

STANDARDS AND QUALITY IN EDUCATION IN HILLINGDON 2019/2020

Committee name	Residents, Education and Environmental Services Policy Overview Committee
Officer reporting	Dan Kennedy, Planning, Environment, Education and Community Services
Papers with report	None
Ward	All

HEADLINES

This report provides the Committee with an overview of the standards and quality of education across Hillingdon schools and settings for Hillingdon's children, young people and adults. The report usually focuses primarily on attainment, progress and achievement for the preceding academic year along with references to wider measures of educational success. However, due to the national cancellation of statutory school tests and examinations in 2019/20, there is limited new data available in this report. Officers have therefore used 2018/19 and provided updated contextual information.

To support further improvement of standards in Hillingdon the report identifies specific areas for action with schools, settings and partners.

RECOMMENDATIONS

That the Committee:

- 1. Note the key findings set out in the report.**
- 2. Provide comments to Cabinet for consideration.**

SUPPORTING INFORMATION

Covid-19 Impact and Recovery

The impact on schools as a result of COVID-19 has been significant. Since March 2020, when the first lockdown came into force, schools have been working hard across Hillingdon to provide provision for vulnerable children and children of critical workers (previously called children of Key Workers in the initial lockdown) as well as ensuring digital devices are supplied to families who require them in order to access remote learning provision. Early Years settings, Special Schools and Alternative Provision continue to stay open for all pupils throughout the current lockdown period, although uptake varies in these settings. The Education Improvement and Partnership Service Advisors have been proactive in supporting schools in order to facilitate opening for the pupils entitled to attend provision throughout lockdown, as well as supporting school leaders to ensure remote learning policies and catch-up funding reports are available on school websites and are robust. Secondary schools have successfully begun Lateral Flow Testing in all of the

Hillingdon Secondary settings, for the staff and pupils who are attending onsite provision. This will be rolled out to all pupils once schools reopen fully.

The main findings from the review of education performance in Hillingdon for the academic year 2019/20 are that:

- Within the Early Years phase including private, voluntary and independent nursery settings and child-minder provision overall attainment has risen once again. It should be noted that all early years' settings in Hillingdon are judged by Ofsted to be 'good' or better, above the London average. The intervention and support provided by the Council in this phase has made a difference to achieving meaningful improvements in the service offered and better outcomes for residents.
- Within the primary phases, stable outcomes at both Key Stages mean that borough averages are either in-line or above the national level for all key measures. Positive Key Stage 2 progress scores in Reading, Writing and Maths mean that, collectively, Hillingdon's primary schools are adding more value to children's learning than primary schools nationally, on average.
- Within the secondary phase, Key Stage 4 outcomes and progress have both decreased slightly but still remain above national averages.
- At post-16 level, progress has been made, however, Hillingdon continues to underperform with lower academic outcomes than national averages for this phase.
- Hillingdon's Ofsted inspection data demonstrates stability in 2019/20 when compared with the previous year, with 87% of schools overall now judged good or better by the end of the 2019/20 academic year, compared to 88% of schools judged good or better 2018/19.
- The underperformance of some key groups of learners in Hillingdon continues to provide challenges to some settings in the borough. Effectively addressing the progress and outcomes for these vulnerable groups is an educational priority for the Council and all local education providers.

The remainder of the report provides further information about the outcomes achieved at the different education stages, for different groups and relating to Council services which support educational outcomes.

Putting Our Residents First - Raising Standards in Education

- Putting residents first is central to the work of the Council. This includes fulfilling its duty to ensure that its statutory 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 for all learners.
- 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.
- The Council continues to invest in education capacity and quality through the provision of school support and monitoring and the expansion of schools where needed to meet demand for school places across the primary and secondary sectors. The Council's

investment in new and modern education buildings and facilities continues to provide the high-quality learning environment that children need in Hillingdon.

- The mixed economy of Council maintained and academy/free schools in the Borough mean that the Council acknowledges its dynamic but central 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, the Council continues to promote high standards for all learners and to challenge underperformance where this occurs, no matter where learners 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, providing services to support the positive progress of children and young people, developing and securing expertise in schools and settings, monitoring personal educational plans for children looked after and intervening where schools or settings require improvement.
- Working effectively with services for vulnerable children 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 or notifying the Regional Schools Commissioner of concerns in Academy schools in order to drive up standards.
- Working in partnership with Teaching Schools and multi-academy trusts in order to build capacity within the schools-led improvement community in Hillingdon.

Ofsted Inspections of Schools

- Due to the pandemic only 15 schools were inspected during the academic year 2019/20. Of these schools inspected, 1 of 15 demonstrated an improvement in final inspection judgements and moved from 'Requiring Improvement' to 'Good', whilst 11 of 15 retained their previous inspection judgements. 3 of 15 schools inspected during this period received a downgraded judgement.
- Overall inspection data for 2019/20 shows a steady year in school judgements. In total, 87% of all schools judged 'Good' or better at the close of the academic year, which is 1% higher than the England average.

- The Council is working with the Regional Schools' Commissioners Office to ensure that the 2 academy schools that were downgraded have education improvement support.

Summary of Schools in Hillingdon by Ofsted Judgement

Data Set 1 - Table: Final inspection overview 2019/20 (by 31 st August 2020)									
Type of School	Number of schools	% Outstanding	No. of schools Outstanding	% Good	No. Of schools Good	% Requiring Improvement	No. Of schools Requiring Improvement	% Inadequate	No. Of schools Inadequate
Primary	71	16.9	12	73.2	52	9.9	7	0	0
Secondary	22	32	7	41	9	27	6	0	0
Special	9	22	2	67	6	11	1	0	0
Alternative Provision	1	0	0	100	1	0	0	0	0
All Schools in Hillingdon	103	20.4	21	66	68	13	14	0	0

Data Set 2 - Table: Inspection LBH verses England							
		2019-20		2018-19		2017-18	
Judgement		Hillingdon	England	Hillingdon	England	Hillingdon	England
Schools Good or Better		87%	86%	88%	86%	91%	86%

Source: Ofsted inspection statistics December 2020 as of 31.08.20.

Monitoring and Challenging the Performance and Outcomes of Individual Schools

- It is noted that the schools' landscape in Hillingdon consists of 103 state-funded settings which include a mixture of Council maintained schools and other settings which have an alternative status - these settings including academies, non-maintained special schools and University Technical Colleges (UTCs)/studio colleges. For information, approximately 30% of all primaries in Hillingdon are academies, with 70% remaining as maintained schools. In the secondary sector, 90% of all schools are academies with only 10% remaining as maintained settings. In the special school sector, 80% of schools are academies whilst 20% are maintained by the Council.
- Legal duties and powers regarding education improvement intervention in underperforming schools where the Council is not the responsible body for standards or leadership (for example academies or other non-maintained schools etc.) lie with the Regional Schools' Commissioner, acting on behalf of the Secretary of State. Councils retain responsibility for intervention in maintained settings where standards decline and all local authorities retain the overarching statutory duty regarding the promotion of high standards of education which includes regular interface with all stakeholders in a local area and the sharing of intelligence with national partners including Ofsted and the full range of Department for Education teams.
- The draft Hillingdon Education Improvement & Partnerships Strategy went out to consultation to all schools in February 2020 and was temporarily placed on hold due to Covid-19. This draft strategy underpins partnership working and includes six central elements of monitoring, intervention and challenge within a broader framework of school-led improvement activity. This collaborative and school-driven approach ensures that

education 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 Council regarding monitoring and intervening where schools are, or maybe, 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 to accelerate the use of the Council's formal powers if required. The strategy outlines the role that the Council has in liaising with and supporting where necessary the bodies responsible for intervention in academy/free schools/UTCs and maintained schools which are judged to be 'Inadequate' by Ofsted.
- It should be noted that the Council's Education Improvement and Partnerships Service monitors the standards and quality of all schools in Hillingdon through termly analysis of published data, information gathered from Council services supporting children and families, Ofsted liaison, feedback from Hillingdon's Regional Schools' Commissioner's office and DfE and, in the case of maintained schools only, through the provision of both Health checks and Pre-Inspection visits. The early identification of schools facing challenges in Hillingdon allows the Council to broker support for school leaders and governors from across the wider schools' community and aims to prevent, halt and reverse a decline in standards for Hillingdon's children and young people.
- In 2019/20 officers continued to work closely with the Hillingdon school-led Schools' Strategic Partnership Board including the National and Local Leaders of Education and Teaching Schools in Hillingdon, to deliver education improvement events and regular briefings to Head Teachers. Support was adapted to reduce the Covid-19 impact to schools. This approach ensured that the Council continued to fulfil its statutory duty regarding acting as a champion of high standards of education for all young people in Hillingdon, whilst supporting the local education sector's systems leaders by promoting access to their local school leadership improvement offer and highlighting expertise available from both Teaching Schools and central government.
- To build on partnership working, the Education Improvement and Partnerships Service works in partnership with our current Teaching Schools to build on the Hillingdon Local Education Area Partnership (LEAP) model. This focus on robust and effective formal education improvement partnerships, within which the Council plays a critical role as a primary convener of area-specific improvement, will be a key feature of education improvement.
- The national Teaching Schools' model is changing to a sub-regional hub and further details will be known after the publication of this report. It is anticipated that the sub-regional Teaching School will play a key role in Hillingdon's partnership model.

Performance Outcomes

- During the academic year 2019/20, the Council's Schools At Risk Register identified 19 schools at risk of underperformance in Hillingdon (increased by 1 from the previous year). Of this number, 9 of the schools were maintained by the Council and, accordingly, were already in receipt of intensive monitoring, challenge and support by officers including the brokerage of support from within the local education improvement community to facilitate improvement. A breakdown of the maintained schools at risk is shown below:

Maintained Schools at risk	Outcomes
5 Requiring Improvement	<p>Challenge Task Group meetings take place half-termly to support improvement in time for their next inspection. This approach resulted in meetings between senior officers and school leaders and intensive brokering of support. The impact of challenge and support resulted in significant changes to leadership, management and governance in these schools.</p> <p>It was necessary for the Council to commence formal intervention action in 3 out of the 5 schools:</p> <ol style="list-style-type: none"> 1. An Interim Executive Board established in a secondary school has successfully reached the end of its role and started transition plans to become a stable Governing Body. 2. A Warning Notice was issued to a junior school which led to rapid improvement in financial management and governance. New leadership and governance arrangements are being progressed. 3. A pre-Warning Notice was issued to a junior school which led to a change of governance.
4 Good or Outstanding	<p>Support is tailored to the reason that resulted in these schools being assessed as at risk, detailed below:</p> <ol style="list-style-type: none"> 1. Safeguarding and leadership capacity 2. Performance decline 3. Risk of Requiring Improvement judgement

Where the schools identified as being at risk were academies/free schools for whom the Local Authority is not the legally responsible body in terms of education improvement, the Council acted swiftly to highlight concerns to the Regional Schools Commissioner and other relevant authorities.

The model for categorising schools for prioritising education improvement support was reviewed in January 2021 and has led to further developments. The existing categories which maintained schools were risk assessed against have continued: Self-Improving (schools with an Ofsted rating of 'Good' or 'Outstanding' schools with no key areas of concern), Targeted (schools with some key focus areas of improvement required, including schools which may be 'Good' but at risk) and Intensive (schools with an Ofsted rating of Requires Improvement or Inadequate and/or where significant support is required). Along with these existing categories, an additional category was introduced, which is referred to as the 'Watch' category. This new category is aimed at settings which require low-level education improvement support but with only one key area of need. This category is for schools who may, for example, only need support with improving their financial concerns or as a result of a change in leadership, but where the Local Authority has no other concerns. By having a model of four categories, as opposed to three, it enables the Education Improvement and Partnerships Team to focus their time supporting schools effectively with a package of support appropriately matched to the needs of the various settings in Hillingdon.

Following the new Four-Tiered approach to categorisation, a new model of support packages was developed, in order to complement the four categories. This document is called the Four-Tier Support Model and it demonstrates all aspects of support available to maintained schools in each of the categories. Irrespective of category, all maintained schools have been allocated an advisor,

based on geographical area and the strengths within the Education Improvement and Partnerships Team and this information has been shared with school leaders, along with the category their school has been allocated. This has led to increased transparency and resulted in the Education Improvement and Partnerships Team and schools having clarity over the support the Council offers their educational settings.

Finally, the review of practice also focussed on the templates the team use to detail the support they have given. These documents have been refreshed to establish a clearer focus on the impact of the support given to the schools. The Notification of Visit (NOV) form has been adapted to offer a sharper focus on impact. Also, a new Support Plan has been created for Education Advisors to develop with school leaders at the start of the academic year, for settings in the Targeted or Intensive support categories. This support plan facilitates a commitment from both the Education Advisor and the school leaders to have a continued focus on the key individualised education improvement priorities and actions that are planned for the year ahead. Furthermore, a new document has also been created for Education Advisors, where they are tasked with writing a termly impact report to the Head of Service, to detail the impact of their support on the schools' improvement journey.

Collectively, these documents are intended to have a greater focus on holding Education Advisors and school leaders to account, as well as being a support mechanism for schools, enabling them to share clear evidence of progress with relevant external agencies. Positive feedback has been received from schools in light of these changes, as school leaders have welcomed the fair and transparent approach to support and categorisation of the schools in Hillingdon.

An Overview of Educational Performance in Hillingdon 2019/20

Please note that, along with London and national comparisons, 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. It is noted that Ofsted uses comparison with statistical neighbours to compare outcomes across local authorities.

Section 1: Early Years & Foundation Stage Education

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

- Support for our PVI settings across 2019/20 has been in relation to preparation for inspections under the new Ofsted framework. Audits of provision have been carried out using the Quality of Education framework that was developed by the team. These have resulted in specific and target training for staff on dialogic book talk, supporting children in vocabulary acquisition and staff confidence in introducing new learning and evaluating taught experiences. We are currently developing a support tool and training for managers and deputies on preparation of the learning walk.
- Since the re-opening of settings for all children, the team have ensured Covid-19 full compliance through auditing each setting against a checklist of requirements. The same checklist was distributed to all registered childminders for self-reflection and return via email.
- The Early Years Quality Improvement Team (EYQT) in Hillingdon uses a RAG (red, amber, green) rating system to prioritise support for settings. The continued focus for 2019/20 was to support each 'Amber' and 'Red' rated settings in improving three central themes: Assessment and Planning, the Learning Environment and Adult and Child Interactions and

Teaching, to ensure children are being supported to achieve the Early Learning Goals in Literacy and Mathematics as these remain the lowest scoring Goals both nationally and within Hillingdon.

The following table demonstrates the percentage of Hillingdon's PVI Ofsted outcomes over the past four years in relation to national Ofsted data (published in August 2020).

Data Set 3 - Table: Ofsted 2019/20										
	Summary (Good or better)		Outstanding		Good		Requires Improvement		Inadequate	
	National	LBH	National	LBH	National	LBH	National	LBH	National	LBH
2016/17	96%	100%	21%*	16%	75%*	84%	4%*	0%	1%*	0%
2017/18	91%	100%	28%	20.7%	63%	79.3%	6%	0%	3%	0%
2018/19	96%	100%	23%*	21%	73%*	79%	2%*	0%	1%*	0%
2019/20	98%	100%	22%	19%	75%	81%	2%	0%	1%	0%

Source - latest Ofsted report 2020 statistics - As of August 2020

Hillingdon has 95 registered day care providers. 85 have a current Ofsted outcome and 10 are still awaiting their first inspection. The support provided to these settings has ensured that, within the PVI sector, Ofsted outcomes are above those achieved nationally. We have seen a slight dip in the percentage achieving Outstanding and this can be attributed to return inspections at the introduction of the new Inspection framework where 3 settings failed to hold on to their outstanding grade and moved down to good.

Between September 2019 and February 2020, when Ofsted suspended inspections, Hillingdon had 9 full inspections, 4 were 1st inspections and all settings achieved a good outcome, 3 moved from outstanding to good and 2 stayed at good.

- The support delivered to PVI settings in Hillingdon ensures that children are school ready when they move into statutory education and are best placed to achieve the Good Level of Development at the end of the Early Years Foundation Stage.
- The aim to ensure that every child in Hillingdon has a provision that is at least 'good' has now been met and the focus is now to increase the percentage of settings achieving an Outstanding grade. Next steps include supporting all settings to be fully knowledgeable on the new Ofsted Inspection framework and to continue to increase our percentage of Outstanding settings.
- The EYQT have also been supporting PVI settings to work towards the Mayor of London's Healthy Early Years award and by July 2020 a total of seven settings had achieved the level one award, this project will continue in 2020/2021 with an aim of having 25% of settings achieving at least level one.
- Overall, in Hillingdon there are 256 registered childminders. Of these, 179 are registered childminders with EYFS-aged children with a current Ofsted grade and 20 are newly registered childminders awaiting their first inspection. 57 childminders are registered but do not provide care or education to children within the EYFS.

- In 2016/17 the Early Years Quality Team developed and implemented a targeted programme of quality improvement for childminders, led by an Early Years Advisory Teacher from the Council team. Measurable impact resulting from this quality improvement work was evident in subsequent years and this trend has continued in 2019/20. It is positive to note that overall Hillingdon's children now have access to an overall quality of early education provision that is better than the national average.
- The focus is to continue to support newly registered childminders to achieve at least a 'good' grading in their first inspection and to support all childminders to become familiar with the new Ofsted Education framework and to support children's wellbeing and communication and language development.

Data Set 4 - Table		Ofsted Outcomes from Childminder Inspections August 2020									
	Summary (Good or better)	Outstanding		Good		Requires Improvement		Inadequate			
		National	LBH	National	LBH	National	LBH	National	LBH	National	LBH
2017/18	94%	97.4%	16%	14.4%	78%	83%	5%	0.5%	1%	1.1%	
2018/19	94%	99%	16%	16.5%	78%	82.5%	5%	0.5%	1%	0.5%	
2019/20	95%	99%	14%	17%	81%	82%	4%	1%	1%	0%	

Source - latest Ofsted report 2020 report

For 2019/2020 the Early Years Foundation Stage Profile assessments were cancelled because of the effect of Coronavirus on schools so the DfE did not publish any results.

