



HILLINGDON
LONDON



Children, Young People and Learning Policy Overview Committee

Date: WEDNESDAY, 16 MARCH
2016

Time: 7.00 PM

Venue: COMMITTEE ROOM 5 -
CIVIC CENTRE,
HIGH STREET, UXBRIDGE
UB8 1UW

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

Councillors on the Committee

Jane Palmer (Chairman)
Nick Denys (Vice-Chairman)
Teji Barnes
Jem Duducu
Duncan Flynn
Becky Haggar
Tony Eginton
Peter Money
Jan Sweeting (Labour Lead)

Other Voting Representative

Anthony Little, Roman Catholic Diocesan.

Published: Tuesday, 8 March 2016

Contact: Jon Pitt
Tel: 01895 277655
Email: jpitt@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

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Terms of Reference

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

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

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

Agenda

- 1 Apologies for Absence
- 2 Declarations of Interest in matters coming before the meeting
- 3 To confirm that items of business marked Part 1 will be considered in public and that the items marked Part 2 will be considered in private
- 4 To agree the minutes of the meeting held on 17 February 2016 1 - 6
- 5 Single Meeting Review - Witness Session 7 - 34
- 6 Update on the Implementation of Recommendations from past reviews of the Committee 35 - 42
- 7 Work Programme 2015/16 43 - 46
- 8 Forward Plan 47 - 50

Minutes

CHILDREN, YOUNG PEOPLE AND LEARNING POLICY OVERVIEW COMMITTEE

17 February 2016



Meeting held at Committee Room 4 - Civic Centre,
High Street, Uxbridge UB8 1UW

	<p>Committee Members Present: Councillors Jane Palmer (Chairman), Nick Denys (Vice-Chairman), Teji Barnes, Jem Duducu, Duncan Flynn, Becky Haggar, Tony Eginton, Peter Money, Jan Sweeting (Labour Lead) and Mr Tony Little.</p> <p>LBH Officers Present: Vince Clark (Interim Assistant Director - Children's Social Care), Nikki Cruickshank (Interim Assistant Director of Safeguarding and Quality Assurance) and Sarah Hydrie (Assistant Internal Audit Manager) and Nikki O'Halloran (Democratic Services Manager)</p>
62.	<p>TO CONFIRM THAT ITEMS OF BUSINESS MARKED PART 1 WILL BE CONSIDERED IN PUBLIC AND THAT THE ITEMS MARKED PART 2 WILL BE CONSIDERED IN PRIVATE (<i>Agenda Item 3</i>)</p> <p>It was agreed that all items were Part I and would be discussed in public.</p>
63.	<p>TO AGREE THE MINUTES OF THE MEETING HELD ON 13 JANUARY 2016 (<i>Agenda Item 4</i>)</p> <p>RESOLVED: That the minutes of the meeting held on 13 January 2016 be agreed as a correct record.</p>
64.	<p>CHILDREN AND YOUNG PEOPLE'S SOCIAL CARE SERVICE IMPROVEMENT PLAN - PROGRESS REPORT (<i>Agenda Item 5</i>)</p> <p>Officers introduced an update on the status of the Children and Young People's Social Care Service Improvement Plan. The report provided a summary of the status of the Plan and was one of the quarterly updates that was due to be considered by the Committee. The Plan was substantially complete and was on track to meet the service objectives set in March 2015.</p> <p>There were two main elements to the report presented. The first was the Service Improvement Plan itself which was a live document that would be regularly updated. The second was a six month progress report, which showed the progress made, to 8 February 2016, against each of the 7 work streams / 52 actions contained in the Plan.</p> <p>Members felt that the format of information provided was much improved and commended the progress made in improving Children's Social Care. The figures included in the Quarterly Casefile Audit Outcomes graphs in Appendix 3 included aggregated data. Although it was acknowledged that progress had been made, to provide Members with a clearer picture and enable the Committee to adequately monitor the extent of this progress, Members requested that data be provided on a</p>

month by month basis rather than quarterly. In addition, officers would provide Members with a more comprehensive glossary of acronyms.

The Plan was now supported by a dedicated project manager, who was responsible for monitoring the Plan and progress made against each of the actions within it. Steady progress was being made against the actions included in the Plan, with 40 having been completed and 12 in progress (an increase from 48% of the actions completed to 77% since the previous quarter). The actions were being monitored on a monthly basis. In addition, a copy of the Service dashboard (at 1 February 2016) and a glossary of terms used had been appended to the report.

Although the original intention had been to include the Early Intervention Service in the current Plan, it would now be included in the 2016/2017 Service Plan and would incorporate recommendations from the major review. This would ensure that it covered the whole service.

Following the Committee meeting in July 2015, Members had requested greater transparency and a clearer audit trail surrounding changes made to the Plan. This request had been accommodated in the Action Plans presented to the Committee. The information provided had been made clearer and a 'traffic light' system adopted in order to show the progress made.

Significant progress had been made in the recruitment of permanent Team Managers and Service Managers and it was noted that the Senior Management Team would comprise permanent members of staff only from 22 February 2016. The nationwide recruitment process to appoint social workers had featured some of the Council's existing social workers in the advertising campaign and had resulted in approximately 65% of staff in the service area (excluding Skylakes) now being permanent. This had helped to stabilise the service and facilitate improvements.

It had been anticipated that the recruitment drive would establish and implement four in-house Duty Teams in line with the new service model for the Referral and Assessment Service. Two teams had already taken over the work from Skylakes, with the remaining two teams expected to be operational by the end of March 2016. However, it was noted that Skylakes' work would not finish until April 2016 and that there were a number of front line manager posts that had not yet been advertised. Although these posts were currently being filled by agency workers (some of whom had been in post for a long time), once the Skylakes contract had finished and the work was back in house, effort would be made to recruit permanent staff to fill these posts.

At the Committee's last meeting, Members had been advised that officers anticipated being in a position for the service to be considered 'good' by Ofsted by March 2016. As it currently stood, officers advised that it was likely that the service would still be rated as 'requires improvement' overall, but that there would be areas of 'good' within this assessment. However, officers were confident that the appointment of permanent staff, the stability of the service, the increase in special guardianship orders, a reduction in care case timescales and work undertaken on areas such as permanency outcomes would enable an Ofsted rating of 'good' by late summer. It was suggested that, although improvements had been made, further work was still needed in relation to areas such as children in need, leaving care and pathway plans. Officers had been mindful of Ofsted requirements during improvement planning and implementation.

The current Plan had aimed to ensure that the service was safe and that the structure was sound. With this groundwork in place, the 2016/2017 Service Plan would address

issues around the quality of the service provided. Officers were aware that it was important that the Council was not complacent with regard to the progress made as there would always be various stresses and expectations on the service area.

60 cases had been audited in December 2015 and 89 in January 2016. Officers advised that 90-100 audits were usually undertaken each month, but that the Christmas period had impacted on this number. It was anticipated that 60-70% of cases would be rated as 'good or outstanding' by March 2016, which would fall short of the 80% target.

The implementation of a formal review process to drive the quality of planning had not yet been fully embedded. An induction process had been introduced which included monthly training sessions plus extra sessions for new social workers (senior staff were also required to undertake this training).

Staff morale of front line social workers had increased significantly as a result of improvements, such as the appointment of new team managers. Members recognised the progress that had been made by the service over the last 18 months, but also that there were further improvements to be made. They congratulated those officers that had been involved in the transformation work to date and suggested that feedback be sought from service users to identify further areas for improvement.

It was noted that a review had just been completed in relation to Voice of Children and that this would be reported to the Committee at a future meeting.

With regard to future action in relation to *4.9 Improving outcomes for Leave in Care*, there had been several recent iterations of recruitment for carers. Once the assessments had been completed and they had been signed off by the Fostering and Adoption Panel, these applicants would become active. The process, which had targeted those willing to foster teenagers, had resulted in 20 new carers so far and had meant a swing towards having more in house foster carers than independent foster carers. It was noted that there now appeared to be greater stability in the Fostering and Adoption Panel and that the morale of social workers seemed to be higher.

Each team comprised a manager, an Advanced Practitioner, four Social Workers and one Newly Qualified Social Worker. As interim/agency posts were moved out, recruitment was being undertaken and they were replaced by permanent members of staff. During the transformation process, communication with staff had been key to ensuring that they were aware / supportive of the action being taken. To support this ongoing open dialogue, the Corporate Director of Adult and Young People's Services held monthly "Tea with Tony" sessions where staff could speak with him openly.

Work stream 7: Effective Quality Assurance included the following activity: *Review and implementation of new ways of working within the Local Safeguarding Children's Board (LSCB) ensuring consistent and robust multi agency responsibility and ownership.* It was noted that the Committee had not yet been updated on the progress that had been made and requested that this information be presented at a future meeting.

New ways of working had been introduced, which included an effective triage service which had had a significant and positive impact on front line services, a reduction in the number of managers (who were now more accountable) and bringing the Referral and Assessment Service back in-house. Furthermore, the average caseload had reduced from approximately 33 for a Newly Qualified Social Worker and 23 for a Social Worker, to an average of 18. This workload was monitored on a weekly basis and supervision

trackers were being monitored on a monthly basis.

