

# Performance and Finance Scrutiny Sub-Committee AGENDA

**DATE:** Thursday 25 March 2010

**TIME:** 7.30 pm

**VENUE:** Committee Room 5,  
Harrow Civic Centre

---

## **MEMBERSHIP** (Quorum 3)

---

**Chairman:** Councillor Mark Versallion

**Councillors:**

Ashok Kulkarni  
Janet Mote  
Anthony Seymour  
Dinesh Solanki  
Yogesh Teli

Ms Nana Asante  
B E Gate (VC)  
Phillip O'Dell  
Mrs Rekha Shah

Christopher Noyce

---

## **Reserve Members:**

---

1. John Cowan
2. Manji Kara
3. Jeremy Zeid
4. Mrs Vina Mithani
5. Stanley Sheinwald
6. Julia Merison

1. Mitzi Green
2. Mrs Margaret Davine
3. Thaya Idaikkadar
4. Keeki Thammaiah

1. Paul Scott

**Contact:** Miriam Wearing, Senior Democratic Services Officer  
Tel: 020 8424 1542 E-mail: [miriam.wearing@harrow.gov.uk](mailto:miriam.wearing@harrow.gov.uk)

# **AGENDA - PART I**

## **1. ATTENDANCE BY RESERVE MEMBERS**

To note the attendance at this meeting of any duly appointed Reserve Members.

Reserve Members may attend meetings:-

- (i) to take the place of an ordinary Member for whom they are a reserve;
- (ii) where the ordinary Member will be absent for the whole of the meeting; and
- (iii) the meeting notes at the start of the meeting at the item 'Reserves' that the Reserve Member is or will be attending as a reserve;
- (iv) if a Reserve Member whose intention to attend has been noted arrives after the commencement of the meeting, then that Reserve Member can only act as a Member from the start of the next item of business on the agenda after his/her arrival.

## **2. DECLARATIONS OF INTEREST**

To receive declarations of personal or prejudicial interests, arising from business to be transacted at this meeting, from:

- (a) all Members of the Committee, Sub Committee, Panel or Forum;
- (b) all other Members present in any part of the room or chamber.

## **3. MINUTES (Pages 1 - 6)**

That the minutes of the meeting held on 19 January 2010 be taken as read and signed as a correct record.

## **4. PUBLIC QUESTIONS**

To receive questions (if any) from local residents/organisations under the provisions of Overview and Scrutiny Procedure Rule 8.

## **5. PETITIONS**

To receive petitions (if any) submitted by members of the public/Councillors under the provisions of Overview and Scrutiny Procedure Rule 9.

## **6. DEPUTATIONS**

To receive deputations (if any) under the provisions of Overview and Scrutiny Procedure Rule 10.

## **7. REFERENCES FROM COUNCIL AND OTHER COMMITTEES/PANELS**

To receive any references from Council and/or other Committees or Panels.

## **8. SCRUTINY ANNUAL REPORT 2009/10 (Pages 7 - 28)**

Report of the Divisional Director Partnership Development and Performance.

**9. INFORMATION REPORT - EXTENDED SCHOOLS REVIEW - SIX MONTH UPDATE** (Pages 29 - 132)

Report of the Director of Schools and Children's Development.

**10. INFORMATION REPORT - STRATEGY FOR PEOPLE 2010-2012** (Pages 133 - 176)

Report of the Divisional Director of Human Resources and Development.

**11. ANY OTHER BUSINESS**

Which the Chairman has decided is urgent and cannot otherwise be dealt with.

**AGENDA - PART II - NIL**

This page is intentionally left blank

# PERFORMANCE AND FINANCE SCRUTINY SUB-COMMITTEE MINUTES

## 19 JANUARY 2010

**Chairman:** \* Councillor Mark Versallion

**Councillors:**

* Ms Nana Asante	† Phillip O'Dell
* B E Gate	* Mrs Rekha Shah
* Manji Kara (2)	* Dinesh Solanki
* Janet Mote	* Yogesh Teli
* Christopher Noyce	* Jeremy Zeid (3)

**In attendance:** Paul Osborn Minute 151 and 152  
**(Councillors)**

\* Denotes Member present  
(2), (3) Denote category of Reserve Members  
† Denotes apologies received

### 145. Attendance by Reserve Members

**RESOLVED:** To note the attendance at this meeting of the following duly appointed Reserve Members:-

Ordinary Member

Councillor Ashok Kulkarni  
Councillor Anthony Seymour

Reserve Member

Councillor Jeremy Zeid  
Councillor Manji Kara

### 146. Declarations of Interest

**RESOLVED:** To note that there were no declarations of interests made by Members in relation to the business to be transacted at this meeting.

#### **147. Minutes**

That the minutes of the meeting held on 16 November 2009 be taken as read and signed as a correct record.

#### **148. Public Questions, Petitions and Deputations**

**RESOLVED:** To note that no public questions, petitions or deputations were put at the meeting under the provisions of Overview and Scrutiny Procedure Rules 8, 9 and 10 (Part 4F of the Constitution) respectively.

#### **149. References from Council and Other Committees/Panels**

**RESOLVED:** To note that there were no references.

### **RESOLVED ITEMS**

#### **150. Chairman's Report**

The Chairman informed Members that, since the last meeting of the Sub-Committee, he had been briefed, together with the Vice-Chairman, on the Comprehensive Area Assessment and Staff Survey.

**RESOLVED:** That the verbal report be noted.

#### **151. Outcome of the Comprehensive Area Assessment**

Members received a report setting out Harrow's results for the first Comprehensive Area Assessment (CAA), which was published on 9 December 2009 by the Audit Commission.

The Portfolio Holder for Performance, Communication and Corporate Services outlined the headline CAA results, the improvement since the CPA (Comprehensive Performance Assessment), and the contribution to improvement in the delivery against corporate priorities and the Council Improvement Programme.

The Portfolio Holder explained that there were two elements to the CAA judgement:

- the Area Assessment which was not scored and was a commentary on strengths and weaknesses (Green and Red flags);
- the Organisational Assessment which was scored.

Harrow had achieved a 3\* in the assessment of the Council for the first time. It was the Council's ambition to achieve:

- a use of resources assessment score of 3;

- moving the three 'adequate' scores for Adult Services to 'performing well';
- to consider how to achieve a score of 4 in the Ofsted assessment of children's services.

Work was ongoing to explore how these ambitions could be achieved.

In response to questions, Members were advised that:

- the current emphasis was to ascertain what constituted 4 star. Those authorities which had achieved this accolade were being contacted to see what could be learnt and ascertain what additional resources would be required;
- an understanding of the observed correlation between 4 star authorities and green flags was being explored;
- for the first CAA the Audit Commission had provided a broad definition of how green flags would be judged. As they were based upon partnership working, officers would be ensuring that the Council developed a set of potential green flag areas for the next CAA;
- no red flags had been identified for the Council. Challenges had been identified through CAA, such as narrowing the gap on educational disadvantage, carbon emissions, and aspects of health inequalities. Plans were in place to address these;
- the reputation tracker in December 2009 showed a doubling in net satisfaction. Research evidence suggested that if residents were well informed then they were twice as likely to be satisfied with services;
- a reduction in sickness leave by staff had been achieved from 10.3 days to 8.7%, days in the last two years, resulting in over 10,000 extra work days a year;
- the KLOEs (key lines of enquiry) for the 2009 Use of Resources assessment were completely different to the old system under CPA and measured different things. The assessment of workforce was new in 2010 so the nature of the audit process was as yet unknown;
- the Council was currently undergoing an ethnical governance review by the Audit Commission at its request;
- the financial situation was understood to be a risk to the Council's continued improvement, especially given the national picture on public sector debt. The transformation project was being developed as a direct response to the Council's future funding environment with an ambition to continue the improvement of front line services;

- the biggest issues concerning health were: smoking, although Harrow has one of the lowest smoking rates in London; high levels of TB, although the response to this rise was recognised as good, and that the Borough had some of the lowest levels of adults taking physical exercise;
- the Council was aware of the challenges ahead.

Members expressed appreciation for the work undertaken.

**RESOLVED:** That

- (1) the outcome of Harrow's first Comprehensive Area Assessment be noted;
- (2) the actions to learn from the Council's own experience in round one of the CAA and from other authorities' best practice be endorsed.

## **152. Staff Survey - Report of Findings and Key Headlines**

The Sub-Committee received a presentation from the Work Foundation on the findings and key headlines of the Staff Survey. It was noted that the surveys normally took place in alternative years but had been brought forward to ensure that identified actions could be included in the Strategy for People for 2010-12. The Sub-Committee was informed that the 57% response (representing 1599 staff), compared with 50% for the previous survey, was a very good response rate (typically around 40% for a local authority). The 80% identified as engaged or enrolled compared favourably with the 63% global result.

It was noted that staff perceptions had improved in 84% of the indicators and 31% significantly.

It was noted that the survey report was focused around how engaged employees were with the Council and what drove them to become engaged. The Work Foundation had carried out the full staff survey in Spring 2008 and therefore it could be gauged whether significant differences had occurred over time and where action was required to improve employee perception and their engagement. Members expressed the view that staff appeared to have increased ownership and felt more greatly valued compared to previous surveys.

In response to questions, the Sub-Committee was advised that:

- the Council had requested further detailed reports to enable individual action plans to be devised for each department;
- the Chief Executive statistics included those relating to Access Harrow;
- the Adult and Housing Directorate response had increased to from 31% in 2008 to 46%;



- the survey included all staff who wished to participate: 86% permanent, 11% agency or temporary, 3% not stated;
- the support given to staff experiencing change and the perceptions of the Chief Executive and his Staff Fora were still very high in comparison with other organisations. The score for change management, which in some areas had seen a low base, was now broadly in line with the public sector and the Council was looking at how to improve further;
- the consistent level of improvement was good, as was improvement during a period of change;
- the next staff survey would take place towards the end of 2011;
- the Workforce Strategy Group had brought together common themes;
- the aim for 2006 had been to stabilise and get the foundation right. In 2008 stabilisation had been achieved and this was now being built on;
- the plan was to move forward on an operational as well as strategic level.

The Sub-Committee was informed that each Corporate Director had received a report indicating green or red results which would be considered at either the Equality Task or Workforce Strategy Groups. The draft actions on which consultation was taking place were:

- continue to improve performance in change management and support to staff through change;
- continual development of senior and middle managers and for staff generally;
- actions to increase awareness of what happened in staff's own department;
- work on the two indicators that had gone down: setting individual objectives for the year and for some staff not following through the development that managers had agreed with them.

Whilst two thirds of respondents said that Harrow demonstrated that it was committed to being an equal opportunities, against some of the questions asked in the survey the responses indicated that the perceptions varied by the social identity of staff. A sub-group of the Corporate Equality Group was being formed to look at this issue and other equalities issues more generally.

The Sub-Committee thanked The Workforce Foundation and officers for their input.

**RESOLVED:** That the staff survey results be noted and the proposed actions endorsed.

(Note: The meeting, having commenced at 7.30 pm, closed at 9.43 pm).

(Signed) COUNCILLOR MARK VERSALLION  
Chairman

**REPORT FOR: PERFORMANCE AND  
FINANCE SCRUTINY  
SUB-COMMITTEE**

---

<b>Date of Meeting:</b>	25 March 2010
<b>Subject:</b>	Scrutiny annual report 2009/10
<b>Responsible Officer:</b>	Alex Dewsnap, Divisional Director, Partnership, Development and Performance
<b>Scrutiny Lead</b>	All
<b>Member area:</b>	
<b>Exempt:</b>	No
<b>Enclosures:</b>	Appendix A: Draft annual report – Performance and Finance section  Appendix B: Performance and Finance Committee – protocol for agenda planning and operation

**Section 1 – Summary and Recommendations**

This report sets out details of the sub committee's activity in 2009/10 for inclusion in the Scrutiny Annual Report, for consideration of the sub-committee. Members are also invited to evaluate the effectiveness of the sub committee since its inception.

**Recommendations:**

1. That the sub committee agree its section of the annual report.
2. That the sub committee's report on its activities be included in the report to the Overview and Scrutiny Committee at its meeting on 13 April 2010.

## **Section 2 – Report**

### **Background**

Appendix A of this report outlines the activities of the Performance and Finance scrutiny sub committee in 2009/10, for Members' consideration. It is intended that this report be included in the scrutiny annual report for 2009/10, which is prepared in accordance with article 6.03 (d) of the Council's constitution.

Appendix B of this report is the sub committee's protocol for agenda planning and operation. The sub committee was introduced in July 2007, when the decision was taken to move away from a system of a main committee and thematic sub-committees. It was envisaged that the sub committee act as "a key driver of the scrutiny function's work programme and the body responsible for monitoring the performance of the council and partners in relation to their stated priorities."<sup>1</sup> Given that the current administration is drawing to a close, Members are also invited to evaluate the effectiveness of the committee in fulfilling its functions. Members may wish to draw any conclusions reached to the attention of future scrutiny Members through the annual report.

### **Financial Implications**

There are no financial implications associated with this report.

### **Performance Issues**

This report deals with the performance of the sub committee in 2009/10 throughout.

### **Environmental Impact**

There are no implications.

### **Risk Management Implications**

Not applicable to this report.

### **Corporate Priorities**

The work of the sub committee cuts across all of the council's corporate priorities.

- Deliver cleaner and safer streets
- Improve support for vulnerable people
- Build stronger communities

## **Section 3 - Statutory Officer Clearance**

Not required for this report.

---

<sup>1</sup> O&S, Reconfiguring Scrutiny, 10 July 2007. Agreed by Council on 12 July 2007.

## **Section 4 - Contact Details and Background Papers**

**Contact:** Heather Smith, Scrutiny Officer, 020 8420 9203,  
[heather.smith@harrow.gov.uk](mailto:heather.smith@harrow.gov.uk)

### **Background Papers:**

Reconfiguring scrutiny, O&S, 10 July 2007

[http://www.harrow.gov.uk/www2/Published/C00000276/M00003751/AI00038350/\\$Reconfiguration.docA.ps.pdf](http://www.harrow.gov.uk/www2/Published/C00000276/M00003751/AI00038350/$Reconfiguration.docA.ps.pdf)

Protocol for Agenda Planning and Operation, agreed at P&F 29 October 2008

<http://www.harrow.gov.uk/www2/ieListDocuments.aspx?CId=817&MId=4189&Ver=4&J=7>

## **APPENDIX A**

### **SCRUTINY ANNUAL REPORT**

#### **Report from Performance and Finance Scrutiny Sub Committee**

2009/10 has seen the Performance and Finance Scrutiny Sub Committee consolidate its experience as the engine room for scrutiny, undertaking detailed performance investigation and escalating matters for further examination by O&S.

The system of chairman's briefings has continued to drive the agenda setting process for the committee. Considerations made by the chairman and vice-chairman at these meetings, where scorecards are interrogated, are reported to the sub committee to ensure transparency. Where necessary, on an exception basis, further examination has taken place in the committee setting. Where the committee has felt that further in-depth scrutiny is warranted, matters have been escalated to the Overview and Scrutiny Committee.

This year the committee has considered a range of items including progress on achieving healthy schools status, integrated budget and service planning, revenue and capital monitoring, preparations for and outcomes of the Comprehensive Area Assessment, the staff survey and the Strategy for People.<sup>2</sup>

We escalated the issue of the housing revenue account negative subsidy to the Overview and Scrutiny Committee and a challenge panel was undertaken. The results of the panel formed part of the council's response to the Department for Communities and Local Government's (CLG) review of council housing finance and rents policy.

A particular area of interest has been the efforts of the chief executive to change the culture of the organisation. We have paid particular attention to matters such as SAP utilisation by managers and the committee supports drives to raise compliance in areas such as budget monitoring. Such improvements will ensure that the organisation develops a stronger and more accurate understanding of its financial standing. Other related areas of focus have included workforce sickness and absence, making the most of Comprehensive Area Assessment and the council's Better Deal for Residents programme.

Our focus on housing has continued, particularly with regard to the recent pressures in the area of housing responsive repairs. We considered escalating the matter to O&S for detailed investigation, but the committee subsequently felt that a larger piece of work on the Kier contract should be considered. We recommend that our successors give the Kier contract serious consideration because of the contract's impact on a wide range of services delivered to our residents.

We have also monitored progress on past reviews including delivering a strengthened voluntary sector, the review of obesity and right to manage.

---

<sup>2</sup> At the time of writing this item is scheduled for consideration on 25 March 2010.

### **Reflecting back, looking forward**

Harrow scrutiny function remains one of the few local authorities in the country that uses performance information to inform decisions about work programming. Many restrict interrogation of performance information to scrutiny of scorecards within the committee setting rather than integrating it into the planning of scrutiny activity. This is a key strength which must be maintained and strengthened going forward.

For the future we feel that there is potential to further improve our ways of working, in particular by engaging lead members to a greater extent in the identification of areas for monitoring and investigation, thereby forging links between consideration of policy and performance. There is also the potential to extend financial scrutiny and the consideration of financial matters alongside service performance.

We are pleased that the committee is growing in confidence in fulfilling its role and we hope that by doing so we can continue to support the council in strengthening its performance in delivering services to residents and meeting local priorities.



**Councillor Mark Versallion  
Chairman, Performance and  
Finance  
Scrutiny Sub Committee**



**Councillor Brian Gate  
Vice-Chairman, Performance and  
Finance  
Scrutiny Sub Committee**

### **Performance and Finance Scrutiny Sub Committee**

<b>Committee meetings</b>	4
<b>Attendance by Leader</b>	None
<b>Attendance by Portfolio Holders</b>	Councillor Barry Macleod-Cullinane, Portfolio Holder for Adults and Housing (1)  Councillor Paul Osborn, Portfolio Holder for Performance, Communication and Corporate Services (1)
<b>Attendance by Chief Executive</b>	None
<b>Review meetings</b>	1 (HRA challenge panel)

This page is intentionally left blank



## **APPENDIX B**

### **PERFORMANCE AND FINANCE COMMITTEE PROTOCOL FOR AGENDA PLANNING AND OPERATION**

OCTOBER 2008 – Version 7.1

---

#### **Aims of the sub-committee**

The sub-committee has three central aims, as follows:

**To promote public discussion and awareness of council performance and improvement in strategic terms, and, where appropriate, to make relevant recommendations**

**To monitor council performance and the council's finances on a by exception basis, identified by analysis of scorecard and Improvement Board data, and where more in-depth study of an issue is required to escalate the matter to Overview and Scrutiny**

**To examine and discuss high-level strategic performance and finance issues, and in particular at cross-cutting and thematic matters impacting on performance and on the potential for improvement**

The agenda planning process outlined below is intended to help deliver those aims in the most value for money manner possible.

## Contents

1. Principles of agenda planning
2. Role of Performance and Finance
3. Role of Chairman
4. Input from Officers, Improvement Boards, and the Executive: Developing the Agenda
5. Input from Members: Scrutiny Policy and Performance Leads
6. Reporting "by exception"
7. Committee Meetings
8. Reference to O&S and Further Work
9. Completion

## **1 PRINCIPLES OF AGENDA PLANNING**

### 1.1 The agenda planning process exists:

- Firstly, to ensure that members receive a wide spread of baseline information to enable them to plan the committee work programme effectively.
- Secondly, to better effect dialogue between service officers, scrutiny officers and scrutiny members when the agenda is being put together
- Thirdly, to ensure that consideration of issues at committee represents a culmination of a period of off-line study of a topic, rather than a stand-alone information gathering exercise for scrutiny members, of limited value and impact both to members and officers.
- Fourthly, to ensure that scrutiny committees, by planning their agendas and work programmes more robustly, are able to demonstrate a value for money service, which is effective and responsive to the needs and concerns of local people.

1.2 Performance and Finance will operate with these key principles in mind. Agenda planning will also have to take especial account of the corporate performance management position. More information on this can be found in section 4.

## **2 ROLE OF PERFORMANCE AND FINANCE**

2.1 The Performance and Finance Scrutiny Sub-Committee (hereafter P&F) exists to hold the executive to account for performance against stated targets and to assist the authority in its service improvement aims.

2.2 The terms of reference, agreed by Overview and Scrutiny at their meeting on 10 July 2007, identifies the terms of reference of P&F as follows:

- To consider / monitor, on an exception basis, the financial and service performance of the organisation.
- To consider / monitor the performance of the Local Area Agreement (LAA)

- To undertake specific investigation of identified “hot spots” through Q&A, reports or challenge panels – subject to endorsement by Overview and Scrutiny Committee.
- To refer “hot spots” to O&S for more detailed investigation where necessary.
- To consider such urgent items as are necessary – ad hoc, CcfA, area scrutiny.

2.3 The Committee will, following agreement of the Overview and Scrutiny, examine the following issues:

- Performance and finance information from all areas of the council, as reported to the SPR scorecard – to include all Corporate Director scorecards, and group and service scorecards, as appropriate.
- Performance information from the NHS.
- Performance information from the Metropolitan Police.
- Performance information from schools (where appropriate – see below).
- HSP scorecards.
- Other performance information relating to services provided to Harrow residents.

2.4 P&F will, by looking at this information, support the policy work of Overview and Scrutiny Committee and of the review groups that established by that body.

2.5 It will consider performance and finance-related issues on a “by exception” basis only. Only where a performance or finance issue has been identified as a cause for concern will P&F examine an issue. However, it is not a Star Chamber or probationary body. The emphasis in all discussions will be for members and officers to work collectively to establish how performance in a given area can improve, within existing resource, financial and staff capacity.

2.6 Finance issues will be considered alongside performance information, to provide context to the Committee. Occasionally it will be necessary to consider finance information outside this context – for example, to support the annual consideration of the council’s budget. In-year monitoring of the budget will also be carried out.

2.7 Performance and Finance will not deliver its own review-based work programme, although at the request of Overview and Scrutiny Committee it can carry out light touch reviews and challenge panels which focus exclusively on performance issues. Although it will carry out its own work at committee, any matters requiring more in-depth (or ongoing discussion) will, as a matter of course, be referred to the Overview and Scrutiny Committee, which will make a decision on whether to proceed based on a recommendation from P&F.

### **3 ROLE OF CHAIRMAN**

3.1 The Chairman, with the Vice-Chairman, is responsible for setting the agenda for each meeting. Both members will do so with reference to the Scrutiny Principles, and to the overriding principle that work undertaken must be “value for money”.

3.2 The Chairman and Vice-Chairman will hold a meeting once a month with the Scrutiny Officer, which the Director of Finance, and an officer from the Corporate Performance Improvement Team, will be invited to attend. The aim of these

meetings will be to establish which items should be included on the agenda for the subsequent committee meeting, and to monitor performance on a wide range of issues affecting Harrow's residents. More on these meetings can be found in sections 4 and 5.

- 3.3 The Chairman and Vice-Chairman will liaise closely with other members of the committee. In particular, it is important to note that both members' roles will require an ongoing, high level of commitment, necessitated by the frequent and detailed consideration of performance issues outside of the ordinary context of committee meetings.

#### **4 INPUT FROM OFFICERS, IMPROVEMENT BOARDS AND THE CORPORATE ROLE: DEVELOPING AGENDA PROPOSALS**

- 4.1 Success for P&F will depend on effective agenda planning. This, in turn, depends upon an acute understanding of the work that the executive is carrying out to improve performance. The Committee has to ensure that its work focuses in on these areas, and areas in general where it can have a meaningful and positive impact. Members have previously agreed that the Committee should focus upon:

- Identified financial risk areas
- Performance of priority services
- Performance "failures"
- Priority risks
- "in-year" issues, as identified by Cabinet
- Issues arising from area-based scrutiny or the CCfA.

- 4.2 To be able to look at these areas effectively, members must have access to officers involved in making judgments on performance at a corporate level. For example, examining financial risk relies on a consideration of the Director of Finance's identification of those services constituting a financial risk to the authority at a given time. For the municipal year 2007/08 this includes social care expenditure, delivery of the council's savings plan and the impact of the Primary Care Trust turnaround plan on council finances.

- 4.3 Input from a number of corporate, and officer, groups will be important, in order to put the information in context.

- 4.4 High Performing Harrow – Scrutiny has a regular item on the monthly High Performing Harrow agenda. HPH is an officer-level group which discusses strategic issues relating to performance monitoring and management in the council. HPH may raise issues which they may consider members should examine. Likewise, the Performance and Finance Committee would be expected to keep HPH informed of its activities, so that officers engaged in performance work in service departments are aware of the P&F work programme.

- 4.5 Improvement Boards – these are bodies established by both officers and executive members to examine work being carried out to improve performance in a given area. They examine performance and identify opportunities for change and improvement. The work of the Improvement Boards, and that of P&F, will need to be closely aligned, to make sure that P&F's work has maximum impact, and to ensure that the risk of duplication is minimised – with the important caveats below.

It may be that P&F can pick up more detail of work carried out by Improvement Boards, or carry out some background work in advance of Improvement Boards, to submit to those boards for their consideration. In any event, liaison between officers and members will be important. At the same time, outcomes from Improvement Boards will, as a matter of course, be considered by Overview and Scrutiny. P&F will advise Overview and Scrutiny on any detail pertaining to Improvement Board work that might indicate that scrutiny work on a given subject ought to be carried out.

Inevitably P&F will, therefore, be carrying out investigate work into similar issues to the Improvement Boards. Duplication in terms of subject matter can be expected, but not duplication in terms of approach and outcomes. P&F will also integrate democratic accountability into the Improvement Board framework by providing backbench members the opportunity to discuss key performance issues in a public setting. Members' different approaches, and the cross-cutting nature of P&F itself, will naturally lend themselves to a different approach and correspondingly different, but complementary, outcomes to those of the Improvement Boards. Naturally, should members consider that the input of P&F in a particular issue being considered by Improvement Boards will constitute duplication, they will proceed accordingly, in consultation with officers from the Scrutiny Unit and Corporate Performance, and the Director of Finance.

4.6 Corporate Improvement Programme – P&F will have to consider the work being carried out under the Corporate Improvement Programme. The CIP is linked to the corporate priorities, and sets out a suite of improvement priorities, each of which is backed up by one of a series of “flagship actions”. Progress on meeting the objectives set by these actions could be something to observe, although detailed monitoring will be carried out at a corporate level. Both O&S and P&F will also undertake specific pieces of work to support delivery of the corporate improvement programme.

4.7 Activities being carried out under the aegis of these three bodies and plans – as well as other information, where relevant – will be reported to the Chairman and Vice-Chairman as appropriate. It is anticipated that P&F will also be able to assist in the scrutiny of the Year Ahead Statement and Corporate Plan. There is more on this below.

## **5 INPUT FROM MEMBERS: SCRUTINY PERFORMANCE AND POLICY LEADS**

5.1 The scrutiny leads – the performance leads in particular – play an important role in the development of the work programme and committee meeting agendas.

5.2 It has been agreed by O&S that the scrutiny leads will act to provide a gateway into the scrutiny function both for officers and for members of the public. As such it is appropriate that they play a central role in the agenda development process for P&F.

5.3 The points below relating to the Chairman's Meetings, and the meetings of the sub-committee themselves, reflect this necessary involvement, but this section sets out some general principles as well as some more specific requirements.

5.4 Performance leads, and support for the work of the committee – the performance leads will have a number of opportunities both to impact upon and support the work of the committee. When a performance matter comes to the attention of a lead, he/she will, with the agreement of the policy lead, be able to:

- request that the issue in question be considered in detail at their next quarterly briefing with the policy lead
- ask that the issue be considered at the next P&F, in consultation with the Chairman and Vice-Chairman and assuming that the issue meets the “by exception” criteria (the informal escalation process)
- raise the issue at the next P&F as an element of the “Performance Issues” item (the formal escalation process)
- conduct their own informal investigation into the issue and present any findings to the Chairman and Vice-Chairman at their monthly meeting, with any findings and comments being directed immediately to the officers involved. This would be an informal process for looking at certain issues where escalation might not be appropriate, and would allow certain matters thought important by members to be investigated even when the “by exception” criteria are not met. Scrutiny Officers would not be able to provide support for such investigations.

5.5 Providing information to the performance leads – to carry out any of the above will require performance leads to have an understanding of performance within the terms of reference for which they are responsible. This will be provided by the following means – some of which are laid out elsewhere in this protocol.

- Performance information from monthly meetings relating to a particular subject area will be made available in “digest” form for the leads’ quarterly meetings.
- Action sheets from the monthly meetings to be circulated to all performance leads as a matter of course.
- Performance leads to have relevant scorecards circulated to them electronically when they become available, in advance of the relevant monthly meeting.

## **6 CHAIRMAN’S BRIEFINGS AND CHAIRMAN’S REPORT**

6.1 On a monthly basis, the Chairman and Vice-Chairman of the committee will meet the Scrutiny Officer and officers from Corporate Performance and Corporate Finance, should it be necessary for those officers to attend. The purpose of this meeting will be twofold:

- To monitor and consider performance/finance information in 2.3, above, when it is available.
- To monitor information which has been identified by P&F as required ongoing scrutiny.
- To monitor and consider broader cultural issues relating to performance management, with a view to escalating issues to committee when necessary.
- When appropriate, to plan the agenda for the next committee meeting

These meetings will not be committee meetings. Substantive matters will be discussed but, constitutionally, no decisions can be made. They will be an

information-gathering forum only, to support the work of P&F being carried out at committee itself.

- 6.2 In advance of the meeting, the Chairman and Vice-Chairman will be sent copies of all the relevant, new performance and finance information made available in the previous month, as well as copies of the agreed actions from the previous month's meeting (this information will also be copied, for information, to all scrutiny performance leads). The Scrutiny Officer will also provide a short precis, with some context on the performance information provided, comparing it to previous scorecards and identifying any potential issues. Information will also be made available to the performance leads as appropriate. It may be that this information can be made electronically on the scrutiny internet site, and this option is being pursued.
- 6.3 The Chairman and Vice-Chairman will also be provided with key information from the most recent Improvement Boards, on a quarterly basis, including any other relevant performance information (including recommendations on Improvement Boards made at, and approved by, Cabinet). This will help to identify future plans for improvement as part of the "by exception" criteria.
- 6.4 It is expected that in time a broad suite of performance information, much of it high-level, will be available on a monthly basis. For the moment, however, this will not be occurring. As such, the monthly meetings themselves will not, at the outset, be able to consider real-time performance information, as had originally been hoped. Instead, they will look at comparative information from other boroughs (and best practice information relating to performance management and will also examine systemic issues relating to the development of a performance management "culture" in Harrow – for example, issues relating to data quality, improvement, service plans, resourcing, and so on.
- 6.5 Quarterly budget monitoring information will also form a part of the evidence base for this Chairman's Report.
- 6.6 The Chairman and Vice-Chairman will discuss this information at the meeting. They will consider the data provided and decide whether certain matters should be referred to P&F for their consideration. It will also extract useful information to assist O&S's ongoing work on policy development issues. It will conduct these activities on a "by exception" basis. This will be explained in detail in section 6.
- 6.7 Attendance at chairman's briefing – as explained above, the briefing will be attended by the Chairman, Vice-Chairman, the scrutiny officer and an officer from corporate performance and corporate finance (should there be a need for the latter two to attend – for example to discuss a particular issue). Service officers will not normally be invited or expected to attend – the venue for discussions with service officers should be P&F committee itself, although there may be exceptions to this. Scrutiny performance leads might choose to attend, with prior agreement, to discuss any matter due to be discussed on which they had a particular interest.
- 6.8 The action sheets will be made available on the internet and intranet, and the dates and times of the meetings will appear on the scrutiny internet/intranet site as well. However, the briefings not being formal meetings of a council body, they will not be listed on the council calendar. Notwithstanding this, any member of the public expressing an interest in attending should be able to sit in and observe. However, in

the normal course of events, public concerns would be directed through the scrutiny leads as appropriate.

