Parent Partnership Co-ordinator (PPC) the HPPS staff agreed to work additional hours to ensure that the service was maintained. This working arrangement was reviewed each month to consider how best to ensure all requests for the service could be met.

Some work has been undertaken to recruit and train volunteers to the pool of Independent Parental Supporters (IPSs). The core pool of IPSs continues to support the work of the HPPS as appropriate.

Further consideration needs to be given to the continuance and/or development of the IPSs as resources directed to the support of the pool may be more effectively utilised to support parents directly.

2. To consider the most effective use of the additional funding and keep under review the resultant structure for the service if and when the PPC returns.

The PPC requested and was granted ill health retirement at the end of May 2004. The post was due to be advertised and this coincided with the restructuring of the SEN Assessment and Review Service, which resulted in a member of the team being displaced. The member of staff expressed an interest in being considered for the PPC post as a redeployee. Following an interview Mo Goss was appointed to the post on a full-time basis as PPC with effect from 24 May 2004.

The previous postholder worked for 20 hours per week, term time only. The additional funding has been used to support the appointment of a full-time co-ordinator.

3. To review the location and structure of the service within the new proposed Client and Management Support Services unit in the People First Strategy Department and its synergy with the work in consultation, complaints and advocacy.

The HPPS moved from the Family Centre at Alexandra Avenue in September 2004 and is more suitably located in the Milmans Resource Centre in Pinner.

The HPPS will be line managed by the Service Manager – Client Support who is yet to be appointed. The Service Manager will also be responsible for leading and supporting the arrangements for advocacy and consultations.
4. To consider the value of a steering group to guide, monitor and support the development of the service.

Consideration is being given to the use of a working group of practitioners and service users to review service provision in order to avoid duplication whilst ensuring that needs are met. Active discussions will take place in the Spring Term 2005 with the Harrow Parenting Forum and other providers of support for parents and families to consider how best to develop the service.

The HPPS is working with the Harrow Early Years and Childcare Service, the Health Service Acute Trust, and the Portage Team to provide a new Early Support Pathfinder Programme for high quality child and family-centred services.

5. To produce a development plan for the service and for staff, including undertaking regular monitoring and evaluation with parents, schools and the LEA.

The HPPS Service plan for September 2004 to March 2005 is attached as Appendix 2.

6. To review the service provision in light of the recently distributed PPS Good Practice Guide produced in conjunction with the National Parent Partnership Network (PPN) and other developments outlined above.

The HPPS is affiliated to the London Region PPN who meet regularly, arrange conferences and share good practice to improve parent partnership services in line with the Good Practice Guide.

The HPPS participates in an e-forum of local authority and other parent partnership providers.

The HPPS continues to review service provision against statutory requirements to ensure compliance with the SEN Code of Practice.

