

STANDARDS AND QUALITY IN EDUCATION 2011

Cabinet Member	Councillor David Simmonds
Cabinet Portfolio	Deputy Leader of the Council Cabinet Member for Education and Children's Services
Officer Contact	Anna Crispin – Planning, Environment, Education and Community Services
Papers with report	None

HEADLINE INFORMATION

Purpose of report	To report to Cabinet on the standards and quality of education in Hillingdon schools. This report provides a summary of performance trends and inspection outcomes for the academic year 2010/11
Contribution to our plans and strategies	Informs the Children and Young People's Plan
Financial Cost	None
Relevant Policy Overview Committee	Education and Children's Services
Ward(s) affected	All

RECOMMENDATION

That Cabinet notes the report.

INFORMATION

Reasons for recommendation

To provide the Cabinet with data on school performance in the borough

Alternative options considered / risk management

None

Comments of Policy Overview Committee(s)

The Education and Children's Services POC will be considering this report at its meeting on 9th February 2012.

Supporting Information

1. The attainment and progress data analysed in this report inform on key issues of education within the Borough. Ofsted inspection outcomes are generally positive and reflect the good quality of education provided by Hillingdon schools.
2. This report is split into four sections: Summary of Standards (paragraphs 3 to 21), Summary of School Inspection Reports (paragraphs 22 to 24), Detailed Performance Information (paragraphs 25 to 59) and Conclusion & Next Steps (paragraphs 60 to 65).

Section 1: Summary of Standards

3. A summary of attainment in 2011 and the priorities for further improvement are set out below. Information is presented in relation to each Key Stage and is based on 2011 public examination results. Full details of achievements are described in Section 3: Detailed Performance Information. It should be noted that points made regarding the performance of particular groups of pupils are often based on small cohort sizes and so there is the potential for significant variation year on year.

Foundation Stage (Age 3 to 5)

4. Outcomes at the end of the Foundation Stage continue to improve, with another increase in the proportion of pupils attaining the main threshold measure (from 57% to 59%) and a narrowing of the gap between the lowest achieving 20% and the rest (from 33% to 30%). Whilst outcomes for girls are higher than those for boys in most of the areas assessed, both locally and nationally, the proportion of boys reaching expected levels in 'Linking Sounds and Letters' is 5% above the national average and the proportion reaching expected levels in Writing is 7% above the national level.
5. Priorities for 2011/12 include:
 - *Narrowing the Gap between boys and girls in relevant areas.*

Key Stage 1 (Age 5 to 7)

6. The proportions of pupils reaching the thresholds of level 2+ or level 3 in Reading, Writing or Mathematics have either stayed constant or increased slightly this year. This was not anticipated as these children had scored higher in their assessments at the end Foundation Stage than those in previous years.
7. There is still a large gap between the performance of boys and girls in reading and writing and this is broadly in line with the gap nationally.
8. Whilst more girls than boys reached level 2 or above in Mathematics the proportion of girls reaching level 3 rose from 18% to 20% whilst the proportion of boys fell from 25% to 23%.
9. Priorities for 2011/12 include:
 - *Narrowing the Gap between boys and girls in relevant areas;*
 - *Ensure Key Stage 1 achievement is in line with that achieved at Foundation Stage to ensure clear progression.*

Key Stage 2 (Age 7 to 11)

10. Attainment at the end of Key Stage 2 and progress between Key Stage 1 and Key Stage 2 in both English and Mathematics were generally higher than in previous years and in-line with or above national levels using most measures. In particular:
- a) Proportion attaining L4+ in both English and Mathematics remain above national levels at 76% (national 74%)
 - b) Proportion making 2 levels progress in English remained 88%
 - c) Proportion making 2 levels progress in Mathematics up from 81% to 86%
 - d) No schools below the floor target of 55% Level 4+ in both English and Mathematics
11. Priorities for 2011/12 include:
- *Continue to increase achievement at Key Stage 2 to be above the national average for all areas;*
 - *Continue to ensure no schools are below floor target.*

Key Stage 3 (Age 11 to 14)

12. Since the removal of testing at the end of Key Stage 3, two years ago, there has only been limited attainment data available. Teacher assessments for 2010 show a continued upward trend in the proportion of pupils assessed at either level 5+ or level 6+ in the core subjects of English, Mathematics and Science. Outcomes in Mathematics are now above the national average whilst those in English and Science remain below.

Key Stage 4 (Age 14 to 16)

13. Attainment at the end of Key Stage 4 has continued to increase both locally and nationally. However, the pace of improvement in Hillingdon schools has been particularly striking.
- a) Over 84% of pupils attained 5+ A*-C grades in 2010, this compares to only 50% in 2005 and is a 4 point rise over 2010 figures, which compares to a 5 point rise nationally
 - b) About 58% of pupils attained 5+ A*-C (including English and Mathematics), up from 55% in 2010
 - c) Pupils eligible for Free School Meals made better progress between Key Stage 2 and Key Stage 4 than nationally, particularly with reference to 5+ A*-C grades. This is helping to narrow the attainment gap
 - d) Proportion of pupils making expected progress in English up from 71% to 76% and now higher than the proportion nationally.
14. Priorities for 2011/12 include:
- *Ensure that achievement (attainment and progress) continues to rise at Key Stage 4 for the eighth consecutive year;*
 - *Achievement in Hillingdon continues to increase above the national average;*
 - *The very few secondary schools with lower achievement increase at least in line with the national average.*

Key Stage 5 (Age 16 to 19)

15. Outcomes in terms of Average Point Score per Pupil and Average Point Score per Subject are still below the national average. However, progress measures which take

into account the prior attainment of pupils at the end of Key Stage 4 show that these outcomes are higher than those for pupils with similar prior attainment nationally.

16. Partnership working is growing between learning institutions to allow young people to personalise learning and to provide a cost effective way of delivering the greater diversity of curriculum that is found at Key Stage 5. Arrangements include Uxbridge College, Hillingdon Training and Skillnet. This means that young people have available programmes of learning at Foundation level, at L2 as well as Apprenticeships post 16.

Looked After Children (LAC)

17. When looking at 2010/2011 KS2 attainment it is the first year that the London Borough of Hillingdon's children, who have been looked after continuously for 12 months, have surpassed the national average for all looked after children.
18. When looking at 2010/11's Key Stage 4 GCSE attainment of Hillingdon's LAC, 34.8% of the cohort, (over one third), had a statement of SEN whilst an additional 11.6% have English as an Additional Language (EAL). 83% of children looked after continuously for 12 months attained 5 or more GCSEs including English and Mathematics A* to C grades, this is higher than the national average of 80%.
19. Hillingdon Virtual School has focused on the early identification of Additional English Needs and Special Education Needs of pupils entering care and it is anticipated that this upward trend will therefore be maintained. This improvement will, over time, also be evidenced in improving results at Key Stage 4 for those who remain in long term care and will also improve life chances for those LAC who move on to adoption or return home.

Special Education Needs (SEN)

20. When looking at 2010/2011 Key Stage 2 attainment for pupils with SEN, there was a significant improvement of those pupils with a statement attaining level 4+ in English from 11.1% in 2009/2010 to 14.9% in 2010/2011. The number of pupils who achieved 2 levels progress for English and Mathematics improved for those with statements and school action plus.
21. There was a significant improvement for pupils with a statement of SEN attaining 5+ A*-G (including English and Mathematics) GCSE's this rose from 26.1% to 42.4%. 36.3% of pupils with school action and 20.2% school with school action plus also attained 5+ A*-C passes (including English and Mathematics) in 2010/2011; this is an improvement of 2 percentage points and also in line with national averages.

Section 2: Summary of School Inspection Reports

22. In the academic year 2010/11 17 Borough schools were inspected by Ofsted; these consisted of 6 secondary and 11 primary.
23. The overall effectiveness of 16 of these schools was deemed to be at least satisfactory, with 13 being judged as good or better.
24. The tables below summarise the inspection findings across schools both nationally and across the London Borough of Hillingdon:

Primary Schools

Aspects of the school	Percentage of Schools (Number of schools in brackets)							
	Outstanding		Good		Satisfactory		Inadequate	
	National	LBH	National	LBH	National	LBH	National	LBH
Overall effectiveness	8	0 (0)	47	82 (9)	40	18 (2)	5	0 (0)
Achievement and Standards	7	0(0)	48	82 (9)	40	18 (2)	5	0 (0)
Quality of Teaching	4	0 (0)	53	82 (9)	39	18 (2)	3	0 (0)
Leadership and Management	10	9 (1)	54	73(8)	33	18 (2)	3	0 (0)

Secondary Schools

Aspects of the school	Percentage of Schools (Number of schools in brackets)							
	Outstanding		Good		Satisfactory		Inadequate	
	National	LBH	National	LBH	National	LBH	National	LBH
Overall effectiveness	14	33 (2)	38	33 (2)	40	17 (1)	8	17 (1)
Achievement and Standards	12	17 (1)	41	50 (3)	40	17 (1)	7	17 (1)
Quality of Teaching	3	17 (1)	51	50 (3)	42	17 (1)	3	17 (1)
Leadership and Management	18	33 (2)	53	33 (2)	25	17 (1)	4	17 (1)