Early Years Good Level of Development (GLD) 2018/19

The Good Level of Development is the national benchmark for children at the end of their Reception year. It is based upon children attaining at least the expected level in the three prime areas of Communication and Language, Physical Development and Personal, Social and Emotional Development along with the Specific areas of Mathematics and Literacy.

- In 2018/19, 74.7% of Hillingdon Reception Year pupils achieved a Good Level of Development (GLD); this was above the national average of 71.8% and for the first time we have overtaken both all London and Outer London averages.
- Hillingdon ranked 3rd out of 11 statistical neighbours which is the same as 2017/18 rankings.
- Hillingdon ranked 14th (out of 33) London local authorities, which is an improvement on 2017/18 (18th)
- Hillingdon ranked 25th out of 153 national authorities, which is an improvement on 2017/18 (40th)
- Hillingdon has increased the GLD at a greater rate than both National and London rates.

Data Set 5 - Table: EYFSP (Early Years Foundation Stage Profile) 2017 to 2019 Percentage of pupils attaining GLD				
	LBH	National	London All	London Outer
2017	73%	71%	73%	73%

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2018	73.6%	71.5%	73.8%	73.8%
2019	74.7%	71.8%	74.1%	74.5%
Difference to 2018	+1.1	+0.3	+0.3%	+0.7%

Source – EYFSP 2019_Tables_Revised_28112019 (DfE)

The following table summarises the performance (in percentages) across the seven key Early Years subjects. The figures in brackets denote the progress year on year from 2017 to 2019.

Data Set 6 - Table: EYFSP Subject	Hillingdon			National			London		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
Communication & Language	84	85.5 (+1.5)	84.2 (-1.3)	82.1	82.4 (+1.3)	82.2 (-0.2)	82.6	83 (+0.4)	82.6 (-0.4)
Physical Development	88.4	88 (-0.4)	88.5 (+0.5)	87.5	87.4 (-0.1)	87.1 (-0.3)	88.2	88.3 (+0.1)	87.7 (-0.6)
Personal Social & Emotional Development	86.7	87.3 (+0.6)	87.2 (-0.1)	85.2	85.2 (-)	84.8 (-0.4)	85.7	85.7 (-)	85.1 (-0.6)
Literacy	75.2	75.6 (+0.4)	76.4 (+0.8)	72.8	73.3 (+0.5)	73.4 (+0.1)	75.3	75.7 (+0.4)	75.8 (+0.1)
Mathematics	79.2	80 (+0.8)	80.3 (+0.3)	77.9	78.3 (-1.6)	78.5 (+0.2)	79.7	80.1 (+0.4)	79.9 (-0.2)
Understanding the World	84.2	86.3 (+2.1)	85.4 (-0.9)	83.6	84 (+0.4)	83.9 (-0.1)	83.8	84.2 (+0.4)	83.6 (-0.6)
Arts/Design & Making	88.9	89.2 (+0.3)	89.8 (+0.6)	86.7	87.2 (+0.5)	87.2 (-)	87.8	88.1 (+0.3)	87.6 (-0.5)

Source - EYFSP 2019 Revised Tables (DfE)

Until school closure to all but vulnerable and key worker families the EYQT had been offering targeted support to 9 schools in Hillingdon that had had the lowest EYFSP outcomes in 2019. Ongoing tracking of attainment of cohorts within these schools were showing quality improvement and we were confident that we would have seen an improvement of the GLD again in 2020 had the profile assessments been carried out.

During school closure from March onwards the key focus for the EYQT was to be able to support schools in remote learning, children's Personal, Social and Emotional Development and Communication and Language development, along with safe opening support for all children and how to provide a safe and engaging learning environment in line with government guidelines.

Priorities

- With no EYFSP data for summer 2020, support will be focused on ensuring our schools are in the best possible place to provide Covid-19 recovery - narrowing the gaps and supporting learners' engagement.
- To maintain and build on improvements made during the past four years, targeting resources from within the Early Years Quality Improvement Team.
- To continue to support teachers in making secure and consistent judgments against national standards through rigorous moderation, targeted support, networking opportunities and centralised training.
- To focus support and challenge for schools and PVI on the Prime areas of learning and the specific areas of Literacy and Mathematics particularly, in order to support the continued rise in attainment of the Good Level of Development.
- To continue to support all Early Years settings including PVIs, childminders and schools in providing effective and appropriate interventions based on learning needs for children eligible for the Early Years Pupil Premium in order to continue to narrow the disadvantage gap.
- To provide detailed advice, support and training on the teaching of Mathematics, Literacy and the Prime areas of learning to ensure that presented learning environments are reflective of the learning needs of children both indoors and in using the outdoor learning spaces.
- To continue to ensure that PVI settings are up-skilled in effective teaching of the Prime Areas of Learning and the core subjects of Maths and Literacy so that children who access their 30 hours in day-care make appropriate progress to begin their Reception Year at the level needed to attain their GLD and support their future learning.
- To support settings that have reached a 'Good' Ofsted judgement to work towards 'Outstanding' to raise the percentage of outstanding provision in Hillingdon to securely above national levels.
- To continue to provide Reception Year teachers with moderation events to ensure the consistency and accuracy of final judgments of the EYFS areas of learning and development and to support Reception year teachers in changes to School Readiness Baseline tests and the proposed revision of the Early Learning Goals.
- To support all providers and schools in preparation and implementation of the new Early Years Foundation Stage.

Section 2: Primary Phase Education 2019/20

For 2019/2020 the Key Stages 1 & 2 and the Phonics Screening checks were cancelled due to the effect of Coronavirus on schools and therefore the DfE will not be publishing any results. Year 2 pupils were required to sit the Phonics Screening Checks in the Autumn Term 2020, the collection of results closed in January and we have included updates on Hillingdon and National results (last available full data for activity undertaken within this reporting year 2019/20, the Autumn 2020 phonics data is referred to later however will be detailed in next year's 2020/21 report).

Key Stage 1

Phonics Outcomes in Hillingdon - Percentage of pupils achieving expected standard

Achievement of the national Phonics standard by the end of Key Stage 1 indicates that a child has the phonetic skills to support wider literacy progress and provides a crucial foundation for attainment and progress later in primary school.

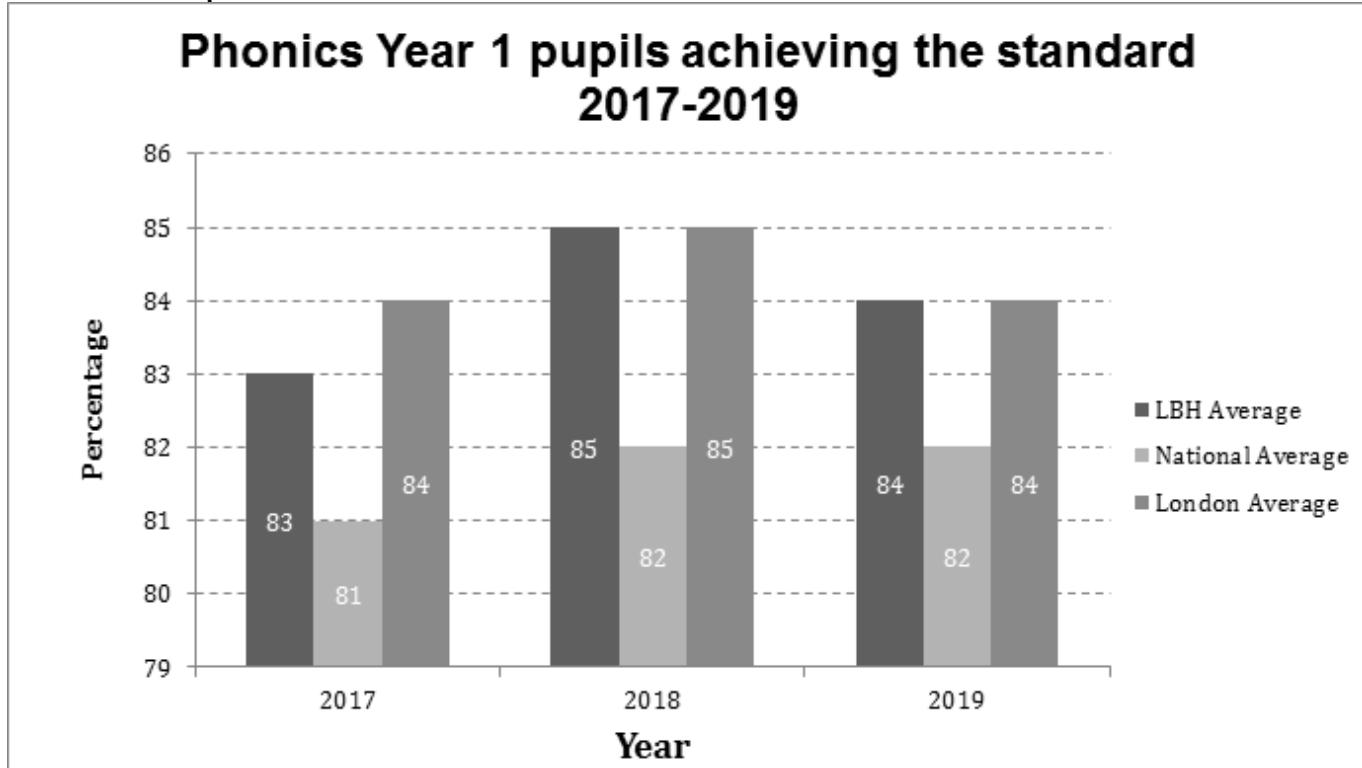
- In Year 1 Phonics in 2018/19 (last available data), a greater proportion of Hillingdon's children achieved the expected standard than their peers nationally and the borough remains level with the All-London Year 1 Phonics attainment average. Overall Phonics achievement by the end of Year 2 has moved above national averages and is now in line with all London.
- In 2018/19, in relation to our statistical neighbours Hillingdon's Year 1 Phonics percentage is ranked 5th of 11, unchanged on 2017/18.
- For Year 1 Phonics, Hillingdon ranked 14th out of 33 London local authorities, which is an improvement on 2017/18 (16th).
- Overall, Hillingdon's Phonics outcomes at Year 1 ranked 21st out of 153 national authorities, which is an improvement on 2017/18 (26th).
- In terms of gaps in attainment for Year 1 Phonics, data shows that 76% of pupils eligible for Free School Meals (previous year 77%) attain the pass mark in comparison to 86.5% for all other pupils (was 86%).
- In terms of gender the gap has widened, 80% of boys attain the pass mark (previous year 82%) in comparison to 89% of girls (previous year 87%).
- In terms of SEN the gap has widened for EHCP but narrowed for SEN Support. 90.5% of 'NOTSEN' pupils attain the pass mark (90% in 2018) in comparison to 21% of EHCP pupils (was 22%) and 65% of SEN Support pupils (was 61%).
- The highest performing groups of children in terms of Phonics attainment in Hillingdon are Asian (90% - no change from 2018), Black pupils (87.5% - was 87%) and pupils with English as an Additional Language (EAL) (87.5% - previously 87%), whilst White pupils tend to attain less well in comparison to the borough average (79.5% was 83% in 2018).

Data Set 7 - Table: Phonics % Achieved Standard	Region	2017	2018	2019
Year 1	Hillingdon	83 (-)	85 (+2)	84 (-1)
	National	81 (-)	82 (+1)	82
	London	84 (+1)	85 (+1)	84 (-1)
Cumulative by the end of Year 2	Hillingdon	93 (+2)	92 (-1)	92 (-)
	National	92 (+1)	92 (-)	91 (-1)
	London	92 (-)	93 (+1)	92 (-1)

Source – Phonics 2019 Tables (DfE)

Note - the difference in annual performance is shown in brackets. Figures shown are percentages.

Data Set 7 - Graph:



Source - Phonics 2019 Tables (DfE) *Note - Figures shown are percentages.

In Autumn 2020 all Year 2 pupils were required to undertake the Phonics screening check. 3938 Hillingdon pupils participated and 81.8% were found to be working at the standard compared to 78.5% nationally.

Key Stage 1 Outcomes in Hillingdon:

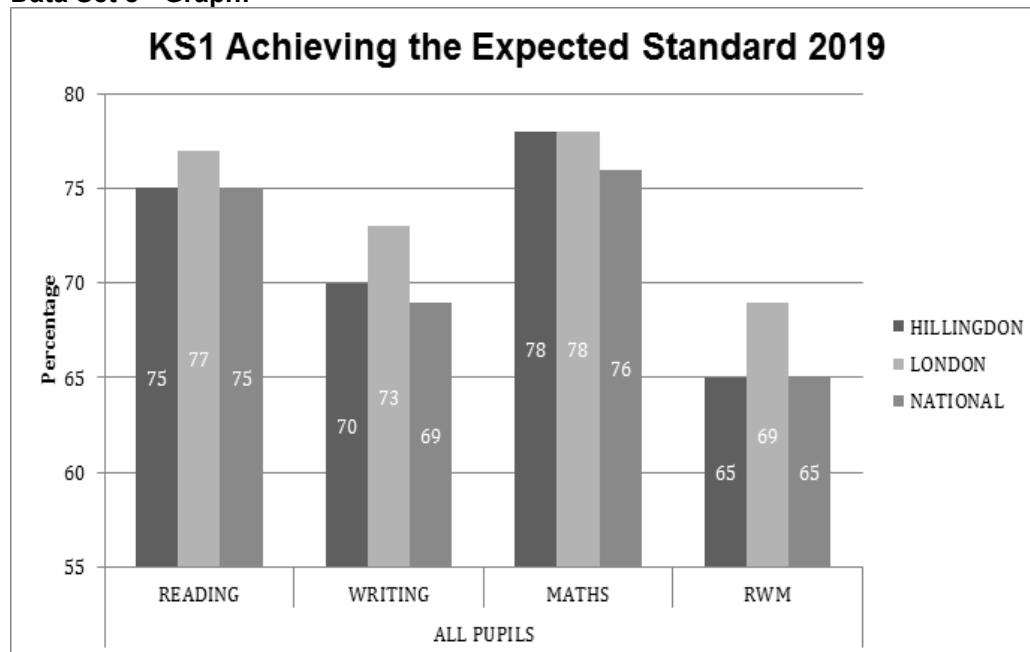
In 2018/19 and as in previous years, by the end of Key Stage 1 pupils are expected to reach the national expected standard in Reading, Writing and Maths and to achieve the expected standard in Phonics.

- Overall outcomes at Key Stage 1 for 2018/19 show that children in Hillingdon achieved the expected standard for each key area and for the combined result in line with the national average. Whilst attainment in Key Stage 1 in Hillingdon, therefore, remains satisfactory overall, it should be noted that this measure has improved less strongly than national and London for the combined subjects.
- Outcomes at the higher standard for Reading, Writing and Maths are in line with the national average for each individual area, with a dip for the overall combined result. All subjects have dropped an average of 2 points. This demonstrates that Key Stage 1 provision in Hillingdon needs to provide a different approach to stretch and challenge for more able pupils.
- Beyond attainment only, detailed analysis of Key Stage 1 outcomes in 2018/19 shows that overall children in Hillingdon make broadly the same progress than their peers nationally. This is particularly highlighted for those learners with English as an Additional Language who make progress that is significantly better than most children nationally and in many other local authorities. However, some groups of learners make significantly less positive progress from their starting points. These groups include children from disadvantaged backgrounds and those with Special Educational Needs & Disabilities (SEND). With regard to ethnicity, children from White first language English and Black Caribbean backgrounds made less progress than their peers from Early Years to Key Stage 1 in Hillingdon's schools in 2018/19. Improving the rates of progress for these groups, should remain key areas of focus for schools across the borough in 2019/20 and beyond.
- With regard to gaps between key groups of pupils, the attainment gap between disadvantaged and non-disadvantaged children in Hillingdon has improved over the past three years.
- For 2018/19, Hillingdon's KS1 Reading attainment at the Expected Standard is ranked 7th of 11 in relation to statistical neighbours. This ranking is unchanged from 2017/18. Against National the ranking is 66th (down from 57th in 2017/18 and 45th the year before. Against London 27th (26th in 2017/18).
- For 2018/19, Hillingdon's KS1 Writing attainment at the Expected Standard is ranked 7th of 11 statistical neighbours unchanged from 2017/18. Rankings have improved against both National the ranking is 59th of 153 (72nd in 2017/18) and London, 25th of 33 (28th in 2017/18).
- For 2018/19, Hillingdon's KS1 Maths attainment at the Expected Standard is ranked 6th of 11 statistical neighbours which is down one place from the previous year. Against National the ranking is 29th of 153 (32nd in 2017/18) and against London 20th of 33 (18th in 2017/18).

Data Set 8 - Table: Key Stage 1 Percentage achieving standard		Hillingdon			National			London		
Subject	Level	2017	2018	2019	2017	2018	2019	2017	2018	2019
Reading	Expected	77(+2)	76 (-1)	75 (-1)	76(+2)	75 (-1)	75 (-1)	78 (+1)	78 (-)	77 (-1)
	Higher	27(+4)	27 (-)	25 (-2)	25(+1)	26(+1)	25 (-1)	27 (+1)	29 (+1)	28 (-1)
Writing	Expected	70(+4)	70 (-)	70 (-)	68(+3)	70(+2)	69 (-1)	72 (+2)	73 (+1)	73 (-)
	Higher	18(+5)	17 (-1)	15 (-2)	16(+3)	16 (-)	15 (-1)	18(+1)	19 (+1)	18(-1)
Maths	Expected	78(+3)	78 (-)	78 (-)	75(+2)	76(+1)	76(-)	78 (+1)	79(+1)	78 (-1)
	Higher	24(+5)	25(+1)	23 (-2)	21(+3)	22(+1)	22 (-)	24 (+2)	25 (+1)	27(+2)
RWM*	Expected	65.1 (+3.3)	66.2 (+1.1)	64.7 (-1.5)	63.7 (+3.4)	65.3 (+1.6)	64.6 (-0.7)	67.7 (+2.3)	69.5 (+1.8)	68.6 (-0.9)
	Higher	12.4 (+4)	12.8 (+0.4)	10.9 (-1.9)	11 (+2.1)	11.7 (+0.7)	11.2 (-0.5)	13.5 (+1.8)	14.5 (+1)	14 (-0.5)

Source – KS1_Tables_2019 (nb does not cover RWM combined - provisional figures are from NCER NOVA reports) *Reading, Writing and Maths. Pupils must pass all three subjects to attain this pass

Data Set 8 - Graph:



Source - KS1_2019_LATables

Key Stage 2

Classification: Public

Residents, Education and Environmental Services Policy Overview Committee – 17 March 2021

Key Stage 2 Outcomes and Progress in Hillingdon:

Outcomes data at Key Stage 2 is published with reference to both attainment and progress. In broad terms, attainment measures the quantitative outcome of testing or teacher assessment, whilst progress indicates the value that a school has added to learners from their starting points. In recent years, progress data has become as significant as attainment data in terms of measuring school effectiveness.

