HILLINGDON
LONDON

A

Education & Childrens' Services Policy Overview Committee

Councillors on the Committee

Catherine Dann (Chairman)
Brian Crowe (Vice-Chairman)
Judith Cooper
Peter Curling
John Hensley
Anita MacDonald

Date: **WEDNESDAY, 8 JULY 2009**

Time: **7.00 PM**

Venue: **CR 4, HIGH STREET, UXBRIDGE, UB8 1UW**

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

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Published: Wednesday, 1 July 2009

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This Agenda is available online at:
http://lbh-modgov:9071/ieListMeetings.aspx?CId=242&Year=2009

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Agenda

1 Apologies for absence

2 Declarations of Interest in matter coming before this meeting

3 To confirm that all items marked Part 1 will be considered in public and all those marked in Part 2 will be considered in private

4 To receive and agree the minutes of 10th June 2009

5 Development of Inclusion in Hillingdon Schools

To take evidence from the following witnesses:
- Sue O'Brien – Schools Improvement Officer for Inclusion
- Steve Foot – Head of Minet Junior School
- Clive Neathy – Head Teacher of Rosedale college
- Charlie Taylor – Head Teacher of The Willows School.

6 Maths update report

Update presented by School Improvement Advisor Jean Knapp.

7 Performance and Finance Reports 2008/09

To receive the reports and presentations from Sarah Harty - Head of Resources, Policy and Performance (Education Directorate).

8 Work Programme 2009/10

To consider the Work Programme

9 Forward Plan 2009/10

To consider the latest version of the Forward Plan

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Minutes

Education & Childrens' Services Policy Overview Committee
Wednesday, 10 June 2009
Meeting held at Civic Centre, High Street, Uxbridge

Published on:
Come into effect on: Immediately (or call-in date)

Members Present:
Councillors Catherine Dann (Chairman)
Brian Crowe (Vice-Chairman)
Judith Cooper
Peter Curling
John Hensley
Anita MacDonald

Representatives: Anthony Little, Roman Catholic Diocesan representative.

Officers Present: Chris Spencer, Natasha Dogra, Maggie Waller and Julian Wooster.

Also Present: Councillors Tim Barker, Philip Corthorne, Janet Duncan, Paul Harmsworth, Mo Khursheed, Eddie Lavery, Mary O'Connor, David Simmonds, Michael White, Kay Willmott-Denbeigh.

1. **APOLOGIES FOR ABSENCE**

   None.

2. **DECLARATIONS OF INTEREST IN MATTERS COMING BEFORE THIS MEETING**

   All Members of the Committee are School Governors or have a similar role.

3. **TO CONFIRM THAT THE ITEMS OF BUSINESS MARKED PART 1 WILL BE CONSIDERED IN PUBLIC AND THAT THE ITEMS MARKED PART 2 WILL BE CONSIDERED IN PRIVATE**

   It was confirmed that all items of business would be considered in Part 1.

4. **BUILDING SCHOOLS FOR THE 21ST CENTURY**

   The Chairman welcomed all Members and Officers to the meeting and requested Director of Education and Children's Services, Chris Spencer and Project Consultant Maggie Waller to begin presenting this item to all Members.

   Officers began by recapping what the Building Schools for the 21st Century programme is. It is part of the national Building Schools for the Future programme,

and Hillingdon entered Wave 6 of the programme in February 2009. The programme applies to secondary schools in the South of the borough, with schools in the North awaiting further clarification. The programme has £150 million to refurbish most schools in the South of the borough, with a further £20 million to spend on ICT. Some schools have been recently refurbished and so will not be redone, for example Barnhill and Guru Nanak schools. Abbotsfield and Swakeleys schools are in the worst condition and will be completely rebuilt. The People Referal Unit will be expanded on the Chantry school site as it is a very important school for young people with phobias or those excluded from mainstream schools for a particular reason.

Officers explained that refurbishing schools within the borough would prevent them from sending children out of the borough to study, which proves to be very expensive.

Officers said part of the funding would be spent on improving leisure services and increasing the number of services available for young people and adults in the borough. An example of this is increasing the number of specialist sport facilities available in the borough.

Officers said the next step in the Building Schools for the 21st Century consultation would be as follows:
1. The Pre-Statutory Consultation document would be sent out to all residents of the borough by 22nd June 2009. The consultation period would last until 21st July 2009, during which general feedback would be sent from residents and leaflets would be sent to all schools.
2. A Statutory notice would then be published.
3. The Statutory consultation would take place during September and October 2009.
4. The programme is hoping to be completed by 2014/15.

The Chairman opened the floor to questions from the Members present.

Members enquired about whether the £150 million is enough for the project and whether it is a guaranteed amount donated to the Local Authority. Officers said due to the economic crisis at the moment no amount of funding is guaranteed, though it is thought to be enough to cover this programme. The funding is available up until Wave 6B.

Members asked Officers about Abbotsfield and Swakeleys schools transforming from two single sex schools into one mixed school. Officers explained that both schools will be merged into one building but parents will still be given the option of sending their children to the single sex school. It is very clear in the consultation that the two schools will be developed with separate identities but there would be potential for them to be flexible in the future. There would be more collaboration between the two, and this proposal has been accepted by the schools. Officers said this move would allow the schools to work more efficiently.

Members asked Officers about the availability and encouragement of vocational courses under the Building Schools for the 21st Century programme. Officers said a

broader curriculum and more diplomas would be offered under the 14 to 19 provision. The National College for Schools Leadership has been employed to help schools develop their strategy for change and develop their specialist areas – this would lead to more music and art facilities. Uxbridge College and Brunel University are well engaged with this part of the programme.