These tables show:

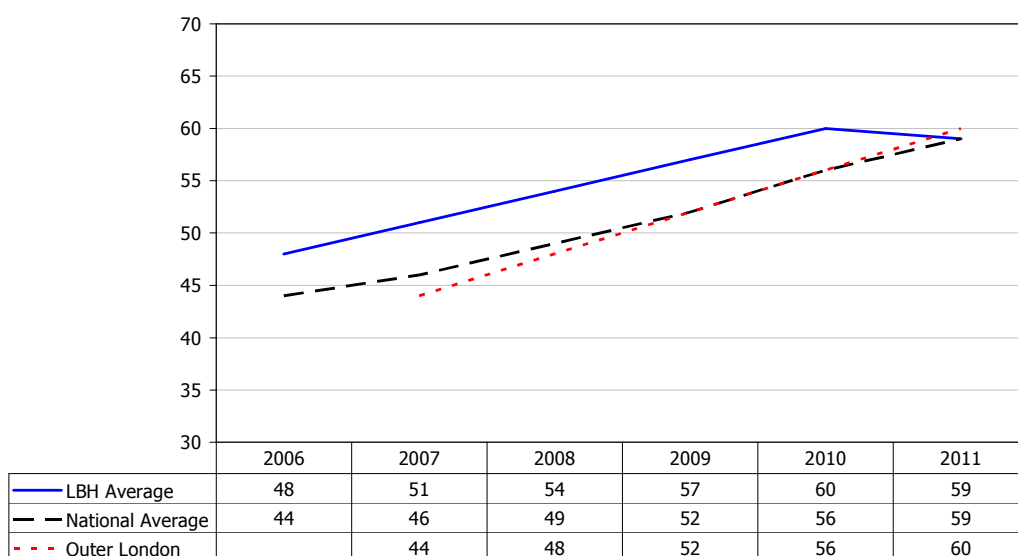
- A larger proportion of secondary schools assessed as outstanding locally than nationally
- Leadership and Management judged to be good or outstanding in a much larger proportion of schools locally than nationally.

Section 3: Detailed Performance Information

Foundation Stage

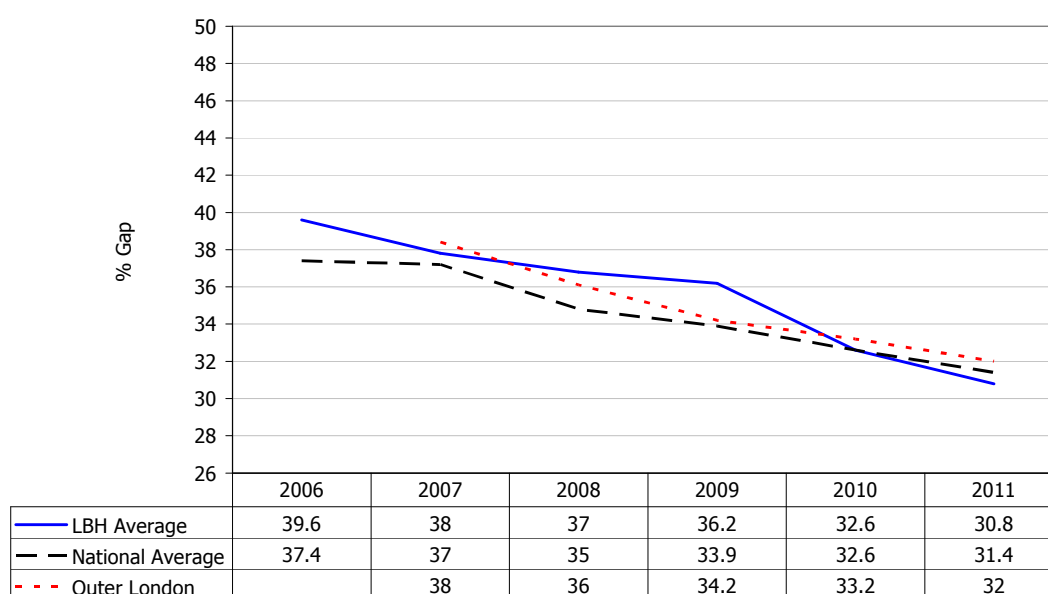
25. Proportion of children assessed at 78 points or higher with at least 6 in Communication, Language and Literacy (CLL) and Personal, Social and Emotional Development (PSE) is in line with the national average.

Chart 1: % Children assessed at 78 Points or higher with at least 6 in CLL and PSE



26. The gap between the lowest 20% and the rest continues to fall and is now below national levels.

Chart 2: Gap between the lowest 20% and the rest

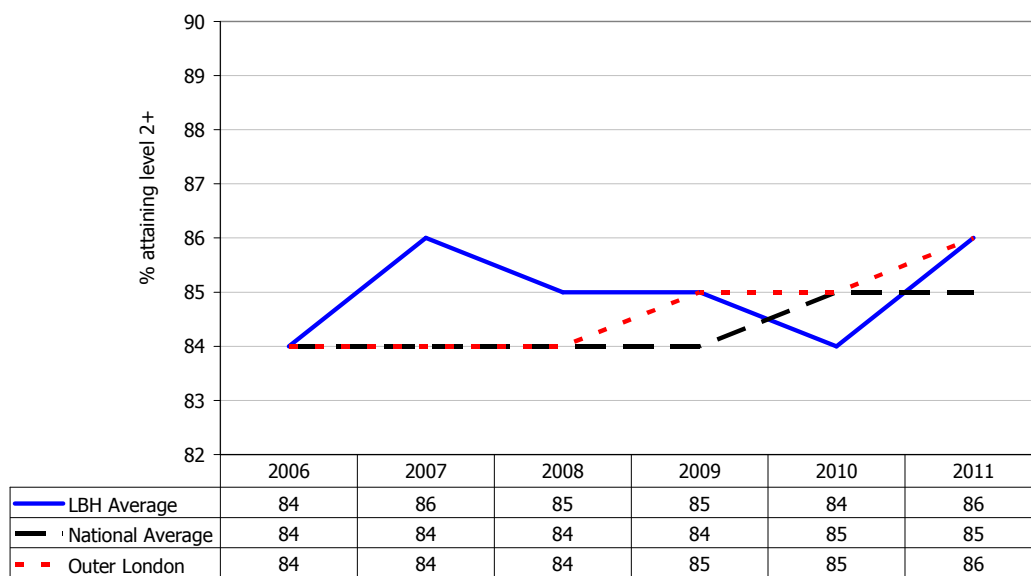


Key Stage 1

Reading

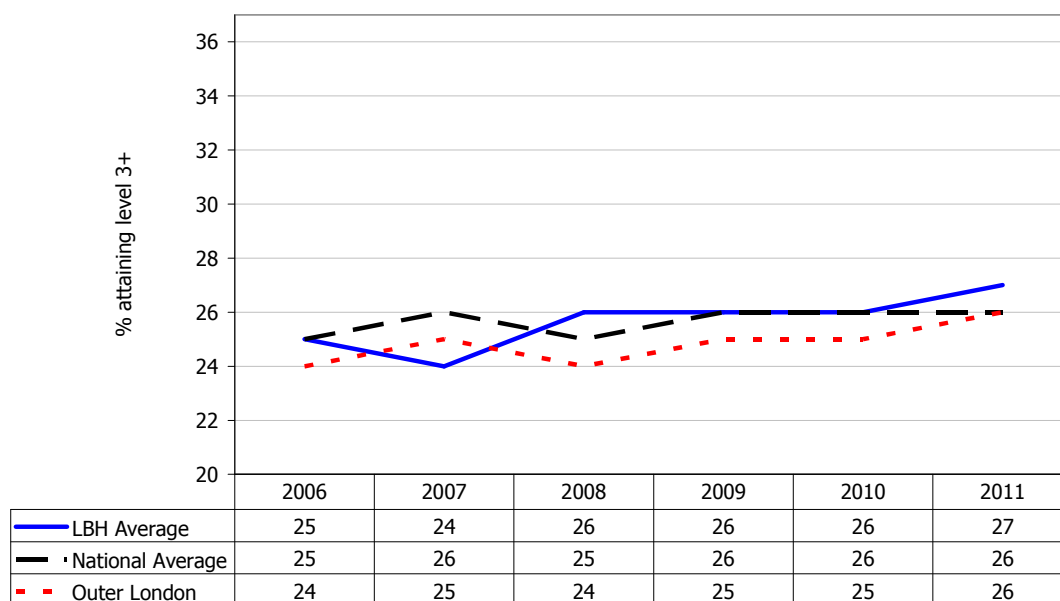
27. Chart 3 shows the proportion of borough pupils attaining level 2 or above in Reading. The final figure will be higher than 2010 and surpasses 2009 levels. Local outcomes are now higher than those nationally and in-line with those across Outer London.

