



HILLINGDON  
LONDON



# Cabinet

## Councillors in the Cabinet

**Date:** THURSDAY, 18 FEBRUARY  
2016

Ray Puddifoot MBE (Chairman)  
*Leader of the Council*

**Time:** 7.00 PM

David Simmonds CBE (Vice-Chairman)  
*Deputy Leader / Education & Children's Services*

**Venue:** COMMITTEE ROOM 6 -  
CIVIC CENTRE, HIGH  
STREET, UXBRIDGE UB8  
1UW

Jonathan Bianco  
*Finance, Property & Business Services*

Keith Burrows  
*Planning, Transportation & Recycling*

Philip Corthorne  
*Social Services, Health & Housing*

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

Douglas Mills  
*Community, Commerce & Regeneration*

Scott Seaman-Digby  
*Central Services*

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**Contact:** Mark Braddock

Tel: 01895 250470

Email: [mbraddock@hillington.gov.uk](mailto:mbraddock@hillington.gov.uk)

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Lloyd White  
Head of Democratic Services  
London Borough of Hillingdon,  
3E/05, Civic Centre, High Street, Uxbridge, UB8 1UW  
[www.hillingdon.gov.uk](http://www.hillingdon.gov.uk)

***Putting our residents first***

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## **Cabinet Urgency Notice**

Under The Local Authorities (Executive Arrangements) (Meetings and Access to Information) (England) Regulations 2012 the Council confirms that in excess of 28 clear days public notice (via the Forward Plan) of this supplementary agenda item has been given:

- Item 13 - Standards and Quality in Education 2014/15

This agenda item has also been circulated less than 5 clear working days before the Cabinet meeting and will only be considered if the Chairman agrees it to be urgent.

The reason for urgency is to ensure local academic results can be presented to Cabinet in a timely fashion.

Subject to the Chairman's agreement, consideration of this report will be taken in the public part of the meeting, as set out on the main Cabinet agenda. Notice of the Cabinet's intention to hold this meeting and conduct its business in both public (and partly in private) is set out on the main Cabinet Agenda A for this meeting.

# Agenda

## **Cabinet Reports - Part 1 (Public)**

**13** Standards and Quality of Education in Hillingdon 2014/15  
(Cllr David Simmonds CBE)

1 - 26

## STANDARDS AND QUALITY OF EDUCATION IN HILLINGDON 2014/2015

<b>Cabinet Member</b>	Councillor David Simmonds CBE
<b>Cabinet Portfolio</b>	Deputy Leader of the Council Education and Children's Services
<b>Officer Contact</b>	Daniel Kennedy, Residents Services
<b>Papers with report</b>	Appendix 1 – Ofsted judgements for Hillingdon Schools (August 2015) Appendix 2 – Overview of Hillingdon School Performance 2014/15 Appendix 3 - Education Outcomes of Looked After Children

### 1. HEADLINE INFORMATION

<b>Summary</b>	<p>This report provides Cabinet with an overview of the standard and quality of education across Hillingdon schools for the academic year 2014/15. Following a decade of rising attainment in Hillingdon schools, early signs are emerging that continued improvements in attainment are at risk when compared to other Boroughs. Using information about schools judged by Ofsted to be 'good' or better, Hillingdon schools are in the bottom quartile in London.</p> <p>Hillingdon Council is a champion for improving the life chances of children and young people in the Borough and will therefore challenge schools which are under performing to ensure Hillingdon's residents have the best start in life.</p>
<b>Putting our Residents First</b>	<p>This report contributes to the Council's objectives of: <i>Our People; Our Built Environment</i></p> <p>Ensuring every child in Hillingdon has access to a high quality school place is central to putting our residents first.</p>
<b>Financial Cost</b>	<p>There are no direct financial implications arising from this report. However, it should be noted that the Standards Fund provided a wide range of additional resources for schools to support them with school improvement.</p> <p>This grant funding was abolished in 2011 and the school based resources were transferred to school budgets from 2011/12. Schools therefore have the necessary resources to underpin effective school improvement.</p>
<b>Relevant Policy Overview Committee</b>	Children, Young People and Learning Policy Overview Committee
<b>Ward(s) affected</b>	All

## **2. RECOMMENDATIONS**

**That the Cabinet:**

- 1. Note the concerns set out in the report about the performance of Hillingdon Schools;**
- 2. Endorse the priorities to continue to raise the attainment and aspiration of Hillingdon's looked after children;**
- 3. Endorse action to continue to challenge underperforming schools and other education providers to raise attainment and aspiration for all children in Hillingdon and;**
- 4. Agree that officers review the Hillingdon School Improvement Plan (2015-18) with school leaders in light of the attainment results for 2014/15 to ensure the school-led plan addresses the concerns highlighted in this report.**

### **Reasons for recommendation**

Hillingdon Council is ambitious for all local children. The Local Authority is committed to ensuring children and young people in the Borough access a high standard of education and will therefore challenge schools and other education providers to raise attainment and aspiration to offer real choice and opportunity.

### **Alternative options considered / risk management**

None.

### **Policy Overview Committee comments**

This report was presented to the Children, Young People and Learning Policy Overview Committee (POC) on 13 January 2016. The Committee made the following comment: "The Committee is encouraged to see improvements made at the Foundation and Primary stages of education. However, it must be recognised that further work is required, particularly at Key Stages 4 and 5. Members were concerned by the level of progress of young people with Special Educational Needs (SEN) and of pupils who are able, but disadvantaged."