Members asked about the involvement of schools in the consultation process. Officers said they meet with Head teachers of schools in the South of the Borough on a fortnightly basis in a forum called "Transformation Champions." Schools have set out their Key Learning targets and identify improvements that could be made to their curriculum. The strategy for change in each school has been mapped and will be reviewed and challenged.

The Chairman thanked all Members and Officers for attending this item, and allowed a ten minute comfort break during which Officers and all Non-Committee Members were given the opportunity to leave.

5.   **MINUTES OF 28TH APRIL 2009**

Agreed and signed by the Chairman.

6.   **MINUTES OF 14TH MAY 2009**

Agreed and signed by the Chairman.

7.   **WORK PROGRAMME**

The Chairman asked Members to provide Officers with ideas for the Committee's second review, due to start in January 2010. The Chairman requested Officers to write a scoping report about each of the following topics and bring them to the Committee meeting scheduled for *9th September 2009*:
1. **Junior to Senior school transition:** changes to the current transition.
2. **Effective Support and Intervention:** interventions in schools in raising standards, what have been successful types of interventions and ways in which the Council should deploy funding into intervention in the future.
3. **Safeguarding Children in schools:** an insight into current practice and performance, safer recruitment issues and the control the Local Authority has over safeguarding children in schools.
4. *Child trafficking:* what is being done to tackle this problem. *The Committee agreed that, if chosen, this issue would be treated as a Part 2 item, due to the sensitive nature of the topic.*

Resolved:
1. For Officers to come back to the Education and Children's Services Policy Overview Committee Meeting on 9th September 2009 with a brief scoping report on the above four review ideas.
2. The Committee agreed the Work Programme 2009/10.

8.   **INCLUSION REVIEW SCOPING REPORT**

The Chairman asked Members to raise any issues with the scoping report for the Committee's first review topic for 2009/10: The development of Inclusion in Hillingdon schools. Members requested that questions 1, 2 and 4 be removed from the scoping report and summarised in one paragraph in the report. This was due to these areas being covered in previous reviews; however one paragraph would provide sufficient background information in these areas.

Resolved:
That Education and Children's Services officers remove questions 1, 2 and 4 from the Inclusion scoping Report and replace them with a paragraph delivering background information in these areas.

**REVIEWS IN 2009/10: DEVELOPMENT OF INCLUSION
WITNESS SESSION 1**

Contact Officer: Natasha Dogra
Telephone: 01895 277488

REASON FOR ITEM

To hear from witnesses, as part of the Committee's 2009/10 review the development of inclusion in the London Borough of Hillingdon.

OPTIONS AVAILABLE TO THE COMMITTEE

1. To question the following witnesses about the development of inclusion in the London Borough of Hillingdon.
   ➤ Sue O'Brien – Schools Improvement Officer for Inclusion
   ➤ Steve Foot – Head of Minet Junior School
   ➤ Clive Neathy – Head Teacher of Rosedale college
   ➤ Charlie Taylor – Head Teacher of The Willows School.

INFORMATION

1. The Committee is responsible for undertaking the 'policy overview' role in relation to Education and Children's Services. This role is outlined at the start of the agenda.

2. Previous experience from both Hillingdon and other Councils indicates that the Committee can have the greatest impact by focusing on a particular topic at one or several meetings.

3. Following discussion at the Committee's meeting on 28th April 2009, Members decided to review the development of inclusion. The scoping report for the review was agreed by Committee on 10th June 2009.

ATTACHED REPORTS
1. Updated scoping report for the Development of Inclusion
2. Inclusion Charter Mark Report – witness statement for Rosedale College.

SUGGESTED SCRUTINY ACTIVITY

• Question the witnesses.

• Start to identify possible conclusions and recommendations from the evidence given.

• Identify issues that the Committee should investigate further as part of the review.

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**EDUCATION AND CHILDREN'S SERVICES
POLICY OVERVIEW COMMITTEE
2009/10**

How should inclusion in schools develop in Hillingdon to best reflect local needs and aspirations?

Aim of Review

To review whether current arrangements and future plans to support inclusive practice in Hillingdon schools are effective. To identify any key barriers to inclusion and potential areas for future development.

Terms of Reference

1. To agree the concept of inclusion referred to in this review e.g. Gifted and Talented, SEN etc

2. To identify the strategies and plans in place and under development both locally and nationally which influence and lead direction

3. To seek views from parents, carers, children, young people and schools on how best practice can be supported within local provision.

4. To identify any service and practice issues that should be considered in future planning.

Key Issues

Where are we now

Standards in the primary sector are good overall, with achievement at KS2 above the national average over the past four years. However, performance has now plateaued in relation to a rising national average. The challenge is therefore to reverse this trend through intensive support programmes to identified primary schools and to ensure that no primary schools are below floor targets in the future.

Over the last three years there has been a 10% improvement in GCSE results, and no secondary schools are below DCSF floor targets. No schools are in special measures and 96% of schools have been judged by Ofsted to be satisfactory or better (70% were assessed as good or better) in inspections since September 2005. In spite of this rapid rate of improvement, at 58% the percentage of pupils achieving 5 or more grade A*-C passes at GCSE is still just below the national average and masks significant variation between schools. Attendance in secondary schools, which is correlated with low attainment and poor pupil progress, improved slightly in 2008 although

remaining below national averages. Our aim is therefore to further narrow the gap in achievement between disadvantaged pupils and their peers and between different schools.