Chart 3: Percentage of Pupils attaining Level 2 or above in Key Stage 1 in READING



28. Chart 4 shows the proportion of borough pupils attaining level 3 or above in Reading at Key Stage 1. The proportion of LBH educated pupils reaching level 3 has increased slightly, having remained the same over the last three years. The proportion of children in the borough reaching this level is above the average nationally and for Outer London.

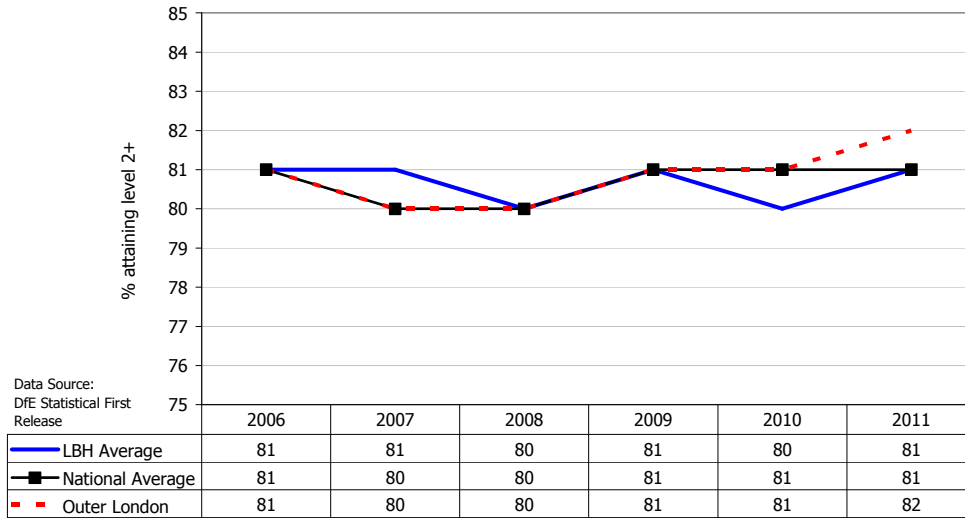
Chart 4: Percentage of Pupils attaining Level 3 or above in Key Stage 1 in READING



Writing

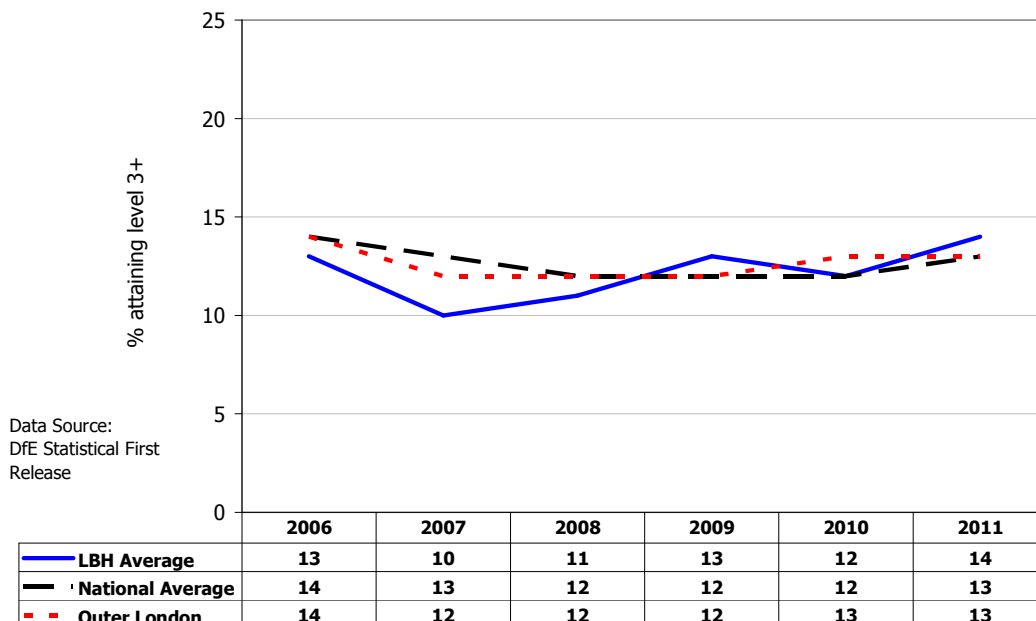
29. Chart 5 shows the proportion of borough pupils attaining level 2 or above in Writing. The proportion of pupils reaching this level rose slightly this year in LBH schools. The proportion of pupils reaching this level nationally remained the same whilst those across schools in Outer London rose slightly.

Chart 5: Percentage of Pupils attaining Level 2 or above in Key Stage 1 in WRITING



30. Chart 6 shows the proportion of borough pupils attaining level 3 or above in Writing at Key Stage 1. LBH results are two points higher than in 2010. Outcomes for borough are now above those both nationally and across Outer London.

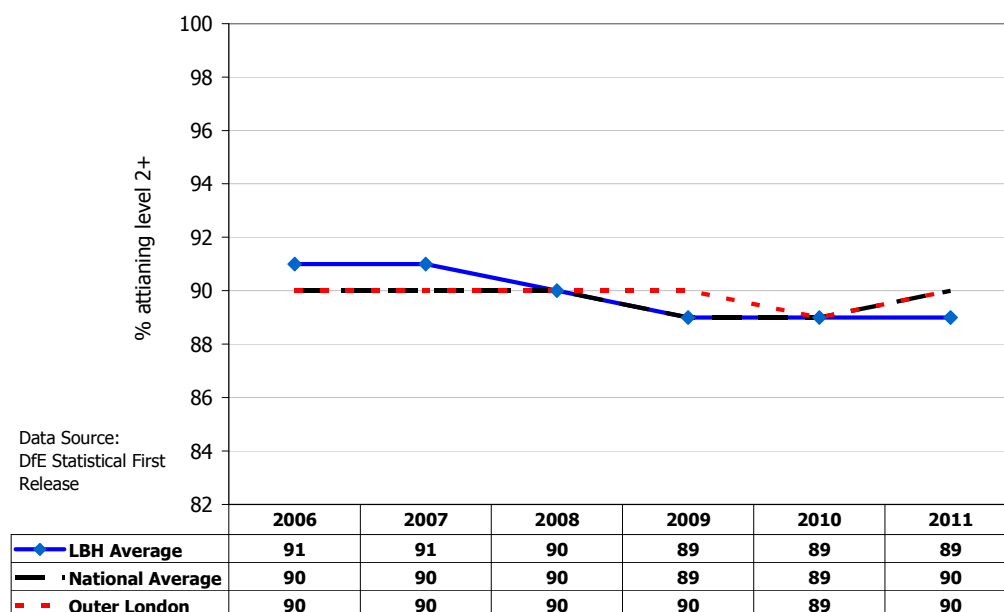
Chart 6: Percentage of Pupils attaining Level 3 or above in Key Stage 1 in WRITING



Mathematics

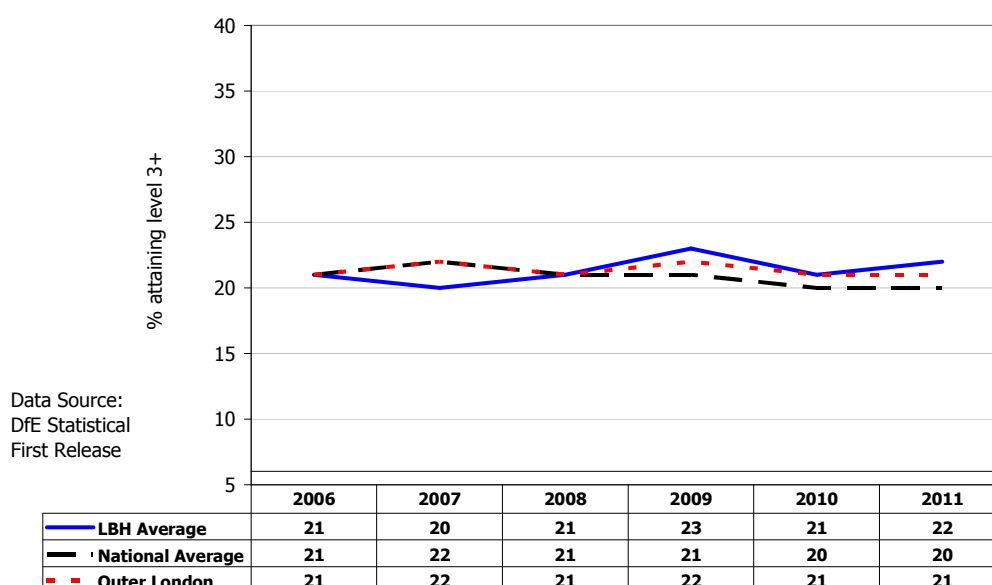
31. Chart 7 shows the proportion of borough pupils attaining level 2 or higher in Mathematics. This fell between 2007 and 2009, and has remained the same between 2009 and 2011. This is now below national figures and those for Outer London.

Chart 7: Percentage of Pupils attaining Level 2 or above in Key Stage 1 in Maths



32. Chart 8 shows the proportion of London Borough of Hillingdon pupils attaining level 3 or above in Mathematics at the end of Key Stage 1. This is higher than last year and still above national figures and those for Outer London.