- Overall results for Hillingdon's children at Key Stage 2 at the end of 2018/19 were positive with the borough performing well against national averages for all key measures and for the combined Reading, Writing and Maths outcome.
- Positive improvement is also noted once again in Writing which had been a previous area of concern at Key Stage 2. Hillingdon's outcomes in this area are now securely above the national average and are closing the gap against the aspirational All London average, further demonstrating increased teacher confidence in the use of the assessment system and the impact of the Council's primary assessment and moderation improvement focus over the past four years. This area has been positively supported by our Primary Teaching School.
- The achievement of children at the Higher Standard in 2018/19 is stable and remains above national averages. However, in order for the most able young learners in Hillingdon to attain as highly as their peers across London, the focus on consistently strong rates of progress and attainment should remain a key focus for schools across the borough.
- Hillingdon's overall progress measures from Key Stage 1 to Key Stage 2 have improved in both Reading and Writing and stayed the same for Maths. This underlines the sector's successful reversal of decline in Reading progress.
- Detailed analysis of Key Stage 2 outcomes and progress show that children with English as an Additional Language continue to achieve and progress particularly well in Hillingdon but that those children whose first language is English and those of Black Caribbean heritage perform less strongly and make less positive progress, as do those disadvantaged or vulnerable including those with SEND. These groups of children should remain a key area of focus for primary schools in Hillingdon during 2019/20 and beyond.
- In 2019 girls achieved better progress scores than boys in Reading and Writing but this was reversed for Maths.
- For 2018/19, Hillingdon's KS2 Reading attainment at the Expected Standard is ranked 9th of 11 in relation to statistical neighbours; this was 5th in 2017/18.
- For 2018/19, Hillingdon's KS2 Writing attainment at the Expected Standard is ranked 6th of 11 statistical neighbours which remains in line with the 2017/18 result.
- For 2018/19, Hillingdon's KS2 Maths attainment at the Expected Standard is ranked 8th of 11 statistical neighbours which remains in line with the 2017/18 result.
- For 2018/19, Hillingdon's KS2 Grammar, Punctuation and Spelling (GPS) attainment at the Expected Standard is ranked 8th of 11 statistical neighbours compared to 7th in 2017/18.

- For 2018/19, Hillingdon's combined Reading, Writing and Maths at the Expected Standard is ranked 8th of 11 against our statistical neighbours which remains in line with the 2017/18 result.
- In relation to London boroughs, Key Stage 2 combined RWM attainment is ranked 25th of 33 (29th 2017/18).
- With reference to national rankings, Hillingdon's Key Stage 2 RWM attainment is now 31st of 153 local authorities. (59th 2017/18).
- In terms of Progress Scores, Hillingdon ranked as follows in 2018/19 (with previous 2017/18 positions in brackets for comparison purposes).
- Reading - statistical neighbours 9th of 11 (6th previously), London boroughs 26th of 33 (no change) and National 58th of 153 (61st previously).
- Writing - statistical neighbours 6th of 11 (8th in previous year), London boroughs 22nd of 33 (28th in previous year) and National 53rd of 153 (70th previously)
- Maths - statistical neighbours 8th of 11 (6th previously), London boroughs 23rd of 33 (22nd previously) and National 28th of 153 (31st previously).

Key Stage 1 to 2 Progress Scores 2017 - 2019

Data Set 9 - Table: Key Stage 1 to 2 Progress levels	Reading			Writing			Maths		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
	-0.3	+0.2	+0.3	+0.2	+0.2	+0.4	+1	+1.1	+1

Source - Key Stage 2 Local Authority tables (published 13/12/2019) NB National progress is 0

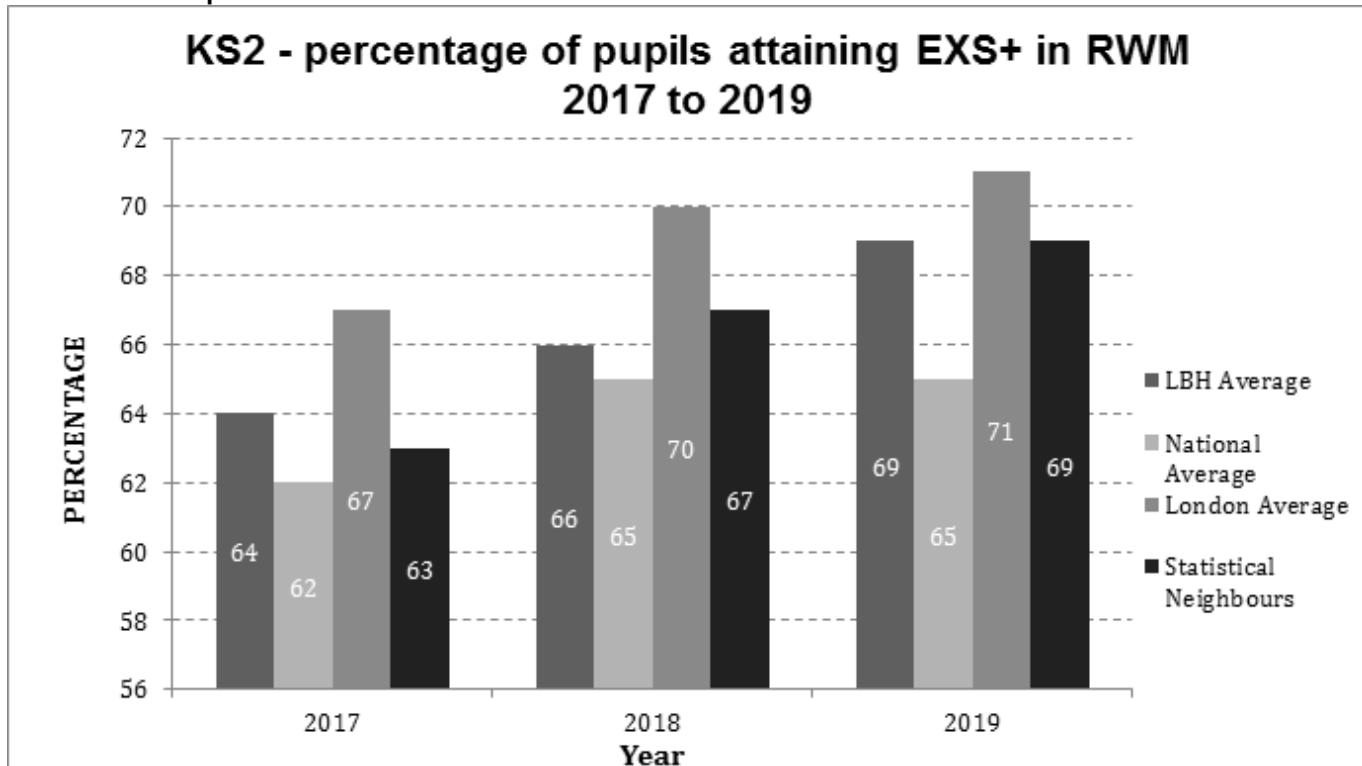
Data Set 9a - Table: Key Stage 2 – 2017 to 2019		Hillingdon			National			London		
Subject	Level	2017	2018	2019	2017	2018	2019	2017	2018	2019
	Expected	72 (+2)	78 (+6)	75.9 (-2.1)	72 (+6)	76 (+4)	73.7 (-2.3)	75 (+6)	79 (+4)	77.6 (-1.4)

Reading	Higher	24 (+5)	29 (+5)	28 (-1)	25 (+6)	28 (+3)	27.2 (-0.8)	27 (+6)	31 (+4)	31.2 (+0.2)
	Average Scaled Score	104 (+1)	105 (+1)	104.8 (-0.2)	104 (+1)	105 (+1)	104.5 (-0.5)	105 (+2)	106 (+1)	105.5 (-0.5)
Writing	Expected	78 (+6)	81 (+3)	81.7 (+0.7)	77 (+3)	79 (+2)	78.8 (-0.2)	81 (+5)	82 (+1)	82.2 (+0.2)
	Higher	18 (+2)	21 (+3)	22 (+1)	18 (+3)	20 (+2)	20.2 (+0.2)	21 (+4)	24 (+3)	23.7 (-0.3)
Maths	Expected	80 (+4)	78 (-2)	82.9 (+4.9)	75 (+5)	76 (+1)	79 (+3)	81 (+4)	81 (-)	83.6 (+2.6)
	Higher	29 (+5)	31 (+3)	33.5 (+2.5)	23 (+6)	24 (+1)	26.7 (+2.7)	30 (+7)	31 (+1)	34.6 (+3.6)
	Average Scaled Score	106 (+1)	106 (-)	106.2 (+0.2)	104 (+1)	104 (-)	105.1 (+1.1)	106 (+2)	106 (-)	106.6 (+0.6)
	Expected	83 (+3)	83 (-)	84.4 (+1.4)	78 (+5)	78 (-)	78.4 (+0.4)	83 (+4)	83 (-)	83.9 (+0.9)

GPS*	Higher	40 (+9)	45 (+5)	46.7 (+1.7)	31 (+8)	35 (+4)	35.8 (+0.8)	40 (+11)	44 (+4)	46.1 (+2.1)
	Average Scaled Score	108 (+2)	108 (-)	108.5 (+0.5)	106 (+2)	106 (-)	106.4 (+0.4)	108 (+3)	108 (-)	108.4 (+0.4)
RWM (Combined Result)	Expected	64 (+9)	66 (+2)	69 (+3)	62 (+9)	65 (+3)	65 (-)	67 (+10)	70 (+3)	71 (+1)
	Higher	10 (+3)	12 (+2)	12 (-)	9 (+4)	10 (+1)	11 (+1)	11 (+4)	13 (+2)	12 (-1)

Source - Key Stage 2 Revised tables (published 13/12/2019) Apart from Scaled Scores the figures shown are percentages. *GPS = Grammar, Punctuation and Spelling

Data Set 9 - Graph:



Source - Key Stage 2 Local Authority tables (published 13/12/2019). NB figures for statistical neighbours are provisional.

EXS+ in RWM = Expected Standard Plus in Reading Writing and Maths.

Priorities for Primary Phase Key Stages 1 & 2 Education

To reflect the disruption to children's learning in 2019/20 and also 2020/21, primary performance data will not be published as the DfE withdrew statutory assessment for all primary year groups, including the use of teacher assessment. This presents a challenge when exploring data trends to prioritise support to schools, as the data will be two years out of date. The impact on the students in Hillingdon as a result of COVID-19 is a challenge shared nationally, however, the Council will be using the last available data along with any interim baseline data schools have implemented in order to focus support with the most appropriate settings. An added focus will be given to supporting schools with appropriate use of Catch-Up funding once children return to school, in order to ensure that targeted support is given to the most disadvantaged cohorts and ensuring teachers are adapting teaching to meet the needs of the children in light of not attending school. A priority area for development will be focused on improving outcomes in maths and progress scores for Key Stage 1 and supporting leaders with tracking of data to ensure schools target support appropriately to improve outcomes for Key Stage 1 combined outcomes.

Furthermore, children from disadvantaged backgrounds, those with SEND and children from White and first language English and Black Caribbean backgrounds will be a key focus for supporting improvement with progress from Early Years to Key Stage 1, across Hillingdon.

In Key Stage 2, similar cohorts of children identified for improving Key Stage 1 outcomes will be a focus for Key Stage 2 across Hillingdon. Those children whose first language is English and those of Black Caribbean heritage along with those disadvantaged or vulnerable including those with SEND cohorts will be a focus for the Education Improvement and Partnerships team. Further developments will be considered for prioritising progress for boys in reading and writing, along with girls in maths. A continued focus on children achieving above the expected standard will promote further improved outcomes for these cohorts also.

- Continue to work with the sector to promote the acceleration of progress and outcomes for underachieving groups in Hillingdon. This will include using our partnership approach to raise the awareness of all schools with regard to potential barriers to progress for these groups and signposting school leaders to sources of good practice, funding or support.
- Focus on improving reading attainment overall, through enhanced links with providers of local literacy improvement support, including Teaching Schools and national organisations.
- Allocating Education Improvement resource to work actively with maintained schools to ensure that the percentages of children attaining the higher standard in all subjects is consistent across the key areas in Hillingdon and matches London averages.
- Use the primary progress measures alongside attainment data to target education improvement resources, challenging the performance of schools whose progress scores are not yet in line with national averages for each key area and ensuring that governing bodies understand the significance of progress data for whole cohorts and individual groups.
- Work closely with LEAP and local providers to develop a strong partnership support and development offer for schools to access in order to ensure that overall standards of education in Hillingdon continue to rise and that improved outcomes are maintained in the landscape of local and national education improvement change. Use emerging partnership structures to challenge schools within and beyond the maintained sector to further raise expectations and aspirations for children and young people in Hillingdon.

Section 3: KS4 Secondary and Post-16 Education

In 2019/2020 the Key Stage 4 and 5 examination procedures were affected by Coronavirus and school closures. The examinations were cancelled and replaced by the following system:

Students scheduled to sit GCSE and A/AS level exams in 2020 were awarded either a centre assessment grade (based on what the school or college believed the student would most likely have achieved had exams gone ahead) or their calculated grade using a model developed by Ofqual - whichever was the higher of the two.

This has led to results which are in the main several percentage points higher than in previous years, much higher than usual expectations. This makes any assessment of year-on-year trends and improvements in reducing the gaps for disadvantaged groups difficult.

In November the DfE did release the Key Stage 4 performance tables and this section goes on to look at the published results.

The DfE have decided it is not appropriate to publish Progress 8 and Level 3 value added progress measures. These are normally calculated by comparing a pupil's actual results to a set of expected results produced by a model based on national averages. The difference between the estimated results and the actual results are described as pupils making more or less progress than expected. However, in 2020 the vast majority of grades awarded were those submitted by schools and colleges. The difference between a result submitted by the centre to a result estimated by a model would have very little meaning. The decision was made that it would not be appropriate to consider such a difference as a measure of the progress made by a pupil.

Key Stage 4 Outcomes in Hillingdon: Percentage of overall results including performance measures for progress and attainment

- For 2018/19, secondary schools reported against the national Progress 8 measure for all schools which is calculated using the Attainment 8 scores of individual pupils; the standard and strong pass system within the 9 - 1 grades system for core subjects and the English Baccalaureate (Ebacc) measure.
- Overall results at Key Stage 4 in Hillingdon's secondary settings are stable in 2018/19 with each of the main performance measures outperforming national data for this sector.
- In 2017/18 Hillingdon's secondary schools made particular progress in securing a greater proportion of strong passes at 9 - 5 English and Maths and were within 1% of the aspirational All London average. In 2018/19 there has been a slight decline and they are now 2.3% behind London.
- Overall Ebacc outcomes in Hillingdon's secondary schools continue to compare positively with the national average for this measure although this measure remains below the London average.
- The Progress 8 score for the secondary sector, which is the key measure for evaluating the overall value that secondary schools add to learners from primary school to the end of Key Stage 4, has had a slight dip this year, and is slightly higher than the national average. This score demonstrates that, collectively, Hillingdon secondary schools add slightly more value to their pupils' learning as secondary schools nationally.
- Attainment 8 scores per pupil remain stable. Young people in Hillingdon attained results in 2018/19 that were better than their peers nationally at Key Stage 4.
- Detailed analysis of Key Stage 4 outcomes shows that children with English as an Additional Language continue to achieve particularly well in Hillingdon and that girls also achieve well but that boys in general, those children whose first language is English and those of Black Caribbean heritage perform less strongly as do those disadvantaged or vulnerable including young people with SEND. Improving outcomes and progress for these groups should remain as a priority focus for secondary schools in Hillingdon during 2018/19.
- In addition, it is noted that overall progress in some subjects taken by significant numbers of learners in 2018/19 should be areas of development across secondary schools in Hillingdon. These include Spanish, Art and Design, Geography and DT Resistant Materials.
- With regard to young people facing disadvantage in Hillingdon, it continues to be the case that White boys especially have poorer outcomes and make less progress overall and that this is additionally affected by SEND status.
- In relation to our statistical neighbours Hillingdon is ranked 6th of 11 for standard passes in English and Maths (9 to 4), up two on 2018/19. We are now 6th of 11 for strong passes in English and Maths (9 to 5 - strong) up from 9th in 2018/19. There is no Progress 8 measure for 2019/20, last year Hillingdon was ranked 8th against statistical neighbours, which was unchanged from 2017/18.
- In 2019/20, for the standard pass measure, Hillingdon ranked 15th out of 32 London local authorities, an improvement on 20th to 2018/19. For strong passes Hillingdon now ranks

15th which is down from 19th in 2018/19. Progress 8 measure was not reported this year but for Attainment 8 Hillingdon is ranked 21st within 32 London boroughs.

- Within all local authorities nationally, Hillingdon's standard pass outcomes for English and Maths now rank 32nd of 150 national authorities, an improvement on 42nd in the 2018/19 ranking. For strong passes Hillingdon is now 26th of 150, an improvement on 39th the previous year.
- In terms of the Progress 8 measure, Hillingdon is ranked 32nd of 153 national authorities in 2018/19, compared to 29th in 2017/18. Progress was not reported for the 2019/20 scores.