Attainment improved among pupils with SEN in Hillingdon in 2008. Hillingdon ranked in the top quartile of all local authorities nationally for the proportion of pupils with statements or needs met by school action plus who achieved level 2. The gap in attainment between pupils with SEN and their peers is narrower in Hillingdon than is the case nationally both at key stage 2 and key stage 4. See appendix A

The LA leadership role in narrowing the gap

The LA addresses the national agenda though its leadership role in schools by supporting the National Strategies plan and securing national, regional and local delivery of key aspects of DfES policy :

The plan aims to narrow the gap between those who have special educational needs and the overall school population. It focuses on attainment and progression of children with SEN and other children whose levels of development and attainment are significantly below national expectations for the age group and supports progress across all five outcomes of the Every Child Matters/Change for Children agenda.

Pupils with SEN make up nearly 20% of the school population and are the largest proportion of those who do not meet national expectations. There is also considerable overlap with other vulnerable groups and a 40% predictive link with deprivation. Many of the actions in this plan will therefore also impact on a broader range of vulnerable learners.

This plan in Hillingdon is being achieved by supporting schools to:

Deliver Quality first teaching
Assess pupils progress
Progress in planning
Interventions e.g ecar, one to one
Work with parents and families

The key questions are:

1. Are there any particular issues in Hillingdon affecting good inclusion?

2. How can the specialist expertise available in schools be used in supporting inclusive practice in mainstream schools?

3. How well are school staff equipped to meet the needs of a diverse group of children and young people?

Methodology

The Policy Overview Committee is to receive reports, presentations and hear from witnesses.

Consultation

Advertise the review through the Corporate Communications team, via the Council website, resident magazines, resident surveys and external websites.

Documentation

There are a number of reports and plans on Hillingdon's strategic direction for inclusion in schools, including:

Inclusion strategy 2009 -11 (draft)
Outreach from special schools plan (draft)
Building schools for 21st century –Strategy for Change part 1
Inclusive secondary schools information gathering (April 2009)
Inclusion Development plans
One to One
Primary Schools Strategy
Access Strategy (2008-11)
Primary Capital Programme
Inclusion review report (due for completion April 09)
Disabled Children's Strategy (2009-11)
Links to National documentation (Appendix B)

Proposed Timeframe and Milestones

Meeting Date	Action	Milestone
10th June 2009	Approve **work plan** for the review	Work plan agreed
8th July 2009	**Witness Session 1:** Witnesses from potential providers e.g. mainstream and special schools, LA officers.	Assess current and future developments
9th September 2009	**Witness Session 2:** Witnesses from pupils and parent carers.	Identify issues from parent carers and service users
22nd October 2009	Consider potential recommendations.	Recommendations identified.
26th November 2009	Consider and comment on draft report.	**Final Report** agreed.

There are inherent risks in relation to the topic as it is potentially a very wide field. The participation of the proposed witnesses is dependent on their availability.

Appendix A

Pupils with SEN attending schools in Hillingdon

Figure 4 Number of pupils (0 to 19) with statements 2002 to 2008

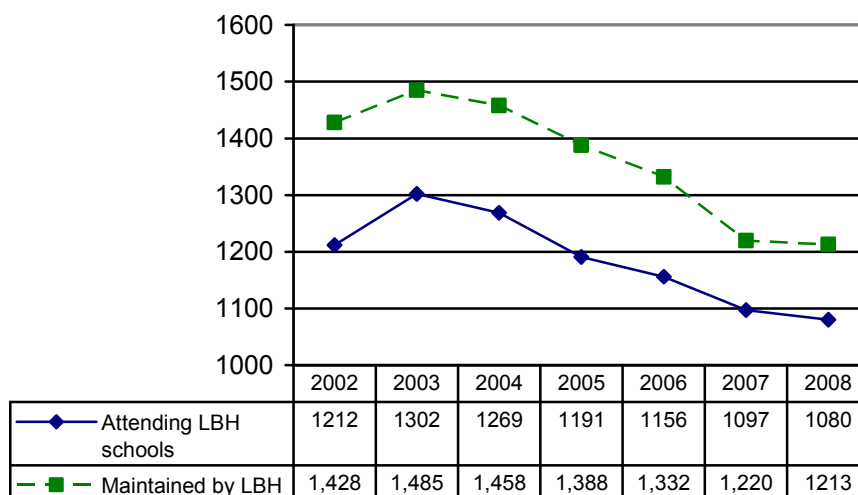|	2002	2003	2004	2005	2006	2007	2008
Attending LBH schools	1212	1302	1269	1191	1156	1097	1080
Maintained by LBH	1,428	1,485	1,458	1,388	1,332	1,220	1213

Figure 4 shows the number of pupils with statements who attend maintained schools in Hillingdon (the blue line) or who have their statement maintained by the authority, regardless of where they attend school (the green broken line).

Concerted efforts have been made in recent years to cease statementing for high incidence SEN, and this is reflected in the declining number of pupils with statements. This does tend to mean that, compared to other authorities, statements maintained by Hillingdon are more complex in terms of need.

In 2003, 254 new statements were issued compared to just 103 in 2006. However, there was a significant reversal of this trend in 2007, with 168 new statements issued in the calendar year.

Table 10 – placement of young people with statements maintained by Hillingdon 2003-2008

	2003	2004	2005	2006	2007	2008
Maintained Mainstream/ Academies	55.2%	56.6%	56.3%	53.1%	49.9%	50.4%
Maintained Special/ Pupil referral unit	32.6%	31.7%	31.9%	33.9%	37.5%	37.2%
Independent or non-maintained special	10.5%	10.0%	9.3%	9.2%	9.3%	9.6%
Educated other than in school/ awaiting provision	1.7%	1.7%	2.4%	3.9%	3.3%	2.8%
Total	1485	1458	1388	1332	1220	1213

Source: Form SEN2

Table 10 shows placements for pupils with a statement maintained by Hillingdon. Since 2004, there has been a decline in the proportion of pupils with statements attending mainstream schools- in any local authority- and an increase in the proportion attending special schools. Over this period, the number of statements maintained by Hillingdon has reduced by 245, and the number of pupils with statements placed in mainstream schools has fallen from 782 to 612.