Chart 8: Percentage of Pupils attaining Level 3 or above in Key Stage 1 in Maths



Key Stage 1 results by gender

33. From Table 1 you can see that girls outperformed boys in Reading and Writing both in Hillingdon schools and nationally. The only area in which boys outperformed girls was level 3 Mathematics. The gap of about 3 percentage points is lower than last year and smaller than the national gap of 5 points.

Table 1: KS1 Attainment by Gender

		LBH Gap (G-B)		Nat. Gap (G-B)	Girls			Boys		
		2011	2010	2010	2011	2010	National	2011	2010	National
%Level 2+	Reading	7	9	7	90	89	89	83	80	82
	Writing	11	11	11	87	86	87	76	75	76
	Maths	4	5	3	91	91	91	87	86	88
% Level 2b+	Reading	9	11	11	79	78	79	70	67	68
	Writing	14	14	17	70	66	70	56	52	53
	Maths	3	4	3	76	76	76	73	72	73
% Level 3+	Reading	9	7	8	32	30	30	23	23	22
	Writing	8	6	8	18	15	17	10	9	9
	Maths	-3	-7	-5	20	18	18	23	25	23

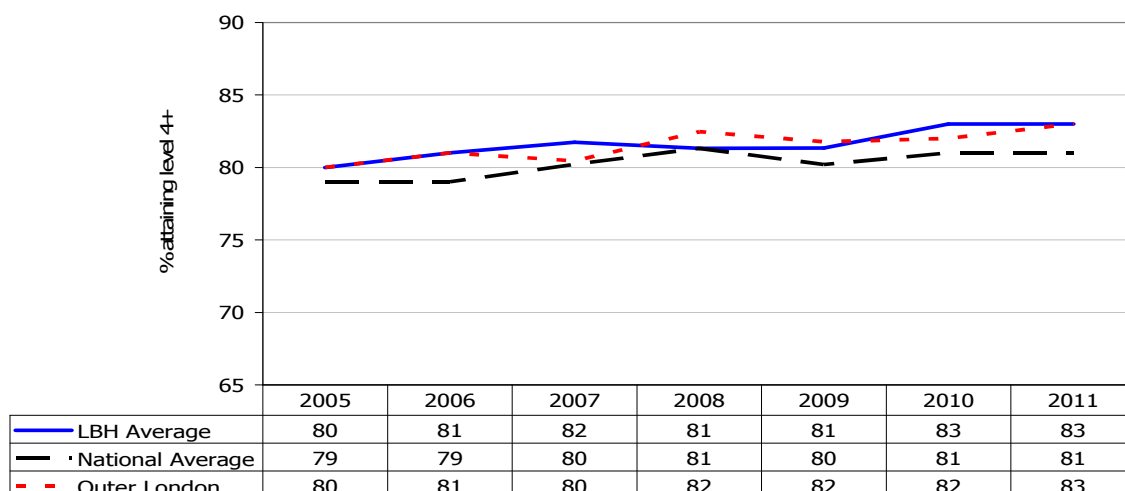
	Gap reduced		Lower than in 2010
	Gap increased		Higher than in 2010

Key Stage 2

English

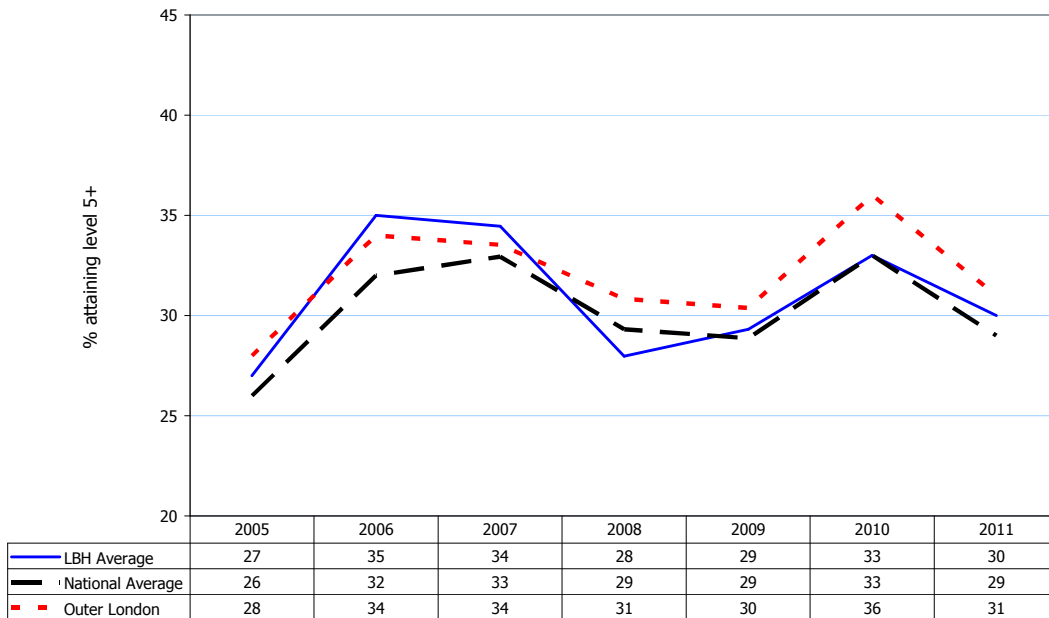
34. Chart 9 shows the proportion of borough pupils attaining level 4 or above in Key Stage 2 English. Attainment in local schools is unchanged from last year and 2 percentage points higher than nationally.

Chart 9: Percentage of Pupils attaining Level 4 or above in Key Stage 2 in English



35. Chart 10 shows the proportion of borough pupils attaining level 5 or above in Key Stage 2 English. The proportion of pupils in Hillingdon schools reaching this level was 3 points lower than in 2010. This is in-line with outcomes nationally but below those for Outer London.

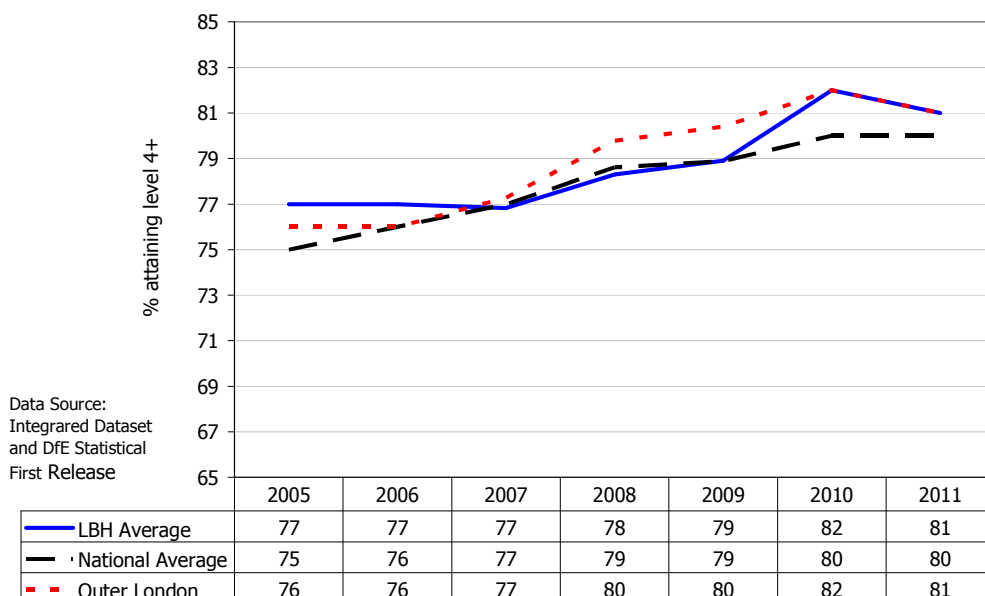
Chart 10: Percentage of Pupils attaining Level 5 or above in Key Stage 2 in English