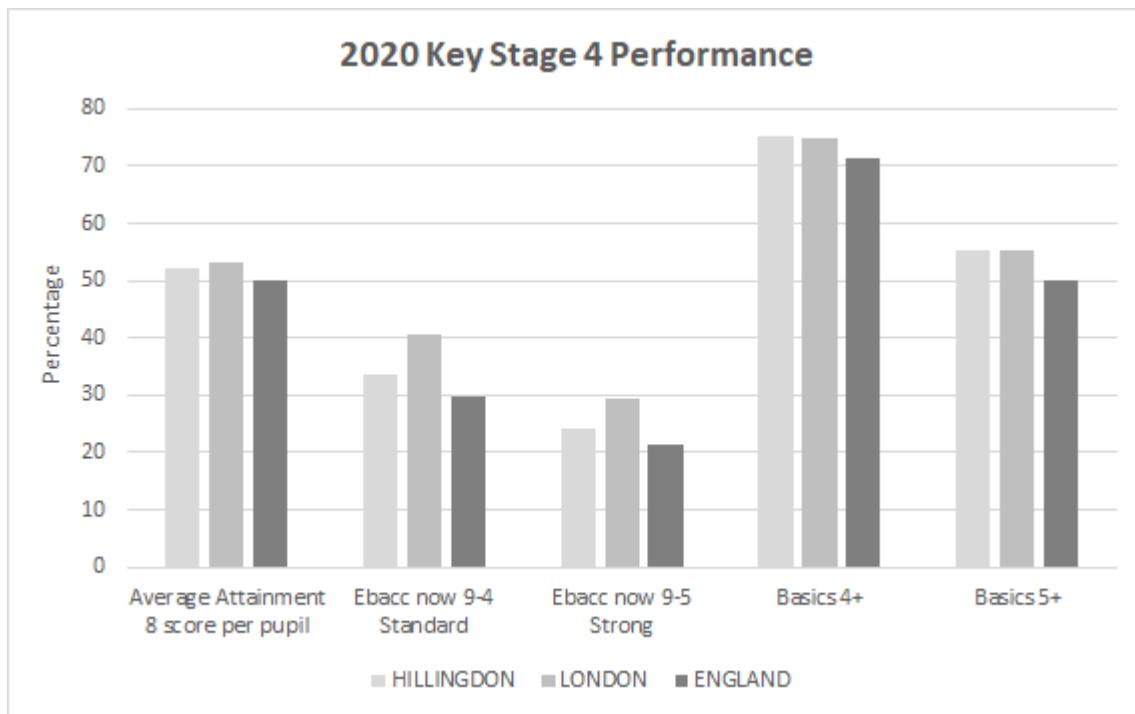
NB due to mergers there are now 150 Local Authorities compared to 153 last year.

Data Set 10 - Table: Key Stage 4	Hillingdon			National			London		
	2018	2019	2020	2018	2019	2020	2018	2019	2020
New from 2017: 9 to 4 pass in English and Maths*	67 (+0.2)	68 (+1)	75.1	64.4 (+0.2)	64.9 (+0.5)	71.2	67.9 (-)	68.7 (+0.8)	75
NEW from 2017: 9 to 5 (strong) pass in English and Maths	47.7 (+2.4)	46.7 (-1)	55.1	43.5 (+0.6)	43.4 (-0.1)	49.9	48.7 (+0.5)	49 (+0.3)	55.4
New from 2017 = % EBacc 9-4 PASS	27.5 (+0.3)	27.3 (-0.2)	33.6	24.2 (+0.3)	25.1 (+0.9)	29.8	32.8 (+0.8)	33.8 (+1)	40.6
NEW from 2017 % EBacc 9-5 Strong pass	18.7 (-5.3)	19.7 (+1)	24.2	16.8 (-4.6)	17.2 (+0.4)	21.3	23.4 (-5.6)	24 (+0.6)	29.3
Average Progress 8 score	0.15 (+0.01)	0.11 (-0.04)	N/A*	-0.02 (+0.01)	-0.03 (-0.01)	N/A*	0.02 (+0.01)	24 (+0.6)	N/A*
Average attainment 8 score per pupil	47.8 (+0.7)	47.7 (-0.1)	52.1	46.6 (+0.2)	46.8 (+0.2)	50.2	49.4 (+0.5)	49.7 (+0.3)	53.2

Source – DfE Key Stage 4 Performance 2019-2020 (Revised)

*N/A = not available

Data Set 10 - Graph:



Source – DfE Key Stage 4 Performance 2019-2020 (Revised)

Priorities for Secondary Education Key Stage 4

- Supporting the two remaining LA Secondary Schools for which the LA retains responsibility for educational standards with a particular focus on progress scores for vulnerable or disadvantaged groups.
- Working with the wider secondary school sector, via established and emerging partnership groups, 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. 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 in academy settings.

Key Stage 5

Students scheduled to sit GCSE and A/AS level exams in 2020 were awarded either a centre assessment grade (based on what the school or college believed the student would most likely have achieved had exams gone ahead) or their calculated grade using a model developed by Ofqual - whichever was the higher of the two.

For vocational and technical qualifications (VTQs), where centre assessment was used, it was a different process to that for A/AS levels. Centre assessment grades were often available at unit level, and many awarding organisations were able to use evidence of work already completed during the course and use this as a basis for calculating the results they issued. For some qualifications adapted assessment meant calculation was not needed.

DfE - “The cancellation of both the exam assessment and checking exercise means the 2019/20 data should not be directly compared to attainment data from previous years for the purposes of measuring change in student performance; in other words, year on year changes might be caused

by the different process for awarding qualifications in 2020 rather than reflecting a change in underlying performance".

Key Stage 5 Outcomes in Hillingdon

- In 2018/19, Hillingdon schools remain below the national and London average attainment levels for APS. However, Hillingdon has made positive progress compared with national and London.
- In relation to the percentage of A level students achieving higher grades (AAB or better), in 2017/18 this decreased nationally, in London and in Hillingdon. However, in 2018/19 it increased in Hillingdon more significantly than elsewhere. In addition, the proportion of Hillingdon students achieving the highest grades in 'facilitating' subjects (i.e. those subjects recommended by Russell Group universities as most likely to lead to the widest range of options for degree level study) also improved. Data for 2018/19 shows an improvement nationally and London-wide in the percentage of students achieving the highest grades at A level, but this improvement was better in Hillingdon.

Data Set 11 - Table: Key Stage 5 - covers state funded school students.	Level 3 Students*		
	APS** Per Entry		
	2017	2018	2019
England – state sector	33.23	32.2 (-1.03)	32.78 (+0.58)
London	33.62	32.71 (-0.91)	32.91 (+0.2)
Hillingdon	31.04	29.14 (-1.9)	30 (+0.86)

Data Set 11a - Table: Key Stage 5	A Level Students								
	APS** Per Entry			Percentage of Students achieving Grades AAB or better at A Level			Percentage of students achieving Grades AAB or better at A Level, of which at least 2 are in facilitating subjects.		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
England – state sector	32.39	32.25 (-0.14)	33.09 (+0.84)	20.7	19.7 (-1)	19.8 (+0.1)	16	15.4 (-0.6)	15.6 (+0.2)
London	32.39	33.01 (+0.62)	33.39 (+0.38)	22.2	21 (-1.2)	20.7 (-0.3)	17.6	16.5 (-1.1)	16.9 (+0.4)

Hillingdon	29.34	29.33 (-0.01)	30.29 (+0.96)	15.9	12.3 (-3.6)	12.8 (+0.5)	9.9	8.3 (-1.6)	10.1 (+1.8)
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Source - NB Source = 2019 Revised LA and Regional Tables - 22012020

* Level 3 is for students studying applied general and technical level qualifications **APS - Average Points Score

Data Set 11b - Table: Key Stage 5 - covers state funded school students.	Level 3 Technical Level Students***		
	APS** Per Entry		
	2017	2018	2019
England – state sector	38.47	31.49	32.32
London	38.18	30.61	30.95
Hillingdon	39.46	30.33	31.54

Data Set 11c - Table: Key Stage 5 - covers state funded school students.	Level 2 Students Vocational Qualifications****		
	APS** Per Entry		
	2017	2018	2019
England – state sector	5.69	5.71	5.75
London	5.49	5.57	5.92
Hillingdon	5.6	5.71	5.9

*** Students at the end of Advanced level study who were entered for at least one Tech level Qualification during 16 to 18 study.

**** Students at the end of 16 to 18 study who were entered for at least one Level 2 Vocational Qualification of size equivalent to at least 2 GCSE's.

NB Source = 2019 Revised LA and Regional Tables (DfE) - 22012020.

Priorities for Secondary Key Stage 5 Education

Due to the cancellation of the Key Stage 5 exams, the Council is prioritising support for Key Stage 5, to ensure as a Borough we are providing the best possible outcomes for these cohorts. A new Post-16 strategy is being developed in order to support the quality of provision in Hillingdon and work towards lowering the number of children who become NEET.

- To work with secondary Head Teachers to continue to improve borough-wide performance at Key Stage 5 A Level.
- To work with the leaders responsible for the quality of outcomes at this phase to work together effectively continue to improve outcomes for young people taking A Levels in Hillingdon.
- To monitor the impact of the work of the sector's Hillingdon Key Stage 5 Development Group in improving outcomes at Key Stage 5, including outcomes for previous high attainers.

Section 4: Outcomes for vulnerable children

Children Looked After (CLA)

As is true for so many others, 2020 has presented Hillingdon Virtual School with a unique set of challenges. These challenges have encouraged us to be more creative, innovative and to strive even harder for the progression and achievement of the children and young people we work with.

The Council is proud of the fact that despite the restrictions imposed during the COVID-19 lockdowns, services have not only been fully maintained, but previous high standards have also remained consistent. Important lessons continue to be learned and new ways of working are constantly being considered to move forward.

This is also true for children and young people who have faced unprecedented barriers to their education during the last year. The many successes and areas of progress highlighted in this report are testament to their hard work and resilience in the face of adversity.

This report evidences the impact of our work over the 2019/20 academic year in relation to attainment and progress of Hillingdon CLA. It also outlines the challenges faced and the identified priorities to address them.

Some of our most notable successes include:

- The added value and impact of having an experienced Virtual School team has on the outcomes for our CLA.
- The increased numbers of young people achieving grade 5+ in English and Maths at GCSE.
- The improved engagement in education of young people in Key Stage 5.
- The number of children with Special Educational Needs making expected progress, particularly in Key Stages 2 & 4.
- The increase in the average attendance of our Statutory School Age children, as well as the positive attendance trend during the restrictions of summer 2020.
- The significant reduction in the number of school changes made as a result of a change in care placement.
- The continued impact and value brought by the training programme and the Designated Teacher Forum.
- The maintenance of high-quality service and standards throughout the year despite the challenges of COVID-19.
- The development of the offer to children who are identified as Post LAC, as well as those who have left care at 18.

Children Looked After Attainment and Progress Summary

In respect of the statistics used in this report, these are based on the ability of the National Consortium for Examination Results to match SSD903 LAC data against the National Pupil Database. Due to issues with this matching, there may be differences in the statistics reported nationally by the Department of Education (DfE) and information held centrally by the Virtual School (VS). It is for this reason and to ensure consistency the data provided by the DfE is used in this report.

It is also important to note the unique circumstances all children and young people continue to face as a result of the pandemic. No examination data has been reported on at a national level for this academic year due to the ongoing effects of COVID-19.

Attainment and progress at the end of Key Stage One

There were six young people who completed Key Stage 1 in July 2020; within the cohort three of the children have a SEN, all were indigenous and five were residing in Hillingdon.

Of the six young people in this cohort, the Virtual School had expected three to achieve Age Related Expectations (ARE) based on their starting points from EYFS. It is worth noting there were no formal assessments for Key Stage 1, however at the Spring term PEP this cohort was performing in line with expectations. Prior to the national lockdown, 67% were making the progress expected of them from their given starting points.

Moving forward, areas of concern are being identified by the Lead Practitioner for Key Stage 1. There is a focus on the gaps left by the national lockdown. The Lead Practitioner and Virtual School Officers will be carefully monitoring the use of Pupil Premium Plus and targeted interventions to support the young people as they move into the next key stage. For those currently in Key Stage 1, focus groups are planned to identify gaps and areas of concern. Schools are currently being surveyed for interventions already in place to ensure we can offer something different to support children and carers with their home learning.

Attainment and progress at the end of Key Stage Two

There were seven young people who completed Key Stage 2 in July 2020. Within the cohort, all but one has a SEN, all are indigenous and 4 reside in Hillingdon.

The majority of this cohort had low starting points based on their Key Stage 1; only one child (17%) was expected to achieve in Reading, Writing and Maths (RWM) across the board and was doing so at the Spring Term PEP.

This group has been carefully monitored moving forward into Year 7 to ensure their transition to secondary school is as smooth as possible and support is in place to build on the gaps identified in initial assessments.

Moving forward to Year 6 in the next academic year, we are currently looking at interventions which need to be put in place to support their achievement and fill any gaps which have been identified since they returned to school. Focus groups have been set up to identify if there are any similarities and differences. We are looking at alternative literacy interventions as 'Text Now' unfortunately has ceased, and Maths interventions which will engage children in their learning at home. Pupil Premium Plus usage will be carefully monitored by VSO's and the Lead Practitioner for Key Stage 2 to ensure progress and impact.

Attainment and progress at the end of Key Stage Four

There were 29 eligible young people who completed Key Stage 4 in July 2020. Within this cohort, 52% have a SEN, 28% are Unaccompanied Asylum Seeking Children (UASC) and 59% resided outside of Hillingdon.

Outcomes at Key Stage 4:

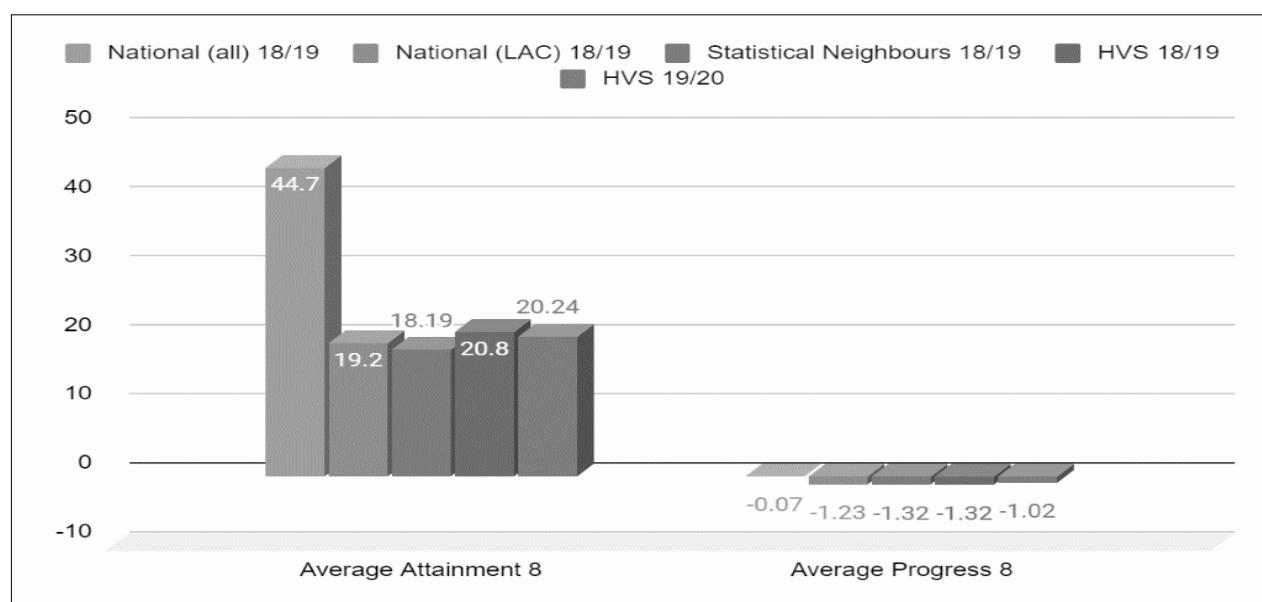
Data Set 12 - Table	2018/19**				2019/20*
	National (all)	National (LAC)	Statistical Neighbours	HVS	HVS
Avg Attainment 8	44.7	19.20	18.19	20.80	20.24
Avg Progress 8	-0.07	-1.23	-1.32	-1.32	-1.02
% achieving 5 in English & Maths	40.1	7.2	Not available	12	17.2
% entering EBacc	36.6	9.4	Not available	12	3
% Post 16 Destination	86	71	Not available	92	96.4

*All data is based on Teacher Assessment as no formal GCSEs were undertaken due to COVID-19. DFE guidance states no school is required to submit data for July 2020.

**Although data above includes that of this year and national, as per DFE/OFQUAL guidance this year's data should not be published or compared to previous years/national data.

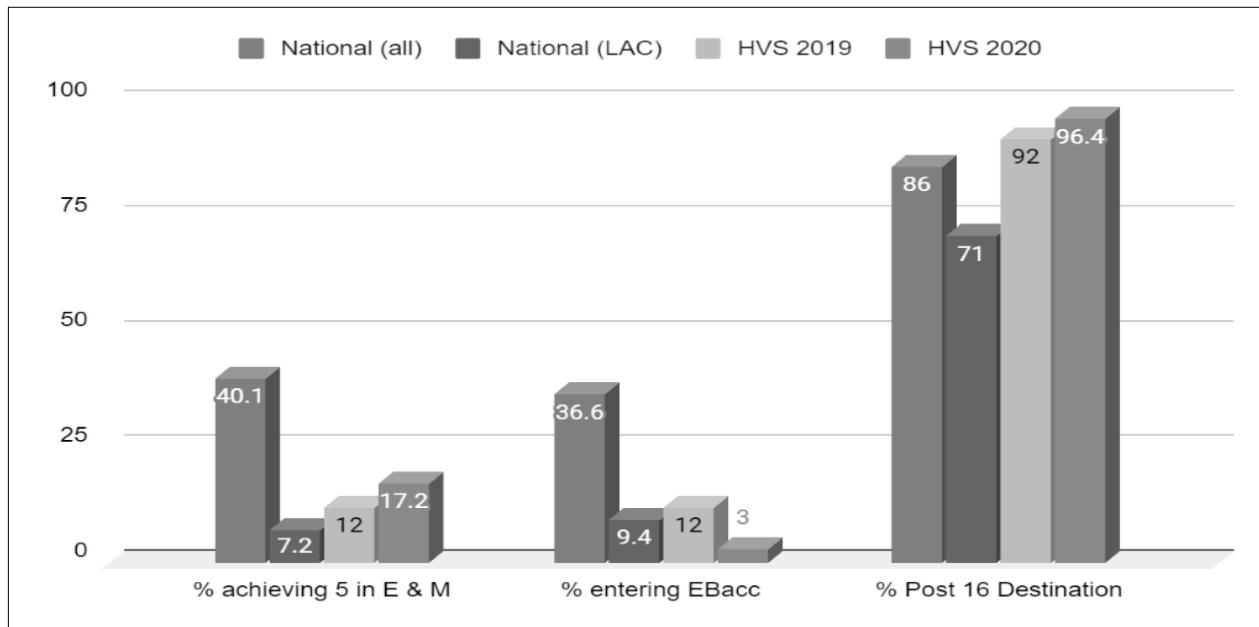
Of the 29 who were eligible for GCSEs in summer 2020, only 22 were entered for GCSEs. The remaining seven gained a range of Functional Skills qualifications; six attended specialist schools for children with complex needs and have Education, Health and Care Plans (EHCP) and one had significant English as an Additional Language (EAL) needs.