This may indicate that the current cohort of pupils with statements have much more complex needs than previous cohorts.

226 young people with statements (18%) attend schools outside the control of the local authority, either in other local authority areas and/ or in independent or non-maintained schools.

As at January 2008, 9484 (21.8%) of pupils attending a maintained school or City Academy in Hillingdon, regardless of the authority in which they are resident, were identified as having a special educational need.

- 6291 pupils had their needs met by school action
- 2113 pupils had their needs met by school action plus external intervention
- 1080 pupils had their needs met by a statement of SEN

Compared to 2007, this represents a reduction of 17 in the number of pupils with a statement, but an increase of 307 in the number with needs met by school action and an increase of 365 in the number with needs met by school action plus.

Table 11 - Percentage of pupils with special needs attending mainstream schools (includes nursery and VIth form)

		%Statement	% School Action Plus	% School Action	% with SEN
Primary Schools	England	1.4	6.2	11.9	19.5
	Outer London	1.6	6.3	12.4	20.3
	Hillingdon	1.2	4.3	14.6	20.1
Secondary Schools	England	2.0	5.7	12.1	19.8
	Outer London	2.2	6.2	12.8	21.2
	Hillingdon	1.7	5.6	14.8	22.1

The incidence of recorded special educational needs in Hillingdon is broadly average in mainstream primary schools but above average in mainstream secondary schools. However, proportionately fewer pupils in Hillingdon's mainstream schools have needs met by a statement.

Figure 5 Percentage of compulsory age school population on SEN register by sector, London Borough of Hillingdon, 2002-2008
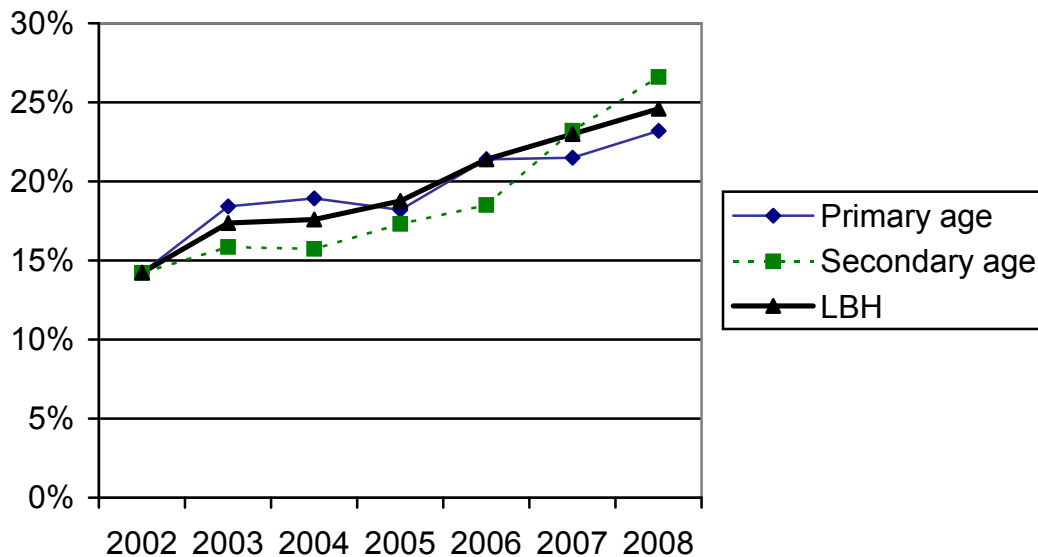
In 2008, there was again an increase in the proportion of compulsory age pupils identified by schools as having special educational needs, rising from 17.6% in 2002 to 26.6% in 2008. This largely occurred in the secondary sector, with 26.6% of compulsory-aged pupils (11 to 16) now recorded as having SEN.

Figure 6: Number of pupils with statements of compulsory secondary school age attending schools in Hillingdon 2002 to 2008

	2002	2003	2004	2005	2006	2007	2008
Total	606	677	700	655	598	547	505
Mainstream	356	434	448	419	374	331	301
Special	250	243	252	236	224	216	204

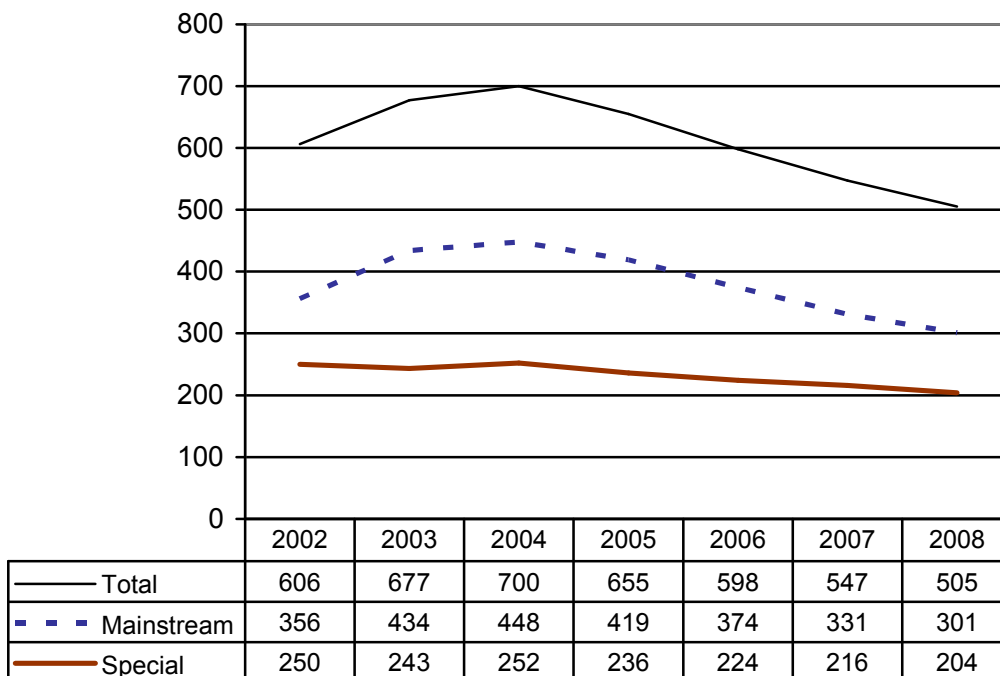**Figure 7: Number of pupils with statements of compulsory primary school age attending schools in Hillingdon 2002 to 2008**