Mathematics

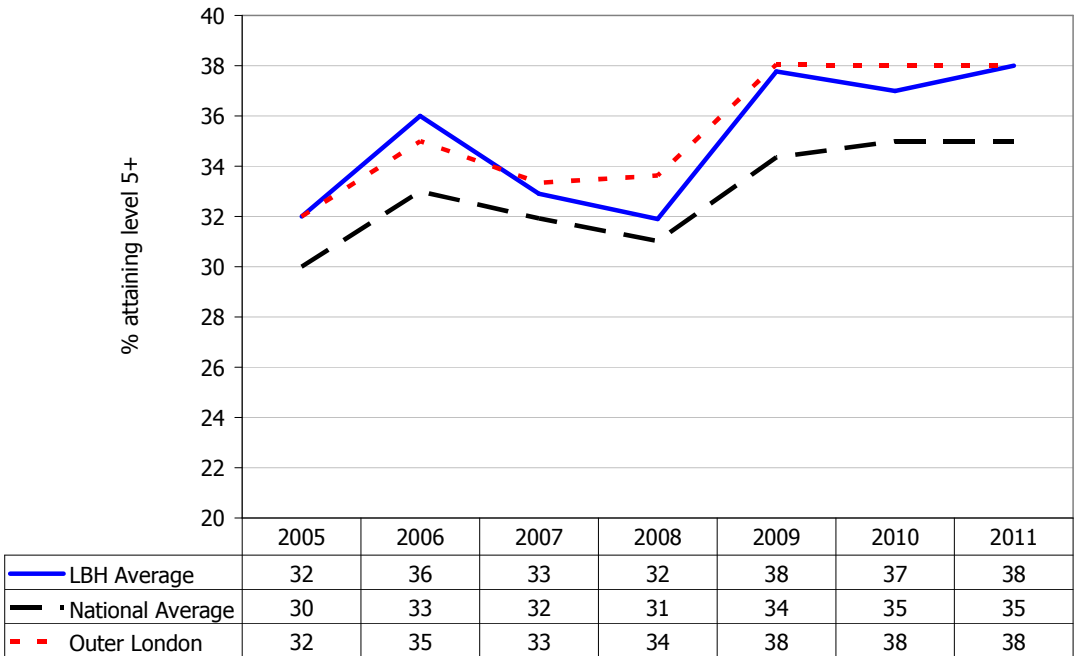
36. Chart 11 shows the proportion of borough pupils attaining level 4 or above in Key Stage 2 Mathematics. Results for 2011 are 1 point lower than in 2010, this is a similar trend nationally and in schools across Outer London.

Chart 11: Percentage of Pupils attaining Level 4 or above in Key Stage 2 in Maths



37. Chart 12 shows the proportion of borough pupils attaining level 5 or above in Key Stage 2 Mathematics. Results for 2011 are 1 point higher than in 2010, this is an improvement on national and Outer London where results remained the same.

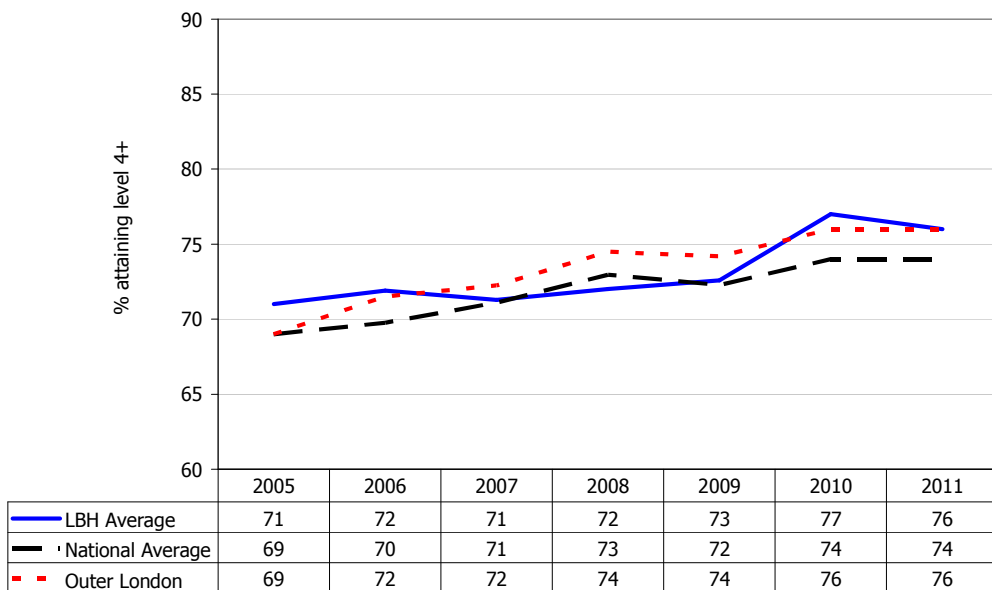
Chart 12: Percentage of Pupils attaining Level 5 or above in Key Stage 2 in Maths



English and Mathematics (Combined)

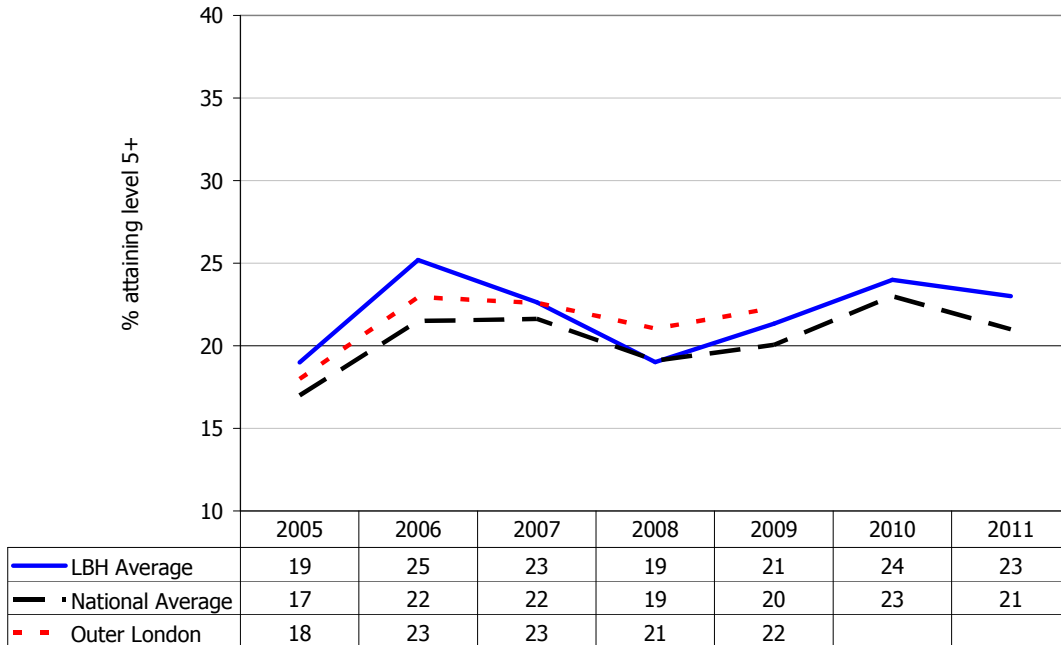
38. Chart 13 shows the proportion of borough pupils attaining level 4 or above at Key Stage 2 in both English and Mathematics. Attainment of pupils in borough schools continues to be higher than national levels.

Chart 13: Percentage of Pupils attaining Level 4 or above in Key Stage 2 in both English and Maths



39. Chart 14 shows the proportion of borough pupils attaining level 5 or above at Key Stage 2 in both English and Mathematics. The proportion of LBH pupils at this level has fallen by 1 point; however attainment continues to be higher than national levels.

Chart 14: Percentage of Pupils attaining Level 5 or above in Key Stage 2 in both English and Maths



Key Stage 2 results by gender

40. Table 2 provides a breakdown by gender of the results in end of Key Stage 2 tests. The gap between the proportion of boys and girls reaching at least level 5 has narrowed in each area. As at the end of KS2 it is only in Mathematics level 5+ that boys outperform girls.

Table 2: KS2 Attainment by Gender

	LBH Gap (G-B)		Nat. Gap (G-B)		Girls		Boys		
	2011	2010	2011	2011	2010	National	2011	2010	National
English	6	7	9	86	86	86	80	79	77
Reading	5	5	7	88	88	87	83	83	80
%Level 4+ Writing	11	11	13	81	80	81	70	69	68
Maths	0	0	0	81	82	80	81	82	80
English and Maths	2	4	5	77	79	77	75	75	72
English	11	13	12	36	39	35	25	26	23
Reading	11	11	11	48	57	48	37	46	37
% Level 5+ Writing	8	10	9	25	26	24	17	16	15
Maths	-5	-7	-4	36	34	33	41	41	37
English and Maths	0	0	0						

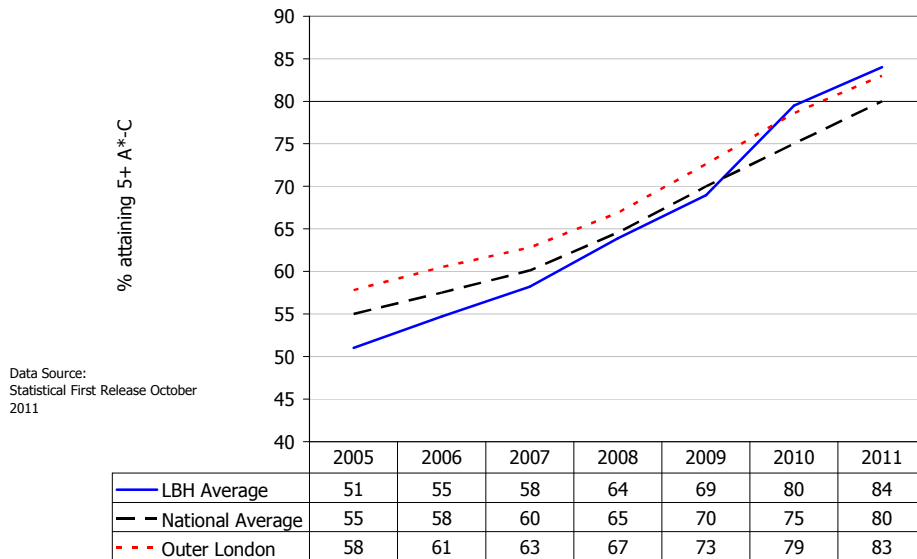
Reduced gap or increased attainment
 Increased gap or lower performance

Key Stage 4

5+ A*-C Grades

41. The percentage pupils in Hillingdon schools attaining 5 or more GCSEs at grades A* - C continued to rise above the national level.

