



HILLINGDON  
LONDON



# Children, Young People and Learning Policy Overview Committee

**Date:** WEDNESDAY 1 MARCH 2017

**Time:** 7.00 PM

**Venue:** COMMITTEE ROOM 3 - CIVIC CENTRE, HIGH STREET, UXBRIDGE UB8 1UW

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

## Councillors on the Committee

Jane Palmer, Chairman  
Nick Denys, Vice-Chairman  
Jem Duducu  
Dominic Gilham  
Becky Haggar  
Allan Kauffman  
John Oswell  
Jagjit Singh  
Jan Sweeting

## Other Voting Representative

Anthony Little, Roman Catholic Diocesan.

**Published:** Tuesday 21 February 2017

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# Terms of Reference

A central role of a Policy Overview Committees is to undertake in-depth policy reviews on specific issues. Reviews provide the opportunity to hear from members of the public and expert witnesses, including people from a wide range of external organisations. Reviews usually make recommendations to the Cabinet on how the Council could improve its work. They therefore perform an important role in opening up the policy-making process to a wider audience, including people who would not normally have the opportunity to participate.

This Committee undertakes the policy overview role in relation to the following matters:

- Education Services and statutory education authority functions
- School performance and attainment
- School Transport
- Relationships with Local Academies / Free Schools
- Pre-School & Early Years Services
- Youth Services & Careers Services
- Juvenile justice & probation services
- Adult Learning
- Education and learning partnerships
- Music & The Arts
- Social care services for children, young persons and children with special needs
- Adoption and Fostering
- Family Services

# Agenda

- 1 Apologies for Absence
- 2 Declarations of Interest in matters coming before the meeting
- 3 Matters notified in advance or urgent
- 4 To confirm that items of business marked Part 1 will be considered in public and that the items marked Part 2 will be considered in private
- 5 To agree the minutes of the meeting held on 11 January 2017 1 - 6
- 6 Children, Young People and Learning Policy Overview Committee - Major review of the local authority's current and future relationship with academies and free schools 7 - 20
- 7 Standards and Quality in Education in Hillingdon 2016/ 17 21 - 62
- 8 Cabinet Forward Plan 63 - 66
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## Minutes

### CHILDREN, YOUNG PEOPLE AND LEARNING POLICY OVERVIEW COMMITTEE

11 January 2017



Meeting held at Committee Room 6 - Civic Centre,  
High Street, Uxbridge UB8 1UW

	<p><b>Committee Members Present:</b> Councillors Jane Palmer (Chairman), Nick Denys (Vice-Chairman), Jazz Dhillon (In place of John Oswell), Dominic Gilham, Becky Haggar, Judy Kelly (In place of Jem Duducu), Jagjit Singh, Jan Sweeting and Tony Little</p> <p><b>LBH Officers Present:</b> Laurie Baker (Interim Head of School Improvement/Education Quality &amp; Strategy), Kate Boulter (Democratic Services Officer), Dan Kennedy (Head of Business Performance, Policy &amp; Standards), Peter Malewicz (Group Finance Manager), Tom Murphy (Head of Early Intervention Services) and Tony Zaman (Corporate Director Of Social Care)</p>
44.	<p><b>APOLOGIES FOR ABSENCE</b> (<i>Agenda Item 1</i>)</p> <p><b>RESOLVED:</b> To note that (1) apologies were received from Councillor Alan Kaufmann;</p> <p>(2) Councillor Jem Duducu would be substituted by Councillor Judy Kelly; and</p> <p>(3) Councillor John Oswell would be substituted by Councillor Jazz Dhillon.</p>
45.	<p><b>DECLARATIONS OF INTEREST IN MATTERS COMING BEFORE THE MEETING</b> (<i>Agenda Item 2</i>)</p> <p>No interests were declared.</p>
46.	<p><b>MATTERS NOTIFIED IN ADVANCE OR URGENT</b> (<i>Agenda Item 3</i>)</p> <p>None.</p>
47.	<p><b>TO CONFIRM THAT ITEMS OF BUSINESS MARKED PART 1 WILL BE CONSIDERED IN PUBLIC AND THAT THE ITEMS MARKED PART 2 WILL BE CONSIDERED IN PRIVATE</b> (<i>Agenda Item 4</i>)</p> <p>It was confirmed that all items were Part I and would be heard in public.</p>
48.	<p><b>TO AGREE THE MINUTES OF THE MEETING HELD ON 23 NOVEMBER 2016</b> (<i>Agenda Item 5</i>)</p> <p><b>RESOLVED:</b> That (1) the minutes of the meeting held on 23 November 2016 be confirmed as a correct record of the meeting; and</p> <p>(2) a Member wished it to be recorded that they considered the minutes to be "brilliant".</p>

49. **MAJOR REVIEW - WITNESS SESSION 2** (*Agenda Item 6*)

The Chairman welcomed the witnesses representing Hillingdon schools' executive committees. It was noted that six executive committees had been invited:

- Primary Forum Executive
- Hillingdon Association of Secondary Headteachers Executive
- Schools Forum
- Schools Strategic Partnership Board
- Governor Executive Committee
- Regional Schools Commissioner

Of these, only the Regional Schools Commissioner had not been able to send a representative.

The terms of reference of the executive committees had been circulated to Members with the agenda.

Witness 1 - Representing Primary Forum Executive: Manjit Bringan (Chair of the PFE) and Veronica Shepherd (Member of PFE)

The following points were made by Manjit Bringan and Veronica Shepherd during their presentation and in response to questions from members of the Committee:

- The focus of the PFE was to get the best outcomes for all children, regardless of the type of school they attended. In general, parents did not understand the different school types.
- Headteachers of maintained schools considering conversion questioned "what's in it for us?" and were looking at whether they needed to formalise partnerships with other schools.
- Headteachers of academies represented on the PFE felt the relationship with the local authority (LA) was not as positive as it could be and would like the relationship to be closer. They used most of the services provided by the local authority, and considered Children's Centres, LADO and Safeguarding to be the most useful. They would like the relationship with the LA to be more than a statutory one. The greatest challenge they identified going forward was the financial constraints that all public sector organisations would be suffering.
- PFE members acknowledged that it was difficult for the LA to develop a strategy for supporting conversion when government policy changed and funding arrangements were unclear.

Witness 2 - Representing Hillingdon Association of Secondary Headteachers Executive: Kim Rowe (Chair of HASH)

The following points were made by Kim Rowe during his presentation and in response to questions from members of the Committee:

- 20 of the 22 secondary schools in the Borough were academies.
- There was a lot of interaction between HASH members and the LA. HASH described the current relationship between academies and the LA as "positive but arm's length". It acknowledged that the LA provided both statutory and non-statutory support that was vital to schools.

- As the LA's role in schools had diminished as a result of the government's academisation agenda, the Borough's secondary schools had become more collaborative. Working jointly, schools and the LA had developed innovation and improvement networks and tended to exchange expertise and experience rather than draw upon the LAs school improvement work. The level of support and challenge provided by the LA to HASH members was limited, which HASH felt was also due to all the schools being OFSTED good or outstanding.
- HASH concurred with the PFE's view that any school's primary consideration was the children it taught.
- Maintained schools needed support from the LA to convert. Some maintained schools perceived academisation as the school being 'taken over'.

Witness 3 - Representing Schools Forum: Jim Edgecombe (Chair of Schools Forum) and Phil Haigh (Deputy Chair of Schools Forum)

The following points were made by Jim Edgecombe and Phil Haigh during their presentation and in response to questions from members of the Committee:

- The Schools Forum was a statutory body which was mainly concerned with financial matters. Its members were from all sectors, with roughly half being from academy schools. There was no difference in the way different school types were treated.
- The LA had a duty to look after all children irrespective of their school type. It should be remembered that many of the children taught in Hillingdon's schools were not Hillingdon residents.
- A proliferation of free schools would have an impact on school place planning.

Witness 4 - Representing Schools Strategic Partnership Board: Andrew Wilcock (Member of the SSPB)

The following points were made by Andrew Wilcock during his presentation and in response to questions from members of the Committee:

- The SSPB described the relationship between academies and the LA as "a cordial partnership".
- The SSPB worked closely with the LA's school improvement team to support schools that were at risk and seeking improvement. No distinction was made between academies and maintained schools.
- There was significant partnership between the LA and schools which was not always recognised.
- The main issue facing schools was a lack of secure funding.
- If a school chose to become a grammar school, it would impact on all other schools.

Witness 5 - Representing Governor Executive Committee: Jo Palmer (Chair of Governor Executive Committee) and Graham Wells (Member of Governor Executive Committee)

The following points were made by Jo Palmer and Graham Wells during their presentation and in response to questions from members of the Committee:

- Some academy chains were working well but it was necessary to be clear where

responsibility lay for identifying and dealing with failing academies. Regardless of school type, the LA should be able to step in if concerns were raised about a school.

- School improvement was very important to ensure best outcomes were achieved for children.
- Schools converting to academy status should do so for the right reasons, because they want to. Some schools may choose never to convert.
- It was essential that governors were trained in their roles, as effective governance was key to a school's success. Members stated they would be interested to know which school governors attended training sessions to see if there was a correlation between academy, free school and maintained school governors.

The Chairman thanked all the witnesses for their valuable insights and advised that a copy of the final report would be available on the Council's website after the major review had concluded.

**RESOLVED:** That (1) the witness sessions be noted and recorded for collating into the Major Review Draft Report;

(2) the representatives of the Governor Executive Committee be requested to send information on governor training attendance to the Clerk to the Committee;

(3) it be noted that a questionnaire would be sent to headteachers seeking their views, and a representative cross section of headteachers would be invited to attend the third and final witness session, on 14 February 2017.

50. **BUDGET PROPOSALS REPORT** (*Agenda Item 7*)

The Committee considered a report on the draft revenue budget and capital programme of the Children, Young People and Learning Services for 2017/18, along with indicative projections for the following four years. The proposals had been considered by Cabinet on 15 December 2015 and were under consultation. The Cabinet would consider the budget proposals again on 16 February 2017 and the report would include comments from the Policy Overview Committees. Following that meeting of Cabinet, full Council would meet on 23 February 2017 to agree the budgets and Council Tax for 2017/18.

Members were reminded that the report set out the headline draft proposals, which were under consultation. Where savings to existing services were proposed, alternative service delivery models would be worked up and impact assessed before Council confirmed the budget.

It was reported that:

- The Council had entered into a multi-year settlement which would require the Council to find savings of at least £15million per year. However, the Council still received a number of external grants, which could be reduced and therefore could have an even further impact on the budget. The consultation was on a tough financial settlement with significant challenges.
- The majority of the senior management team for Children's Services had been appointed.
- Recruitment of social workers was still a significant national challenge, although there had been successful recruitment campaigns in South Africa with a plan to change focus to Canada. The cost of agency staff continued to increase and direct



recruitment would produce savings.

- The Council had improved its predictions for the number of children coming into the system. Numbers has stabilised and reduced slightly.
- There were approximately 100 unaccompanied asylum seeking children in the Borough and these numbers were increasing slightly. Hillingdon had taken children from Calais. London was above the government's National Transfer Agreement cap and should not take any more children, but in practice this was not happening.
- The Council was looking at recruiting in-house foster carers which cost around half the cost of using agency carers.
- The pupil population had gone up by around 850. One primary school was seeking to convert to an academy. The Borough had a healthy mix of school types with some more successful than others.
- The Council would be implementing the government's increased early years childcare of 30 hours per week and had been allocated £3 million to support this.
- The national funding formula was being introduced in April 2018. Some schools stood to lose significant funding, although overall it appeared that Hillingdon would benefit.
- The Council had received further information that day on School Improvement Grants. The Council was currently consulting schools on a number of proposals within a very short timescale on the cessation of the Education Services Grant (ESG).
- From 1 September 2017, the ESG would cease. The Council currently received in excess of £2.5 million. The finance model was complex and would have an impact on Council and school funding.
- An area review of adult learning and further education colleges was taking place. The main focus was on Further Education Colleges, where a number of colleges would be taken over and supported by other colleges.
- A review of the Adult and Community Learning Fees identified that Hillingdon's charge rate was significantly below the benchmark and that there was a proposal to increase them from the start of the 2017/18 academic year to bring Hillingdon into line with other LAs.
- There were three areas of risk and contingency: £1.6 million for asylum seekers; £5.2 million for Looked After Children; and £277K for agency staff.
- There was nothing specifically for Children and Social Care in the capital programme. However, the Council remained committed to significant school expansion and £89 million would be spent on this over the period of the capital programme, of which the Council would receive £26 million in grant funding, with the remainder having to be funded by taxpayers.
- The free school agenda could be very positive for the Council, as the Council would not be required to fund the school building costs.

The following points were made by Members during discussion:

- Members had received emails from residents concerned about the proposed savings for Children's Centres and whether this would mean service reduction.
- The proposals were still under consultation and all residents were encouraged to put forward their views.

It was moved and seconded that the Committee's support of the budget proposals be noted and recommended to Cabinet. Having been put to a vote, this was agreed.

Mr Anthony Little wished it to be noted that he had abstained from voting.

	<p>The Labour Members wished the following statement to be recorded:</p> <p>"The Labour Group on the CYP&amp;L POC does not support the budget for 2017/18 as presented at the POC on 11 January 2017. We believe that the cuts to the budget, including those affecting Children's Centres in Hillingdon, will mean a reduction in services, activities and programmes which these Centres now offer. We further believe that the CYP&amp;L POC has been presented with no evidence to confirm that the cuts will not result in a diminution of the excellent support which these Centres now offer to some of our youngest and most vulnerable residents as well as evidence to confirm that the other 'savings' will not mean a dilution of some vital services".</p> <p><b>RESOLVED:</b> That (1) the Committee's support of the budget proposals, and the comments contained within these minutes, be forwarded to Cabinet.</p>
51.	<p><b>CABINET FORWARD PLAN</b> (<i>Agenda Item 8</i>)</p> <p><b>RESOLVED:</b> That the Cabinet Forward Plan be noted.</p>
52.	<p><b>WORK PROGRAMME</b> (<i>Agenda Item 9</i>)</p> <p>The Committee considered its Work Programme for the remainder of the 2016/17 Municipal Year. Members observed that the agenda for the 14 February 2017 meeting looked very full, given that the meeting would also include the third witness session for the major review.</p> <p><b>RESOLVED:</b> That (1) the work programme be noted;</p> <p>(2) officers, in consultation with the Chairman, identify agenda items to move from the meeting on 14 February 2017 to later meetings in the Municipal Year.</p>
	<p>The meeting, which commenced at 7.00 pm, closed at 8.54 pm.</p>

These are the minutes of the above meeting. For more information on any of the resolutions please contact Kate Boulter on 01895 556454. Circulation of these minutes is to Councillors, Officers, the Press and Members of the Public.