- 6.9 Actions following the meeting - After the meeting, an action sheet will be drawn up, identifying each issue discussed and the proposed action to be taken as a result – whether to look at an issue more closely, continue monitoring normally or refer a matter to P&F. If deciding to look at an issue more closely, the Chairman and Vice-Chairman can request additional performance information – perhaps including specific service scorecards, longer-term historical data, or evidence from any relevant BV reviews or Improvement Boards – for the next meeting.
- 6.10 Detailed minutes of the meeting will not be taken. It will be an informal briefing session and will not under any circumstances purport to take the place of the Performance and Finance Committee. As a rule of thumb it will probably not last longer than an hour and a half and will not have a formal agenda.
- 6.11 The action sheet will be sent to all scrutiny performance leads in advance of the next meeting along with the next meeting's data pack, to inform members of ongoing issues. It will also provide performance leads with the opportunity to raise any performance-related issues of which they are aware, which can then be placed onto the agenda of the next meeting.
- 6.12 Support for work at Overview and Scrutiny – on occasion the Overview and Scrutiny Committee will, as agreed, consider issues relating to performance. This will generally be when a regular report will cut across policy and performance issues and will be the exception rather than the norm and would apply in the circumstances below:
- The annual Crime and Disorder Reduction Strategy report.
  - The Annual Health Check from the NHS

That these two items relate to the two issues where scrutiny has (or shortly will have) a statutory responsibility to scrutinise a partner is not directly related to this special treatment.

- 6.13 Under these circumstances, the Chairman and Vice-Chairman would, at the relevant monthly meeting, look in particular detail – along with the performance lead for the relevant issue – at the subject under discussion. An informal briefing based on these discussions would then be provided to assist Overview and Scrutiny at committee.
- 6.14 More broadly, findings at Performance and Finance could well support ongoing discussion of any item being considered at Overview and Scrutiny through the ordinary process of references between committees, as laid out in the council's Constitution. In particular, P&F will be able to provide assistance in the consideration of the Year Ahead Statement and Corporate Plan Relevant performance information can be passed in précis form to Overview and Scrutiny as an element in a reference report to provide the baseline evidence for a policy-based discussion at the parent committee. If the committee dates do not align to permit this process to occur formally, an informal meeting between members (probably at the briefing or agenda planning stage) would easily allow the evidence to be shared.



The reference report process is explained later.

- 6.15 Support for the work of the Overview and Scrutiny Committee in respect of education matters – education policy matters are being considered by Overview and Scrutiny, and education performance matters by Performance and Finance, the same as other topics. However, the situation is made somewhat more complex by the presence of the education co-optees.
- 6.16 Education co-optees provide an important, statutory, accountability to local authority scrutiny of education services. Representing the interests of schools, they also provide an additional and useful source of expert opinions.
- 6.17 The education co-optees will sit on Overview and Scrutiny but not on Performance and Finance. This means that in the first instance education performance issues will be considered without the co-optees being present.
- 6.18 However, the reference report to O&S (see below) will, when it considers education items, provide a detailed summary of discussions upon which the education co-optees will have an opportunity to comment. Discussions can also be reopened on the topic in question to consider the wider implications insofar as they affect policy considerations. It may under certain circumstances – for example, when information has recently become available – be appropriate for O&S to consider performance information of this kind before P&F. However, if this does happen it would be as general background information to support a discussion on policy issues.
- 6.19 The process will be given further transparency by the co-optees being provided with key performance information from P&F as and when it is considered at the monthly Chairman’s meetings.
- 6.20 Chairman’s Report – at every meeting of P&F the Chairman will table a report, summarising his and the Vice-Chairman’s discussions at their monthly meetings. This report will contain:
- combined action sheet information, advising the committee of all issues considered by the Chairman and Vice-Chairman at their meetings since the previous P&F.
  - Proposed recommendations for dealing with ongoing performance issues, which will require the committee’s ratification.
- 6.12 This will ensure that all formal decisions remain with the Performance and Finance Committee, as the formally constituted body, and that all matters discussed in the Chairman’s Briefings are reported fully to the Committee, thus maintaining a high level of openness and transparency. This will be discussed in more detail below.

## **7 REPORTING “BY EXCEPTION”**

- 7.1 All reporting to committee will be “by exception”. The Chairman and Vice-Chairman will between them make a decision, at the monthly Chairman’s Meeting, as to whether a particular issue meets a strict set of “by exception” criteria.

- 7.2 These criteria exist to ensure that committee only considers issues that are of a high priority, and those issues on which the scrutiny function has the opportunity to add most value. They also aim to ensure that duplication will be limited between the role of Performance and Finance Scrutiny Sub-Committee, and any executive-side bodies which also act to improve performance.
- 7.3 There are two sets of linked criteria – one for performance issues and one for finance issues.
- 7.4 The performance criteria are as follows.

Performance and Finance Committee should look at an issue relating to poor performance only:

- when it relates to a priority for the council (identified through the Corporate Priorities or through statutory requirements), and
- when performance has been exceptional (either high or low) for a sustained period, and
- where costs appears to be high, possibly demonstrating poor value for money, and
- when it relates to an issue within the council's control, and
- where it appears that it is possible, within existing resources, to improve performance, and
- it is unclear whether a plan has been put in place to improve performance, or the plan is failing, and
- where there is significant risk attached to poor performance.

OR

- when poor performance relates to a significant area of concern for local people, as identified by lead members or directly by local people through the CCA regime.

OR

- when Overview and Scrutiny Committee have requested that Performance and Finance examine an issue.

- 7.5 The finance criteria are as follows:

Performance and Finance Committee should look at an issue relating to finance issues only:

- where the quarterly monitoring report shows that finances have been at "red" for two successive quarters, and
- where there is a significant over (or under) spend (actual or projected), and
- where there is no plan to meet financial targets by the end of the next quarter, or the end of the financial year (or where a plan exists but seems to the Chairman/Vice-Chairman to be extremely challenging), and
- where the financial situation is likely to have an impact upon the delivery of services to local people, and

- where the financial situation is likely to have an impact upon performance indicators (either in the National Indicator Set or internally).

7.6 When an issue meets one of these three broad sets of criteria, it will ordinarily be considered at the next available P&F meeting, with the Chairman's Report (see 7.2 below) making clear which criteria have been used.

## 8 COMMITTEE MEETINGS

8.1 Meetings of Performance and Finance Committee will be held every quarter

8.2 Chairman's Report - The first item on the agenda will be the Chairman's Report. It will identify the provenance of all items on the agenda, as well as issues considered for inclusion on the agenda, but where the Chairman considers that inclusion is not justified.

8.3 Members will make a decision whether to endorse the Chairman's decisions for the agenda. In practice, this should be a formality, as members of the committee would have been informed of the results of the Chairman's Briefings on a regular basis, and would have had an opportunity to comment on the agenda in advance.

8.4 The Chairman's Report will also contain a recommendation that the Chairman provide, as part of the next report of the scrutiny leads to Overview and Scrutiny Committee, a summary setting out key Harrow-wide performance issues, which will be a synthesis of evidence from the Chairman's Report and evidence received at Performance and Finance Committee at the meeting in question. This will not be a duplicate minute of the meeting.

8.5 Performance Issues – the second item on the agenda will be a verbal item. It will provide an opportunity for scrutiny performance leads to raise, formally, any performance-related issues which have come to their attention. Performance and Finance Committee would then decide what course of action they wished to take to resolve such situations. The most likely solution would be for monitoring at the Chairman's Meeting, with the potential for the issue in question to be escalated back to the sub-committee as a formal agenda item at the next meeting if the matter is not resolved.

8.6 The rest of the agenda will be given over to substantive discussion of performance and finance issues. The Committee will consider:

- Background to the scorecard and relevant indicators
- Reasons for poor performance
- Implications of continued poor performance
- Steps being put in place to improve performance
- Other bodies carrying out work to monitor performance
- Further steps necessary to monitor performance and deliver improvements.

8.7 In relation to finance issues, members will also consider:

- impact on financial risk areas
- impact on annual budget
- impact on other priority services

8.8 Standing Report, Finance – in addition to “by exception” reporting for finance, a regular quarterly report will be produced to examine “in-year” issues and the preparation of the budget settlement for the next financial year. This will be built on the provision of the quarterly finance monitoring report, which will have been provided to the relevant Chairman’s Meeting beforehand.

The standing report will focus on the following issues in the relevant quarter:

Quarter 1: an evaluation of the provisional settlement for the next financial year.

Quarter 2: a preliminary assessment of the next financial year’s budget proposals.

Quarter 3: general effect of year’s performance to date on financial position; consequent consideration of next year’s financial priorities.

Quarter 4: consideration of in-year revisions to budget and issues in light of the previous year’s draft financial statements.

The Chairman and Vice-Chairman will use the summary report to identify some key recommendations for improvements, if any should be required.

The summary report will be presented to committee as a joint scrutiny/finance report, supplemented by both key comparative information and by the Chairman and Vice-Chairman’s recommendations, which will be debated at Sub-Committee. It will provide an overview of the budget and of finance issues and will be short-term in nature.

8.9 Portfolio holder attendance and service officer attendance – it may be useful for the committee to speak to the portfolio holder or to specific officers about a certain performance issue. However, officers and portfolio holders will not be invited to attend for general discussions or Q&As on undefined issues.

8.10 Actions taken as a result of committee consideration – the committee may take one (or a combination of) a number of options which are outlined on the committee report itself. These are:

- Make comments and recommendations as appropriate, and decide to escalate the issue to Overview and Scrutiny, for that committee to commission work on the subject.
- Request that the matter be reported to committee at the next meeting for the purpose of further information being provided, subject to the principles set out in 7.9 below.
- Make comments and recommendations as appropriate, and resolve to consider the item again only insofar as it meets the “by exception” criteria in the future.
- As above, but request that performance information on this issue be – where possible – be made available monthly to permit the Chairman and Vice-Chairman to monitor this matter closely.

8.11 Repeat reports – occasionally it may be necessary for an issue to return to the next meeting of P&F. This will occur when:

- the discussion led to a wider performance or finance-based query on a particular issue that could not be answered at the time, but is sufficiently

significant that it would not be appropriate for it to be dealt with in the form of a written response.

- it would be clearly valuable to receive evidence from a partner or another stakeholder on a given issue.
- consideration of the item is more likely than not to result in a recommendation to O&S that a piece of work be commissioned on a given topic.

A repeat report will not be requested when:

- it has not been made clear how the additional report will add value to performance improvement in the service in question.
- the repeat report will only be providing an update on ongoing performance.
- the repeat report will deal with an issue or issues which could adequately be dealt with in the form of an information report.
- the consideration at committee is as the result of a request for a repeat report at a previous meeting.

As such only one repeat report will be taken, at the next available committee meeting. After this time it is impossible to justify further reports on an issue. If it is important enough to justify a further call on scrutiny's time then this is a prima facie justification for review work to be carried out (through an escalation). If not then it does not need to be considered further.

- 8.12 Reference report – the first substantive item on the agenda, the chairman's report, will incorporate a resolution to provide a summary of items discussed, and decisions made, to the next meeting of Overview and Scrutiny. This will be considered in more detail in the next section.

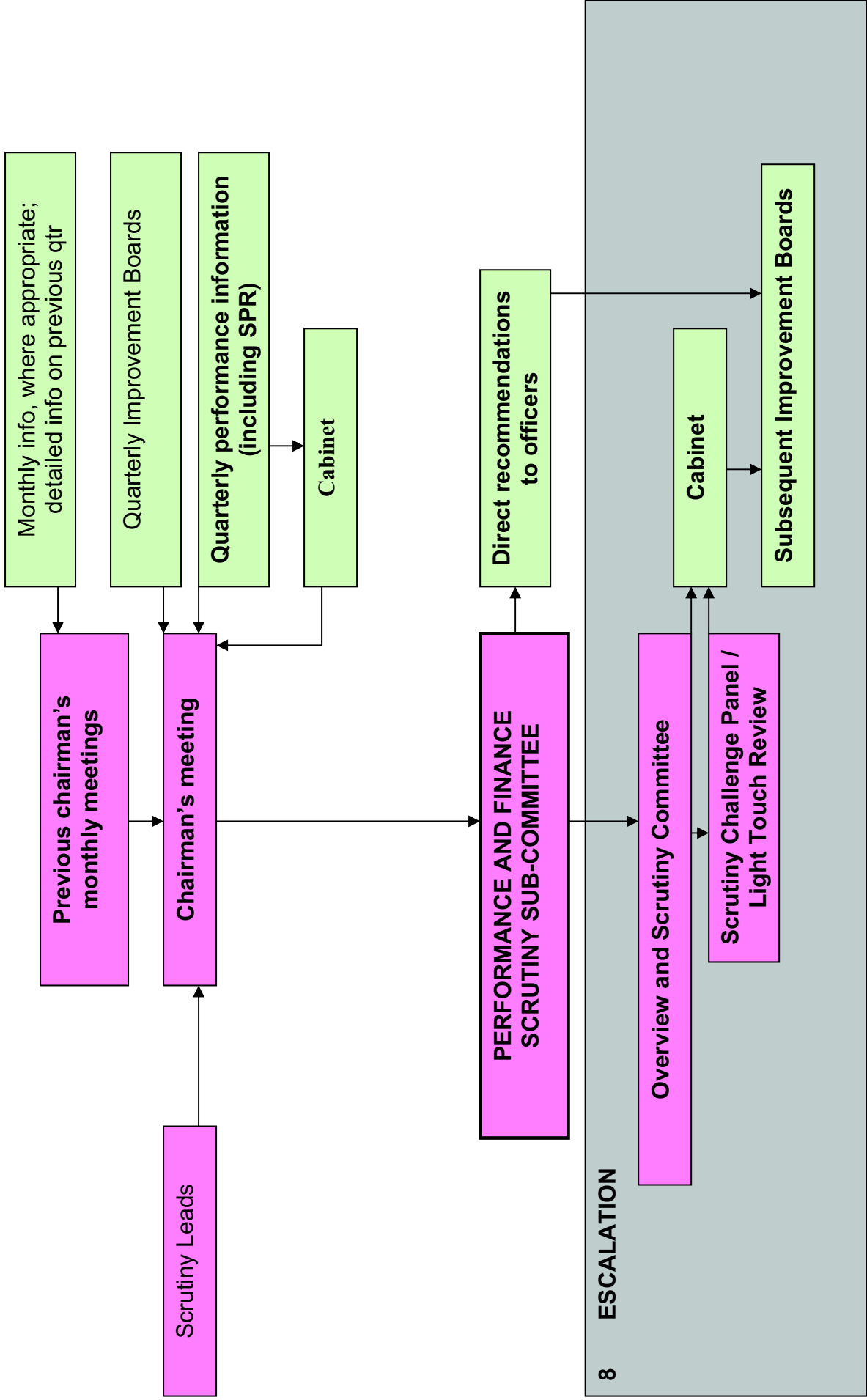
## **9 REFERENCE TO O&S AND FUTURE WORK**

- 9.1 Reference to Overview and Scrutiny – the minutes of every meeting of Performance and Finance will be reported to Overview and Scrutiny as a matter of course.
- 9.2 Additionally, the Chairman's Report will make provision for additional information to be made available to the next convenient meeting of O&S which will summarise Harrow-wide performance issues as considered at any relevant Chairman's Meetings as well as providing background on issues discussed at committee where appropriate.
- 9.3 Where Performance and Finance considers it necessary that more detailed work be carried out (for example, a challenge panel or light touch review) reference will be made to Overview and Scrutiny in the standard way (ie, as set out in the Council's Overview and Scrutiny Procedure Rules).
- 9.4 Performance and Finance may also recommend, in this fashion, that a matter be referred to Cabinet for their consideration.
- 9.5 This ensures that Overview and Scrutiny is able to integrate its work with the valuable evidence being gathered by Performance and Finance – it also maintains Overview and Scrutiny's agreed role as the commissioning body for all scrutiny work being carried out outside of committee.

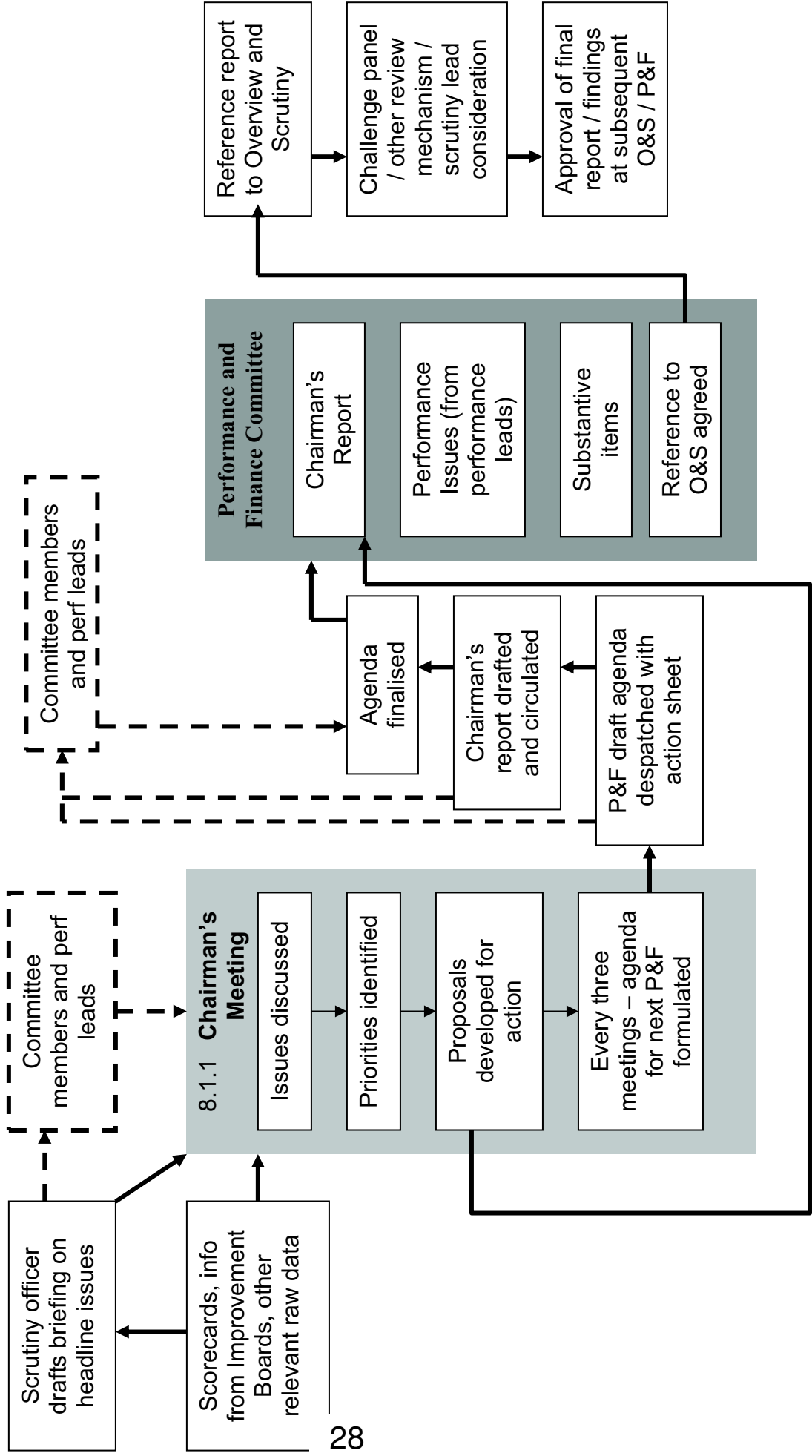
## **10 COMPLETION**

- 10.1 Performance and Finance will not request, at committee, to receive a report on an issue at the next committee to “follow up”, or further monitor. This ongoing monitoring is being carried out at the Chairman’s Briefing, to ensure that time at committee is spent considering only matters which have been recently established as demonstrating poor performance – the principle of “exception” monitoring.
- 10.2 As a result, there will be no regular items, other than those identified above. This includes items on statutory matters such as health and the police, which will only be considered as necessary. However, at the Chairman’s Briefings, such issues will be considered regularly, and where appropriate information can be provided to the relevant policy and performance leads to support other scrutiny work.

**DIAGRAM SHOWING AGENDA PLANNING PROCESS FOR PERFORMANCE AND FINANCE - GENERAL**



**DIAGRAM SHOWING AGENDA PLANNING PROCESS FOR PERFORMANCE AND FINANCE - DETAIL**





**REPORT FOR: Policy and Performance  
Sub Committee**

---

**Date of Meeting:** 25<sup>th</sup> March 2010

**Subject:** **INFORMATION REPORT –  
Extended Schools Review – Six  
Month Update**

**Responsible Officer:** Heather Clements – Director of Schools  
and Children’s Development

**Exempt:** No

**Enclosures:** Appendix 1 - Overview and Scrutiny  
Review Report – Extended Schools as  
Community Resources

Appendix 2 – Cabinet Report 17  
September 2009.

Appendix 3 – Moving towards  
outstanding extended Services

Appendix 4 – Community and  
Environment report for Grants Advisory  
Panel 19 November 2009

**Section 1 – Summary**

This report sets out an update on the progress against the nine  
recommendations from the Overview and Scrutiny Committee Report titled  
Review of Extended Schools As Community Resources

**FOR INFORMATION**

## **Section 2 – Report**

### **Background**

The Extended Schools Review was carried out as part of the Overview and Scrutiny 2008/09 work programme to assess progress and identify gaps in the current level of extended services. The review also considered how successful schools were in providing access to the core offer of services and the objective for them to be a key community resource. Their long term sustainability was another area the review group considered as part of the review. The review was carried out between September 2008 and March 2009 and the full report is attached at Appendix 1.

The final report detailed the main recommendations arising from the review and the first report responded to those recommendations. This report is an update on the work-taking place against the recommendations.

### **Current situation**

Harrow is regarded as high performing, by the Training and Development Agency, the Government's monitoring body for extended schools.

Consistently, the target for the number of extended schools meeting the full core offer has been exceeded and, as of February 2010, 98% of schools (64) are meeting the core offer which is ahead of the national average of 94% and Harrow is on target to achieve the September 2010 trajectory of 65 schools (100%) meeting the core offer. This significant achievement places Harrow as one of the top ten London authorities.

Children's Services welcomed the Overview and Scrutiny review of extended schools and the recommendations set out in the final report. Work has taken place to reflect on and implement the recommendations.

Set out below is the recommendation from Overview and Scrutiny, the initial response to that recommendation from Children's Services and then, in italics an update report on further progress or activity.

### **Recommendations and Response**

**1. Officers ensure that robust systems of support, advice and challenge are in place for all clusters to help develop the knowledge and expertise of each cluster co-ordinator and their lead head teacher.**

#### **Response**

A robust support, advice and challenge programme is in place for all clusters which includes:

- 1:1 meeting with cluster co-ordinator as and when needed
- A termly meeting between the lead head teacher and the linked advisor to the cluster
- A termly meeting with the cluster co-ordinators
- Shared annual performance monitoring of the cluster co-ordinator

- A termly meeting with the lead head teachers, linked advisors and senior officers from Children's Services
- The production of an annual cluster profile for all clusters to support the development of the annual cluster action plan.

Arrangements are in place with all clusters to agree further specific advice and support which ensures targets are met, action plans are developed and monitoring and evaluation support is provided.

*Continyou*, an external training provider for extended schools, have provided focussed training support for all cluster co-ordinators each half term for two terms. Marketing and promotional training has also been provided for all cluster co-ordinators.

### **Update**

*All of the activity set out in the original response is still in place. In the February 2010 report the TDA commended the "effective structures and mechanisms in place for developing strategy"*

*All clusters were issued with updated cluster profiles in February 2010. These have been used to support cluster action planning for 2010/11.*

*The Lead Headteacher meetings continue to take place on a termly basis. The Spring Term 2010 meeting focused on partnership working with Health in particular meeting the health needs of children and young people and their families who are newly arrived in the country or who have particular needs.*

**2. Clusters co-ordinators and head teachers to be encouraged to consider the introduction of the appointment of parent ambassadors for hard to reach communities in their local area/cluster to look at whether such a scheme would be beneficial to the community.**

### **Response**

It is acknowledged that the work of the parent ambassadors has been particularly successful in the Canons Cluster and the impact of their work on outcomes for children and their families is increasingly evident as set out in the Overview and Scrutiny Report.

All clusters have in place staff and strategies to provide targeted support to parents. The linked advisors, through their meetings with the cluster co-ordinators and the lead head teachers continue to explore the effectiveness and sustainability of the strategies they have in place and to support, where possible an increase in the number of parent ambassadors.

The parenting co-ordinator is working across the children's centre and extended schools agenda to strategically co-ordinate and develop parenting provision across the borough. All cluster co-ordinators are engaged with the work of the parenting co-ordinator.

### **Update**

*There are now approximately 20 Parent Ambassadors working in 6 clusters. All clusters have staff employed in a role similar to that of a Parent Ambassador. A course for those working as Parent Ambassadors will be*

*commencing in April with 6 of the 7 clusters nominating staff and others to take part and work towards a level 2 qualification.*

**3. That cluster groups develop a termly pro-forma for publicising activities and ensure a copy goes home with each child in the cluster. The information should also be widely available through community venues such as libraries, children's centres, health centres and relevant websites.**

**4. Other ways of communicating with the community at large should be investigated so that members of the community not directly involved with schools are aware of the services and activities available.**

### **Response**

It has been agreed that for the 2010/2011 plans all activity will be communicated across all clusters in a consistent way ensuring that every child in every clusters receives information about the activities they and their parents can access.

The Marketing and Information Professional within Integrated Early Years and Community Services will continue to work with the clusters to ensure information is of the highest quality and maximum use is being made of all media to publicise cluster activities whilst ensuring value for money.

**5. Elected Members who are also school governors should work to raise the profile of extended schools within the schools they govern, in their individual wards and in the community at large.**

### **Response**

Ofsted have issued a new evaluation schedule for schools which was effective from September 2009. The new schedule places on schools and their Governing Body the responsibility to evidence how extended services are contributing to outcomes for children and young people.

### **Update**

*Since September 2009 7 schools have been inspected and 4 have been graded as outstanding. This significant achievement demonstrates that schools are showing through their Ofsted Self Evaluation Form the positive impact that Extended School activity is having on outcomes for Children. This work has been supported by the "Moving to Outstanding" document written for Harrow Schools by officers from Achievement and Inclusion and the Integrated Early Years and Community Services – A copy enclosed as Appendix 3*

*The Training and Development Agency have developed a toolkit for governors on extended schools. Training on the use and implementation of this toolkit is provided annually. General information and further support for governors is available through the Governors newsletter, which is published termly.*

**6. Steps should be taken to ensure that strategic working was ongoing to bring together expertise from the clusters and local authority officers together in the integration of extended schools and children's centres. As further children's centres are established and opened full advantage should be taken of working together.**

**Response**

The support, advice and challenge programme for cluster lead head teachers and the cluster co-ordinators has continued ensuring that expertise is maximised.

The children's centres and extended school clusters are now aligned which ensures the potential for planning and working together to improve outcomes for children, young people, their families and the local community.

Strategic partnership working between the clusters and the children's centres is a sustainability strand which is becoming increasingly embedded which is supporting staff to be shared across both initiatives.

The TDA again, regard the structures and processes in place as high quality supporting effective alignment and joint working. (TDA note of visit February 2010)

**Update**

*11 Children's Centres are now designated and operational. There are some excellent examples of joint working which have improved outcomes for children and families these include*

*A partnership between Canons Cluster and Chandos Children's Centre which funds and supports a Traveller sewing group.*

*Joint funded holiday activity for children and young people at Cedars Children's Centre who attend the schools in the Children First Cluster.*

*Partnership working between 6 clusters, the Ethnic Minority Achievement Service and the Children's Centres to provide for English for Speakers of Other Languages (ESOL) , particularly mothers with very young babies.*

**7. All agencies involved in extended schools needed to develop an overall vision of how all schools and cluster groups develop plans for mainstreaming and in turn sustaining extended schools activities across clusters post 2011.**

**Response**

Providing Extended School services is the responsibility of individual schools. The cluster approach ensures that schools can:

- prioritise services that are shown as needed by their pupils, their families and the local community
- provide effective signposting to services provided by other schools in the cluster
- can provide services such as holiday childcare on a cluster wide basis

Increasingly the funding for Extended School services rest with schools and the Extended School Clusters. All indications are that the funding for these services will be targeted directly at schools and not at or through local authorities.

Children's Services and in particular Integrated Early Years and Community Services have lead responsibility for supporting schools and partner agencies and sustainability as a key theme is now part of the cluster action planning process with the 2009/10 cluster action plans requiring all clusters to set out the activities they would be looking to sustain and the actions they would be putting in place to achieve sustainability.

The Head of Integrated Early Years and Community Services meets regularly with key officers from partner agencies to discuss service planning beyond 2011. This work is supported by the strategic work of the Children and Young People's Strategic Partnership.

#### **Update**

*Some significant meetings have taken place this term (Spring 2010) to further discussions about partnership working beyond 2011. It is anticipated that this work will continue and become increasingly embedded in the work of the Harrow Children's Trust.*

**8. A challenge panel/ further review should be held in six months time to address the progress of the recommendations that had been put forward from the review group and to also explore the community lettings and community resources element of extended schools.**

**9. In line with the recommendation above, schools should be examining services they can provide to the community including making their premises available at a reasonable cost.**

#### **Update**

*The Community and Environment Directorate are leading on the community lettings and community resources element of extended schools. A report and action plan was presented to Overview and Scrutiny on 12 October 2009 and agreed by the Grant Advisory Panel on 19 November 2009.*

*Work to progress this further is now on hold until after the elections.*

### **Section 3 – Further Information**

It is not anticipated that any further update reports will be submitted.

## Section 4 – Financial Implications

In 2010/11 funding of £1,525,976 is available for the extended schools programme. The majority of the funding, £1,246,265, is allocated through ring fenced Standards Fund grant which has to be passported to schools. The remaining funding of £279,711 is allocated through Area Based Grant

Funding for 2011/12 has not been confirmed but as stated in the report all indications are that the funding for extended schools services going forward will be targeted directly at schools and not at the Local Authority.

## Section 5 – Corporate Priorities

This update report further endorses the Children’s Services response to the recommendations from the Overview and Scrutiny final report and acknowledges the work of extended schools in supporting the Council’s following corporate priorities:

- Improving support for vulnerable people
- Building stronger communities.