It was noted that Vince Clark would soon be leaving. The Chairman was saddened by his departure and, on behalf of the Committee, thanked him for the work that he and his team had undertaken to put the service in a much better position. She thanked Mr Clark for his honest approach and wished him well in his new position.

RESOLVED: That:

- 1. Future Children and Young People's Social Care Service Improvement Plan update reports include month on month data to ensure a clearer picture.**
- 2. Members be provided with a more comprehensive glossary of terms/acronyms.**
- 3. The results of the Voice of Children review be reported to the Committee at a future meeting.**
- 4. The Committee receive an update on the review and implementation of new ways of working within the Local Safeguarding Children's Board (LSCB) at a future meeting.**
- 5. The report be noted.**

65. **WORK PROGRAMME 2015/16** (*Agenda Item 6*)

It was noted that this meeting had not incorporated a witness session as it was during the school holidays and that the Committee would need to be mindful of the holidays when undertaking reviews in the future.

Confirmation was sought regarding which head teachers would be attending the Committee's next meeting in to provide evidence for the minor review.

The Chairman advised that there was an expectation that a wide range of individuals be included in each of the Committee's reviews (rather than seeing the same faces). This would help the Committee to gather a broader range of information

RESOLVED: That:

- 1. Members be advised which head teachers would be attending the Committee's next meeting on 16 March 2016;**
- 2. An LSCB update be incorporated into the Work Programme.**
- 3. The Work Programme be noted.**

66. **FORWARD PLAN** (*Agenda Item 7*)

Members queried whether any changes had been made to the Standards and Quality in Education 2014/2015 report after it had been considered by the Committee, before it was included on the Cabinet agenda for the meeting on 18 February 2016. The Democratic Services Manager would contact Dan Kennedy to establish whether there had been any changes.

At its meeting on 13 January 2016, the Committee resolved that Early Years and Foundation Stage data be circulated to the Committee, broken down by educational planning area. The Democratic Services Manager would contact Mr Kennedy to establish whether this information had been circulated.

	<p>RESOLVED: That:</p> <ol style="list-style-type: none">1. The Democratic Services Manager contact Mr Dan Kennedy to establish whether there were any changes to the Standards and Quality in Education 2014/2015 report considered by Cabinet on 18 February 2016.2. The Democratic Services Manager contact Mr Kennedy to establish whether the Early Years and Foundation Stage data had been circulated to the Committee, broken down by educational planning area.3. The Forward Plan be noted.
	<p>The meeting, which commenced at 7.00 pm, closed at 8.00 pm.</p>

These are the minutes of the above meeting. For more information on any of the resolutions please contact Jon Pitt on 01895 277655. Circulation of these minutes is to Councillors, Officers, the Press and Members of the Public.

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Agenda Item 5

SINGLE MEETING REVIEW - SUPPORTING EDUCATIONAL ASPIRATION FOR DISADVANTAGED CHILDREN

Contact Officer: Jon Pitt
Telephone: 01895 277655

REASON FOR ITEM

To enable the Committee to gather evidence as part of its Single Meeting Review 'Supporting Educational Aspiration for Disadvantaged Children.'

OPTIONS AVAILABLE TO THE COMMITTEE

1. Question the witnesses.
2. Highlight issues for further investigation.

INFORMATION

For this witness session, Members will hear evidence from:

Name	Position
Elizabeth Horrigan	Headteacher, Harlington School
Laurie Cornwell	Executive Headteacher, The Skills Hub / Young People's Academy
Deborah Bell	Service Manager, LBH Early Intervention and Prevention, Key Working Service

In addition to the above witnesses, officers from Performance and Intelligence will attend the meeting to provide an overview of the key data in relation to the review.

PAPERS WITH THE REPORT

- § Written Submission: Elizabeth Horrigan
- § Written Submission: Laurie Cornwell
- § Written Submission: Deborah Bell
- § Overview of Key Data

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SUPPORTING EDUCATIONAL ASPIRATION FOR DISADVANTAGED CHILDREN

WITNESS SUBMISSION

Name: Liz Horrigan

Role: Headteacher

Organisation: Harlington School

SUMMARY OF THE ROLE OF YOUR SERVICE OR ORGANISATION

Harlington School is a large Foundation secondary school in the southern most part of the Borough. Last year, Harlington had the highest % of Ever6 FSM in the Hillingdon secondary school DfE Performance Tables (Jan 2016). The tables show the following profile for Harlington, compared to other Hillingdon secondary schools (please also see Appendix 1).

Indicator	Hillingdon ranking		Indicator	Hillingdon ranking
APS on entry	3rd Lowest		Low Ability Pupils	4th Highest
EAL %	2nd Highest		Medium Ability Pupils	3rd Highest
Pupil Mobility	2nd Highest		High Ability Pupils	3rd Lowest

The school serves an area of high deprivation. Despite this a high percentage of students go on to study at the university of their choice, including the Russell Group universities.

The school received approximately £400K in Pupil Premium Funding last year.

In January 2015 the school was inspected by Ofsted, and moved from Requires Improvement to Good.

OUTCOMES ACHIEVED

In 2014, Harlington School was in the top 10% of schools nationally for student progress (SSAT). The DfE Performance Tables (Jan 2016) show the following outcomes compared to other Hillingdon secondary schools:

Indicator	Comments		Indicator	Hillingdon ranking
5ACEM	Increase of 7%		Value Added 2014	5th Highest
5ACEM Disadvantaged	Above the NA		Value Added 2015	7th Highest
5ACEM other	Above the NA		Value Added Best 8 Disadvantaged	6th Highest
Family of Schools	18th / 55		Value Added Best 8 Other	6th Highest

COMMENTS ON PROVISION OF SERVICES E.G ANYTHING THAT YOU THINK COULD BE IMPROVED OR DONE DIFFERENTLY ETC.

Harlington has very large numbers of disadvantaged students and significant Pupil Premium funding. We recognise that not all of the strategies that we employ can be transferred to a single model that could be adapted to all schools. We are proud of the fact that our performance measures for disadvantaged pupils are above national measures and are highly placed in Hillingdon data, but we frequently review our strategies – there is no ‘silver bullet’. Please find outlined a summary of how we approach improving outcomes for disadvantaged pupils.

Vision & Ethos

- Recruitment of high calibre staff and CPD and the quality of teaching is the key driver. We prioritise developing everyday classroom practice, not just intervention packages.
- All students are given aspirational targets – we have 4 Levels of Progress as the default position.
- University aspirations are nurtured from early on – and this is a case where disadvantaged pupils with no family history of university education are targeted for raising aspiration programmes. We invest in high quality Careers and Independent Advice & Guidance (CIAG).
- Students who are on FSM should have high quality food, access to uniform help and financial support to access trips and experiences.
- We focus on impact, not description – we ask ourselves ‘So What?’ when undertaking development planning.

Mantra – ‘If it’s good enough for our pupils, it’s good enough for Ofsted’ (however, when you are RI, Ofsted criteria are good drivers to sharpen practice) Accountability

- We use nationally recognised good practice to audit the impact of our practice – e.g. Pupil Premium Toolkit, Challenge the Gap, NFER etc.
- Governor agendas are planned around quality of teaching, pupil outcomes, behaviour and attendance, safeguarding and Pupil Premium / Closing the Gap data on a termly basis.
- Pupil Premium and Yr. 7 Catch Up funding is also a termly agenda item at Finance & Premises.

Data drives intervention

- Progress analysis starts from Year 7, not just before Year 11 exams.
- Some students are a cause for concern in multiple data sets – please see appendix 2.
- Attainment drives progress – but progress is key when measuring performance.

Barriers that may benefit a Borough wide consideration (bearing in mind that these may be issues that are unique to Harlington School)

- Poor attendance is often a key factor in disadvantaged pupil outcomes.
- Student mobility is a key factor – Mid Year Admissions often require intensive support outside of the mainstream environment. Harlington has part – funds three provisions from Pupil Premium – The Pupil Study Centre, Satellite School and Ascension School – but if funding reduces, these provisions may be at risk. This may place pressure on alternative provision in the authority, particularly if students are at risk of exclusion, if schools reduce their supportive provisions.
- Low Ability is a key factor – prioritise intervention and support in primary sector so that pupils are ‘secondary ready’.
- Ever6 is high – but eligibility for FSM is dropping due to changes in benefits. We have increasing numbers of ‘Working Poor’ families. Need to monitor in future cohorts.
- We have found that moving from RI to Good has involved changing the model of leadership in the school. This may be different for a school that is Outstanding and that has had no external monitoring for a number of years.
- National Funding Formula may present future barriers and concerns for London Schools.
- The recruitment of high calibre staff is challenging for Hillingdon, given the proximity of Boroughs who pay inner London Allowance.
- Look at how schools perform over time – there will always be a cohort with higher than anticipated challenges that affect a set of results, but over 3 years the school may be performing well.
- A school’s published attainment figure for 5ACEM should be seen in the context of the ability profile of the students who attend; a Good or Outstanding Ofsted grading may mask underachievement for key groups, including the disadvantaged.
- Schools have widely variable numbers of disadvantaged students - last year the smallest number in Year 11 was 14 pupils, and the largest was 121 pupils. We had 102. If we had 14, we may consider different programmes of intervention to the ones outlined above.