7. To participate in the national benchmarking exercise.

The HPPS has participated in the national benchmarking exercise and a copy of the submission is attached as Appendix 3.
<table>
<thead>
<tr>
<th>Outcome/objective</th>
<th>Key Tasks</th>
<th>Timescale</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>To raise the profile of the HPPS</td>
<td>• Produce new leaflet for the HPPS and distribute widely to schools, parents, NPH, and partner agencies.</td>
<td>By 31 October 2004</td>
<td>Completed. Also made available in Harrow Libraries.</td>
</tr>
<tr>
<td></td>
<td>• Establish identity of HPPS on notepaper, compliment slips etc</td>
<td>By December 2004</td>
<td>Completed</td>
</tr>
<tr>
<td></td>
<td>• Visiting establishments and attending a range of meetings with a parent focus and with a range of PPS providers in other local authorities.</td>
<td>Ongoing</td>
<td>Co-ordinator has met with: Harrow Family Learning Network Co-ordinator; Kids Can Achieve personnel; Ealing PPS; Havering PPS; and Hillingdon PPS.</td>
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<tr>
<td></td>
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<td></td>
<td>All HPPS team met with the 2 Area SENCOs for Early Years.</td>
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<td></td>
<td>HPPS staff to attend a workshop with Area SENCOs in January 2005.</td>
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| To network with partners to provide a more effective and coherent service to parents | • To meet with all High School SENCOs individually to establish understanding of roles and way of working to support parents.  
• To meet with co-ordinators of the Ha2cando and Cannons Cluster. | By end of Spring Term 2005 | The Co-ordinator has to date had contact with 8 High School SENCOs. By December 2004 | Completed. |
|---|---|---|---|---|
| To engage service users in developing and improving the service provision | • To explore ways to evaluate the provision of service to ensure it is meeting the needs of users.  
• To establish mechanisms for supporting parents by more effective use of resources, ie providing one-to-one support where necessary but also offering small group sessions, open sessions and information sessions. | By end of Spring Term 2005 | Evaluation sheet/questionnaire being developed for use with parents, schools, professionals and partner agencies. | Considering use of the questionnaire and/or focus groups to establish how best to support parents – eg parents’ resource centre, regular themed meetings, information sessions on particular aspects of SEN, regular parents’ surgeries in High Schools for parents in school cluster. |
| To develop greater opportunities for partnership working to better support parents needs | • To engage minority ethnic parents and ‘hard to reach parents’ through working with schools and communities. | On going | To contribute to a pilot project with Shaftesbury School minority ethnic parents to inform and support in relation to SEN issues. |
**Parent Partnership Services Benchmarking**  
**Supplementary Data for 2003 – 2004 [Form 2]**

This form may be completed in addition to the Core Data Form 1. Please note that data refers to Financial Year April 2003 to March 2004 unless otherwise stated. It is important that you refer to the Supplementary Notes of Guidance before completing this form. Note that data to be completed in consultation with LEAs is shaded in grey.

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<tr>
<th>NAME OF SERVICE: Harrow Parent Partnership</th>
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<tr>
<th>23</th>
<th>Does the PPS have a Management or Steering Group?</th>
<th>NO</th>
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<tr>
<td></td>
<td>If yes, which of the following are represented?</td>
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<tr>
<td></td>
<td>Parents ☐ LEA Officer ☐ Health ☐ SSD ☐ Schools ☐ EP Service ☐</td>
<td></td>
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<tr>
<td></td>
<td>Advisory Teaching Service(s) ☐ Early Years &amp; Childcare Partnership ☐ Young people ☐</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Voluntary Organisation(s)* ☐ * Please specify</td>
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<tr>
<th>24</th>
<th>Does the service have a Development Plan?</th>
<th>YES</th>
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<tr>
<th>25</th>
<th>Involvement in strategic planning of inclusion/services for pupils with SEN.</th>
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<tbody>
<tr>
<td></td>
<td>Behaviour Support Plan ☐ Children’s Services Plan ☐ Connexions Plan ☐</td>
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<tr>
<td></td>
<td>Early Years &amp; Childcare Development Plan ☒ EDP planning/consultation ☐ SEN Plan ☐</td>
</tr>
<tr>
<td></td>
<td>Other* ☐ *Please specify</td>
</tr>
<tr>
<td></td>
<td>Working Parties ☒ Please specify Early Years &amp; Childcare Plan</td>
</tr>
<tr>
<td></td>
<td>Panels ☒ Please specify Assessment &amp; Provision Panels</td>
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<tr>
<td></td>
<td>Consultations ☐ Please specify</td>
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<tr>
<th>26</th>
<th>Does the PPS organise or participate in a parent carer forum that informs LEA policy and practice?</th>
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<tbody>
<tr>
<td></td>
<td>LEA organise, PPS participate</td>
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<table>
<thead>
<tr>
<th>27</th>
<th>Does the PPS provide a service to families whose children have been excluded?</th>
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<tbody>
<tr>
<td></td>
<td>Service provided when requested</td>
</tr>
<tr>
<td></td>
<td>* If ‘Service provided in some circumstances’ is selected please provide additional information</td>
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<table>
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<tr>
<th>28</th>
<th>Total LEA spend on disagreement resolution April 03 to March 04</th>
<th>£660.0*</th>
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<tr>
<td>29</td>
<td>LEA budget for disagreement resolution for financial year April 04 to March 05</td>
<td>£3,500</td>
</tr>
<tr>
<td>30</td>
<td>No. of cases within LEA referred for disagreement resolution - April 03 to March 04</td>
<td>0</td>
</tr>
<tr>
<td>31</td>
<td>% of cases referred for disagreement resolution with active PPS involvement in 6 months prior to referral</td>
<td>2%</td>
</tr>
<tr>
<td>32</td>
<td>No. of appeals lodged with SEN and Disability Tribunal - April 03 to March 04</td>
<td>35</td>
</tr>
<tr>
<td>33</td>
<td>% of these appeals lodged with SEN and Disability Tribunal with active PPS involvement in 6 months prior to referral</td>
<td>5.00%</td>
</tr>
<tr>
<td>34</td>
<td>What training was provided for new IPSs between April 2003 and March 2004?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Living with special needs (3 Hours), Listening skills (3 Hours), The Knowledge (3 Hours) &amp; The Practicalities (2 hours) - all workshops.</td>
<td></td>
</tr>
<tr>
<td>35</td>
<td>Was this training accredited?</td>
<td>Not applicable</td>
</tr>
</tbody>
</table>
36 If so, by which organisation?  
N/A