Name: Emma Stabler.	<input checked="" type="checkbox"/>	on behalf of the Chief Financial Officer
Date: 15 <sup>th</sup> March 2010		

## Section 6 - Contact Details and Background Papers

**Contact:** Wendy Beeton, Head of Integrated Early Years and Community Services.  
Telephone: 020 8416 8830

### Background Papers:

Overview & Scrutiny Committee Review of Extended Schools as Community Resources April 2009  
Report on Scrutiny Review – Extended Schools as Community Resources to Cabinet 17 September 2009  
Report on Community Lettings Action Plan to Grants Advisory Panel 19 November 2009

This page is intentionally left blank





**OVERVIEW AND SCRUTINY COMMITTEE**

**REVIEW OF EXTENDED SCHOOLS AS COMMUNITY  
RESOURCES**

**April 2009**

**REVIEW GROUP MEMBERSHIP:**

Councillor Margaret Davine  
Councillor Mitzi Green  
Councillor Manji Kara  
Councillor Dinesh Solanki  
Councillor Yogesh Teli  
Julie Browne – Director, Kids Can Achieve  
Ramji Chauhan – Parent Governor Representative  
Despo Speel - Parent Governor Representative

## CONTENTS

	<b>Page</b>
<b>CHAIRMAN'S INTRODUCTION</b>	<b>2</b>
<b>EXECUTIVE SUMMARY</b>	<b>4</b>
<b>RECOMMENDATIONS</b>	<b>5</b>
<b>INTRODUCTION</b>	<b>10</b>
<b>LOCAL CONTEXT - EXTENDED SCHOOLS IN HARROW</b>	<b>12</b>
<b>REVIEW METHODOLOGIES</b>	<b>17</b>
<b>KEY FINDINGS AND CONCLUSIONS OF THE REVIEW</b>	<b>23</b>

### **APPENDICES**

Appendix A: Agreed scope for the review	24
Appendix B: Notes of cluster group visits	30
Appendix C: List of review members, participants and witnesses	54
Appendix D: Background papers and further information	57

## CHAIRMAN'S INTRODUCTION

I am delighted to introduce the report of the Extended Schools as Community Resources Review. This review was originally planned and scoped as a case study in a larger in-depth review on Building Schools for the Future which the Overview and Scrutiny Committee decided not to proceed with when Harrow's bid to the fund was accelerated. It was however agreed by the Committee that a light touch review focussed specifically on Extended Schools should be included in the 2008/9 work programme.

Extended Schools have the potential to improve both the attainment and well being of children, young people and their families, as well as support the promotion of an increased sense of community. The review was carried out in order to gauge the impact and assess the development of the service to date. The report shows that Harrow is making good progress with regards to the provision of its extended schools services. We also addressed the issue of whether all of Harrow's extended school clusters are meeting the core offer of services for extended schools, which all schools are required deliver by July 2010, to ensure consistency throughout the borough. We also hoped that through the review we would be able to identify and share good practice, which is an objective I believe we have achieved.

Whether extended schools offer added value for money and are therefore a good investment was another area we considered as part of the review. The issue of long-term sustainability is crucial to the future of the programme when government funding ceases. You will see from reading the report that this is an area that requires further thought and strategic planning by some schools and cluster groups.

As this was a light touch review, the group had a limited timescale and so focused its attention on a range of specific clusters to ensure a balanced overview of the borough's provision. We believe therefore that our recommendations form a sound pragmatic basis to support the further development of good practice in extended schools in Harrow.

The review group further concluded that extended schools require a robust support structure and a strategic approach where schools work effectively together in their cluster groups, with the local authority, children's centres, voluntary and community sector organisations, other key partners and the communities which they serve, if they are to realise their full potential for the longer term.

I believe that the report of the review, although limited by its scope, provides a good foundation for further investigations and I am looking forward to reading the report on the community use of schools, that is being produced later this summer.

I look forward to receiving the responses to the findings and recommendations that we have put forward.

Finally I would like to thank everyone who has been involved in and contributed to the review for the support, time and expertise they have so willingly provided. A special thank you goes to the Scrutiny Officer for her patience and support during the writing of the report.

**Councillor Margaret Davine**

**Chair of the Review Group**



## EXECUTIVE SUMMARY

This report sets out the details, findings, conclusions and recommendations of the light touch review of Extended Schools as Community Resources. The review group came to look at extended schools as community resources having initially planned on addressing the preparations towards the implementation of Building Schools for the Future. Harrow was initially in the last tranche for implementation amongst neighbouring boroughs but this was brought forward and the reviews scope and objectives became irrelevant.

The Scrutiny Review Group carried out their investigation between September 2008 and March 2009. A variety of methods were employed to carry out the review amongst which included desktop research, detailed officer presentations and discussions, consultation with Cluster Co-ordinators, parents, children and head teachers. Aware of the limited timescale for the review, the review group chose to focus the visits to extended school services and activities to three cluster groups in the borough.

The review revealed that it is essential to have a clear strategic approach to extended schools cluster group working. The importance of effective collaborative working between head teachers, schools and cluster co-ordinator was also highlighted. The investigation also uncovered the need to have Cluster Co-ordinators with the appropriate level of skills, knowledge and experience. The enthusiasm and approach to the Extended Schools programme of Cluster Co-ordinators also has implications on the effectiveness of the extended schools programme as was made evident by the review.

The recommendations' put together draw on the key findings of the review group including the need to have effective systems of support and challenge for Cluster Co-ordinators, the need to develop effective forms of communicating the extended schools programme and the need to mainstream the positive practice of employing Parent Ambassadors.

The following section of this report details the review group's recommendations in full.

## RECOMMENDATIONS

Finding: As a result of the visits carried out as part of the review, it was evident that there is a real variance in the knowledge, skills and experience of the Cluster Co-ordinators and this in turn has an impact on the approach and outcomes of individual cluster groups and how they work.

### **Recommendation 1**

**Officers should ensure robust systems of support; advice and challenge are in place for all clusters which will help develop the knowledge and expertise of each Cluster Co-ordinator and their lead head teacher.**

Finding: The effectiveness and good work of Parent Ambassadors located at some schools was commended by members of the panel. The Parent Ambassador scheme was most developed in the Canons cluster. An example of the work of the Canons Cluster Parent Ambassador is detailed below:

The Parent Ambassador was able to support a student who spoke very little English, was very shy and was struggling to integrate in the school. The Parent Ambassador initially assessed the student and found that he was not only unable to speak and communicate English but was also weak in communicating in his mother tongue and had special educational needs. From this a formal meeting took place between the mother of the student and herself. It was found that the student actually attended a special educational needs school in Poland, prior to arrival in the UK. From this the Parent Ambassador then started working with the family to support the student and did so for a year, the student is now beginning to settle and has the range of support that he requires.

### **Recommendation 2**

**Clusters Co-ordinators and head teachers are encouraged to consider the introduction of the appointment of Parent Ambassadors for hard to reach communities in their local area/ cluster to look at whether such a scheme would be beneficial to the community.**

Finding: Having consulted with Parent Governors and local parents, it became evident that some of the activities provided by some schools/ cluster groups are not communicated as widely and effectively as they could be. An overall booklet detailing various activities in cluster groups with dates, schools etc for the borough was considered but it was decided that this may be impractical due to the variety of activities provided and the fact that activities change and are held in a variety of venues. The review group felt that it is important for people within communities and clusters besides parents and carers know about the extended schools programme and what is happening in local schools.

### **Recommendation 3**

**That cluster groups develop a termly pro-forma for publicising activities and ensure a copy goes home with each child in the cluster. The information should also be widely available through community venues such as libraries, children's centres, health centres and relevant websites.**

### **Recommendation 4**

**Other ways of communicating with the community at large should be investigated so that members of the community not directly involved with schools are aware of the services and activities available.**

### **Recommendation 5**

**Elected members who are also school governors should work to raise the profile of extended schools within the schools they govern, in their individual wards and in the community at large.**

Finding: The review group found that the working relationship between some Children's Centres, extended school clusters and other partners such as the voluntary sector needs further development. However, examples of good working relationships and infrastructure were found, an example of this is at Whitefriars First and Middle School and Children's Centre. The review group witnessed at first hand parents from schools across the cluster taking ESOL classes whilst their children were looked after in Whitefriars Children's Centre.

In addition progress is being made towards developing better relations with the voluntary and community sector due to the recently appointed Children's Services Liaison Officer, appointed to help build the link between the voluntary and community sector and cluster.

Another positive step towards developing the cohesive relationship with Extended Schools and Children's Centres is the Parenting Co-ordinator that has been recently appointed to work across the Children's Centres and Extended Schools agenda strategically co-ordinating and developing parenting provision across the borough. The parenting co-ordinator developing a Parenting Strategy, which will provide information and support for parents with children from birth till 19.

**Recommendation 6**

**Steps should be taken to ensure that strategic working is ongoing to bring together expertise from the clusters and local authority officers together in the integration of Extended Schools and Children's Centres. As further Children's Centres are established and opened full advantage should be taken of working together.**

Finding: Extended schools are funded through the standards fund and area based grants. From the onset of the review, the review group expressed concerns that the formal government funding will cease from March 2011 and schools are required to mainstream extended schools into their budget. It was found that some clusters do not appear to have robust plans for the future. Cluster groups need to develop ways in which activities can be sustained and have plans in place for post 2011 development.

In relation to sustainability, consideration will also need to be given to not only financial resources but the human resource element as well. The Extended Schools programme will impact on the working patterns of teachers in the long term. E.g. will there be flexibility for teachers that stay late in after school clubs to come in later the next day? It has been highlighted nationally and by some clusters in the borough that the dependence on the goodwill of some teacher on the extended schools programme could affect sustainability in the long run.

REVENUE		2008 - 09	2009 - 10	2010 - 11
ES Start up	Area based grant	£ 431,559.00	£ 680,160.00	£ 279,711.00
ES Sustainability	Standards fund	£ 269,345.00	£ 496,447.00	£ 699,455.00
	Standards fund	£ 700,904.00	£ 1,176,607.00	£ 979,166.00

*The table above details the various funding streams from the government for the Extended Schools Programme till 2010/11*

**Recommendation 7**

**All agencies that are involved in Extended Schools need to develop an overall vision of how all schools and cluster groups develop plans for mainstreaming and in turn sustaining extended schools activities across clusters post 2011.**



Finding: The limited timescale meant that the review group were not able to fully analyse, consult and consider the development of the extended schools programme. However, a great deal of information was accumulated via desktop scrutiny of the action plans, cluster activity sheets, cluster profiles etc which provided an incite into the work plans and outcomes across the different clusters. There was even less time to explore the community resources element of Extended Schools.

Finding: Concerns relating to community access to schools was touched on by the review group in one of the early meetings. The issue for schools in relation to security and opening hours e.g. the requirement for caretakers to open up the schools was expressed as a concern for schools. It was also felt that it is often the case that primary schools are not really ideally placed to support community activities due to their infrastructure while secondary schools are in a better position to be accessible to communities. Community resources and community lettings are key issues for the borough and were also highlighted in the Overview and Scrutiny review '*Delivering a Strengthened Voluntary Sector for Harrow*' November 2008.

#### **Recommendation 8**

**A challenge panel/ further review should be held in 6 months time to address the progress of the recommendations that have been put forward from the review group and to also explore the community lettings and community resources element of Extended Schools.**

#### **Recommendation 9**

**In line with the recommendation above schools should be examining services they can provide to the community including making their premises available at a reasonable cost.**

#### **Other Issues Considered**

The issue of SEN children and young people was also not fully explored by the review group. The disadvantaged subsidy which will be targeted for SEN pupils will be introduced later this year and will be specifically targeted for particular groups.

It was considered that the issue in terms of cluster working with specialist schools is other schools not having the required infrastructure, facilities and equipment to meet the needs of some pupils. This could be a challenge for cross organisational working. Transportation issues and moving pupils between schools is another issue to be considered for SEN pupils. Nevertheless the review group also witnessed at first hand good practise in Harrow in the CH Unite cluster where the students who could have potentially had problems on the playground and end up excluded were catered for with the provision of music classes at lunch time.

The MORI survey *Extended Schools Survey of Schools Pupils and Parents, December 2008* also highlighted the need for further support of staff in special schools, the development of targeted activities and the need to address transport and cost which can be barriers for parents of pupils in special schools. Development in this area would also be of benefit as one third of parents felt that that provision of extended services provided some respite from caring and an opportunity for them to get involved in other activities themselves.

## INTRODUCTION

### The National Context

The term extended school encompasses the Governments overall ambition to provide ‘a range of activities and services that go beyond the school day, to help meet the needs of its pupils, their families and the wider community’. (DfES Prospectus, 2005). The extended schools programme was officially introduced in June 2005 though many schools in Harrow, other parts of London and further a field already had informal extended school services and activities in place.

Extended schools services are services that go beyond the school day, often outside normal school hours and they aim to put schools at the heart of the community in order to have a positive impact on the quality of life and the life chances of children, young people and families. Extended schools have been identified as key to supporting the delivery of the Every Child Matters (ECM) initiative, with a particular focus on raising attainment for children and young people and ensuring they:

- Are healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

The Government set out the requirement that by 2010 all children and young people should have access to a core set of extended services in and around their school from 8 am till 6pm, 48 weeks in a year. In the delivery of services, schools are expected to work with local authorities, other schools, the voluntary and community sector and other local service providers to support children and young people and their families. The Government indicated that the universal approach to services and in particular schools working in partnership with specialist services would also help to support vulnerable children to be identified and in turn assisted through the extended schools programme.

Extended Schools: Building on Experience (June 2007) further re-iterated that schools, through the extended schools programme should work to reach out to disadvantaged families whilst also ensuring provision for all families.

The Government invested £680 million in the first 2 years of running extended schools and a further £1.3 billion was committed for the period between 2007- 2010. However, no further funding beyond 2011 has been clearly dedicated, this being an issue that was of particular concern to the review group and was considered as part of the review.

## The Core Offer

The Core offer for extended schools services requires that all children, young people and families should have access to a certain level of integrated services and this should be met by 2010.

The core offer is detailed below:

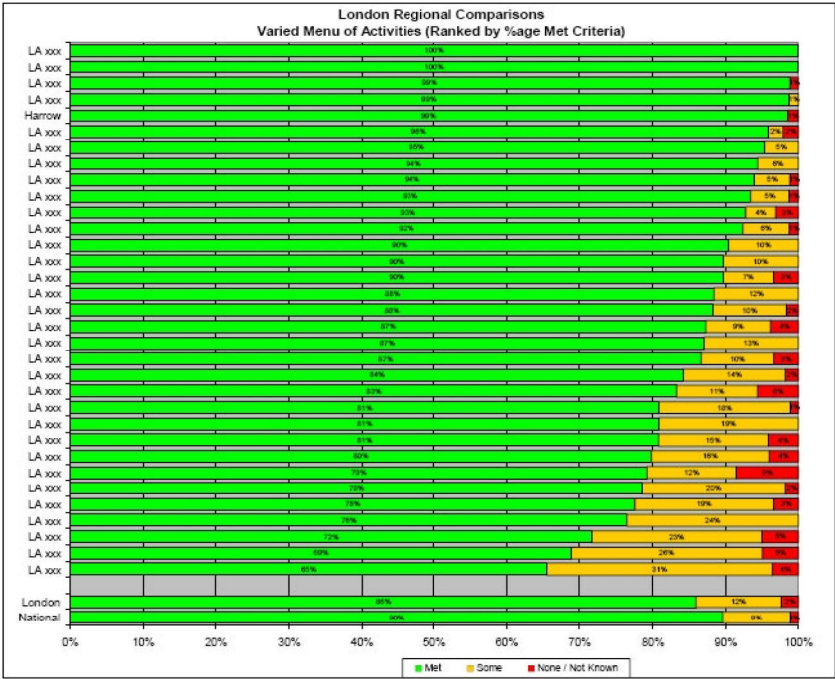
CORE OFFER	DESCRIPTION
A varied menu of activities (including study support, play and childcare)	<p>Primary schools - provision for a varied menu of activities along with childcare from 8am-6pm, five days a week, 48 weeks a year.</p> <p>Secondary Schools – access to a varied menu of activities which also offer young people a safe place to be from 8am-6pm during term time and more flexibly in the holidays.</p>
Parenting Support	<p>Information sessions for parents/ careers of pupils at the beginning of primary and secondary phases</p> <p>Information on national and local sources of information, advice and support</p> <p>Access to parenting groups using structured, evidence-based parenting programmes as well as more informal opportunities for parents to engage with the school and each other.</p> <p>Family learning sessions to allow children to learn with their parents/careers</p>
Swift and easy access to targeted and specialist services	<p>Integrated working between schools, specialist services such as health and social care and the voluntary and community sector to ensure that children and young with additional needs are identified early in order to ensure they receive appropriate support quickly.</p>
Community Access	<p>Wider community access to suitable school facilities such as playing fields, ICT and sports and arts facilities including adult learning which is a response to an assessment of local demand</p>

## LOCAL CONTEXT – EXTENDED SCHOOLS IN HARROW

Children’s Services Directorate took responsibility for the strategic delivery of extended schools services in September 2007. The Integrated Early Years and Community Services Division (IEYCS) in the Children’s Services Directorate have direct responsibility for extended schools, and the Head of Service also has responsibility for children’s centres. The extended schools programme is directly relevant to two of the three corporate priorities for 2009/2010 which includes:

- Improve support for vulnerable people
- Build stronger communities

Harrow is making good progress with regards to provision of the core offer of extended schools. By October 2008, Harrow had met both the primary and secondary policy pledges (half of primary schools and a third of secondary schools delivering the full core offer). 77% of schools in Harrow were meeting the full core offer which was 11% above the average for London boroughs and 8% above the national average; this is based on the TDA Self Assessment Toolkit. The services at Glebe First and Middle School were also highlighted as good practice in the ‘*Extended Schools: Building on Experience*’ report published by the Department for Children, Schools and Families (June 2007).



Source: LAs project management information via the change tool on the TDA website, 01 October 2008



The Table above charts Harrow’s progress against boroughs that are statistically comparable.

## **The Clusters Groups**

The Borough has adopted a cluster based approach to extended schools services and there are seven clusters operating in the borough, which includes:

- CH Unite
- Children First
- HA2Cando
- Canons Cluster
- Pinner Cluster
- Stanmore-Kenton Cluster
- West Cluster

Each of the seven extended school clusters employs a Cluster Co-ordinator who is based in the lead school. The Cluster Co-ordinator role is part-time at spinal point H11 in three clusters including Canons, CH Unite and Stanmore-Kenton. The Children First, Pinner Cluster, HA2Cando and West Cluster all employ full-time Cluster Co-ordinators. The grade of the Cluster Co-ordinators is at H11 to allow the Cluster Co-ordinator to work at a level where they can provide strategic advice and guidance to cluster heads. The Cluster Co-ordinators are responsible for supporting the IEYCS Management Team by implementing their strategic vision through day-to-day management of the cluster projects and activities. Each Cluster Co-ordinator works with head teachers and other cluster staff to develop a three year cluster action plan. The review found that the action plans of some clusters are more robust than others and there is a varied level of service provided.

All Cluster Co-ordinators' employment also sits with lead schools in the cluster they manage; this supports the alignment of performance management with the employment responsibilities. The fact that Cluster Co-ordinators also have different job descriptions and are managed individually by different schools is also reflective of the difference in the service provided. There is a termly group meeting of cluster heads to share good practice, aid working together and provide advice. An impact meeting with Cluster Co-ordinators is also held once a term to showcase good practice in all areas of the cluster groups. Cluster Co-ordinators also meet with Children's Centre managers once a term.

## **Extended Schools and Children's Centres**

Children's Centres and extended services are ideally placed together in IEYCS as both agendas aim to improve the outcomes for children and their families and the attainment and well being of the child. This allows for IEYCS to impart a strong vision and strategic partnership approach to the delivery of services for children, young people and their families. Children's Centres also form part of cluster groups to meet needs locally integrating relevant partners including the voluntary and community sector. A Liaison Officer was appointed at the end of October 2008. The officer is located in the Harrow Association of Voluntary Sector Organisations. Their main role is to support lasting partnerships between voluntary sector organisations and clusters and build the capacity of the voluntary sector to develop their work in clusters.

Harrow will have 16 Children's Centres by 2011, providing in partnership with others, a range of early intervention and prevention services to children and their families. Strong partnerships with Harrow Primary Care Trust, North West London Hospitals Trust and the voluntary and community sector are also required to ensure robust service delivery plans are in place for each Children's Centre.

The aspiration for Children's Centres is to be the starting point for communities accessing wider services. In line with the 'swift and easy access' element of extended schools, there is a swift and easy access group that meets regularly with a plan of activity in place. The group has representatives from across services, agencies and partners. Information about accessing services that schools use frequently is currently being collated. The group is linked to the Common Assessment Framework Steering Group that reports to the Children and Young Peoples Strategic Partnership.

## **Challenges for Harrow's Extended Schools**

An internal service review of extended schools was carried out under the direction of the Head of Services for IEYCS in autumn 2007. The review included consultation with Cluster Co-ordinators and cluster heads, an externally facilitated away day, meetings with the Training and Development Agency (TDA) and a visit to Portsmouth County Council who are considered by the Department for Children Schools and Families (DCSF) as a high performing authority in relation to extended schools.

The following areas of development for cluster working were identified:

- Embedding the Extended Schools agenda in every school and transferring to delivering and sustaining the services provided.
- Ensuring value for money and minimising duplication of services through smart commissioning, which is cross cluster where appropriate.
- Ensuring services are targeted and reach those who need them the most and ensuring the links are made to every schools self evaluation and school improvement plan.

- Ensuring effective monitoring and evaluation of outcomes are in place linked to a cluster self evaluation framework.
- Further developing Cluster Co-ordinators' knowledge, skill and confidence.
- Developing performance management skills of Cluster Co-ordinators' with clear, consistent performance measures put in place.
- Cross cluster working, sharing best practice and improved commissioning.
- Improving the development of partnership working within the clusters.

A year on from the IEYCS review of the services, the review group have found that a number of these points have been improved and implemented by IEYCS but there are also a number that have yet to be fully imbedded.

## Changing Demography

One of the main challenges for many extended schools clusters is that although Harrow is a relatively affluent borough, the borough is also changing demographically. There are pockets of deprivation which include a number of hard-to-reach communities and the index of deprivation shows Harrow is falling nationally in its ranking for child poverty.

**Figure 2: Rankings of the Summary Measures for Harrow at District Level**  
(where 1 is the most deprived and 354 the least deprived)

Index	2004 Ranking for Harrow	2007 Ranking for Harrow	Change 2004-2007	% Change
Rank of Average Score	232	205	27	11.6
Rank of Average Rank	233	196	37	15.9
Rank of Extent	226	218	8	3.5
Rank of Local Concentration	226	211	15	6.6
Rank of Income Scale	78	69	9	11.5
Rank of Employment Scale	105	85	20	19.0

*Source: Indices of Deprivation 2007, CLG. Crown Copyright*

The issue of affordability was highlighted by many cluster co-ordinators as an increasing challenge especially as it's a particular issue that the extended schools programme is meant to address. The reality is that in order for many Extended Schools to be sustained, charging either has been or may need to be introduced. Even charging for as little as £1 a day may be too expensive for some families. This concern has not just been highlighted at a local level but also in a recent article in The Guardian which wrote about the extended school programme:



*'Because it relies on schools combining some government funding with other sources of income – from charities, local authority grants and parental contribution – many schools are charging parents nominal fees for childcare and classes. The fees – perhaps just a pound a day for breakfast club or an after school dance lesson – may not mean much to financially –secure families, but they make the initiative unaffordable for the struggling parents for who it was conceived.'*

The Guardian, 4 February 2009

### **Progress towards achieving the 2010 target**

In October 2008, the IEYCS also used the Training and Development Agency's self assessment toolkit to assist in further developing the Extended Schools Programme. The self assessment tool was used to support consistent and transparent discussions with the TDA, address achievements and challenges and to better identify where local authorities might need support and to facilitate national planning by providing intelligence about likely future risks to programme delivery. The self assessment toolkit provided good evidence that the borough is in a strong position to meet and in fact exceed the full core offer by September 2009 which equates to a minimum of 86% of schools meeting the full core offer. The IEYCS have also reported that they are confident that the full core offer will be met.

### **Good Practice in Harrow**

The IEYCS has developed a self-evaluation tool for local authorities, which attempts to answer the question 'what is a good Children's Centre?'. The tool details 29 areas of service delivery that children's centre leaders and managers can measure their own performances against. These include multi-agency work, developing a learning community, and partnerships with parents and carers. The publication will give examples of what constitutes satisfactory, good and excellent practice. It is envisaged that the toolkit will be rolled out nationally. The toolkit will officially be launched on 11 May 2009, and there are plans to pilot a one-day course on using the guidance for authorities interested in taking part.

## REVIEW METHODOLOGY

The review was carried out in order to assess the progress of extended schools as community resources to date and to consider any potential areas for improvement in the current service provided. The scope of the review was agreed on 4 September 2008 by the Overview and Scrutiny Committee and review group meetings took place on 3 July, 17 September, 10 December 2008, 8 January 2009 and 12 March 2009.

The review group hoped that through the review they could contribute to the wider strategic operation of the extended school programme for the overall benefit of children, young people, families and the wider community. In particular, the review aimed to:

- Assess the impact and connectivity of cluster activities - whether all clusters of extended schools are helping the authority deliver and promote the Every Child Matters outcomes.
- To gauge whether all of Harrow's extended schools and clusters are meeting the core offer of services properly and to identify any gaps in provision.
- To consider whether extended schools services are a good investment and sustainable – including value for money considerations around finance, performance, attendance rates, exclusions and uptake of services.
- To identify and share good practice within extended schools clusters.
- To maximise links between children's centres and extended schools to ensure joined up services.
- To consider the strategic development of extended schools services and the links to the different priorities of partner agencies.
- To evaluate the value added to the community through the provision of extended services in schools, including engagement with stakeholders.
- To highlight any issues that warrant further study by scrutiny

The review group employed the methods listed below to support their investigation:

- Initial briefing on national policy and research
- Detailed officer presentations, supplemented by oral evidence and relevant documentation
- Discussions with the Head of Service Early Years Childcare and Parenting, Integrated Early Years & Community Services Team Manager and the Childcare & Parenting Service Manager
- desktop research

The methods detailed above assisted members in carrying out a stock take and get further understanding of progress to date, the services provided across the borough, the cluster group structure, the challenges and any gaps in provision and also areas of good practise. The information gathered assisted the review group to set out and plan the consultation element of the review.

Consultation via meetings, visits to schools, visits to activities and informal discussions were carried out with the following groups/ individuals:

- cluster head teachers group
- children, young people and parents
- Parent Ambassador
- school Learning Development Assistant
- parent governors

### **Cluster Case Studies**

The review group decided early on when planning the review that it was important to carry out fact finding visits with cluster groups in the borough to get an idea of the various activities and services provided at first hand. Due to the limited timescale, the review group decided to look at three out of the seven cluster groups as case studies to help inform the review. The different cluster groups were chosen on the basis of their level of service and performance the remaining four clusters were consulted afterwards. The visits took place between 4 February and 14 February 2009.

Members of the panel visited activities in the following cluster groups:

- Canons
- HA2Cando
- CHUnite

Discussions also took place with the 3 Cluster Co-ordinators. The Chairman of the review and the Scrutiny Officer also met with the head teachers in the Canons cluster. Detailed below is a summary of the visits and further details are included in the appendix of this report along with the responses from the consultation with the remaining four other Cluster Co-ordinators.

#### Canons Cluster Head Teachers Meeting, Little Stanmore School – 4 February 2009

The chairman of the review group met with Canons Cluster Co-ordinator and the Canons Head teachers. The Canons cluster develops their work programme from the basis of the needs of the cluster along with consultation with children, families and the community. The cluster group is also making some steps and progress to develop a closer relationship with the community. There is also a Parent Ambassador scheme operated in each of the schools in the cluster which has proven to be very effective in improving communication and the performance of some pupils.

### Canons Cluster Visit, Canons High School – 10 February 2009

The chairman of the review group met with the Canons Cluster Co-ordinator, the Head Teacher of Canons High School, the Learning Assistant, Parent Ambassador and pupils at the school involved in the Cultural Heritage Programme. The chairman of the review was briefed by A-Level pupils involved in the cultural heritage programme who were each looking at different topics to address culture, heritage and ethnicity including fashion, fostering and dance.



*A-level Students*

The Learning Assistant and Parent Ambassador explained the role of the Parent Ambassador which is to provide a link between schools, parents and communities to improve the attainment and well being of pupils. The Parent Ambassador works closely with pupils and families who need assistance with assimilation, integration and attainment. Often all that is required is translation, awareness of cultural practices in the UK and general support and guidance to bridge the cultural gap and aid attainment.

### CH Unite Cluster Visit, Elmgrove School, ESOL Class – 12 February 2009

Prior to the visit of the ESOL class the chairman of the review met with the Head teacher of Elmgrove School and the CH Unite Cluster Co-ordinator. The Cluster Co-

ordinator explained that activities are decided on in the cluster group by initially carrying out a trial and depending on the level of interest generated and take up of the activity would be continued/ dis-continued. It was explained that often consultation did not really capture the voice of hard-to-reach groups and the most vulnerable. The cluster group also has a Parent Ambassador who supports children and families of Arabic and Somali background.

The Cluster Co-ordinator explained that many of the services are taken up by the many hard-to-reach communities in the cluster group. The activities including StayNPlay and ESOL classes are particularly popular. Link workers also work closely with families with more intensive issues. With regards to sustainability the Cluster Co-ordinator and the Head teacher expressed concerns over sustainability and future funding. The Cluster Co-ordinator also explained that charges were also introduced for some activities which lead to many people dropping out of activities.

The chairman of the review group was also able to witness an ESOL class at first hand. Whilst parents were in the class, their children were looked after in the crèche in the children's centre.



*ESOL Class at Whitefriars Children's Centre*

#### HA2 Cando Cluster Visit, Grange First – 13 February 2009

The review group members attended HA2 Cando Cluster Group and witnessed at first hand an after school club. Some members of the review group also took the opportunity to speak to pupils first hand about their experience in the after school club. The Cluster Co-ordinator reported that children come to the clubs in order to get homework done and often the children come from homes where they can often get their homework done at school in a more productive environment.



*Children at home work club*

The review group also put a number of questions to the Cluster Co-ordinator. The review group heard that cluster activities are decided by schools putting forward bids for particular activities. It was reported that a large number of the community activities are mainly geared towards parents such as parenting support and ESOL classes. The Cluster Co-ordinator also reported that some of the challenges for the cluster group includes the changing population, sustainability and some of the complexities involved with charging for services and activities.

### **Summary of consultation with all 7 Cluster Groups**

Overall the findings from the visits to the three cluster case studies and the four other cluster groups consulted are as follows:

- Parent Ambassadors are extremely valuable and act as good link between parents, pupils and schools to help improve well being and attainment.
- All clusters have some element of good practise though it is more consistent in some more so than others
- There is a clear variance in the skills level, knowledge and confidence of Cluster Co-ordinators and in line with this there are different approaches to supporting extended schools in the borough. There is a very strategic approach looking at the needs of the cluster group as a whole and the overall policy objectives as well as a more individual school needs based approach which is less productive for cluster group working.

- Sustainability in view of future funding and long term planning is a real concern for some schools, Cluster Co-ordinators and cluster groups.
- Charging for services is also a concern considering a number of activities are aimed at low income families and even when charges are set fairly low, this can sometimes reduce take up. This is a real concern in view of the fact that extended schools are aimed at meeting the needs of the most vulnerable.
- The wider community is not immediately considered in terms of planning and provision of services as they are immediately taken up by pupils and parents in schools.
- Extended schools services are in high demand, ESOL classes and access to IT equipment are particularly in demand.
- The links between some cluster groups and children's centres needs developing.

## KEY FINDINGS AND CONCLUSIONS

Some evidence has shown that extended schools are having a positive impact on pupil attainment, life chances, pupil and family engagement and to some extent the review group witnessed this at first hand through their visits. Harrow is also doing notably well with regards to delivering and possibly exceeding the target to meet the full core offer by 2010.

There are some clear examples of excellent practice within Harrow's extended school cluster groups but much of this is based on individual Cluster Co-ordinators who can most achieve value for money and head teachers buy in and support for the extended schools programme. The robustness of the approach taken by some of the Cluster Co-ordinators to cluster working also makes a difference and this can be seen due to the fact that some part-time Co-ordinators are able to really galvanise and support their individual clusters whilst at the same time some full-time Cluster Co-ordinators are not able to.