Liz Horrigan, Headteacher, Harlington School

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Appendix 1 – Hillingdon Secondary School Comparators – DfE Performance Tables Jan 2016

DfE Performance Tables Jan 2016 - Hillingdon School comparators for CYPOC		DfE Performance Tables Jan 2016 - Hillingdon School comparators for CYPOC		DfE Performance Tables Jan 2016 - Hillingdon School comparators for CYPOC		DfE Performance Tables Jan 2016 - Hillingdon School comparators for CYPOC		DfE Performance Tables Jan 2016 - Hillingdon School comparators for CYPOC		DfE Performance Tables Jan 2016 - Hillingdon School comparators for CYPOC		DfE Performance Tables Jan 2016 - Hillingdon School comparators for CYPOC		DfE Performance Tables Jan 2016 - Hillingdon School comparators for CYPOC		
School	OfSTED rating	Contextual - APS on entry	Contextual - %EAL	Contextual FSM E6	Contextual % Low Attainers	Contextual % Middle Attainers	Contextual % High Attainers	Contextual % mobility - Year 10 or Year 11	NOR Year schools group/55	5ACEM 2015	5ACEM Disad 2015	5ACEM Other 2015	VA - overall 2014	VA - overall 2015	VA - Best 8 Disadvantaged pupils	VA - Best 8 - other pupils
NATIONAL AVERAGE		27.4	14.20%	27.30%	15.90%	51.70%	32.30%	3.00%	NA	57.10%	36.70%	64.70%	NA	NA	976.3	1008.8
Abbotsfield	3 (2013 - 14)	26.9	40.00%	32.00%	21%	56%	24%	5%	105/42/55(19)	40	47%	37%	1001	981.2	969.7	987.4
Barnhill	2 (2011 - 12)	26.2	61.00%	53.00%	23%	55%	21%	1%	229/39/55(36)	44	31%	59%	993.3	999.3	982.7	1018.1
Bishop Ramsey	1 (2006 - 7)	29.3	6%	11.00%	4%	46%	50%	0%	184/39/55(20)	71	25%	76%	1026.1	1007.8	961.6	1013.5
Bishopshalt	2 (2011 - 12)	27.8	24.00%	25.00%	11%	58%	31%	1%	185/17/55(21)	63	34%	73%	1018.8	1018.1	1004.2	1022.9
Churu Nanak	2 (2013 - 14)	28.6	99.00%	15.00%	8%	55%	37%	0%	121/38/55(12)	62	33%	67%	1049.6	1018.3	1011.4	1019.5
Harlington	2 (2014 - 15)	25.8	80.00%	60.00%	24%	58%	18%	8%	169/18/55(17)	50	41%	64%	1034.5	1011	1001.2	1028.7
Haydon	1 (2006 - 7)	29.2	23.00%	18.00%	8%	44%	49%	3%	301/38/55(27)	70	43%	77%	993.9	1003.3	965.5	1011.7
Hewens	2 (2011 - 12)	25.4	48.00%	44%	29%	64%	7%	2%	48/2/55(8)	58	48%	67%	1030.1	1049.2	1051.8	1047.3
Northwood	2 (2013 - 14)	27.2	45.00%	31.00%	12%	67%	21%	9%	55/2/55(2)	75	71%	76%	1038.3	1026.7	1018.9	1031.7
Parkside	2 (2014 - 15)	24	6%	52%	39%	52%	9%	0	33/47/55	6	0%	13%	NK	943.3	929.8	957.7
Queensmead	1 (2007 - 8)	27.6	26%	26.00%	17%	44%	39%	2%	236/11/55(15)	69	48%	76%	1037.6	1026.2	1002.2	1035.1
Rosedale	2 (2011 - 12)	27.4	71.00%	43.00%	20%	47%	33%	0%	80/1(1=)	83	76%	87%	1053.8	1032.6	1018.1	1043.7
Ruislip High	1 (2010 - 11)	28.2	19.00%	14.00%	11%	46%	43%	3%	148/39/55(15)	61	50%	63%	1010.5	996.2	986.8	997.7
Stockley Academy	4 (2014 - 15)	26.2	22.00%	47%	25%	56%	19%	2%	168/41/55(46)	38	26%	47%	970.2	976.8	954.1	993.6
Swakeleys	1 (2013 - 14)	28	38.00%	26%	10%	54%	35%	3%	176/22/55(1)	65	56%	70%	1037.2	1011.5	1000.3	1018.1
The Douay Martyrs	2 (2013 - 14)	27.9	36%	19.00%	13%	58%	30%	2%	221/45/55(20)	54	49%	56%	1011.5	1001.8	980.8	1007.3
The Harefield Acad	3 (2013 - 14)	27.8	8.00%	35.00%	13%	56%	31%	1%	140/49/55(22)	51	55%	48%	971.5	978.8	984.7	975.4
Uxbridge High	3 (2013 - 14)	26.3	38.00%	35.00%	24%	56%	20%	3%	203/39/55(19)	39	24%	48%	979.9	982.2	960.5	995.3
Vyners	2 (2013 - 14)	29.1	10.00%	4.00%	9%	46%	45%	0%	180/6/55(31)	82	43%	86%	1013.4	1035.9	1024.6	1036.8

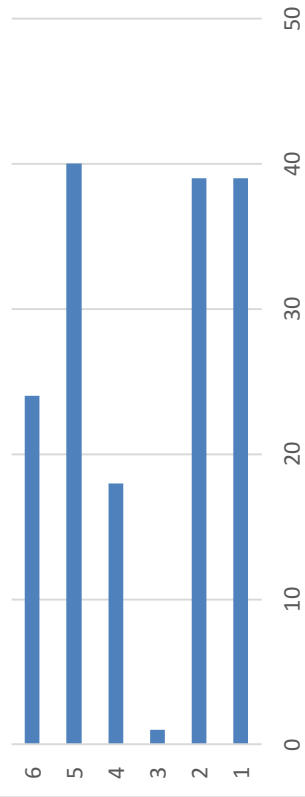


Appendix 2 Case Study for raising attainment of disadvantaged students – Some pupils are represented in multiple data sets.

Attendance is a major focus for Harlington, as we are in the bottom quintile nationally. There are 100 students who qualify for E6FSM at Harlington who have an attendance rate of less than 90%.

Of this 100:	
1) 39 are from a White English (WENG) background	This is the one group of students who we have not yet got to the national average for performance
2) 39 have SEND needs	SEND students are value positive in outcomes for the past two years. The school receives additional funding for High Needs students, which contributes, but does not fully fund provision.
3) 1 is a Looked After Child	These children, irrespective of whole school strategies, should have individual funded PP programmes as part of their PEP. Funding is provided for this purpose.
4) 18 are in some kind of alternative provision	This includes our in –house provisions, as well as provision paid for off – site. These provisions include support for behaviour issues and alternatives to exclusion, provision for students who may be undergoing statutory EHCP assessment and ‘Nurture’ provision. All of these provisions require not insignificant funding from the main school budget.
5) 40 are Low Ability Students	These students are taught, wherever possible, in small intensive groups in a mainstream setting, with in class support if identified as SEND. The school does provide ‘catch up’ classes in Year 7, via targeted funding.
6) 24 are Mid Year Admissions	This is a significant drain on resources, as any student who comes on roll after PLASC is not funded for up to 7 months, as funding is lagged. These students often have EAL needs, or additional issues that require support and intervention, from existing resources. The LA are working hard to develop a funding model that mitigates the impact of Mid Year Admissions.

E6FSM , Attendance & Other Factors



SUPPORTING EDUCATIONAL ASPIRATION FOR DISADVANTAGED CHILDREN

WITNESS SUBMISSION

Name: Laurie Cornwell

Role: Executive Headteacher

Organisation: The Skills Hub and Young People's Academy

SUMMARY OF THE ROLE OF YOUR SERVICE OR ORGANISATION

The Skills Hub is an alternative provision provider that caters for students that cannot attend mainstream school for a variety of reasons; predominantly this may be due to permanent exclusion, risk of permanent exclusion or medical barriers.

The Young People's Academy is a special school for secondary aged students who have Social, Emotional and Mental Health difficulties.

Both settings are holistic in their approach and wish to ensure that students leave with a set of results that demonstrate the best of their abilities, are able to sustain relationships, maintain households and hold down a job.

Both settings have unusually high numbers of FSM and LAC students.

OUTCOMES ACHIEVED

In both settings, neet figures are extremely low or virtually none existent. Students are provided with a wide range of access to internal and external services that support them as well as their families.

COMMENTS ON PROVISION OF SERVICES E.G ANYTHING THAT YOU THINK COULD BE IMPROVED OR DONE DIFFERENTLY ETC.

Due to National bench marking statistics, the achievements of these students are often overlooked as the emphasis is on GCSE attainment figures and not necessarily on the attainment and progress figures that are pertinent to them and their achievements.