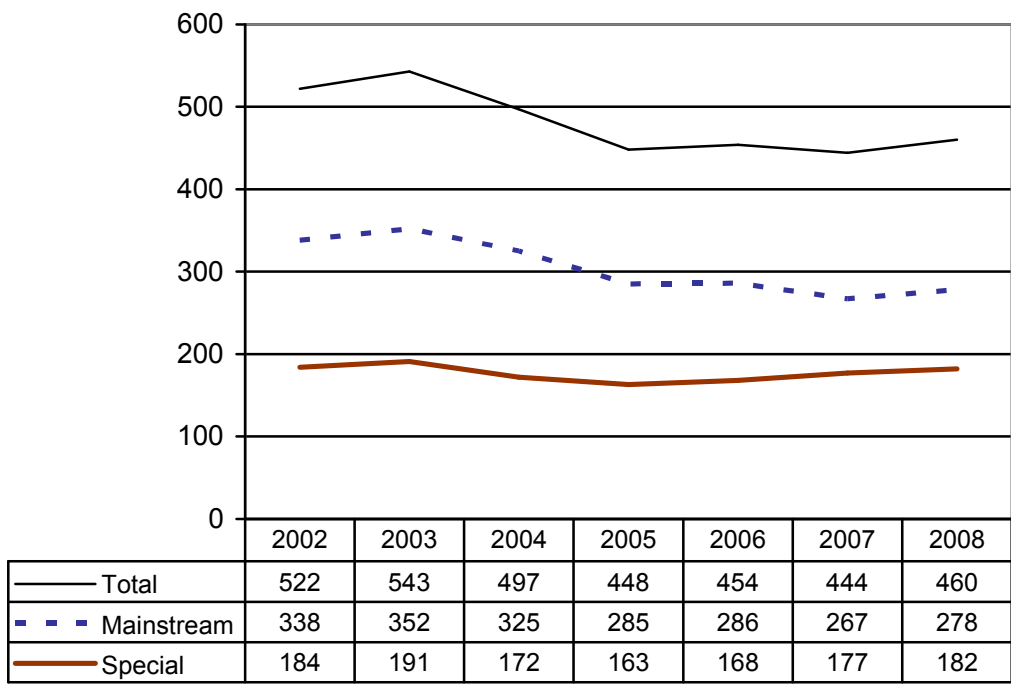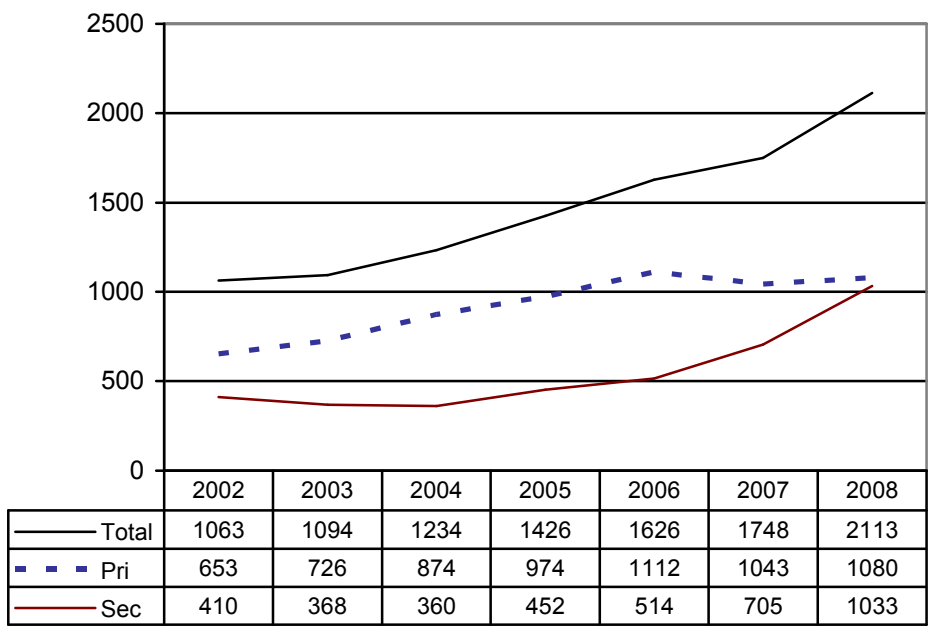|	2002	2003	2004	2005	2006	2007	2008
—— Total	522	543	497	448	454	444	460
- - - Mainstream	338	352	325	285	286	267	278
—— Special	184	191	172	163	168	177	182

Figure 8: Number of pupils with SEN met by School Action Plus attending schools in Hillingdon 2002 to 2008

	2002	2003	2004	2005	2006	2007	2008
—— Total	1063	1094	1234	1426	1626	1748	2113
- - - Pri	653	726	874	974	1112	1043	1080
—— Sec	410	368	360	452	514	705	1033

The number of pupils attending secondary schools with SEN met by school action plus has more than doubled since 2002. This includes both Hillingdon resident and non-Hillingdon resident pupils who attend our schools.