# Agenda Item 6

## **Children, Young People and Learning Policy Overview Committee - Major review of the local authority's current and future relationship with academies and free schools**

**Contact Officers:** Anisha Teji  
**Telephone:** 01895 277655

### **REASON FOR ITEM**

The first witness session for the Committee's review into the local authority's current and future relationship with academies and free schools took place on 23 November 2016, and a summary of the matters discussed can be found in the minutes of that meeting. The second witness session took place on 11 January 2017, and a summary of the matters discussed can be found in the minutes of that meeting.

This meeting, on 1 March 2017, will include the third witness session. It is proposed that the Committee will hear from witnesses from a representative cross section of head teachers across the Borough to help in the Committee's review into the local authority's current and future relationship with academies and free schools.

### **OPTIONS OPEN TO THE COMMITTEE**

**The Committee is asked to consider the evidence given by the witnesses, together with further information provided by officers**

### **INFORMATION**

1. At the meeting on 19 October 2016, Members were provided with the scoping report for the review (Appendix 1) and background information on the reasons for the review.
2. At the meeting on 23 November 2016, the first witness session took place and the Committee heard from a number of witnesses to provide an overview of the Council's current position. These witnesses included the Cabinet Member for Education and Children's Services, the Head of School Improvement/Education Quality and Strategy, Finance Manager, Children and Young People, School Placement and Admissions Team Manager and the Head of Disability Services.
3. At the meeting on 11 January 2017, the second witness session took place and the Committee heard from representatives from School Forum, Schools' Strategic Partnership Board and Governor Executive Committee.
4. For the third witness session, a questionnaire was sent out to head teachers to obtain their view on The Council's current and future relationship with academies and free schools. The questionnaire also asked head teachers to provide confirmation as to whether they would be able to attend the meeting on 1 March

2016. At the time of writing, it is not yet been confirmed whether any representatives will be attending.

### **Papers with Report**

Appendix A - Scoping report



# Children, Young People and Learning Policy Overview & Scrutiny Committee Review Scoping Report

**Major review of the local authority's current and future relationship with  
academies and free schools**

## **1. REVIEW OBJECTIVES**

### **Aim and background to this review**

National education policy, as outlined in the White Paper 'Educational Excellence Everywhere' published in March 2016, laid out a clear direction of travel for all schools with the Government's ambition being for all schools to cease to be maintained by Local Authorities (LAs) and become academies by 2020 or sooner. Although recent changes in Government have marked an easing of the pace of conversion, the Government continues to promote this ambition and recent months have seen the merging of the Department for Education's (DfE) Education Funding Agency (EFA) with the resources of the Regional Schools Commissioner's office.

In light of this significant change to the national landscape in education and the associated reduction in funding for Councils to use to support schools in their local area, Members have expressed interest in exploring the Council's current relationship with schools in Hillingdon who already have academy/free school status and in considering how these relationships may evolve to include maintained schools who may be considering academy conversion in the short or medium-term. It is noted that it is possible that there will be a national transition period of up to four years before all schools choose or are directed to convert to academy status.

The aim of this review is to present Members with a picture of the Council's current roles, responsibilities and relationships with local standalone and multi-academy trust (MATs). As part of this process, the review will explore the changing relationship of the Council with all schools as the academy agenda gains momentum and should clarify the Council's strategy for supporting maintained schools who may choose to convert to academy status in the short and medium-term alongside those maintained schools who have not yet made decisions about conversion.

The review should allow Members to ensure that the proposed and reduced statutory education function at local government level from September 2017 is able to operate efficiently and effectively, making best use of reduced resources whilst ensuring that the Council is able to continue to champion high standards of education for all residents and for the most vulnerable learners in the borough whether they are educated in academy, free or maintained settings.

### **Terms of Reference**

1. To gain a comprehensive understanding of the national and local academy agenda.
2. To explore the Council's current relationship with academies in the borough.
3. To investigate the measures that the Council currently has in place to support conversion to academy status.
4. To ensure that the Council's vision for academy schools is clear, aligns with the Council's wider strategic plans and is in the best interests of residents and providers of education.
5. To review the shape of Council's current and future relationship with schools and to provide practical recommendations that ensure that Council resources are used effectively during and after the national education transition period.

It is noted that the academy agenda presents a major shift in the way that schools are governed and led and, therefore, on the expectations of Councils. The changing relationship of LAs with their schools presents an opportunity for Councils to redesign or repackage their services to schools or to reshape their provision of a number of education services. This Committee's Terms of Reference include education services, school performance and attainment and wider education and learning partnerships. This means that this Committee has a key role in providing direction and recommendations for the effective delivery of the Council's statutory duties around education.

## **2. INFORMATION AND ANALYSIS**

The London Borough of Hillingdon has 104 state-funded schools. Of these, 47 (45%) are academy/free schools and 57 (55%) are currently maintained by the Council. Of the 47 academy/free schools, three are registered as free schools including one specialist

provider. There have recently been three additional free schools approved in the borough. Two of these are mainstream secondary settings and one a special education provider.

The largest majority of academies are in the secondary sector with 20 settings holding academy status and, in most cases, having converted as standalone academies some time ago. In 4 of these cases, standalone academies have well-established MAT status and are now responsible for outcomes in other local schools. Currently a number of single-school secondary academies are actively exploring or have applied for MAT status and it is anticipated that these schools will extend their reach in the next year.

In the primary sector, 52 of the 72 primary schools in the borough are currently maintained settings with the largest majority of primary academies (20 in total) sitting within a local MAT.

The table below shows a breakdown of schools by type and their current inspection grades (correct as of September 2016). It should be noted that, in line with Ofsted protocols for new schools or those who have recently converted to academy status, 7 schools have yet to be inspected. It is also noted that 1 maintained primary school is currently in the process of converting under a new Directed Academy Order.

Type of School	No. with current judgement *	% Outstanding	No. Outstanding	% Good	No. Good	% Requiring Improvement	No. Requiring Improvement	% Inadequate	No. Inadequate
<b>Primary All</b>	<b>69 (of 72)</b>	<b>17.4</b>	<b>12</b>	<b>69.6</b>	<b>48</b>	<b>11.6</b>	<b>8</b>	<b>1.4</b>	<b>1</b>
Academy	17 (of 20)	11.8	2	58.8	10	29.4	5	0	0
Maintained	52	19.2	10	73	38	5.8	3	2	1
<b>Secondary All</b>	<b>19 (of 22)</b>	<b>26.3</b>	<b>5</b>	<b>52.6</b>	<b>10</b>	<b>15.8</b>	<b>3</b>	<b>5.3</b>	<b>1</b>
Academy	17 (of 20)	29	5	53	9	12	2	6	1
Maintained	2		0	50	1	50	1	0	0
<b>Special All</b>	<b>9 (of 10 )</b>	<b>33.3</b>	<b>3</b>	<b>44.4</b>	<b>4</b>	<b>22.2</b>	<b>2</b>	<b>0</b>	<b>0</b>
Academy	6 (of 7)	33.3	2	33.3	2	33.3	2	0	0
Maintained	3	33.3	1	66.3	2	0	0	0	0

<b>All Schools in Hillingdon</b>	<b>97 (of 104) *new schools without a judgement</b>	<b>21.00%</b>	<b>20</b>	<b>64.00%</b>	<b>62</b>	<b>13.00%</b>	<b>13</b>	<b>2.00%</b>	<b>2</b>
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The DfE is clear that the establishment of MATs is key to providing effective system-leadership in education and that school-to-school support and improvement models delivered within the MAT structure is central to securing more good school places across the country.

It is noted that the large, national academy chains have not yet established themselves in the borough and that, presently, the MATs operating within Hillingdon are local in nature with some cross-border presence.

The table below outlines the shape of the MATs that currently operate within the borough:

MAT	No. of schools
The Rosedale Hewens Academy Trust	7
LDBS Frays Academy Trust	4
Park Federation Academy Trust, The	3
Elliot Foundation Academies Trust, The	3
QED Academy Trust	3
Eden Academy, The	3
Vyners Learning Trust	2
Orchard Hill College Academy Trust	2
Barnhill Partnership Trust, The	2
Willows School Academy Trust, The	1
Uxbridge High School Academy Trust	1
Diocese of Westminster Academy Trust, The	1
Ruislip High School	1
Bishop Ramsey Church of England School	1 (+ 1 free school confirmed)
Swakeleys School for Girls	1
Bishopshalt School	1



Haydon School	1
Charville Primary School Academy Trust	1
Harefield Academy Trust	1
Heathrow Aviation Engineering UTC	1

The local landscape means that there are 57 maintained school settings in the borough who may be in scope for academy conversion. At this stage, the Governing Bodies and school leaders of these schools are engaged in exploration of their future status with a varied picture in terms of definite decisions and timescales. This term, the Council's School Improvement Team has undertaken an academy exploration survey with maintained school Chairs of Governors to gain a picture of the progress that schools are making. To date, 22 Chairs of Governors have responded to the survey with the largest majority of these schools in the early stages of exploring this agenda. In order to support schools with this process, the School Improvement Team, in partnership with the Schools' Strategic Partnership Board (SSPB), is planning Academy Conversion Information Events for maintained schools.

## **Key Information**

### **School Improvement and the local Academy sector**

The Council does not provide a traded service via a Service Level Agreement for school improvement for academies. However, during the past two years particularly, the Council's education teams have developed stronger links with the academy sector in Hillingdon. The establishment of the SSPB as the central steering group for school improvement allows for the views of all Head Teachers including those in MATs to be represented at a strategic level. Recommendations made at SSPB are informed by links with each of the important education executive groups across the borough including the Primary Forum, Hillingdon's Association of Secondary Head Teachers and the Governors Executive Committee. SSPB recommendations should be fed into Schools Forum discussions and decisions and, in line with statutory guidance relating to Schools Fora, the views of academy schools are equally represented. The Hillingdon Schools Improvement Plan 2015 - 18 outlines the Council's commitment to championing high quality education for all learners in the borough regardless of where they are educated. In line with this approach the Council currently provides a range of education support functions to academies in Hillingdon at no cost. These include:

- General education improvement advice and guidance including ad hoc email/telephone school improvement advice
- Bi-monthly Head Teacher's Briefings and centralised Head Teachers Termly updates

- New Head Teachers to Hillingdon orientation event / induction
- Assessment and moderation training including the provision of statutory moderation services
- Additional improvement events and coordination capacity for borough-wide improvement conferences and networks
- School-specific performance data reports and support from the Business Performance Team

In addition, the Council's oversight of standards of performance in all schools in the borough means that academy schools are included in the internal 'Schools At Risk Register'. The support and challenge role that the Council has in relation to maintained settings only is provided through the allocation of dedicated School Improvement Link advisory support. This resource is limited and is not provided for academy/free schools. Where concerns arise regarding standards within these settings, the Council's School Improvement Team follows DfE guidance by engaging swiftly with the Regional Schools Commissioner's office and, where necessary, Ofsted partners to highlight these concerns. Where concerns are raised with the Council regarding non-regulated safeguarding notifications, systemic questions, complaints about academy trusts or information related to Members Enquiries, the School Improvement Team will link with individual academy Head Teachers or MATs to gather information and pass this onto partners as required.

The significant brokerage role that the Council has in relation to linking schools together for improvement purposes is supported by the provision of school-to-school support from a wide range of schools including academies. The Council has negotiated intensive support packages for schools at risk which have been provided by local academy schools or MATs. These include the chairing of Interim Executive Boards, brokerage of National Leader in Education support where additional school support is provided by teachers from an academy trust and bespoke pre- and post-inspection leadership packages for high risk schools.

It should be noted that MATs and academy Head Teachers are not duty bound to engage with school improvement services from LAs. In Hillingdon, most single academies and trusts engage positively with the School Improvement Team and associated services.

### **Wider Education Services provided to academies by the Council**

The Council offers some services to academies via Service Level Agreements. Engagement with these services is variable with some larger trusts using internal models of support. It should be noted that all but one academy in the borough uses the Service Level Agreement with the Participation Key-Working Service. Services currently on offer via Service Level Agreements include the following, which are subject to review:

- Schools Finance (very occasional ad-hoc requests)
- Learning & Development

- Health & Safety
- Schools Library Service
- Participation Key Work Service

In addition, the Council fulfils its statutory duties to all schools including academies through the provision of a range of universal services including All Age and Disability Services including Special Educational Needs (SEN) and liaison with the School Placement and Admissions Team which involves the placement of in-year admissions. Some additional services are provided to academies through enhanced funding agreed by Schools Forum from the centrally-retained Dedicated Schools Grant (DSG). These include:

- Educational Psychology Services
- Procurement
- Early Years Advisory Service
- Family Information Service
- SEN - Inclusion Team
- SEN - Early Support/Portage
- SEN - Sensory Needs
- School Courier
- LADO/Child Protection/Domestic Violence Officers

## **Responsibilities**

The following Council service areas may be required to provide input to this review:

- School Improvement Team
- Wider education services including Admissions and School Place Planning
- Council Finance Team inc Schools Finance
- Legal Team

## **Connected activity**

The SSPB has recently proposed a review of governance arrangements for school improvement to support the borough's transition into a new landscape of school support. If approved, this report should be available early in 2017.

## **Current intelligence, best practice and research**

Prior to the publication of the White Paper and in line with the Government's clear commitment to the academy agenda for all schools, many LAs have been working with schools to explore different shapes, paces and models of school governance, leadership and improvement. It is generally accepted that school-to-school support provides an effective model of improvement for most schools and that facilitating the collaboration of high-quality school leaders results in improved outcomes for children and young people. Building capacity in the school-led improvement community is critical to the success of this

model and the Government has invested in the creation of Teaching Schools alongside the development of oversight functions through the Regional Schools Commissioner's office.

Historically, in Hillingdon the freedom for good or outstanding maintained schools to convert to academies has resulted in a number of settings opting to move away from LA control. A number of these schools have developed into MATs and offer trust-specific models of governance and support to their families of schools. It should be noted that there have not been any academy conversions in the borough since 1 September 2015.

Across the country, the engagement of academies with Councils is variable although anecdotal evidence suggests that smaller academy chains have tended to retain stronger links with LAs than larger chains. In addition, across the London Councils region there is a diverse approach to academy conversion, ranging from blanket direction for all schools to convert by a given date to a longer-term commitment to school improvement functions for maintained schools.

Most LAs provide or signpost academies in the area to school support services. Some LAs, including a number of London boroughs, have well-established traded services with their academies and, in some cases, these commercial relationships have evolved into the development of arms-length partnerships or trusts with links into a Council as required. In some cases, these partnerships have been established within a local Teaching School structure or via an outsourced provider.

The DfE is developing some triggers for mass-scale academy conversion which should be available later this year. These triggers, based upon LA performance and viability will be used to decide which Councils will be directed to proceed to full academy conversion. In addition, the withdrawal of the Education Services Grant funding from April 2017 onwards will mean that many Councils will be required to make timely decisions about their capacity to provide support services to those schools who may not have chosen academy conversion in the shorter-term.