As both the schools are small, there are times where they do not meet the same criteria that mainstream school do for additional support. Of course, this can also be beneficial for other funding streams that focus specifically on smaller schools and these types of settings.

Concerns around meeting thresholds for social services and CAHMS support is on-going and has not been significantly addressed for a number of years.

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SUPPORTING EDUCATIONAL ASPIRATION FOR DISADVANTAGED CHILDREN

WITNESS SUBMISSION

Name: Deborah Bell

Role: Service Manager

Organisation: LBH Early Intervention and Prevention Services - Key Working Service

SUMMARY OF EARLY PREVENTION AND INTERVENTION IN HILLINGDON / ROLE OF YOUR SERVICE OR ORGANISATION

Early Intervention and Prevention Services work with families who need our support so that they may develop the skills, knowledge and resilience required to be self-reliant and prosper.

We do this by securing the following:

- Child and Family Development Services: Securing and providing a range of early learning, childcare and family development services delivered through early years centres and children's centres;
- Targeted Programmes: meeting the needs of families by securing and providing targeted programmes of developmental activity that enable children, young people and families to develop the behaviours, skills and capabilities to avoid or overcome problems and risks;
- Youth Offending Services: meeting the needs of young people who have come to the attention of criminal justice agencies by delivering intervention and tracking services with a view to reducing the likelihood of further offending behaviour; and
- Key-working Services: Meeting the needs of families by providing integrated 1-1 support and challenge to enable them to overcome problems including those identified within the terms of the Troubled Families programme, those concerned with school absence and non participation in education employment and training.

How does your team prioritise outcomes for disadvantaged pupils?

Schools are trained, briefed and encouraged to assess pupils who are at risk of poor outcomes via use of the Early Help Assessment (EHA) tool that Elected Members have previously considered in associated reviews. The offer of training has been disseminated via the Hillingdon Association of Secondary Head-teachers (HASH), Primary Forum and Headteachers' Briefing. From April 2014, 126 members of the wider Children's Workforce (i.e. not Council employees) have received training in the use and purpose of EHA and TAF.

If, as a result of EHA, a Team Around the Family (TAF) is deemed appropriate, schools lead on these processes for their own pupils. Should a school require additional support with these processes, the Key Working Service is in place to ensure that support is

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forthcoming to enable resident needs to be appropriately assessed and then a consented plan devised to deliver required outcomes. The Key Working Service, which sits within Early Intervention and Prevention Services (EIPS), works to achieve outcomes where risk, challenges, vulnerabilities and disadvantage require intervention to ultimately ensure that EIPS strategic priorities for residents are delivered.

What kind of systems do you have in place to track the efficacy of interventions funded by the Pupil Premium?

While Early Intervention and Prevention Services prioritise children experiencing difficulties, this applies to all children and families resident in Hillingdon and is not limited to children that attract Pupil Premium.

What kind of strategies do you use to raise the aspiration of disadvantaged young people and why have you chosen those strategies?

The service seeks to attend to wider family issues that may be impacting on the aspirations and achievement of disadvantaged young people. Local practice, based on research from sources such as National Foundation for Education Research (NFER), Munro recommendations, Early Intervention Foundation, Department for Communities and Local Government (DCLG) and the Department for Education has led the Key Working Service to focus on the following approaches in order to support families to overcome problems that may be impacting on the aspirations and achievement of disadvantaged young people within the family unit:

- Early Help Assessments;
- Team Around the Family;
- A 1 worker, 1 plan, 1 family model;
- Review and model of parenting domestic routines;
- Signpost to local services;
- House rules;
- Family relationship building;
- Mediation between parents;
- Advocacy;
- Benefits and housing;
- Healthy eating/cooking;
- Safe relationships (including DV, CSE, sexual health);
- How to play, read and interact;
- Community based work to model behaviour management for parents with their children;
- Clinical psychology formulation and consultation;
- Clear objectives embedded by regular challenge and encouragement consistently over an agreed period of time;
- Brokerage and mediation between schools and families;
- School attendance panels and legal intervention when necessary; and
- Enabling access to targeted programmes to attend to adolescent support and development needs including those that may be impacting on the aspirations and progression of vulnerable young people.

Evidence of impact of services includes:

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For 2014-15, 2,947 pupils were referred to the Participation Key-work Team for poor school attendance. Of that number, 2,462 were successfully closed as a consequence of enabling the young people in question to improve their attendance to the required standard. This represents 83.5% positive outcomes for families, including those with disadvantaged children.

For 2015/16 to date, 300 families received services from the Preventative Key Working Team. 132 are still being worked with and 117 out of 151 closed are for a 'stepped down' reason, representing 77.5% positive outcomes for residents.

EHAs undertaken

April 14 - March 15 - 120

April 15 - Jan 16 - 149

TAFs implemented (This figure is for first time TAF meetings that we are made aware of with a TAF co-ordinator being present)

April 14 - March 15 - 102

April 15 - Jan 16 - 147

EHA and TAF Training Presentations undertaken (eg Safeguarding clusters, schools, team meetings)

April 14 - March 15 - Not recorded

April 15 - Jan 16 - 46

1:1 Training undertaken

April 14 - March 15 - 53 people

April 15 - Jan 16 - 73 people

What can the Council or its services do to support the attainment of children from disadvantaged backgrounds?

- 35% of all open cases to Intensive and Preventative Key Workers and TAF co-ordinators have a poor school attendance characteristic.
- This characteristic is not a solo one and is wrapped into wider challenges, which Key Workers and TAF co-ordinators work collaboratively with residents on a 1:1 basis through consented assessment; time bound action plan and review.
- The Participation Key Working Team introduced a process in September 2014 whereby schools report on a monthly basis their pupils who attend less than 90%, pupils removed from roll and pupils on part time programmes. These pupils form the focus of the Participation Key Workers consultations with schools and 100% of pupil characteristic need identified. Within this cohort, pupils at risk of exclusion are also identified to ensure services are in place to prevent this outcome.

- The current DfE consultation on Children Missing Education is proposing a very similar information exchange mechanism. Hillingdon will be well placed for this development due to its earlier local identification of need in order to identify and seek to protect pupils vulnerable to under achievement.
- Over and above delivery of its legal duties, the Participation Key Working Team is available for commissioning by academies. 96% of secondary phase schools and academies and 100% of primary phase schools and academies in Hillingdon now have a Service Level Agreement with the Participation Key Work Team.

What kind of systems do you have in place to track the efficacy of interventions funded by the Pupil Premium?

Early Intervention and Prevention Services do not record Pupil Premium against service participation.

What kind of strategies do you use to raise the aspiration of disadvantaged young people and why have you chosen those strategies?

Key Workers in Early Intervention and Prevention Services and other practitioners in the wider service provide opportunities for poor school attendees and young people not in education, employment or training (NEET) to develop their knowledge, confidence, self-esteem and life-skills, including expanding knowledge of further and higher education opportunities through 1:1 sessions and participation in targeted programme work. They also provide opportunities to explore desired career paths. 1:1 support with CV writing and effective applications, plus interview tips and practicalities may also be provided.

The Targeted Programmes area of the service provides bespoke programmes of informal learning for young people, which are targeted at disadvantaged young people and are designed to equip participants with the personal and social skills and aspirations to prosper.

SUPPORTING EDUCATIONAL ASPIRATION FOR DISADVANTAGED CHILDREN

Disadvantaged Children – Gap Data

In looking at the figures relating to closing the gap for disadvantaged pupils we have used data from RAISEonline.

RAISEonline is an online tool commissioned jointly by the then DfE and Ofsted to provide data to schools to support their 'self-evaluation'. It aims to provide a common set of analyses for schools, local authorities, inspectors and School Improvement Partners. The data is published by the DfE, initially unvalidated and will then be validated when all checks are complete. The data used is the latest available form RAISEonline.

As the Local Authority is not able to share the data relating to individual schools the analysis is based on borough level data. However the attached data set gives a three year (2013, 2014, 2015) trend analysis at borough level compared with national expectations. It compares attainment at national level at Key Stage 1, 2 and 4 and across the main subject areas.

The analysis shows:

Key Stage 1(final data):

- All schools across all subjects have either improved or maintained their level of attainment of disadvantaged pupils.
- In all subjects the gap has narrowed with the exception of level 2 Mathematics and level 3 Writing where the gap has remained the same.
- The gap has not widened in any school in any subject at any level.

Key Stage 2 (validated data):

- Overall the gap has narrowed across the borough. Overall in the subject areas, Mathematics, Writing (TA) English Grammar, Punctuation and Spelling the gap has narrowed. However the gap has widened in Reading.
- Across level 4 the gap has narrowed across all subject areas.
- Across level 5 the gap has widened. Across Mathematics and English Grammar, Punctuation and Spelling the gap has narrowed. However the gap in Reading and Writing (TA) has widened.

Key Stage 4 (unvalidated data):

- 5 A*-C including English and Mathematics the gap has narrowed.
- English A*-C the gap has narrowed.
- Mathematics A*-C the gap has narrowed.
- 5A*-G the gap has narrowed.

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PART 1 – MEMBERS, PUBLIC AND PRESS

- Overall the gap widened between 2013 and 2014. Each area has demonstrated an improvement in 2015 but is not achieving the attainment shown in 2013.

