

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
Primary	19%	18%	71%	71%	9%	9%	1%	1%
Secondary	22%	26%	56%	53%	17%	16%	5%	5%
TOTAL (all schools)	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.

Table 2		Ofsted 2015/16									
	Summary (Good or better)		Outstanding		Good		Requires Improvement		Inadequate		
	National	LBH	National	LBH	National	LBH	National	LBH	National	LBH	
2014/15	83%	88%	15%	12%	68%	76%	15%	12%	2%	0%	
2015/16	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.

Table 3		Ofsted Outcomes from Childminder Inspections 2015/16									
	Summary (Good or better)		Outstanding		Good		Requires Improvement		Inadequate		
	National	LBH	National	LBH	National	LBH	National	LBH	National	LBH	
2014/15	78%	79%	10%	8%	68%	71%	20%	18%	2%	3%	
2015/16	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 6th of 11, indicating an improving trend.

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

Table 5	70.3%
LBH Good Level of Development (GLD) 2016	
2016 National GLD	69.3 % (LBH + 0.6)
2016 London GLD	71.2% (LBH - 0.9)
2016 Outer London GLD	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	82 (+3)	77	80	81.5 (+1.5)	78	81	82 (+1)
Physical Development	83	87	87 (-)	86	87	87.5 (+0.5)	86	88	88(-)
Personal Social & Emotional Development	78	82	85 (+3)	81	84	85 (+1)	82	85	85 (-)
Literacy	65	72	73.5 (+1.5)	66	70	72 (+2)	68	73	74.5 (+1.5)
Mathematics	69	76	76.5	72	76	77.5 (+1.5)	74	78	79 (+1)

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

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 2nd of 11, indicating an improving trend.

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

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 7th of 11. No previous ranking information is available for this standard.
- For 2015/16, Hillingdon's KS1 Writing at the Expected Standard is ranked 6th of 11. No previous ranking information is available for this standard.
- For 2015/16, Hillingdon's KS1 Maths at the Expected Standard is ranked 5th 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 5th 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.

Table 9		Hillingdon	National	London
Subject	Level	2016	2016	2016
Reading	Expected Standard	70	66	69
Reading	Higher Standard	19	19	21
Reading	Average Scaled Score	103	103	103
Writing (TA*)	Expected Standard	72	74	76
Writing (TA*)	Greater Depth	16	15	17
Maths	Expected Standard	76	70	77
Maths	Higher Standard	24	17	23
Maths	Average Scaled Score	105	103	104
GPS**	Expected Standard	80	73	79
GPS**	Higher Standard	31	23	29
GPS**	Average Scaled Score	106	104	105
RWM (Combined result)	Expected Standard	55	53	57
RWM (Combined result)	Higher Standard	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 10th of 11, indicating a downward trend for this measure.
- In relation to our statistical neighbours, Hillingdon's Ebacc percentage ranks 9th 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 7th 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.

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

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 9th 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.

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

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).

Table 12	Key Stage 4 Attainment	2015/16
	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

Table 13			
SEN Key Stage 1 2016			
Individual Scores for Reading, Writing and Maths			
	Actual results for Expected Standard		
Hillingdon Pupils	READING	WRITING	MATHS
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).

Table 14	
SEN Key Stage 2 2016	
Combined Scores for Reading, Writing and Maths	
Hillingdon Pupils	Actual results for Expected Standard
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%

Table 15			
SEN Key Stage 4 2016			
Hillingdon Pupils	% A* - C Eng and Maths	Average Point Score (APS) * Best 8	% Ebacc**
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

Table 16			
Pupil Premium Key Stage 1 2016			
Individual Scores for Reading, Writing and Maths			
	Actual results for Expected Standard		
Hillingdon Pupils	READING	WRITING	MATHS
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

Table 17	
Pupil Premium Key Stage 2 2016	
Individual Scores for Reading, Writing and Maths	
Hillingdon Pupils	Actual results for Expected Standard
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

Table 18			
Pupil Premium Key Stage 4 2016			
Hillingdon Pupils	% A* - C Eng and Maths	Average Point Score* (APS) *Best 8	% Ebacc**
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.

Table 19			
NEET 16-18 year olds - February 2016 (all young people)			
	In Learning (education & training)	NEET	Not known
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

Fixed term 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	0.42	0.42	6.07	7.0	11.76	3.3
England	1.02	1.1	6.62	7.5	13.86	13.54
London	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 1st preferences places with 86% (9th 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 1st to 6th 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 21st 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		95%	73%
Sat 1 GCSE or equivalent		95%	73%
Did not take any GCSE or equivalent exams.		5%	27%

Of the KS4 Cohort:	2013-14 (28 LAC)	2014-15 (19 LAC)	2015-16 (22 LAC)
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%