In some areas, LAs have been approached by groups of maintained schools who are keen to explore the establishment of Council-supported MATs or co-operatives. DfE guidance indicates that consideration of these multi-academy trusts will be predicated on no more than a 49% LA influence on the Boards that form the trust and that, in line with all applications to form MATs, there will be a requirement for the trust to demonstrate a proven ability to raise and sustain high standards. A recent survey of 47 LAs has indicated that more than a third of these LAs are beginning to explore this option with their maintained schools.

For all Councils, supporting maintained schools who wish to convert into academy status may bring capacity challenges. The national withdrawal of funding and duties around school improvement and wider education services may reduce the Council's capacity to coordinate discussions with school leaders and national partners and there may be additional capital assets, legal and finance pressures on Councils as schools convert.

## **Further information**

Educational Excellence Everywhere white paper March 2016 -

<https://www.gov.uk/government/publications/educational-excellence-everywhere>

Oversight and monitoring of academies January 2015 (annex 3)

Re-imagining the role of councils in supporting London's schools (annex 4)

LGA response to education white paper (annex 5)

[http://www.local.gov.uk/children-and-young-people/-/journal\\_content/56/10180/7751981/NEWS](http://www.local.gov.uk/children-and-young-people/-/journal_content/56/10180/7751981/NEWS)

LGA councils call for oversight of academy finance (annex 6)

[http://www.local.gov.uk/children-and-young-people/-/journal\\_content/56/10180/7936318/NEWS](http://www.local.gov.uk/children-and-young-people/-/journal_content/56/10180/7936318/NEWS)

## **3. EVIDENCE & ENQUIRY**

Members may wish to explore the current shape of the Council's relationship with academies through engagement with Council service area leads and representatives from both the academy/free school and maintained school sectors including governors. Witness sessions and written reports may be the most effective way of gathering this information. In addition, surveys designed to capture the views of all schools can be used to provide responses from a wider range of schools.

Witnesses may include:

- Council Senior Finance officers
- Council Senior Education officers from a range of services including but not limited to Safeguarding, Admissions, Early Intervention & Prevention Services, School Improvement, SEN
- A range of multi-academy trust Chief Executives
- Maintained school Head Teachers covering the full range of opinion
- Representatives from the range of executive committees for schools including SSPB, The Primary Forum Executive, The Hillingdon Association of Secondary Head Teachers and the Governors' Executive Committee

### **Key information required**

It is proposed that some or all of the following information will be required to enable the Committee to undertake an effective review:

- Feedback from academy leaders
- Feedback from maintained school leaders
- Academy risk analysis information from the Council Finance Team and other services
- Input from additional Council services engaging with academies
- London Councils advice

### **Lines of enquiry**

The following provide examples of some questions that Members may wish to ask Witnesses taking part in the review:

- What is the current relationship between the Council and academies?
- How effective are the Council's arrangements for supporting and challenging the education of Hillingdon's children and young people in academy schools?
- How does the performance of academy and maintained schools in Hillingdon compare?
- Are the Council's current arrangements for engaging with academies in the best interests of the Council as a whole, its children and wider residents?
- What are the implications for the Council of an all schools conversion in the short, medium and longer-term?
- How best should the Council support schools in a national transition period?
- What role, if any, should the Council have in promoting local and national academy trusts?

## **4. REVIEW PLANNING & ASSESSMENT**

<b>Meeting Date</b>	<b>Action</b>	<b>Purpose / Outcome</b>
TBC	Agree Scoping Report	Information and analysis
TBC	Witness Session 1	Evidence & enquiry
TBC	Witness Session 2	Evidence & enquiry
TBC	Draft Final Report	Proposals – agree recommendations and final draft report
TBC	Cabinet - Consider Final Report	Agree recommendations and final report
TBC	Monitoring of implementation of recommendations	

\* Specific meetings can be shortened or extended to suit the review topic and needs of the Committee

## **Resource requirements**

- Independent review of school improvement governance and strategic committees relating to the national transition period in education
- Detailed survey of school conversion timescales
- LA viability triggers review to include Council finance modelling following withdrawal of ESG funding from April 2017.

## **Equalities impact**

As the measures outlined in the White Paper translate into practice it is expected that the role of Councils with regard to education will move away from the promotion, monitoring and support of high-quality education standards. The pace of this move will be dependent on the speed of all-school conversion to academy status. However, the Council is likely to retain its role as a champion for the most vulnerable young people in its area including those with SEN and/or a disability and those facing disadvantage. In addition, the Council is likely to retain responsibility for School Place Planning, aspects of Admissions and quality outcomes for all children for whom it has a corporate parenting responsibility. The Council may consider access to good or outstanding school places in both academy and maintained schools as key to ensuring an equitable educational offer for Hillingdon's learners. It is noted that closing attainment gaps is central to school improvement. The Hillingdon School Improvement Plan 2015-18 refers to the Council and school community working together to demonstrate 'that we are closing the gap rapidly for young people from our most vulnerable groups (including those who are disadvantaged...)'. The Ofsted framework for inspection of LA school improvement services states that one criterion used to decide whether to inspect is 'where pupils eligible for the pupil premium achieve less well than pupils not eligible for the pupil premium nationally'. Additionally and as a key element of risk assessment under the new common inspection framework, Ofsted uses the analysis of gap data, alongside a range of other measures, to determine intervals between inspection and to confirm lines of enquiry.

## **5. ANNEXES**

- Annex 1 - Hillingdon School Improvement Plan
- Annex 2 - Schools' Strategic Partnership Board Terms of Reference
- Annex 3 - Oversight and monitoring of academies January 2015
- Annex 4 - Re-imaging the role of councils in supporting London's schools
- Annex 5 - LGA response to education white paper

Annex 6 - LGA councils call for oversight of academy finance

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## **STANDARDS AND QUALITY IN EDUCATION IN HILLINGDON 2015/2016**

**Contact officer:** Dan Kennedy  
**Telephone:** 01895 250495

### **REASON FOR ITEM**

This report provides Members with an overview of the standard and quality of education across Hillingdon schools for local residents. The report focuses on attainment and achievement for the academic year 2015/16. To ensure standards continue to rise, the report identifies further areas for action with schools.

### **OPTIONS OPEN TO THE COMMITTEE**

- To ask officers and / or schools any questions arising from this report.
- To note the information provided in the report.

### **INFORMATION**

This report presents to the Committee the education standards and quality in Hillingdon schools for 2015/16.

Cabinet considered the education standards and quality report on 26 January 2017. Cabinet Members welcomed the improvement in the number of good and / or outstanding schools in the Borough, but also raised concerns over secondary school performance, in particular Stockley Academy, where the Council had raised the school's performance directly with the Regional Schools Commissioner and at a Ministerial level.

The following paper is attached with this report: Appendix 1 - Children looked after data.

### **SUGGESTED COMMITTEE ACTIVITY**

- § To seek clarification of the information contained in the report.
- § To note the information provided in the report.

### **BACKGROUND PAPERS**

Nil

## Summary

The main findings from the review of schools performance for the academic year 2015/16 are that:

- Within the early years and primary phases, overall attainment using both the new and the maintained performance measures has risen with all of the key indicators demonstrating outcomes and progress that are at least as good as and, in many cases, significantly better than national averages. It should be noted that results in some key areas are now in line with or better than London averages which demonstrates improvement when compared to previous years.
- Particular improvement is noted in the early years' sector which has improved from a historically lower starting point and is now performing above the national average.
- Within the secondary phase, overall attainment using the new performance and progress measures has improved for most of the key indicators and is above the national comparators although it remains below the London averages. Key Stage 5 outcomes remain a concern in the secondary phase.
- Hillingdon's Ofsted inspection data demonstrate an overall improvement in 2015/16 when compared with previous years with 87% of schools now judged good or better.
- It is of concern that two schools in the Borough are judged by Ofsted as 'inadequate'. The Council is undertaking the necessary challenge to expedite improvement in these two schools and to challenge other schools which need to continue to improve.

The remainder of the report provides further information about the outcomes achieved at the different education stages and contains additional appendices and data.

## Putting Our Residents First - Raising Standards in Education

- Putting residents first is central to the work of Hillingdon Council. This includes fulfilling its duty to ensure that its education functions are discharged with a view to promoting high standards; ensuring fair access to opportunity for education and learning, and promoting the fulfilment of learning potential.
- Within a landscape of significant national change in education the Council continues to recognise that access to the very best education opportunities in high-quality schools and settings will ensure that Hillingdon remains a popular and desirable place of choice for families.
- Hillingdon Council has delivered a significant primary school places expansion programme to meet the rising demand for school places and more recently has commenced a programme to expand the provision of secondary school places, including a new building for Northwood School. This investment by the Local Authority in new and modern education buildings and facilities is providing the high quality learning environment that children need in Hillingdon for the best start in life.
- The mixed economy of council maintained and academy/free schools in the borough mean that the Council acknowledges its increasingly dynamic role in securing the best

outcomes for children and young people educated in the borough. Working in partnership with autonomous school leaders, multi-academy trusts and other relevant responsible authorities ensures that the Council promotes high standards for all learners, no matter where they are educated.

- The Council accepts that it has an important role to play in promoting high standards for all learners and, in particular, those children, young people and adults vulnerable to underachievement, including those with special educational needs and/or disabilities and those from disadvantaged backgrounds. In order to undertake this role effectively, the Council uses its resources to monitor, support, challenge, and intervene in schools where concerns arise.

It does this by:

- Collating and analysing the performance of all publicly funded schools in Hillingdon to identify those at risk and those in need of additional support or intervention.
- Monitoring and challenging the performance of individual schools for all pupils, specific groups of pupils and individual pupils. This includes reviewing and challenging school improvement plans, personal educational plans for children looked after and monitoring the progress of these plans.
- Working effectively with services both within the Council and beyond to access support swiftly where concerns are noted or where opportunities for learners are not good enough.
- Undertaking a strategic brokerage role to allow schools in need to access appropriate support from other schools and national organisations.
- Where necessary, exercising formal powers of intervention against maintained schools and / or notifying the Regional Schools Commissioner of concerns in Academy schools in order to drive up standards.
- Building capacity within the schools-led improvement community in Hillingdon.

For Academies and Free Schools the Local Authority has limited powers to intervene but will, if necessary, refer concerns to the new Regional Schools Commissioner and/or the Secretary of State for Education.

### **Ofsted Inspections of Schools**

- During the academic year 2015/16 Ofsted launched the new inspection framework and rolled out the use of the 'short' (lighter touch) inspection for schools judged to be 'good'. During this period sixteen schools were inspected in Hillingdon. Of the sixteen, seven of these schools demonstrated an improvement in final inspection judgement, moving from 'Requiring Improvement' to 'Good' whilst six of the sixteen retained their previous inspection judgements. Three schools received a downgraded judgement and are subject to intensive intervention.

- Inspection data for 2014/15 showed that Hillingdon had a greater proportion of schools requiring improvement than the national average. Inspection data for 2015/16 shows that 87% of schools are now judged good or better. This represents a notable improvement when compared to 2014/15 and 2013/14 when 80% or less of schools in Hillingdon were judged good or better.
- The positive conversion of six maintained primary schools from Requiring Improvement to Good in 2015/16 is largely responsible for the improvement in standards and ensured that Hillingdon's Ofsted percentages ended the academic year with the overall percentages of schools in each category more closely in line with the England average inspection outcomes than in previous years.

## Summary of Schools in Hillingdon by Ofsted Judgement

Phase	Outstanding		Good		Requiring Improvement		Inadequate	
	National	LBH	National	LBH	National	LBH	National	LBH
<b>Primary</b>	19%	18%	71%	71%	9%	9%	1%	1%
<b>Secondary</b>	22%	26%	56%	53%	17%	16%	5%	5%
<b>TOTAL (all schools)</b>	21%	21%	68%	66%	10%	11%	2%	2%

Source: National data from Ofsted statistics September 2015 - August 2016 \*please note that the 'all school' national statistics have been rounded up by Ofsted and total to 101%.

## Monitoring and Challenging the Performance of Individual Schools

2015/16 was the second academic year of implementation of the Hillingdon Schools' Improvement Plan. The strategic plan, which was developed in partnership with the key education executive groups across the borough, underwent formal consultation with all schools and was endorsed by Cabinet in December 2015. The plan includes six central elements of monitoring, intervention and challenge within a broader framework of school-led improvement activity. This highly collaborative and school-driven approach ensures that school improvement activity in Hillingdon continues to mirror the national direction for school support and intervention, with a clear emphasis on the brokerage of support for underperforming schools from good and outstanding settings.

The strategic plan includes specific guidance for schools around the responsibilities of the Local Authority with regard to monitoring and intervening where schools are, or may be, at risk of underperformance. This includes processes for the risk assessment of schools who are not securely good or where standards are declining and associated intervention by officers is required to accelerate the use of the Council's formal powers and liaison with the authorities now responsible for academies, free schools and maintained schools in an Ofsted category.

As a consequence of the overall improved performance of schools in the borough during 2015/16, the Council identified a smaller group of schools in the borough whose data indicated that they could be at risk of underperformance and a decline in inspection outcomes against the new inspection schedule. Following the processes laid out in the Hillingdon School Improvement Plan, the School Improvement Team identified 20 schools at risk of underperformance in Hillingdon. Of this number, 10 of the schools were maintained by the Council and, accordingly, received intensive monitoring, challenge and support by officers including the brokerage of support from within the local school improvement community to facilitate improvement. In addition and where the schools identified as being at risk were academies/free schools for whom the Local Authority is not the legally responsible body, the Council acted swiftly to highlight concerns to the Regional Schools Commissioner and other relevant authorities.

During 2015/16 it was necessary for the Council to maintain or commence formal intervention action in five maintained schools where education standards were not considered to be improving rapidly enough. This approach resulted in challenge meetings between senior officers and school leaders, intensive brokering of support where required and the use of pre-warning and formal Warning Notices where required. During 2015/16, the positive conversion of seven schools to a 'good' judgement has resulted in the overall improvement of the quality of education received by children and young people in Hillingdon.

Having redefined the roles and responsibilities of the Local Authority during 2014/15, the priority for 2015/16 was for officers to work closely with the school-led Schools' Strategic Partnership Board to implement the new Hillingdon School Improvement Plan. This work led to the joint-delivery of a number of school improvement conferences throughout the year and the launch of a range of school-led improvement initiatives which have been made available to all schools in the borough. This approach has ensured that the council fulfils its duties with regard to acting as a champion of high standards of education for all young people in Hillingdon, whilst continuing to build capacity within the local school-led system and supporting the mixed community of maintained and academy/free schools that constitute the education landscape in Hillingdon.

### **Overview of School Performance in Hillingdon 2015/16**

*Please note that information about rankings refers to Hillingdon's performance against 10 DfE identified statistical neighbours and, wherever possible, indicates either an upward or downward trend compared with the previous academic year. These neighbours are Coventry, Milton Keynes, Merton, Slough, Hounslow, Redbridge, Ealing, Barnet, Sutton and Reading.*

#### **Foundation Stage**

#### **Private, Voluntary and Independent (PVI) Childcare Providers - Ofsted Outcomes**

- Private, voluntary and independent childcare settings in Hillingdon have continued to improve in 2015/16 and are now better than the national averages. This means that Hillingdon now provides significantly higher standards in care and learning than those provided nationally, with 96% of Hillingdon's providers rated as good or better.