Key Stage 1 - Closing the Gaps Trend - Disadvantaged pupils

Hillingdon LA School

Average point scores by disadvantaged pupils

		2013			2014			2015					
		Cohort	School	National other pupils	Diff	Cohort	School	National other pupils	Diff	Cohort	School	National other pupils	Diff
All subjects													
Disadvantaged pupils		883	14.5	16.3	-1.8	939	14.9	16.4	-1.5	1009	15.3	16.6	-1.3
	Other pupils	2782	16.4		0.1	2820	16.5		0.1	3097	16.7		0.1
Within school gap			-1.9			-1.6					-1.4		
Reading													
Disadvantaged pupils		883	15.1	16.8	-1.7	939	15.5	17.0	-1.5	1,009	15.8	17.1	-1.3
	Other pupils	2782	17.0		0.2	2820	17		0.0	3,097	17.2		0.1
Within school gap			-1.9			-1.5					-1.4		
Writing													
Disadvantaged pupils		883	13.4	15.5	-2.1	939	13.9	15.6	-1.7	1009	14.4	15.8	-1.4
	Other pupils	2782	15.5		0.0	2820	15.7		0.1	3097	15.9		0.1
Within school gap			-2.1			-1.8					-1.5		
Mathematics													
Disadvantaged pupils		883	15.1	16.5	-1.4	939	15.4	16.7	-1.3	1009	15.6	16.9	-1.3
	Other pupils	2782	16.7		0.2	2820	16.9		0.2	3097	16.9		0.1
Within school gap			-1.6			-1.5					-1.4		

Direction of travel



Key Stage 1 - Closing the Gaps Trend - Disadvantaged pupils

Hillingdon LA School

Percentage of pupils attaining level 2 or above at Key Stage 1

		2013			2014			2015					
		Cohort	School %	National other pupils %	Diff %	Cohort	School %	National other pupils %	Diff %	Cohort	School %	National other pupils %	Diff %
Reading													
Disadvantaged pupils		883	83	92	-9	939	85	92	-7	1009	88	93	-5
Other pupils		2782	93	1.0		2820	92	0.0		3097	93		0
Within school gap			-10.0				-7.0				-5.0		
Writing													
Disadvantaged pupils		883	73	89	-16	939	79	89	-10	1009	83	91	-8
Other pupils		2782	89	0		2820	89	0		3097	91		0
Within school gap			-16				-10.0				-8.0		
Mathematics													
Disadvantaged pupils		883	86	94	-8	939	88	94	-6	1009	89	95	-6
Other pupils		2782	94	0		2820	94	0		3097	95		0
Within school gap			-8				-6				-6		

Direction of travel



Key Stage 1 - Closing the Gaps Trend - Disadvantaged pupils

Hillingdon LA School

		2013				2014				2015			
		Cohort	School %	National other pupils %	Diff %	Cohort	School %	National other pupils %	Diff %	Cohort	School %	National other pupils %	Diff %
Reading													
Disadvantaged pupils	883	18	34	-16	939	20	35	-15	1009	23	37	-14	
Other pupils	2782	35		1	2820	37		2	3097	38		1	
Within school gap		-17				-17				-15			
Writing													
Disadvantaged pupils	883	5	18	-13	939	8	19	-11	1009	10	21	-11	
Other pupils	2782	19		1	2820	20		1	3097	22		1	
Within school gap		-14				-12				-12			
Mathematics													
Disadvantaged pupils	883	15	27	-12	939	18	28	-10	1009	19	30	-11	
Other pupils	2782	29		2	2820	32		4	3097	32		2	
Within school gap		-14				-14				-13			

Direction of travel



Source = Raiseonline statistics, validated data 3/2016

Direction of Travel Key

- Closing the Gap
- No movement
- Gap widening

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Percentage achieving expected progress and more than expected progress from different starting points

KS1 Level	2013										2014										2015									
	Expected progress					More than expected progress					Expected progress					More than expected progress					Expected progress					More than expected progress				
	Cohort	School %	National other %	Diff %	School %	National other %	Diff %	School %	National other %	Diff %	Cohort	School %	National other %	Diff %	School %	National other %	Diff %	Cohort	School %	National other %	Diff %	School %	National other %	Diff %						
Mathematics	30	40	53	-13	20	23	-3	39	74	51	23	33	22	11	30	50	50	0	33	21	12	25	44	44	-6	12	-9			
Disadvantaged pupils	19	53	0	11			-12	20	55	4	20		-2	134	84	83	1	51	44	7	139	88	3	50	6					
Other pupils	121	86	82	4	43	39	4	150	89	84	5	46	43	3	655	92	93	-1	30	38	-8	1408	95	2	45	7				
Disadvantaged pupils	114	83	1	33			-6	124	86		2	49	6	121	88	91	-3	19	27	-8	534	95	4	36	9					
Other pupils	615	86	91	-5	30	36	-6	641	90	93	-3	30	38	-8	102	87	92	-5	20	37	-17	545	95	3	49	12				
Disadvantaged pupils	1325	94		3	43	7		1410	95		2	44	6	102	87	92	-5	20	37	-17	545	95	3	49	12					
Other pupils	93	88	91	-3	19	27	-8	534	95	4	36	9	9	9	42	60	63	-3	31	31	0	42	60	63	-3	31				
Disadvantaged pupils	29	72	9	52			21	34	79		18	47	16	55	84	61	23	47	31	16	29	72	9	52						
Other pupils	162	82	83	-1	60	56	4	202	85	85	0	63	64	-1	145	85	86	-1	61	64	-3	162	90	4	62	-2				
Disadvantaged pupils	179	81	-2	52			-4	175	87	2	66	2	2	534	94	95	-1	40	47	-7	1179	94	1	40	0					
Other pupils	536	88	93	-5	28	40	-12	534	94	95	-1	40	47	-7	120	76	88	-12	2	2	0	606	88	0	2	0				
Disadvantaged pupils	1179	94	1	40			0	1233	96		1	45	-2	141	84	91	-7	1	1	0	606	88	0	2	0					
Other pupils	120	76	88	-12	2	2	0	141	84	91	-7	1	1	0	152	84	90	-6	0	1	-1	666	93	3	1	0				
Disadvantaged pupils	62	69	70	-1	42	43	-1	74	82	67	15	54	42	12	61	69	67	2	46	42	4	61	69	67	2	46				
Other pupils	43	72	2	47			4	45	73	6	60	18	18	43	43	43	43	43	43	43	43	43	43	43	43	43	43			
Disadvantaged pupils	195	93	93	0	46	51	-3	234	95	94	1	65	56	-1	201	97	95	2	61	60	1	201	97	95	2	61				
Other pupils	229	95	2	57			6	232	94		0	55	-1	248	96		1	69		9	248	96		1	69					
Disadvantaged pupils	549	91	95	-4	18	32	-14	573	94	96	-2	27	36	-9	608	96	97	-1	30	39	-9	608	96	97	-1	30				
Other pupils	1414	95	0	29			-3	1507	96	0	35	-1	-1	1487	98		1	44		5	1487	98		1	44					
Disadvantaged pupils	54	74	90	-16	9	10	-1	50	92	92	0	4	12	-8	70	93	93	0	10	13	-3	70	93	93	0	10				
Other pupils	307	93	3	8			-2	315	96		4	14	2	341	95		2	13		0	341	95		2	13					

Value Added	2013		2014		2015	
	Cohort	School	Cohort	School	Cohort	School
Overall	860	99.7	932	100.0	940	99.8
Disadvantaged pupils	1993	100.3	2098	100.4	2121	100.4
Other pupils	860	99.9	932	100.0	940	99.9
Disadvantaged pupils	1993	100.7	2098	100.7	2121	100.7
Other pupils	860	99.5	932	99.9	940	99.6
Disadvantaged pupils	1993	100.0	2098	100.0	2121	100.2
Other pupils	860	99.6	932	100.0	940	99.9
Disadvantaged pupils	1993	99.9	2098	100.0	2121	100.3
Other pupils						