Whilst it is not possible to compare our results nationally or to our statistical neighbours this year, our Year 11 pupils' Attainment 8 scores are comparable to last year's and this data has been included for information only. This year's data is shown on the chart below.



Data Set 12 – Graph:

Progress this year has marginally improved on last year's figure although it remains less than national. This marks a growing trend and suggests that the support being offered is helping students make greater progress towards their end of key stage targets.



Data Set 12a - Graph

The percentage of children achieving grade 5 or above in English and Maths has also improved on last year's, although this remains an area for further development. The number of learners moving on to planned destinations post 16 also continues to increase and was at its highest this year at 96.4% compared to 92% last year. As with the previous chart, the academic data from the previous year has been included for information only.

The Virtual School is pleased that despite the challenges of the academic year, our learners continued to make strides in attainment and progress. However, we are not complacent and acknowledge there are areas for development with this cohort. Whilst the percentage achieving grade 5 and above in both English and Maths has improved this year, and is higher than national for all LAC, it remains a priority for Hillingdon Virtual School to improve the number of learners who finish Year 11 having achieved well in both core subject areas. For academic year 2019/20, five learners of the eligible cohort achieved grade 5 or above in both. It was also noticeable this year that the number of EBacc learners has fallen with less pupils choosing a language or a Humanities subject.

Attainment and progress at Key Stage 5

The Virtual School supported 203 Post 16 learners through this academic year. By the end, we had 96 young people on roll in Key Stage 5; some had turned 18 and others had left care by this point. Level 3 learners accounted for 11% of the cohort, an increase on the number of learners studying at this level last year. This continues to be a positive trend. The remainder of those in further education were primarily on English Speakers of Other Languages (ESOL) pathways or Functional Skills qualifications ranging from Entry 1 to Level 2.

- **Year 12- Retention:** During this year, 73% of learners in Year 12 had retained their post 16 placements. Whilst this is encouraging, we acknowledge there is work to be done to improve the rate of course completion by our learners, especially at Level 2 and above.

- **English and Maths Progress:** Of the Year 12 learners entered for both English and Maths GCSEs in Year 11 but were unsuccessful in one or both subjects, 12% achieved at least grade 4 in both subjects when they re-sat these exams in Year 12.
- **Year 13- Level 3 Outcomes:** Of the Level 3 learners, seven were in Year 13. At the end of the academic year, four learners successfully completed their course; two moved on to study at university, whilst two moved on to higher level apprenticeships. Of the remaining young people, two will return to education and one has decided to seek full time employment.

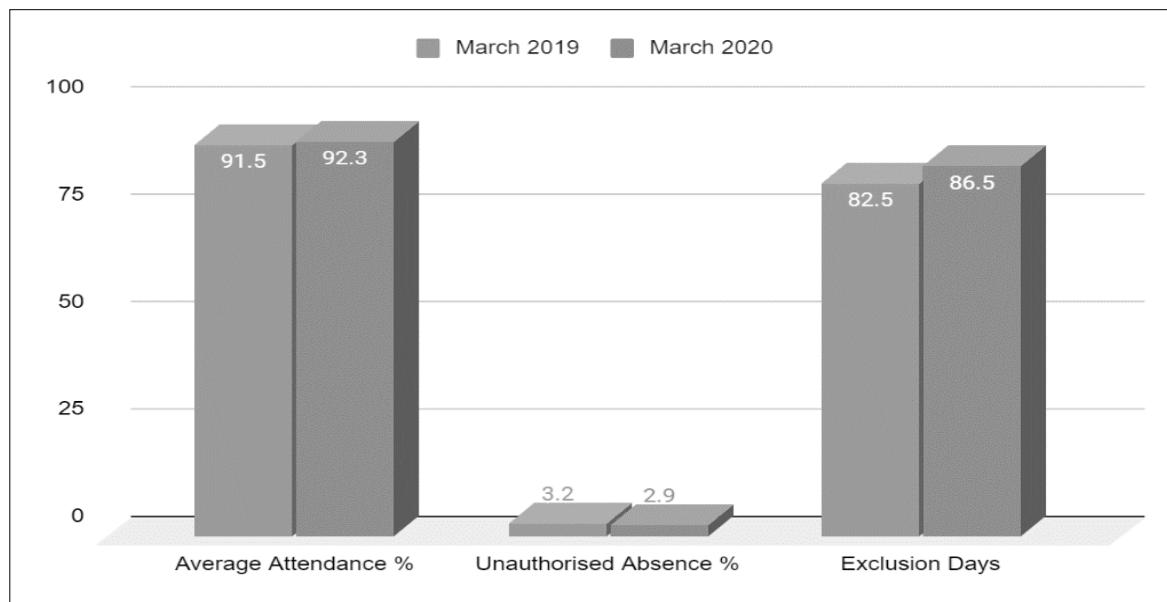
Whilst course retention is good and continues to improve, there is no room for complacency. This, along with improving progress of our learners in English and Maths at Key Stage 5, are priorities for the upcoming academic year. Closer monitoring and tracking of English and Maths progress, greater emphasis on course choice and career advice will be embedded into the PEP process this year to improve progress and retention over time.

Children Looked After Educational Engagement Summary

Attendance & exclusions

School absence and exclusions have traditionally been factors in the lower performance of Looked After Children, and officers therefore keep both issues high on the agenda. The regular reports provided to us by Welfare Call continue to support monitoring of all absences and any exclusions, enabling officers to readily identify those students most at risk of being out of education.

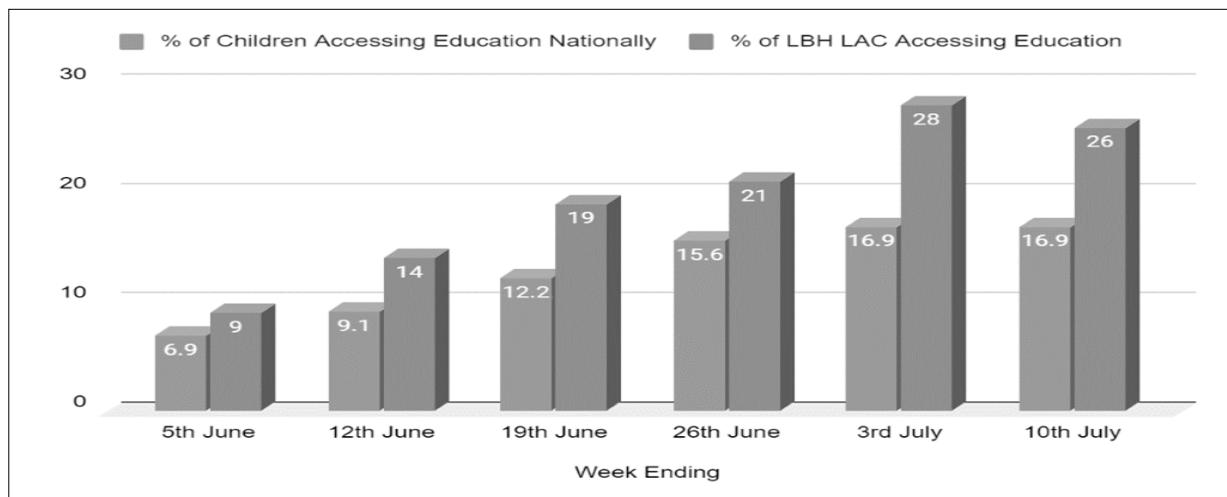
Unfortunately, we are unable to report on attendance and exclusions for the whole academic year due to the effects of the COVID-19 lockdown. However, the chart below shows our attendance and exclusion figures as of March 2020 and compares this to the same period in the previous academic year for reference.



Data Set 13 - Graph

The chart highlights that overall, our LAC were attending more than in the previous academic year and there had been an improvement in the number of unauthorised absences recorded. However, the number of days lost to Fixed Term Exclusion was up slightly on the previous year and this reflects a growing trend across the borough.

As previously noted, accurate attendance and exclusions data is not available for the remainder of the academic year in order to conduct a meaningful analysis. However, the data below charts our LAC attendance during the lockdown period once a return to school was encouraged for some year groups and compares this with national data for all children.



Data Set 13a - Graph

This data shows the percentage of Hillingdon LAC accessing school was higher than the national average each week throughout the second part of the summer term, which would indicate our children and young people were keen to return to education and were positively supported to do so by the professionals working with them.

LAC who are Not in Education, Employment or Training (NEET)

The desire to reduce the number of NEET young people amongst the Hillingdon LAC cohort remained a high priority this year. As part of this commitment, we strive every year to ensure as many young people as possible have a Post 16 destination as part of the September Guarantee. This year, 96% of our Year 11 students had a confirmed destination for their Post 16 pathway, a 4% increase on last year's figures.

2019-20 Statistics:

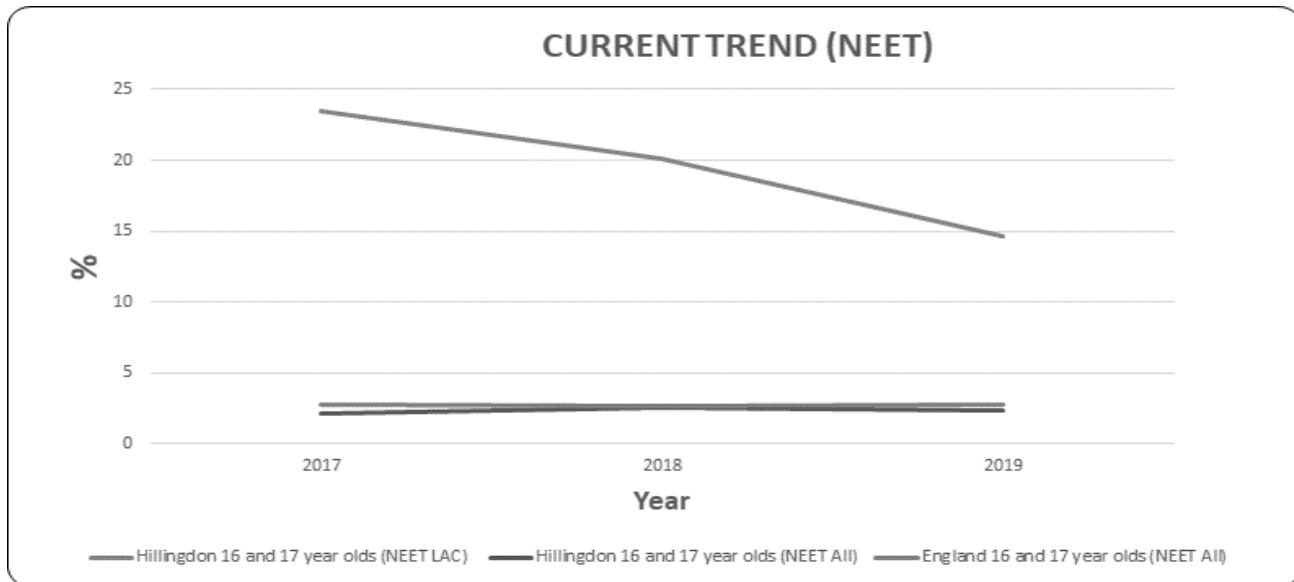
	2018-19	2019-20
NEET Average %	14.6	12.04
Minimum %	9.9 (Oct '18)	9 (Oct '19)
Maximum %	23.4 (July '19)	15.8 (Jan '20)

Data Set 13 - Table 1

This year saw a further drop in the number of young people on the Virtual School's roll who were reported NEET throughout the academic year.

We saw a spike in our NEET figures in July 2019, especially for our UASC who were new to care. In an endeavour to ensure all students were able to access a provision appropriate to their need in a timely manner, the policy on where students were placed on arrival was revised. These changes helped to maximise capacity and had a positive impact on our NEET figures overall this academic year, particularly in relation to our post 16 UASC cohort.

Current Trend (NEET)



Data Set 14 - Graph

Whilst the number of 16-17 NEET young people in Hillingdon remains in line with national statistics, the number of LAC in Hillingdon who are NEET is proportionally higher.

However, over the last three years there has been a significant improvement in the number of young people engaging with education or training, hence the NEET percentage is in decline and moving closer to national outcomes.

Priorities for Children Looked After in Hillingdon

During this academic year the priorities are to not only support children and young people as they transition between home and classroom-based learning, but also to begin to bridge some of the attainment gaps widened by the COVID-19 pandemic. Key development areas will be:

- **Attainment and Progress**
 - To focus on bridging the gaps widened by the COVID-19 lockdown.
 - To narrow the attainment gap between our LAC and their non-Looked After peers.
 - To continue service improvement that enables Hillingdon Looked After Children to make good progress from their starting points.
- **Attendance**
 - To improve average attendance of Hillingdon LAC narrowing the gap with national expectations.
 - To reduce number of days served on Fixed Term Exclusion by Statutory School Age LAC.
- **Training and CPD**
 - To widen the training offer currently available from Hillingdon Virtual School to more stakeholders
 - To extend the training offer currently available from Hillingdon Virtual School to professionals working with children on the edge of care and those who are previously care experienced.

Special Educational Needs and Disabilities (SEND)

Since 2013/14, Hillingdon, along with all Local Authorities across the country, have been working with education settings to embed the SEND reforms into 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.

Hillingdon has seen a growth of 84%* in statements/ EHCPs since the reforms of 2014 (*as of July 2020). Over the past year (July 2019 – July 2020), Hillingdon saw an increase in EHCPs of 17% against a national rate of growth of 10%.

In 2019, a service wide transformation took place to address the significant growth of children and young people with EHCPs, with a focus on early intervention and support to settings and families.

The transformation was aligned under three core functions to support and serve an integrated and tiered pathway. This was designed to positively manage demand through a co-ordinated and structured early intervention offer, alongside maintaining and enhancing the way in which the Authority secures our statutory responsibilities.

The core functions that exist within the SEND Service are

SEND Advisory Service - created by integrating elements of the existing Inclusion Team, Early Support Team and Sensory Intervention Team. This newly established service will work closely with the Educational Psychology Service.

Educational Psychology (EP) Service - maintaining the statutory delivery in relation to EHC needs assessments whilst refreshing and extending the traded offer to schools. This service will work closely with the SEND Advisory Service.

SEND Casework Team - the existing SEND Team has been restructured to create additional capability and capacity to meet the requirements of the proposed new ways of working. Roles have been enhanced to provide greater advice and guidance to schools pre and post-statutory thresholds for EHCPs and officers will adopt a more in-reaching approach.

The change was underpinned by implementing and embedding a new operating model across the service area. It is expected that all delivery moving forward will service a tiered pathway of support for children and young people with SEND. The pathway provides 3 tiers of support:

- SEN Support
- Early Support Funding (via a 'My Support Plan') – (MSP)
- Education, Health and Care Plans

The pathway reinforces the requirement for a graduated approach to supporting all children and young people with SEND and will be embedded across the local area. The tiered approach is expected to allow mainstream schools to have greater autonomy over how they utilise resources and support services, as well as having more timely access to funding for SEN, without the requirement to have an ECHP.

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.

The role of the Principal SEND Advisor is paramount and they will work alongside the Council's Education Improvement & Partnerships Team, carrying out SEND Reviews that follow the National Association for Special Educational Needs (NASEN) framework in order to evaluate its provision for children and young people with SEND. This includes Early Years, mainstream schools, alternative provisions and specialist settings.

SEND progress and attainment analysis

- 2018/19 data for SEND students within Hillingdon at KS1 indicates that at SEN support, performance has improved substantially. Reading has improved by 4.9% and the gap with non SEND children has narrowed by 6.5%. In Maths, performance for this cohort has improved by 6% on 2017/18 and the gap has narrowed by a considerable 8.2% between these students and their non SEND peers. In Writing performance is up by 4.7% and the gap between non SEND students has narrowed for the second consecutive year (by 5.9%). For children with EHCPs in KS1, performance has improved slightly in all 3 areas (Reading by 0.4%, Writing by 2.1% and Maths by 2.4%) and the gap with non SEND peers has narrowed with the national average where it had widened in 2017/18. For Reading we now trail the national gap by 0.4% (was 1%), Maths by 2% (was 4%) and in Writing we have turned a 2% deficit into a positive of 0.5%.
- At KS2 for 2018/19 there have been positive improvements within both SEN Support and EHCP cohorts for the Reading, Writing and Maths combined measure (RWM). Pupils at SEN Support have performed better than in 2017/18 (3% increase). They are also performing better than National SEN Support pupils - increasing the gap from 1% to 2.1%. For children with EHCPs performance has improved by 1.7% on 2017/18 and the gap with Not-SEN pupils (64.4%) is now better than the National equivalent (65%).
- 2018/19 KS4 performance for both SEN groups has improved on 2017/18 (see Table 15). SEN Support pupils have closed the gap with our Not-SEN pupils for both Standard and Strong English and Maths passes and EBacc Standard passes, although the gap has widened slightly for EBacc Strong. They remain behind the National Gap but are closing in for all areas bar English and Maths Strong Pass. For EHCP pupils the gaps for English and Maths Standard and Strong and EBacc Standard continue to narrow slightly against Not-SEN pupils. However, Progress 8 and EBacc Strong have widened slightly. Although behind the National Gap, the gap has closed in slightly for all measures bar EBacc Strong.
- Analysis of SEND needs in Hillingdon in 2017/18 shows that Communication and Interaction needs including autism and speech and language difficulties continue to be 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.