37 Is information about your service available on the internet?  
- On the relevant LEA website [x]  
- On your own service website [ ]

38 What information is available about your service via these websites?  
- Contact details for the service [x]  
- Information about the range of services provided [ ]  
- Downloadable copies of information leaflets [x]  
- A discussion forum [ ]  
- Other* [ ]  
  * Please specify

39 Please append to this form a list of the titles of publications your parent partnership service currently produces.

40 Does the service publish information leaflets in languages other than English that are used in the local community?  
- Not at present [x]  
- In some languages used in the local community [ ]  
- In most languages used in the local community [ ]  
- Translations would be provided on request [x]  
- An interpreter can be provided [x]

41 Does the service publish information in a range of formats?  
- On tape [ ]  
- Large print [ ]  
- Braille [ ]  
- Other* [ ]  
  * Please specify

42 Has your service produced any newsletters between April 2003 and March 2004?  
NO

43 Has your service provided news articles/features for other local publications between April 2003 and March 2004?  
NO
  If Yes, please provide details.

44 Details of any specific initiatives your service has been involved in to promote the involvement of the young people – between April 2003 and March 2004?  
[Exclude work that is part of routine service delivery]

45 Additional notes  
During this academic year the Co-ordinator was on long term sick leave for 10 months.  
Also 1 support worker was on sick leave for 1 month.  
Consequently tasks such as monitoring and evaluation were not undertaken.  
* The money is paid directly to KIDS SEN Disagreement Resolution Service & no refund is received for lack of use as cost to each participating authority is based on the Annual cost of providing the service to all.
Please complete this form and return it with Form 1 by 17th September 2004.

INSERT RETURN ADDRESS
Information Item
Role of Play Development Officer

1. Background

This question was raised at the Sub-Committee meeting on 13 October during the discussion on the Education Service Review. It relates to the section of the Review on Strategic Target 11: Increasing Participation in Arts, Sports and Leisure, in which it was reported that the Play Development Officer is now based with the Youth and Connexions Service.

2. Role of the Play Development Officer

The Play Development Officer is responsible for developing and coordinating the provision of holiday play schemes for children aged 5–12 years. The officer also provides advice and support to schools that wish to set up out-of-hours play schemes during the term time. This includes advice on gaining accreditation for the scheme and meeting the inspection criteria for such provision.