Average Point Scores	2013				2014				2015				Direction of Travel		
	Mathematics, Reading and Writing (TA)		Mathematics, Reading and Writing (TA)		Mathematics, Reading and Writing (TA)		Mathematics, Reading and Writing (TA)		Mathematics, Reading and Writing (TA)		Mathematics, Reading and Writing (TA)				
	Cohort	School	National	Other	Diff	Cohort	School	National	Other	Diff	Cohort	School	National	Other	Diff
Overall	902	27.0	29.1	29.1	-2.1	2249	27.3	29.4	29.4	-2.1	1003	27.7	29.5	29.5	-1.8
Disadvantaged pupils	2134	29.4	29.1	29.1	0.3	2249	29.9	29.4	29.4	0.5	2277	30.0	29.5	29.5	0.5
Within school gap		-2.4					-2.6					-2.3			
Mathematics	902	27.4	29.5	29.5	-2.1	2249	27.5	29.8	29.8	-2.3	1003	27.9	29.8	29.8	-1.9
Disadvantaged pupils	2134	30.2	29.5	29.5	0.7	2249	30.6	29.8	29.8	0.8	2277	30.4	29.8	29.8	0.6
Within school gap		-2.8					-3.1					-2.5			
Reading	902	27.1	29.2	29.2	-2.1	2249	27.8	29.7	29.7	-1.9	1003	27.8	29.6	29.6	-1.8
Disadvantaged pupils	2134	29.3	29.2	29.2	0.1	2249	29.7	29.7	29.7	0.0	2277	29.8	29.6	29.6	0.2
Within school gap		-2.2					-1.9					-2.0			
Writing (TA)	902	26.0	28.3	28.3	-2.3	2249	26.5	28.6	28.6	-2.1	1003	27.1	28.9	28.9	-1.8
Disadvantaged pupils	2134	28.3	28.3	28.3	0.0	2249	28.7	28.6	28.6	0.1	2277	29.2	28.9	28.9	0.3
Within school gap		-2.3					-2.2					-2.1			
English Grammar, Punctuation and Spelling	902	27.0	28.8	28.8	-1.8	2249	27.6	29.4	29.4	-1.8	1003	28.7	29.9	29.9	-1.2
Disadvantaged pupils	2134	29.7	28.8	28.8	0.9	2249	30.3	29.4	29.4	0.9	2277	30.8	29.9	29.9	0.9
Within school gap		-2.7					-2.7					-2.1			
Percentage of pupils attaining level 4 or above at Key Stage 2															
	2013				2014				2015						
	Mathematics, Reading and Writing (TA)		Mathematics, Reading and Writing (TA)		Mathematics, Reading and Writing (TA)		Mathematics, Reading and Writing (TA)		Mathematics, Reading and Writing (TA)		Mathematics, Reading and Writing (TA)				
Overall	Cohort	School	National	Other	Diff	Cohort	School	National	Other	Diff	Cohort	School	National	Other	Diff
Disadvantaged pupils	902	65	81	81	-16	981	69	83	83	-14	1,003	73	85	85	-12
Other pupils	2,134	83	81	81	2	2,249	86	83	83	3	2,277	86	85	85	1
Within school gap		-18					-17					-13			
Mathematics	902	78	88	88	-10	981	80	90	90	-10	1,003	84	90	90	-6
Disadvantaged pupils	2,134	91	88	88	3	2,249	92	90	90	2	2,277	92	90	90	2
Within school gap		-13					-12					-8			
Reading	902	80	89	89	-9	981	83	92	92	-9	1,003	84	92	92	-8
Disadvantaged pupils	2,134	90	89	89	1	2,249	93	92	92	1	2,277	92	92	92	0
Within school gap		-10					-10					-8			



		2013				2014				2015			
		Mathematics, Reading and Writing (TA)		Mathematics, Reading and Writing (TA)		Mathematics, Reading and Writing (TA)		Mathematics, Reading and Writing (TA)		Mathematics, Reading and Writing (TA)		Mathematics, Reading and Writing (TA)	
		Cohort	School	National	Other	Cohort	School	National	Other	Cohort	School	National	Other
Writing (TA)		902	87	-12	89	981	78	-11	89	1,003	83	90	-7
Disadvantaged pupils		2,134	87	1	89	2,249	89	1	89	2,277	92	90	2
Other pupils													
Within school gap			-13				-12				-9		
English Grammar, Punctuation and Spelling		902	79	-12	81	981	71	-10	81	1,003	77	84	-7
Disadvantaged pupils		2,134	79	5	81	2,249	85	4	81	2,277	89	84	5
Other pupils													
Within school gap			-17				-14				-12		
Percentage of pupils attaining level 5 or above at Key Stage 2													
Overall		Mathematics, Reading and Writing (TA)		Mathematics, Reading and Writing (TA)		Mathematics, Reading and Writing (TA)		Mathematics, Reading and Writing (TA)		Mathematics, Reading and Writing (TA)		Mathematics, Reading and Writing (TA)	
		Cohort	School	National	Other	Cohort	School	National	Other	Cohort	School	National	Other
Disadvantaged pupils		902	10	-16	16	981	14	-15	23	1,003	15	23	-14
Other pupils		2,134	28	2	2	2,249	31	2	29	2,277	33	29	4
Within school gap			-18				-17				-18		
Mathematics		Mathematics, Reading and Writing (TA)		Mathematics, Reading and Writing (TA)		Mathematics, Reading and Writing (TA)		Mathematics, Reading and Writing (TA)		Mathematics, Reading and Writing (TA)		Mathematics, Reading and Writing (TA)	
		Cohort	School	National	Other	Cohort	School	National	Other	Cohort	School	National	Other
Disadvantaged pupils		902	31	-16	48	981	30	-18	48	1,003	32	48	-16
Other pupils		2,134	53	6	6	2,249	54	6	48	2,277	53	48	5
Within school gap			-22				-24				-21		
Reading		Mathematics, Reading and Writing (TA)		Mathematics, Reading and Writing (TA)		Mathematics, Reading and Writing (TA)		Mathematics, Reading and Writing (TA)		Mathematics, Reading and Writing (TA)		Mathematics, Reading and Writing (TA)	
		Cohort	School	National	Other	Cohort	School	National	Other	Cohort	School	National	Other
Disadvantaged pupils		902	29	-22	56	981	36	-20	56	1,003	36	55	-19
Other pupils		2,134	50	-1	56	2,249	54	-2	56	2,277	57	55	2
Within school gap			-21				-18				-21		
Writing (TA)		Mathematics, Reading and Writing (TA)		Mathematics, Reading and Writing (TA)		Mathematics, Reading and Writing (TA)		Mathematics, Reading and Writing (TA)		Mathematics, Reading and Writing (TA)		Mathematics, Reading and Writing (TA)	
		Cohort	School	National	Other	Cohort	School	National	Other	Cohort	School	National	Other
Disadvantaged pupils		902	17	-19	39	981	21	-18	39	1,003	26	42	-16
Other pupils		2,134	34	-2	39	2,249	38	-1	39	2,277	45	42	3
Within school gap			-17				-17				-19		
English Grammar, Punctuation and Spelling		Mathematics, Reading and Writing (TA)		Mathematics, Reading and Writing (TA)		Mathematics, Reading and Writing (TA)		Mathematics, Reading and Writing (TA)		Mathematics, Reading and Writing (TA)		Mathematics, Reading and Writing (TA)	
		Cohort	School	National	Other	Cohort	School	National	Other	Cohort	School	National	Other
Disadvantaged pupils		902	39	-14	58	981	44	-14	58	1,003	52	61	-9
Other pupils		2,134	60	7	58	2,249	64	6	58	2,277	71	61	10
Within school gap			-21				-20				-19		

Source = Raiseonline statistics, validated data 3/2016

Direction of Travel Key

- Closing the Gap
- No movement
- Gap widening

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Key Stage 4 - Closing the Gaps Trend - Disadvantaged pupils

Hillingdon LA School (3129999)

		Percentage achieving expected progress and more than expected progress from different starting points													
		2013				2014				2015					
		Expected progress			More than expected progress	Expected progress			More than expected progress	Expected progress			More than expected progress		
KS2 Level	Cohort	School %	National other pupils %	Diff %	School %	National other pupils %	Diff %	School %	National other pupils %	Diff %	School %	National other pupils %	Diff %		
English															
Disadvantaged pupils	W	1	0	3	-3	0	3	-3	8	0	7	-7	0	6	-6
Other pupils		3	0	-3	0	-3	-3	-3	17	6	-1	-1	6	0	0
Disadvantaged pupils	1	15	27	38	-11	27	24	3	10	70	34	36	40	23	17
Other pupils		10	40		2	30	6	6	12	50		16	25		2
Disadvantaged pupils	2	63	51	54	-3	22	24	-2	58	47	55	-8	22	28	-6
Other pupils		45	51		-3	22	-2	-2	35	66		11	46		18
Disadvantaged pupils	3	193	60	61	-1	30	23	7	179	55	66	-11	26	27	-1
Other pupils		203	67		6	32	9	9	251	72		6	37		10
Disadvantaged pupils	4	543	67	75	-8	27	30	-3	444	67	75	-8	25	33	-8
Other pupils		1026	78		3	38	8	8	1153	79		4	38		5
Disadvantaged pupils	5	134	66	81	-15	38	45	-7	121	62	80	-18	34	44	-10
Other pupils		594	82		1	49	4	4	647	78		-2	42		-2
Mathematics															
Disadvantaged pupils	W	1	0	2	-2	0	2	-2	6	0	3	-3	0	2	-2
Other pupils		3	0	-2	-2	0	-2	-2	16	0	-3	-3	0	-2	-2
Disadvantaged pupils	1	9	22	15	7	11	7	4	13	23	8	15	23	5	18
Other pupils		7	29		14	14	7	7	11	18		10	9		4
Disadvantaged pupils	2	71	32	20	12	17	10	7	60	17	17	0	13	9	4
Other pupils		50	24		4	10	0	0	52	17		0	15		6
Disadvantaged pupils	3	225	44	50	-6	27	27	0	198	38	46	-8	18	23	-5
Other pupils		245	58		8	33	6	6	271	59		13	28		5
Disadvantaged pupils	4	480	70	81	-11	26	29	-3	370	60	74	-14	19	24	-5
Other pupils		924	84		3	35	6	6	924	78		4	31		7
Disadvantaged pupils	5	165	77	84	-7	45	53	-8	174	68	80	-12	33	49	-16
Other pupils		651	85		1	58	5	5	840	82		2	50		1