NB – the DfE have only released attainment data for SEN pupils for KS4

Percentages of attainment for children with SEND

Data Set 15 – Table: SEN Key Stage 1 2019 Individual Scores for Reading, Writing and Maths									
Hillingdon Pupils	Actual results for expected standard								
	Reading			Writing			Maths		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
Not SEN (3449)	85	84	82.4	78	79	77.8	86	87	84.8
SEN Support (489)	42	37	41.9	25	28	32.7	43	43	49
LBH gap between Not SEN and SEN Support	43	47	40.5	53	51	45.1	43	44	35.8
National gap between Not SEN and SEN Support	50	52	50.4	54	54	53.9	48	48	46.3
EHCP & Statemented (132)	14	11	11.4	9	7	9.1	12	12	14.4
LBH gap between Not SEN and EHCP & Statemented	71	73	71	69	72	68.7	74	75	70.4

National gap between Not SEN and EHCP & Statemented	70	72	70.4	68	70	69.3	69	71	68.4
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Source – NCER Gap Report 2019

Data Set 15a - Table:		SEN Key Stage 2 2019		
		RWM Combined results		
Hillingdon Pupils		Actual results for Expected Standard		
		2017	2018	2019
Not SEN (3298)		72	75	76.1
SEN SUPPORT (480)		24	26	29.2
LBH gap between Not SEN and SEN Support		48	49	46.9
National gap between Not SEN and SEN Support		50	50	49
EHCP & Statemented (171)		6	10	11.7
LBH gap between Not SEN and EHCP & Statemented		66	65	64.4
National gap between Not SEN and EHCP & Statemented		63	65	65

Source - NCER Gap Report 2019

Data Set 15b - Table:

SEN Key Stage 2 2019

Individual Scores for Reading, Writing and Maths

Hillingdon Pupils	Actual results for expected standard								
	Reading			Writing (TA)*			Maths		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
Not SEN (3256)	79.7	84.7	83.2	86.9	89.9	90.1	86.9	85.8	90.5
SEN Support (476)	37.7	50.2	44.7	38.7	43.4	46.6	47.9	48.4	51.8
LBH gap between Not SEN and SEN Support	42	34.5	38.5	48.2	46.5	44.5	39	37.4	38.7
National gap between Not SEN and SEN Support	43.4	41.1	41.2	53.7	51.4	50.3	43.6	42.8	41.5
EHCP & Statemented (158)	12.8	17.2	20.9	9.6	14.7	16.5	19.2	22.1	24.1
LBH gap between Not SEN and EHCP & Statemented	66.9	67.5	62.3	77.3	75.2	73.6	67.7	63.7	66.4
National gap between Not SEN and	65.5	67.4	65.5	74.1	75.4	75.2	68.4	68.9	70.6

EHCP & Statemented									
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Source - NCER Gap Report 2019

*TA = Teacher Assessment

Set 15c -	SEN Key Stage 4 2020									
	English and Maths PASS				Average Progress 8 score		%EBacc**			
	2019		2020		2019	2020	2019		2020	
Hillingdon Pupils	Standard 9* to 4	Strong 9* to 5	Standard 9* to 4	Strong 9* to 5			Standard 9* to 4	Strong 9* to 5	Standard 9* to 4	Strong 9* to 5
Not SEN	75.2	52.8	81.2	61.1	0.24	N/A	31.5	22.8	37.7	27.2
SEN Support (311)	34.9	16.3	42.4	20.6	-0.36	N/A	6	3.7	8.4	5.1
LBH Gap between not SEN & SEN Support	40.3	36.5	38.8	40.5	-0.6	N/A	25.5	19.1	29.3	22.1
National gap between Not SEN & SEN Support	39	31.6	38.1	35.3	-0.51	N/A	21.6	15.4	24.8	18.8
EHCP (125)	15.3	8.4	16.8	4	-1.12	N/A	2.3	1.5	1.6	1.6
LBH Gap between Not SEN & EHCP	59.9	44.4	64.4	57.1	-1.36	N/A	29.2	21.3	36.1	25.6
National gap between Not SEN & EHCP	60.2	42.9	49.3	48.1	-1.25	N/A	26.5	18.4	31.6	22.8

Source – DfE Key Stage 4 Performance 2019-2020 (Revised)

** English Baccalaureate

2019-2020 Review of Service – Headlines

SEND Advisory Service

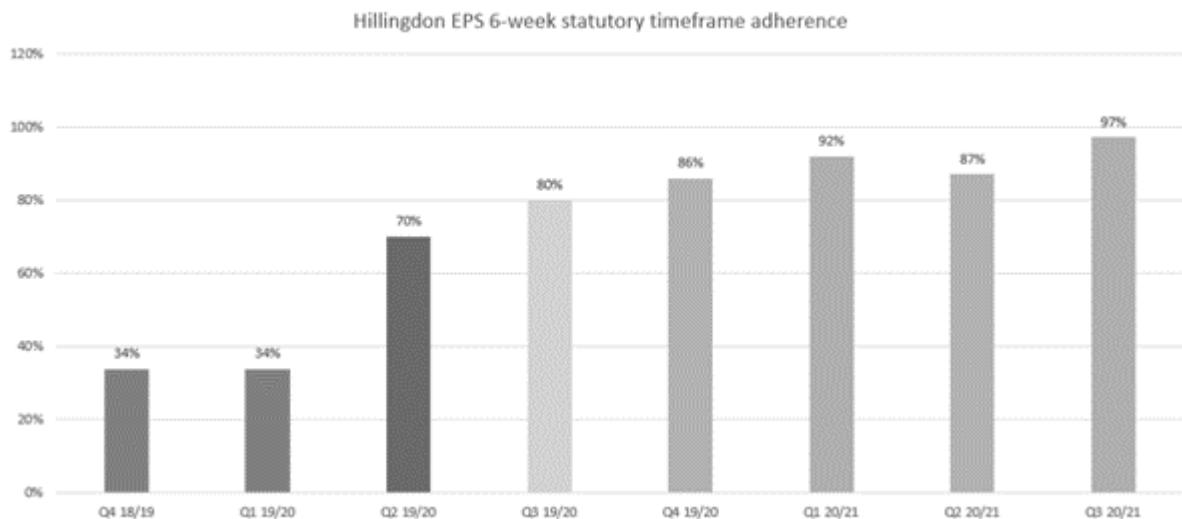
- 100% of referrals and Early Support Funding applications (ESF) were presented at the SEND advisory Panel.
- 100% of Early Support Funding (ESF) applications were submitted using a My Support Plan (MSP).
- 100% of successful applications were assigned a SAS advisor to promote and build upon inclusive practice and support the effective implementation of funding.
- The MSP was reviewed with stakeholders to produce a more user-friendly document for all.
- New guidance was developed for the MSP which supports practitioners to create an effective, person-centred record and plan of support for individuals.
- The tiered offer of support was established at an individual, parental and whole setting level, giving practitioners a clear framework that encourages consistency at all levels and ultimately builds stakeholder confidence in the quality of our service.
-

Throughout lockdown

- An advice line for parents and professionals was implemented, enabling fast access to specialist advisors who can provide key strategies and support.
- All SAS practitioners were assigned linked settings/schools in order to develop crucial relationships and provide continuity of support.
- A tiered offer of training for all settings was developed and published. This provides a wide variety of training for professionals at the universal (centralised training); targeted (whole school training) and specialist (Inclusion commitment).
- SCERTS and OAP embedded across majority of training.
- The SEND Review and Inclusion Commitment programme was redeveloped using evidence-based approaches and analysis of needs e.g. SCERTS, AET etc.
- The SEND Review was piloted in 2 schools with excellent feedback being shared through the SENCO forums.
- The SAS toolkit was developed to provide settings with a thorough understanding of the provision available within SAS.

EPS Review

The improvements in the EPS statutory assessment timeframe adherence has been significant, further supporting the local authorities' improvement with performance against the wider 20-week statutory timeframe for new EHCPs. The improvement in this area of EP service delivery is illustrated in the graph below:



Data Set 15 - Graph 1

SEND Review

- All requests for an Education Health Care Needs Assessment (EHCNA) were presented to the SEND weekly Panel and decisions were made within the statutory 6 weeks' timeframe.
- Between May and September 2020 due to the pandemic, the Department for Education (DfE) introduced temporary legislative changes to give local authorities flexibility in responding to the demands and meeting statutory timescales.
- Engagement and communication with educational settings have been improved through regular liaison between these settings and SEND team officers and through the development of a Special Schools' Forum.
- A review of the phase transfer process was implemented to ensure statutory deadlines were met towards placements. This included setting up a designated placement panel in Autumn for pupils transferring from within primary and from primary to secondary settings who required a specialist provision.
- In response to COVID19, the SEND team were working with officers within the council to gather risk assessments and guide pupils, families and education settings as in managing 'reasonable endeavours' in line with the EHCP to ensure support was in place.

Priorities for Children with SEND in Hillingdon 2020/21

Strategies priorities for the SEND & Inclusion Service for the coming year include:

- The continued implementation of key guidance documents, frameworks and services to support education settings, including; Ordinarily Available Provision, the SEND Advisory Service (SAS) Panel, Early Support Funding and the Centralised Training Offer.
- Review of the existing governance structure and implementation of new structure. This will enable the review and refresh of the Hillingdon SEND Strategy.
- Development of a SEND Local Area self evaluation form (SEF) and data dashboard to monitor and evaluate performance of the area's ability to identify, assess and improve outcomes for children and young people with SEND.

- Re-establish and strengthen partnership working with wider stakeholders (including parents/carers, young people, social care colleagues, health colleagues, education settings, voluntary sector, etc).
- Ensure that best value for money is being demonstrated through the use of the High Needs Block funding.
- Continue to develop a SEND Sufficiency Strategy to understand and meet local need.
- Continue to build a culture of inclusion within mainstream settings to meet the needs of children and young people with SEND.

Closing the Gap between Disadvantaged Pupils and their Peers

- In 2018/19, 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 Stage 1, the gap between children eligible for pupil premium funding and their non disadvantaged peers continues to narrow and is smaller than the gap nationally. This represents a positive improvement from last year.
- At Key Stage 2 the gap between children eligible for pupil premium funding and their non disadvantaged peers has also reduced for 2018/19. Data for comparison with national gaps shows Hillingdon performs better.
- At Key Stage 4 and in terms of attainment of the English and Maths standard pass, the gap between the young people eligible for pupil premium funding and their non disadvantaged peers widened. However, it widened much more nationally. It narrowed for Progress 8 and Ebacc, more positively than nationally.
- The national focus on the reduction of inequality through improved educational outcomes for children and young people facing disadvantage continues to be a key focus for schools in Hillingdon. The Council's Education Improvement & Partnerships Service uses the outcomes and progress of disadvantaged learners as a key element in the risk assessment of maintained schools and continues to highlight the importance of local solutions to raise standards for this cohort of young people in the borough.
- Schools whose outcomes for disadvantaged learners are consistently significantly poorer than for non-disadvantaged learners and where these gaps are not closing are encouraged to identify and work closely with schools whose outcomes for these cohorts have improved.

Key stage 1 Attainment for children eligible for Pupil Premium funding 2017 to 2019

Data Set 16 – Table:	Pupil Premium Key Stage 1 2017 to 2019 Individual Scores for Reading, Writing and Maths								
	Actual results for Expected Standard								
Hillingdon Pupils	Reading			Writing			Maths		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
Not FSM in last 6 years (3463)	80	79	76.7	72	73	72.4	81	81	80.2
FSM in last 6 years (685)	63	64	64.5	51	55	55.2	60	63	65.2
LBH Gap between No FSM & FSM	17	15	12.2	19	18	17.2	21	18	15
National gap between No FSM & FSM	17	16.5	16.3	19	19	17.8	18	17	16.4

Source - NCER 2019

Key Stage 2 Attainment for children eligible for Pupil Premium funding 2017 to 2019

Data Set 16a - Table: Pupil Premium Key Stage 2 2017 to 2019
 % for Reading, Writing and Maths Combined

Hillingdon Pupils	Actual results for Expected Standard*		
	2017	2018	2019
Not FSM in last 6 years (2744)	70	71	73.9
FSM in last 6 years (1158)	48	54	56.1
LBH Gap between No FSM and FSM	22	17	17.8
National gap between No FSM and FSM	20	20	19.5

Source - NCER 2019

Key Stage 4 Attainment for children eligible for Pupil Premium funding 2016 to 2018

Data Set 16b - Table: Pupil Premium Key Stage 4 2018 to 2020									
Hillingdon Pupils	Level 9 to 4: % English and Maths			Average Progress 8 scores			% EBacc Entries**		
	2018	2019	2020	2018	2019	2020	2018	2019	2020
Not FSM in last 6 years (2432)	69.3	71.5	80.6	0.2	0.17	N/A	50.2	48.8	48.4
FSM in last 6 years (867)	50	46.4	59.6	-0.25	-0.2	N/A	34.1	34	31.6
LBH Gap between No FSM and FSM	19.3	25.1	21	-0.45	-0.37	N/A	16.1	14.8	16.8
National gap between No FSM and FSM	17.9	27.2	25.3	-0.58	-0.59	N/A	16	17	16.2

Source – DfE Key Stage 4 Performance 2019-2020 (Revised)

*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"

Performance of White British Pupils

The following tables from NCER NOVA reports show attainment trends for all pupils identifying themselves as White British from 2017 to 2019. Not available in 2020.

LBH Pupils	Data Set 17 - Table: Key Stage 1 Reading, Writing and Maths			
	Current Pupil Numbers	2017	2018	2019
All other Pupils	3028 (72%)	67.3	68.5	67.7
White British	1111 (28%)	59.8	60.9	58.2
LA Gap (percentage points)		-7.5	-7.6	-9.5
National Gap	WB = 422520 (63%)	+0.3	-0.2	+0.1
	Others = 245540 (37%)			

LBH Pupils	Data Set 17a - Table: Key Stage 2 Reading, Writing and Maths			
	Current Pupil Numbers	2017	2018	2019
All other Pupils	2753 (70.5%)	65.3	68.5	70.3
White British	1149 (29.5%)	60.5	61.9	64.6
LA Gap (percentage points)		-4.8	-6.6	-5.7
National Gap	WB = 425600 (66%)	+0.2	-0.7	-1.2
	Others = 217990 (34%)			

LBH Pupils	Data Set 17b - Table: Key Stage 4 Basics (4+ & 5+)						
	Current Pupil Numbers	2017		2018		2019	
		4+	5+	4+	5+	4+	5+
All other pupils	1886 (60%)	69.7	44.1	70.5	44.9	71.1	44.6
White British	1234 (40%)	62.9	40.8	61.3	41.4	62.3	39.8
LA Gap (percentage points)		-6.8	-3.3	-9.2	-3.5	-8.8	-4.8
National Gap	WB = 379432 (71%)	+0.1	-2	-0.3	-2.2	-0.1	-2.4
	Others = 154053 (29%)						

NB: in these reports a + sign in the gap indicates where "White British" pupils are outperforming "other" pupils

In each of the Key Stage tables shown above comparison between the performance of White British in Hillingdon and Nationally needs to bear in mind the wide difference in the percentage of pupils in each group with a much higher percentage of White British pupils at the national level

Young People Not in Education, Employment or Training (NEET)

The Council's Participation Team undertake a number of functions concerned with ensuring children and young people access their education entitlement and benefit from sustained participation in education, employment and training (EET). This work includes the ongoing tracking of young people's participation so that targeted support may be provided for those who may have disengaged from EET.

The service leads on assuring the 'September Guarantee', a process whereby 16 and 17 year olds are enabled to find and secure education and training provision so that they may remain in learning. Work continues between September and January with a view to ensuring that young people have found suitable education and training provision and sustained their participation in identified placements. Participation data will fluctuate at points in the year, particularly during the summer, which is a key transition point where destinations change post Y11 and Y12.

The data is tabled below contains up to date statistics (to the end of July 2020 with comparisons to 2019) produced in collaboration with the West London Partnership.

Data Set 18a - Table:	Hillingdon	Regional (West London)
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Classification: Public

Residents, Education and Environmental Services Policy Overview Committee – 17 March 2021

			Partnership)	
	July 2019	July 2020	July 2019	July 2019
NEET	2.1% (137)	2.4% (164)	1.60%	1.70%
Not Known	2% (130)	1.8% (123)	1.20%	1.1%
In Learning Level	95.3% (6209)	95.6% (6470)	96.70%	96.8%

Source - West London Partnership Figures July 2020

- The Participation Team has undergone an interim re-structure to help deliver increased attention to this area of work. Significant progress has been made over the two years. As of January 2021 Hillingdon, is on track to come in above target for young people to be engaged in education, employment or training despite challenges faced by Covid.
- The 2020 Activity Survey EET figure is currently 95.9% with a week left for further progress. This is in line with the 2019 figure which is a considerable improvement on the 92.7% recorded in 2018.
- September Guarantee statistics for 2020 recorded the second-best result for Hillingdon in the past five years. This is a huge achievement considering the difficulties faced by schools, providers, officers working remote and young people's heightened anxiety surrounding Covid.
- NEET levels have remained consistently low and expected to come in below target (2.5%) at 2.2%. Robust efforts continue to be made to contact, engage and support young people identified as NEET including communications by telephone, emails, home visits, letters. NEET young people have been invited to virtual events arranged by the Participation Key Work Team where employers, education and training providers are brought together to create a marketplace of options for NEET young Hillingdon residents. Further work is required to ensure all young people identified as being NEET are supported to access and sustain their engagement in employment, education and training.
- The two existing agency Trackers have been developed to be able to sign-post and refer young people who are NEET to appropriate services who can assist them into EET and help them with their barriers to this, enabling the NEET figures to be kept within target.
- Where appropriate NEET young people are referred to specialist agencies including P3, BUILD, JGA group and SPEAR to receive additional support. The Participation Team also engage with YOS and Special Educational Needs and Disabilities (SEND) Services to track and offer support to young people with additional needs in order to ensure they are enabled to access and sustain participation in employment, education and training.