Table 12 - Primary need: Primary age Pupils with SEN met by School Action Plus 2006 to 2008

	2006	2007	2008

Autistic Spectrum Disorder	79	73	73
Behaviour, Emotional & Social Difficulties	275	251	243
Hearing Impairment	39	33	33
Moderate Learning Difficulty	186	189	197
Multi-Sensory Impairment	4	1	2
Physical Disability	34	39	54
Profound & Multiple Learning Difficulty	1	0	0
Severe Learning Difficulty	8	5	8
Specific Learning Difficulty (Dyslexia)	172	161	175
Speech, Language and Communication Needs	244	229	234
Visual Impairment	15	14	10
Other Difficulty/Disability	55	48	51
Total	1112	1043	1080

The number of pupils attending primary schools with SEN met by school action plus has been relatively stable over the last three years at around 1100. Numbers with BESD have decreased slightly, and numbers with physical disabilities and moderate learning difficulties have increased slightly.

Table 13 - Primary need: Secondary age Pupils with SEN met by School Action Plus 2006 to 2008

	2006	2007	2008
Autistic Spectrum Disorder	9	17	26
Behaviour, Emotional & Social Difficulties	167	248	357
Hearing Impairment	27	31	42
Moderate Learning Difficulty	87	141	206
Multi-Sensory Impairment	0	0	1
Physical Disability	15	24	25
Profound & Multiple Learning Difficulty	0	0	1
Severe Learning Difficulty	20	9	8
Specific Learning Difficulty (Dyslexia)	109	123	139
Speech, Language and Communication Needs	43	60	68
Visual Impairment	3	2	5
Other Difficulty/Disability	34	50	155
Total	514	705	1033

There has been a sharp increase in the number of pupils with BESD and MLD met by school action plus attending secondary schools in Hillingdon, which can be linked to the policy decision to cease statementing for high incidence needs. There have been small increases in numbers with ASD, SLCN and dyslexia. However, there has been a large increase in the use of the "other difficulty/ disability" code, and most of these pupils are likely to have been misclassified.

For a number of pupils with needs met by school action plus, a secondary difficulty is also identified. In Table 14, pupils in the 5 to 9 and 10 to 14 age bands are shown according to primary and secondary difficulties. The 0 to 4 age group is not shown because the majority of pupils in that age band do not attend school, and very few of those who do attend schools will have had their needs identified. In addition, the majority of 15 to 19 year olds with needs met by school action plus do not attend schools.

Table 14 - Primary and Secondary Difficulties of Pupils with SEN met by School Action Plus, 5 to 9 and 10 to 14 year olds attending schools in Hillingdon, January 2008

	5 to 9			10 to 14		
	Primary difficulty	Secondary difficulty	**Total**	Primary difficulty	Secondary difficulty	**Total**
Autistic Spectrum Disorder	45	4	**49**	38	8	**46**
Behaviour, Emotional & Social Difficulties	149	37	**186**	241	59	**300**
Hearing Impairment	25	4	**29**	29	2	**31**
Moderate Learning Difficulty	113	37	**150**	209	45	**254**
Multi-Sensory Impairment	2	2	**4**	1	0	**1**
Physical Disability	32	4	**36**	32	3	**35**
Severe Learning Difficulty	5	0	**5**	9	0	**9**
Specific Learning Difficulty (Dyslexia)	73	11	**84**	197	33	**230**
Speech, Language and Communication Needs	173	34	**207**	85	20	**105**
Visual Impairment	7	0	**7**	8	2	**10**
Other Difficulty/Disability	26	9	**35**	114	14	**128**

Taking all pupils with a statement or with SEN met by school action plus as a single group, figures 9 and 10 compare the prevalence of primary difficulties in Hillingdon with national and Outer London averages. There is a lower prevalence of MLD among pupils attending primary schools (figure 9) in Hillingdon compared to the national average, but a higher prevalence of dyslexia, physical disability and autistic spectrum disorder. Data for secondary schools (figure 10) is slightly skewed by the proclivity to use the "other disability" classification. That aside, there is a higher prevalence of speech, language and communication needs.