### **3. INFORMATION**

#### **Supporting Information**

#### **Putting Our Residents First - Raising Standards and Attainment in Education**

1. Putting residents first is central to the work of Hillingdon Council. This includes fulfilling the duty to promote high standards in education; ensuring fair access to opportunity for education and learning; and promoting the fulfilment of learning potential.
2. Hillingdon Council has and continues to deliver a significant school expansion programme to meet the rising demand for school places. This investment by the Local Authority in new and modern education buildings and facilities is providing the high quality learning environment that children need in Hillingdon for the best start in life.
3. The Council recognises that Hillingdon schools are autonomous organisations with access to the financial resources necessary to raise standards and attainment to outperform national comparators and be amongst the best in London. Schools are accountable and responsible for raising educational outcomes for those pupils attending their school.
4. A review of the latest published Ofsted results at the end of the school year (August 2015) clearly shows there are too many schools in Hillingdon judged as 'requires improvement' or worse (appendix 1). One Academy secondary school in the Borough has been judged as 'inadequate'.

**Table 1: Summary of Schools in Hillingdon by Ofsted Judgement**

<b>Ofsted Judgements from School Inspections 2014/15</b>								
<b>Phase</b>	<b>Outstanding</b>		<b>Good</b>		<b>Requiring Improvement</b>		<b>Inadequate</b>	
	<b>National</b>	<b>LBH</b>	<b>National</b>	<b>LBH</b>	<b>National</b>	<b>LBH</b>	<b>National</b>	<b>LBH</b>
<b>Primary</b>	18%	18%	67%	63%	14%	19%	1%	0%
<b>Secondary</b>	21%	26%	53%	53%	21%	16%	5%	5%
<b>TOTAL (all schools)</b>	20%	21%	64%	59%	14%	19%	2%	1%

National data from Ofsted (mainstream schools) statistics September 2014 - August 2015

5. Hillingdon Council is challenging weak schools to improve their standards using formal powers of intervention where they apply or escalating concerns to the Regional Schools Commissioner or Secretary of State for Education for Academy or Free Schools where local authority powers are limited. During 2014/15 the Council commenced formal intervention action in three schools and raised concerns with many more schools where education standards were not improving rapidly enough. The targeted use of intervention by the Local Authority to address weak leadership and / or governance has consistently led to accelerated school improvement, often resulting in improvements in pupil behaviour and attainment in school.

6. Results for Hillingdon's looked after children at both primary (Key Stage 2) and secondary level (Key Stage 4) have improved over the last year and are above the national average for looked after children (appendices 2 and 3). At Key Stage 2 the results for looked after children show attainment to be closer to their peer group of non-looked after children. Raising both the attainment and profile of Hillingdon's looked after children remains a priority and the Council is continuing to target challenge and intervention to improve outcomes for looked after children to match that of their peers. Booster tuition for children has been put in place to help close the attainment gap and raise aspiration. Hillingdon Council will challenge any and every school, in and out of Borough which appears to not be fully delivering the support Hillingdon's looked after children need and deserve to fulfil their potential. During the last year this has included challenging a minority of schools which have been tardy in admitting looked after children to their school.
7. For all Hillingdon children, in the early years (foundation) and primary stages, targeted intervention action by the local authority during the previous year combined with brokering school-to-school support has led to rising standards and attainment at all stages. Appendix 2 provides further information about the progress in this sector during the period and sets out the priority areas for improvement to raise ambition. Narrowing the attainment gap for children from disadvantaged backgrounds and with those additional needs compared to their peers remains a priority.
8. In the secondary sector, nearly all schools are Academy schools and therefore Hillingdon Council has limited powers of intervention to challenge schools to improve. The key stage 4 (GCSE) results for 2015 continue to remain below the London average and key stage 5 results show a disappointing out-turn compared to national and London results. This cause for concern has been highlighted to the Regional Schools Commissioner (RSC) and the Ofsted regional lead for London. Appendix 2 presents further analysis of these results and confirms that outcomes for children from a disadvantaged background as well as those with additional needs remain priority areas for improvement. The local authority will continue to challenge and escalate concerns to the RSC about individual schools which are not improving at a sufficiently fast pace.
9. At key stage 4 and 5, further action is required to improve the 'destination' outcomes for young people from Hillingdon schools and Further Education providers. The latest published data shows that fewer young people in Hillingdon go onto study at a 'Russell Group' university compared to other local authority areas. Action is being taken to address this working with secondary schools and further education / college providers. The post-16 'Area Review' of education providers in West London may create an opportunity to influence the shape of further education provision to enhance the destination outcomes for Hillingdon residents. In London, the Mayor will chair an overarching steering group to co-ordinate reviews. The findings and recommendations from the West London Area Review are scheduled to be delivered in summer 2016.
10. The future role of local authorities in school improvement is anticipated to reduce over the next few years following recent government announcements. The importance therefore of schools taking responsibility to work together to lead school improvement, independently of the Local Authority in a changing financial environment is critical to raising education standards and aspiration to improve outcomes for Hillingdon's residents to be the best nationally and in London.



## **Financial Implications**

There are no financial implications arising from this report.

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

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

The recommendations will ensure that Hillingdon Council continues to promote high standards of education for local children to give them the best start in life.

### **Consultation Carried Out or Required**

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

## **5. CORPORATE IMPLICATIONS**

### **Corporate Finance**

Corporate Finance has reviewed this report and notes that there are no direct financial implications arising from the recommendation to note the content of this report, with future priorities to be managed within existing financial resources.

### **Legal**

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

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

### **Relevant Service Groups**

The following services have contributed to this report: Business Performance, Policy and Standards; School Improvement; Hillingdon Virtual School for Looked After Children; Disability Services; Childcare and Early Years' Service; and the Adult and Community Learning Service.

## **6. BACKGROUND PAPERS**

Nil.