Priorities for Young People Not in Education, Employment or Training (NEET)

- Strategy development by the Education Improvement & Partnership Service's new Post-16 Partnership Coordinator.
- Seek new provision within the borough offering a diverse range of programmes, which are available continuously throughout the year – potentially like 'Skills Training'.
- Implement a year 11 forum. Partnering with schools to identify YP that are at risk of becoming NEET and working with them to try to place them prior to the next academic year.

- Establishing a NEET Team. With trackers and officers continuing to reduce NEET and Not Known levels through dedicated tracking and joint work with relevant council officers and external agencies.
- Create better links with local employers, leading to the creation of job opportunities for our YP.
- Targeted intervention in specific wards in the borough with a higher proportion of NEET YP.

Absence and Exclusions

Absence and exclusion issues are managed collaboratively by the Participation Team, Access and Admissions and Education Improvement & Partnership Services with a view to ensuring all young people access their full educational entitlement. This work constitutes a combination of activities ranging from seeking to monitor attendance, absence and exclusion rates to providing due support and challenge to schools and families to ensure optimum levels of participation.

Comparison of the most recent Absence figures

The table below compares absence rates in state funded schools for 2017/18 to 2018/19 (most recent available). A definition is provided for persistent absenteeism

Data Set 19 - Table: Attendance rates	Hillingdon		National	
	2017/18	2018/19	2017/18	2018/19
State funded schools absence -Primary	4.2	4.2	4.2	4
State funded schools absence - Secondary	5.5	5.4	5.5	5.5
State funded schools absence -overall	4.9	4.8	4.8	4.7
Persistent absentees* - Primary	8.8	8.9	8.7	8.2
Persistent absentees* - Secondary	13.8	13.3	13.9	13.7
Persistent absentees* -overall	11.2	11.1	11.2	10.9

NB figures shown are percentages

** The definition of persistent absence changed from the 2015/16 academic year. Pupil enrolments missing 10 percent or more of their own possible sessions (due to the sum of both authorised and unauthorised absence) are classified as persistent absentees.*

- Hillingdon is broadly in line with national averages in terms of absence levels across primary and secondary schools and persistent absence figures overall. Where an increase has been noted from the previous year, the increase is smaller than that recorded nationally.
- Schools are responsible for reporting all persistent absentees, children removed from roll, children on part time timetables and children absent for 20+ consecutive sessions on a monthly basis to the local authority. They are also responsible for referring pupils with concerning attendance to the Participation Team so that Participation Officer may undertake targeted case-work with the young people and families in question. Schools may also refer cases of unauthorised absence to the Local Authority where school attendance policies have been breached. These referrals may lead to the issuing of penalty notices to families in accordance with duties relating to ensuring parents exercise their responsibilities with regard to school attendance of their children. In addition to this, the Monthly Return data requirement has been further extended, with the support of Hillingdon Schools. The returns now contain data about current attendance rates and numbers of fixed term exclusions. This data is being collated through reports developed by Business Performance that will demonstrate trends and patterns that will help services be developed and to be targeted according to need.
- Hillingdon issued received referrals for 894 Penalty Notices to families for unauthorised absences in 2019/20. Of which 839 were for Holiday Penalty notices for unauthorised holidays from school. 424 notices in the first term and 415 notices in the second term, no penalty notices were issued in term three due to Covid –19.
- From September 2019 to March 2020 499 attendance referrals were made to the Participation service from schools. An additional 187 individual attendance Panels were carried out by officers with families and concerned schools. It is worth noting that one Panel meeting will include all children with poor attendance within the same family.
- The Participation Team supported 68 Court Cases for continued poor attendance. As a result of Covid, 11 were withdrawn by officers and an additional 8 cases were not resolved within the courts during this academic year.
- 6 Truancy sweeps were carried out in the borough prior to March 2020 and 3 additional Targeted Problem-Solving days were assisted by the Participation team prior to March.
- In order to support education improvement regarding attendance, two attendance events are provided for all school-based attendance leads per year and include local and national updates, the sharing of best practice and networking opportunities. Unfortunately, due to Covid officers were unable to meet in person but instead carried out some virtual events with schools.
- In terms of rankings for attendance in 2017/18 Hillingdon is 81st in the National rankings (compared to 95th the previous year), 28th in comparison to all London authorities (no

change from the previous year) and 9th in comparison to our Statistical Neighbours (11th the previous year).

Children Missing Education

As set out in statutory Education guidance (Children Missing Education 2016 and the Education Act 1996) the Local Authority have a duty to identify children not registered at school or receiving suitable education otherwise. All Local Authorities should have robust policies and procedures in place to enable them to meet their duty in relation to these children including ensuring there are effective tracking and enquiring systems in place including a named person other agencies can make referrals to. Children missing education are categorised as follows:

- A child of statutory school age (5-16) not on roll at a registered school.
- A child allocated a place at a school but has not attended.
- A child listed as being educated at home but not receiving an education.

In 2019/20 Hillingdon processed 1179 referrals for children missing education in Hillingdon of which 1083 were successfully closed by the end of the academic year.

By comparison in 2018/19 Hillingdon received 975 referrals for children missing education.

For 2020/21 an Education Safeguarding Task and Finish group has been developed to ensure that safeguarding is at the centre of policies and procedures for monitoring and supporting children in Elective Home Education (EHE) arrangements and Children Missing Education (CME). The group will scrutinise CME and EHE data and current practice in Hillingdon as well as sourcing and disseminating good practice with regard to understanding trends and patterns and strengthening partnership working to improve joint working for vulnerable children.

Exclusions Data for Schools in Hillingdon

- It is noted that the latest nationally comparable data available for school exclusions is for the period 2017/18.
- Rates of fixed term and permanent exclusion remain broadly in line compared to national averages. It is positive to note that most recent data indicates that these exclusion levels have now reduced to below London and England averages.

Permanent exclusions - Percentage of overall results

Data Set 20 - Table: Permanent Exclusions 2017-19									
Phase	State Funded Primary			State Funded Secondary			Specials		
Region	2016-17	2017-18	2018/19	2016-17	2017-18	2018/19	2016-17	2017-18	2018/19
Hillingdon	0.02	0	0	0.20	0.23	0.17	X (see below)	0	0
England	0.03	0.03	0.02	0.24	0.2	0.2	0.07	0.07	0.06
London	0.01	0.01	0.01	0.19	0.19	0.16	0.05	0.04	0.13

Source – Permanent_and_Fixed_Exclusions_2018to2019_LATables (DfE)

(NB - X figure in Specials denotes anonymised due to low numbers)

NB – exclusions figures are always reported one year behind

- In terms of rankings Hillingdon is 51st in the National rankings (was 63rd), 18th in comparison to all London Authorities (was 19th) and 5th in comparison to our Statistical Neighbours (was 8th).

Fixed term exclusions - Percentage of overall results

Data Set 21 - Table: Fixed Term Exclusions 2017-19									
Phase	State Funded Primary			State Funded Secondary			Specials		
Region	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
Hillingdon	0.58	0.38	0.57	7.75	7.24	6.47	0.90	1.68	0.82
England	1.37	1.4	1.41	9.4	10.13	10.75	13.03	12.34	11.32
London (Outer London 2018/19)	0.83	0.85	0.79	7.5	7.63	7.07	13.51	14.14	10.69

Source - [Source – Permanent_and_Fixed_Exclusions_2018to2019_LATables \(DfE\)](#)

- In terms of rankings Hillingdon is 13th in the National rankings (was 23rd), 8th in comparison to all London Authorities (was 13th) and 2nd in comparison to our Statistical Neighbours (was 6th).

Permanent Exclusions patterns

The below information provides an analysis of permanent exclusions from Hillingdon schools throughout the 2019-20 academic year as well as some notes on trends and general observations.

There were 43 permanent exclusions from Hillingdon schools in 2019-20. 42 of the permanent exclusions were from secondary schools. 7 of these pupils were residing outside of Hillingdon and therefore their home local authority arranged alternative provision.

The 35 Hillingdon secondary aged pupils were referred to The Skills Hub following their permanent exclusion 2 of which did not take up the placement.

The Skills Hub would have also received pupils via Pupil Referral Unit (PRU) to PRU transfer arrangements for pupils who have moved into the borough which are not recorded within this analysis.

Data Set 22 – Table*Breakdown of permanent exclusions by year group*

Year Group	Number of permanent exclusions
3	1
7	3
8	3
9	13
10	15
11	8

Data Set 22a – Table*Breakdown of permanent exclusions by pupils' home address*

Year Group	North of borough*	South of borough*
3	0	1
7	2	1
8	0	3
9	8	5
10	6	9
11	2	6
Total	18 (42%)	25 (58%)
Total school population as of October 2019 - Rec - Year 11	15952 (36%)	28687 (64%)
Total Secondary population as of October 2019 (Year 7 - Year 11)	7939 (48%)	8768 (52%)
Total Primary population as of October 2019 (Reception - Year 6)	8013 (29%)	19919 (71%)

*Geographical region broken down as north and south of the A40.

Comparison with previous academic years

Below is a comparison of the number of permanent exclusions made this year from Hillingdon schools, in comparison to the last two academic years.

Data Set 22b – Table

Round	2017-2018			2018-2019			2019-2020		
	Primary	Secondary	Total	Primary	Secondary	Total	Primary	Secondary	Total
Total	1	58	59	0	47	47	1	42	43

There has been a 9% decrease in permanent exclusions in 2019-2020 in Hillingdon schools, compared to 2018-2019. There has been a 27% decrease in permanent exclusion compared to 2017-2018.

Data Set 22c – Table

Breakdown of permanent exclusions by reason and year group

	Year 3	Year 7	Year 8	Year 9	Year 10	Year 11	Total
Bullying	0	0	0	0	0	0	0
Damage	0	0	0	0	0	0	0
Drug and alcohol related	0	0	0	3	4	2	9
Persistent disruptive behaviour	0	0	2	6	3	2	13
Physical assault against adult	0	1	0	0	0	0	1
Physical assault against pupil	1	0	0	0	2	2	5
Racist abuse	0	0	0	0	0	0	0
Sexual misconduct	0	1	0	0	0	0	1
Theft	0		0	0	0	0	0
Verbal abuse / threatening behaviour against adult	0	0	0	0	1	0	1
Verbal abuse / threatening behaviour against pupil	0	0	0	0	0	0	0
Other (e.g. possession of an offensive weapon)	0	1	1	4	5	2	13
Total	1	3	3	13	15	8	43

The School Placement and Admissions Team also dealt with 8 exclusions for Hillingdon pupils attending out borough schools who needed to be found alternative provision within the borough. As the exclusions were made by schools outside Hillingdon, these pupils are not included in the statistics. All 8 permanent exclusions were from Secondary Schools.

Of the 43 permanent exclusions, 7 children lived in another borough so their home local authorities arranged their 6th day provision, 1 primary aged pupil who was permanently excluded had an EHCP (therefore the SEND team arranged an alternative provision) and the other 35 pupils were referred to attend The Skills Hub. Of these 35, 1 child moved away so the place at TSH was no longer required, and 1 child's parents chose to electively home educate.

1 school rescinded a permanent exclusion prior to the Governor Review meeting and the child was reinstated. 1 was withdrawn and the child was taken off the roll of the school as the child will continue their education at an academy in their home LA Harrow. 5 PX's from Hillingdon schools were overturned and were reinstated following their governor review meetings.

2 permanent exclusion decisions were subsequently reviewed by an Independent Review Panel. The outcomes of these were that 1 decision was upheld and one decision was quashed and the school directed to reconsider. The school did reconsider however, the child was not reinstated.

General observations

Persistent Disruptive Behaviour

32% of permanent exclusions were due to persistent disruptive behaviour.

Drug and alcohol related exclusions

There have been 9 exclusions made under the category 'drug and alcohol related'. All 9 have been due to illegal drugs, rather than alcohol. 5 were specifically cannabis related.

Permanent Exclusions categorised as 'Other'

13 permanent exclusions were categorised as 'Other' by schools using the DfE categorisation list (from September 2020 'Other' has been removed as a category by the DfE). Of the exclusions categorised by schools as 'Other', 4 were for possession of an offensive weapon in the school. There has been a 75% decrease in the number of permanent exclusions due to carrying an offensive weapon since 2018-2019.

The remaining 9 permanent exclusion's categorised as 'Other' were for the following;

- 4 were for setting off the fire alarm
- 1 was for premeditated violent attack
- 1 was for throwing an object at a teacher
- 1 was for a physically violent confrontation with another pupil that resulted in a member of staff being injured.
- 1 was for using unauthorised software on the school's system, downloading documents which breached data protection.
- 1 was a result of the pupil having repeatedly tried to set fire to paper in a corridor within the academy, putting the whole academy community at risk.

Over a three-year period, there were two Primary Schools who had permanently excluded pupils. Of the secondary schools who had permanently excluded, only one school had not permanently excluded any pupils in 3 years. In addition to this it must be recognised that one other secondary only made one permanent exclusion over the three-year period, which was during this period of 2019/2020.

Over a three-year period, one secondary school permanently excluded 20 pupils. This same school permanently excluded 10 pupils during 2019/20. In addition another secondary school made 12 permanent exclusions over a three year period. In 2019/2020, 17 out of 22 mainstream secondary schools were responsible for permanently excluding 42 pupils.

From the data above, it was anticipated that the number of permanent exclusions would rise above last year's figures for 2020/21. The School Placement and Admissions team are reviewing processes with schools which are listed below.

Priorities to reduce school exclusion and improve school attendance

Over the past three years, Hillingdon Council has seen a slight reduction in the number of young people who have been permanently excluded from Hillingdon schools. Although this may be the case, young people are becoming more known to services and cases are becoming a lot more complex. The need for a more joined up approach to effectively utilise resources and develop an effective partnership amongst services is as important as it's ever been. Covid-19 and in particular lockdown has meant young people who are not attending education provisions, become increasingly vulnerable to exploitation and the risk factors are becoming more apparent, in

particular whereby young people have involvement with a number of different services at once. Below are a few examples of work that was underway in 2019/20 and progressing in 2020/21 to improve the outcomes of young people at risk of exclusion or who have been excluded.

- A working Group of LA officers including the Education Psychology Service, SEND Advisory Service, Education Improvement, Youth Offending service, Social Care and Headteachers has been established to reduce the risk of permanent exclusions for young people. This group reviews existing practices between schools with a view to encourage consistent approaches and share good practice.
- Monthly Returns from schools capture the Fixed Term Exclusion data that will be used to help demonstrate provision necessary to reduce the number, the risk and provide support for schools, children and young people.
- Working to address issues in relation to unauthorised absence. A new termly newsletter has been developed to promote 'good practice' ideas for schools to consider implementing to improve attendance.
- Agreeing ways of working with schools to allow more time to be spent on addressing longitudinal issues of irregular attendance and reviewing the Penalty Notice Protocol to support this.
- A 'Team Around the School' has been set up with The Skills Hub and partner agencies to ensure that we can effectively communicate and utilise each other's resources, to improve outcomes for children and young people and continue to build on the positive work that is already being undertaken.
- A new robust exclusion prevention guide will be launched with schools and governors in February 2021 that includes extensive intervention strategies to prevent exclusions. The document has been written with input from many services such as: YJS, SEND, Ed Psyc, Social Care. This will support the on-going work with schools to meet social and emotional needs of children and young people who have difficulty in regulating their behaviour to the point at which exclusion is a consideration.
- Internal Audit are soon to commence a review of the reintegration of young people attending alternative provision following a permanent exclusion. This will further assist with identifying gaps in support and contribute to better outcomes.
- Work is underway to create bitesize training for LA staff to further understand exclusions and the role officers play in supporting preventive work.
- Hillingdon have successfully appointed a 'Vulnerable Learner Support Manager' who was due to commence her role from 1st February. This officer will focus on the engagement of our most vulnerable pupils covering exclusion, elective home education, SEN without an EHCP amongst other vulnerabilities.
- Officers have teamed up with The Skills Hub to create a new support programme to reintegrate excluded pupils back into mainstream education between 1-4 weeks of a permanent exclusion taking place. This proposal was presented to Headteachers recently. Headteachers have agreed in principle and with formal agreements to be drawn up over the coming weeks.
- Hillingdon has recently set up and leads on a London wide exclusion prevention group with support from the voluntary sector including The Children's Society. The group meet every 6 weeks to share good practice and develop support mechanisms for all children and young people at risk of exclusion.
- Officers are now proactively working across service areas and represented on safeguarding boards to highlight and discuss emerging issues surrounding school exclusions.

- The Local Authority has recently secured funding from the London Crime Prevention Fund via MOPAC to minimise school exclusions and support young people back into education, employment and training. A dedicated officer was appointed in September 2020 and will remain in post until 31 March 2021.

Covid 19

On the 18 March 2020, the UK Prime Minister announced that all schools in the UK will be closing their doors to the majority of pupils at the end of the school day on 20th March. This included the Skills Hub. Schools however remained open for children of critical workers and vulnerable children to attend. During this closure the School Placement and Admissions Team continued to make any referrals when required and the Skills Hub adapted their processes to accommodate this, such as having telephone meetings only rather than the pupils attending the provision. During this closure, schools still had the legal right to permanently exclude children. The School Placement and Admissions Team did receive 2 permanent exclusions during July however, as the Governor Review meetings did not take place prior to the end of term they will be included in the 2020/21 academic year.

Section 5: Standards and Quality of Education for Adult Learners

Hillingdon Adult and Community Learning (HACL) provides opportunities for adult residents aged 19+ to learn new skills designed to lead to work, enhance life chances, improve wellbeing and encourage greater social cohesion. All programmes align to LB Hillingdon's priorities and needs and the Skills for Londoners Strategy.

The service was inspected by Ofsted in December 2019 and was graded as 'good'. Ofsted found that 'learners look forward to attending their classes, [where] they learn much that helps them in their daily lives, their wellbeing or in their search for a job or further training. Many greatly develop their self-confidence and esteem [and say] the centres are great places to learn and they would recommend them to their friends.' Learners 'benefit from learning in an environment where there is mutual respect whatever background you come from.'