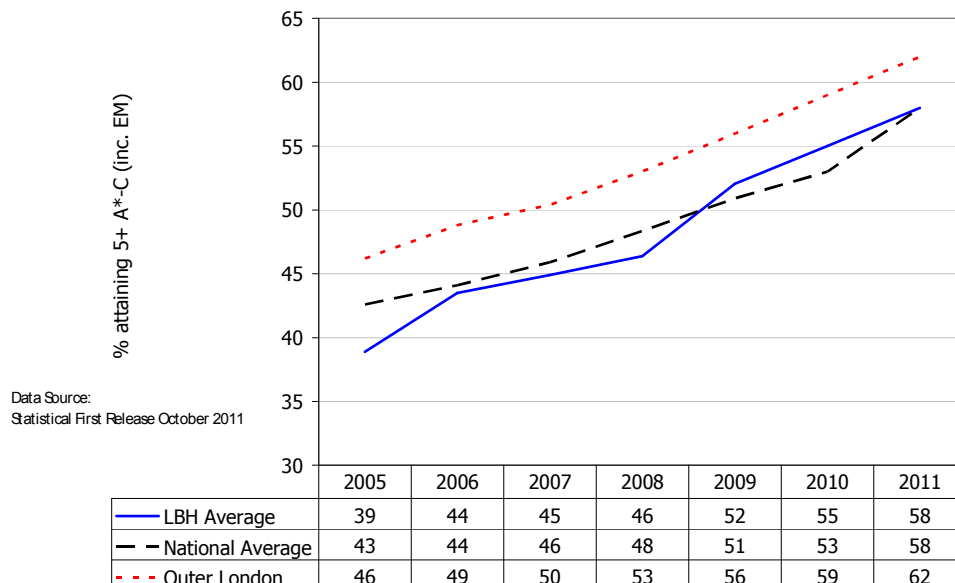
Chart 15: Percentage of Pupils attaining at least 5+ A*-C Grades



5+ A*-C Grades (Including English and Mathematics)

42. The percentage of borough pupils attaining 5 or more GCSEs at grades A* - C (including English and Mathematics) is currently in line the national figure.

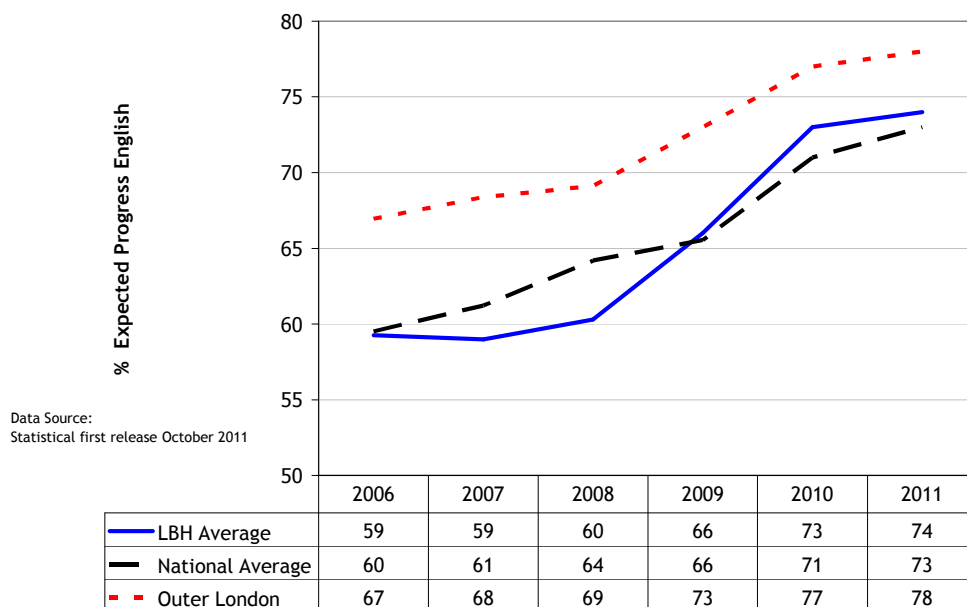
Chart 16: Percentage of Pupils attaining at least 5+ A*-C Grades (including English and mathematics)



Expected Progress English

43. The proportion of borough pupils making at least 3 levels progress in English has increased by over 1 percentage points over the last year; it remains above the national level.

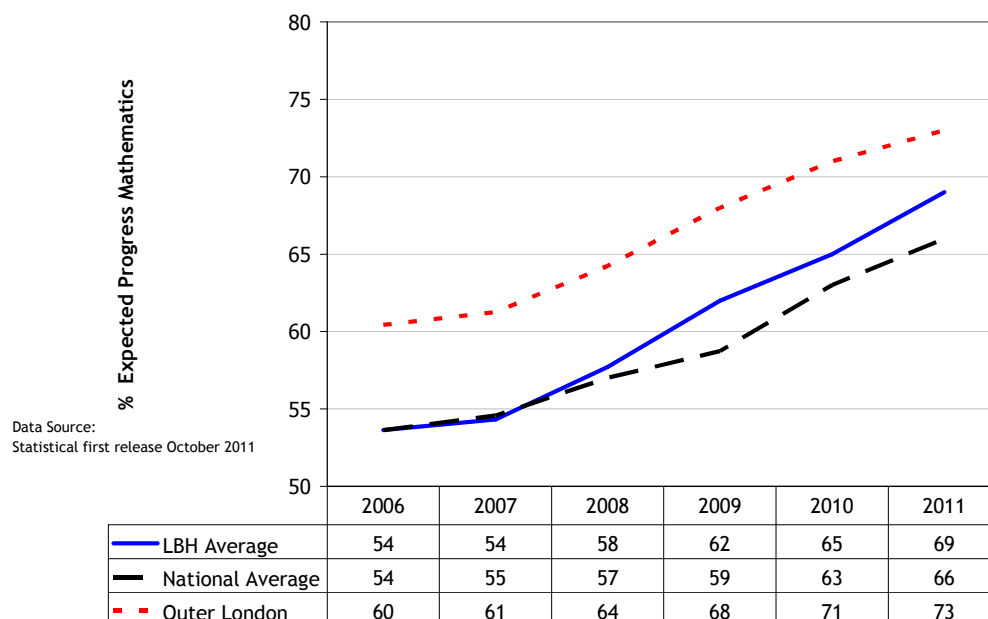
Chart 17: Percentage of pupils making expected progress in English



Expected Progress Mathematics

44. The proportion of pupils making the expected progress between KS2 and KS4 in Mathematics has increased by 4 percentage points since 2010. This remains above the national level.

Chart 18: Percentage of pupils making expected progress in mathematics



Key Stage 4 results by gender

45. It can be seen from Table 3, below, that outcomes for both boys and girls were higher than in 2010 against all four of the key measures. They are also higher than national figures. The gender gap reduced against three of the four threshold measures.

Table 3: KS4 Attainment by Gender

	LBH Gap (G-B)		Nat. Gap (G-B)	Girls			Boys		
	2011	2010	2011	2011	2010	National	2011	2010	National
5+ A*-C	4	9	8	86	84	83	82	75	75
5+ A*-C (inc. EM)	7	7	7	63	59	62	56	52	55
Expected progress English	9	12	10	83	80	77	70	68	67
Expected progress mathematics	0	2	3	67	68	67	67	66	64

Key Stage 5

46. There are two main national indicators of performance at Key Stage 5.

The average point score per student (based on performance in GCSE/VCE/A/AS and key skills examinations). See Chart 19.