## Appendix 1 – Ofsted Judgements for Hillingdon Schools (August 2015)

Primary Schools	Ofsted Grade Description	Primary Schools	Ofsted Grade Description
Belmore Primary Academy	Good	Lake Farm Park Academy	Not Available
Bishop Winnington-Ingram CofE Primary School	Requires Improvement	Laurel Lane Primary School	Requires Improvement
Botwell House Catholic Primary School	Good	McMillan Nursery School	Outstanding
Bourne Primary School	Good	Minet Junior School	Requires Improvement
Brookside Primary School	Requires Improvement	Minet Nursery and Infant School	Good
Charville Primary School	Requires Improvement	Nanaksar Primary School	Good
Chery Lane Primary School	Good	Newnham Infant and Nursery School	Good
Colham Manor Primary School	Requires Improvement	Newnham Junior School	Outstanding
Coteford Infant School	Good	Oak Farm Infant School	Outstanding
Coteford Junior School	Good	Oak Farm Junior School	Good
Cowley St Laurence CofE Primary School	Good	Pinkwell Primary School	Requires Improvement
Cranford Park Academy	Good	Rabbsfarm Primary School	Requires Improvement
Deanesfield Primary School	Good	Rosedale College Nursery	Requires Improvement
Dr Triplett's CofE Primary School	Requires Improvement	Rosedale Primary School	Not Available
Field End Infant School	Outstanding	Ruislip Gardens Primary School	Good
Field End Junior School	Good	Ryefield Primary School	Requires Improvement
Frithwood Primary School	Good	Sacred Heart Catholic Primary School	Outstanding
Glebe Primary School	Good	St Andrew's CofE Primary School	Good
Grange Park Infant and Nursery School	Good	St Bernadette Catholic Primary School	Good
Grange Park Junior School	Good	St Catherine Catholic Primary School	Good
Guru Nanak Sikh Academy	Good	St Martins CofE Primary	Not Available
Harefield Infant School	Good	St Mary's Catholic Primary School	Outstanding
Harefield Junior School	Outstanding	St Matthew's CofE Primary School	Outstanding
Harlyn Primary School	Good	St Swithun Wells Catholic Primary School	Outstanding
Harmondsworth Primary School	Good	The Breakspeare School	Good
Hayes Park School	Good	The John Locke Academy	Not Available
Heathrow Primary School	Good	Warrender Primary School	Good
Hermitage Primary School	Good	West Drayton Primary School	Good
Hewens Primary School	Good	Whitehall Infant School	Good
Highfield Primary School	Good	Whitehall Junior School	Good
Hillingdon Primary School	Outstanding	Whiteheath Infant and Nursery School	Outstanding
Hillside Infant School	Good	Whiteheath Junior School	Good
Hillside Junior School	Good	William Byrd School	Requires Improvement
Holy Trinity CofE Primary School	Good	Wood End Park Academy	Good
Lady Bankes Infant School	Outstanding	Yeading Infant and Nursery School	Good
Lady Bankes Junior School	Requires Improvement	Yeading Junior School	Good
Secondary Schools	Ofsted Grade Description		
Abbotsfield School	Requires Improvement		
Barnhill Community High School	Good		
Bishop Ramsey Church of England School	Outstanding		
Bishopshalt School	Good		
DeSalis Studio College (new)	Not Available		
Guru Nanak Sikh Voluntary Aided Secondary School	Good		
Harlington Community School	Good		
Haydon School	Outstanding		
Heathrow Aviation College (new)	Not Available		
Hewens College	Good		
Northwood School	Good		
Parkside Studio College	Good		
Queensmead School	Outstanding		
Rosedale College	Good		
Ruislip High School	Outstanding		
Stockley Academy	Inadequate		
Swakeleys School for Girls	Outstanding		
The Douay Martyrs Catholic School	Good		
The Harefield Academy	Requires Improvement		
Uxbridge High School	Requires Improvement		
Vyners School	Good		

### Note

A minority of schools in Hillingdon have yet to be inspected by Ofsted. For these schools 'not available' is used in the column 'Ofsted Grade Description'.

## **Appendix 2 - Overview of School Performance in Hillingdon 2014/15**

### **Looked After Children (LAC)**

- Attainment for Hillingdon's Looked After Children (LAC) shows an upward trend in all key areas: attendance, attainment at Key Stage 2 and attainment at Key Stage 4. Results are considered nationally using data about eligible children who have been looked after for 12 months or more.
- Significant improvement was seen in the educational attainment of LAC in 2014/15 compared to the previous year which had been weak. Attainment at the end of Key Stage 2 showed Hillingdon's 10 eligible LAC attaining both above looked after children nationally (2014) by 22 percentage points and in Outer London (2014) by 19 percentage points. Furthermore, they attained 20 percentage points above Hillingdon's 12 eligible LAC in 2013. At Key Stage 2 outcomes for looked after children are close to their non-looked after peers.
- Attainment at the end of Key Stage 4 showed Hillingdon's 19 eligible LAC attaining levels above LAC nationally (2014) by 4 percentage points, in line with LAC in Outer London (2014) and 9 percentage points above Hillingdon's LAC in 2014. (Further information about the attainment of LAC can be found in Appendix 3). The gap in attainment between looked after children and those of their non-looked after peers is much wider at Key Stage 4 and remains a priority for action.

### **Priorities for Looked After Children (LAC) to Close the Attainment Gap**

- Ensure every looked after child from nursery to age 18 has an effective Personal Education Plan which is reviewed each term setting out the targeted support needed for the young person to improve their education outcomes.
- Continue to challenge schools and other education providers to deliver all agreed actions in Personal Education Plans to raise attainment and aspiration.
- In light of assessment without National Curriculum Levels each child will have meaningful data recorded at least three times per year so that their attainment and progress can be tracked and monitored closely. Any additional action required to raise attainment and aspiration will be identified and delivered.
- Continue to target resources for looked after children to support educational progress, especially in the provision of 1:1 tuition, enrichment and development opportunities and extra support where it is needed in schools.
- Continue to deliver training, challenge and support to social care members of the Team Around the Child and designated teachers in schools so that the educational needs of LAC are better understood, education is given the weight demanded by statutory guidance and care planning supports the education of Hillingdon's LAC.
- Train all foster carers according to the age of the children they care for so that they are better able to engage with schools and support Hillingdon's LAC in their education both within and without school, including providing them with enrichment opportunities.