Nevertheless, the review group also witnessed at first hand that there are some potentially worrying trends in the provision of services for the most disadvantaged pupils and parents. The very pupils and parents that the extended schools programme is particularly meant to cater for are not always able to access the services. Should parents be increasingly required to pay for services? There may be real equalities and accessibility implications arising from this should payment of services increase.

There is real value in the extended schools programme but the quality of the service needs to be improved in some clusters and the programme needs to be sustainable in its own right. The review group also felt that although extended schools are clearly valuable to children and parents/ carers whether they are really community resources for the wider community can be challenged as access to services tends to be limited to children, young people and parents/carers associated with a particular school or cluster group alone.

Had the review group had more time, good practice in other boroughs would also have been considered as well as further consultation with parent and local residents to capture user perceptions and experiences.



## APPENDIX A

### SCOPE FOR REVIEW OF EXTENDED SCHOOLS AS COMMUNITY RESOURCES

December 2008

1	<b>SUBJECT</b>	Extended Schools as Community Resources
2	<b>COMMITTEE</b>	Overview and Scrutiny Committee
3	<b>REVIEW GROUP MEMBERSHIP</b>	Councillor Margaret Davine Councillor Mitzi Green Councillor Manji Kara Councillor Dinesh Solanki Councillor Yogesh Teli Ramji Chauhan (education co-optee – parent governor) Despo Speel (education co-optee – parent governor)
4	<b>AIMS/ OBJECTIVES/ OUTCOMES</b>	<p><b>Impact of ES to date</b></p> <ul style="list-style-type: none"> <li>To assess the impact and connectivity of cluster activities - whether all clusters of extended schools are helping the authority deliver and promote the Every Child Matters outcomes.</li> <li>To gauge whether all of Harrow's extended schools and clusters are meeting the core offer of services well and identify any gaps in provision.</li> </ul> <p><b>Strategy and vision for ES</b></p> <ul style="list-style-type: none"> <li>To add value to the corporate priority on 'Extending the community use of schools while making education even better' and help develop the corporate vision around the extended schools agenda and the overall connection with the 'wider family' of provision through the children's centres.</li> </ul> <p><b>Sustainability &amp; Adding Value as a Community Resource</b></p> <ul style="list-style-type: none"> <li>To consider whether extended schools services are a good investment and sustainable – including value for money considerations around finance, performance, attendance rates, exclusions and uptake of services</li> <li>To evaluate the value added to the community through the provision of extended services in schools, including</li> </ul>

		engagement with stakeholders.
		<p><b>Service development and partnerships</b></p> <ul style="list-style-type: none"> <li>• To identify and share good practice within extended schools clusters.</li> <li>• To maximise links between children’s centres and extended schools to ensure joined up services.</li> <li>• To consider the strategic development of extended schools services and the links to the different priorities of partner agencies.</li> </ul>
		<p>Further Development</p> <ul style="list-style-type: none"> <li>• To highlight any issues that warrant further study by scrutiny.</li> </ul>
5	<b>MEASURES OF SUCCESS OF REVIEW</b>	<ul style="list-style-type: none"> <li>• Expansion in the capacity of schools to meet the wider partnership agenda, for example in relation to extended schools, children’s centres.</li> <li>• Enhanced culture of learning in Harrow, e.g. enhanced participation in school life for Harrow’s children and young people (including extra-curricular activities).</li> <li>• Contribution to the authority’s progress on sustained school improvement.</li> <li>• A tangible input into the process of external evaluation of Harrow’s services for children and young people.</li> </ul>
6	<b>SCOPE</b>	The scope of the review will only consider issues where there is the potential for the local authority to make an impact – what the Council can add to the wider strategic operation of schools and the schools’ clusters, the Council as promoting the cohesiveness of schools in Harrow.
7	<b>SERVICE PRIORITIES (Corporate/Dept)</b>	Corporate priority 2008/09 – ‘Extending the community use of schools while making education even better’
8	<b>REVIEW SPONSOR</b>	Paul Clark, Corporate Director Children’s Services
9	<b>ACCOUNTABLE MANAGER</b>	Lynne Margetts, Service Manager Scrutiny
10	<b>SUPPORT OFFICER</b>	Fola Beckley, Scrutiny Officer
11	<b>ADMINISTRATIVE SUPPORT</b>	Scrutiny Team

12	<b>EXTERNAL INPUT</b>	<p>Possible input from the following may be considered during the course of the review:</p> <p><b>Stakeholders:</b></p> <ul style="list-style-type: none"> <li>• Children and young people</li> <li>• Parents and carers</li> <li>• Harrow Association of Governing Bodies</li> <li>• Head teachers</li> <li>• Teaching staff and support staff in schools</li> <li>• School councils and the Youth Parliament</li> <li>• Other local authorities</li> <li>• Staff within children’s settings e.g. schools, children’s centres, extended schools services</li> <li>• Relevant corporate director(s)</li> <li>• Relevant portfolio holder(s)</li> <li>• Integrated Early Years and Community Services Partnership</li> <li>• Service providers within extended school clusters</li> <li>• The ‘wider community’ e.g. residents within cluster areas</li> </ul> <p><b>Partner agencies:</b></p> <ul style="list-style-type: none"> <li>• Harrow Primary Care Trust</li> <li>• Harrow Police</li> <li>• Harrow Colleges</li> <li>• North West London Hospitals Trust</li> </ul> <p><b>Experts/advisers:</b></p> <ul style="list-style-type: none"> <li>• Advisor from SACRE</li> <li>• Representative interest groups</li> <li>• Centre for Public Scrutiny</li> <li>• Academic experts</li> <li>• Public policy think-tanks</li> </ul>
13	<b>METHODOLOGY</b>	<p>During this light-touch review, the Review Group may draw upon the following methodologies:</p> <ul style="list-style-type: none"> <li>• Desktop performance research sessions – small working groups to analyse population data and policy directions, to ascertain Harrow’s current position, identify the challenges/opportunities faced, and the relevant timescales for implementation of government direction: <ol style="list-style-type: none"> <li>1. Relevant documents will include demographic data, performance information (results, trends) for Harrow schools, reviews by external bodies (Ofsted</li> </ol> </li> </ul>

		<p>evaluation of Harrow LA, Joint Area Review), audit and survey findings and any relevant previous scrutiny reviews</p> <ol style="list-style-type: none"> <li>2. Stock take of extended services within schools</li> <li>3. Benchmarking against other local authorities with specific reference to value for money considerations in delivering extended school activities</li> </ol> <ul style="list-style-type: none"> <li>• Focus groups - of parents, children and young people, head teachers, governors, cluster co-ordinators (different focus groups for service users and service providers)</li> <li>• Fact finding visits – to extended schools in Harrow’s clusters and to other local authorities where best practice has been identified</li> <li>• Challenge session(s) – evidence gathering from key witnesses from within the local authority and more widely from partner organisations</li> <li>• Survey of users (e.g. parents and children) in one or more clusters – to gather feedback on users’ access to a full menu of activities under the extended schools initiative</li> </ul> <p>Methodologies open to the Review Group include: Written evidence, oral evidence, research, questionnaires, surveys, focus groups, presentations, questioning senior managers and members, inspections, site visits, expert witnesses, public meetings etc.</p>
14	<b>EQUALITY IMPLICATIONS</b>	<p>Equality considerations will be of paramount importance to this review. The review will consider during the course of its work, how equality implications have been taken into account in current policy and practice and consider the possible implications of any changes it recommends.</p> <p>In carrying out this review, the Review Group will also need to consider its own practices and how it can facilitate all relevant stakeholders in the borough to have their voices heard.</p>
15	<b>ASSUMPTIONS/ CONSTRAINTS</b>	<p>The review will require a long-term commitment from members and officers.</p> <p>Success will depend upon the ability and willingness of officers, partners and stakeholders (as relevant) to participate and contribute fully in this review.</p>

16	<b>SECTION 17 IMPLICATIONS</b>	The review will have regard to the possible community safety implications of any recommended changes to policy/practice.
17	<b>TIMESCALE</b>	<p>A light-touch review to be carried out over Autumn/ Winter 08/09 so as to allow enough time for the transfer of responsibility for extended schools services from the Community Learning Directorate to Children's Services to be embedded.</p> <p>The Review Group will ensure that it flags up any potential budgetary implications of its findings in a timely fashion. The final report of the review will be presented to Cabinet in Spring 2009 so as to allow recommendations to be implemented in time for the 2009/2010 academic year (September 2009).</p>
18	<b>RESOURCE COMMITMENTS</b>	To be met from the existing scrutiny budget. No significant additional expenditure is anticipated.
19	<b>REPORT AUTHOR</b>	Fola Beckley as advised by the review group
20	<b>SCRUTINY PRINCIPLES</b>	A feasibility study was undertaken and presented to the Overview and Scrutiny Committee in November 2007, assuring compliance with the scrutiny principles.
21	<b>REPORTING ARRANGEMENTS</b>	<p>Outline of formal reporting process:</p> <p>To Service Director                    <input checked="" type="checkbox"/> throughout the course of the review and when developing recommendations</p> <p>To Portfolio Holder                    <input checked="" type="checkbox"/> as a witness in the review and when developing recommendations</p> <p>To Corporate Strategic Board                    <input checked="" type="checkbox"/> To be confirmed</p> <p>To Cabinet                    <input checked="" type="checkbox"/> Spring 2009</p>
22	<b>FOLLOW UP ARRANGEMENTS (proposals)</b>	Initial monitoring by Overview and Scrutiny Committee (after 6 months) then monitoring by the Performance and Finance Scrutiny Sub-Committee on a 'by-exception' basis.

## **APPENDIX B**

### **NOTES OF CLUSTER GROUP VISITS**

#### **Cannons Cluster Group Head Teachers meeting - Wednesday 4 February 2009**

Attendees: Cllr Margaret Davine, Jackie Vaz – Canons Cluster Co-ordinator, Fola Beckley – Scrutiny Officer

Canons Cluster Head Teachers. Aylward First and Middle School – Moira Arnold Canons High School – Lynn Rowlands, Glebe (full service extended) First and Middle School – Donna Barrett, Krishna - Avanti Primary School – Naina Parma, Little Stanmore First and Middle School – Suzanne Kushner, Stag Lane First School – Nina Will, Stag Lane Middle School – Elena Evans, St. Bernadette's Catholic Primary School – David O'Farrell, Woodlands School – John Feltham.

#### **1. Welcome & Introduction**

Councillor Davine opened the meeting and set out the scope for the Extended Schools Review, explaining that the emphasis was to explore the various elements of cluster working, value for money and sustainability. The review group also wanted to explore whether the core offer is being met across the borough, how the funding is being spent and allocated and the general progress of extended schools to date.

#### **2. Discussion and Questions**

##### **The Canons Cluster Group**

The Cluster Co-ordinator explained that the Canons extended schools cluster is well established and the schools have been working collaboratively prior to the formal establishment of extended schools. The Canons Cluster Co-ordinator is also fortunate to have knowledge and experience with adult education and has also worked as a head teacher and so this knowledge supports the work of co-ordinating extended schools. The Canons cluster makes an effort to never lose sight of the focus to improve the life chances of children.

##### **The Canons Cluster approach to working**

The cluster group management team comprises of 3 head teachers who meet regularly. The cluster development plan is very detailed and consultation is carried out to develop the implementation action plan.

The Canons cluster group takes a strategic approach to managing the Extended Schools Programme, starting from the needs in the cluster (in this instance there is a high level of deprivation). Consultation with children, families and the community is then carried out. The common themes and issues are then addressed across the cluster (e.g. IT for low income families), a development plan is produced and then activities and action for specific schools are decided on.

Schools complete bidding pro-formas providing information on how the funding will be spent, what the expected outcome of the activities may be, monitoring etc. With regards to the

monitoring of activities, these are collected by schools at the end of the municipal year in terms of outcomes relating to school work, attitude, improved IT skills etc.

### Working with the wider community

The work the cluster is carrying out in respect of community cohesion was also discussed and there is a Community Connect event that the cluster is getting involved in on 16 May.

Canons cluster works closely with other partners and providers and play a distinctive preventative role by avoiding referral through their support of the most vulnerable and/ or deprived children via the Extended Schools programme.

### Parent Ambassador

Each school has a Parent Ambassador. All the Parent Ambassadors are able to speak one of the common languages of pupils in the schools of which English is not their first language. For example, St Bernadette's has an appointed Romanian, Polish and English Parent Ambassador.

Parent Ambassadors have not been prescribed to Extended Schools; however they have proven to be very beneficial to the Extended School Programme in Canons.

Woodlands have a slightly different approach in terms of the Parent Ambassador and work closely with Mencap and the Parent Voice Forum in Harrow. An example of a programme currently in place is a Psychologist working on sibling development. An example of the positive effects of the Parent Ambassador scheme is at Stag Lane School where the Parent Ambassador has assisted in developing the relationship with children who were previously not doing well at school who have now improved their performance.

It was stressed that training is key to the success of Parent Ambassadors. The accredited Parent Ambassadors Course involves some of what it's taught in the Support Workers in schools course.

### Sustainability

Q: What is the cluster group doing with regards to sustainability in view of the fact that the funding for Extended Schools will run out by 2010.

The cluster group has been successful in terms of accessing funding from other sources for example £1 million was accessed that was put into Kenton Learning Centre through staff at Glebe School and Stanmore College.

### Children's Centres

The Chair of the review group mentioned that she has concerns with the level of activity at Chandos Children's Centre and that thought needs to be put into how to make best use of ESOL classes. In response it was explained that part of the problem is that parents prefer to stay locally in their own community rather than travelling out.

It was suggested that a way forward would be to look at what is being done at present at the centre and link it with the existing objective's in the cluster group. It was expressed that what is

required is someone with overall direction to support the children's centres. Further thought needs to be given as to how communities can be made aware that the children's centre is there.

Further Action: It was suggested that Jackie should take forward the concerns with Wendy Beeton and look at how things could possibly be improved.

The Head teachers suggested that further strategic thinking around Children's Centres needs to take place and suggested an outreach scheme to support preventative programmes could be useful along with preventative work with Drs and health centres.

Q: The Chair of the review group enquired over how other residents get involved in the activities delivered through extended schools.

A: It was explained that activities tend to get full from parents and children and young people that attend the individual schools first as there is a great deal of demand for services and therefore making it less likely for services to be offered up to the wider community. It was also highlighted that there is wider community involvement at Kenton Learning Centre. The Head of Glebe School explained that they produce a regular community newsletter and they have internal and external notice boards.

Further Action: It was decided that a further meeting will be organised with the Cluster Co-ordinator to look at the evidence file, strategy and further information relation to the Canons cluster.

### **Cannons High School Visit - Tuesday 10 February 2009**

Attendees: Cllr Margaret Davine, Jackie Vaz – Canons Cluster Co-ordinator, Lynn Rowland, Head Teacher of Canons High, Barbara Beckley – Learning Assistant, Grazyna Krason - Parent Ambassador, Fola Beckley – Scrutiny Officer

#### **1. Welcome & Introduction**

Jackie Vaz opened the meeting and explained that Community Cohesion is at the heart of the Extended Schools programme. She explained that each school in the cluster is addressing a different aspect of cultural heritage. At Glebe School they are running a programme called 'Who do we think we are?' addressing cultural heritage and background. At Canons High a number of young people are producing a film as part of this programme.

#### **2. Canons High Students - Cultural Heritage Programme**

**Student A** – Was inspired by the success of Italian Vogue featuring mainly BME models and was inspired by the success of Barak Obama's presidential election. The Student explained that she would also be touching on the issue of using larger sized models in the fashion industry. As part of her work Student A will be holding interview's with a number of people including models and other people in the industry. The project and film is aimed at challenging stereotypes.

**Student B** – Choose to address the issue of fostering. The student explained that she was inspired by a relative who is a foster carer and has embarked on her project by carrying out research on the different types of foster care. To support the work, the student is using a case study (a student who is foster child) and also attends the school. The case study addresses



where the student is coming from as an un-accompanied refugee child, their background and the foster family they are currently living with.

Q: How was the student identified to be used as a case study?

A: The student is currently also studying for their GCSE exams at Canons High and was identified at the time when both students were attending revision class. The student is on course to do well in his GCSE's and so is an example of a successful refugee foster child doing well.

**Student C** – Choose to address the issue of cultural heritage by looking at how different cultures contribute to various types of dancing. The film will explore how some people step out of their box and embrace different types of dancing. The study explores people that are not afraid of being individual. The student also explained that he formerly studied dance but stopped due to the fact that it was not culturally acceptable.

The film project will explore how dance breaks down barriers. The student aims for the film to show different ethnicities in the history of dance, exploring how dance has moved on and merged from culture to culture.

Q: The lead member commented that the work being carried out is very positive and enquired how the films were being produced?

A: The students explained that the films are being produced formally through the development of storyboards; scripts etc and they have received sufficient training on how to use the cameras and produce films.

**Follow Up:** The lead member of the review group expressed that she was interested in viewing the results of films currently in development.

### **3. Discussion with Barbara Beckley, Learning Assistant and Grazyna Krason, Parent Ambassador**

A discussion took place with the Learning Assistant Barbara Beckley and a Parent Ambassador, Grazyna Krason

The Cluster Co-coordinator explained that the role of Parent Ambassadors is to provide the extra link between schools, parents and communities. Grazyna explained how she came to be a Parent Ambassador through a friend who had a son attending Canons High that was aware of the post being advertised. Grazyna was keen to help Polish communities and felt that the role would also be challenging. It was heard that the rest of the Canons Cluster also has access to Grazyna.

Grazyna gave the example of a student who spoke very little English, was very shy and also had special educational needs, struggling with social skills that she was able to help. As the Parent Ambassador, Grazyna was able to initially analyse the student and managed to find out that he was also weak in communicating in his mother tongue. From this a formal meeting took place between the mother of the student and herself. It was found that the student actually attended a special educational needs school in Poland, prior to arrival in the UK. From this Greysha then started working with the family and did so for a year, the student is now beginning to settle.

Grazyna explained that many students often just require translation services as support for their work and she is currently working with around 8 students with English language skills at varying levels. Some of the students will also be taking an additional GCSE in Polish. There is also a Polish school held on Saturday's where small group work sessions take place to support students.

Grazyna expressed that sometimes the difficulties with pupils assimilating at schools was simply down to differences in what is acceptable/ unacceptable, for example in Poland it is perfectly fine to take children out of schools at anytime of the year for holiday's where as in the UK this is not acceptable apart from during official school holidays.

The Cluster co-coordinator expressed that the funding of Parent Ambassadors is a real challenge as they are valuable resources but there are concerns with sustainability.

Q: The lead member enquired about the training for the position of Parent Ambassador?

A: It was explained by the Cluster Co-coordinator that the training for the position almost equates to an NVQ

Q: Does the Parent Ambassador work a set number of hours or is it flexible role?

A: The Parent Ambassador works 4 days a week

Q: How do parents get in contact with the Parent Ambassador?

A: The Parent Ambassador is approached via the schools

Q: Was the position advertised formally?

A: Barbara Beckley explained that the Cluster Co-coordinator gave advice as to how the position can be advertised; a basic Job description was produced and consulted on by members of the community. The position was then advertised in local papers, school newsletters and also through word of mouth.

Q: Who goes on the training course, is it apparent for people thinking of becoming Parent Ambassadors?

A: It was explained that the training would not generally be apparent to people thinking of becoming a Parent Ambassador.

The Head Teacher also expressed that she is currently looking into how she can support other communities.

#### Activities to support the wider community

It was explained the benefits of the Parent Ambassador scheme has gone wider than Harrow. The Personal Community Development Learning Group (PCDL) is working on developing learning activities for the wider community

It was explained that the Parents into Employment PIE programme supports beginners of ESOL class. The Language Café at Glebe is also available for those that have moved on from the ESOL classes.

Q: How does the Community Language café work?

A: The language café is run with the help of volunteers.

Q: What work is done with voluntary organisations?

A: The cluster group works with HASVO and PIE. The Cluster Co-ordinator is currently looking at how to work with volunteers and how to train them

The lead member expressed that she is very concerned with what is happening with adult education. The Cluster Co-coordinator agreed and expressed that children's centers are the ideal place for adult education as the venue includes a crèche for families.

The Cluster Co-coordinator explained the approach to cluster working in Canons which involves her setting out the basic aims and objectives for the cluster group and then schools provide information on what they can deliver in respect of the targets. The Cluster Co-coordinator tries to ensure that the activities link in and fit with objectives of 'narrowing the gap'. Canons Cluster Development Plan, new action plan coming out for next year along with a Strategy for Adult Learning.

The Lead member of the review expressed that the Parent Ambassador scheme makes a real difference and every effort should be made to preserve them.

Information request: The job description for the Parent Ambassador was requested.

### **CH Unite Cluster Visit - Thursday 12 February 2009**

Attendees: Cllr Margaret Davine, Hashmita Gami – CH Unite Cluster Co-ordinator, Joy Lawrence, Head Teacher - Elmgrove School, Fola Beckley – Scrutiny Officer

#### **The CH Unite approach to cluster working**

The Head Teacher explained about the healthy eating programme which involves working with the most vulnerable children and the activity is held twice a week for 5 weeks. The programme is funded through the 'Let's get cooking and Extended Schools Grant'.

The Cluster Coordinator explained that the approach to extended schools in the cluster is to have money set aside to carry out individual school projects. Funding has been used to employ 5 Education Link workers. Two of the link workers have been trained to deliver parent nurturing groups and delivery will start in March 2009. The cluster groups funding has essentially been used to support other people to acquire other resources to get various programmes up and running.

The issue of how activities are decided on was discussed and the Cluster Co-coordinator explained that activities were decided on by carrying out a trial for an activity/ service for a limited period and then measuring the amount of interest generated. If the interest is high and

feedback is positive then the programme is continued it was found that. consultation did not capture the voice of those hard to reach and most vulnerable.

Q: The chair of the review enquired over whether parents get involved in the healthy schools programme.

A: The Cluster Co-coordinator explained that during the summer term, there is more involvement from parents. The head teacher went on further to explain that the 'stay and play' programme is aimed at supporting parents as well.

### Parent Ambassadors

Elmgrove Middle School has used its school based project grant to fund a Parent Ambassador who works one day a week. The budget allocated to the Parent Ambassador is £43k. The Parent Ambassador supports Somali and Arabic speaking children and families was initially a teaching assistant. The position is a 15 hour a week role and is currently a temporary position, due to become permanent in September 2009.

Q: What did the recruitment process for the Parent Ambassador involve?

A: It was explained that the individual hired received training prior to taking up the post and was already working with Somali children.

Q: It was enquired over how Elmgrove Middle School links with the rest of the community and in particular the hard-to-reach communities?

A: The hard-to-reach communities in the school are the Afghan, Somali, Polish and Chechnyan. Usually the link with the community is carried out in the playground, Library etc. There are 34 different languages spoken in Elmgrove Middle School. The Parent Ambassador also works with other schools and learning assistants.

Q: Do you plan to employ anymore Parent Ambassadors?

A: They would like more Parent Ambassadors, resource permitting. CH Unite is hoping to put forward a cross-cluster bid with HOPE (Harrow Offering Parents Encouragement) to enable this initiative to be offered to other schools.

Q: How will the Parent Ambassador be sustained post 2010 when the funding will run out?

A: The Head Teacher expressed that a lot of funding will also be reduced because year 7's pupils will be lost with the re-organisation of schools in the borough.

The Cluster Co-ordinator explained the parent StayNPlays which is currently run across 3 schools, 5 times a weeks. StayNPlay sessions reach parents in a non-threatening and informal manner.

The aim of the project is:

- To bridge the gap between school and home with positive, independent, non judgemental link workers

- To fulfil the Extended Schools Agenda by leading Positive Parenting groups through the StayNPlays
- To be able to sign post families onto the relevant services/agencies/activities ie. Children's Centres, Harrow colleges, Holiday schemes etc
- To enhance and build on relationships between parents/carers and schools.
- To empower the parents/carers to share ideas in positive parenting the Stay N Plays

The link workers have supported parents on more intensive issues such as helping a family with gambling problems.

Q: How many ESOL courses are available?

A: 3 courses run with around 17 people from across the cluster schools on each course that is actually meant for 12 people, with a waiting list of approximately 35 parents. All the ESOL classes are held at Whitefriars Children's Centre and Whitefriars First and Middle School in partnership with the children's centre and the EMAS team.

The cluster co-coordinator was approached by the Somali Support School to provide ESOL classes, ICT classes and sewing classes. These services were provided by tapping into the Learning and Skills Council funding.

### Monitoring

Q: What is the monitoring system that in place to assess the cluster activities provided?

A: The cluster coordinator explained that children and young people were given the opportunity to present their views on a graffiti wall. Older children are given evaluation forms to fill in. Tutors are also given evaluation forms to fill in. Link workers also write up case studies, look at registers and write up evaluation reports at the end of each term. Qualitative data and information is also compiled by the cluster co-coordinator which can be very helpful especially when bidding for funding.

Harrow High school data system is able to track children with link workers attached to them to see how they are progressing.

### Working with the wider community

The Cluster Coordinator explained that in terms of the wider community accessing their services, most services are taken up by students and parents and occasionally other relatives. High schools and higher education organisations tend to hire out their premises more to the wider community.

### Sustainability

Q: Have you ever considered charging for services?

A: It was explained that when a charging policy was introduced, the number of people accessing activities dropped significantly though the charges were reasonable.

The lead member expressed that most of the activities were particularly aimed at low income families, charging for services may add to alienate those in the greatest need of the services. The cluster co-coordinator explained that she would be looking at alternative sources of funding.

ACTION: The lead member requested that information on the charges should be supplied

### Future work of the Cluster group

Q: The lead member enquired over what the future plans for the cluster group were?

A: The Cluster Co-ordinator explained that some of the link workers will be focused on the transition work involved with children going directly into high schools. The link workers will be working with pupils who may find moving to high schools challenging and will be taking them to schools before their arrival at high school for visits in July to encourage open discussions about their fears. This is aimed at making the transition less daunting. The link workers will be carrying this out for Hatch End, Harrow High and Park High.

There will also be a film making workshop that will be held over the summer term for children who may find the transition difficult. To create sustainability the cluster group has grown their own skills by training two link workers in delivering an evidence based family link Parenting Nurturing programme. The programme has been scheduled for delivery in March 09 it provides simple, effective tools to help parents understand and manage their child's feelings and behaviour and encourage parents and carers to enjoy bringing up children and to get the best out of family life..

The Cluster Coordinator explained that evidence has shown that the ESOL and numerical classes have assisted parents to gain better understanding and in turn parents then take more of an interest in their children's work.

Narrowing the GAP which relates to raising pupil achievement in terms of Math's and English has been a focus but the cluster head teacher representative felt that the work being done in schools should go beyond the actual school for example in terms of the lack of reading material in some homes, support should also be provided here. Some work should be done to support parent and children in terms of encouraging the balance between nurture, education and the empowerment of parents as well.

### **ESOL Meeting**

The chairman of the review group and Scrutiny Officer had the opportunity to attend a beginners ESOL class involving Somali and Afghanistan women. Whilst the women are taught their children are in the children's centre crèche.

The students showed a keen interest in what they were taught, encouraged one another and worked hard to understand and develop their skills. The students requested homework and explained that the classes also assisted them in understanding the homework and lessons their children were being taught.

## HA2 Cando Cluster Visit - Friday 13 February 2009

Attendees: Councillor Margaret Davine, Councillor Yogesh Teli, Julie Browne – Kids Can Achieve, Maggie Coates – Cluster Co-coordinator, Sue Carlton – Head teacher at Grange First, Fola Beckley, Scrutiny Officer

### 1. Welcome & Introduction

The review group members were met by the Cluster Co-ordinator and the Head teacher of Grange First. The review group members then moved on to view the Homework club. Members were briefed that parents are also able to attend the homework clubs to develop a better understanding of what the needs of their children are. The club is overseen by a teaching assistant who works with the pupils who are of varying ages. A register is taken and the class goes on till 4.15. The club is free and funded through the cluster group. Homework is always set on Friday so it can be done at the club; the class is always full with 25 - 30 children attending. There is also a homework club held on Thursdays.

It was explained that there is quite a number of Somali children that attend the homework club as the environment is sometimes more conducive than their home environment for homework, they are able to settle and work better. A particular example of a child that had problems at home was able to do their homework in the homework club and in turn the learning assistant then passed the homework on directly to their teacher.

#### The after school club

Q: It was enquired over what encourages the children to come?

A: The children like to get their homework done and it is convenient for parents.

Q: Are parents pushing for the service?

A: Yes, great deal of demand

#### Value for money of cluster groups

Q: How do schools access the funding for their various activities in the cluster group?

A: There is a bidding process, schools map out the activity and programmes they can run along with the intended outcomes

Q: How are the benefits of each service analysed?

A: The Cluster Co-ordinator analyses at information with regards to attendance, general views on the services provided and case studies

#### Activities to support the wider community

Q: Are there any programmes geared towards parents?

A: More focussed on how parents can support children, there are parent groups but they tend to change a lot

Q: What services are provided for the wider community?

A: Large number of ESOL classes held during the day and evening and these are always full. Some parents also use IT. All schools within the cluster have an ESOL class except for Alexandra School.

Q: Is there evidence that the ESOL classes have a good effect on children?

A: Unable to say as it is a long term issue that can be easily quantified

### The cluster

Q: How are issues addressed across the entire cluster?

A: They hold regular meetings with cluster heads

Q: Are the clubs and activities in the cluster targeted?

A: Some clubs are particularly targeted for more vulnerable, low income families

Q; How is good practice spread across the cluster groups?

A: They meet and share good practice and develop services across the cluster by schools bidding for funding to provide particular services.

### Issues for the cluster

Q: Are there any key issues for this particular cluster?

A: There is a changing population with greater demand on the service as well as support required for a number of Somali and Tamil children who are under-achieving

Q: What is the cluster group doing to address these key issues?

A: Working and getting down to an individual level with children through personal encouragement and support. The cluster has acquired extra support from EMAS. After school clubs help to get pupils achievement up not just in terms academics all the time but also well being

Q: Are there any particular issues in subject terms?

A: Often math's but a lot of the time it is behaviour problems

Q: Do all schools in the cluster have after school clubs?

A: yes, in terms of breakfast clubs, if these are held at a school that a child doesn't attend they are dropped off at their school afterwards



### Sustainability and charging

Q: In view of funding running out by 2010, what are your plans for the future?

A: They will be accessing New Opportunities funding, breakfast club is currently financed via the schools budget. Some after school clubs charge though they have yet to have had any services that were initially free that they have now had to start charging for. There is a reasonable charge for some activities/ services. There is a rolling programme of activities per term.

Q: How has the increase in prices affected low income families?

A: Sometimes there is individual support available for families with particular difficulties.

Q: How do you find out, assess what services to provide?

A: Consultations are carried out with schools, through parents evening and newsletters that go out to all parents

Q: How are the services provided publicised?

A: Through notice boards, newsletters, parents evenings

Q: What are the general costs of some of the activities provided?

A: Breakfast club £1 for drop in, after school club £6.00/ £6.50 per day

Q: What is the provision during holiday period?