Figure 9: Maintained primary schools: Number and percentage of pupils with statements of special educational needs or at school action plus by type of need
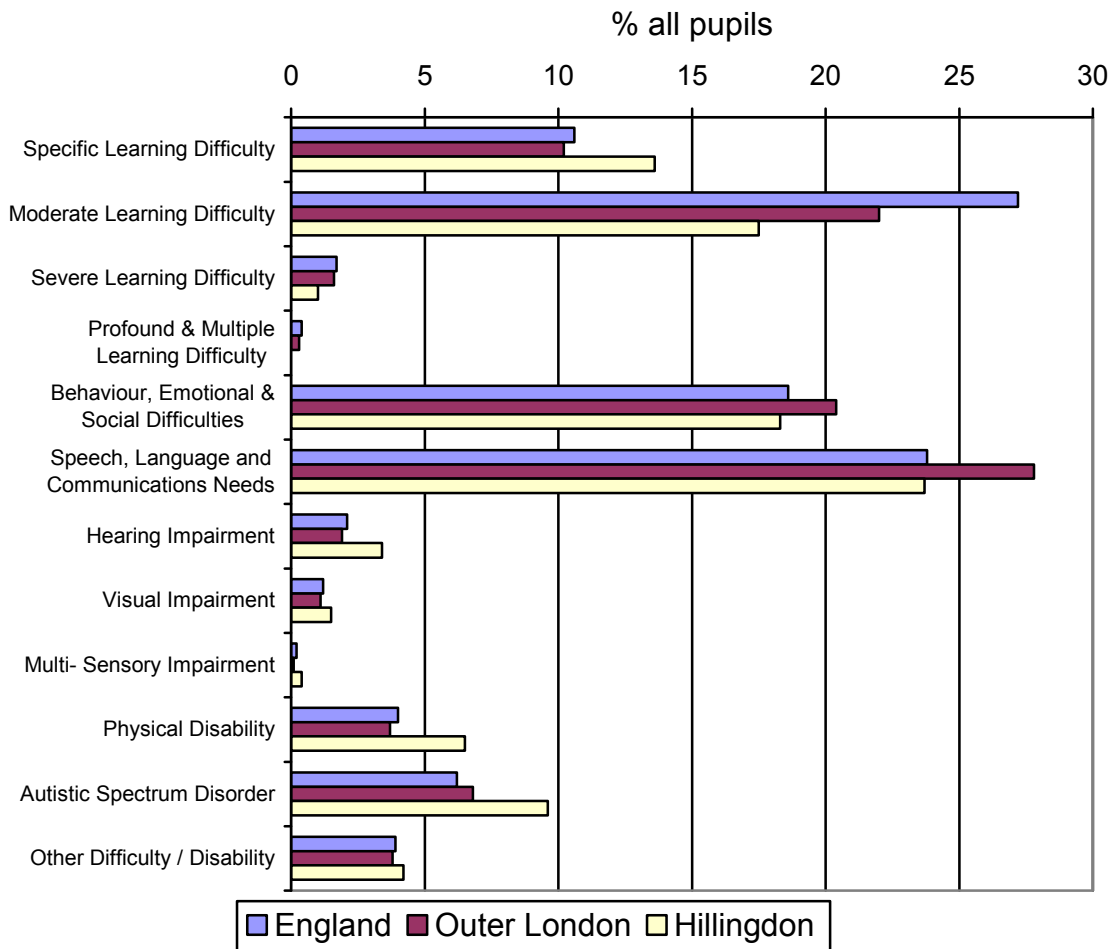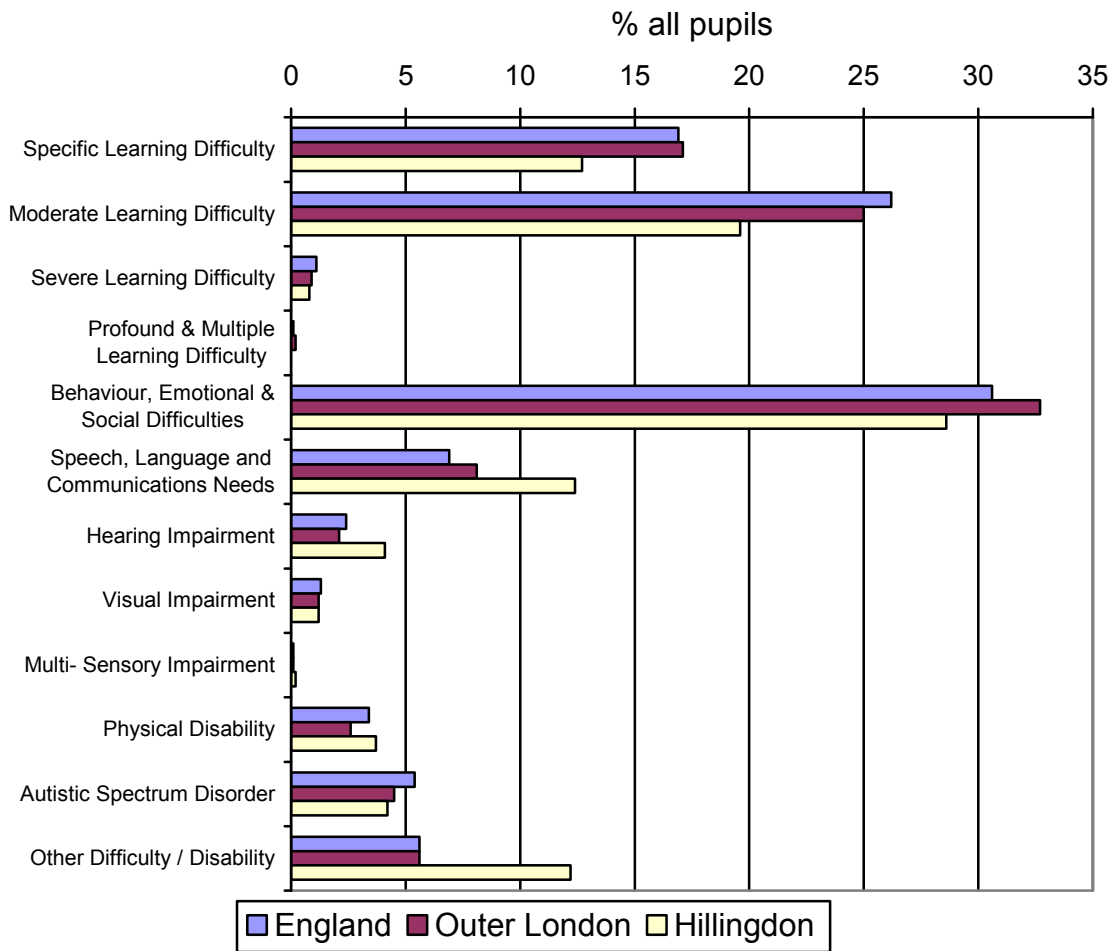
% all pupils

Figure 10: Maintained secondary schools: Number and percentage of pupils with statements of special educational needs or at school action plus by type of need