- Continue to lead and develop a Designated Teachers' Forum so that schools gain a better understanding of the needs of LAC and are challenged to develop the strategies and interventions to meet educational needs.

**Table 2: Looked After Children Key Stage 4 Summary - Percentage of overall results**

<b>KS4 Attainment</b>	<b>2014-15</b>
A* - C in English and Mathematics	18%
5 + GCSEs A* - C including English and Mathematics GCSEs	16%
5 + GCSE's A* - C or equivalent – all subjects	26%

### **Foundation Stage**

- For all children, overall, Hillingdon's performance for the seven key subjects at Foundation Stage shows a significant improvement across all areas as a direct result of intervention by the Local Authority during the previous year. From a lower starting point, Hillingdon is now in line with national attainment in Physical Development and Mathematics, marginally below national levels in Communication and Language, Personal, Social and Emotional Development and Understanding the World. However, Hillingdon children attain higher than nationally in Literacy and Expressive Art and Design. Data demonstrates that the Foundation Stage in Hillingdon has improved at a faster rate than both the national and outer London averages.
- Hillingdon's attainment within individual Early Learning Goals (ELGs) is now broadly in line with that found nationally with overall Good Levels of Development demonstrating significant gains when compared to the previous academic year. Notably strong performance was seen in Writing, where outcomes are now 2.2% above national averages and in Media and Materials which is now 2.6% above national levels. Performance is less strong in the areas of Speaking and in Managing Feelings and Behaviour where the Local Authority average is 1.9% and 2.6% lower than the national averages respectively.
- In relation to gender analysis at the Foundation Stage, in Hillingdon, boys have outperformed girls in most measures. In Literacy boys are above the national average by 3.9% and are above the London average by 6%. In Maths and GLD (Good Level of Development) the attainment of boys is above national levels by 1.6% and 1.4% respectively. Outcomes for girls are marginally below national averages in Literacy and Maths by 1.2% and 1.9% respectively and are below the national GLD by 3.4%.
- In relation to individual Early Learning Goals (ELGs) the main headlines are: LA boys are 2.4% above the national average in reading, 4.6% above in writing 1.8% above in Number and Shape, Space and Measures and are 3.2% above in Media and Materials. These outcomes compare favourably against outer London measures. Girls are broadly in line with national outcomes, except in Speaking, with a differential of -2.7%, -1.8% in reading and -1.9% below in People and Communities.

- In the prime areas of learning (Communication and Language, Personal, Social and Emotional Development and Physical Development) children receiving Pupil Premium are 7% below that of children not receiving the premium, however there is a gap in Maths and Literacy; the differential is 15% and 17% respectively.

### **Priorities for Foundation Stage**

- To continue to challenge and target intervention to ensure teachers are making secure and consistent judgements against national standards through rigorous moderation. The focus last year was on Literacy, Expressive Arts and Design and Physical development which saw increases of 7%, 4% and 5% respectively in 2015. In response to the analysis of 2015 data the focus for Foundation Stage moderation this year will be Personal, Social and Emotional Development, Communication and Language and Understanding the World.
- Challenge the sector to raise leadership and management skills within the Early Years & Foundation Stage so that the monitoring and evaluation of approaches and interventions is more effective and leads to better outcomes for children.
- Target intervention and challenge to ensure that girls are making appropriate progress and are in at least in line with national levels, especially in relation to Maths and Literacy.
- Target programmes of speaking and listening intervention to teachers for children for who English is an additional language.
- Target action to ensure that pupils in receipt of the new Early Years Pupil Premium make improved progress in Literacy and Maths.

**Table 3: Performance at Foundation Stage - Percentage of Overall Teacher Assessments (difference in performance to 2014 shown in brackets)**

Subject	Hillingdon		National		London	
	2014	2015	2014	2015	2014	2015
Communication & Language	69	79(+10)	77	80(+3)	78	81(+3)
Physical Development	83	87(+4)	86	87(+1)	86	88(+2)
Personal Social & Emotional Development	78	82(+4)	81	84(+3)	82	85(+3)
Literacy	65	72(+7)	66	70(+4)	68	73(+5)
Mathematics	69	76(+7)	72	76(+4)	74	78(+4)
Understanding the World	77	81(+4)	80	82(+2)	80	83(+3)
Arts/Design & Making	82	87(+5)	83	85(+2)	83	87(+4)

### Key Stage 1

- In 2014/15, by the end of Key Stage 1, pupils are expected to reach the national Level 2 in Reading, Writing and Maths and to achieve the expected standard in Phonics.
- Overall outcomes at Key Stage 1 in Hillingdon show improvement compared to 2013/14 and are mostly in line with and, in many cases, above the national average and now in line with 'All London' averages.
- In Phonics, a greater proportion of children achieved the expected standard in Year 1 than nationally, indicating that more children in Hillingdon have the key phonetic skills to support growing literacy than their peers elsewhere.
- In Reading, the proportion of children achieving the expected Level 2B standard has risen compared to the previous year, as has the percentage of children reaching the higher L3 standard. This means that outcomes in Reading are better than the national and All London averages.
- In Writing, Hillingdon children outperform other children nationally and are at least in line with the 'All London' averages, with particular improvement noted in securing the Level 2B expected standard.
- In Maths, there has been improvement at all levels with outcomes better than the national and All London picture. Particularly positive outcomes are noted for children working at the higher Level 3 standard.

## Priorities for Key Stage 1

- Reduce the attainment gap. Targeted intervention and challenge will be delivered to schools. Further detailed analysis shows some differences in attainment and progress across some specific pupil groups, including those that are disadvantaged and the more able.
- Challenge schools to continue to improve the performance of boys at Key Stage 1 to ensure that the gap between the genders continues to close.
- Continue to challenge schools to focus on the quality of writing to raise standards to be the best in London.