A: Half term holiday club there isn't good take up, probably due to the inconvenient timings as the club runs from 9am – 4pm and making the club affordable is also an issue

## **CONSULTATION WITH CLUSTER GROUPS NOT VISITED**

### **West Cluster Consultation**

**March 2009**

**Written submission from Evania Inward, Cluster Co-ordinator**

#### **What activities do you provide within your cluster?**

West Cluster provides a range of activities and projects for both children and families of the schools in all core offer areas. These include:

- Clubs and classes for children and young people to support enjoyment, new activities they haven't experienced before, study support for ICT, homework or other targeted areas of need, family learning opportunities
- Activities & opportunities for parents and carers to socialise and become more involved in school activities, especially where they may be isolated
- Direct access for children & young people to school counselling, play therapy, Educational Psychologist support and a range of other specialist services
- Community Education Projects – a small grant will be available again this year to empower and enable children, young people, families or local not-for-profit community groups to have a say about what they think they want and then lead on developing their own activities (with support)
- School staff, parents and local community members are being trained to run parenting groups (Family Links Nurture Program) and to become Learning Mentors to support children 1-2-1 and groups – both new roles in schools.

Please see the attached action plan 2009-10, a recent newsletter and the scrutiny evaluation report which gives a good idea of the range and scope of activities and whole school development.

#### **How are the activities decided on?**

a) The Community Development Leader (Cluster Co-ordinator) meets 1-2-1 with individual school Head Teachers, SENCOs and or extended serviced lead staff in individual schools to discuss:

- the current provision and evaluation of last years projects and activities in the school
- feedback and results of any surveys and consultations with children, young people, parents, carers and the wider community (undertaken over the previous year by the cluster and by individual schools)
- target groups, needs and gaps in provision (including children and young people who are 'at risk', vulnerable and disadvantaged, underachieving and hard-to reach families)
- the school's aims and objectives to develop their extended services provision in the following year
- Schools will also have a SIP and SEF that will inform planning

Head Teachers and the co-ordinator will keep up-to-date with local strategic priorities such as the Children and Young People's Plan and input relevant target groups and issues into the cluster to inform planning.

b) When all schools have had in depth meetings with the co-ordinator, the whole cluster heads steering group meets to decide on common strategic priorities and target groups across the cluster. All schools and Children's Centres in the cluster are encouraged to be active participants in this process. Generally participation from all schools in the cluster is excellent.

c) The co-ordinator, with support from the Management Team (consisting of 2 appointed head teacher representatives who line manage the co-ordinator, including the lead head who has overall financial accountability) will complete a West Cluster action plan based on the cluster's decisions & common needs.

d) The Co-ordinator meets regularly throughout the year with heads, senior management, staff, parents and other project leaders delivering extended services in all the schools, to enable and support implementation and evaluation of the plan where appropriate.

### **What is the cluster groups approach to working?**

Cluster heads and senior school staff with lead responsibilities for Extended Schools meet every half term as a whole cluster steering group. This group works very well as an active and participatory partnership, making collective decisions and as a supportive learning forum where schools share good practice in a range of areas that they are developing and hear about topical issues and opportunities. We rotate whole cluster meetings around the different cluster schools with the hosting head teacher chairing the meeting. Depending on expertise, interest and facilities, different head teachers or lead staff will also take active lead roles in leading on new projects or to support the co-ordinator with particular project areas, recruitment, grant panel or hosting cluster events in their school on behalf of the cluster.

We also encourage and enable staff and parents across the different cluster schools to meet together at least once or twice per term for peer support and learning, especially where they have new and developing roles or deliver Extended Schools, for example:

- Nurture network for parent group leaders (33 trained so far) – twice termly meet up to enable training (e.g. talks from local professionals), peer support and clinical supervision with the school counsellor dealing with any issues arising from delivering parenting courses
- Cluster SENCos Forum – (newly forming) – aim to meet twice termly, supported by Educational Psychologists for sharing best practice, resources and specialist training
- Learning Mentors Link Up group – (newly forming) sharing ideas about how to implement the new role

### **Are the activities decided according to the needs of the cluster? individual schools?**

Both, the process of strategic cluster prioritising and planning decision-making is described above in 2), but the schools may implement the cluster priorities through different activities and projects, different clubs or classes that will target the specific and localised needs of the children, families and communities that they serve.

### **Is a bidding process employed?**

- The cluster fulfils local authority criteria in order to receive the overall cluster extended schools funding on an annual basis (action plan and related budget, evaluation reports, and recently we have agreed the detail of the cluster's Service Level Agreement with IYECS department)

- For individual cluster schools to procure a £2,500 clubs and classes allocation, they are required to complete a SMART action plan proforma that outlines how, what, when, where and expected outcome measures.
- Our Community Education Grant has a full tried and tested application process, for which applicants must provide full details of the projects aims, outcomes and a SMART action plan of how the activities will be delivered.
- All cluster/schools' spending works to the FIS Financial Regulations for schools. Ledger reports are regularly scrutinised by the management team and the cluster heads steering group that meet every half term.

**Do you have any notable programmes/ elements of good practise?**

The Community Education Project brought 27 new projects in the first 2 years of the cluster and is unique in the borough. It aims to celebrate and use individuals' strengths and skills, to empower and enable children, families and local people to lead on their own projects and find their own solutions to their needs. The grant has shown good value for money, and brought a range of new partners and better involved parents in the schools.

The West Cluster now has 33 trained staff, parents and more recently bi-lingual community members to deliver the Family Links Nurture Program for parents in-house across all the cluster/schools. We hope to bring this program to more non-English speaking families and are looking at teenager-appropriate activities for the High School.

**What process/ procedures do you use to monitor the impact of the cluster activities?**

- A range of quantitative and qualitative measures are employed that are appropriate and relevant to the project, activity in question
- The person leading the activity will be responsible for monitoring impact and outcomes, and the co-ordinator endeavours to collate all this from both the Head Teachers and the various lead persons (for example, parent group leaders, homework club leader, School Counsellor, Educational Psychologist, Play Therapist). Please see latest action plan for more details.
- For clubs and classes, individual schools are required to complete a proforma that shows the benefits and outcomes from the activities they ran with their allocation of £2,500 per school
- Project leaders running community education projects are required in their application to state how they will measure progress and success of their projects. This has shown to be an area of learning and need however as there is a lot of training and capacity building to be done to ensure people understand the reasoning and methods of measuring impact
- The co-ordinator maintains ongoing verbal and written consultation and feedback wherever possible. All meetings and key issues raised by children, parents or staff about any extended services activities will be recorded in an appropriate way to inform project evaluation and changes to future planning.

### **Do you have Parent Ambassadors?**

Not currently but the West Cluster would like to employ Parent Ambassadors that have bi-lingual skills and knowledge/experience of the different ethnic, cultural and faith communities that we serve.

A couple of schools have or are interested in class parent link schemes, and the West Cluster this year has a new priority of finding new and creative ways of engaging and involving 'hard-to-reach' parents and carers.

Funding such roles is the main barrier – we are looking at £5k p.a. to sustain one part-time Parent Ambassador. We are working with other clusters to explore funding and partnership opportunities with the voluntary sector.

**If you do have Parent Ambassadors, how did you get about employing them? what are their terms of employment? Are they focussed on assisting a particular community in the school? Do you have a job description for the role?**

Currently exploring all these issues - would be grateful for any advice on this.

### **Do you work with the other cluster co-ordinators in the borough?**

- Cluster Co-ordinators try to meet half termly depending on time, to learn from each other, attend training or events, share good practice and solve challenges together.
- We have recently been assessing where are our common target communities, common areas of concern in delivering extended services across the Harrow clusters, and where can we link up to provide strategic or cross-cluster support.
- We meet regularly (at least termly) with the local authority team manager for strategic input and learn about the latest initiatives and opportunities.

### **How do you work with the Head teachers in your cluster?**

Please see 2) above.

The co-ordinator works as much as possible in partnership with all head teachers to inform the strategic cluster direction and to drive and support activities and projects to happen in an appropriate and effective way in the schools.

### **Sustainability - What are your plans for the future in view of the fact that funding of Extended Schools runs out in 2010?**

Many of the West Cluster's activities focus on developing staff skills and capacity, or affordable charging for some activities, and build in sustainability wherever possible.

However, we are aware that some extra activities & staff costs are dependant on the Extended Schools funding and therefore would be at risk with this loss of funding – for example the school counsellor.

We are also aware that some activities would not be accessed by some children or parents if there were a charge.

It is the West Cluster's intention to explore any possible ways to enable successful, long term project to become financially sustainable, whether through charging, fundraising or other creative partnership approaches.

**What activities/ what works (if any) do you do that supports community engagement/ the wider community**

- The Community Education Project invites local not-for-profit voluntary and community groups and supplementary schools to apply and lead activities in or with schools. E.g. Multi-cultural Heritage project, Tamil Saturday Supplementary school
- We have trained 4 bi-lingual community members to be Parent Group Leaders and hope to employ them to deliver mother-tongue parent groups for the Cluster schools
- We invite local community and faith representatives into schools – e.g. World Café event with parents and local community representatives, World in Our School Week, and TransAge places older people to works with a few schools in the Cluster
- We will be exploring opportunities for parents and children to meet people from different backgrounds and cultures to enable better cultural and religious awareness
- The Cluster Co-ordinator works where possible with groups and individuals in the wider community to work with schools to provide support to children and families, for example through providing activities, volunteering or using school facilities.

**Are there any key issues for this particular cluster?**

- The West Cluster has a very diverse community base with a range of needs and barriers to access, some of which are endemic and is rooted in long term experiences and cultural expectations/aspirations. We endeavour to 'chip away' in raising aspirations, encouraging, empowering and involving people from different backgrounds and situations, and providing positive, practical solutions where we can. However, a long term and sustained approach is necessary to support community development, community-based grass roots and voluntary sector work outside and beyond the reach (and remit) of schools.
- Schools' staffs are at capacity with undertaking new roles they are fulfilling in addition to their core work of teaching and learning, and we find that some can reach saturation point. Extra funding is often needed to provide cover or pay to deliver extended services beyond contracted hours. While many staff and parents volunteer their time and skills free, this is neither preferable nor sustainable in the long term.
- Strategic cross-borough staff support: clusters would like to work with Workforce Development to explore borough support for school staff and parents delivering extended schools activities. In particular, parent group leaders, learning mentors and school counselling/therapeutic staff, commonly working in many Harrow schools.

Swift & Easy Access can be easier said than done! Many public and voluntary sector services in health, social care and family outreach services have limited capacity, funding cuts and a range of competing different targets and agendas, and whilst we always work in a spirit of creative and positive partnership and look for opportunities and links, sometimes it is a challenge. Long term strategic and practical working to plan for cross-cluster, cross-borough work in schools for children 0-19 years is welcomed. CAF also not up and running in Harrow – schools have various questions and issues about this.

## **Stanmore Kenton Cluster Consultation**

**March 2009**

### **Consultation with Susan Scott, Extended Cluster Co-ordinator for Stanmore Kenton**

What activities do you provide within your cluster?

- Family Learning, ESOL, Numeracy and Literacy
- Improve your Maths
- Improve your English
- Family activities with children e.g. Forensic Science, Crafty Creations, Taste a different Sport, Design Technology
- Adventure Based Learning indoor and outdoor with HOAC Hillingdon Outdoor Activity Centre
- Parenting programme at each school
- Story reading in First Schools
- Study and revision support
- Counselling service in each school
- Breakfast Club at Bentley Wood
- ICT club for community at Bentley Wood
- Mental Health and well being project at 4 schools

### **How are the activities decided on?**

Currently most of the programmes are historical. They have been very successfully run and evaluated well. Head teachers believe they are making a difference. Activities are designed to meet the core offer. A new approach to consultation with schools, children and families is commencing within the cluster. One programme is running as a grant was made available to commence a project on Mental Health and Well Being.

### **What is the cluster groups approach to working? Are the activities decided according to the needs of the cluster or individual schools?**

Cluster Head Teachers meet 6 times per year to decide priorities and agree finance for projects. Decisions are based on identifying needs from each school. This can be by consultation or local Discussion with families by schools.

### **Is a bidding process employed?**

Some projects employ an internal bidding process. The Cluster approach is to make funds available for projects e.g. counselling grant, community cohesion grant and ask schools to submit plans for how they will use the money and how they will evaluate success.

### **Do you have any notable programmes/ elements of good practice?**

The HOAC indoor and outdoor adventure based learning is recognized as being a successful project. We are hoping that the Mental Health Project which is in partnership with other agencies will be recognized as an important piece of work when it reaches completion in the

summer

**What process/ procedures do you use to monitor the impact of the cluster activities?**

Benchmarking the standard or behaviour of children prior to the project and then measuring success in terms of raising achievement at project completion. Teaching staff are of paramount importance in providing this data. Some projects we collect formal written evaluation. Some projects have an intuitive success rating from the start i.e. Bentley Wood breakfast club. Teachers are reporting marked improvements in punctuality.

**Do you have Parent Ambassadors?**

Not currently but we are looking at ways of developing parenting skills from within our staff working at the cluster schools.

**If you do have Parent Ambassadors, how did you go about employing them? What are their terms of employment? Are they focused on assisting a particular community in the school? Do you have a job description for the role?**

N/A

**Do you work with the other cluster co-coordinators in the borough?**

Yes. I am currently planning a joint project with Canons Cluster aimed at including fathers. I am developing a project with West Cluster which will be working with School Nurses.

**How do you work with the Head teachers in your cluster?**

Through the regular 6 weekly meetings then by individual visit to schools. Many issues are brought up and dealt with electronically. I am aware that Head Teachers time is very precious.

**Sustainability - What are your plans for the future in view of the fact that funding of Extended Schools runs out in 2010?**

- A clear charging policy
- Income from lettings
- Identifying sources of funding, government, charities, trusts
- Partnership working and exchanging resources

**What activities/ what work (if any) do you do that supports community engagement/ the wider community**

We have 3 supplementary schools running in the Cluster. Individual schools plan visits such as the Jewish Life exhibition. We have made £500 available to each school to use on a community cohesion project that meets their local needs.



### **Are there any key issues for this particular cluster?**

Bentley Wood girls are drawn from across and outside the Borough so links with the local school and community are more difficult. We have very mixed school populations with a high level of deprivation in the Kenmore Park area and much lower levels in the Stanburn and Whitchurch catchments areas.

### **Pinner Cluster Consultation**

**March 2009**

**Consultation with Sukhi Cooper, Extended Schools Co-ordinator for the Pinner Cluster**

### **What activities do you provide within your cluster?**

Attached is the Scrutiny Report 07/08 which lists all activities that the Pinner Cluster has supported.

Attached is a list of activities for Jan 09/Feb 09.

### **How are the activities decided on?**

Activities are decided through careful consultation with the schools, community, parents, children, young people and staff. This process is ongoing and built alongside parent consultation evenings in the schools throughout the year.

Consultations have also been held with specific community groups that have been identified as underachieving to determine how best the cluster can support them.

Profile data on the Pinner Cluster also provides vital information on the characteristics of the cluster community which may impact ES programmes.

### **What is the cluster groups approach to working?**

The Extended Schools Coordinator for the Pinner Cluster meets the Pinner Cluster Executive Committee every half term to discuss and seek approval of all activities/projects in the Pinner Cluster. The Executive Committee is representative of all school phases in the cluster.

Extended Schools is an agenda item on the cluster head's meeting which is planned just after the executive meeting to inform schools of the progress of all ES activities.

The Extended Schools Coordinator is available to speak to governors to present successes and achievements in the cluster as well as supporting schools to deliver/extend the ES core offer.

The Cluster seeks to establish good partnerships and cohesive models with schools, parents, families, the local community, local agencies, the third sector and stakeholders to ensure that all ES activities are of a good quality and help improve the quality of C & YP lives in order to thrive and achieve.

**Are the activities decided according to the needs of the cluster?  
individual schools?**

The ES Coordinator meets with the Head Teacher of each school in the Pinner Cluster twice a year to:

- conduct/update an audit of all activities in the Cluster in relation to the core offer is carried out once a year
- To discuss the SEF and areas that ES can support schools to raise pupil achievement and support Community Cohesion
- Any areas for development through ES support

**Is a bidding process employed?**

No bidding processes are adopted in this cluster. Projects/activities are designed around the needs as identified through consultation and meeting head teacher's. Schools will provide target groups in accordance to agreed base line criteria set with desirable outcomes.

**Do you have any notable programmes/ elements of good practice?**

The Pinner Cluster Youth Forum was set up in September 2008 with representation from most schools in the Cluster. The forum meets every month with an aim to encourage ideas from young people to be carried forward. The group has successfully secured funding for a number of bids to deliver projects in the cluster. Details are available on request.

StayNPlay sessions at Pinner Wood Children Centre where rated as Level 1. Parents with ESOL needs are targeted to learn how to use effective language through play. Crèche support is provided for younger children and older children attend a study support session which is delivered by teaching assistants from Pinner Wood. Wider Family Learning funding was secured for this model.

**What process/ procedures do you use to monitor the impact of the cluster?  
activities?**

- A project plan is produced for all activities.
- A Health and Safety Policy booklet is sent to all facilitators.
- Baseline criteria are agreed with all partners with desirable outcomes.
- The Extended Schools Coordinator visits all programmes on a regular basis to monitor delivery and progress of programmes.
- Evaluation is built in during or at the end of programme for all participants and facilitators.
- Details of participants are kept on the Pinner Cluster database which can track participation on all ES programmes
- A termly report is produced which tracks all ES activities by school, adult/child ethnicity, gender which is shared with all schools.

**Do you have Parent Ambassadors?**

No

**If you do have Parent Ambassadors, how did you go about employing them? What are their terms of employment? Are they focussed on assisting a particular community in the school? Do you have a job description for the role?**  
N/A

**Do you work with the other cluster co-ordinators in the borough?**

As Cluster Coordinators, we meet every term with the Extended Services Manager to discuss cross-clusters issues, training needs and any new advances in relation to ES.

Good practice models are shared between all clusters and if required clusters will work together.

**How do you work with the Head teachers in your cluster?**

As described above.

**Sustainability - What are your plans for the future in view of the fact that funding for Extended Schools runs out in 2010?**

The action plan for the Pinner Cluster 09/10 has addressed how they intend to sustain projects/activities.

- seeking funding to sustain projects
- creating, maintaining partnerships with other external/local agencies
- embedding sustainable models in schools
- Charging policies

**What activities/ what work (if any) do you do that supports community engagement/ the wider community.**

The Extended Schools Coordinator has completed a community engagement, extended services audit for all cluster schools - this is attached.

**Are there any key issues for this particular cluster?**

Sustainability once funding runs out in 2010.

### **Children First Cluster Consultation**

**March 2009**

**Written submission from Patsy Headlam, Cluster Co-ordinator**

**What activities do you provide within your cluster?**

ESOL classes, Holiday Play schemes, breakfast and after school clubs, Learning Mentors, Counsellors, Art Therapists, various community learning activities, annual Community Performing Arts Day, Legal Advice Clinics, parenting classes, one off events ie. 'Help Your Child to Learn' evening.

**How are the activities decided on?**

Consultations are carried out with parents and children which help us to pinpoint what activities are needed. The cluster schools may also identify a need.

**What is the cluster groups approach to working? Are the activities decided according to the needs of the cluster or individual schools?**

Some activities are specific to the needs of a particular school i.e. ESOL classes and the work Harrow Mencap do in the clusters' special schools. But some activities are available to all cluster schools such as the Community Learning programmes, performing arts day and holiday play schemes.

**Is a bidding process employed?**

Yes – each cluster school was able to bid for up to £2k last year for extended schools related projects.

**Do you have any notable programmes/ elements of good practice?**

In the past, we have secured £20,000 from the e-Learning Foundation to contribute to laptops for four schools. Kingsley High School is a school for children who have profound learning difficulties and as a result they were able to purchase inclusive technology to enable their pupils to use IT.

The cluster schools have signed up to a Minibus Sharing Protocol which enables minibuses to be shared across cluster schools. We also organise training for school staff so that they are able to drive the minibuses. This scheme has saved transport costs in some of our schools at no cost to develop.

This year we will be taking our annual Community Arts Day which involves 200 children from cluster schools, to Under One Sky as part of our outreach work. The cluster is happy to pioneer a range of activities and projects and then share them with other co-ordinators so that all Harrow families benefit.

**What process/ procedures do you use to monitor the impact of the cluster activities?**

Tutor and participant evaluation forms are completed after activities. The evaluations are shared with Heads at cluster meetings.

**Do you have Parent Ambassadors?**

No

**If you do have Parent Ambassadors, how did you go about employing them? What are their terms of employment? Are they focussed on assisting a particular community in the school? Do you have a job description for the role?**

N/A

**Do you work with the other cluster co-ordinators in the borough?**

Yes, we have regular meetings where we can share good practice and discuss issues

**How do you work with the Head teachers in your cluster?**

We have excellent relationships with the Head teachers and the whole cluster meet 6 times a year to discuss projects, issues and to plan activities. There is a lead Head teacher (Paul Williams, Shaftesbury) and a team of three other Head teachers who form a management team to steer the cluster and CPD.

**Sustainability - What are your plans for the future in view of the fact that funding of Extended Schools runs out in 2010?**

New projects are planned with this in mind. For existing projects that are cluster funded, for example counselling provision, the Heads are already talking about the possibility of budgeting to pay for this out of school funds. For subsidised activities such as the holiday play scheme, I negotiated a reduced day rate with the provider which I was then subsidising even further. In order for the play scheme to be viable, I have planned incremental rises so that by March 2011 parents will be paying the full negotiated rate.

The Cluster Co-ordinators are working on a possible funding bid with HOPE and the Parenting Co-ordinator to develop the role of Parent Mentors in schools. We are exploring ways of working with the voluntary and community sector to capacity build them to develop services through schools. We are fortunate that as a result of the recent successful £4.2m lottery fund the new youth complex development will be located within the cluster, bringing a range of opportunities for partnership working when cluster funding runs out.

**What activities/ what work (if any) do you do that supports community engagement/ the wider community**

We have links with the Afghan Association who now hold a Saturday school at Hatch End High School and who in return for use of classrooms give the school a Pashto speaking TA for two days a week. A local firm of solicitors provide their services free of charge which enables us to run the Legal Advice Clinics. We work closely with TransAge, HOPE, HAVS and a range of organisations that provide support to parents and children in the cluster.

This year the cluster is involved in the development and management of the Youth Music Stage at Under One Sky. Cluster children will be performing two pieces and will run workshops for other parents and children on the day. As Hatch End High has Arts status, the cluster is able to access a range of quality art interventions that are provided as part of their outreach work.

**Are there any key issues for this particular cluster?**

The cluster is unique in many ways. It is one of the largest clusters in Harrow; it is spread over the widest geographic area, it is the only one to have five High Schools and it is the only one to have two special schools. Within the cluster we have one of the areas of highest deprivation (parts of Harrow Weald) and one of the areas of most economic advantage (Hatch End). All these factors mean that whilst some activities can be offered widely to all families, many of our programmes are bespoke for individual schools in order that they meet the needs of the school communities.

## APPENDIX C - LIST OF REVIEW MEMBERS, PARTICIPANTS AND WITNESSES

Scrutiny Review of Extended Schools as Community Resources

	REVIEW GROUP MEETING	1 – Scoping	2 – Draft Project Plan/ Desktop Research	3 – Presentation from IEYCS Colleagues, including: <ul style="list-style-type: none"> <li>▪ Head of Serv-Early Yrs, Childcare, Parent Service Mngr -</li> <li>▪ Childcare &amp; Parenting Team Mngr-Integrated Early Years &amp; Community Serv</li> <li>▪ Q &amp; A with IEYCS colleagues</li> </ul>	4 – Meeting with Canons Cluster Head Teachers Group	5 – Visit to Canons Cluster at Canons High School	6 – Visit to CH Unite Cluster Elmgrove School	7 – Visit to HA2Cando Cluster at Grange First School	8 – FINAL REVIEW GROUP MEETING <ul style="list-style-type: none"> <li>▪ Evidence Review</li> </ul>
<b><u>MEMBERS</u></b>									
Councillor Margaret Davine (Chairman)		✓	✓	✓	✓	✓	✓	✓	✓
Councillor Green			✓	✓					
Councillor Manji Kara									
Councillor Dinesh Solanki		✓	✓						
Councillor Yogesh Teli			✓				✓	✓	
<b><u>CO-OPTEES</u></b>									
Ramji Chauhan, Parent Governor		✓	✓	✓					✓

	REVIEW GROUP MEETING		1 – Scoping	2 – Draft Project Plan/ Desktop Research	3 – Presentation from IEYCS Colleagues, including:	4 – Meeting with Canons Cluster Head Teachers Group	5 – Visit to Canons Cluster at Canons High School	6 – Visit to CH Unite Cluster Elmgrove School	7 – Visit to HA2Cando Cluster at Grange First School	8 – FINAL REVIEW GROUP MEETING	Evidence Review
Julie Browne, Kids Can Achieve			✓		<ul style="list-style-type: none"> <li>▪ Head of Serv-Early Yrs, Childcare, Parent Service Mngr -</li> <li>▪ Childcare &amp; Parenting</li> <li>▪ Team Mngr-Integrated Early Years &amp; Community Serv</li> </ul> Q & A with IEYCS colleagues				✓		
Despo Speel, Parent Governor			✓								
<b><u>WITNESSES</u></b>											
Wendy Beeton, Head of Service-Early Years, Childcare and Parenting			✓	✓						✓	
Jenna Matkovich, Team Manager - Integrated Early Years &				✓							
Hilary Obryn, Service Manager - Childcare & Parenting				✓							

## **APPENDIX D**

### **BACKGROUND PAPERS AND FURTHER INFORMATION**

#### **Background Papers**

Harrow Extended Services data overview, Training and Development Agency, October 2008

Extended Schools Survey of Schools, Pupils and Parents (A quantitative study of perceptions and usage of extended schools services in schools), December 2008

Extended Schools: Building on Experience, Department for Children, Schools and Families, June 2007

Making a Difference to Children, Families and the Community (Extended Schools and Cluster working in Harrow – the next three years), January 2008

Cluster group profiles and action plans from Harrow's 7 Extended Schools

#### **Further Information**

For more information on the work of this Scrutiny Review Group, please contact:

Fola Beckley, Scrutiny Officer

Address: Scrutiny Team, Harrow Council, PO Box 57, Civic Centre (3<sup>rd</sup> Floor West Wing), Harrow HA1 2XF

Tel: 020 8420 5389

Email: [folabekley@harrow.gov.uk](mailto:folabekley@harrow.gov.uk)

Website: [www.harrow.gov.uk/scrutiny](http://www.harrow.gov.uk/scrutiny)





Meeting:	Cabinet
Date:	17 September 2009
Subject:	Scrutiny Review – Extended Schools as Community Resources
Key Decision:	No
Responsible Officer:	Paul Clark, Corporate Director of Children’s Services
Portfolio Holder:	Councillor Anjana Patel, Schools and Children’s Portfolio Holder
Exempt:	No
Enclosures:	<p>Appendix 1 - Overview and Scrutiny Review Report – Extended Schools as Community Resources (not included as elsewhere in P&amp;F agenda)</p> <p>Appendix 2 - Minute of the Overview and Scrutiny Committee.</p> <p>Appendix 3 - Report considered by Overview and Scrutiny.</p>

## Section 1 – Summary and Recommendations

This report sets out the response from Children’s Services to the recommendations of the scrutiny review of extended schools as community resources

### Recommendations:

Cabinet is requested to:

Endorse this report and the Children’s Services response to the recommendations of the Overview and Scrutiny Review Report –

## Section 2 – Report

### Introductory paragraph

Endorsing the Children's Services response to the recommendations from the Overview and Scrutiny final report acknowledges the work of extended schools in supporting the Council's following corporate priorities:

- Improving support for vulnerable people
- Building stronger communities.

### Background

The Extended Schools Review was carried out as part of the Overview and Scrutiny 2008/09 work programme to assess progress and identify gaps in the current level of extended services. The review also considered how successful schools were in providing access to the core offer of services and the objective for them to be a key community resource. Their long term sustainability was another area the review group considered as part of the review. The review was carried out between September 2008 and March 2009 and the full report is attached at Appendix 1.

The research methods used included reviewing a wide range of desktop research, evidence submitted from key officers, consultation with relevant stakeholders and actually going out to observe extended schools services and activities in practice.

The final report details the main recommendations arising from the review and this report responds to those recommendations.

### Current situation

Harrow is regarded as high performing, by the Training and Development Agency, the Government's monitoring body for extended schools.

Consistently, the target for the number of extended schools meeting the full core offer has been exceeded and, as of August 2009, 65 of 68 schools have demonstrated that they are meeting and sustaining delivery of the full core offer. The remaining three schools have a further year to achieve full core offer status and it is expected that these schools will fulfil this requirement well before September 2010.

This significant achievement places Harrow as one of the top ten London authorities.

Children's Services welcomes and values the Overview and Scrutiny review of extended schools and the recommendations set out in the final report.

## **Recommendations and Response**

**1. Officers ensure that robust systems of support, advice and challenge are in place for all clusters to help develop the knowledge and expertise of each cluster co-ordinator and their lead head teacher.**

### **Response**

A robust support, advice and challenge programme is in place for all clusters which includes:

- 1:1 meeting with cluster co-ordinator as and when needed
- A termly meeting between the lead head teacher and the linked advisor to the cluster
- A termly meeting with the cluster co-ordinators
- Shared annual performance monitoring of the cluster co-ordinator
- A termly meeting with the lead head teachers, linked advisors and senior officers from Children's Services
- The production of an annual cluster profile for all clusters to support the development of the annual cluster action plan.

Arrangements are in place with all clusters to agree further specific advice and support which ensures targets are met, action plans are developed and monitoring and evaluation support is provided.

*Continyou*, an external training provider for extended schools, have provided focussed training support for all cluster co-ordinators each half term for two terms. Marketing and promotional training has also been provided for all cluster co-ordinators.

**2. Clusters co-ordinators and head teachers to be encouraged to consider the introduction of the appointment of parent ambassadors for hard to reach communities in their local area/cluster to look at whether such a scheme would be beneficial to the community.**

### **Response**

It is acknowledged that the work of the parent ambassadors has been particularly successful in the Canons Cluster and the impact of their work on outcomes for children and their families is increasingly evident as set out in the Overview and Scrutiny Report.

All clusters have in place staff and strategies to provide targeted support to parents. The linked advisors, through their meetings with the cluster co-ordinators and the lead head teachers, will continue to explore the effectiveness and sustainability of the strategies they have in place and to support, where possible an increase in the number of parent ambassadors.

The parenting co-ordinator, works across the children's centre and extended schools agenda to strategically co-ordinate and develop parenting provision

across the borough. All cluster co-ordinators are engaged with the work of the parenting co-ordinator.

**3. That cluster groups develop a termly pro-forma for publicising activities and ensure a copy goes home with each child in the cluster. The information should also be widely available through community venues such as libraries, children's centres, health centres and relevant websites.**

**4. Other ways of communicating with the community at large should be investigated so that members of the community not directly involved with schools are aware of the services and activities available.**

#### **Response**

Preliminary discussions have taken place with lead head teachers and cluster co-ordinators about communicating cluster activities in a consistent way. The Marketing and Information Professional within Integrated Early Years and Community Services will be working with the clusters on this in the Autumn Term and ensuring that maximum use is being made of all media to publicise cluster activities whilst ensuring value for money.

**5. Elected Members who are also school governors should work to raise the profile of extended schools within the schools they govern, in their individual wards and in the community at large.**

#### **Response**

Ofsted have issued a new evaluation schedule for schools which will be effective from September 2009. The new schedule places on schools and their Governing Body the responsibility to evidence how extended services are contributing to outcomes for children and young people.

Officers from Children's Services have been developing a support tool for school leaders and managers and their governors to support their preparation for Ofsted and the completion of the Self Evaluation Framework. The support tool will be available in draft from the 14 September.