Value Added	2013		2014		2015	
	Cohort	School	Cohort	School	Cohort	School
Overall						
Disadvantaged pupils	884	992.1	823	986.3	884	979.2
Other pupils	1880	1012.3	2116	1015.5	2011	1012.3
English						
Disadvantaged pupils	954	999.8	823	998.7	884	998.0
Other pupils	1880	1001.3	2116	1000.7	2011	1000.5
Mathematics						
Disadvantaged pupils	954	999.6	823	998.8	884	998.1
Other pupils	1880	1001.6	2116	1001.4	2011	1000.8
Science						
Disadvantaged pupils	501	1000.5	429	1000.2	594	998.8
Other pupils	1392	1001.7	1619	1000.4	1731	1000.3
Languages						
Disadvantaged pupils	333	1003.1	273	1003.1	376	1000.6
Other pupils	1064	1002.7	1192	1002.8	1220	1002.4
Humanities						
Disadvantaged pupils	478	1000.8	428	999.0	488	999.1
Other pupils	1187	1002.3	1388	1001.5	1407	1001.0

Average Point Score

	2013			2014			2015		
	Cohort	School	Diff	Cohort	School	Diff	Cohort	School	Diff
English APS									
Disadvantaged pupils	1026	36.2	-4.3	878	35.0	-5.4	933	35.0	-5.5
Other pupils	2001	41.5	1	2251	41.0	0.6	2153	40.8	0.3
Within school gap		-5.3			-6.0			-5.8	
Mathematics APS									
Disadvantaged pupils	1026	35.2	-5.7	878	32.3	-7.8	933	33.5	-7.1
Other pupils	2001	42.0	1.1	2251	41.0	0.9	2153	41.0	0.4
Within school gap		-6.8			-8.7			-7.5	
Capped APS									
Disadvantaged pupils	1026	318.6	-32.3	878	267.8	-57	933	273.3	-53.3
Other pupils	2001	368.5	7.6	2251	333.8	9	2153	333.9	7.3
Within school gap		-39.9			-66.0			-60.6	

Threshold	2013			2014			2015		
	Cohort	School	Diff	Cohort	School	Diff	Cohort	School	Diff
English Baccalaureate									
Disadvantaged pupils	1,026	13	-14	878	12	-16	933	16	-12
Other pupils	2,001	27	0	2,251	29	1	2,153	30	2
Within school gap		-14			-17			-14	

Direction of Travel



Key Stage 4 - Closing the Gaps Trend - Disadvantaged pupils

Hillingdon LA School (3129999)

5 A*-C including English and mathematics												
Disadvantaged pupils	1,026	48	67	-19	878	38	62	-24	933	38	63	-25
	2,001	69	2		2,251	66	4		2,153	64	1	
Within school gap												
		-21				-28				-26		
Basics												
Disadvantaged pupils	1,026	48	67	-19	878	41	64	-23	933	41	65	-24
	2,001	69	2		2,251	68	4		2,153	66	1	
Within school gap												
		-21				-27				-25		
English A*-C												
Disadvantaged pupils	1,026	57	74	-17	878	55	73	-18	933	53	74	-21
	2,001	75	1		2,251	77	4		2,153	74	0	
Within school gap												
		-18				-22				-21		
Mathematics A*-C												
Disadvantaged pupils	1,026	58	77	-19	878	51	74	-23	933	52	74	-22
	2,001	79	2		2,251	76	2		2,153	76	2	
Within school gap												
		-21				-25				-24		
5 A*-G												
Disadvantaged pupils	1,026	93	96	-3	878	87	95	-8	933	89	96	-7
	2,001	98	2		2,251	96	1		2,153	97	1	
Within school gap												
		-5				-9				-8		



Source = Raiseonline Statistics February 2016 - unvalidated data



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UPDATE ON THE IMPLEMENTATION OF RECOMMENDATIONS FROM PAST REVIEWS OF THE COMMITTEE

Contact officer: Jon Pitt
Telephone: 01895 277655

REASON FOR ITEM

The attached paper provides a brief summary of progress with regard to the recommendations made by previous reviews on the following topics:

- § Elective Home Education.
- § Reducing the Risk of Young People Engaging in Criminal Activity and Anti-Social Behaviour.

OPTIONS OPEN TO THE COMMITTEE

- § To note the progress provided in the report.
- § To consider the progress to date and developments.
- § To Consider whether there are comments the Committee wishes to make.

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Recommendations	Updates
<p>RECOMMENDATION 1: That an annual Borough network meeting take place between LBH EHE Parents and the local authority to enable networking to take place between different EHE groups.</p>	<p>A borough network meeting was arranged following the POC report in 2012. This was well received and well attended, however it was decided by the parents attending the meeting that, while they were grateful that a network meeting had been arranged, they did not want the local authority arranging future meetings as they were happy to take over the management of the meetings and organise meetings themselves without local authority involvement.</p> <p>This is something we would like to review again to see if there is demand for a local authority arranged network meeting. As such, a question will be included on a proposed questionnaire to ask parents who elect to home educate their children if they would be interested in such an event.</p>
<p>RECOMMENDATION 2: That Officers review the EHE correspondence which is sent to EHE parents to ensure that their tone is empathetic and their contents are not open to misinterpretation.</p>	<p>Correspondence was reviewed following the POC review in 2012 in line with the recommendations. Correspondence has been further reviewed since EHE fell under the remit of the School Placement and Admissions Team in July 2015. The local authority now uses three main letters which have been designed to take into account the POC review recommendations and also reflect good practice following research regarding EHE communication with other local authorities.</p> <p>The first is an introductory letter sent to parents following notification of a child receiving EHE. This contains details about the parents' and local authority's responsibilities regarding EHE as well as a list of useful contacts for support. The second letter is an 'evidence of education' request letter. This letter is clear that parents are invited to submit evidence of education using a number of alternative methods, but are under no obligation to do so. Parents are advised that by submitting evidence or allowing a home visit, they will receive a report highlighting the strengths of education being received. Parents are further advised that if the local authority has any concerns about the quality of</p>

<p>education being provided, the initial response from the local authority is to work together to address this issue in the best interests of the child.</p> <p>The third letter is an annual update letter that is sent routinely to parents educating their own children to update them on recent developments and inviting them to submit evidence of work. We are also proposing to include a questionnaire with this letter which can be completed either online or by post. The survey is intended to find out from parents what their experience is of the support and guidance available for parents organising the education of their child(ren) at home to inform future service development. We also hope to learn from the survey more information about parents' reasons for choosing EHE as they are not required to provide this information to schools when they take their children off-roll.</p> <p>At no point in any of the letters is there any mention of school attendance orders as this will only be considered as a last resort if the local authority remains dissatisfied that suitable education is not being provided, even after parents have been given an opportunity to address our concerns.</p> <p>Further to this, the School Placement and Admissions team have also published a new webpage at www.hillingdon.gov.uk/ehe which provides factual information for parents considering or providing EHE, groups together the LB Hillingdon EHE policy, the POC report and DfE (DCSF) guidance and also provides useful links.</p>	
<p>Information is provided in the introductory letter and on the Hillingdon website regarding The Skills Hub in Yiewsley. This is an exam centre that accepts EHE children. The School Placement and Admissions Team are also exploring alternative options such as Hillingdon secondary schools that are prepared to accept EHE children for examinations and provisions available privately within or outside the borough.</p>	<p>RECOMMENDATION 3: That EHE parents be provided with information on London Borough Exam Centres that will accept EHE children.</p>

RECOMMENDATION 4: That Cabinet be recommended to approve the updated policy on Elective Home Education and that the policy be reviewed on an annual basis.

The policy is still suitable for use by LB Hillingdon as the guidance has not changed since it was agreed, despite a change of Government. The School Placement and Admissions team have provided an updated policy with minor changes to reflect changes in personnel and to remove references which are now out of date.