**Table 4: Phonics Outcomes in Hillingdon - Percentage of pupils achieving expected standard (difference in annual performance shown in brackets)**

Phonics	Region	2013	2014	2015
Year 1	Hillingdon	71	77 (+6)	80 (+3)
	National	69	74 (+5)	77 (+3)
	London	72	77 (+5)	80 (+3)
Year 2	Hillingdon	68	90 (+22)	91 (+1)
	National	68	89 (+21)	90 (+1)
	London	85	89 (+4)	91 (+2)

**Table 5: Key Stage 1 Outcomes in Hillingdon - Percentage of overall results (difference in annual performance shown in brackets)**

Subject	Level	Hillingdon		National		London	
		2014	2015	2014	2015	2014	2015
Reading	2+	91 (-)	91 (-)	90 (+1)	90 (-)	90	91 (+1)
	2b+*	82	84 (+2)	81	82 (+1)	82	83 (+1)
	3+	33 (+2)	34 (+1)	31 (+2)	32 (+1)	30	33 (+3)
Writing	2+	87 (+2)	89 (+2)	86 (+1)	88 (+2)	87	89 (+2)
	2b+*	71	75 (+4)	70	72 (+2)	72	74 (+2)
	3+	17 (+2)	19 (+2)	16 (+1)	18 (+2)	17	19 (+2)
Maths	2+	93 (+1)	93 (-)	92 (+1)	93 (+1)	93 (-)	93 (-)
	2b+*	82	83 (+1)	80	82 (+2)	81	83 (+2)
	3+	28 (+2)	29 (+1)	24 (+1)	26 (+2)	25	28 (+3)

\*usual measure

## Key Stage 2

- Overall outcomes at Key Stage 2 in Hillingdon this year compare favourably against the 2014/15 national and All London pictures with improvement evident in most measures, compared to last year. Results are generated by a combination of national tests and teacher assessment which is moderated within the Local Authority and across neighbouring boroughs. For the first time, the Council is able to compare Grammar, Punctuation and Spellings scores with previous data and are able to report a combined result (Reading, Writing and Maths).
- In Reading, the percentage of children achieving the expected standard of Level 4B has improved and is now above the national average and only marginally below the All London level. Improved outcomes for the higher L5 standard mean that Reading outcomes for the more able are better than the 2015 national average and are now in line with the All London picture.
- In Writing, where results are based on teacher assessment, Hillingdon's results are better than the national average and, at the higher Level 5 standard, are showing faster improvement than other children nationally.
- In Maths, where there has been less improvement overall when compared to the previous year, 2015 outcomes still show a consistently strong performance with better than national results at all levels, however Hillingdon is not yet in line with the All London averages and needs to be aiming to exceed this.



- With regard to Grammar, Punctuation and Spelling, results in Hillingdon show significant improvement compared to last year and continue to outperform both the national and All London averages.
- The combined Reading, Writing and Maths result (RWM), which is based on attainment at the expected national standard, shows that Key Stage 2 in Hillingdon has made positive gains since last year, remaining above the national average and now also just above the All London average.

**Table 6: Key Stage 2 Outcomes in Hillingdon - Percentage of overall results (difference in annual performance shown in brackets)**

Subject	Level	Hillingdon		National		London	
		2014	2015	2014	2015	2014	2015
Reading	4+	89 (+2)	89 (-)	88 (+2)	89 (+1)	90	90 (-)
Reading	4B+***	78 (+2)	81.2 (+3.2)	78 (+3)	80 (+2)	80	82 (+2)
Reading	5+	49 (+6)	50 (+1)	49 (+4)	48 (-1)	51	50 (-1)
Writing (TA*)	4+	88 (+4)	88 (-)	85 (+2)	87 (+2)	88	88 (-)
Writing (TA*)	5+	33 (+4)	38 (+5)	33 (+3)	36 (+3)	36	39 (+3)
Maths	4+	88 (+1)	89 (+1)	85 (-)	87 (+2)	89	89 (-)
Maths	4B+	79 (+2)	79.6 (+0.6)	75 (+2)	77 (+2)	80	80 (-)
Maths	5+	46 (-)	46 (-)	42 (+1)	41 (-1)	47	46 (-1)
GPS**	4+	80 (+2)	85 (+5)	76 (+3)	80 (+4)	81	84 (+3)
GPS**	4B+	73 (+3)	79.4 (+6.4)	68 (+4)	72.9 (+4.9)	74	78 (+4)
GPS**	5+	58 (+5)	65 (+7)	52 (+5)	55 (+3)	59	62 (+3)
RWM (Combined result)	4B+	70	72.2 (+2.2)	67	69 (+2)	71	72 (+1)

\*Teacher assessed judgement therefore no external test

\*\*Grammar, Punctuation, Spelling

\*\*\*nationally expected standard

### Priorities for Key Stage 2

- The Local Authority will continue to challenge schools to focus on accelerating outcomes for children at risk of underachievement, including those disadvantaged (particularly boys) and the more able.

- Improve outcomes for children with English as an additional language by targeting schools to use best practice approaches to secure consistently good outcomes.

#### **Key Stage 4**

- Since 2013/14, significant national reforms to Key Stage 4 entry and assessment criteria have been underway. This means that year-on-year data comparison is a less accurate method of measuring relative improvement or decline. For 2014/15, the benchmark of 5 A\* - C including English and Maths remains in use as do percentages of expected progress in English and Maths. In future years, and in line with the national transition, the Progress 8 measure will be used to report standards.
- Overall, using the benchmarks of 5 A\* - C including English and Maths and those of percentages of expected progress in English and Maths, performance at Key Stage 4 in Hillingdon declined in 2014/15. Whilst Hillingdon remains above the national average with regard to the share of young people attaining five good GCSE grades without English and Maths results are 3.5% below the London average for this measure.
- With regard to the 5 A\* – C including English and Maths measure, outcomes in Hillingdon fell marginally below the national average in 2015. Detailed analysis of Borough-wide data shows that performance in English across the Borough was weaker than in previous years and this appears to have impacted markedly on overall outcomes. This is reflected in the decline in expected rates of progress in English which places Hillingdon below the national and All London average for 2015.
- For expected rates of progress in Maths, Hillingdon continues to outperform the national picture although it is noted that national rates of improvement here demonstrate a closing of the gap between Hillingdon and other schools.