The Training and Development Agency have developed a toolkit for governors on extended schools. Training on the use and implementation of this toolkit is provided annually. The next training date is 20 October 2009 at 7pm at the Teachers' Centre. General information and further support for governors is available from Integrated Early Years and Community Services.

**6. Steps should be taken to ensure that strategic working was ongoing to bring together expertise from the clusters and local authority officers together in the integration of extended schools and children's centres.**

**As further children's centres are established and opened full advantage should be taken of working together.**

**Response**

The support, advice and challenge programme for cluster, lead head teachers and the cluster co-ordinators will continue ensuring that expertise is maximised.

The children's centres and extended school clusters are now aligned which ensures the potential for planning and working together to improve outcomes for children, young people, their families and the local community.

Strategic partnership working between the clusters and the children's centres is a sustainability strand which will become more developed as the remaining children's centres become operational.

**7. All agencies involved in extended schools needed to develop an overall vision of how all schools and cluster groups develop plans for mainstreaming and in turn sustaining extended schools activities across clusters post 2011.**

**Response**

Providing Extended School services is the responsibility of individual schools. The cluster approach ensures that schools can:

- prioritise services that are shown as needed by their pupils, their families and the local community
- provide effective signposting to services provided by other schools in the cluster
- can provide services such as holiday childcare on a cluster wide basis

Increasingly the funding for Extended School services rest with schools and the Extended School Clusters. All indications are that the funding for these services will be targeted directly at schools and not at or through local authorities.

Children's Services and in particular Integrated Early Years and Community Services have lead responsibility for supporting schools and partner agencies and sustainability as a key theme is now part of the cluster action planning process with the 2009/10 cluster action plans requiring all clusters to set out the activities they would be looking to sustain and the actions they would be putting in place to achieve sustainability.

The Head of Integrated Early Years and Community Services meets regularly with key officers from partner agencies to discuss service planning beyond 2011. This work is supported by the strategic work of the Children and Young People's Strategic Partnership.

**8. A challenge panel/ further review should be held in six months time to address the progress of the recommendations that had been put forward from the review group and to also explore the community lettings and community resources element of extended schools.**

**9. In line with the recommendation above, schools should be examining services they can provide to the community including making their premises available at a reasonable cost.**

### **Response**

Community and Cultural Services are leading the development of the Third Sector Strategy. The Head of Integrated Early Years and Community Services is a member of the working group representing Children's Services.

The working group is required as one of its streams of work, to look at community lettings of schools. It is planned to produce a document for consultation during the Autumn Term 2009.

A challenge panel to review progress against the recommendations is welcomed.

### **Financial Implications**

In 2009/10 funding of £1,277k is available for the extended schools programme. This is financed from a ring fenced Standards Fund Grant of £597k and Area Based Grant of £680k. Any costs associated with the recommendations will be met from within these resources.

### **Performance Issues**

The extended schools programme and actions to address the recommendations from the scrutiny review will contribute to the achievement of NI 88 Extended Schools, which is an LAA target:

	<b>2008-9</b>	<b>Q1 2009-10</b>	<b>LAA target</b>	<b>Comparator data</b>
<b>NI 88 Extended Schools: % of Harrow schools providing full core offer</b>	88%	96%	2008-9 – 70% 2009-10 - 85% 2010-11 – 100%	Not yet available

Current performance is significantly above target.

### **CAA Impact**

Success in the extended schools programme will provide evidence for the following key question in the Area Assessment:

- How well are the outcomes and improvements needed being delivered?

It will also have a positive impact on the Use of Resources Assessment and in particular the following key line of enquiry:

- 3.2 Does the organisation manage its assets effectively to help deliver its strategic priorities and service needs?

### **Environmental Impact**

There are no environmental considerations specific to this report.

## Risk Management Implications

There are no risk management implications arising from the recommendations or the responses from Children's Services.

### Section 3 - Statutory Officer Clearance

Name: Emma Stabler	<input type="checkbox"/>	on behalf of the* Chief Financial Officer
Date: 26 August 2009		
Name: Matthew Adams	<input type="checkbox"/>	on behalf of the* Monitoring Officer
Date: 26 August 2009		

### Section 4 – Performance Officer Clearance

Name: David Harrington	<input type="checkbox"/>	on behalf of the* Divisional Director (Strategy and Improvement)
Date: 26 August 2009		

### Section 5 – Environmental Impact Officer Clearance

Name: John Edwards	<input type="checkbox"/>	on behalf of the* Divisional Director (Environmental Services)
Date: 26 August 2009		

### Section 6 - Contact Details and Background Papers

Contact: Wendy Beeton, Head of Integrated Early Years and Community Services

Background Papers:

**Appendix 1: Overview and Scrutiny Review Report – Extended Schools as Community Resources.**



## **HARROW COUNCIL**

**CABINET – 16 JULY 2009**

**REFERENCE FROM OVERVIEW AND SCRUTINY COMMITTEE – 11 JUNE 2009**

### **Scrutiny Review - Extended Schools as Community Resources**

The Committee received a report of the Divisional Director of Partnership Development and Performance, which set out the findings and recommendations of the Scrutiny Review of Extended Schools as Community Resources.

The Chairman of the Review Group explained how the light touch review had been conducted, as a result of which it had not been possible for the Group to visit all schools or clusters. The range of clusters that had been visited ranged from good to poor. Those that could not be visited were sent a questionnaire to complete and return. The Review Group had carried out a great deal of desktop work in achieving its findings.

Members were informed that the Review Group had found that extended schools added value, particularly for the vulnerable communities. The appointment of parent ambassadors was welcomed and it was hoped that the practice would spread to other schools.

Members were of the view that it was appropriate for the Performance and Finance Scrutiny Sub-Committee rather than the Overview and Scrutiny Committee to monitor progress of the recommendations. They also agreed that the report should be sent to Cabinet instead of the Portfolio Holder.

The Chairman of the Review Group drew attention to the recommendations of the Review Group and it was

**RESOLVED:** That (1) the report and the recommendations (set out at appendix 2 to these minutes) of the Scrutiny Review Group on Extended Schools as Community Resources be endorsed;

(2) the Performance and Finance Scrutiny Sub-Committee monitor progress of the recommendations and receive a report in six months' time;

(3) the report be submitted to Cabinet.

(See also Minute 550).

### **FOR INFORMATION**

#### Background Documents:

Draft Minutes of the Meeting held on 11 June 2009.

Officer Report considered at the 11 June 2009 meeting.

#### Contact Officer:

Daksha Ghelani, Senior Democratic Services Officer

Tel: 020 8424 1881

Email: daksha.ghelani@harrow.gov.uk

## **Scrutiny Review – Extended Schools as Community Resources**

### Recommendations

Officers ensure that robust systems of support, advice and challenge are in place for all clusters to help develop the knowledge and expertise of each Cluster Co-ordinator and their lead headteacher.

Clusters Co-ordinators and headteachers be encouraged to consider the introduction of the appointment of Parent Ambassadors for hard to reach communities in their local area/cluster to look at whether such a scheme would be beneficial to the community.

That cluster groups develop a termly pro-forma for publicising activities and ensure a copy goes home with each child in the cluster. The information should also be widely available through community venues such as libraries, children's centres, health centres and relevant websites.

Other ways of communicating with the community at large should be investigated so that members of the community not directly involved with schools are aware of the services and activities available.

Elected Members who are also school governors should work to raise the profile of extended schools within the schools they govern, in their individual wards and in the community at large.

Steps should be taken to ensure that strategic working was ongoing to bring together expertise from the clusters and local authority officers together in the integration of Extended Schools and Children's Centres. As further Children's Centres were established and opened full advantage should be taken of working together.

All agencies involved in Extended Schools needed to develop an overall vision of how all schools and cluster groups develop plans for mainstreaming and in turn sustaining extended schools activities across clusters post 2011.

A challenge panel/ further review should be held in 6 months time to address the progress of the recommendations that had been put forward from the review group and to also explore the community lettings and community resources element of Extended Schools.

In line with the recommendation above, schools should be examining services they can provide to the community including making their premises available at a reasonable cost.

Meeting:	Overview and Scrutiny Committee
Date:	11 June 2009
Subject:	Scrutiny review – Extended Schools as Community Resources
Responsible Officer:	Alex Dewsnap, Divisional Director of Partnership Development and Performance
Portfolio Holder:	Councillor Christine Bednell, Children’s Services Portfolio Holder  Councillor Anjana Patel, Schools and Children’s Services Development Portfolio Holder
Exempt:	No
Enclosures:	Final report of the review group

## **Section 1 – Summary and Recommendations**

This report sets out the details, findings and recommendations of the scrutiny review of extended schools as community resources.

### **Recommendations:**

1. Endorse the report and its recommendations; and
2. For Overview and Scrutiny Committee to monitor the continuing progress of the recommendations in six months and receive the first progress update in six months.
3. To forward the report on to the Portfolio Holder for consideration

## **Section 2 – Report**

### **Background**

The extended schools review was carried out as part of the Overview and Scrutiny 2008/09 work programme to address the progress to date and any gaps in the current level of extended schools services. The review was also

carried out to assess how far extended schools are succeeding in meeting the core offer and the objective for them to be a key community resource. Their long term sustainability was another area the review group considered as part of the review. The review was carried out between September 2008 and March 2009.

The investigation was carried out by reviewing a wide range of desktop research, evidence submitted from key officers, consultation with relevant stakeholders and actually going out to witness extended schools services and activities in practice.

The final report details the main recommendations arising from the review and the Overview and Scrutiny Committee is asked to endorse these recommendations.

### **Resources, costs and risks**

Any costs associated with these recommendations will have to be met from within existing resources.

### **Staffing/workforce**

There are no direct staffing or workforce considerations specific to this report.

### **Equalities impact**

The review group ensured the consideration of equalities implications formed part of this investigation as equalities is integral to the principles and the role of extended schools.

### **Legal Implications**

None

### **Financial Implications**

Any costs arising from the recommendations will have to be contained from existing budgets.

### **Performance Issues**

There are no performance considerations specific to this report.

### **Section 3 - Statutory Officer Clearance**

This is not required for this report

### **Section 4 - Contact Details and Background Papers**

#### **Contact:**

Fola Beckley, Scrutiny Officer, [folab@harrow.gov.uk](mailto:folab@harrow.gov.uk)

#### **Background Papers:**

Detailed in the full report

If appropriate, does the report include the following considerations?

1.	Consultation	YES
2.	Corporate Priorities	YES

Appendix C – Moving Towards Outstanding Extended Services

<b>Element 1 Culture and Ethos</b>		
To what extent has the school developed a positive culture and ethos which is based on the extended services agenda and with children's needs at its' heart?		
<b>Satisfactory</b>	<b>Evidence</b>	<b>Actions</b>
•		
<b>Good</b>	<b>Evidence</b>	<b>Actions</b>
<ul style="list-style-type: none"> <li>• Lead persons use multi-professional contributions to develop the extended services</li> <li>• The extended services ethos of the school is an integral part of the induction process for all staff</li> </ul>		
<b>Outstanding</b>	<b>Evidence</b>	<b>Actions</b>
The school is now:- <ul style="list-style-type: none"> <li>• Placing equal value on the extended school services and how it contributes to higher attainment through a multi-disciplinary approach.</li> </ul>		

Appendix C – Moving Towards Outstanding Extended Services

<b>Element 2 Governance</b>		
To what extent are there clear and appropriate arrangements for the governance of extended services?		
<b>Satisfactory</b>	<b>Evidence</b>	<b>Actions</b>
<ul style="list-style-type: none"> <li>• The school has plans for an extended services committee to be established.</li> <li>• Extended services activity and development is a standing item on all Governing Body agendas.</li> <li>• The Governing Body terms of reference includes extended services in its vision statement</li> <li>• There is an awareness of the need for Governor training on the extended schools agenda to support strategic decision making.</li> <li>• Governors have been given written information to inform them about the extended school agenda.</li> </ul>		
<b>Good</b>	<b>Evidence</b>	<b>Actions</b>
<p>106</p> <ul style="list-style-type: none"> <li>• The Governing Body regularly hears reports about the progress of extended services.</li> <li>• The Extended Services Committee is representative of diverse multi-agency involvement.</li> <li>• The Extended Services Committee reviews its Terms of Reference annually to reflect extended services developments and progress.</li> <li>• Governors attend training which supports their knowledge of the extended services agenda.</li> </ul>		

Appendix C – Moving Towards Outstanding Extended Services

<b>Element 2 Governance</b>		
To what extent are there clear and appropriate arrangements for the governance of extended services?		
<b>Outstanding</b>	<b>Evidence</b>	<b>Actions</b>
<p><b>The school is now:</b></p> <ul style="list-style-type: none"> <li>• Supporting other members of the Governing Body visit extended school activities in order to accurately gauge its impact and report back to the Extended Services Committee</li> <li>• Ensuring governors access 1 day updating/up-skilling activity per year on extended services.</li> <li>• Ensuring the Extended Services Committee and whole Governing Body is actively involved in action planning, decision making and evaluating extended services.</li> </ul>		

Appendix C – Moving Towards Outstanding Extended Services

<b>Element 3 Roles and Responsibilities</b>		
To what extent are the roles and responsibilities for those managing and leading extended school activities clearly defined and understood?		
<b>Satisfactory</b>	<b>Evidence</b>	<b>Actions</b>
<p>Systems and routines are being developed which cover as appropriate:</p> <ul style="list-style-type: none"> <li>• Staff deployment                             <ul style="list-style-type: none"> <li>◦ Specific roles</li> <li>◦ Responsibility and accountability</li> <li>◦ Delegations</li> <li>◦ Access</li> </ul> </li> </ul>		
<b>Good</b>	<b>Evidence</b>	<b>Actions</b>
<ul style="list-style-type: none"> <li>• Systems and routines are in place to cover as appropriate:                             <ul style="list-style-type: none"> <li>◦ Staff deployment</li> <li>◦ Specific roles</li> <li>◦ Responsibility and accountability</li> <li>◦ Delegations</li> </ul> </li> </ul>		
<b>Outstanding</b>	<b>Evidence</b>	<b>Actions</b>
<p>The school is now:</p> <ul style="list-style-type: none"> <li>• Using embedded, established, agreed guidance, protocols and policies to manage;                             <ul style="list-style-type: none"> <li>◦ Staff deployment</li> <li>◦ Specific roles</li> <li>◦ Responsibility and accountability</li> <li>◦ Delegations</li> </ul> </li> </ul>		

108



Appendix C – Moving Towards Outstanding Extended Services

<b>Element 4 Financial resource and accountability</b>		
To what extent are systems and processes in place to ensure financial probity and effective use of resources, allocated for extended services?		
<b>Satisfactory</b>	<b>Evidence</b>	<b>Actions</b>
<ul style="list-style-type: none"> <li>• The lead person has an understanding that to secure funding from the cluster a project plan must be in place</li> <li>• The lead person understands the need to monitor the funding and to report back to the cluster on its use.</li> <li>• Allocated funding is used fully with no over or under spend</li> <li>• The school keeps funding for extended services in line with the requirements of .....</li> <li>• The school has in place transparent criteria for allocating subsidised or free places to support access to extended services.</li> </ul>		
<b>Good</b>	<b>Evidence</b>	<b>Actions</b>
<p>109</p> <ul style="list-style-type: none"> <li>• The funding is linked to the achievement and sustainability of the core offer.</li> <li>• Lead person has some processes in place to ensure that the extended services have access to appropriate resources.</li> <li>• The lead person uses relevant data to project plan for future provision and request funding.</li> <li>• Some funding is devolved to appropriate staff within delegated limits to support specific roles and responsibilities.</li> <li>• The lead person has knowledge of local partners, their services and what they cost.</li> <li>• Ensuring clarity and understanding is in place to know what services are offered free of charge and what needs funding.</li> </ul>		

Appendix C – Moving Towards Outstanding Extended Services

**Element 4 Financial resource and accountability**

To what extent are systems and processes in place to ensure financial probity and effective use of resources, allocated for extended services?

Outstanding	Evidence	Actions
<p>The school is now:-</p> <ul style="list-style-type: none"> <li>• Ensuring efficient and effective management of finance, linked with data attracts additional internal and external funding services.</li> <li>• Ensuring skilled and experienced personnel are delivering embedded services through local agreements and Service Level Agreements that are sustainable. Ensuring strong partnerships ensure the ongoing and sustainable provision of extended services.</li> <li>• Regularly reviewing equality of access to subsidised or free places in an open and transparent way.</li> <li>• Ensuring processes are in place to ensure that all extended services can run efficiently and effectively through complete resource management.</li> </ul>		

110

## Appendix C – Moving Towards Outstanding Extended Services

<b>Element 5 Staff performance and development</b>		
How effectively is the delivery of extended services activity managed and developed?		
<b>Satisfactory</b>	<b>Evidence</b>	<b>Actions</b>
<p>111</p> <ul style="list-style-type: none"> <li>• Staff are made aware of the extended services agenda and the activity in and through the school.</li> <li>• The lead person has an ability to identify the strengths of individuals to maximise their potential to contribute to the extended services agenda.</li> <li>• Lead person understand individual’s roles and responsibilities and actively encourage other staff to do the same.</li> <li>• The lead person is aware of how their own and staff efforts contribute to the success of extended services.</li> <li>• Recognition that those contributing to extended services provision may need the support of agreed processes for line management.</li> <li>• Lead person has full awareness of their cluster and cluster co-ordinator and is actively engaged with their work.</li> <li>• There is an awareness that performance appraisal meetings need to consider whether it is appropriate to include targets that link or include extended services provision.</li> <li>• There is an understanding that some complexity may exist around line management and C.P.D. arrangements</li> </ul>		

Appendix C – Moving Towards Outstanding Extended Services

<b>Element 5 Staff performance and development</b>		
How effectively is the delivery of extended services activity managed and developed?		
<b>Good</b>	<b>Evidence</b>	<b>Actions</b>
<ul style="list-style-type: none"> <li>• There is a staff hand book for all staff involved from the school to support their understanding of the extended services agenda and roles and responsibilities of school staff and others.</li> <li>• The school offers opportunities for networking with the purpose of increasing knowledge of partners roles remits and responsibilities to support sign posting and referrals.</li> <li>• Processes are being considered and put in place to support staff members working under the direction of someone other than their line manager.</li> <li>• Appraisal targets include extended services work.</li> <li>• Processes are being developed to ensure management and C.P.D. needs are identified and being addressed.</li> </ul>		

112

Appendix C – Moving Towards Outstanding Extended Services

<b>Element 5 Staff performance and development</b>		
How effectively is the delivery of extended services activity managed and developed?		
<b>Outstanding</b>	<b>Evidence</b>	<b>Actions</b>
<p>The school is now</p> <ul style="list-style-type: none"> <li>• Ensuring staff have an enhanced understanding of extended services which leads to effective sign posting for both young people and parents/carers.</li> <li>• Ensuring staff can clearly define and articulate their specific role within extended services and how it relates to the roles of co workers and outcomes for children.</li> <li>• Through planned networking recognising the potential of partners in increasing attainment levels and achieving targets in the S.I.P.</li> <li>• Ensuring senior leadership and staff teams awareness supports the content of S.E.F and S.I.P. and leads to positive outcomes in Ofsted inspections.</li> <li>• Recognising the Cluster Co-ordinator as a key person to contribute to the success of the school achieving the core offer and beyond.</li> <li>• Ensuring examples of good practice appear within the S.E.F. demonstrating links to other initiatives.</li> <li>• Ensuring line managers are responsive and accessible to staff through an agreed protocol to support the development of cohesive working relationships.</li> <li>• Ensuring extended services work is accounted for within CPD.</li> </ul>		

113

Appendix C – Moving Towards Outstanding Extended Services

<b>Element 6 Voice of Children and Young People</b>		
To what extent does the voice of the child/young person inform and lead the work of the extended services?		
<b>Satisfactory</b>	<b>Evidence</b>	<b>Actions</b>
<ul style="list-style-type: none"> <li>Children and young people are recognised as knowing what they need and they can give their views in a variety of ways.</li> <li>Cluster plans are influenced by the school council's knowledge of needs which they give through a range of communications.</li> <li>Staff are aware of Harrow's Participation Strategy which recognises the voice of the child/young person.</li> </ul>		
<b>Good</b>	<b>Evidence</b>	<b>Actions</b>
<p>114</p> <ul style="list-style-type: none"> <li>Children and young people are acknowledged and respected as equal partners in the decision making process to develop quality extended services.</li> <li>The school council representatives are supported to explore differentiated techniques, which allow the inclusion of all children and young people in contributing to extended services decision making.</li> <li>Staff are supported and facilitated to listen and hear the children and young peoples voice through agreed processes.</li> <li>Key staff have been trained and connect with the participation team to accurately interpret and understand the children and young peoples voice.</li> </ul>		

Appendix C – Moving Towards Outstanding Extended Services

<b>Element 6 Voice of Children and Young People</b>		
To what extent does the voice of the child/young person inform and lead the work of the extended services?		
<b>Outstanding</b>	<b>Evidence</b>	<b>Actions</b>
<p>The school is now:-</p> <ul style="list-style-type: none"> <li>• Ensuring the school council is influential in the decision making and planning of services.</li> <li>• Ensuring all children and young people are actively involved in shaping the services provided through extended services.</li> <li>• Ensuring staff are listening to and hearing children and offering them feedback in all aspects of planning and delivery of accessible services.</li> <li>• Regularly updating their knowledge and skills to support ongoing understanding of the participation.</li> </ul>		

Appendix C – Moving Towards Outstanding Extended Services

<b>Element 7 Planning</b>		
How effectively is the School planning for it's own development within the extended services agenda?		
<b>Satisfactory</b>	<b>Evidence</b>	<b>Actions</b>
<ul style="list-style-type: none"> <li>• The school is aware of and has a copy of their clusters annual action plan</li> <li>• The lead person has contributed to the development of the cluster action plan and includes priorities for their school.</li> <li>• Data following needs analysis has informed the plans development.</li> <li>• The lead person understands the extended school agenda and the core offer</li> </ul>		
<b>Good</b>	<b>Evidence</b>	<b>Actions</b>
<p>116</p> <ul style="list-style-type: none"> <li>• The school extended services project plans link to the cluster plan.</li> <li>• The Governing Body is discussing the plan and is increasing its knowledge of the relevance of the plan and it's implementation towards S.I.P and SEF.</li> <li>• The school project plans are informed by and link to the school improvement plan.</li> <li>• The school is connecting with processes that develop the cluster plan</li> </ul>		
<b>Outstanding</b>	<b>Evidence</b>	<b>Actions</b>
<p>The school is now:</p> <ul style="list-style-type: none"> <li>• Actively planning to ensure success in raising attainment through extended services activity.</li> <li>• Actively included in the cluster action plan which reflects the schools current S.I.P. and SEF and other key plans.</li> <li>• Distributing and communicating the plan to all partners and stakeholders and a system is being developed to ensure that feedback is welcomed, encouraged and received.</li> </ul>		



Appendix C – Moving Towards Outstanding Extended Services

<b>Element 8 Monitoring service provision</b>		
To what extent are there appropriate procedures in place for monitoring the quality and impact of the extended schools provision?		
<b>Satisfactory</b>	<b>Evidence</b>	<b>Actions</b>
<ul style="list-style-type: none"> <li>• The school has sought the support of the cluster to find out the views of all potential service users</li> <li>• extended services staff and linked partners recognise the need to monitor all service provision.</li> <li>• Prior to delivery of any service monitoring and evaluation arrangements are put in place</li> <li>• Consultation and evaluation data is used to inform future action planning and targeting of provision.</li> <li>• Creative consultation methods are used to monitor equality of access to provision.</li> </ul>		
<b>Good</b>	<b>Evidence</b>	<b>Actions</b>
<p>117</p> <ul style="list-style-type: none"> <li>• The school has sought the support of the clusters to find out about access issues for those considered to be underachieving or most excluded.</li> <li>• Ethical, inclusive qualitative and quantitative feedback and evaluation mechanisms are becoming an integral part of extended services activity.</li> <li>• The school uses evidence from monitoring of extended services activity in the SEF,</li> <li>• Data is regularly collected and collated and the information used to inform planning and targeting specific needs and integrated into the School Improvement Plan.</li> <li>• A variety of creative consultation methods are used to monitor equality of access to services.</li> </ul>		

Appendix C – Moving Towards Outstanding Extended Services

<b>Element 8 Monitoring service provision</b>		
To what extent are there appropriate procedures in place for monitoring the quality and impact of the extended schools provision?		
<b>Outstanding</b>	<b>Evidence</b>	<b>Actions</b>
<p>The school is now:</p> <ul style="list-style-type: none"> <li>• Ensuring monitoring activity finds out about issues of diversity and equality with impact assessments used prior to, during and post any extended services provision.</li> <li>• Demonstrating robust processes for staff and partner involvement in monitoring extended services provision.</li> <li>• Demonstrating the impact of extended services in SEF's which leads to recognition in the Schools Ofsted inspection reports.</li> <li>• Practising well developed, ethical, inclusive qualitative and quantitative feedback and evaluation frameworks.</li> </ul>		

Appendix C – Moving Towards Outstanding Extended Services

<b>Element 9 Partnerships with external stakeholders.</b>		
To what extent has the school ensured that all stakeholders are empowered to contribute to the development and organisation of extended services?		
<b>Satisfactory</b>	<b>Evidence</b>	<b>Actions</b>
<ul style="list-style-type: none"> <li>Stakeholders are included in decision making through active consultation and involvement.</li> <li>The lead person has an awareness of the contribution that different stakeholders can offer in all areas of the core offer</li> </ul>		
<b>Good</b>	<b>Evidence</b>	<b>Actions</b>
<ul style="list-style-type: none"> <li>Children and parents/carers are supported in understanding the potential they have to influence the extended school services.</li> <li>The lead person uses stakeholder contributions to develop extended services.</li> <li>The</li> </ul>		
<b>Outstanding</b>	<b>Evidence</b>	<b>Actions</b>
<p>519 The school is now:</p> <ul style="list-style-type: none"> <li>Ensuring the Lead person actively encourages the resolution of cultural hurdles, therefore ensuring that children and young people, parents and carers remain at the centre of all aspects of extended services.</li> <li>Ensuring children, young people and other users' needs are put before professional status and traditional working practices.</li> <li>Embedding practice which supports all stakeholders to consistently contribute to achieve wanted and needed services.</li> </ul>		

Appendix C – Moving Towards Outstanding Extended Services

<b>Element 10 Partnership with parents/carers and the local community</b>		
To what extent are parents/carers and the local community recognised as partners in ensuring achievement and attainment are raised?		
<b>Satisfactory</b>	<b>Evidence</b>	<b>Actions</b>
<p>The lead person recognises:</p> <ul style="list-style-type: none"> <li>• parent/carers as key partners.</li> <li>• Parental involvement as valuable and important in the school community.</li> <li>• Involving fathers and other positive role models in their children’s learning will raise attainment.</li> <li>• Community representatives particularly from under represented groups as key partners.</li> </ul>		
<b>Good</b>	<b>Evidence</b>	<b>Actions</b>
<p>120</p> <ul style="list-style-type: none"> <li>• The diverse community are contributing as partners in the development and delivery of extended services.</li> <li>• Parents are influential educators and therefore their active involvement in planning and participating in extended services is essential.</li> <li>• The school has established ways of supporting ALL parents to contribute to the planning of and participating in extended services.</li> <li>• Fathers and other male role models are valued and ways are found to encourage them to become involved in their children’s learning and therefore attainment.</li> </ul>		
<b>Outstanding</b>	<b>Evidence</b>	<b>Actions</b>
<p>The School is now:</p> <ul style="list-style-type: none"> <li>• Collecting views of parents/carers ensuring they are representative of the schools diverse community.</li> <li>• Implementing successful monitoring and evaluation processes to seek, hear and use the voice of the parent.</li> <li>• Actively involving fathers and male role models in their children’s learning and the development of services.</li> <li>• Demonstrating that the local community, particularly under represented groups, are key partners empowered to contribute to all developments and the organisation of services.</li> </ul>		

Appendix C – Moving Towards Outstanding Extended Services

<b>Element 11 Commissioned Partners</b>		
To what extent has the School developed sustainable extended services partnerships to meet the needs of the community they serve?		
<b>Satisfactory</b>	<b>Evidence</b>	<b>Actions</b>
<ul style="list-style-type: none"> <li>• Service Level Agreements or written Partnership Agreements are in place for activities delivered by all external providers.</li> <li>• School and cluster profiles and data are used to inform the use of commissioned partners to deliver agreed extended services.</li> <li>• Processes are in place to support positive working relations with all key partners who are supporting extended service provision</li> </ul>		
<b>Good</b>	<b>Evidence</b>	<b>Actions</b>
<p>121</p> <ul style="list-style-type: none"> <li>• Service Level Agreements or written Partnership Agreements are in place and agreed by the Extended Services Committee.</li> <li>• Community profiles and external data are used to inform planning of extended services to raise achievement and attainment.</li> <li>• Positive working relationships are evident through the delivery and evaluation of core offer services provided by key partners.</li> </ul>		

Appendix C – Moving Towards Outstanding Extended Services

**Element 11 Commissioned Partners**

To what extent has the School developed sustainable extended services partnerships to meet the needs of the community they serve?

Outstanding	Evidence	Actions
<p>The Extended Services Committee is now :-</p> <ul style="list-style-type: none"> <li>• Ensuring robust Service Level Agreements or written Partnership Agreements are in place and agreed by governors via the Extended Services Committee</li> <li>• Ensuring school, community, and partner agency data and targets, are used to inform the planning of extended services.</li> <li>• Recognising and resolving inequality of relationships by inducting and involving partners equally within the school community.</li> <li>• Supporting co-delivery of services through positive partnership arrangements which meet the needs of the community.</li> <li>• Utilizing the joint use of partner and all school staff knowledge to support improvements and the quality of service provision.</li> </ul>		

122

Appendix C – Moving Towards Outstanding Extended Services

<b>Element 12 Marketing and Communication</b>		
How effectively does the School promote extended services within the wider community?		
<b>Satisfactory</b>	<b>Evidence</b>	<b>Actions</b>
<ul style="list-style-type: none"> <li>• Protocols are being developed to ensure quality standards are in place for quality publicity including:                             <ul style="list-style-type: none"> <li>◦ Proof reading</li> <li>◦ Use of images</li> <li>◦ Wording</li> <li>◦ Styles and fonts</li> <li>◦ Plain English</li> </ul> </li> <li>• An agreed style of publicity has been agreed which takes account of access issues.</li> <li>• Appropriate use is made of cluster promotional items to advertise extended services activity at the school.</li> <li>• The skills of staff and others working in extended school activity is used to target and support access to information</li> </ul>		

123

Appendix C – Moving Towards Outstanding Extended Services

<b>Element 12 Promotion of the cluster and its services</b>		
How effectively does the School promote extended services within the wider community?		
<b>Good</b>	<b>Evidence</b>	<b>Actions</b>
<p>124</p> <ul style="list-style-type: none"> <li>• Local opportunities are sought out and used to promote the extended services on offer. The schools Extended Services Committee is working towards sensitively and creatively promoting the publication of opportunities for children, parents and the wider diverse community.</li> <li>• Protocols are in place to ensure quality standards are recognised for:                             <ul style="list-style-type: none"> <li>◦ Proof reading</li> <li>◦ Use of images</li> <li>◦ Wording</li> <li>◦ Styles and fonts</li> <li>◦ Plain English</li> </ul> </li> <li>• Promotional items are used appropriately which advertise the service provision and the cluster activities.</li> </ul>		
<b>Outstanding</b>	<b>Evidence</b>	<b>Actions</b>
<p>The school is now:</p> <ul style="list-style-type: none"> <li>• Providing relevant and accessible information about services.</li> <li>• Competently linking into local opportunities and their potential to promote services.</li> <li>• Sensitively and creatively promoting the publication of opportunities for children, parents and the wider diverse community.</li> </ul>		



## Appendix C – Moving Towards Outstanding Extended Services

<b>Appendix 1</b>	
<ul style="list-style-type: none"> <li>• Integrated Early Years and Community Services</li> <li>• Job Centre Plus</li> <li>• Family Health Services</li> <li>• Health Visiting Services</li> <li>• Social Care</li> <li>• Families Information Services</li> <li>• Children’s Centres</li> <li>• Outreach Team</li> <li>• Child and Adult Mental Health Services</li> <li>• Speech and Language Therapy</li> <li>• Community groups and Organisations</li> <li>• Local Authority services</li> </ul>	<ul style="list-style-type: none"> <li>• Community groups and Organisations</li> <li>• Local Authority services</li> <li>• Pre-schools</li> <li>• Private Sector</li> <li>• Out of School Childcare</li> <li>• Voluntary Sector Parenting Organisations</li> <li>• Citizens Advice Bureau</li> <li>• Further Education colleges</li> <li>• School nursing</li> <li>• Cluster Co-ordinators</li> <li>• Police</li> </ul>

125

This page is intentionally left blank



Meeting:	Grants Advisory Panel
Date:	19 November 2009
Subject:	Community Lettings Action Plan
Responsible Officer:	Brendon Hills – Corporate Director (Community & Environment)
Portfolio Holder:	Councillor Jean Lammiman, Portfolio Holder for Community and Cultural Services
Exempt:	
Enclosures:	<b>Appendix 1: Community Lettings – Proposed Action Plan 2009 - 2011</b>

## Section 1 – Summary and Recommendations

This report is in response to a request from the Overview and Scrutiny meeting on 28 July 2009, for the Corporate Director for Community and Environment “to formulate an action plan with a view to improving the Council’s community lettings system”.