<b>Table 2</b>		<b>Ofsted 2015/16</b>									
	<b>Summary (Good or better)</b>		<b>Outstanding</b>		<b>Good</b>		<b>Requires Improvement</b>		<b>Inadequate</b>		
	<b>National</b>	<b>LBH</b>	<b>National</b>	<b>LBH</b>	<b>National</b>	<b>LBH</b>	<b>National</b>	<b>LBH</b>	<b>National</b>	<b>LBH</b>	
<b>2014/15</b>	83%	88%	15%	12%	68%	76%	15%	12%	2%	0%	
<b>2015/16</b>	86%	96%	17%	18%	69%	78%	12%	3%	1%	0%	

### **Ofsted Childminder Outcomes**

- During 2015/16, 30 newly registered Childminders have been supported to enable them to meet the Local Authority criteria to offer funded educational places for two, three and four year old children. Further development is required to bring Hillingdon in line with national data and has informed the delivery of services from the Early Years Team for 2016/17
- It should be noted that Ofsted figures do not recognise that any registered childminders who do not have Early Years children on roll at the time of inspection receive a grade which falls into the requires improvement numbers.

<b>Table 3</b>		<b>Ofsted Outcomes from Childminder Inspections 2015/16</b>									
	<b>Summary (Good or better)</b>		<b>Outstanding</b>		<b>Good</b>		<b>Requires Improvement</b>		<b>Inadequate</b>		
	<b>National</b>	<b>LBH</b>	<b>National</b>	<b>LBH</b>	<b>National</b>	<b>LBH</b>	<b>National</b>	<b>LBH</b>	<b>National</b>	<b>LBH</b>	
<b>2014/15</b>	78%	79%	10%	8%	68%	71%	20%	18%	2%	3%	
<b>2015/16</b>	84%	83%	13%	12%	71%	71%	15%	10%	1%	2%	

### **Early Years Foundation Stage Profile Outcomes**

#### **Early Years Good Level of Development (GLD) 2015/16**

- 2015/16 data demonstrates that the percentage of Children achieving the Good Level of Development (GLD) in Hillingdon has improved at a greater rate than the national, all London and outer London averages. Hillingdon is now above the national percentage and less than one percent below the all London benchmark.
- In 2015/16 Hillingdon's GLD percentage is ranked 6<sup>th</sup> of 11, indicating an improving trend.

<b>Table 4</b>	<b>LBH</b>	<b>National</b>	<b>London all</b>	<b>London Outer</b>
<b>2015</b>	65.2%	66.3%	68.1%	68.3%
<b>2016</b>	70.3%	69.3%	71.2%	71.5%
<b>Difference</b>	+5.1	+3	+3.1	+3.2

<b>Table 5</b>	70.3%
<b>LBH Good Level of Development (GLD) 2016</b>	
<b>2016 National GLD</b>	69.3 % (LBH + 0.6)
<b>2016 London GLD</b>	71.2% (LBH - 0.9)
<b>2016 Outer London GLD</b>	71.5% (LBH - 1.2)

### **Early Years Key Subjects Outcomes 2015/16**

- Overall, Hillingdon's performance for the seven key subjects shows an improvement across all areas. The borough is now broadly in line with national outcomes in all of the Early Years areas of learning and development and is closing the gap with the all London outcomes. In 2015/16 the exception is Mathematics where outcomes are significantly below the all London average.
- In response to 2014/15 data, targeted support resources from the council's Early Years Team was directed at improving children's attainment within the Communication and Language and Personal, Social and Emotional Development areas. It is positive to note the significant improvement in these key areas in 2015/16.
- Analysis of specific Early Learning Goals (ELGs) in 2015/16 show that Hillingdon has seen an increase in attainment in each ELG and that they are now in line with that found nationally with overall levels of development demonstrating significant gains when compared to the previous academic year. Notably strong performance was seen in Reading and Writing, where outcomes are now above national and London averages by 2.5 and 2% respectively. Using Media and Materials remains at 2.5% above national levels. Performance in the areas of Speaking and in Managing Feelings and Behaviour were targeted areas for improvement this year. In 2016 both of these ELGs saw a 3% increase in Hillingdon, bringing them in line with national outcomes for these ELGs.
- With regard to the ELG for Numbers (within Mathematics), Hillingdon is broadly in line with national outcomes but there is a gap of 2.1% and 2.7% compared with all London and Outer London and this will be a focus area for 2016/17.
- With regard to gender, boys in Hillingdon are broadly in line with boys nationally in the prime areas of learning, but are below the all London outcomes in Personal, Social and Emotional Development and in Communication and Language. Girls in Hillingdon are in line with girls nationally and within London.

- Hillingdon boys are above national outcomes in Literacy by 0.8% but are 1.6% below national outcomes in Maths. The gap between Hillingdon boys and London boys in Maths widens to 3.3%. This has impacted upon Hillingdon boys' attainment of the GLD with Hillingdon boys achieving 2.8% less than London boys. Hillingdon girls are 1.6% above girls nationally in Literacy and broadly in line with London outcomes. Similarly in the GLD, Hillingdon girls are above national and in line with London outcomes. In Maths, girls in Hillingdon are marginally below national outcomes by 0.7% and the difference increases to 1.4% with London outcomes.
- In 2016 for the GLD, girls in Hillingdon have significantly improved and are now performing above national averages, an increase of 7% attainment of the GLD. By comparison, Hillingdon's boys have only seen a 2% increase in attainment of the GLD and this has widened the gender gap in Hillingdon by 5% to 15.7%. This will be an area of focus for 2016/17.
- When considering children with English as an Additional Language (EAL) the attainment gap has closed by 3% from 2015, and there is now only a 2% attainment difference between Non-EAL and EAL children. This attainment difference compares positively with the 8% national gap and 6% across all London.
- For children who are in receipt of the Early Years Pupil Premium the attainment gap between them and children with no payment has narrowed in Literacy and Maths by 1.7% and 1% respectively and there is a 2% narrowing of the gap overall in the GLD. There has, however, been a widening of the attainment gap in Physical Development.

The following table summarises the performance across the seven key Early Years subjects. The figures in brackets denote the progress made from the year 2015 to 2016.

Table 6 Subject	Hillingdon			National			London		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
Communication & Language	69	79	<b>82 (+3)</b>	77	80	<b>81.5 (+1.5)</b>	78	81	<b>82 (+1)</b>
Physical Development	83	87	<b>87 (-)</b>	86	87	<b>87.5 (+0.5)</b>	86	88	<b>88(-)</b>
Personal Social & Emotional Development	78	82	<b>85 (+3)</b>	81	84	<b>85 (+1)</b>	82	85	<b>85 (-)</b>
Literacy	65	72	<b>73.5 (+1.5)</b>	66	70	<b>72 (+2)</b>	68	73	<b>74.5 (+1.5)</b>
Mathematics	69	76	<b>76.5</b>	72	76	<b>77.5 (+1.5)</b>	74	78	<b>79 (+1)</b>



Table 6 Subject	Hillingdon			National			London		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
			(+0.5)						
Understanding the World	77	81	<b>82.5 (+1.5)</b>	80	82	<b>83 (+1)</b>	80	83	<b>83.5 (+0.5)</b>
Arts/Design & Making	82	87	<b>87.5 (+0.5)</b>	83	85	<b>86.5 (+1.5)</b>	83	87	<b>87.5 (+0.5)</b>

### Priorities for Development:

- To continue to support teachers in making secure and consistent judgments against national standards through rigorous moderation, targeted support, and centralised training. For 2016/17 a focus on Mathematics will be a priority in order to match London outcomes and to support the continued rise in attainment of the Good Level of Development.
- To continue to support all Early Years settings in providing effective and appropriate interventions based on learning needs for children eligible for the Early Years Pupil Premium.
- To support teachers in being responsive to the learning needs of boys and girls to ensure that all children are making progress and that the gender attainment gap narrows.
- To support the Childminding sector to raise standards and quality in care and education, particularly in light of the introduction of the 30 hours of free entitlement to working parents and their role in supporting parents' flexible access to this.
- To support school nursery staff to prepare for the introduction of the 30 hour offer.
- To continue to support effective self-evaluation of the EYFS within all sectors.

### Key Stage 1

#### Phonics Outcomes in Hillingdon - Percentage of pupils achieving expected standard

- In Phonics in 2015/16, a greater proportion of Hillingdon's children achieved the expected standard than their peers nationally, indicating that more children in Hillingdon have the key phonetic skills to support growing literacy than their peers across the country by the end of Year 1.
- In 2015/16, Hillingdon's Phonics percentage is ranked 2<sup>nd</sup> of 11, indicating an improving trend.

<b>Table 7 Phonics</b>	<b>Region</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
<b>Year 1</b>	Hillingdon	77	80	<b>83 (+3)</b>
	National	74	77	<b>81 (+4)</b>
	London	77	80	<b>83 (+3)</b>
<b>Cumulative by the end of Year 2</b>	Hillingdon	90	91	<b>91 (-)</b>
	National	89	90	<b>91 (+1)</b>
	London	89	91	<b>92 (+1)</b>

Source: Statistical First Release - SFR42\_2016\_Phonics\_tables  
Note - the difference in annual performance is shown in brackets

**Key Stage 1 Outcomes in Hillingdon: Percentages of children achieving the expected standard and the higher standard.**

- In 2015/16, by the end of Key Stage 1 pupils are expected to reach the new expected standard in Reading, Writing and Maths and to achieve the expected standard in Phonics.
- Overall outcomes at Key Stage 1 show that more children in Hillingdon achieved the new expected standard for each key area and for the combined result than the national average. However, these percentages do not yet match the all London averages.
- Outcomes at the higher standard for the combined result (Reading, Writing and Maths) are slightly below the national average for this standard which is largely attributable to a lower than average number of children attaining the higher standard in the Reading assessment.
- For 2015/16, Hillingdon's KS1 Reading at the Expected Standard is ranked 7<sup>th</sup> of 11. No previous ranking information is available for this standard.
- For 2015/16, Hillingdon's KS1 Writing at the Expected Standard is ranked 6<sup>th</sup> of 11. No previous ranking information is available for this standard.
- For 2015/16, Hillingdon's KS1 Maths at the Expected Standard is ranked 5<sup>th</sup> of 11. No previous ranking information is available for this standard.
- Please note that, as a result of the introduction of the new Key Stage 1 performance measures, it is not possible to compare 2015/16 results with previous years. For this reason, the data below uses comparators with current national and all London averages only.

Table 8		Hillingdon	National	London
Subject*	Level	2016	2016	2016
Reading	Expected	75	74	77
	Higher	23	24	26
Writing	Expected	66	65	70
	Higher	13	13	17
Maths	Expected	75	73	77
	Higher	19	18	22
RWM**	Expected	61.8	60.3	N/A
	Higher	8.4	8.9	N/A

Source: SFR42\_2016\_KS1\_LA\_tables

\*Reading, Writing and Maths. Pupils must pass all three subjects to attain this pass

## **Key Stage 2**

### **Key Stage 2 Outcomes in Hillingdon: Percentages and Average Scaled Scores of children achieving the expected standard and the higher standard**

- Overall results for Hillingdon's children at Key Stage 2 in 2015/16 were positive with the borough performing strongly against both the national averages, and some of the London averages, for the vast majority of the new performance measures.
- Particularly pleasing outcomes are noted in Reading, Maths and Grammar, Punctuation and Spelling at the Expected Standard where Hillingdon pupils are above national and London-wide averages.
- It should be noted that national concerns regarding the accuracy of teacher assessment and moderation of Writing may have impacted in the achievement of Writing at the Expected Standard. This is being followed up by the national Standards and Testing Agency.
- The achievement of children at the Higher Standard is highlighted as a strength in Hillingdon in 2015/16 with outcomes at this level comparing favourably with national averages and sitting either broadly in line with or above the London averages.
- In addition to attainment data, new progress measures were introduced for schools in 2015/16. Data shows that Hillingdon's overall progress measures from Key Stage 1 to Key Stage 2 were above the national average for all three elements (Reading, Writing and Maths).
- For 2015/16, Hillingdon's combined Reading, Writing and Maths at the Expected Standard is ranked 5<sup>th</sup> of 11. No previous information is available for this standard.

- Please note that, as a result of the introduction of the new Key Stage 2 performance measures, it is not possible to compare 2015/16 results with previous years. For this reason, the data below uses comparators with national and all London averages only.

<b>Table 9</b>		<b>Hillingdon</b>	<b>National</b>	<b>London</b>
<b>Subject</b>	<b>Level</b>	<b>2016</b>	<b>2016</b>	<b>2016</b>
<b>Reading</b>	<b>Expected Standard</b>	70	66	69
<b>Reading</b>	<b>Higher Standard</b>	19	19	21
<b>Reading</b>	<b>Average Scaled Score</b>	103	103	103
<b>Writing (TA*)</b>	<b>Expected Standard</b>	72	74	76
<b>Writing (TA*)</b>	<b>Greater Depth</b>	16	15	17
<b>Maths</b>	<b>Expected Standard</b>	76	70	77
<b>Maths</b>	<b>Higher Standard</b>	24	17	23
<b>Maths</b>	<b>Average Scaled Score</b>	105	103	104
<b>GPS**</b>	<b>Expected Standard</b>	80	73	79
<b>GPS**</b>	<b>Higher Standard</b>	31	23	29
<b>GPS**</b>	<b>Average Scaled Score</b>	106	104	105
<b>RWM (Combined result)</b>	<b>Expected Standard</b>	55	53	57
<b>RWM (Combined result)</b>	<b>Higher Standard</b>	7	5	7

Source: Statistical First Release SFR62\_2016\_LATables\_Dec2016

### **Priorities for Key Stages 1 & 2**

- Focus on accelerating outcomes for more able children in Key Stage 1 and particularly for those at risk of underachievement, including those disadvantaged and / or with special educational needs and/or disabilities.
- Work with schools to ensure that the percentages of children attaining the higher standard is consistent across the key areas in Hillingdon and continues to match the all London averages.
- Use the newly published primary progress measures alongside attainment data to target school improvement resources, challenging the performance of schools whose progress scores are not yet in line with national averages for each key area.

### **Key Stage 4**

#### **Key Stage 4 Outcomes in Hillingdon: Percentage of overall results including 2015 comparators where available and new performance measures**

- Since 2013/14, significant national reforms to Key Stage 4 curricula, entry policy and assessment criteria have been underway. This means that year-on-year data comparison is a less accurate method of measuring relative improvement or decline. For 2015/16, secondary schools are subject to the additional national Progress 8 measure for all schools which is calculated using the Attainment 8 scores of individual pupils. In addition, national data for 2015/16 includes the old benchmark of 5 A\* - C including

English and Maths which will not be reported on in future years. The English Baccalaureate (Ebacc) measure remains in use for 2015/16.