**Table 7: Key Stage 4 Outcomes in Hillingdon - Percentage of overall results (difference in annual performance shown in brackets)**

Region	Hillingdon		National		London	
	2014	2015	2014	2015	2014	2015
Percentage of pupils attaining at least 5 A* - C Grades	68.5	67 (-1.5)	64	66 (+2)	70.5	70.5 (-)
Percentage of pupils attaining at least 5 A* - C Grades (inc Eng. and Maths)	59	56 (-3)	57	56.5 (-0.5)	61.5	59.5 (-2)
Percentage of pupils making expected progress in English	74.5	71 (-3.5)	73	71.5 (-1.5)	79	76 (-3)
Percentage of pupils making expected progress in Maths	70	68.5 (-1.5)	66.5	67.5 (+1)	73	72.5 (-0.5)

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

- Continue to challenge secondary schools to rapidly take action to reverse the decline in attainment at Key Stage 4. Escalate concerns to the Regional Schools Commissioner about individual schools.

#### **Key Stage 5**

At key stage 5 there are two main national indicators of performance:

- The average point score per student (based on cumulative performance in GCSE/A/AS and key skills examinations – usually over 2 years).
- The average point score per examination entry (based on cumulative performance in GCSE/A/AS and key skills examinations – usually over 2 years).
- In 2014/15, the average point score per student has fallen nationally, across all of London and in Hillingdon. In London generally, the decrease in APS (all point score) per student fell at a greater rate than nationally. In Hillingdon, the APS per student fell sharply with an average drop of 61.5 points.

- The average point score per examination entry is also slightly down in Hillingdon for 2015, with the result that Hillingdon is now below the national and All London averages for APS per entry.
- At key stage 4 and 5, further action is required to improve the 'destination' outcomes for young people from Hillingdon schools and Further Education providers. The latest published data (January 2015, DfE website) shows that fewer young people in Hillingdon go onto study at a 'Russell Group' university compared to other local authority areas. Further action will be taken to address this working with secondary schools and further education / college providers.

**Table 8: Key Stage 5 Outcomes in Hillingdon - Average point scores (difference in annual performance shown in brackets)**

Region	Hillingdon		National		London	
	2014	2015	2014	2015	2014	2015
<b>Average point score per student</b>	693.5	632 (-61.5)	696.3	682.6 (-13.7)	688.2	671.8 (-16.4)
<b>Average point score per entry</b>	207.7	206.7 (-1)	211.5	211.9 (+0.4)	211.3	211.9 (+0.6)

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

- Challenge all post-16 providers, including Sixth Forms and Colleges to reverse the deterioration in outcomes at Key Stage 5.

#### **Special Education Needs (SEN)**

During 2014/15, Hillingdon, along with all Local Authorities across the country, has been working with schools to manage the transition to the new SEN Code of Practice. A key element of this work has been focused on the replacement of the SEN Statement with the Education, Health and Care Plan (EHCP). An additional aspect of this work is the combination of the School Action and School Action Plus into a single SEN support category. For the purposes of this report and whilst national tables transition to the new reporting arrangements, data for School Action and School Action Plus categories below include all children in Hillingdon without a statement or EHCP but with a recognised additional need that may affect their learning outcomes or progress. In addition, it should be noted that progress from year to year will depend on the specific needs of individual children.

Analysis of data shows that the attainment (based on average point score (APS)) of children with SEN rose slightly at Key Stage 1, demonstrating a closing of the gap against their non-SEN peers. At Key Stage 2, outcomes for children with SEN remain broadly consistent with the gap between SEN and non-SEN in 2013/14, whilst data for Key Stage 4 indicates that attainment and progress for young people with additional needs but without a statement fell significantly compared to both their non-SEN peers and their peers with a statement or EHCP. This would suggest that there remains a need to more

accurately match teaching to the specific needs of pupils with SEN but without the protection of a statement or EHCP.

**Table 9: Percentages of APS attainment and progress for children with SEN 2014/15**

<b>2015 SEN KS1 (scores for Reading, Writing and Maths)</b>						
<b>A</b>	<b>Actual results (2014 results in brackets)</b>			<b>Pupil progress (CVA) Contextual Value Added</b>		
<b>Pupils</b>	<b>Average Point Score (APS)</b>	<b>% Level 2B+</b>	<b>% level 3+</b>	<b>Average Point Score</b>	<b>% level 2B+</b>	<b>% level 3+</b>
<b>No SEN (3466)</b>	17.1 (17.1)	81% (79%)	18% (17%)	0.5	6%	4%
<b>School Action (417)</b>	13 (13.1)	27% (23%)	1% (-)	-0.9	-14%	-1%
<b>School Action+ (87)</b>	13.1 (12.8)	33% (32%)	2% (3%)	0.3	5%	1%
<b>Statement (112)</b>	7.9 (7.7)	9% (8%)	1% (2%)	0	1%	1%

<b>2015 SEN KS2 (scores for Reading, Writing and Maths)</b>						
<b>B</b>	<b>Actual results (2014 results in brackets)</b>			<b>Pupil progress (CVA) Contextual Value Added</b>		
<b>Pupils</b>	<b>Average Point Score (APS)</b>	<b>% level 4B+</b>	<b>% level 5+</b>	<b>Average Point Score</b>	<b>% level 4B+</b>	<b>% level 5+</b>
<b>No SEN (2750)</b>	30.1 (30.3)	81% (82%)	32% (31%)	0.3	3%	1%
<b>School Action (348)</b>	25 (25.2)	27% (28%)	2% (1%)	-0.4	-10%	-1%
<b>School Action + (64)</b>	25.2 (24.5)	34% (29%)	6% (5%)	0.5	3%	1%
<b>Statement (123)</b>	17 (17.7)	11% (10%)	2% (4%)	0.2	1%	0%