### Recommendations:

The panel is requested to consider and comment on the proposed action plan for community lettings as set out in appendix 1 and recommend to the Portfolio Holder for Community and Cultural Services:

1. For approval of the plan
2. That a further report be provided to the panel in June 2010.

### Reason: (For recommendation)

To implement a plan of action to ensure that improvements to community lettings are undertaken and monitored.

## Section 2 – Report

### 2. Main options

Appendix 1 sets out the proposed plan of action for community lettings for 2009/11. The action plan, which has been divided into three strands, is detailed below:

Strand One: Review and improve current process

Strand Two: Consultation and engagement

Strand Three: Communication and implementation

#### 2.1 Strand One: Review and improve current process

2.1.1 A thorough review of the community lettings arrangements will be undertaken, which will involve mapping the facilities available under the current scheme, as well as assessing the profile of the main beneficiaries and the type of activities that are supported through this resource.

2.1.2 It will be necessary to review the current charging policy and to ascertain the true value of the subsidy, as the current rate of 50% is based on a published hire rate, but does not relate to the schools private hire rate – which in some cases is 5 times more than the community lettings rate.

2.1.3 There is currently no monitoring undertaken of groups accessing the community lettings process. This means that we have no way of knowing whether the activity being undertaken is in line with that applied for. Therefore it is proposed that a simple self-assessment tool is developed and introduced.

2.1.4 As the current booking system is very cumbersome, there is a need to simplify the process. The Community Development team will also be working closely with Business Transformation and Customer Services to explore the possibility of using the proposed corporate on-line booking system.

#### 2.2 Strand Two: Consultation and engagement

2.2.1 An option paper will collate and present the findings from the review and set out a number of options for consideration.

2.3.1 Initial discussions have already taken place between Community Development Team and Early Years and Extended Services, to explore the role that schools can play in supporting community lettings. Both departments will work closely together to develop a number of options for consideration.

2.4.1. The following stakeholders will be affected by any changes to the community lettings arrangements: schools; caretakers; voluntary and community sector and members. Therefore it will be necessary to consult with these key stakeholders on the proposed options for consideration and to consider the impact that these proposals may have.

## 2.5 Strand Three: Communication and implementation

- 2.5.1 As this community resource is not widely publicised within the community, it will be necessary to disseminate information on the changes to community lettings for 2010/11 more extensively, to ensure that this resource is accessed by those groups most in need.
- 2.5.2 The panel is requested to consider the above and the plans of action set out in appendix 1 and make recommendations to the Portfolio Holder for Community and Cultural Services for approval.

## Section 3 - Implications of recommendations

### 3.1 Financial Implications

There are no financial implications for the Council in this report.

### 3.2 Legal Implications

There are no legal implications for the Council in this report.

## SECTION 4 - STATUTORY OFFICER CLEARANCE

<b>Name:</b> Narinderpal Heer	<input checked="" type="checkbox"/>	on behalf of the* Chief Financial Officer
<b>Date:</b> 10 November 2009		
<b>Name:</b> George Curran	<input checked="" type="checkbox"/>	on behalf of the* Monitoring Officer
<b>Date:</b> 6 November 2009		

## Section 5 - Contact Details and Background Papers

**Contact:** Audrey Salmon, Interim Service Manager, Community Resources and Projects (ext: 5332)

### Background Papers:

**Appendix 1:** Community Lettings – Proposed Action Plan 2009 - 2011

## Appendix 4

### Appendix 1

#### Community Lettings Action Plan 2009/10

Strand	Action	Lead Officer	Timescales	Outcome	
1	<b>Review and improve current process</b>	Agree action plan with Grants Advisory panel	Service Manager Community Resources & Projects / Integrated Early Years and Community services	Nov-09	Grants Advisory panel approval secured.
		To map the following: (1) the facilities available, (2) the beneficiaries, (3) the type of activities delivered, and (4) the extent that these activities meet the LAA priorities.	Community Lettings Officer	Feb-10	To have a full picture of the location of existing facilities, current uses and match against LAA priorities.
		Review hire rates and subsidy.	Service Manager for Community Resources and Projects	Feb-10	To ascertain the true value of the current subsidy.
		Develop and implement the use of a simple, self-assessment monitoring tool.	Community Lettings Officer / Principal Grants Officer	Apr-10	To gather feedback on how this resource is being used.
		To review community lettings hire agreements.	Community Lettings Officer / Principal Grants Officer	Feb-10	To clarify roles and expectations of the hirer, schools and the council.
		Develop and promote the use of an on-line application form.	Community Lettings Officer / Principal Grants Officer	Apr-10	To improve efficiency and access to the service.
		Liaise with the Business Transformation project re: links to corporate bookings system	Service Manager for Community Resources and Projects with the Business Transformation Programme	January 2010 onwards	To align community lettings to the corporate approach for bookings.
2	<b>Consultation and engagement</b>	Develop and publish a consultation and engagement timetable for schools.	Service Manager for Community Resources and Projects and Early Years and Extended Services	Jan-10	Clear consultation and engagement plan with schools.

## Appendix 4

		Develop and publish a consultation and engagement timetable for voluntary sector organisations.	Service Manager for Community Resources & Projects / Integrated Early Years and community services / Voluntary sector partners	Jan-10	Clear consultation and engagement plan with voluntary and community sector.
		Develop and agree a key messages approach with Integrated Early Years and Community services to engage schools using the extended schools and community cohesion framework.	Service Manager Community Resources & Projects / Integrated Early Years and Community services	Jan-10	Consistent and clear messages communicated to schools.
		Undertake consultation activities with schools and voluntary organisations re: changes to community lettings process.	Service Manager for Community Resources and Projects	January 2010 - April 2010	Key stakeholders consulted and engaged with the process.
		Prepare and present report to Grants Advisory Panel regarding proposed changes to community lettings process.	Service Manager - Community Resources & Projects	May-10	Recommendations made to Grants Advisory Panel on proposed changes.
		Undertake an equalities impact assessment on proposed changes to community lettings process.	Service Manager - Community Resources & Projects	May-10	Equality impact considerations considered within proposed changes.
<b>3</b>	<b>Communication and implementation</b>	To publicise the new arrangements through the Harrow website, libraries, various Harrow publications (such as Harrow People and Talking Communities), community notice boards, etc	Service Manager for Community Resources and Projects	Jun-10	Increased awareness of this community resource and increased resident satisfaction with the council.

This page is intentionally left blank



**REPORT FOR: PERFORMANCE & FINANCE  
SCRUTINY SUB-  
COMMITTEE**

---

**Date of Meeting:** 25 March 2010

**Subject:** **INFORMATION REPORT – Strategy  
for People 2010-2012**

**Responsible Officer:** Jon Turner, Divisional Director of Human  
Resources & Development

**Exempt:** No

**Enclosures:** Strategy for People 2010-2012

**Section 1 – Summary**

This report presents the draft Strategy for People 2010–12 which is being considered for adoption by Cabinet on 18 March 2010. It will be 'Crystal Marked' by the Plain English Campaign.

**Reason:**

To replace the Strategy for People 2006–09 and align the Council's people management strategy to support achievement of the Council's vision to be recognised as one of the best London Council's by 2012.

**FOR INFORMATION**

## **Section 2 – Report**

Delivery of the actions and initiatives identified in the Strategy for People 2006-09 and the people management projects in the Council Improvement Programme have supported the significant performance improvements that the Council has made in the last three years.

The draft Strategy for People 2010-12 builds on the success of the past 3 years and sets out the next phase in our journey of developing the performance and capability of staff and the effectiveness of managers in people management to support achievement of the Council's vision to be recognised as one of the best London Council's by 2012.

The draft Strategy for People will be crystal marked by the Plain English Campaign prior to publication.

### **Options considered**

Development of a strategy for how we plan, organise and develop our workforce is considered essential to support the achievement of our strategic priorities and so no other options were considered.

### **Background**

The Council first adopted a Strategy for People in 2004 and the new Strategy for People is the third to be produced.

The context for developing the new Strategy for People has been the aspirations and steer provided by the draft national Local Government Workforce Strategy 2010, areas for workforce improvement indicated by our inspectors and regulators, the views of staff and partners, and the council's vision and corporate priorities.

The associated action plan has been produced in close collaboration with Council Directorates who have each developed their own Workforce Strategies and Action Plans and, by agreement, the new Strategy for People sets out the council-wide actions they are seeking.

## Performance Issues

The new Strategy for People and the associated action plan seek to directly address and achieve improvements in the following performance indicators

Indicator	2009/10 Target	Performance	London Council Average
Sickness Absence – average days per FTE	8.00	7.58 at Q3, 2009/10. Performance will be at a higher level than this by year-end as there is typically higher levels of absence in Q4	9.4 (2008/09)
The proportion of BAME appointments reflects the % of working age (18-65) people from BAME's in the local community.	51.44%	43.4% for 2008/09	N/A
The % of employees declaring a disability in the total workforce (as recorded in SAP) (headcount)	3.0%	2.08% for 2008/09	N/A

Improving management of sickness absence was a key element in the Strategy for People 2006/09 and sickness absence performance has significantly improved from an average of 10.34 days per person in 2006/07 to 8.73 days in 2008/09.

Q3 performance data indicates the Council is on track to achieve its target of 8 days in 2009/10. Maintaining this rate of improvement will be challenging and the new Strategy for People focuses on achieving this through improving staff motivation.

Action to improve the diversity of the Council's workforce also features strongly in the new Strategy for People with the objective of increasing the numbers of employees from groups that are disproportionately under- represented compared to the local community.

The Council's people management strategy will be assessed as part of the Audit Commissions Use of Resources assessment; specifically under Key Line Of Enquiry 3.3. *The organisation is forward looking as it plans, organises and develops its workforce and information technology to support the achievement of its strategic priorities*

The new Strategy for People has been developed so that it supports the Council's objective to achieve at least level 3 for KLOE 3.3.

### **Section 3 – Further Information**

None

### **Section 4 – Financial Implications**

There are no direct financial implications as the costs of implementation will be met from planned budget provision.

### **Section 5 – Corporate Priorities**

The new Strategy for People has been developed to support achievement of the Corporate Priorities and the Council's vision to be recognised as one of the best London Council's by 2012.

### **Section 6 - Contact Details and Background Papers**

**Contact:** Lesley Clarke, HRD Strategy Manager, 0208 420 9309

**Background Papers:** Strategy for People 2006-09  
[http://www.harrow.gov.uk/downloads/file/557/strategy\\_for\\_people](http://www.harrow.gov.uk/downloads/file/557/strategy_for_people)

**Harrow Council**

**Strategy for People**

**2010 - 2012**

draft

# CREATE

*One of the best London Councils by 2012*



# CREATE

*One of the best London Councils by 2012*



**Customer first** – we are focused and invested in improving the lives of our customers, going the extra mile to resolve their issues and empowering them to take responsibility for their own decisions.



**Respect** – so we treat each other with courtesy and regard, earning respect through working with others to engender trust.



**Engaged Communication** – that's why we listen. Actively placing a premium on engaging in conversations that bring people together, allows curiosity and interest in areas other than their own.



**Actively 'One Council'** – we collaborate not blame, because we believe the 'sum of the parts' is more powerful than its individual parts.



**Taking responsibility** – We always deliver what we say we will, empowering and challenging each other to enhance performance and behaviour.



**Energise and Improve** – while distinguishing ourselves by taking actions that innovate and improve.

## Contents

Foreword from Michael Lockwood, Chief Executive	4
Framework for this Strategy	6
Context	7
1. Better Deal for Residents	8
2. Council Vision and Priorities	11
3. Staff Survey 2009	12
4. Council Workforce Profile at 31 December 2009	14
5. Current workforce performance	17
Key Workforce Objectives to Address	18
Action Plan	20

## Foreword from Michael Lockwood, Chief Executive

The Strategy for People 2010-12, replaces the 2006-09 Strategy and sets out the next steps in developing our workforce to achieve our vision 'To be recognised as one of the best London Councils by 2012'.

When I joined the Council in 2007, work was already underway implementing the 2006-09 Strategy for People to make sure we had the right people, with the right skills, in the right jobs, at the right time to deliver the Council's vision.

Significant elements of my 'nine step' plan and the wider Council Improvement Programme built on this work and today we are recognised as one of the most improved councils in London and one of the fastest improving nationally.

In 2009, we were runner up for the Municipal Journal 'Best achieving Council' award and have been shortlisted as finalists for the 'Most Improved Council' in the Local Government Chronicle Awards 2010. A host of other awards have also been secured.

We have made improvements and progress in every area of the Council's work and, in December 2009, the Audit Commission recognised our achievements in its 'Organisational Assessment' when it found that overall the Council performed well, with a score of 3 out of 4.

We are one of only a small number of local authorities across the UK to have improved under the new inspection regime and in its report the Audit Commission identified that Harrow Council:

- Provides good value for money
- Invests in clear priorities – those that residents want to see improved – cleaner and safer streets, building stronger communities and improving support for vulnerable people
- Has improved in two-thirds of our performance measures
- Has managed a difficult financial position and strengthened its financial reserves
- Has achieved substantial savings (£45m over the last 3 years)
- Put in place the foundations for becoming a high performing authority.



Importantly, residents are also noticing the difference and despite worsening economic conditions, satisfaction has risen by 6% since May 2007.

This success has been built on our investment in and commitment from the workforce and these outcomes could not have been achieved without their efforts. This is supported by our latest staff survey which showed that in virtually all areas, staff felt improvements had been made. Specifically:

- understanding of Harrow Council's strategic direction and corporate priorities improved from 45% to 53%
- understanding how individual's work objectives fitted with corporate priorities, improved from 47% to 57%
- commitment to delivering Harrow's objectives increased from 64% to 71%
- overall satisfaction with working for Harrow Council, increased from 50% to 61% and;
- advocacy of the council as an employer improved from 34% to 48%.

We have achieved a great deal, but we still have more to do to achieve the Council's vision and we must do it in the context of the continuing need to reduce costs and manage the increasing expectations of our residents. This will mean significant change, which will impact on all areas of the Council.

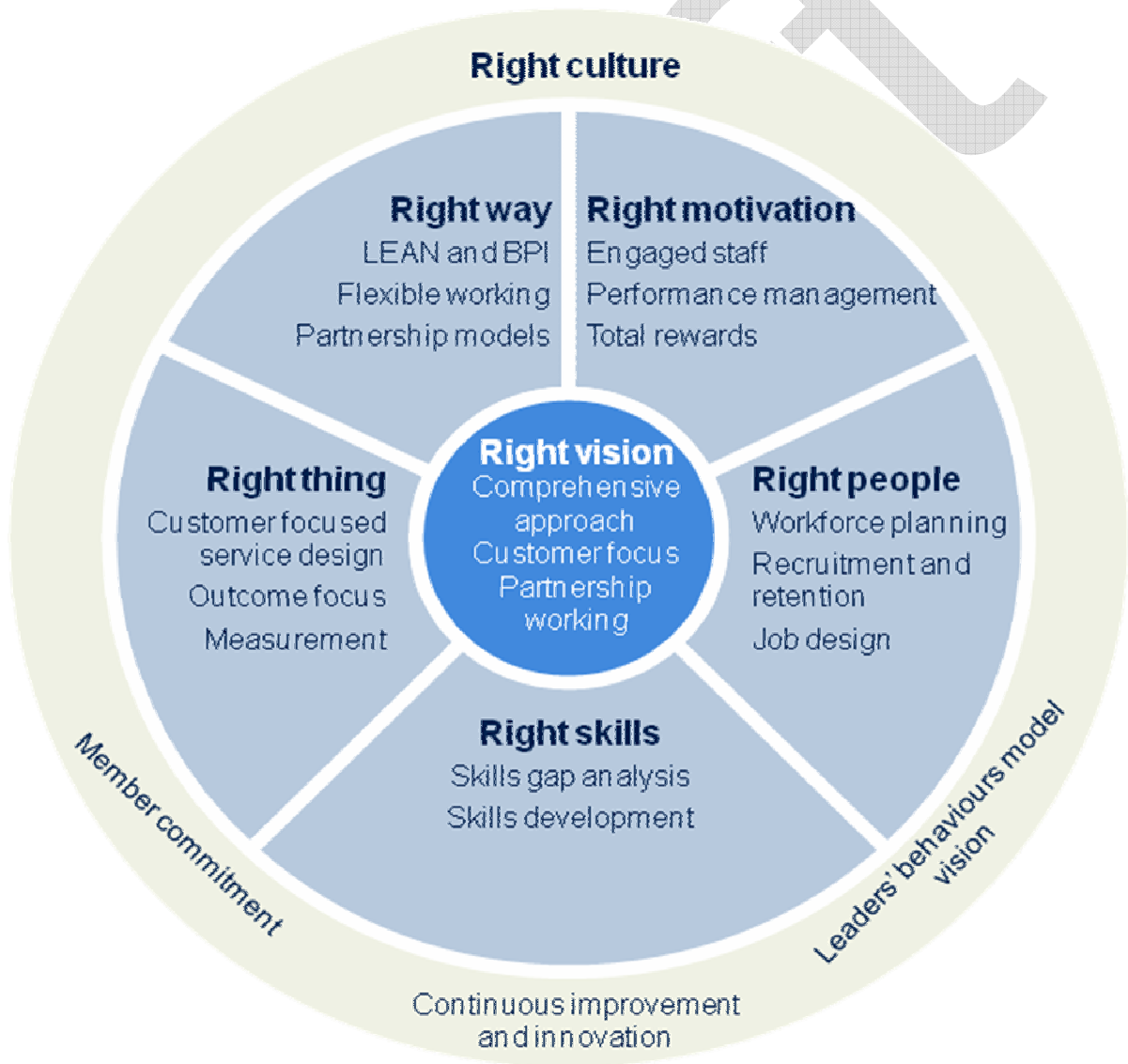
Through our 'Better Deal for Residents' programme we will develop and implement new ways of working. Engaging with and involving partners from the public, private and voluntary sectors to deliver improved services that offer residents even better value for money.

This new Strategy for People 2010-12 supports this phase of change and, in particular, the 'Better Deal for Residents' programme, and sets out the next steps in our journey in developing the performance and capability of our workforce and the effectiveness of managers to meet these challenges.

## Framework for this Strategy

The framework below was developed and launched by the Improvement & Development Agency in August 2009. It captures all those elements required for organisational development. It provides an overarching framework to this Strategy that will ensure that all initiatives and activities are focused on achieving the Council's vision.

The Better Deal for Residents programme is focussed on identifying the Right Thing in the Right Way in order to achieve the Right Vision. The other elements of the framework are those focussed on people management and development.



## **Context**

The context for this Strategy comprises five significant drivers:

1. The Better Deal for Residents programme
2. The Council's vision and corporate priorities
3. The views of council staff and managers
4. The Council's workforce profile
5. Current workforce performance

In addition, the views of the Corporate Strategy Board and the Directorate workforce strategies and action plans are summarised in the Key Workforce Objectives on page 18.

Each of these is described briefly below.

## 1. Better Deal for Residents

The current economic climate is affecting all sectors and residents alike. This, together with our drive for continuous improvement in both services and customer satisfaction levels has led to our Better Deal for Residents programme where officers are currently exploring a range of options, in partnership wherever possible, to address the growth in costs anticipated in the next few years whilst the level of income into the council is expected to fall. Following the local elections in May 2010, the Council's administration will have a range of options to consider in meeting this challenge.

The Better Deal for Residents programme will, in the first instance, include a fundamental review of how the council can deliver more integrated services to local taxpayers across all the public sector partners in the borough. It will focus on how the council can better align services with residents' needs, whilst being more cost effective. The programme's specific objectives are to:

- **Deliver the Harrow Strategic Partnership vision** for Harrow as set out in the Sustainable Community Strategy
- **Deliver a balanced budget** in the medium term and make a significant contribution to 2010/11 budget
- **Enable continuous improvement** – to continue and accelerate the service improvements we have made over recent years
- **Manage the increasing expectations of residents** – our customers expect comprehensive, value for money services with no increases in their council tax

### Implications for this workforce strategy

The impact of the Better Deal for Residents programme, both in the process of change from the current models of delivery to new, and in meeting the programme's objectives will be felt by all council staff, regardless of level or role.

Although it is still too early to identify the specific new delivery models and therefore the effect on individual members of staff, it can be anticipated that there will be a combination of different models which may include joint delivery of some services with partners, delivery by private, public or third sector providers, shared services and so on. This, together with the scale of change, indicates the following emerging implications:

**Right People**

1. The development of more sophisticated and fit-for-purpose workforce planning techniques cross-council so that future changes can be predicted, planned for, and met in an Actively 'One' Council way and potentially across different providers.
2. It is recognised that outsourcing of some services, improving service efficiency and terminating some other services will lead to a change of employer or staff at risk of redundancy. We will also need to view employees of partner organisations (statutory and commercial) as part of a wider workforce.
3. To seek, wherever possible, to redeploy staff if their jobs are at risk and to provide outplacement support where we are unable to do so

**Right Skills**

4. A need to continue to build the effectiveness of managers at all levels in the leadership, management and consistent practice in change and performance management; that all managers provide inspiration and take and provide opportunities to "Energise and improve". This will be achieved through development and enabling tools.
5. To continue to provide opportunities to staff in developing skills for the role they currently fill, to expand their skill base so that they can be deployed more readily across a broader range of roles and to experience and welcome change. This will continue to develop organisational capacity and capability, enable the Council to be more flexible in deploying staff resources and better secures sustainable employability for staff.
6. To develop strategic, joint commissioning and partnership skills in middle and senior managers – if whole services are delivered jointly or procured (rather than delivered directly), managers must be able to commission, manage, monitor and review delivery so that best value for money is achieved in providing services to Harrow

**Right motivation**

7. To improve our management and development of employee performance.
8. To improve our performance in engaging staff in the development of change options and their implementation
9. A need to continue to embed and reinforce the culture change needed to meet the CREATE values, particularly, in all change management activities

**Right way**

10. To further enable flexible and mobile working – a smaller civic centre or shared with others, a reduction in the number of council premises, modernising and making more efficient working practices – requires a step change in the current work in introducing new technologies to achieve efficiencies and modifying working practices on a more significant scale

At the same time as this change programme, services need to continue to be delivered and developed and staff must feel confident and able to do so with the understanding that change is being managed well.

In all that we do, there is a need to build stronger partnerships so that the initial themes identified above and the others that emerge can be managed and met more effectively

It is anticipated that the range of issues that the Better Deal for Residents programme will raise will require that this Strategy be reviewed during 2010 to ensure it is fit for purpose. The current actions identified in the Action Plan will continue to build the strong foundation we require for a highly performing council and for a Better Deal for Residents future. The review will additionally include actions beyond 2012.

## 2. Council's Vision and Corporate Priorities

The Council's Vision and Corporate Priorities provides direction and clear priorities for council staff.

The Sustainable Community Strategy is developed by the Harrow Strategic Partnership together with the local community, local agencies, stakeholders and residents involved in identifying its priorities.

The Strategy shows how the organisation's making up the Harrow Strategic Partnership will try to shape the effects of global, national, regional and local trends and events to work towards successful outcomes for Harrow. These successful outcomes include making Harrow a better place to live and work over the long term.

It covers a range of issues and it sets out aspirations for each of them. Overall, its direction can be summed up as:

By 2020, Harrow will be recognised for:

- Integrated and co-ordinated quality services, many of which focus on preventing problems from arising, especially for vulnerable groups, and all of which put users in control, offering access and choice;
- Environmental and community sustainability, because we actively manage our impact on the environment and have supported inclusive communities which provide the jobs, homes, education, healthcare, transport and other services all citizens need.
- Improving the quality of life, by reducing inequalities, empowering the community voice and promoting respect and becoming the safest borough in London.

The **Council's vision** is to be recognised as one of the best London Councils by 2012, in a borough that is cosmopolitan, confident and cohesive.

The Council has adopted the following **Corporate Priorities** for 2009/10:

1. Deliver cleaner and safer streets,
2. Improve support for vulnerable people,
3. Building stronger communities.

### 3. Staff survey 2009

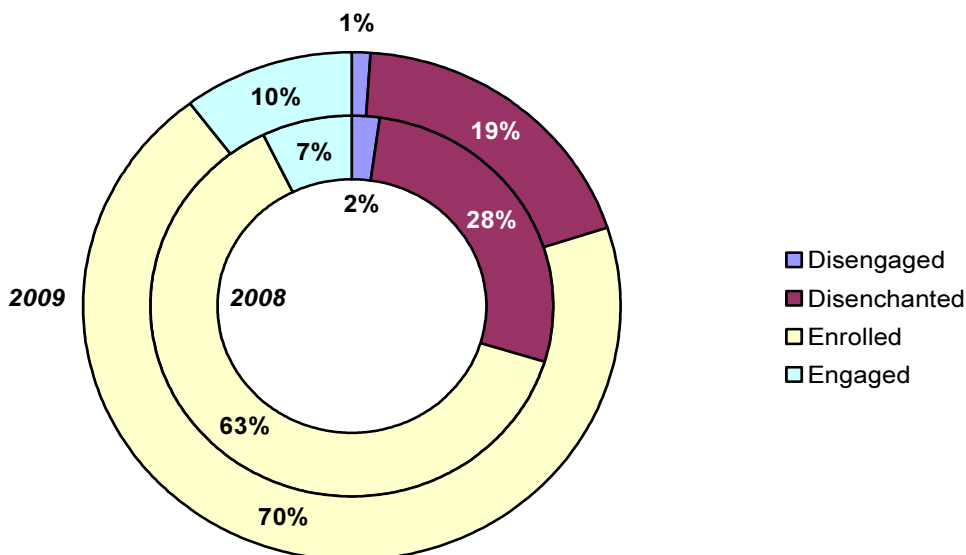
The Council carries out a bi-annual staff survey with the last conducted in November 2009. An interim survey focussed on particular issues was also carried out in Spring 2009.

The annual surveys, carried out with the support of The Work Foundation, have enabled us to monitor staff perception on a broad range of issues and identify where, in their view, we have progressed in meeting their expectations, and where we need to do more.

The response rate to the November 2009 survey was the highest achieved to-date. 57% of staff responded which compares very favourably with typical response rates for other organisations and demonstrates an increasing level of engagement.

Encouragingly, 84% of the indicators showed an improvement in staff perception with 31% showing a significant improvement. Nine indicators, in particular, exceed those for other public sector organisations using The Work Foundation for their staff surveys.

The Work Foundation use an engagement index, also used by other organisations, which allows us to measure the level of employee engagement with the council, track that over time (see chart below) and compare engagement with other organisations. This level of employee engagement demonstrates a step-change in staff perception and a clear link to the improving council performance.





**Key strengths**

The key strengths identified through this staff survey are that staff feel well informed about the Council; they believe reward and recognition systems are fair and transparent; they are confident they are meeting the needs of our customers; they have the opportunity for personal growth and development; and that the council is good at managing change. These indicators now exceed The Work Foundation's benchmark for public sector organisations.

There have also been significant improvements in other indicators:

- Advocacy of the council as an employer has improved from 34% to 48%
- An increase from 64% to 71% saying they are committed to delivering Harrow's objectives
- Overall satisfaction with working for Harrow Council, from 50% to 61%
- Understanding of Harrow Council's strategic direction and corporate priorities, from 45% to 53%
- Understanding how individual's work objectives fit into corporate priorities, from 47% to 57%.

**Key areas to improve**

There were 2 indicators that had decreased that we need to address both of which relate to the Council's Individual Appraisal and Development (IPAD) Scheme. The first related to meaningful discussion being held between staff and managers on the work objectives for the year; the second on meeting agreed development needs. There has been significant development for staff and managers throughout the year including briefings and skills workshops for over 700 managers and staff on the IPAD scheme. Nevertheless, both these issues require further action based on this feedback from staff and managers.

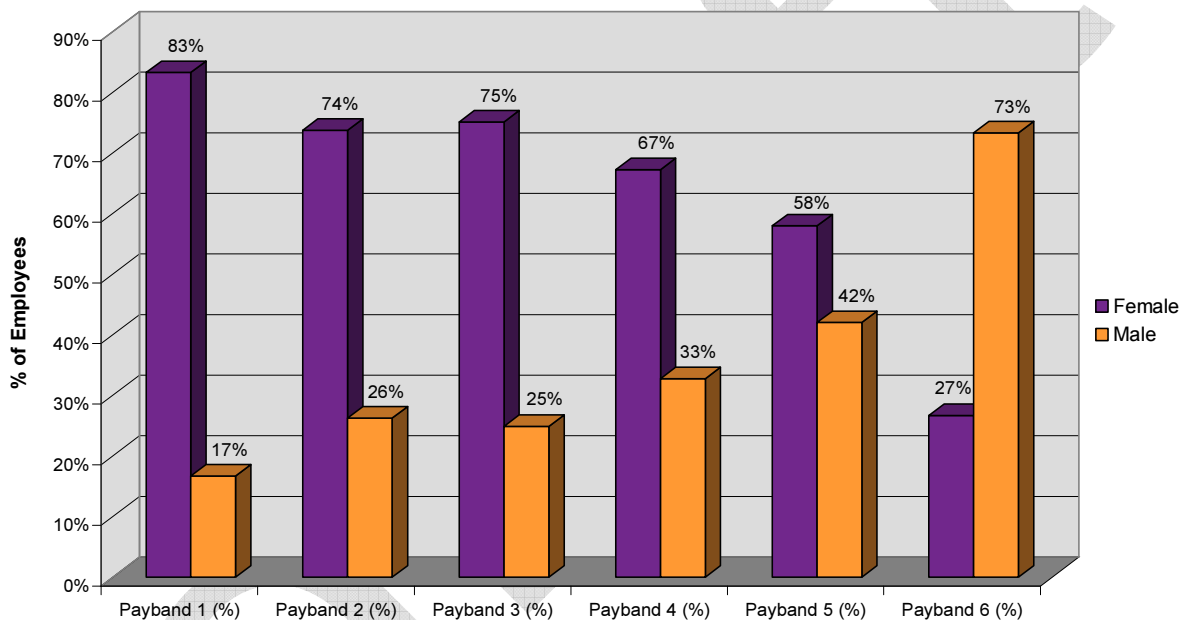
There were other factors that also merit attention. Although, the perceptions of staff had improved in how the Council manages changes and in the effectiveness of senior management, the extent of change through the Better Deal for Residents programme demands that there is strong leadership and management of change. Both of these factors are addressed in the Action Plan.