- With regard to the 5 A\* – C including English and Maths measure, outcomes in Hillingdon show improvement in 2015/16 with results significantly outperforming the national average for this measure. This is a positive improvement when compared to this measure in 2014/15 where a slight decline was evident. Over the last year, the gap between Hillingdon and the higher-performing London average has reduced sharply.
- 'Ebacc' outcomes in Hillingdon's secondary schools continue to compare positively with the national average for this measure although it is noted that the percentage of young people in Hillingdon achieving this measure fell in 2015/16 when compared to previous years and remains significantly below the all London average.
- The overall 'Progress 8' score for the secondary sector in Hillingdon is pleasing and compares well to the national score. Detailed analysis of these schools highlights the variation between individual schools in the borough with the special school sector performing particularly strongly in terms of adding value to young people's learning from Key Stage 2 to the end of Key Stage 4.
- 'Attainment 8' scores show that young people in Hillingdon attain results that are, on average, better than their peers nationally at Key Stage 4
- In relation to our statistical neighbours, Hillingdon's 5 A\*-C inc English and Maths percentage ranks 10<sup>th</sup> of 11, indicating a downward trend for this measure.
- In relation to our statistical neighbours, Hillingdon's Ebacc percentage ranks 9<sup>th</sup> of 11, indicating an downward trend for this measure
- In relation to our statistical neighbours, Hillingdon's new Average Attainment 8 score per pupil ranks 7<sup>th</sup> of 11. No previous information is available for this measure.
- For young people vulnerable to underachievement including those with special educational needs and/or disabilities, detailed analysis of provisional data suggests that the gaps between these groups and their non-vulnerable peers across the performance measures widen into Key Stage 4 in Hillingdon and are, on average, larger than the gaps between these groups nationally.

<b>Table 10</b>	<b>Hillingdon</b>			<b>National</b>			<b>London</b>		
<b>Subject</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
Percentage of pupils attaining A* - C Grades in Eng. and Maths	N/A	59.5	<b>64.7 (+5.2)</b>	N/A	59.5	<b>58.7 (-0.8)</b>	N/A	62.5	<b>65.9 (+3.4)</b>
% Ebacc*	24.1	26.2	<b>25.9</b>	22.9	24.4	<b>24.6</b>	30.1	30.5	<b>31.6</b>
Average Progress 8 Score (new measure)	N/A	N/A	<b>0.07</b>	N/A	N/A	<b>- 0.03</b>	N/A	N/A	<b>0.16</b>
Average Attainment 8 Score per pupil (new measure)	N/A	N/A	<b>51.1</b>	N/A	N/A	<b>49.9</b>	N/A	N/A	<b>51.7</b>

Source: SSFR01/2016 GCSE and Equivalent Results in England 2014/15 Revised  
SSFR48/2016 GCSE and Equivalent Results in England 2015/16 Provisional

\* English Baccalaureate - the percentage of pupils attaining a C grade or above in core academic subjects  
Difference in annual performance shown in brackets

### **Priorities for Key Stage 4**

- Supporting the two remaining LA Secondary Schools for which the LA retains responsibility with a particular focus on progress scores (i.e. non-academies).
- Supporting the wider secondary school sector to address variations in progress scores, for all young people and, particularly, for those most at risk of underachievement including young people with SEND and their disadvantaged peers through the Local Authority's links with the Schools' Strategic Partnership Board and Hillingdon Association of Secondary Heads. This will include utilising appropriate challenge and support mechanisms and escalating concerns of unacceptable underperformance, where necessary, to the relevant responsible bodies. This includes the Regional Schools Commissioner and / or the Secretary of State for Education where improvements are not being expedited.

### **Key Stage 5**

#### **Key Stage 5 Outcomes in Hillingdon - Average point scores**

- A new points' scoring system has been introduced for 2015/16, which means that the figures for 2015 and 2016 cannot be compared easily. However, based on the above,

outcomes in Hillingdon were 94.9% of the London average in 2016 and 97.5% of the London average in 2015 which suggests a further decline in APS overall per entry.

- In relation to our statistical neighbours, Hillingdon's AAB or better at A level percentage ranks 9<sup>th</sup> of 11, indicating an improving trend for this measure.
- In relation to our statistical neighbours, Hillingdon's Average Point Score per Entry ranks 11 of 11. No previous information is available for this measure.

<b>Table 11</b>	<b>Hillingdon</b>		<b>National</b>		<b>London</b>	
<b>Subject</b>	<b>2015</b>	<b>2016</b>	<b>2015</b>	<b>2016</b>	<b>2015</b>	<b>2016</b>
<b>Average point score per entry</b>	206.7 (-1)	<b>29.45</b>	211.9 (+0.4)	<b>31.25</b>	211.9 (+0.6)	<b>31.03</b>

Source: DfE SF49 Local Authority tables (figures are provisional)  
Difference in annual performance shown in brackets

### **Priorities for Key Stage 5**

- To build on the links made with post-16 providers, including Sixth Forms and Colleges, in order to analyse performance and challenge underperformance to improve outcomes at Key Stage 5.
- It should be noted that, from 2015/16 the new headline measures set by the DfE post-16 will be Progress, Attainment, English & Maths progress (for students who did not attain Grade C equivalents or above at the end of Key Stage 4), Retention and Destinations. Final data is expected to be released from March 2017 and will be shared with the providers responsible for Key Stage 5 outcomes to inform priority actions for improvement.

### **Looked After Children**

#### **Looked After Children Key Stage 4 Summary**

- Progress continues to be made in all key areas, however, attainment outcomes are highly dependent on the makeup of the cohort and consequently results will fluctuate year on year, as evident by the Key Stage 2 outcomes. Data for Hillingdon's Looked After Children (LAC) continues to show an upward trend (improvement) in attendance, exclusions and attainment at Key Stage 4. Results are considered nationally using eligible children who have been looked after for 12 months or more.
- The eligible Year 6 cohort that contributes to the national indicators for attainment at the end of Key Stage 2 consisted of 6 looked after children. The attainment of the cohort in relation to those who obtained age related expected results or above in reading, spelling punctuation and grammar and maths at the end of Key Stage 2 was 33%, 33%, 17% respectively. Children with Special Educational Needs (SEN) was noted to be a significant factor which impacted on outcomes at Key Stage 2 with 2 young people not

entered for SATs as a result. Presently, national children looked after comparisons for the last academic year are not available and due to the changes to the assessment criteria it is not possible to make comparisons with previous years. In relation to progress, it must be noted that the 3 young people who failed to reach age related expectations were all within 5 points of achieving this, compared with their end of Key Stage 1 results which were at least one whole level below the expected standard of 2B. Thus, on closer analysis significant progress is evident albeit not obvious through presented statistics.

- Attainment at the end of Key Stage 4 showed Hillingdon's eligible LAC exceeding Hillingdon's target of 9.1% and 2 percentage points above Hillingdon's LAC in 2015. These results are a considerable achievement and success when you also consider the needs of the cohort. The cohort size was 22, with 8 children (36%) entering care since September 2014 (hence during Key Stage 4). 6 children of the 22 were not sitting GCSE's and hence, although part of the cohort, would not contribute positively to our statistics. 7 (32%) are Unaccompanied Asylum Seeking Children (UASC) and have English as an additional language. 12 (55%) have SEN including 6 (27%) who have a statement or Education and Health Care Plan (EHCP) and 10 (46%) have received input from and Education Psychologist (EP) since entering care. 73% of the cohort are with foster carers with the remainder in residential placements or semi-independent living placements. 59% attend mainstream schools, with the remaining 41% in Pupil Referral Units (PRU's), alternative provisions, non independent and independent special schools. (Further information about the attainment of LAC can be found in Appendix 1 and will also be reported separately to Hillingdon's Corporate Parenting Board).

<b>Table 12</b>	<b>Key Stage 4 Attainment</b>	<b>2015/16</b>
	A* - C in English and Mathematics	22.7%
	5 + GCSEs A* - C including English and Mathematics GCSEs	18.2%
	5 + GCSE's A* - C or equivalent – all subjects	18.2%

### **Priorities for Looked After Children in Hillingdon**

- Ensure every child looked after from Nursery to age 18 has a high quality Personal Education Plan which is reviewed each term setting out the targeted support needed for the young person to improve their education outcomes.
- In light of assessment without National Curriculum Levels, ensure each child has meaningful data recorded at least three times per year so that their attainment and progress can be tracked and monitored.
- Develop a robust Pupil Premium Plus protocol and commissioning plan, holding schools to greater account for its usage to support the educational progress of our children looked after in line with their Personal Education Plan (PEP) targets. To ensure that centrally held Pupil Premium Plus grant funding is utilised where most needed for the provision of focused 1:1 or group tuition to prepare young people for SATs and GCSE tests, and commissioned enrichment and development opportunities.



- Continue to deliver training and offer guidance and challenge to all professionals who support the education of children looked after including designated teachers in schools, social care colleagues, foster carers and independent reviewing officers so that the educational needs are better understood, education is given the weight demanded by statutory guidance and care planning supports the education of Hillingdon's LAC.
- To continue to improve reading and maths in both Key Stage 1 and 2 through targeted literacy and numeracy interventions, in order to provide a solid basis upon which to build.
- To improve outcomes for Post 16 LAC and increase the number transitioning to Higher Education (HE) by working with local universities and careers services to raise aspirations. To develop a Post 16 Virtual School offer to ensure that the progression and pathways into Further Education (FE) is appropriate, planned for all LAC and that LAC have access to adequate information, advice and guidance.
- Ensure Hillingdon LAC continue to be adequately safeguarded in school and schools act to mitigate the impact of personal, social and emotional difficulties on their learning through ongoing training on resilience and attachment.

### **Special Education Needs and/or Disabilities (SEND)**

- Since 2013/14, Hillingdon, along with all Local Authorities across the country, has been working with schools to manage the transition to the new SEN Code of Practice. A key element of this work has been focused on the replacement of the SEN Statement with the Education, Health and Care Plan (EHCP) and the categorisation of all other children and young people with SEND as SEN Support. When interpreting data for children and young people with SEND it should be noted that progress from year to year will always depend on the specific needs of individual children and the marked variations in cohort profile.
- The introduction of the Council's All Age Disability Service (which includes the Early Support Team, the Inclusion Team, the Sensory Intervention Team, the SEND information and Support Service, the SEND Team, the Transport Team, the Educational Psychology Team and additional Social Care Teams) is designed to have an impact on outcomes and opportunities for children and young people with SEND. Within this service area, the Early Support, Inclusion Team, Sensory Intervention Team, Educational Psychology Team and SEND Team are the council teams that will work most closely with schools and the council's School Improvement Team to address concerns regarding the progress and outcomes of children and young people with SEND in Hillingdon's schools.
- Closing the gaps in outcomes and progress for vulnerable children and young people is key to ensuring high standards of education in Hillingdon's schools and the Council recognises that outcomes for children and young people with SEND are not yet consistently strong in all schools or across all phases. 2015/16 data highlighted the widening of gaps between outcomes for learners with SEND as they progress to secondary education and indicated that the risk of underachievement was particularly high for young people with SEND who were considered middle ability attainers at primary school. In 2015/16 and in response to the national and local focus on groups of learners most vulnerable to underachievement the Council prioritised the improvement of opportunities for this cohort through the promotion of an 'aspiration for all' approach to school improvement. Alongside this borough-wide focus, the All Age Disability Service

rebuilt an inclusion network across the borough and has broadened its support resource for schools. This has included the re-establishment of the Hillingdon SENCO forums and the introduction of both targeted and optional support and training for schools through the Inclusion Commitment. In addition, 2015/16 saw the introduction of the Innovation & Improvement Networks, focusing on cross-phase school collaboration to address the underperformance of key groups of learners including those with SEND.

- Analysis of SEND needs in Hillingdon in 2015/16 shows that Communication and Interaction needs including autism and speech and language difficulties are the most prevalent areas of need across the borough with a higher proportion of young people with SEND displaying needs within the Social, Emotional and Mental Health area of need as they move into secondary education. The significant number of able children and young people with autism in the borough may explain why outcomes for previously high attaining young people with SEND are generally positive in the borough.
- Children and young people who are Looked After and have SEND are recognised as a particularly vulnerable group nationally. In 2015/16 Hillingdon had 45 Looked After Children with SEN but without EHC Plans/Statements and 40 Looked After Children with EHC Plans/Statements, equating to 38.1% and 32.2% of the LAC population in Hillingdon respectively and being significantly higher than the national and all London averages for this group. For this reason, partnership working between SEND teams, Social Care, the Virtual School for Looked After Children and partners responsible for school improvement remains an important area of focus.
- At Key Stage 1 the gap between the attainment of children at SEN support in Hillingdon and their non SEND peers, is smaller than the national gap for the same groups of children. Similarly, for those children EHCP / Statemented, the gap is smaller in Hillingdon than the national gap for the same groups of children.
- At Key Stage 2 the gap between the attainment of children at SEN support and children with EHCP / Statemented and their non SEND peers is slightly wider than the gap for the same groups nationally.
- At Key Stage 4 it is not yet possible to compare Hillingdon's gaps with national gaps for 2015-16. However, when compared to 2014-15 it appears that the gap between those children at SEN support and those with EHCP / Statement and their non SEND peers has widened in the borough. Further information including national comparators will be available by February 2017.

## Percentages of attainment for children with SEND 2015/16

<b>Table 13</b>			
<b>SEN Key Stage 1 2016</b>			
<b>Individual Scores for Reading, Writing and Maths</b>			
	<b>Actual results for Expected Standard</b>		
Hillingdon Pupils	<b>READING</b>	<b>WRITING</b>	<b>MATHS</b>
Non SEN (3541)	82%	74%	82%
SEN SUPPORT (500)	35%	25%	41%
LBH Gap between Non SEN and SEN Support	47%	49%	41%
National gap between SEN Support and Non SEN	50%	52%	47%
EHCP / Statemented (105)	18%	12%	18%
LBH Gap between Non SEN and EHCP / Statemented	64%	62%	64%
National gap between Non SEN and EHCP / Statemented	68%	65%	66%

Source: FFT Aspire 2016

Notes - The national curriculum and school performance indicators have changed with scaled scores replacing levels. Expected standard for pupils in 2016 is higher than expected standard in previous years (e.g. Level 2 or 4).