Ofsted Inspection Report, December 2019.

Data Set 23 - Table: Key data	17-18	18-19	19-20
Learners <i>Individual residents</i>	2672	2917	2182
Enrolments <i>People can enrol for more than one class</i>	5051	5170	4183
Retention <i>Proportion of those enrolled who stay until end of course</i>	93.0%	92.6%	84.7%
Attendance <i>Important because they can't learn if they don't attend</i>	87.9%	88.82%	87.8%
Pass <i>Of those retained, what proportion passed their course?</i>	95.5%	96.6%	92.9%
Achievement <i>Of those who started, what proportion passed the course?</i>	88.9%	89.5%	78.6%

HACL's data shows a mixed picture this year. Learner and enrolment numbers have fallen, interrupting the trend of increasing numbers over the past three years that contributed to our over-delivery against targets and bucked national trends of reduced learner engagement. These

reductions are also reflected in lower retention and achievement rates and are largely due to the Covid-19 pandemic.

The national lockdown in March occurred as Term 2 was ending prior to the Easter holidays and many, especially older learners, chose not to return to their classes in the final term. Classes for some cohorts simply could not run, such as those for adults with learning difficulties and disabilities who could not adjust to online learning and those in community-based classes where the venues were unable to open.

Conversely, 85% of qualification classes transferred to online learning. Adults undertaking these courses showed great commitment by continuing, which resulted in a pass rate of 92.9% for those who completed their course and reflects the hard work and determination of learners and tutors to make online learning work. New processes were created and implemented to achieve these results, in particular new methods for exams and portfolio completion that underpinned the results.

Alongside the classes, the service developed a range of online resources to ensure that residents could enrol in classes in September without visiting adult learning centres, including

- remote skills assessments to allow residents to enrol;
- revised website options to enable online enrolment for non-qualification courses, supported by an enquiries option monitored by staff;
- a bespoke enrolment process for adults with learning difficulties and disabilities manned by subject specialists who contacted every learner individually to arrange their September classes;
- online access to free individualised education and careers advice for residents; and
- an online resource-bank of activities and information for residents isolating at home.

To achieve this, systems were devised and staff were trained during the lockdown period, and staff borrowed laptops to enable them to teach from home. The service successfully accessed additional funding through external bids to purchase more laptops and other resources that are being utilised in 20-21.

Despite these challenges, a strong start to the academic year left us reporting 97% achievement against funding targets in 19-20, significantly above the London average for post-19 education providers of 77%.

Section 6: School Placements & Admissions

Secondary School Places

- The School Placement and Allocation Team has been effective in delivering the service to high quality despite an increase in demand.
- There has been a 2% increase in secondary applications across London since 2019 - Hillingdon also experienced a 2% increase.
- Despite the increase and a record high of 3,714 applications in total for secondary school places
- Hillingdon remain as the top borough in West London for allocating school places at a school of choice.

- On National Offer Day every Hillingdon resident was offered a secondary school place.
- 87.4% of applicants were offered a place at one of their top three preferred schools.
- 67.3% received their top preference school which is above the London average. (London's overall performance in this area was significantly below the national average).
- Some parents choose to put a single school on their application form. Other parents, who are aware that all their preferences will be considered equally, may decide to use their first preference to rank a school which their child is less likely to be offered and put their more realistic options lower down the list. Therefore, it is important to consider how well all preferences have been met, as these are likely to have been more than satisfactory to many parents.

Primary School Places

- The council processed 3,887 primary school applications this year compared to 3,903 in 2019.
- London had a 0.78% increase compared to 2019 in primary applications.
- On National Offer Day every Hillingdon resident was offered a primary school place.
- 97.55 per cent of applicants were offered a place at one of their top three preferred schools.
- 89.83 per cent received their top preference schools. This places Hillingdon ahead of neighbouring boroughs. (London's overall performance in this area is significantly below the national average).
- Hillingdon also rated third in the capital overall for giving parents their first preference - well above the London average of 85 per cent
- Some parents choose to put a single school on their application form. Other parents, who are aware that all their preferences will be considered equally, may decide to use their first preference to rank a school which their child is less likely to be offered and put their more realistic options lower down the list. Therefore, it is important to consider how well all preferences have been met, as these are likely to have been more than satisfactory to many parents.

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 types of school admissions.

Below is a summary of the referrals made via the IYFAP.

Key Statistics

- 1 primary referral to the IYFAP. The 1 Primary placement made this year means there was no change in the total number of Primary Placements in comparison to the previous academic year 2018-2019.
- **5% decrease** in the total number of placements by the IYFAP in comparison to the academic year 2018-2019.
- **90** Year 11 aged children successfully placed in mainstream schools.
- **24% increase** in the total number of year 11 placements by the IYFAP into mainstream schools in comparison to the academic year 2018-2019. In real terms there have been 90 Year 11 placements this year opposed to 73 in 2018-2019.
- **8% decrease** in the total number of secondary school placements in the south of the borough in comparison to the academic year 2018-2019. In real terms there have been 95 placements this year opposed to 104 placements in 2018-2019.
- **11% decrease** in the imbalance between secondary school placements in the south of the borough relative to placements in the north of the borough compared to the academic year 2018-2019. In real terms 95 of 114 placements this year (83%) were in the south of the borough opposed to 104 of 111 placements (94%) in 2018-2019.

These statistics include July's placements however they did not start until the following academic year.

Placements for Year 11 students

- This academic year the Local Authority (LA), IYFAP and Hillingdon Association of Secondary Headteachers (HASH) have been continuing to work together to integrate year 11s who have moved into the borough and are out of education, into a mainstream school instead of an alternative provision (such as colleges). For the academic year 2019-2020, 90 Year 11 aged children were successfully integrated into Hillingdon schools. Due to the success of these placements, the IYFAP will continue to place all mainstream appropriate Year 11 aged children at Panel.
- The two tables below show the Fair Access placements from September 2019 - July 2020, it also indicates where in the borough pupils were residing. For secondary schools, the north of the borough is determined as above the A40, and south as below the A40, primary schools are determined by planning areas. These referrals reflect all pupils that were taken to the panel, some pupils were not placed but have been included in the referrals.

As there was only 1 primary referral there are no specific observations.

Data Set 24 - Table: Primary referrals September 2019 - July 2020									
Month/ Year Group	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	North	South
September	0	0	0	0	0	0	0	0	0
October	0	0	0	0	0	0	0	0	0
November	0	0	0	0	0	0	0	0	0
December	0	0	0	0	0	0	0	0	0
January	0	0	0	0	0	0	1	0	1
February	0	0	0	0	0	0	0	0	0
March	0	0	0	0	0	0	0	0	0
April	0	0	0	0	0	0	0	0	0
June	0	0	0	0	0	0	0	0	0
July	0	0	0	0	0	0	0	0	0
Total per year	0	0	0	0	0	0	1	0	1
Total	1							0	1

Data Set 24a – Table: Secondary referrals September 2019 - July 2020							
Month/ Year Group	Year 7	Year 8	Year 9	Year 10	Year 11	North	South
September	0	0	2	0	50	5	47
October	0	2	0	0	3	1	4
November	0	0	1	2	7	2	8
December	0	1	0	0	9	0	10
January	0	1	1	1	9	2	10
February	0	1	0	1	5	1	6
March	0	0	0	1	6	7	0
April *	0	0	0	0	0	0	0
June *	0	0	0	0	0	0	0
July	1	3	1	5	1	1	10
Total per year	1	8	5	10	90	19	95
Total	114						114

The month of May will not appear in any statistics as no IYFAP meetings were scheduled in May.

*There were no FAP meetings in these months due to the Covid-19 pandemic.

Referral reason

Classification: Public

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Below is a breakdown of the reasons each referral was made to the IYFAP. If a criterion is not listed below but recognised in the IYFAP Protocol, it is because no referrals were made under that criterion.

The highest number of referrals in the Secondary phase were made for year 11 pupils as they cannot be easily assimilated into appropriate courses. The primary aged pupil was referred due to being a child who is electively home educated where home education is judged to have failed in the view of the Local Authority. The pupil had been home educated since the academic year 2018-2019. However, in discussions the Parent agreed the education was not sufficient and mutual agreement was reached for the pupil to be placed back into mainstream school.

Data Set 25 – Table: Criterion Met								
Month	Children on roll at a school that is deemed an unreasonable distance	Known to have challenging behaviour	Out of education for 2 or more months	Children with special educational needs	Year 11's	EHE that has failed	Other	Total
September	0	0	1	1	50	0	0	52
October	0	0	2	0	3	0	0	5
November	0	0	2	0	7	1	0	10
December	0	0	0	0	9	1	0	10
January	1	1	0	0	7	3	1	13
February	0	0	1	0	5	0	1	7
March	0	0	1	0	6	0	0	7
April	0	0	0	0	0	0	0	0
June	0	0	0	0	0	0	0	0
July	1	0	7	1	1	1	0	11
Total	2	1	14	2	88	6	2	115

Place Planning Areas

The following table shows which planning area the 1 primary aged child referred to fair access lives. Please see map attached at the end of this paper that shows the areas and schools covered in the specific place planning areas.

Data Set 26 – Table: Primary allocations - Place planning area														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Reception	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Year 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Year 2	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Year 3	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Year 4	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Year 5	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Year 6	0	0	0	0	0	0	1	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	1	0	0	0	0	0	0	0
	1													

The place planning table shows that the 1 referral lives in place planning area 7. The schools in this area are Hewens, Hillingdon, Highfield, Oak Farm, Ryefield, and St. Bernadette Catholic. Place planning areas 1- 5 are in the North of the borough and 6- 14 are situated in the South of the borough.

For the 114 secondary school placements made through Fair Access, 95 children lived in the South of the borough and 19 children lived in the North of the borough. Although 83% of the children lived in the South, placements for these children were spread evenly across all schools in the North and South of the borough, which has eliminated schools in the South taking a disproportionate number of Fair Access placements over the academic year 2019-20.

Comparison with previous academic years

Below is a comparison of the number of In Year Fair Access Panel placements made this year in comparison to the last two academic years.

Data Set 27 - Table	2017-2018			2018-2019			2019-2020			
	Month	Primary	Secondary	Total	Primary	Secondary	Total	Primary	Secondary	Total
September	4	16	20	0	36		36	0	52	52
October	0	8	8	0	10		10	0	5	5
November	0	3	3	0	15		15	0	10	10
December	0	5	5	0	10		10	0	10	10
January	0	6	6	0	6		6	1	12	13
February	0	3	3	0	16		16	0	7	7
March	0	5	5	0	9		9	0	7	7
April	0	4	4	0	7		7	0	0	0
June	0	5	5	1	6		7	0	0	0
July	0	9	9	0	4		4	0	11	11
Total	4	64	68	1	119		120	1	114	115

There were 7 appeals received in the academic year 2019/20 from schools against a placement. 1 appeal was upheld as the pupil was in year 11 and the placement was for the school to consider out of cohort. Currently there are no regulations to enforce a school to accept an out of cohort request, the decision is made by the individual Admissions Authority.

Covid19

Due to schools being closed for the majority of pupils the School Placement and Admissions team had to change the way we processed in-year applications. Any pupils that were on a school roll that was deemed an unreasonable distance from their address were advised to remain on their roll so that they would receive education virtually. If any of these pupils were considered key workers and therefore needed to attend a school, contact was made with the schools on their application to request that they were placed on their roll either as a guest if they had no vacancies or a place was offered.

This reduced the number of pupils without a school placement for the duration of the school closures. Any pupils that were without a school place were offered a place at Hillingdon's Interim Provision to ensure that they were in receipt of education.

Due to this closure, it was decided that the Fair Access panels would not take place in April and June. As we had managed to temporarily reduce the number of pupils without a school place and as it may have deemed unreasonable to expect the receiving placement schools to enrol new pupils during this time.

Elective Home Education

Elective Home Education (EHE) is a right for all parents to provide education for their children at home, or elsewhere, which does not involve them being registered on a school's roll. Hillingdon registered the following EHE pupils any one period between 1 September 2019 - 31 August 2020

Total Number of children registered between the above dates - 366

Primary	Secondary
135	231

Female	Male
193	173

New Elective Home Education Procedure for Hillingdon Schools

Hillingdon Local Authority continues to work with all schools in Hillingdon to acknowledge the recommendations made by the Children's Commissioners report 'Skipping School: Invisible Children and Ofsted's research 'Moving to home education in secondary schools' which stated:

All schools are expected to provide the borough's Elective Home Education Officer, with the following information:

- Parent's letter, or email, informing the school of their decision to home educate (if provided).
- Reason/s the school are aware of why the parent has decided to home educate.
- An up to date attendance record for the child.
- Details of the allocated social worker, if the child has one.
- List of attainment levels (useful for education advisers when they visit, or if the case is referred to the Fair Access Panel).
- Notification/information if the child has special educational needs with or without an Education, Health and Care Plan.
- Confirmation that the school have offered to provide parents with either previous classwork or a summary of the curriculum followed to date (and possibly the future curriculum plan). This will assist the parent with their planning for home education. The parent may decide to ignore this documentation hence their reason to EHE as they may have dissatisfaction with the education system. However, this will be a useful tool for some.

Under the Pupil Registration Regulations (2006), the school is required to deregister the child or young person upon receipt of the parent letter and inform the child or young person's home Local Authority (LA). In order to promote the recommendations stated by Ofsted the Local Authority feel it has been agreed that good practice for schools will be to temporarily keep a pupil on roll for 5 school days following referral to the Elective Home Education Officer. This allows time for the officer to process the request and attempt to engage the family further to seek a resolution (if necessary) before removal from roll.

Covid & EHE

Due to the current Coronavirus pandemic all Local Authorities are experiencing significant increases in families choosing to electively home educate their children. In Hillingdon we are receiving an influx of requests for pupils to be removed from their school roll to be electively home educated from September 2020 onwards.

The School Placement and Admissions Team are actively involved in discussions with Social Care where appropriate regarding each case that is open to them. This ensures that vulnerable children are supported and monitored to evidence suitable education is taking place.

The team have set up weekly automated cross-checking systems with Social Care databases to highlight any children who become known to Social Care at any point during their elective home education registration. This bridges any gaps in data sharing of our vulnerable cohort and allows officers to prioritise cases and involve all professionals.

Management and Safeguarding officers are in the process of developing further multi-agency coordination of various strands of education and safeguarding work. A working group has been established where Children Missing Education, Elective Home Education and unregulated provision are reviewed to identify any gaps/needs to inform the work of the group with a focus on safeguarding. Membership will include: Police, school nursing, social care, early help, youth justice, SEND.

From September 2020 the School Placement and Admissions consulted the EHE community on changes to Hillingdon's EHE policy which included a full Cabinet report. The purpose of the review is to update the policy in line with the Department for Education's guidance issued in April 2019 and to ensure that the current climate is taken into consideration.

The proposed changes will reflect a more balanced approach to both safeguarding issues and the rights of parents, as well as consider a number of other ways to improve information and communication between the Council and EHE parents. This proposed policy has been written in conjunction with the Head of Safeguarding for Hillingdon Council.

ADCS EHE Survey & Education Committee EHE Inquiry

The numbers of children and young people who are electively home educated are not routinely captured via a national data return.

Since 2016, The Association of Directors of Childrens Services Ltd (ADCS) has issued a short survey to local authorities (LAs) in a bid to understand more about this cohort of children, the support on offer to them and their families and how services are arranged locally.

This year's survey also focuses on the impact of Covid-19 and the partial closure of schools during the previous academic year on the number of children and young people electively home educating. ADCS survey requested data as of Thursday 1st October 2020 (School Census day).

The Education Committee recently launched an inquiry to seek to understand the extent to which current arrangements provide sufficient support for home educated children to access efficient, full-time and suitable education, and establish what further measures may be necessary in order to facilitate this. It also explored the impact of Covid-19 on home education, and any particular needs arising from the pandemic that need to be addressed.

The School Placement and Admissions Team submitted a response to this inquiry with shared concerns from colleagues.

DfE Consultation on Children Not in School - 2019

The DfE has last year consulted on a register of all children and young people who are not educated in school which, if implemented, will improve greater understanding of the number of those being home educated. We do not yet know the progress of this register, but it is expected that ADCS will monitor this and adapt future surveys appropriately.

Fair Access Arrangements for Electively Home Educated Children

Children who are electively home educated where home education is judged to have failed in the view of the Local Authority; within 6 months of coming off a school's roll will be placed back at previous school. This will be reviewed by the panel on a case-by-case basis and will apply where deemed reasonable.

This has been applied over the last two academic years with great success and headteachers have agreed to keep it within the Fair Access Protocol for the coming academic year.

The Fair Access Panel have introduced a further agreement from January 2020, where the pupil will be referred to the Fair Access Panel and be placed back on the roll of the school they previously attended before leaving to be home educated at any time and not just within 6 months (where applicable i.e. not inclusive of primary/secondary transfer or out borough schools). This may result in the pupil immediately being put forward for a Managed Move to another Hillingdon school. However, this new procedure will ensure that schools have continued oversight of the pupil's education until (where appropriate) another school takes responsibility for the pupil. This procedure has been discussed between Hillingdon LA officers and Ofsted who are in agreement that the procedure shows transparency in regard to the risk of 'off-rolling'.

As the Fair Access Panel anticipate a significant rise in these referrals over the next academic year due to Covid the team have consulted schools to amend the protocol to include the following change:

Children who are electively home educated where home education is judged to have failed in the view of the Local Authority; since being removed from the school's roll will be placed back at previous school (where feasible, depending on location and phase and in accordance with the agreed limits within the protocol).

Implications on related Council policies

A role of the Policy Overview Committees is to make recommendations on service changes and improvements to the Cabinet who are responsible for the Council's policy and direction.

How this report benefits Hillingdon residents

This report allows Elected Members to have an overview of the standards and quality of education services available to Hillingdon residents.

Financial Implications

There are no financial implications arising from this report

Legal Implications

There are no specific legal implications arising from this report. Whenever necessary legal advice is given in relation to specific issues as they arise to ensure that the Council always meets its legal obligations.

BACKGROUND PAPERS

Nil.