Recommendations	Updates
<p>RECOMMENDATION 1: To help young people at risk of becoming involved in criminal activity and antisocial behaviour, that the Cabinet Member for Education & Children's Services requests that officers investigate the feasibility of improving access to appropriate preventative services available for young people and their parents, via the Early Intervention Service, where the young person is at risk of becoming involved in crime or anti-social behaviour.</p>	<p>Feasibility has been investigated and processes established to improve access to preventative services re: young people at risk of becoming involved in crime or anti-social behaviour. The early intervention and prevention targeted programme offer has been developed with particular regard to enabling access for vulnerable groups including those at risk of engagement in criminal activity. A referral process has been established whereby all agencies who are working with, or are in a position to identify those at risk are able to refer. In addition. Services carries out outreach work in the community and also delivers work in schools to promote and enable access.</p>
<p>RECOMMENDATION 2: That the Cabinet Member for Education and Children's Services requests that the Early Intervention Service investigates the possibility of kick-starting a Parenting Forum / Network and/or regular seminars for parents of young offenders or young people at risk of becoming involved in crime or anti-social behaviour. Improving awareness and communication</p>	<p>It has not been feasible to establish an independent parenting forum or network. However processes have been developed to attend to the need for parents with young people at risk of involvement in crime. These include targeted parenting support work via the Youth Offending Service, parenting support work through the Team around the Family process and key-work support for families experiencing a range of problems including those associated with crime and anti-social behaviour. Also and within the context of the Child Sexual Exploitation (CSE) agenda, plans are being developed to create a parent led network for parents with issues and concerns in relation to CSE and associated youth crime and serious youth violence agenda.</p>

<p>RECOMMENDATION 3: That the Cabinet Member for Education & Children's Services requests that officers work with the Early Intervention Service to investigate the provision of activities for young people within Hillingdon and the scope for additional provision. In addition, officers are asked to ensure that the YOS has the necessary information to promote suitable activities to young offenders and their parents through the Youth Offending Service and other relevant agencies.</p>	<p>Additional targeted provision has been created through the development of the Early Intervention and Prevention Service in general and the targeted programme component in particular. Other developments include the creation of a new Well-being Service within the Council, which provides a range of universal services for young people to which those at risk of engagement in crime and or anti-social behaviour may be sign-posted. The Youth Offending Service is part of the Early Intervention and Prevention Service and as a consequence is rooted into the activities available through the targeted programme offer. Knowledge of and access to pan-London activities commissioned by the Mayor's Office for Police and Crime (MOPAC) have also been developed.</p>
<p>RECOMMENDATION 4: That the Cabinet Member for Education & Children's Services requests that officers explore the feasibility of working with the Borough's schools to develop and strengthen interventions designed to divert young people from criminal and anti-social behaviour. Officers are also requested to explore the provision of drug and crime awareness education available to young people to ascertain whether it is sufficient and meets the needs of particular communities and age groups.</p>	<p>Work has been progressed with schools in order to strengthen joint work re: interventions designed to divert young people from criminal and anti-social behaviour. This includes the commissioned 'CLASH' forum theatre project, which enables pupils to explore attitudes and concerns regarding serious youth violence and knife crime, through a participative drama production and facilitated discussion groups. Work is also being developed via school cluster meetings in order to progress the Child Exploitation Strategy and which includes preventative work re: violence, vulnerability and crime.</p>
<p>RECOMMENDATION 5: That the Cabinet Member for Education & Children's Services requests that officers investigate the possibility of improving joint work and timely information sharing between partner organisations, with particular regard to young offenders.</p>	<p>Joint working and information sharing has been improved through the creation of the multi-agency Risk and Vulnerability process. The process brings together a range of professionals including the Police, officers, the Youth Offending Service to share information and agree joint actions in relation young people who may be at risk of engagement in criminal and anti-social behaviour. This work processes concerns on a case by case basis as well as considers wider patterns and trends.</p>

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WORK PROGRAMME 2015/2016

Contact Officer: Jon Pitt
Telephone: 01895 277655

REASON FOR REPORT

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

OPTIONS OPEN TO THE COMMITTEE

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

WORK PROGRAMME 2015/16

24 Jun 2015 CR5	Major Review - Consideration of Scoping Report
	School Admissions Update
	Update on previous Major Review of the Committee - Strengthening the Council's Role as a Corporate Parent
	Cabinet Forward Plan - Review forthcoming decisions
	Work Programme – Review the work programme for the coming year

15 July 2015 CR5	Children and Young People's Service Improvement Plan - progress report
	Budget Planning Report for Education & Children's Services 2016/17
	Cabinet Forward Plan - Review forthcoming decisions
	Work Programme – Review the work programme for the coming year

9 Sep 2015 CR5	Major Review – Witness Session 1
	Quarterly School Place Planning Report
	Annual Complaints Report 2014/15 for Children and Young People's Services
	Local Safeguarding Children's Board Annual Report
	Cabinet Forward Plan - Review forthcoming decisions
	Work Programme – Review the work programme for the coming year

7 Oct 2015	Major Review – Witness Session 2
CR5	Consideration of topics for minor review
	Children and Young People's Service Improvement Plan - Quarterly Update
	Child Sexual Exploitation Strategy - Implementation Update
	Cabinet Forward Plan - Review forthcoming decisions
	Work Programme – Review the work programme for the coming year

25 Nov 2015	Major Review – Witness Session 3
CR5	Consideration of topics for minor review
	Update Report - Progress on Implementation of previous review 'Hillingdon's Implementation of the Special Educational Needs and Disability (SEND) Reforms
	Cabinet Forward Plan - Review forthcoming decisions
	Work Programme – Review the work programme for the coming year

13 Jan 2016	Major Review - presentation of draft final report
CR5	Minor Review - Consideration of Scoping Report
	Standards and Quality in Education in Hillingdon 2014/2015
	Budget Proposals Report
	Cabinet Forward Plan - Review forthcoming decisions
	Work Programme – Review the work programme for the coming year

17 Feb 2016	Children and Young People's Service Improvement Plan - Quarterly Update
CR4 and CR4A	Cabinet Forward Plan - Review forthcoming decisions
	Work Programme – Review the work programme for the coming year

16 Mar 2016 CR5	Minor Review - Witness Session
	Update on previous Major Review of the Committee - Reducing the Risk of Young People Engaging in Criminal Activity and Anti-Social Behaviour
	Update on previous review - Elective Home Education
	Cabinet Forward Plan - Review forthcoming decisions
	Work Programme – Review the work programme for the coming year

13 Apr 2016 CR5	Minor Review - Presentation of Draft Report
	Children and Young People's Service Improvement Plan - 2015/16 Overview
	Quarterly school place planning
	Child Sexual Exploitation Strategy - update on issue of Female Genital Mutilation (FGM)
	Cabinet Forward Plan - Review forthcoming decisions
	Work Programme – Review the work programme for the coming year

****all meetings begin at 7pm.***

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FORWARD PLAN 2015/2016

Contact officer: Jon Pitt
Telephone: 01895 277655

REASON FOR ITEM

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

OPTIONS OPEN TO THE COMMITTEE

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

INFORMATION

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

SUGGESTED COMMITTEE ACTIVITY

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

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Upcoming Decisions

Further details

SI = Standard item each month	Ward(s)	Final decision by Full Council	Cabinet Member(s) Responsible	Officer Contact for further information	Consultation on the decision	NEW ITEM	Public / Private Decision & reasons
Cabinet - 17 March 2016							
Revised Scheme for Financing Schools 1 April 2016	Various		Cllr Jonathan Bianco / Cllr David Simmonds CBE	FD - Peter Malewicz	Consultation with schools	NEW	Public
School Capital Programme Update	Various		Cllr David Simmonds CBE & Cllr Jonathan Bianco	RS - Jean Palmer OBE / Bobby Finch	Corporate consultees		Public / Private (3)
Voluntary Sector Leases Report	All	Regular report on discounted leases to voluntary sector organisations that benefit residents and the wider community.	Cllr Jonathan Bianco	RS - Michael Patterson / Michele Wilcox			Private (3)
Monthly Council Budget - monitoring report	All	The Cabinet receives a monthly report setting out in detail the Council's revenue and capital position.	Cllr Jonathan Bianco	FD - Paul Whaymand			Public
Academy Conversions	Various	A standard report to Cabinet to seek approval for the Council granting of long leases to schools who wish to convert to Academy Status.	Cllr Jonathan Bianco	RS - Michael Patterson			Public

Cabinet - 21 April 2016

School Capital Programme Update	This report will update Cabinet and request any necessary decisions in order to progress the School Capital Programme in order to upgrade facilities and keep on track to deliver sufficient places for children educated in the Borough.	Various		Cllr David Simmonds CBE & Cllr Jonathan Bianco	RS - Jean Palmer OBE / Bobby Finch	Corporate consultees	Public / Private (3)
Monthly Council Budget - monitoring report	The Cabinet receives a monthly report setting out in detail the Council's revenue and capital position.	All		Cllr Jonathan Bianco	FD - Paul Whaymand		Public
Academy Conversions	A standard report to Cabinet to seek approval for the Council granting of long leases to schools who wish to convert to Academy Status.	Various		Cllr Jonathan Bianco	RS - Michael Patterson		Public

Cabinet - 19 May 2016

School Capital Programme Update	This report will update Cabinet and request any necessary decisions in order to progress the School Capital Programme in order to upgrade facilities and keep on track to deliver sufficient places for children educated in the Borough.	Various		Cllr David Simmonds CBE & Cllr Jonathan Bianco	RS - Jean Palmer OBE / Bobby Finch	Corporate consultees	Public / Private (3)
Monthly Council Budget - monitoring report	The Cabinet receives a monthly report setting out in detail the Council's revenue and capital position.	All		Cllr Jonathan Bianco	FD - Paul Whaymand		Public
Academy Conversions	A standard report to Cabinet to seek approval for the Council granting of long leases to schools who wish to convert to Academy Status.	Various		Cllr Jonathan Bianco	RS - Michael Patterson		Public