<b>Table 14</b>	
<b>SEN Key Stage 2 2016</b>	
<b>Combined Scores for Reading, Writing and Maths</b>	
Hillingdon Pupils	<b>Actual results for Expected Standard</b>
Non SEN (2876)	66%
SEN SUPPORT (468)	19%
LBH Gap between Non SEN and SEN Support	47%
National gap between SEN Support and Non SEN	46%
EHCP / Statemented (120)	10%
LBH Gap between Non SEN and EHCP / Statemented	56%
National gap between Non SEN and EHCP / Statemented	55%

<b>Table 15</b>			
<b>SEN Key Stage 4 2016</b>			
<b>Hillingdon Pupils</b>	<b>% A* - C Eng and Maths</b>	<b>Average Point Score (APS) * Best 8</b>	<b>% Ebacc**</b>
No SEN (2720)	71%	44 points	29%
SEN SUPPORT (332)	28%	31 points	4%
LBH Gap between No SEN and SEN Support	43%	13 points	25%
National gap between SEN Support and No SEN	Not available	Not available	Not available
EHCP/Statemented (96)	10%	14 points	0%
LBH Gap between No SEN and EHCP/Statemented	61%	30 points	29%
National gap between No SEN and EHCP/Statemented	Not available	Not available	Not available

Source = FfT Aspire 2016 - SFR does not yet have pupil characteristics

\*Average Point Scores are the total points achieved by pupils in their best 8 GCSEs (or equivalents).

\*\*English Baccalaureate

### **Closing the Gap between Disadvantaged Pupils and their Peers**

- In 2015/16, all schools continued to receive additional funding from the Department of Education (DfE) to raise the attainment and improve the progress of children and young people from disadvantaged backgrounds. This funding, known as the Pupil Premium grant, can be used by schools in any way that they choose but must show an impact on outcomes for children from the poorest backgrounds. Schools are held to account for the use of Pupil Premium grant funding by Ofsted through the new inspection framework and also through strong governance at individual school and Local Authority level.
- At Key Stages 1 and 2 the gap between children eligible for pupil premium funding and their non disadvantaged peers is smaller in Hillingdon than the gap between the same groups of children nationally.
- At Key Stage 4 it is not yet possible to compare Hillingdon's gaps with national gaps for 2015-16. However, when compared to 2014-15 it appears that the gap between those children eligible for pupil premium funding and their non disadvantaged peers widened slightly in the borough in 2015-16. Further information including national comparators will be available by February 2017.
- The Hillingdon Innovation and Improvement Networks, launched in March 2016 and supported by the Schools' Strategic Partnership Board, including the Primary Forum Executive and Hillingdon Association of Secondary Head Teachers, focus on the improvement of standards for disadvantaged children and young people.

Please note - Due to the introduction of the new performance measures it is not possible to compare 2015-16 data with previous years.

## Key stage 1 Attainment for children eligible for Pupil Premium funding 2015/16

FSM = Free School Meals

<b>Table 16</b>			
<b>Pupil Premium Key Stage 1 2016</b>			
<b>Individual Scores for Reading, Writing and Maths</b>			
	<b>Actual results for Expected Standard</b>		
Hillingdon Pupils	<b>READING</b>	<b>WRITING</b>	<b>MATHS</b>
Not FSM in last 6 years (3510)	77%	68%	78%
FSM in last 6 years (668)	63%	54%	62%
LBH Gap between No FSM and FSM	14%	14%	16%
National gap between No FSM and FSM	17%	18%	17%

Source SFR42\_KS1\_Dec2016

Note - national data for RWM combined scores is not available

## Key Stage 2 Attainment for children eligible for Pupil Premium funding 2015/16

<b>Table 17</b>	
<b>Pupil Premium Key Stage 2 2016</b>	
<b>Individual Scores for Reading, Writing and Maths</b>	
Hillingdon Pupils	<b>Actual results for Expected Standard</b>
Not FSM in last 6 years (2955)	60%
FSM in last 6 years (616)	41%
LBH Gap between No FSM and FSM	19%
National gap between No FSM and FSM	21%

Source: SFR62\_KS2\_2016

## Key Stage 4 Attainment for children eligible for Pupil Premium funding 2015/16

<b>Table 18</b>			
<b>Pupil Premium Key Stage 4 2016</b>			
<b>Hillingdon Pupils</b>	<b>% A* - C Eng and Maths</b>	<b>Average Point Score* (APS) *Best 8</b>	<b>% Ebacc**</b>
Not FSM in last 6 years (2233)	73%	44 points	31%
FSM in last 6 years (915)	45%	35 points	14%
LBH Gap between No FSM and FSM	28%	9 points	17%
National gap between No FSM and FSM	Not available	Not available	Not available

Source: FFT Aspire 2016 - SFR does not yet have pupil characteristics

\*Average Point Scores are the total points achieved by pupils in their best 8 GCSEs (or equivalents).

\*\*English Baccalaureate

All are based on "New First Entry"

### Not in Education, Employment or Training (NEET)

- Data published by the DfE in February 2016 shows that 78.7% of 16-18 year olds in Hillingdon are in learning and 3.2% are NEET which brings the borough in line with national averages. However the council does not know about the status of 17.1% of this cohort, making the percentage of 'not known' in Hillingdon significantly higher than other areas when compared with the overall national average of 'Not Known.'
- It is acknowledged that the 'Not Known' figure in Hillingdon is disproportionately high and Council is deploying resources to tackle this concern. Work undertaken to date indicates that this figure currently (December 2016) stands at 11.4%, representing an improvement from February 2016.
- Work is being progressed between the Participation Key-work team who have responsibility for tracking the status of young people post-16, the School Improvement Team and secondary and Further Education (FE) sector partners to understand the reasons behind the reduction in the number of 16-18 year olds in learning so that necessary improvement actions can be identified and undertaken. Early Intervention and Prevention Services are currently progressing associated work to tackle 'not known' levels in collaboration with a range of education support providers.

<b>Table 19</b>			
<b>NEET 16-18 year olds - February 2016 (all young people)</b>			
	<b>In Learning (education &amp; training)</b>	<b>NEET</b>	<b>Not known</b>
England	86.5%	3.2%	7.4%
Hillingdon	78.7%	3.2%	17.1%

## Hillingdon Adult Learning Service

- The Hillingdon Adult and Community Learning service provides opportunities for adults to learn new skills which align to Hillingdon's priorities and those of the London Local Enterprise Partnership. The programmes of learning are designed to lead to work, enhance life chances, improve wellbeing or encourage greater social cohesion. The service was inspected by Ofsted in January 2016 and was graded as 'good'.
- The adult learning service continues to deliver positive outcomes for Hillingdon residents with a high proportion of learners achieving their expected learning aims. In 2015-16 the service recruited 2,720 residents into learning, creating 4,907 enrolments by adults in Hillingdon. 84% of learners were aged from 25-54, 6.6% were under 25 and 9.4% were aged 65 and over. The following table summarises the key outcomes.

### Hillingdon Adult Learning Outcomes - Percentage of overall results

Key Performance Indicator	2013/14	2014/15	2015/16
Achievement Rate %	90.0%	86.4%	89.4%
Retention Rate %	94.3%	95.9%	95.8%

- Achievement rates: the proportion of enrolled learners who successfully achieve their aims.
- Retention rates: the proportion of enrolled learners who continue until the course ends.

### Exclusions Data for Schools in Hillingdon

- The latest comparable data available for school exclusions is for the period 2014-15.
- In Hillingdon, the available exclusion data shows an overall improvement (drop) in rates of exclusion year-on-year, bringing the borough broadly in line with, or better than, the national and London-wide picture. Notable improvement around exclusion management and practice is evident in the fall of exclusions from the Special School sector.

### Permanent exclusions - Percentage of overall results

Permanent exclusions 2014-15						
Phase	State funded primary		State funded secondary		Specials	
Region	2013-14	2014-15	2013-14	2014-15	2013-14	2014-15
Hillingdon	0	0	0.11	0.16	0	0
England	0.02	0.02	0.13	0.15	0.07	0.09
London	0.01	0.01	0.15	0.17	0.05	0.11

## Fixed term exclusions - Percentage of overall results

<b>Fixed term exclusions 2014-15</b>						
<b>Phase</b>	<b>State funded primary</b>		<b>State funded secondary</b>		<b>Specials</b>	
<b>Region</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2014-15</b>
<b>Hillingdon</b>	0.42	0.42	6.07	7.0	11.76	3.3
<b>England</b>	1.02	1.1	6.62	7.5	13.86	13.54
<b>London</b>	0.68	0.81	5.94	6.71	15.02	13.49

Source: SFR26\_2016\_LocalAuthorityTables\_Exclusions

## Schools Placements and Admissions

### Secondary School Places

- For the school year starting September 2016, Hillingdon received a record high of 3,323 applications and offered the highest percentage of first choice and top three preferences for a school place across West London Boroughs.
- 71% of children applying for secondary school places in Hillingdon were offered their first choice of school, outstripping neighbouring local boroughs: In Hounslow, Ealing and Harrow families were offered their first preference in 64, 65 and 70 per cent of cases.
- For the secondary schools admissions round in 2016, Hillingdon experienced an 8% increase in applications which is more than double the London wide increase of 3.3%. Hillingdon has continued to remain above the London average by offering 91% of pupils a place at one of their top three schools compared with 89% across London.

### Primary School Places

- For Primary School Places, Hillingdon was above average in London for offering 1<sup>st</sup> preferences places with 86% (9<sup>th</sup> highest in London) compared to the average of 84%.
- Hillingdon was able to offer 96% of applicants one of their top three schools, the highest result in West London and surpassing the London average of 94%.
- Hillingdon was joint first in London (with Bexley) for children receiving one of their 1<sup>st</sup> to 6<sup>th</sup> preferences.

### Fair Access

- The purpose of Fair Access Protocols is to ensure that outside the normal admissions round unplaced children, especially the most vulnerable, are found and offered a place quickly, so that the amount of time any child is out of school is kept to the minimum. Every local authority is required to have in place a Fair Access Protocol, developed in partnership with local schools. Hillingdon has an 'In Year Fair Access Panel' (IYFAP) to consider these type of school admissions.



- Due to new ways of working and improved communication between the Local Authority and admissions officers based in schools there has been a considerable decrease in the number of referrals to the IYFAP. Below is a summary of the referrals made via the IYFAP.
- 17 Year 11 aged children successfully placed in mainstream schools.
- 50% decrease in the total number of placements by the Panel in comparison to the academic year 2014-2015.
- 77% decrease in the total number of placements by the Panel in comparison to academic year 2013-2014.

**Table 23**

Month/Year Group	Primary referrals							Secondary referrals					Total
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	
September	1	0	0	8	3	0	1	0	1	1	1	0	16
October	0	1	0	1	0	1	0	0	1	0	1	0	5
November	0	0	0	1	0	0	0	1	0	1	1	2	6
December	0	0	0	0	0	0	0	0	0	0	0	7	7
January	2	0	0	0	0	0	0	0	0	0	1	4	7
February	1	0	0	0	0	0	0	0	0	0	0	3	4
March	0	0	0	0	0	0	0	0	0	0	0	1	1
April	0	0	0	1	1	0	0	0	0	0	0	0	2
June	0	0	0	0	0	0	0	0	0	0	0	0	0
July	2	0	0	1	0	0	0	0	0	0	0	0	3
Total per year	6	1	0	12	4	1	1	1	2	2	4	17	51
Total Pri/Sec	25							26					
Total	51												

### Financial Implications

There are no financial implications arising from this report.

### 4. EFFECT ON RESIDENTS, SERVICE USERS & COMMUNITIES

#### What will be the effect of the recommendation?

The report presents a summary of education attainment and standards in Hillingdon schools and sets out priorities to continue to improve education for Hillingdon's residents.

#### Consultation Carried Out or Required

None required as the report is a summary of attainment and inspection evidence.

## **5. CORPORATE IMPLICATIONS**

### **Corporate Finance**

Corporate Finance has reviewed this report and notes that there are no direct financial implications arising from the recommendation in the report. It is noted that any future priorities will need to be managed within existing approved financial resources.

### **Legal**

Under the Education Act 1996 (Sections 13,13A and 14) the Council has statutory obligations; to ensure that efficient primary, secondary and further education is available to meet the needs of the local population; ensure that its education functions are discharged with a view to promoting high standards; ensure fair access to opportunity for education and learning, and promote the fulfilment of learning potential; and secure that sufficient schools, for providing primary and secondary education, are available for its area.

Whilst there are no specific legal implications arising from the report, Cabinet is advised that the Council's school improvement function is subject to inspection from Ofsted under powers set out in Section 136(1)(b) of the Education and Inspections Act 2006. Specifically, Her Majesty's Chief Inspector may use these powers under the Education and Inspections Act 2006 to inspect compliance of the duties of a local authority as set out the Education Act 1996. Reports of the findings of inspections under S136 of the Education and Inspections Act 2006 may be of assistance to the Council and/or the Secretary of State in the use of powers under Part 4 of the Education and Inspections Act 2006.

### **Corporate Property and Construction**

Not applicable.

### **Relevant Service Groups**

The following services have contributed to this report: School Improvement; Business Performance; Early Years Advisory Teacher Team; Hillingdon Virtual School for Looked After Children; Disability Services; School Placement and Admissions Team; Key Working Service; and the Adult and Community Learning Service.

## **6. BACKGROUND PAPERS**

Nil.

## Appendix 1 - Additional Data for Looked After Children (LAC)

Based on data as of 21<sup>st</sup> November 2016 - please note this is snapshot as data changes from day to day because of level of movement in and out of care).

About the Looked After Children (LAC) Population	As of Nov 2016
Current statutory school age LAC population	152
Number of LAC supported by Virtual School	293
Number of new cases during academic year 2015-16	83
Current average attendance	92%

Place of Education	Nov 14	Nov 15	Nov 16
Number of statutory school age LAC educated within Hillingdon	121	99	82
Number of statutory school age LAC educated outside Hillingdon	84	70	70
Number of 17 and 18 year old LAC	91	148	128
In Ofsted rated Good or Outstanding schools	N/A	128	128

LAC with SEN	Hillingdon LAC	LAC Nationally (2015)	All Children Nationally
Percentage of LAC with a Special Educational Need	32%	61%	15%
Percentage of LAC with a Statement of SEN or Education, Health and Care Plan	20%	28%	3%

## Education data for LAC - Key Stage 2 attainment

There were 6 Hillingdon Looked After Children who were in care for at least 12 months

Region	Maths %	Writing %	Spelling, punctuation and grammar %	Writing, Maths and spelling, punctuation and grammar Combined %
Hillingdon 2016	17	33	33	17

### Of this cohort

- 33% were not entered for SATs due to be working significantly below age related expectations.
- 100% of those entered for SATs made expected or accelerated progress across the Key Stage.
- 67% had Special Educational Needs
- 50% had a Statement of Special Educational Need/Education, Health and Care Plan (EHCP).
- 50% were in specialist provision because of such needs.
- 98% average attendance.

### Key Stage 4 Attainment

There were 22 Hillingdon Looked After Children who were in care for at least 12 months.