Brenda Rayson
Principal Adviser
Tel: 8248 1316; email: brenda/rayson@harrow.gov.uk
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## LIFELONG LEARNING SCRUTINY SUB-COMMITTEE

### DRAFT OUTLINE WORK PROGRAMME FOR 2004/05

<table>
<thead>
<tr>
<th>Meeting</th>
<th>Item</th>
</tr>
</thead>
</table>
| 28 June 2004  | • Final report of the Review of Statutory Assessments and Statements of Special Educational Needs  
• Adult and Community Learning Inspection: Progress Made Against Targets in the Action Plan  
• SEN Strategy  
• Progress Made on Establishing a Separate Web Page for Governors |
| 13 Oct 2004   | • Annual Report of the Overview and Scrutiny Committee 2003/04  
• Attendance by the Education and Lifelong Learning Portfolio Holder  
• Education Service Review  
• Public Library Position Statement  
• Scoping Report for the Scrutiny Review of Phase 3 Delegated Funding for Pupils with SEN Statements in Mainstream Schools  
• Scoping Report for the Scrutiny Review of Exclusions  
• Verbal Update from the Portfolio Holder on the Scrutiny Review of Statutory Assessments and Statements of Special Educational Needs  
• Harrow Teachers’ Centre  
• The work of SACRE  
• Key Stage Level 1, 2, 3 and 4 statistics for Children with SEN, including a Breakdown by Gender and Ethnicity  
• Results of the Survey on Satisfaction with the Autistic Spectrum Disorder (ASD) Service  
Info Circ  
• Update on Progress with Establishing a Separate Web Page for Governors Info Circ |
| 7 Dec 2004 (Sp) | • Schools Budget 2005/06  
Info Circ |
| 12 Jan 2005   | • Education Department Budget 2005/06  
• Response to the Recommendations put forward by the Scrutiny Review of the Statmenting Process for Children with Special Educational Needs (SEN)  
• Early Years and Childcare Strategy 2004-2006: Update  
• Harrow Parent Partnership Service (PPS) – Progress in Achieving the Aims of the PPS Info Circ  
• Update following the Review on the Distribution of SEN Statements  
• Travellers’ Education Service  
• Progress Reports on Reviews – Members’ Verbal Updates – Update on the Cultural Strategy Working Group  
• Update on Governing Body Recruitment and Retention Issues Info Circ  
• Strategic Performance Report Info Circ  
• Role of the Play Development Officer Info Circ |
| 19 April 2005 | • Annual Work Programme for 2005/06 and Annual Report for 2004/05  
• Scrutiny Work Programme for 2005/06 – Discussions with the Portfolio Holder  
• The Cultural Strategy Action Plan – Outstanding Issues raised by the Working Group  
• Harrow Teachers’ Centre – Update on the Financial Position and Breakdown of Categories of Users  
• Progress with Addressing the Shortfall of Qualified Professional Librarians  
• Education Statutory Targets Info Circ |
<table>
<thead>
<tr>
<th>Meeting</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>meeting tba</td>
<td>• Action Plan drawn up in response to the Internal Audit review of critical incident planning in schools <em>Info Circ</em></td>
</tr>
<tr>
<td></td>
<td>• SACRE Annual Report 2003/04 and Updated Membership List <em>Info Circ</em></td>
</tr>
<tr>
<td></td>
<td>• SACRE Annual Report 2003/04 and Updated Membership List <em>Info Circ</em></td>
</tr>
<tr>
<td></td>
<td>• Better Education for Children in Care</td>
</tr>
</tbody>
</table>

**NB: Regular reports at each meeting**
- Progress Reports on Reviews - Members' Verbal Updates
- Work Programme for the Lifelong Learning Scrutiny Sub-Committee 2004/05 *Info Circ*

**Also need to programme in:-**
- Annual/six-monthly attendance by the Education and Lifelong Learning Portfolio Holder
- Reporting of External Assessments once they have been considered by Cabinet/Portfolio Holder
- Reporting of Improvement Plans arising from Best Value reviews once they have been approved by Cabinet
- Monitoring of recommendations arising from completed reviews