2015 SEN KS4 (5 GCSEs A*-C inc English and Maths)						
C	Actual results (2014 results in brackets)			Pupil progress (CVA) Contextual Value Added		
Pupils	% 5+ A* - C inc Eng and Maths	Average point score (APS) Best 8*	% E.Bacc**	% 5+ A* - C inc Eng and Maths	Average point score Best 8*	% E.Bacc**
No SEN (2642)	62% (66%)	334 (338)	29% (28%)	-3%	0	-1%
School Action (291)	23% (28%)	245 (254)	9% (7%)	-11%	-25	-1%
School Action + (28)	18% (30%)	240 (227)	4% (2%)	-13%	-5%	-8%
Statement (120)	7% (9%)	108 (160)	1% (2%)	-3%	-16	-2%

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

\*\*English Baccalaureate

All tables are from FFT Aspire and are using Contextual Value Added (CVA) measurements

### Priorities for SEN

- Challenge schools to build confidence and expertise around matching teaching to the specific needs of pupils with SEN but without the protection of a statement or EHCP.

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

All schools 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. During the last financial year schools in Hillingdon received in the region of 8.5 million pounds of Pupil Premium grant funding. The DfE uses a measure called FSM Ever 6 to determine the number of pupils eligible for pupil premium funding. FSM Ever 6 uses eligibility for Free School Meals based on income as its primary indicator. In 2014/15, Pupil Premium funding was set at £1320 per eligible pupil in primary schools and £935 per eligible pupil in secondary schools.

The tables below show that the gap between the overall attainment of children eligible for pupil premium funding at the end of each Key Stage in 2014/15. It should be noted that nationally comparative data for Closing the Gap is not yet available and so the data presented in this report uses the gap between disadvantaged and non-disadvantaged pupils and their peers in Hillingdon only.

In Key Stages 1 and 2, percentages of attainment at the nationally expected levels of L2B and L4B respectively have improved for children eligible for Pupil Premium funding (FSMe6), although average point score attainment shows a small gap remains overall between children from disadvantaged backgrounds and their non-disadvantaged peers. Evidence from data shows that the progress of the most able disadvantaged children in Hillingdon in the primary sector is not yet as strong as the progress of similar children from non-disadvantaged backgrounds. At Key Stage 1, the overall gap in attainment (L2B) has narrowed from 17% in 2013/14 to 15% in 2014/15. At Key Stage 2, the overall gap in attainment (L4B) has narrowed from 20% in 2013/14 to 17% in 2014/15. This demonstrates an improvement in outcomes for disadvantaged pupils across the primary sector in Hillingdon.

At Key Stage 4, the overall attainment gap between disadvantaged pupils and the peers has also closed in 2014/15. The gap using the 5 A\* - C including English and Maths measure, has closed from 29% in 2013/14 to 25% in 2014/15. However, analysis of data also indicates that progress within this measure has been less positive for disadvantaged pupils compared to their non-disadvantaged peers.

More detailed analysis of gap data across the Borough indicates that the progress of more able disadvantaged pupils and of White British boys eligible for pupil premium funding does not compare strongly to other disadvantaged groups and non-disadvantaged children in Hillingdon. Closing the attainment gaps remains a priority in Hillingdon.

**Table 10: Percentages of APS attainment and progress for children with Pupil Premium 2014/15**

<b>2015 Pupil Premium KS1 (scores for Reading, Writing and Maths)</b>						
<b>A</b>	<b>Actual results (2014 results in brackets)</b>			<b>Pupil progress (CVA) Contextual Value Added</b>		
<b>Pupils</b>	<b>Average Point Score (APS)</b>	<b>% Level 2B+</b>	<b>% level 3+</b>	<b>Average Point Score</b>	<b>% level 2B+</b>	<b>% level 3+</b>
<b>FSM in last 6 years (995)</b>	15.3 (15)	61% (56%)	7% (7%)	0.2	3%	1%
<b>Not FSM in last 6 years (3087)</b>	16.7 (16.6)	76% (73%)	18% (16%)	0.4	4%	5%

2015 Pupil Premium KS2 (scores for Reading, Writing and Maths)						
B	Actual results (2014 results in brackets)			Pupil progress (CVA) Contextual Value Added		
Pupils	Average Point Score (APS)	% level 4B+	% level 5+	Average Point Score	% level 4B+	% level 5+
FSM in last 6 years (996)	27.4 (27.1)	60% (56%)	14% (14%)	0	0%	-2%
Not FSM in last 6 years (2289)	29.7 (29.8)	77% (76%)	32% (31%)	0.3	2%	2%

2015 Pupil Premium KS4 (5 GCSEs A*-C inc English and Maths)						
C	Actual results (2014 results in brackets)			Pupil progress (CVA) Contextual Value Added		
Pupils	% 5+ A* - C inc Eng and Maths	Average point score (APS) Best 8*	% EBacc**	% 5+ A* - C inc Eng and Maths	Average point score Best 8*	% EBacc**
FSM in last 6 years (926)	39% (38%)	274 (274)	16% (13%)	-6%	-11	0%
Not FSM in last 6 years (2155)	64% (67%)	334 (339)	30% (29%)	-3%	1	-1%

\*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"

### Hillingdon Adult Learning Service

The Hillingdon Adult Learning Service provides opportunities for adults to learn new skills which align to Hillingdon's priorities and those of the London Local Enterprise Partnership. The service is subject to Ofsted inspections and is graded as 'good'.

Overall, the service continues to deliver positive outcomes for Hillingdon residents with a high proportion of learners achieving their expected learning aims. The following table summarises the key outcomes.