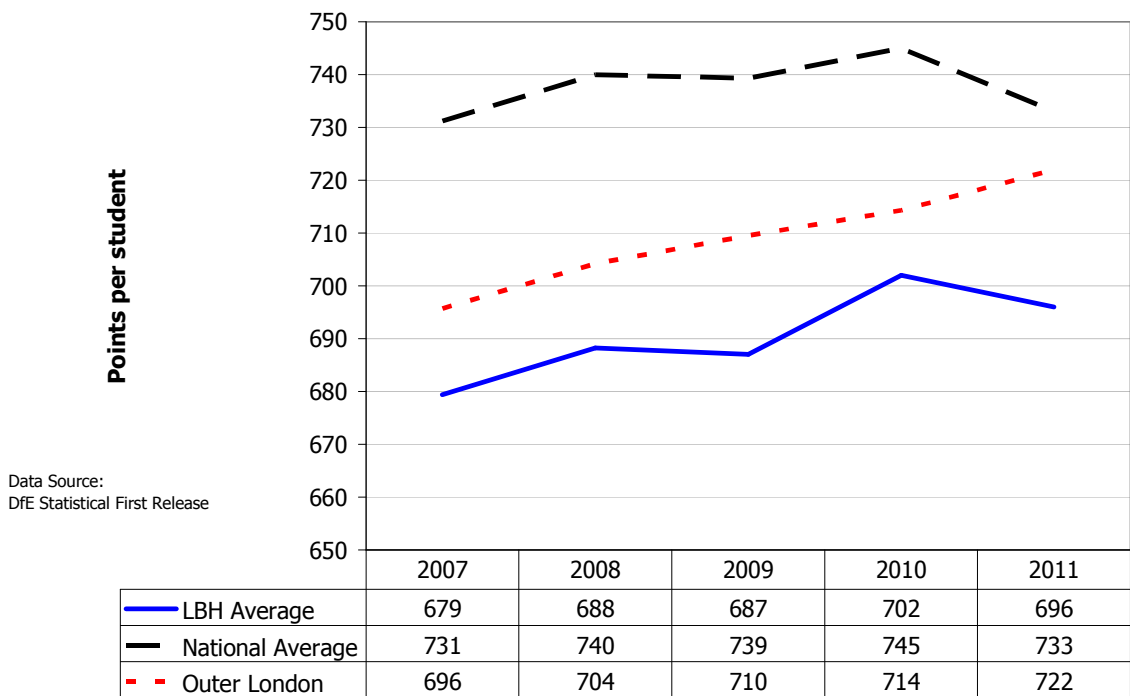
The average per exam taken (based on performance in GCSE/VCE/A/AS and key skills examinations). See Chart 20.

Average point scores are not a particularly good measure of performance post-16. They are determined by the access policy of the schools as much as achievement of the pupils. If schools restrict Level 3 courses to those with high GCSE grades the average point scores will be much higher than if more pupils are allowed onto the courses.

Average Points per student

47. The average points per student fell slightly both in Hillingdon and nationally and the gap between local and national outcomes is lower than in previous years. However the gap between Hillingdon and Outer London continues to increase.

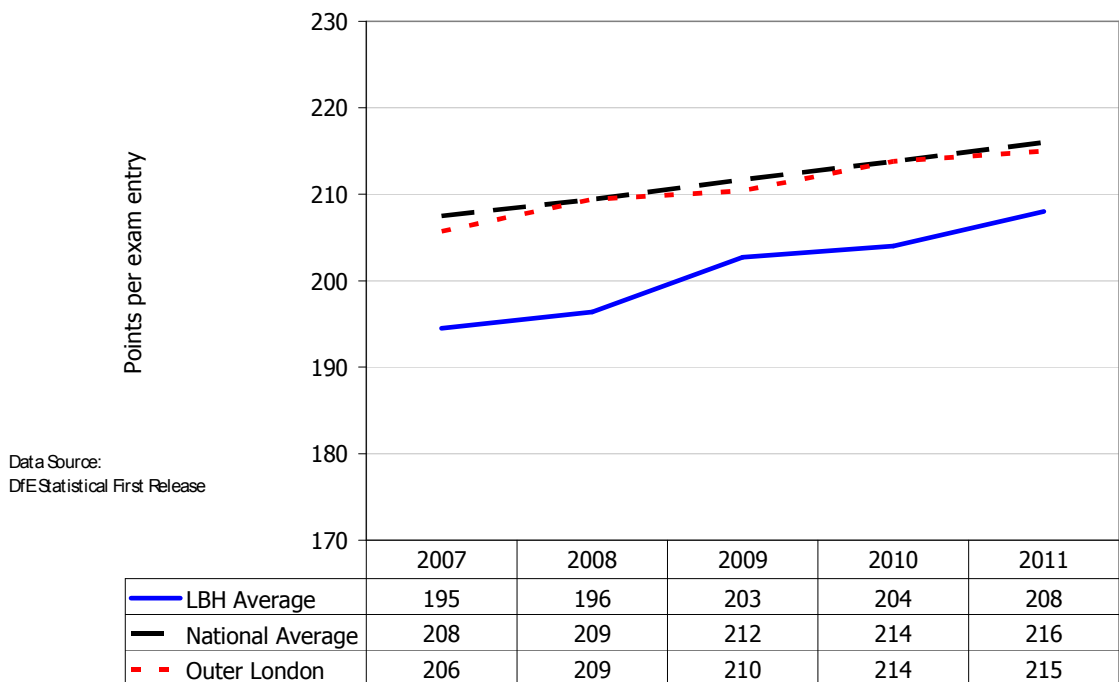
Chart 19: Average Point Score per student



Average Points per entry

48. There was very little change in the average point per entry locally and only a small rise nationally.

Chart 20: Average Point Score per entry



Progress Measures

49. Progress measures are particularly useful post 16 as they take into account the attainment of students at the end of Key Stage 4. Hillingdon, along with other London Authorities makes use of the A Level Performance System (ALPS) to help us evaluate performance at Local Authority, institution and subject level. This analysis puts performance in Hillingdon schools and college over the last three years in the upper quartile nationally. The DfE also produce a contextual value added measure, which shows performance to significantly above expectation in six Hillingdon schools.

Performance of Pupil Groups

50. Where available the Fischer Family Trust (FFT) Value Added (VA) information takes account of pupil prior-attainment, gender and age. Additional information based on a variety of contextual indicators is also available. In the tables below the following abbreviations are used: SEN (Special Educational Needs), A (Action), P (Action Plus), S (Statement), and FSM (*eligible for Free School Meal*).

Key Stage 1

Table 4: Key Stage 1 Reading by pupil group

Group	Number of Pupils 2011	% Attaining Level 2+				FFT VA (Contextual) 2011
		2008	2009	2010	2011	
SEN - A	539	58.1	65.2	56.7	67.7	+6.9 (sig)
SEN - P	181	42.9	48.8	50	51.4	+3.7
SEN - S	90	21.3	27.5	22.8	28.9	+10.5 (sig)
FSM	624	73.7	72.1	69.5	76.4	+3.7 (sig)
Black African	293	82.5	82.8	83.1	84.3	+1.7
Black Caribbean	121	88.7	83.2	87.9	82.6	+3.1
Indian	408	91.3	90.4	89.9	92.6	+1.6
Pakistani	138	89.4	91.9	83.2	91.3	+11.2
White	1609	83.6	84.2	82.6	85.3	+1.7

Table 5: Key Stage 1 Writing by pupil group

Group	Number of Pupils 2010	% Attaining Level 2+				FFT VA 2011
		2008	2009	2010	2011	
SEN - A	539	48.2	55.5	47.2	52.1	+0.9
SEN - P	181	34.5	43.1	38.2	39.8	+2.0
SEN - S	90	10.6	27.5	19.3	16.7	+3.2
FSM	624	65.4	67.5	64.1	70.2	+3.0
Black African	293	72.4	73.8	74.6	78.5	+0.3

Black Caribbean	121	79.4	79.4	83.2	77.7	+2.8
Indian	408	88.1	86.4	89.4	88.2	+0.3
Pakistani	138	81.4	87.1	79.9	83.3	+7.8 (sig)
White	1609	78.6	80.1	78.1	79.8	+0.6

Table 6: Key Stage 1 Mathematics by pupil group

Group	Number of Pupils 2011	% Attaining Level 2+				FFT VA 2011
		2008	2009	2010	2011	
SEN - A	539	73.2	74.9	71.8	72.0	-1.7
SEN - P	181	53.8	58.1	55.4	62.4	+1.1
SEN - S	90	29.8	27.5	29.8	22.2	+1.7
FSM	624	83.0	78.8	77.0	80.9	+1.2
Black African	293	86.6	85.0	85.9	87.4	+2.2
Black Caribbean	121	89.7	85.0	92.5	88.4	+5.6 (sig)
Indian	408	93.1	93.1	95.1	93.1	-0.6
Pakistani	138	91.2	95.2	88.6	91.3	+9.4 (sig)
White	1609	90.2	89.0	87.7	89.0	-0.1

Key Stage 2

51. The information in these tables is based on pupils with both KS1 and KS2 results.

Table 7: Key Stage 2 English by pupil group

Group	Number of Pupils 2011	% Attaining Level 4+				FFT VA 2011
		2008	2009	2010	2011	
SEN - A	446	57.6	57.7	63.7	59.0	-5.9 (sig)
SEN - P	178	36.9	45.5	42.4	53.9	+6.9
SEN - S	94	18.6	15.9	11.1	14.9	+1.8
FSM	577	67.3	67.6	67.9	71.4	-1.7
Black African	246	74.7	75.3	71.7	78.5	-2.4
Black Caribbean	111	83.8	82.7	80	83.8	-2.6
Indian	365	89	86.4	90.1	89.9	+1.4
Pakistani	109	86.8	82.1	87.7	86.2	-0.8
White	1595	81.7	82.5	83	83.9	+0.7

52. Progress between KS1 and KS2 in English was significantly lower than that nationally for pupils assessed as SEN Action.