KS4 Attainment	2013-14	2014-15	2015-16
A* - C in English and Mathematics	7.1%	18%	23%
5 + GCSEs A* - C including English and Mathematics GCSEs	7.1%	16%	18%
5 + GCSE's A* - C or equivalent – all subjects	14.3%	26%	18%
5 GCSE's at A*- G or equivalent	50%	63%	55%
1 GCSE or equivalent	50%	95%	73%
Sat 1 GCSE or equivalent	50%	95%	73%
Did not take any GCSE or equivalent exams.	50%	5%	27%

<b>Of the KS4 Cohort:</b>	<b>2013-14 (28 LAC)</b>	<b>2014-15 (19 LAC)</b>	<b>2015-16 (22 LAC)</b>
Indigenous children	75%	58%	68%
Unaccompanied Asylum Seeking Children with ESOL needs	25%	42%	32%
With a Special Educational Need		75%	59%
With a Statement of SEN or EHC Plan	39%	26%	32%
Male	57%	58%	64%
Female	43%	42%	36%
Educated outside the Borough	25%	58%	68%
Educated inside the Borough	75%	42%	32%

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Region/ Local Authority1	Percentage of pupils achieving a good level of development				
	2013	2014	2015	2016	2016
<b>England (state-funded sector)1</b>	<b>52</b>	<b>60</b>	<b>66</b>	<b>69</b>	<b>3</b>
<b>London</b>	<b>53</b>	<b>62</b>	<b>68</b>	<b>71</b>	<b>1</b>
<b>Hillingdon</b>	<b>41</b>	<b>52</b>	<b>65</b>	<b>70</b>	<b>2</b>
Camden	47	56	63	65	32
Hackney	57	65	68	69	21
Hammersmith and Fulham	53	61	69	71	14
Haringey	50	61	67	72	9
Islington	44	58	64	66	28
Kensington and Chelsea	48	57	65	66	28
Lambeth	46	56	63	68	26
Lewisham	68	75	77	78	2
Newham	55	65	69	73	7
Southwark	60	66	71	72	9
Tower Hamlets	46	55	62	66	28
Wandsworth	54	64	70	73	7
Westminster	50	58	65	69	21
Barking and Dagenham	46	60	68	70	18
Barnet	60	65	68	69	21
Bexley	64	73	76	78	2
Brent	56	58	63	67	27
Bromley	61	67	74	75	5
Croydon	46	57	65	70	18
Ealing	56	64	70	69	21
Enfield	49	58	64	66	28
Greenwich	69	73	77	79	1
Harrow	45	61	70	72	9
Havering	59	66	68	71	14
<b>Hillingdon</b>	<b>41</b>	<b>52</b>	<b>65</b>	<b>70</b>	<b>18</b>

Hounslow	40	32	58	22	64	25	69	21
Kingston upon Thames	57	9	65	7	72	5	75	5
Merton	46	22	60	19	68	13	71	14
Redbridge	60	5	64	11	68	13	72	9
Richmond upon Thames	43	29	64	11	71	6	77	4
Sutton	41	30	60	19	64	25	71	14
Waltham Forest	56	11	63	15	68	13	72	9
<b>Hillingdon</b>	<b>41</b>	<b>9</b>	<b>52</b>	<b>11</b>	<b>65</b>	<b>7</b>	<b>70</b>	<b>6</b>
Barnet	60	1	65	1	68	2	69	7
Ealing	56	3	64	2	70	1	69	7
Hounslow	40	11	58	9	64	9	69	7
Merton	46	8	60	6	68	2	71	3
Redbridge	60	1	64	2	68	2	72	1
Sutton	41	9	60	6	64	9	71	3
Coventry	55	4	60	6	64	9	65	11
Milton Keynes	49	7	62	5	67	5	72	1
Reading	51	5	64	2	67	5	71	3
Slough	50	6	58	9	65	7	69	7

\* Please note that 2016 results are not directly comparable to previous years



Region/ Local Authority1	Percentage meeting the expected standard of phonic decoding						
	2013	2014	2015	2016			
<b>England (state-funded sector)1</b>	<b>3</b>	<b>74</b>	<b>3</b>	<b>77</b>	<b>3</b>	<b>81</b>	<b>3</b>
<b>London</b>	<b>72</b>	<b>77</b>	<b>1</b>	<b>80</b>	<b>1</b>	<b>83</b>	<b>1</b>
<b>Hillingdon</b>	<b>71</b>	<b>77</b>	<b>1</b>	<b>80</b>	<b>1</b>	<b>83</b>	<b>1</b>
Camden	68	73	28	75	30	80	27
Hackney	72	80	7	82	9	85	7
Hammersmith and Fulham	76	81	4	82	9	85	7
Haringey	67	74	26	76	27	82	19
Islington	70	74	26	77	23	80	27
Kensington and Chelsea	76	80	7	84	2	87	3
Lambeth	73	79	14	82	9	84	12
Lewisham	75	80	7	83	3	83	16
Newham	76	80	7	83	3	87	3
Southwark	72	77	18	81	14	82	19
Tower Hamlets	71	76	20	78	20	81	24
Wandsworth	75	80	7	83	3	85	7
Westminster	74	80	7	81	14	88	2
Barking and Dagenham	63	71	32	75	30	81	24
Barnet	72	76	20	79	18	81	24
Bexley	76	81	4	82	9	85	7
Brent	75	76	20	77	23	82	19
Bromley	75	82	1	83	3	86	6
Croydon	71	75	25	76	27	79	31
Ealing	72	78	17	79	18	82	19
Enfield	67	73	28	76	27	79	31
Greenwich	76	81	4	83	3	84	12
Harrow	78	82	1	83	3	84	12
Havering	69	76	20	78	20	85	7
<b>Hillingdon</b>	<b>71</b>	<b>77</b>	<b>18</b>	<b>80</b>	<b>17</b>	<b>83</b>	<b>16</b>
Hounslow	73	80	7	81	14	84	12
Kingston upon Thames	72	79	14	77	23	87	3

Merton	68	27	76	20	77	23	80	27
Redbridge	67	29	73	28	73	32	80	27
Richmond upon Thames	79	1	82	1	87	1	89	1
Sutton	78	2	79	14	82	9	82	19
Waltham Forest	70	24	73	28	78	20	83	16
<b>Hillingdon</b>	<b>71</b>	<b>5</b>	<b>77</b>	<b>4</b>	<b>80</b>	<b>3</b>	<b>83</b>	<b>2</b>
Barnet	72	3	76	6	79	4	81	5
Ealing	72	3	78	3	79	4	82	3
Hounslow	73	2	80	1	81	2	84	1
Merton	68	8	76	6	77	7	80	8
Redbridge	67	9	73	9	73	11	80	8
Sutton	78	1	79	2	82	1	82	3
Coventry	67	9	73	9	75	9	79	10
Milton Keynes	69	7	76	6	77	7	81	5
Reading	65	11	69	11	75	9	79	10
Slough	70	6	77	4	78	6	81	5

<https://www.gov.uk/government/publications/progress-8-school-performance-measure>

. Not applicable.

Region/ Local Authority <sup>1</sup>	Percentage of pupils achieving level 2B or above												Percentage of pupils achieving expected standard*							
	Reading			Writing			Maths			2016			Reading	Writing	Mathematics					
	2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015								
England (state-funded sector) <sup>1</sup>	79	2	81	3	82	3	67	3	70	3	72	3	76	3	74	3	65	3	73	3
London	79	2	82	1	83	2	68	1	72	1	74	2	77	2	77	1	70	1	77	1
Hillingdon	81	1	82	1	84	1	68	1	71	2	75	1	79	1	75	2	66	2	75	2
Camden	78	20	81	17	81	26	65	28	71	18	71	29	75	20	79	23	66	27	74	25
Hackney	77	26	83	11	85	5	66	24	73	11	77	3	75	20	82	11	78	1	82	1
Hammersmith and Fulham	81	7	84	7	84	11	70	11	72	15	74	17	75	20	82	11	70	14	77	13
Haringey	78	20	81	17	83	18	64	30	71	18	74	17	75	20	80	18	74	7	78	11
Islington	76	29	78	31	77	32	62	31	67	31	67	32	73	30	76	32	69	19	73	29
Kensington and Chelsea	83	2	85	4	86	3	72	3	75	4	76	10	82	2	85	3	75	4	80	3
Lambeth	79	17	80	20	82	24	70	11	74	8	76	10	76	16	80	18	72	11	76	17
Lewisham	81	7	84	7	84	11	69	14	75	4	77	3	76	16	83	8	73	10	78	11
Newham	77	26	80	20	83	18	65	28	69	25	75	14	74	29	78	28	75	4	79	7
Southwark	76	29	79	27	81	26	66	24	69	25	72	27	73	30	78	28	77	16	76	17
Tower Hamlets	78	20	79	27	82	24	68	17	69	25	72	27	75	20	78	28	70	14	75	21
Wandsworth	80	15	80	20	84	11	71	6	74	8	77	3	80	4	81	14	76	2	80	3
Westminster	79	17	81	17	84	11	69	14	72	15	74	17	78	12	81	14	70	14	77	13
Barking and Dagenham	78	20	82	14	83	18	66	24	70	23	73	22	76	16	80	18	75	25	80	21
Barnet	79	17	80	20	83	18	67	22	69	25	73	22	78	12	80	18	68	21	74	25
Bexley	82	4	87	2	87	2	73	2	76	3	76	10	80	4	85	3	75	4	80	3
Brent	78	20	80	20	80	30	68	17	71	18	73	22	75	20	80	18	68	21	74	25
Bromley	81	7	85	4	85	5	70	11	74	8	75	14	78	12	83	8	72	11	79	7
Croydon	80	15	80	20	80	30	68	17	68	30	69	30	76	16	78	28	69	19	74	25
Ealing	78	20	79	27	83	18	67	22	70	23	74	17	75	20	79	23	62	32	72	31
Enfield	76	29	78	31	81	26	66	24	69	25	73	22	75	20	79	23	66	27	72	31
Greenwich	81	7	85	4	86	3	71	6	75	4	77	3	78	12	85	3	76	2	82	1
Harrow	81	7	84	7	85	5	72	3	75	4	79	2	79	9	84	6	77	13	77	13
Havering	81	7	82	14	85	5	72	3	72	15	77	3	80	4	81	14	70	14	77	13
Hillingdon	81	7	82	14	84	11	68	17	71	18	75	14	79	9	82	11	66	27	75	21
Hounslow	81	7	83	11	85	5	69	14	73	11	77	3	80	4	84	6	74	7	79	7
Kingston upon Thames	82	4	83	11	84	11	71	6	73	11	73	22	80	4	83	8	65	30	75	21
Merton	76	29	80	20	81	26	62	31	65	32	69	30	72	32	79	23	64	31	73	29
Redbridge	83	2	84	7	84	11	71	6	73	11	77	3	79	9	81	14	68	21	76	17
Richmond upon Thames	86	1	88	1	88	1	78	1	79	1	80	1	85	1	87	1	79	7	79	7
Sutton	82	4	87	2	85	5	71	6	77	2	76	10	81	3	86	2	68	21	76	17
Waltham Forest	77	26	79	27	83	18	68	17	71	18	74	17	75	20	79	23	74	7	80	3
Hillingdon	81	4	82	4	84	4	68	5	71	4	75	5	79	4	82	3	66	6	75	5
Barnet	79	7	80	7	83	6	67	7	69	8	73	9	78	7	80	7	68	2	74	6
Ealing	78	9	79	11	83	6	67	7	70	6	74	7	75	8	79	9	62	10	72	9
Hounslow	81	4	83	3	85	1	69	3	73	2	77	2	80	2	84	2	74	1	79	1
Merton	76	11	80	7	81	11	62	11	65	11	81	1	72	11	79	9	64	9	73	8
Redbridge	83	1	84	2	84	4	71	1	73	2	77	2	79	4	81	4	68	2	76	2
Sutton	82	2	87	1	85	1	71	1	77	1	76	4	81	1	86	1	68	2	76	2
Coventry	79	7	80	7	82	9	66	9	67	9	69	11	74	9	79	9	62	10	70	11
Milton Keynes	82	2	82	4	85	1	69	3	71	4	74	7	80	2	81	4	65	7	72	9
Reading	80	6	81	6	82	9	65	10	66	10	71	10	74	9	80	7	65	7	74	6
Slough	78	9	80	7	83	6	68	5	70	6	75	5	79	4	81	4	68	2	76	2