**Table 11: Hillingdon Adult Learning Outcomes - Percentage of overall results**

<b>Key Performance Indicator</b>	<b>2012/13</b>	<b>2013/14</b>	<b>2014/15</b>
<b>Success Rate %</b>	89.3%	90.0%	86.4%
<b>Retention Rate %</b>	93.6%	94.3%	95.9%
<b>Achievement Rate %</b>	95.4%	95.5%	90.1%

**Notes**

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

**Hillingdon Music Service**

Hillingdon Music Service has been, since 2012, the lead partner of the Hillingdon Music Hub, delivering musical educational experiences for students in the Borough under a new operating model and fee structure since 2011.

The service is now entering the final year of the first round of Arts Council England Music Hub funding.

The Hub has four core and three extension roles:

**Core roles:**

- Ensure that every child aged 5-18 has the opportunity to learn a musical instrument, other than voice, through whole class ensemble teaching programmes for ideally a year, but for a minimum of a term, of weekly tuition on the same instrument.
- Provide opportunities to play in ensembles and perform from an early age.
- Ensure clear progression routes are available and affordable to all young people.
- Develop a singing strategy to ensure that every pupil sings and that choirs and other vocal ensembles are available in the area.

**Extension roles:**

- Offer continuous development to school staff, particularly in supporting schools to deliver music in the curriculum.
- Provide a low-cost instrument loan service to schools, young people, parents, and others.
- Provide access to large scale and high quality music experiences for pupils, working with professional musicians and/or venues. This may include undertaking work to promote opportunities available to schools, parent, carers and students.

**In the 14-15 year the service:**

- Delivered Whole Class Tuition to 1,290 students directly, with a total of 10,170 students benefiting across the Borough when including school-organised activities.
- Ran a total of 24 ensembles for students, for the full range of instruments, as part of our Saturday Music School, for around 300 students in total. With fees frozen for

the fourth consecutive year. This included participation in a major concert at Cadogan Hall and a foreign tour for selected students.

- Provided group instrumental tuition for 1,377 students, fees also frozen at 2011 levels.
- Provided individual instrumental tuition for 204 students, fees also frozen at 2011 levels. 9% of the students were at Grade 6 or above.

**In the 15-16 year the service has:**

- Delivered the first continuous development sessions for teachers around specific projects.
- Enhanced the instrument loan service by the completion of an inventory and new electronic issue system, with fees frozen for the sixth year.
- Introduced new projects to enhance whole class tuition, multi-ethnic music and offer large scale singing experiences.

**School Exclusions**

- The latest comparable data available for school exclusions is for the period 2013-14. The next available data set will be collected from the January 2016 School Census.
- In Hillingdon, the available exclusion data shows an overall improvement (reduction) in rates of exclusion year-on-year, bringing the Borough broadly in line with, or better than, the national and London-wide picture. Notable improvement around exclusion management and practice is evident in the fall of exclusions from the Special School sector.

**Table 12: Permanent exclusions - Percentage of overall results**

Permanent exclusions 2013-14						
Phase	State funded primary		State funded secondary		Specials	
Region	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14
Hillingdon	0	0	0.15	0.11	0	0
England	0.02	0.02	0.12	0.13	0.07	0.07
London	0.01	0.01	0.14	0.15	0.07	0.05

**Table 13: Fixed term exclusions - Percentage of overall results**

Fixed term exclusions 2013-14						
Phase	State funded primary		State funded secondary		Specials	
Region	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14
Hillingdon	0.4	0.42	6.35	6.07	49.06	11.76
England	0.88	1.02	6.75	6.62	14.68	13.86
London	0.6	0.68	6.12	5.94	17.63	15.02

## **Year 11 – In Year School Admissions**

- For the first term of 2015/16 (September 2015 – December 2015), 36 students in year 11 who recently moved into the Borough or who changed schools in-Borough were not able to access an education placement at a mainstream school.
- Secondary schools in Hillingdon have raised a concern that they are unable to meet the education needs of these children and therefore alternative education placements have been found.
- The Local Authority is challenging secondary schools to accept in-year admissions for all year 11 aged students. All new year 11 admissions which are not accepted by a mainstream secondary school are referred to the In-Year Fair Access Panel for a decision on their mainstream education placement.

### Appendix 3 - Additional Information for Looked After Children (LAC)

(Based on November 2015)

#### A. About the Looked After Children (LAC) Population

	2014-15
Current statutory school age LAC population	169
Number of LAC supported by Virtual School	330
Number of new cases during academic year 2014-15	250
Overall attendance 2014-15	95%

#### B. Place of Education

	2013-14	2014-15
Number of statutory school age LAC educated within Hillingdon	121	99
Number of statutory school age LAC educated outside Hillingdon	84	70
Number of 17 and 18 year old LAC	91	148
In Ofsted rated Good or Outstanding schools	N/A	128

#### C. Looked After Children (LAC) with SEN (Special Educational Needs)

	Hillingdon LAC	LAC Nationally (2014)	All Children Nationally
Percentage of LAC with a Special Educational Need	30%	66.6%	15%
Percentage of LAC with a Statement of SEN or Education, Health and Care Plan	21%	29%	3%

## D. Education data for LAC - Key Stage 2 attainment

There were 10 Hillingdon Looked After Children who were in care for at least 12 months

Region	Maths %	Reading %	Writing %	Grammar, Punctuation & Spelling %	Reading, Writing, Maths Combined %
England 2014	61	68	59	49	<b>48</b>
Outer London 2014	65	70	63	52	<b>51</b>
Hillingdon 2015	70	70	70	50	<b>70</b>

### Of this cohort

- 50% attained above national expectations in Reading
- 20% attained level 6 in Writing, which is 2 levels above that expected
- 30% attained above national expectations in Mathematics
- 50% made more than 2 levels of progress from Key Stage 1
- 50% had a Statement of Special Educational Need/Education, Health and Care Plan (EHCP).
- 20% were in specialist provision because of such needs.
- 30% had English as an Additional Language (EAL).
- 98% average attendance

### Key Stage 4 Attainment

There were 19 Hillingdon Looked After Children who were in care for at least 12 months

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

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