Table 8: Key Stage 2 Mathematics by pupil group

Group	Number of Pupils 2011	% Attaining Level 4+				FFT VA 2011
		2008	2009	2010	2011	
SEN - A	446	53.1	54.6	64.9	57.4	-6.1 (sig)
SEN - P	178	43.1	51.3	46.8	57.9	+6.2 (sig)
SEN - S	94	24.3	22.7	14.4	9.6	-5.3
FSM	577	63.1	62.6	67.4	67.6	-3.7 (sig)
Black African	246	63.3	72.5	73.5	74.0	-3.7
Black Caribbean	111	78.1	71.8	77.4	80.2	-1.9
Indian	365	86.8	87.0	88.7	85.2	-3.1 (sig)
Pakistani	109	86.8	74.4	83.3	81.7	-4.2
White	1595	79.2	80.1	82.0	82.3	+0.6

Table 9: Key Stage 2 English and Mathematics by pupil group

Group	Number of Pupils 2011	% Attaining Level 4+				FFT VA 2011
		2008	2009	2010	2011	
SEN - A	446	39.8	40.5	50.0	43.7	-5.9 (sig)
SEN - P	178	26.9	36.0	31.2	43.8	+5.8 (sig)
SEN - S	94	14.3	14.8	8.9	7.4	-2.1
FSM	577	53.0	53.8	57.8	59.4	-3.3
Black African	246	57.0	62.9	65.2	68.3	-2.7
Black Caribbean	111	72.4	65.5	70.4	73.0	-3.8
Indian	365	82.8	81.5	85.1	82.5	-1.4
Pakistani	109	78.9	71.8	79.8	78.0	-2.5
White	1595	73.2	74.2	76.2	77.2	+1.4

53. Most groups performed broadly in-line with expectations. The proportion of pupils performing at this level was higher than in 2008 for all groups other than those with a statement.

Key Stage 4

54. The information in these tables is based on pupils with both KS2 and KS4 results.

Table 10: Key Stage 4 5+ A*-C Grades

Group	Number of Pupils 2011	% 5+ A*-C				FFT VA (from KS2) 2011 2008
		2008	2009	2010	2011	
SEN - A	384	38.3	45.2	64.7	75.8	+7.0 (sig)
SEN - P	194	24.9	31.4	52.5	51.0	-11.0 (sig)
SEN - S	89	10.1	9.9	19.1	27.0	-2.6
FSM	462	43.1	47.8	69.8	70.3	+0.4
Black African	168	45.0	64.0	82.1	76.2	+6.0 (sig)
Black Caribbean	114	57.7	60.4	79.8	81.6	+2.7
Indian	394	81.3	86.5	88.2	93.9	+11.1 (sig)
Pakistani	65	68.3	72.9	84.4	86.2	+9.3 (sig)
White	1688	61.3	66.9	77.6	82.0	+0.6

55. The performance of pupils of Black African, Indian and Pakistani origin made significantly more progress between KS2 and KS4 than similar pupils. The proportion of pupils eligible for FSM has almost doubled since 2008.

Table 11: Key Stage 4 5+ A*-C Grades (including English and maths)

Group	Number of Pupils 2011	% 5+ A*-C (including English & Maths)				FFT VA (from KS2) 2011 2008
		2008	2009	2010	2011	
SEN - A	384	23.6	22.2	24.8	36.5	-1.0
SEN - P	194	13.7	18.3	24.2	20.1	-9.8 (sig)
SEN - S	89	3.7	5.9	6.7	3.4	-1.7
FSM	462	27.9	30.3	36.5	40.0	-0.9
Black African	168	34.0	45.3	46.9	60.7	+16.7 (sig)
Black Caribbean	114	37.5	43.6	51.5	55.3	+1.4
Indian	394	60.4	73.2	68.6	71.6	+10.8 (sig)
Pakistani	65	53.3	60.0	61.0	64.6	+10.0 (sig)
White	1688	44.4	49.7	53.7	55.3	-5.2 (sig)

Table 12: Key Stage 4 5+ A*-G Grades

Group	Number of Pupils 2011	% 5+ A*-G				FFT VA (from KS2) 2011 2008
		2008	2009	2010	2011	
SEN - A	384	85.7	90.3	94.3	95.6	+3.2 (sig)
SEN - P	194	73.7	79.1	87.3	80.4	-9.1(sig)
SEN - S	89	45.0	45.5	42.7	46.1	-11.5 (sig)
FSM	462	81.5	86.1	91.0	89.2	-1.7
Black African	168	87.0	94.7	97.5	95.8	+4.5 (sig)
Black Caribbean	114	92.3	91.1	97.0	96.5	0.3
Indian	394	98.9	97.4	98.5	98.7	+2.2 (sig)
Pakistani	65	95.0	97.1	97.4	96.9	+3.9 (sig)
White	1688	90.0	91.9	94.3	93.4	-1.7 (sig)

56. The progress of children with a statement was significantly below expectation. The outcomes for most groups of pupils are much higher than they were in 2008.

Hillingdon Adult Learning Service

57. Hillingdon Adult Learning service (HAL) is a front line service of the London Borough of Hillingdon and sits within the Education Service as one of the community based services that make up Adult and Community Learning. HAL offers learning opportunities for residents through Contract with the Skills Funding Agency (SFA) and the Young Peoples Learning Agency (YPLA). The service delivers learning which matches the Department of Business, Innovation and Skills priorities and the identified needs of Hillingdon residents, contributing significantly to the Council plan and Sustainable Community Strategy.

58. As a SFA funded provider key performance indicators are monitored annually and the service is subject to Ofsted inspections. The quality of provision offered by the service has an impact on subsequent funding levels by the SFA and the Councils ability to engage in competitive national funding bids and projects.

Headline Data for 2010-2011

Success Rates

KPI	2010-11	2009-10	2008-09	% Change 08-09 to 09-10	% Change 09-10 to 10-11	% Change 08-09 to 10-11
Success Rates	85%	82%	81%	+1%	+3%	+4%
<i>of which:</i>						
Long Courses	78%	77%	76%	+1%	+1%	+2%
Short Courses	87%	83%	83%	+0%	+4%	+4%
<i>funded by:</i>						
Accredited (LR/ER)	77%	76%	76%	-0%	+1%	+1%
Non-Accredited (ASL/FS)	88%	84%	83%	+1%	+3%	+5%

Benchmarking Comparisons	2009-10	2008-09	10/11 Comparison to 09/10 Benchmarks	09/10 Comparison to 09/10 Benchmarks	08/09 Comparison to 08/09 Benchmarks
General FE & Tertiary Colleges	79.2%	78.8%	+5.8%	+2.3%	+2.1%
Other Public Funded Institutions	76.8%	75.5%	+8.2%	+4.7%	+5.4%

Achievement and Retention (component parts of overall success rates)

	2010-11	2009-10	2008-9
Success rate	85%	82%	81%
Achievement	93%	89%	90%
Retention	91%	91%	90%

Ofsted Inspection, February 2011

59. Hillingdon's provision of Adult Learning was inspected by Ofsted against the Common Inspection Framework for Learning and Skills in February 2011. The service was graded as good, grade 2 overall.

	Ofsted Grade at Inspection
Overall Effectiveness	2
Capacity to Improve	2
All curriculum areas	
Outcomes for learners	2
Quality of provision	2
Leadership and management	2
Safeguarding	2
Equality and Diversity	3
Subject areas inspected in depth	
Subject area 9	Arts, Media and
	2

	Publishing	
Subject area 12	Languages	2
Subject area 14	Skills for Life and Employment	2

Grade 1- outstanding, Grade 2- good, Grade 3 –satisfactory, Grade 4 – inadequate

Section 4: Conclusions & Next Steps

60. Results have improved for the seventh consecutive year and attainment for pupils in Hillingdon continues to rise, from Foundation Stage to Key Stage 4. Results remain either in line or above national results.
61. Attainment for Looked after Children and those with Special Education Needs rose for both Key Stage 2 & Key Stage 4, they were either above or in line with national averages.
62. Ofsted assessed a larger proportion of Hillingdon Secondary Schools as outstanding, which is above the national levels. A large proportion of Hillingdon schools are judged to have good or outstanding Leadership & Management.
63. Success rates of pupils in Hillingdon’s Adult Learning Services continued to rise from 82% to 85%.
64. The London Borough of Hillingdon Schools will ensure that achievement (attainment and progress) continues to rise at all Key Stages for the eighth consecutive year.
65. The London Borough of Hillingdon will continue to increase results above the national average.

Financial Implications

None

EFFECT ON RESIDENTS, SERVICE USERS & COMMUNITIES

What will be the effect of the recommendation?

Better informed education provision for children in Borough schools and other educational establishments

Consultation Carried Out or Required

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

CORPORATE IMPLICATIONS

Corporate Finance

Corporate Finance has reviewed this report and is satisfied that there are no direct financial implications resulting from the recommendations of the report.

Legal

There are no legal implications arising out of this report

Relevant Service Groups

NIL