## 4. Workforce Profile at 31 December 2009

### Gender and Implications for this Strategy

Three-quarters of the workforce are women. This pattern of a higher representation than the local community has been evident for many years. The chart below shows that women are represented predominantly in the lower paybands with a sharp decline between paybands 5 and 6. The salary ranges for these paybands are shown on page 18. Action to understand why there is a declining proportion of women in higher paybands will be taken as well action to address the issues identified.

**Gender by Payband in Harrow Council  
as at 31 December 2009**

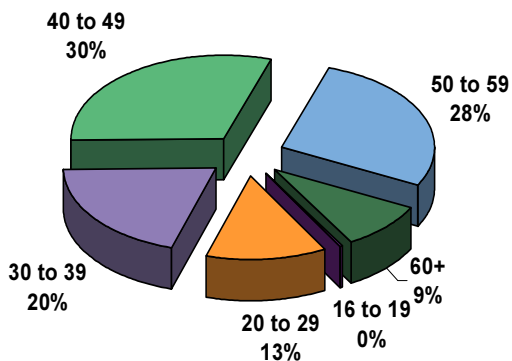


### Age and Implications for this Strategy

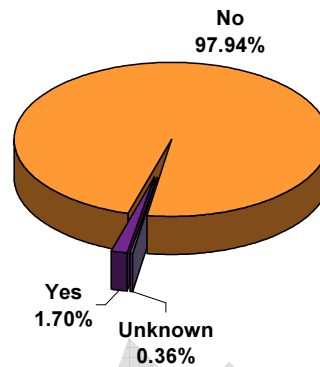
The age profile of the Council, highlights that the Council does not employ any staff below the age of 20 with 70% of the workforce aged 40 or over. The increasingly aging workforce will lead to high turnover in future years and potentially high numbers of vacancies, increasing costs of temporary / agency cover and recruitment and retention difficulties. Plans to start to address this position are reflected in the Action Plan.

As a consequence of rising unemployment of young people, the need to provide clear routes into council employment and to, in part, address the council's aging workforce, the implementation of an Apprenticeship scheme is reflected in the Plan.

Age in Harrow Council as at 31 December 2009



Disability in Harrow Council as at 31 December 2009



### Disability and Implications for this Strategy

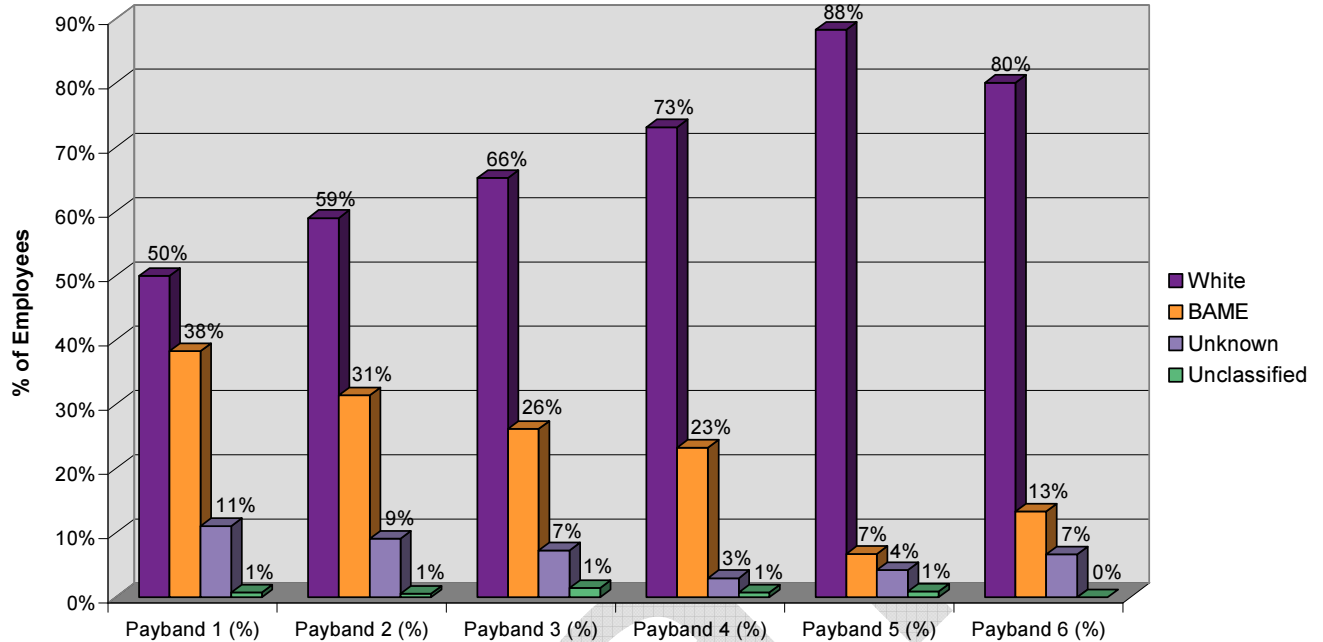
Council staffing records show a decline in the number of disabled people employed. This is somewhat contradicted by the staff survey where 8% of respondents stated that they were disabled. Action to firstly identify the actual numbers of disabled people employed will be taken and thereafter, further action taken, wherever possible, to retain in employment those who become disabled. The proportion of disabled people that apply for jobs with the council is low at 4% of applicants for the year to 31 March 2009. Action to encourage applications from disabled people will be taken as well as improving the recruitment experience for them.

### Ethnicity and Implications for this Strategy

The Council, year-on-year, shows an increasing proportion (one-third) of the workforce made up of Black, Asian and Minority Ethnic (BAME) staff. The chart below shows that the majority of these staff are represented in the lower paybands with decreasing levels of representation until an increase is evident at payband 6.

Monitoring of the outcomes of recruitment and selection processes shows that 50% of the internal promotions made during 2008/09 were of BAME staff. However, the proportion of externally recruited BAME people has fallen to 42% of appointments. Action to understand why external BAME applicants are less successful than internal BAME staff will be taken as well as action to address the issues found.

**Ethnicity by Payband in Harrow Council  
as at 31 December 2009**



**Religion and belief and sexuality and Implications for this Strategy**

The Council does not currently hold data on the religion or belief held by staff nor on their sexuality. The Action Plan will address this.

**Paybands – with effect from 1<sup>st</sup> April 2009**

<b>Payband</b>	<b>Salary in £s</b>	<b>Broadly equivalent to and will include</b>
Band 1	Up to 18,582	H1 to H3
Band 2	18,583 - 30,390	H4 to H8
Band 3	30,391 - 41,610	H9 to H11
Band 4	41,611 - 60,057	SPM3 – SPM5
Band 5	60,058 - 92,892	SPM1 – SPM2
Band 6	92,893 and above	Directors and above

*H grades - Harrow pay spine*

**5. Current workforce performance**

**Sickness Absence**

The development and launch of the “Absence Matters” improvement programme in 2007 has seen sickness absence fall from an average of 10.34 days per full-time equivalent person in 2006/07 to 8.73 days in 2008/09. Although there has been an increase in short-term sickness absence during 2009 (anticipated to be a consequence of absence due to or concerns around swine flu), it is considered that the average of 8.73 days will reduce further in 2009/10.

**Individual Performance Appraisal and Development (IPAD)**

Although the staff survey indicates that we have further work to do to properly embed the IPAD scheme, Directorates reported at 31 December 2009 that 81% of staff had had an IPAD meeting during the year. Extending the scheme to all staff in all Directorates and to improve it’s effectiveness as a performance and developmental tool is anticipated will lead to further improvements in council performance. This therefore features in the Action Plan.

## **Key workforce objectives to address**

In considering the context above as well as the workforce issues from each of the Directorate Workforce Strategies and Action Plans, the Corporate Strategy Board have agreed on the following key workforce objectives for this Strategy.

### **Right People**

- To effectively plan for and meet future workforce requirements, different service delivery models, the wider workforce across partner organisations, the increasing expectations of our customers as well as the changing workforce profile - in age and the drive to improve the representation of minority groups in the workforce.

### **Right Skills**

- To continue to improve the skills, abilities and capacity of senior and middle management to effectively and ambitiously drive forward the change required by the Better Deal for Residents programme whilst working in partnership with others.
- To develop the skill sets of managers in change management, commercial commissioning and management, partnership working and continuous improvement required for strong partnerships with statutory, commercial and third sector bodies
- To provide development for staff that enables them to adapt to changing environments, to enhance their performance and continue to improve service delivery.

### **Right motivation**

- To enhance, cross-council, the way change is implemented so that it ensures the opportunity for staff to contribute to the change process whilst being effectively supported through it.
- To continue to implement technological solutions which enable monitoring and improvements to workflow process so as to improve productivity and performance and efficiency whilst providing motivation through sound people and performance management, the IPAD scheme and recognition and appropriate reward schemes.
- To maintain our focus on improving staff wellbeing

**Right way**

- To enable changes in ways of working to achieve efficient services. This includes the introduction of new technology and remote and mobile working.

**Right culture**

- To work closely with partner organisations on workforce issues, recognising the increasingly joint approach to service delivery
- To further embed the CREATE values

These key objectives are set out, together with actions to address them in the remainder of this Strategy.

draft

**Right people 2010-2012**

**Key objective:** To effectively plan for and meet future workforce requirements, different service delivery models, the wider workforce across partner organisations, the increasing expectations of our customers as well as the changing workforce profile - in age and the drive to improve the representation of minority groups in the workforce.

**Sub-objectives:**

- Workforce issues are addressed effectively and consistently at all times
- Future workforce requirements are met
- Recruitment and retention difficulties are proactively addressed to minimise the impact on services
- Recruitment practices improve so that we employ the right workforce, at all levels, for future success
- Resourcing processes improve and reduce costs in recruitment of permanent and temporary workers
- Better workforce representation of minority groups is achieved at all levels
- Wider working with partners on common workforce issues
- Increased opportunities for those who are suffering worklessness



	<b>Milestones for 2010/11</b>	<b>Milestones for 2011/12</b>	<b>Success measures</b>	<b>Action owner</b>
Introduce a single provider for resourcing permanent and temporary workers	<ul style="list-style-type: none"> <li>• Clear Employer of Choice brand that promotes the Council as a place to work</li> <li>• More efficient and LEAN recruitment processes</li> <li>• Improved recruitment materials which promote the council</li> <li>• Proactive sourcing of candidates based on predicted patterns of demand</li> <li>• Proactive sourcing by provider to ensure that disabled applicants are attracted to apply</li> <li>• Improved Management Information</li> <li>• Effective relationship and</li> </ul>	<ul style="list-style-type: none"> <li>• On-line advertising</li> <li>• On-line tracking of progress of application by candidates</li> <li>• Available to partners and meets their requirements</li> <li>• Competency framework for use in resourcing, recruitment, performance management and staff and manager development</li> <li>• Measures implemented to reduce inefficient use of agency workers</li> <li>• Measures implemented to meet the requirements of the Agency Workers Directive</li> </ul>	<ul style="list-style-type: none"> <li>• Reduced management and administration time in filling vacancies</li> <li>• Reduced time to fill vacancies – process from initiation of recruitment to post filled, on average, is less than 10 weeks</li> <li>• Improved attraction and job fill rates for hard-to-fill roles</li> <li>• Reduced agency worker costs – initially spend to fall below £10m per annum</li> <li>• Improved perceptions of Council as an Employer of Choice – increase in proportion of staff advocating the council</li> </ul>	Organisational Development

	<b>Milestones for 2010/11</b>	<b>Milestones for 2011/12</b>	<b>Success measures</b>	<b>Action owner</b>
	contract management arrangements are in place		as an employer from 48% to 60% (staff survey + candidate surveys) <ul style="list-style-type: none"> <li>• Effective management of risks associated with Agency Worker Directive resulting in minimal costs arising</li> </ul>	
Introduce focussed recruitment and retention measures for hard to fill jobs	<ul style="list-style-type: none"> <li>• Clear strategy and plan to address the issues, both in recruitment and retention, working in partnership with others to avoid competitive practices wherever possible</li> <li>• Improve system for capturing of reasons for leaving the council (Exit questionnaires)</li> </ul>	<ul style="list-style-type: none"> <li>• Review and update strategy and plan to ensure actions continue to meet the needs for effective staff resourcing in these areas</li> </ul>	<ul style="list-style-type: none"> <li>• Improvements in recruitment and retention rates</li> <li>• Planning is effective in identifying and addressing potential resourcing difficulties</li> <li>• Less reliance on agency workers and consequently reduced costs</li> <li>• Improved understanding</li> </ul>	Organisational Development - development / HRD Business Partners team - implementation

	<b>Milestones for 2010/11</b>	<b>Milestones for 2011/12</b>	<b>Success measures</b>	<b>Action owner</b>
			of reasons why staff leave	
Introduce clear and effective measures to address workforce redeployment	<ul style="list-style-type: none"> <li>Improved performance in redeploying staff with the skills required for changed roles</li> <li>Effective transition and outplacement support where required</li> </ul>	<ul style="list-style-type: none"> <li>Partners engaged to ensure actions taken are mutually supportive and beneficial</li> </ul>	<ul style="list-style-type: none"> <li>Improved redeployment levels</li> <li>Minimised costs arising from redundancy or severance</li> <li>Perceptions of staff in how the council manages change improves from 27% to 35%</li> </ul>	Organisational Development - development / HRD Business Partners – implementation
Improve performance on equalities and diversity in employment and address issues arising from aging workforce	<ul style="list-style-type: none"> <li>Achievement of the highest standards in the Equalities Framework</li> <li>Implement workforce actions required as a result of the Equalities Act</li> <li>Positive action programmes in place for</li> </ul>	<ul style="list-style-type: none"> <li>Improved age diversity of the workforce</li> <li>Employee social identity is updated and maintained and extended to include sexuality and religion / belief</li> <li>Equal Pay Auditing</li> </ul>	<ul style="list-style-type: none"> <li>More diverse workforce at all levels based on progression towards the targets in the Annual Equalities report</li> <li>Evidence of fair treatment of all staff, regardless of social identity – proportions of</li> </ul>	Organisational Development / Directorates

	<b>Milestones for 2010/11</b>	<b>Milestones for 2011/12</b>	<b>Success measures</b>	<b>Action owner</b>
	<p>promotion and development to achieve a workforce that is representative at all levels</p> <ul style="list-style-type: none"> <li>• Agency worker social identity is captured to include in the Council's Annual Equalities in Employment report</li> <li>• Establish a sub-group of the Corporate Equalities Group to identify initiatives and actions to improve council performance in equalities in employment.</li> </ul>	<p>demonstrates continuing fair reward practice</p> <ul style="list-style-type: none"> <li>• Annual Council Equalities in Employment Action Plan and work with Directorates to ensure Directorate Equalities in Employment Action Plans are addressing local issues</li> </ul>	<p>staff raising grievances of subject to other processes is consistent with the workforce profile</p>	
<p>Ensure effective partnership working with the Local Employment</p>	<ul style="list-style-type: none"> <li>• The work and initiatives of the Regeneration Unit are supported in identifying good people management practice in addressing worklessness</li> </ul>	<ul style="list-style-type: none"> <li>• Apprenticeships scheme implemented to address unemployment amongst young people, working in partnership with others to maximise opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Improved understanding by managers of the LEP and Job Brokerage Scheme</li> <li>• Improved performance as a Council in</li> </ul>	<p>Organisational Development - development / Directorates - employment</p>

	<b>Milestones for 2010/11</b>	<b>Milestones for 2011/12</b>	<b>Success measures</b>	<b>Action owner</b>
Partnership (LEP)	<ul style="list-style-type: none"> <li>• Improve perceptions, understanding and abilities of the Job Brokerage scheme to meet the needs of internal staff seeking redeployment and external people seeking employment</li> <li>• Briefings for managers on the range of employment initiatives available as options to them, e.g. Xcite, Future Jobs Fund, Apprenticeships</li> </ul>	for jobs and funding	employing those suffering worklessness – meet LAA targets	
Development of Workforce planning practices	<ul style="list-style-type: none"> <li>• Directorate workforce planning identifies future workforce needs whilst tackling current workforce issues</li> <li>• Development of integrated service, budget</li> </ul>	<ul style="list-style-type: none"> <li>• Improved analysis tools are implemented for managers in identifying key workforce issues</li> <li>• Workforce planning provides for succession planning</li> </ul>	<ul style="list-style-type: none"> <li>• Managers are using workforce planning toolkits to support the development of their Service and Budget plans to better assure service delivery</li> </ul>	Organisational Development - development / Directorates

	<b>Milestones for 2010/11</b>	<b>Milestones for 2011/12</b>	<b>Success measures</b>	<b>Action owner</b>
	<p>and workforce planning (including learning and development planning) is supported</p> <ul style="list-style-type: none"> <li>• On-line and easily accessible workforce reports for managers that meet their needs commence roll out</li> </ul>	<ul style="list-style-type: none"> <li>• Mutually beneficial partnership working is in place to identify where action can be taken more effectively together on common challenges; to make best use of resources and to develop common standards across services</li> </ul>	<ul style="list-style-type: none"> <li>• Optimisation of workforce deployment and co-ordinated and prioritised development activity cross-council (and cross-partner) wherever possible</li> <li>• Managers are able to access workforce management information directly through SAP</li> <li>• Major change programmes identify the workforce requirements and ensure that change is embedded</li> <li>• Partnership working on common workforce issues</li> </ul>	

## **Image - Right skills triangle**

### **Key objectives:**

- To continue to improve the skills, abilities and capacity of senior and middle management to effectively and ambitiously drive forward the change required by the Better Deal for Residents programme whilst working in partnership with others.
- To develop the skill sets of managers in change management, commercial commissioning and management, partnership working and continuous improvement required for strong partnerships with statutory, commercial and third sector bodies
- To provide development for staff that enables them to adapt to changing environments, to enhance their performance and continue to improve service delivery.

### **Sub-objectives:**

- Staff have the skills needed for the jobs they are required to do
- Career development is promoted and assisted through coaching, mentoring, shadowing and secondment schemes, in partnership wherever possible
- There are clear career pathways and succession planning in place, in partnership wherever possible
- Strong and effective leaders and managers are developed
- Structured professional qualification strategies and personal development opportunities are developed based on Council objectives
- E-learning, opportunities are extended to staff, in partnership wherever possible

<b>Action</b>	<b>Milestones for 2010/11</b>	<b>Milestones for 2011/12</b>	<b>Success measures</b>	<b>Action owner</b>
Ensure Learning & Development Strategy and Framework is in place cross-council	<ul style="list-style-type: none"> <li>Learning &amp; Development Strategy and Framework implemented so that from 2010, decisions on development of staff are managed consistently in accordance with the priorities outlined within them</li> </ul>		<ul style="list-style-type: none"> <li>Learning and development decisions are based on organisational need in accordance with the agreed hierarchy set out in the Framework</li> <li>Learning and Development spend demonstrates it is directed towards the priorities identified</li> </ul>	HRD Business Partners / Directorates
Achieve Council-wide accreditation as an Investor in People	<ul style="list-style-type: none"> <li>Gap analysis completed and action plan in place to address</li> </ul>	<ul style="list-style-type: none"> <li>Investors in People accreditation achieved in 2012</li> </ul>	<ul style="list-style-type: none"> <li>The award is achieved</li> </ul>	Organisational Development – co-ordination / HRD Business Partners – directorate support / Directorates – implement actions to



Action	Milestones for 2010/11	Milestones for 2011/12	Success measures	Action owner
				address gaps
Continue leadership and management development, in partnership wherever possible	<ul style="list-style-type: none"> <li>• Design, develop and launch the Management Development Practitioners Programme</li> <li>• Design, develop and launch the 2010 development programme for the Corporate Leadership Group</li> <li>• Development of current and future critical skills - partnership working, strategic commissioning, management of multi-agency teams, client side management, financial management, customer service management, managing and promoting diversity and best practice</li> </ul>	<ul style="list-style-type: none"> <li>• Effective partnership working to identify common development opportunities</li> <li>• Clear and structured development plan for new managers through the combined Management Induction and Foundation development programme and the Practitioner programme</li> </ul>	<ul style="list-style-type: none"> <li>• Improving Council performance in it's Performance Indicators</li> <li>• Accreditation with the Institute for Leadership and Management for Management Development Practitioners Programme</li> <li>• Staff perception of senior and middle management effectiveness and in organisational management of change improves (staff survey)</li> </ul>	Organisational Development

Action	Milestones for 2010/11	Milestones for 2011/12	Success measures	Action owner
	<p>people and performance management – offering this to partners wherever possible</p> <ul style="list-style-type: none"> <li>• Combined Management Induction and Management Development Foundation programmes</li> <li>• Other Management Development provision reviewed to determine whether it is fit for purpose (e.g. CMS, DMS, Future Leaders Programme)</li> </ul>		<ul style="list-style-type: none"> <li>• External recognition that the council has effective leadership and management (CAA)</li> </ul>	
Support Member Induction and Development	<ul style="list-style-type: none"> <li>• Member Induction in 2010 and ongoing development through a programme of activity is effectively supported</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing Member development is supported</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain member development charter status</li> </ul>	Organisational Development

Action	Milestones for 2010/11	Milestones for 2011/12	Success measures	Action owner
Establish and maintain on-line Learning & Development administration system using Coursebooker	<ul style="list-style-type: none"> <li>Externally provided, efficient and effective, administration</li> <li>All services are able to easily use the system for 90% of course requirements</li> </ul>	<ul style="list-style-type: none"> <li>Provision is reviewed and modified to ensure service continues to meet the needs of services</li> <li>Work with partners to extend the system to them, if they wish</li> </ul>	<ul style="list-style-type: none"> <li>Improved L&amp;D management information</li> <li>Improved value for money in learning and development spend – directed to priorities in the Learning &amp; Development framework and supports significant change exercises</li> <li>Joint L&amp;D activities with partner agencies utilise Coursebooker</li> </ul>	Organisational Development
Develop self-sufficiency for managers in effective people	<ul style="list-style-type: none"> <li>Manager’s Directory and toolkits for managers launched and are used and viewed as an effective</li> </ul>	<ul style="list-style-type: none"> <li>The range of e-learning packages is extended to managers to better</li> </ul>	<ul style="list-style-type: none"> <li>Managers manage people issues more effectively and consistently without</li> </ul>	Organisational Development – development / HRD Business Partners -

Action	Milestones for 2010/11	Milestones for 2011/12	Success measures	Action owner
management	enabling tool	support them in people management	the requirement for support at earlier stages of people management processes	implementation
Provide opportunities for development through secondments and shadowing and similar	<ul style="list-style-type: none"> <li>A robust and fair secondment and shadowing scheme is introduced; the mentoring and coaching scheme is promoted, with partners wherever possible</li> </ul>		<ul style="list-style-type: none"> <li>Increased take-up of secondment and shadowing opportunities</li> <li>Increased participation in mentoring and coaching schemes</li> </ul>	Organisational Development – development / HRD Business Partners - implementation
Develop and introduce succession planning, wherever possible in partnership	<ul style="list-style-type: none"> <li>Career pathways are identified and succession planning implemented</li> </ul>	<ul style="list-style-type: none"> <li>Career pathways and succession planning take account of partners wherever possible</li> </ul>	<ul style="list-style-type: none"> <li>Clearer career pathways across partner agencies</li> <li>Increased cross-transfer opportunities between agencies</li> </ul>	Organisational Development

<b>Action</b>	<b>Milestones for 2010/11</b>	<b>Milestones for 2011/12</b>	<b>Success measures</b>	<b>Action owner</b>
Explore funding opportunities to extend the Learning 4, qualification based, programme	<ul style="list-style-type: none"> <li>• Funding streams identified and optimised in order to offer qualification development as widely as possible</li> <li>• Explore further development of NVQ (Diplomas from 2010) programmes with partners</li> </ul>		<ul style="list-style-type: none"> <li>• Further development of staff through achievement of National Vocational Qualifications or Diplomas – development offered to a further 200 staff</li> </ul>	Organisational Development

draft

## **Image - Right motivation rectangle**

### **Key objectives:**

- To enhance, cross-council, the way change is implemented so that it ensures the opportunity for staff to contribute to the change process whilst being effectively supported through it.
- To continue to implement technological solutions which enable monitoring and improvements to workflow process so as to improve productivity and performance and efficiency whilst providing motivation through sound people and performance management, the IPAD scheme and recognition and appropriate reward schemes.
- To maintain our focus on improving staff wellbeing

### **Sub-objectives:**

- The council is an Employer of Choice where staff advocate the council as one of the best employers in London
- Staff benefits are highly valued, demonstrate modern practices and offer employees choice
- Wellbeing initiatives improve the wellbeing of staff and managers
- The 'Reward package', in it's entirety, encourages motivated employees who are willing to go the 'extra mile' and develop their performance
- Staff feel valued and able to influence and contribute to improving the performance of the council
- Managers have access to on-line resources and appropriate learning and development to facilitate effective management of change
- Staff are engaged, able to contribute to the success of and are supported through organisational change and development

Action	Milestones for 2010/11	Milestones for 2011/12	Success measures	Action owner
Develop Total Reward	<ul style="list-style-type: none"> <li>• Clear communication to the workforce and candidates on the Council's Total Reward approach that acts to motivate and engage</li> <li>• Improved Reward and Recognition options that encourage and reward innovation and performance</li> </ul>	<ul style="list-style-type: none"> <li>• Total Reward statements introduced that enable employees to see the full value of their reward package</li> </ul>	<ul style="list-style-type: none"> <li>• Reduced turnover in those areas where jobs are hard to fill and retain staff</li> <li>• Improved staff morale (measured through staff surveys)</li> </ul>	Organisational Development / Shared Services
Develop performance	<ul style="list-style-type: none"> <li>• Individual Performance Appraisal and Development scheme further developed and implemented ensuring it provides for constructive debate between managers and their staff on objectives and their achievement, the CREATE values and how they are applied and on development that meets requirements for effective</li> </ul>	<ul style="list-style-type: none"> <li>• On-line process implemented which is easy for staff and managers to use; captures key information for succession planning, corporate course provision (where appropriate) and monitoring of outcomes to identify patterns and trends</li> </ul>	<ul style="list-style-type: none"> <li>• Improved perceptions by staff and managers of IPAD</li> <li>• More staff agree constructive conversations are held on performance (staff survey)</li> <li>• Improvements in</li> </ul>	Organisational Development

Action	Milestones for 2010/11	Milestones for 2011/12	Success measures	Action owner
	performance		staff performance	
Staff Survey		<ul style="list-style-type: none"> <li>• Bi-annual staff survey conducted to monitor staff views and take action corporately and within Directorates to address issues raised</li> </ul>	<ul style="list-style-type: none"> <li>• More staff agree that the council takes improvement action as a result of the staff survey (staff survey)</li> <li>• Improved perceptions of Council as an Employer of Choice (staff survey)</li> </ul>	Organisational Development – co-ordination of survey, reporting on outcomes, corporate action / Directorates – address areas for action identified
Staff induction	<ul style="list-style-type: none"> <li>• Staff induction reviewed and relaunched so that it provides a motivational and informative corporate introduction to the Council</li> </ul>		<ul style="list-style-type: none"> <li>• Low turnover among new starters.</li> <li>• Improved engagement among new starters (staff survey)</li> </ul>	Organisational Development



Action	Milestones for 2010/11	Milestones for 2011/12	Success measures	Action owner
Maintain reduction in sickness absence	<ul style="list-style-type: none"> <li>• Maintain monitoring and reporting arrangements</li> <li>• Provide support and briefings as required to managers in effectively managing staff sickness absence</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain monitoring and reporting arrangements</li> <li>• Provide support and briefings as required to managers in effectively managing staff sickness absence</li> </ul>	<ul style="list-style-type: none"> <li>• Maintaining sickness absence levels at an average of 8 working days per Full Time Equivalent and below</li> </ul>	Organisational Development / HRD Business Partners
Support organisational change initiatives	<ul style="list-style-type: none"> <li>• Support is provided to the Better Deal for Residents programme in order to achieve successful change</li> <li>• Improved staff engagement approaches are adopted so that all staff feel able to freely contribute views and opinions on potential areas of change and their implementation</li> <li>• The CREATE values are embedded in all change management processes</li> </ul>	<ul style="list-style-type: none"> <li>• Support is provided in implementing the people aspects of the Transport and Parking review so that staff are encouraged to use alternative modes of transport to work</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Successful achievement of change according to the measures identified in the scope of each project</li> </ul>	HRD Business Partners – support to change initiatives / Organisational Development – changes to policy, corporate initiatives and staff engagement approaches

**Image - Right way triangle**

**Key objective:** To enable changes in ways of working to achieve efficient services. This includes the introduction of new technology and remote and mobile working.

Action	Milestones for 2010/11	Milestones for 2011/12	Success measures	Action owner
To enable changes in ways of working to achieve efficient services. This includes the introduction of new technology and remote and mobile working.	<ul style="list-style-type: none"> <li>Support is provided to the people aspects of further extending remote and mobile Working to support future changes to the council's property portfolio and achieve improved work/life balance for staff</li> </ul>	<ul style="list-style-type: none"> <li>Employment contracts support the new ways of working required by the Better Deal for Residents programme</li> </ul>	<ul style="list-style-type: none"> <li>Remote and mobile working and employment contracts effectively implemented</li> </ul>	Organisational Development

**Image – Right culture triangle**

**Key objectives:**

- To work closely with partner organisations on workforce issues, recognising the increasingly joint approach to service delivery
- To further embed the CREATE values

Action	Milestones for 2010/11	Milestones for 2011/12	Success measures	Action owner
Support Directorates in embedding the CREATE values to achieve effective culture change	<ul style="list-style-type: none"> <li>• Develop Best Practice guidance for Directorates on embedding the CREATE values</li> </ul>		<ul style="list-style-type: none"> <li>• Increased proportion of staff recognise and understand the values</li> </ul>	Organisational Development
Achieve agreement on the CREATE values forming the basis of current and future partnership working	<ul style="list-style-type: none"> <li>• Achieve agreement on the CREATE values forming the basis of current and future partnership working</li> </ul>		<ul style="list-style-type: none"> <li>• Agreement reached</li> </ul>	Organisational Development / Procurement / Directorate leads

**How we will monitor progress:**

1. Progress against the actions identified below will be reviewed on a quarterly basis by the Council Workforce Strategy Group which includes senior representatives of all Directorates
2. Development and implementation of the Strategy for People is a key project in the Council's Improvement Programme and will be reviewed monthly
3. Success measures will be monitored on an annual basis, e.g. by monitoring the views of staff in the Staff Survey
4. Key projects will be discussed with trade unions and self-organised groups at the Corporate Joint Committee and the sub-group of the Corporate Equalities Group
5. Performance measures will be developed to enable a quantification of progress

draft