Region/ Local Authority <sup>1</sup>	Percentage of pupils at the end of key stage 4 achieving at GCSE and equivalents A*-C grades English and Maths						Percentage of pupils at the end of key stage 4 achieving at GCSE and equivalents Ebacc						2016						
	2013		2014		2015		2016		2013		2014		2015		2016		Average Progress 8 score <sup>4</sup>	Average Attainment 8 score per pupil <sup>3</sup>	
England (state-funded sector) <sup>1</sup>	61.6	3	59.1	3	59.5	2	63.3	3	22.9	2	24.3	2	24.4	3	24.8	3	-0.03	50.1	3
London	65.9	1	63.7	1	62.5	1	66.4	1	28.6	1	30.1	1	30.5	1	31.9	1	0.16	51.9	1
Hillingdon	62.1	2	60.8	2	59.5	2	65.3	2	22.5	3	24.1	3	26.2	2	26.1	2	0.06	51.2	2
Camden	61.9	27	62.3	16	57.9	27	63.1	25	27.1	19	27.4	20	29.1	20	28.4	21	0.00	50.6	21
Hackney	62.4	25	60.1	27	61.9	14	69.7	10	33.4	10	34	10	32.1	13	32.6	14	0.35	52.5	12
Hammersmith and Fulham	66.8	11	66.8	9	63.5	13	70.1	9	34.8	6	37.6	6	37.1	6	40.8	5	0.12	54.1	7
Haringey	64.3	21	61.1	25	56.7	28	63.7	22	23	25	24.2	28	25.9	26	27.8	23	0.28	50.1	26
Islington	64.6	19	62.3	16	59.3	23	64.2	19	22.3	29	26.3	22	27.3	23	27.1	25	0.19	50.6	21
Kensington and Chelsea	80.2	1	76.2	1	68.4	6	75.5	3	39.8	5	41.3	4	39.8	5	37.8	6	0.34	56.6	3
Lambeth	67.2	10	59.8	28	58.8	26	62.4	28	22.9	26	27	21	27.5	22	24.9	28	0.06	49.7	28
Lewisham	59.2	30	55.3	32	54.1	32	56.2	32	19.3	32	17.3	32	18.8	32	22.7	31	-0.14	47.5	32
Newham	59.1	31	57.1	31	60.7	19	63.1	25	23.1	24	25.6	24	29.6	18	31.0	17	0.23	50.9	19
Southwark	66.7	12	64.9	11	65.9	17	69.3	13	25	20	30.2	17	32	14	35.8	9	0.22	52.9	11
Tower Hamlets	65.1	18	62.0	21	66.9	7	63.3	24	22.7	27	24.7	26	29.9	16	27.8	23	0.15	50.2	25
Wandsworth	62.6	24	62.3	16	60.6	20	69.6	11	33.5	16	31.2	15	29.3	19	34.2	11	0.15	52.1	18
Westminster	70.9	6	70.0	4	69.1	5	71.6	7	29.5	8	34.6	8	34.4	8	33.9	12	0.32	54.5	6
Barking and Dagenham	60.8	29	61.6	24	55.7	31	60.0	31	13.6	32	19.9	31	20.4	31	22.3	32	0.10	49.7	28
Barnet	71.9	5	69.3	5	71.3	2	73.1	4	40.6	4	43.8	2	43.5	1	43.7	3	0.33	56.1	4
Bexley	66.3	14	62.7	15	56.7	28	66.5	15	29.2	17	28.2	19	33.3	29	29.4	20	-0.04	52.2	14
Brent	63.8	22	61.7	23	61.1	18	63.8	21	33.1	11	31.8	13	33.6	10	31.9	16	0.31	51.5	16
Bromley	74.6	3	67.7	8	70.0	4	72.2	5	31.9	13	34.5	9	34.2	9	36.4	8	0.10	53.7	9
Croydon	65.3	17	59.2	29	61.9	14	60.6	30	23.5	23	25.6	24	26.9	24	23.8	29	0.08	48.5	31
Ealing	61.8	28	62.3	16	63.8	12	65.0	18	29.8	18	30.5	16	32.4	11	35.4	10	0.28	50.9	19
Enfield	64.6	19	62.2	20	56.3	30	62.9	27	27.8	18	28.3	18	28	21	30.9	18	0.05	50.4	23
Greenwich	65.8	15	61.8	22	59.0	25	60.8	29	23.9	22	25.8	23	25.1	27	26.6	26	-0.01	49.6	30
Harrow	66.5	13	64.2	13	61.6	17	67.7	14	32.2	12	32.1	12	32.2	12	32.5	15	0.32	53.1	10
Havering	65.4	16	63.9	14	60.1	21	64.0	20	24.4	21	24.4	27	22.8	30	27.9	22	-0.14	50.0	27
Hillingdon	62.1	26	60.8	26	59.5	22	65.3	17	22.5	28	24.1	29	26.2	25	26.1	27	0.06	51.2	17
Hounslow	67.3	9	68.3	7	66.8	8	65.7	16	34.3	7	36.7	7	35.3	7	37.3	7	0.29	51.1	18
Kingston upon Thames	72.1	4	72.0	3	75.7	1	78.2	1	40.7	3	42.7	3	42.3	3	48.6	1	0.34	58.2	2
Merton	63.2	23	66.5	10	61.8	16	69.5	12	30.2	14	31.3	14	29.8	17	30.1	19	0.27	52.4	13
Redbridge	70.8	7	69.1	6	64.2	11	71.8	6	33.5	8	32.5	11	31.7	15	33.6	13	0.28	53.9	8
Richmond upon Thames	68.8	8	64.8	12	65.6	10	71.3	8	41.8	2	38.2	5	40.4	4	42.4	4	0.10	54.6	5
Sutton	77.4	2	73.7	2	71.1	3	76.8	2	44.4	1	44.4	1	43.1	2	45.9	2	0.17	58.7	1
Waltham Forest	57.7	32	59.0	30	59.1	24	63.6	23	18.2	31	23.3	30	23.8	28	23.6	30	0.23	50.4	23
Hillingdon	62.1	8	60.8	8	59.5	9	65.3	7	22.5	9	24.1	9	26.2	8	26.1	9	0.03	51.2	7
Barnet	71.9	2	69.3	3	71.3	1	73.1	2	40.6	2	43.8	2	43.5	1	43.7	2	0.33	55.7	2
Ealing	61.8	9	62.3	7	63.8	6	65.0	8	29.8	6	30.5	6	32.4	4	35.4	4	0.28	50.6	9
Hounslow	67.3	5	68.3	5	66.8	4	65.7	6	34.3	3	36.7	3	35.3	3	37.3	3	0.29	51.0	8
Merton	63.2	7	66.5	6	61.8	7	69.5	5	30.2	5	31.3	5	29.8	6	30.1	6	0.27	52.3	5
Redbridge	70.8	4	69.1	4	64.2	5	71.8	4	33.5	4	32.5	4	31.7	5	33.6	5	0.28	53.7	4
Sutton	77.4	1	73.7	1	71.1	2	76.8	1	44.4	1	44.4	1	43.1	2	45.9	1	0.17	58.6	1
Coventry	56.7	11	54.9	10	54.4	10	60.8	10	18.1	10	19.3	11	17.2	11	20.6	11	-0.05	47.9	11
Milton Keynes	61.8	9	50.9	11	54.3	11	59.9	11	16.3	11	20.5	10	20.7	10	21.1	10	-0.12	48.8	10
Reading	63.8	6	60.8	8	59.6	8	64.1	9	28.8	7	27.8	7	29.2	7	29.5	7	-0.11	51.4	6
Slough	71.7	3	71.3	2	69.6	3	72.3	3	25.9	8	27.7	8	24.1	9	29.4	8	0.22	54.9	3



Hillingdon's ranking against England and London				Hillingdon's ranking against England				Hillingdon's ranking against London			
		2013	2014	2015	2016			2013	2014	2015	2016
<b>EYFSP</b>	Good Level of Development	3	3	3	2	<b>EYFSP</b>	Good Level of Development	Below	Below	Below	Above
<b>Phonics</b>	Expected Standard	2	1	1	1	<b>Phonics</b>	Expected Standard	Above	Above	Above	Above
<b>KS1*</b>	Reading	1	1	1	2	<b>KS1*</b>	Reading	Above	Above	Above	Above
	Writing	1	2	1	2		Writing	Above	Above	Above	Above
<b>KS2*</b>	Maths	1	1	1	2	<b>KS2*</b>	Maths	Above	Above	Above	Above
	RWM	2	2	2	2		RWM	Above	Above	Above	Above
<b>KS4</b>	A*-C English and Maths	2	2	2	2	<b>KS4</b>	A*-C English and Maths	Above	Above	Equal	Above
	Ebacc	3	3	2	2		Ebacc	Below	Below	Above	Above
	Progress 8						Progress 8				
	Attainment 8						Attainment 8				

\* Please note that 2016 results are not directly comparable to previous years

Hillingdon's ranking within all London Boroughs (32)					
		2013	2014	2015	2016
<b>EYFSP</b>	Good Level of Development	30	32	21	18
<b>Phonics</b>	Expected Standard	21	18	17	16
<b>KS1*</b>	Reading	7	14	11	25
	Writing	17	18	14	27
<b>KS2*</b>	Maths	9	11	15	21
	RWM	17	21	15	15
<b>KS4</b>	A*-C English and Maths	20	26	16	27
	Ebacc	18	16	15	18
<b>KS4</b>	Progress 8	19	17	21	23
	Attainment 8	26	26	22	17
		28	29	25	27

\* Please note that 2016 results are not directly comparable to previous years

Hillingdon's ranking against statistical neighbouring boroughs (11)					
		2013	2014	2015	2016
<b>EYFSP</b>	Good Level of Development	9	11	7	6
<b>Phonics</b>	Expected Standard	5	4	3	2
<b>KS1*</b>	Reading	4	4	4	6
	Writing	5	4	5	6
<b>KS2*</b>	Maths	4	3	4	5
	RWM	4	7	4	3
<b>KS4</b>	A*-C English and Maths	3	6	3	8
	Ebacc	3	5	4	4

\* Please note that 2016 results are not directly comparable to previous years

Statistical neighbours:

Hillingdon
Barnet
Ealing
Hounslow
Merton
Redbridge
Sutton
Coventry



	RWM	3	5	5	5																
<b>KS4</b>	A*-C English and Maths	8	8	9	7																
	Ebacc	10	9	8	9																
	Progress 8				8																
	Attainment 8				7																

\* Please note that 2016 results are not directly comparable to previous years

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## FORWARD PLAN 2016/2017

**Contact officer:** Anisha Teji  
**Telephone:** 01895 277655

### REASON FOR ITEM

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

### OPTIONS OPEN TO THE COMMITTEE

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

### INFORMATION

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

### SUGGESTED COMMITTEE ACTIVITY

To consider whether there are comments or suggestions that the Committee wishes to make.

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Ref	Upcoming Decisions	Further details	Ward(s)	Final decision by Full Council	Cabinet Member(s) Responsible	Officer Contact for further information	Consultation on the decision	NEW ITEM	Public / Private Decision & reasons
Council Departments: RS = Residents Services SC = Social Care AD = Administration FD= Finance SI = Standard item each month									
<b>Cabinet – 16 March 2017</b>									
168	Hillside Infant and Hillside Junior School - Determination of Statutory Proposals	It is proposed to expand Hillside Infant and Hillside Junior schools from two to three forms of entry. In order to do this, a statutory process must be followed, including consultation. A decision can then be taken by the Council's Cabinet (or by the Cabinet Member if no objections to the proposals have been received).	Northwood Hills		Cllr David Simmonds CBE	RS - Venetia Rogers			Public
170	Warrender Primary - Determination of Statutory Proposals	It is proposed to expand Warrender Primary school from one to two forms of entry. In order to do this, a statutory process is required, including consultation. A decision can then be taken by Cabinet (or by the Cabinet Member if no objection to the proposals have been received).	Eastcote & East Ruislip		Cllr David Simmonds CBE	RS - Venetia Rogers			Public
SI	School Capital Programme Update	This report will update Cabinet and request any necessary decisions in order to progress the School Capital Programme in order to upgrade facilities and keep on track to deliver sufficient places for children educated in the Borough.	Various		Cllr David Simmonds CBE & Cllr Jonathan Bianco	RS - Jean Palmer OBE / Bobby Finch	Corporate consultees		Public / Private (3)
SI	Academy Conversions	A standard report to Cabinet to seek approval for the Council granting of long leases to schools who wish to convert to Academy Status.	Various		Cllr Jonathan Bianco	RS - Michael Patterson			Public
<b>Cabinet – 20 April 2017</b>									
SI	School Capital Programme Update	This report will update Cabinet and request any necessary decisions in order to progress the School Capital Programme in order to upgrade facilities and keep on track to deliver sufficient places for children educated in the Borough.	Various		Cllr David Simmonds CBE & Cllr Jonathan Bianco	RS - Jean Palmer OBE / Bobby Finch	Corporate consultees		Public
SI	Academy Conversions	A standard report to Cabinet to seek approval for the Council granting of long leases to schools who wish to convert to Academy Status.	Various		Cllr Jonathan Bianco	RS - Michael Patterson			Public

Ref	Upcoming Decisions	Further details	Ward(s)	Final decision by Full Council	Cabinet Member(s) Responsible	Officer Contact for further information	Consultation on the decision	NEW ITEM	Public / Private Decision & reasons
Council Departments: RS = Residents Services SC = Social Care AD = Administration FD= Finance <b>Cabinet – 18 May 2017 * provisional date</b>									
SI	School Capital Programme Update	This report will update Cabinet and request any necessary decisions in order to progress the School Capital Programme in order to upgrade facilities and keep on track to deliver sufficient places for children educated in the Borough.	Various		Cllr David Simmonds CBE & Cllr Jonathan Bianco	RS - Jean Palmer OBE / Bobby Finch	Corporate consultees		Public
SI	Academy Conversions	A standard report to Cabinet to seek approval for the Council granting of long leases to schools who wish to convert to Academy Status.	Various		Cllr Jonathan Bianco	RS - Michael Patterson			Public
<b>Cabinet Member Decisions: Standard Items (SI) that may be considered each month</b>									
SI	School Governing Bodies and Governors / Authorising Academy Appointments	To approve appointments, nominate appointments and make reappointments of local authority governors and to approve any changes to school governing body constitutions. To also authorise any Member to be a Governor or Director of an Academy.	N/A		Cllr David Simmonds CBE	AD - Democratic Services			Public
SI	Transport - Local Implementation Programme	Local Implementation Programme including schemes for the public realm, parking, road safety, school travel, walking, cycling, air quality improvement and Traffic Regulation Orders.	TBC		Cllr Ray Puddifoot MBE / Cllr Keith Burrows	RS - David Knowles			Public
SI	School Redundancy Payments	To consider requests for School Redundancy Payments and decide whether to approve them on behalf of the Local Authority	TBC		Cllr David Simmonds CBE	RS - Daniel Kennedy			Private (1,2,3)

# Agenda Item 9

## WORK PROGRAMME 2016/2017

Contact Officer: Anisha Teji

Telephone: 01895 277655

### REASON FOR REPORT

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

### OPTIONS OPEN TO THE COMMITTEE

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

### WORK PROGRAMME 2016/17

14 June 2016 CR5	Educational Aspiration Review - Witness Session
	School Admissions Update
	Local Safeguarding Children's Board Annual Report
	Cabinet Forward Plan - Review forthcoming decisions
	Work Programme – Review the work programme for the coming year

28 Sep 2016 CR5	Educational Aspiration Review - Presentation of draft final report
	Major Review – Consideration of topics
	School Place Planning Quarterly Update / School Expansion Update
	Annual Complaints Report 2015/16 for Children and Young People's Services
	Cabinet Forward Plan - Review forthcoming decisions
	Work Programme – Review the work programme for the coming year

19 Oct 2016 CR5	Major Review – Consideration of Scoping Report
	Child and Adolescent Mental Health Services (CAHMS)
	Education Policy
	Elective Home Education
	Cabinet Forward Plan - Review forthcoming decisions
	Work Programme – Review the work programme for the coming year

23 Nov 2016 CR5	Major Review – Witness Session 1
	Update Report - Progress on Implementation of previous review - 'The Effectiveness of Early Help to Promote Positive Outcomes for Families.'
	Child Sexual Exploitation - Update Report
	Cabinet Forward Plan - Review forthcoming decisions
	Work Programme – Review the work programme for the coming year

11 Jan 2017 CR6	Major Review – Witness Session 2
	Budget Proposals Report
	Cabinet Forward Plan - Review forthcoming decisions
	Work Programme – Review the work programme for the coming year

<b>1 March 2017</b>  <b>CR 3 and 3A</b>	Major Review – Witness Session 3
	Standards and Quality in Education in Hillingdon 2016/2017
	Cabinet Forward Plan - Review forthcoming decisions
	Work Programme – Review the work programme for the coming year

<b>14 Mar 2017 ?</b>  <b>CR4 and 4A</b>	Major Review - Presentation of Draft Final Report
	Minor Review - Consideration of scoping report
	Child and Adolescent Mental Health Services (CAHMS) - Update
	Schools Academic Selection
	Update on previous Review of the Committee - 'Supporting Educational Aspiration for Disadvantaged Children'
	Cabinet Forward Plan - Review forthcoming decisions
	Work Programme – Review the work programme for the coming year

<b>12 Apr 2017</b>  <b>CR6</b>	Minor Review - Witness session
	Quarterly School Place Planning
	Cabinet Forward Plan - Review forthcoming decisions
	Work Programme – Review the work programme for the coming year

*\*all meetings begin at 7pm.*

'Early Intervention Service Update' to be added May/June 2017