% all pupils

	England	Outer London	Hillingdon

Specific Learning Difficulty

Moderate Learning Difficulty

Severe Learning Difficulty

Profound & Multiple Learning Difficulty

Behaviour, Emotional & Social Difficulties

Speech, Language and Communications Needs

Hearing Impairment

Visual Impairment

Multi- Sensory Impairment

Physical Disability

Autistic Spectrum Disorder

Other Difficulty / Disability

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Assessment Report
Inclusion Quality Mark

Name of School:	Rosedale College
Executive Principal:	Clive Neathey
Associate Principal: (IQM Coordinator)	Joanne Harper
Date of Assessment:	17th and 18th June 2009
Final Assessor:	Christopher Chivers (HMI)

Summary

The over-riding impression given by Rosedale College is that people matter. This is not a school which pays lip-service to the wording, so allowing it to become a cliché or working to stereotypical formulae. Clear thinking is at the heart of the College. It is a place where needs are identified and where many dreams are enabled to be realised. The College nurtures, challenges and supports students and staff to strive to achieve at the highest possible level. It is also prepared to fully open its doors to visitors. In every part of the College one encounters staff and students who exude happiness and openness, borne of self-confidence and an active interest in others.

This has not always been the case. One gets the impression that the College has endured many painful moments and has had to live through a long period where its profile was very low in the community, impacting on student performance and behaviour.

The College has managed a significant transformation over the past five years, largely by writing its own development script, based on more child-centred approaches. Initiatives are very carefully considered within the whole philosophy, supporting a very focussed improvement agenda. This is a school with a very strong learning culture. The College is working steadfastly towards a more personalised learning agenda, with staff fully committed to ensuring that children receive the best possible education that the College as a body can provide, within and outside school hours. Staff members make themselves available in the evening and weekends as well as providing opportunities during holidays. This is very much valued by the students, who have respect for their teachers, their commitment and their energy.

The College policy can be summarised as a dynamic continuum. There is 1) rigorous analysis of evidence leading to 2) detailed planning, including the provision of appropriate resources and staffing. 3) Students are actively sharing in their learning journey, which is 4) tracked and reviewed at regular

intervals with 5) accurate and detailed records being collated and disseminated, allowing the process to be cyclic and developmental .

This process has been evolutionary, with some avenues having been explored, adapted to need or rejected, if not useful to College development. As in all College development, mistakes were the catalyst for rigorous consideration.

As a result, Inclusion is evident in every aspect of College life, ensuring that Every Child Matters and, as an extension, that every person associated with the College is also fully valued.

The clear vision of the Executive Principal and the Senior Leadership Team (SLT) is demonstrated throughout the College, as evidenced by the conversations with the College partners, staff at all levels, parents, Governors and students. The vision is enacted by staff modelling expectations, treating adults and children with equal respect, ensuring that the ethos is enabled to grow. Students respond accordingly, evidenced through the classroom and outside at different times of the day.

There are very well thought through, strong structures and processes that underpin the child focused philosophy, ensuring that where there are barriers to learning, these are identified and remediated. Students engage with real life issues of a general nature within a range of lessons and on a personal level are supported by several levels of student support. The College is well supported by a broad range of outside agencies, widening access to support to cater for all individual needs.

Learning has been an identifiable focus for current whole-school development, with significant work being undertaken to ensure that personalised approaches to learning are a reality for vulnerable students, with a differential approach being realised for all learners. Learning is tracked throughout a child's career at Rosedale. Systems are in place that will further improve the quality of information derived from attainment data that is given to teachers to support target setting.

The College staff, at all levels, are appraised of and share in, College development, at whole-school level. In many areas of College life, individual teachers and Alliances (faculties) are enabled to operate at the forefront of local and national initiatives in their specialist areas. There is considerable collective professional expertise within the staff. They are supported by the management of the College, both within their work and with training appropriate to their needs.

This is a dynamic school, capable of enthusing and inspiring students and staff. It is open to innovation and subject to rigorous monitoring, from a trained SLT, middle managers and peers. In-house Quality Assurance, supported by external specialists, ensures that judgements are validated, but also that the College is very aware of itself.

That students, parents and Governors value the College is evident through the many conversations held during the course of the two days, both formal and informal. The Governors play a very active part in the school life, strategically and on a day to day basis, and, together with parents act as a critical friend to College development, while deploying their wide expertise in all areas of the College. They are rigorous in approach, further ensuring that the College provides a quality product of which all can be proud.

The College has focussed on developing capacity for improvement. It has a secure agenda for further improvement and can look forward to continuing the growth that will ensure sustained achievement.

There is no doubt that the current Inclusion agenda is sustainable over the long term, as it is firmly embedded in the College life, almost within the fabric of the building, as it is lived through all members of the school community.

Significant strengths:

- Open approach to the needs of the whole school community.
- Very self aware, through relentless review, quality assurance, good knowledge of College data.
- Clear planning at strategic and detailed levels.
- Enthusiastic, supportive staff progressing the learning agenda.
- Motivated students, with a clear view of their learning needs and aspirations.
- Parents, Governors and outside agencies able to provide broader support, but also appropriate challenge.
- A community where everyone's personal and learning needs matter.

I am of the opinion that the College fully meets the standard required by the Inclusion Quality Mark. There are only minor areas requiring development and the College is aware of these. I will recommend to the INCLUSION QUALITY MARK LTD quality assurance board that Rosedale College be awarded the mark. This is, of course, subject to ratification by the awarding body.

Assessor: Chris Chivers

Signed: Date:

Findings confirmed by Inclusion Quality Mark Ltd:

………………………………………
Joe McCann MBA NPQH
Director
Inclusion Quality Mark

Profile

Rosedale College is a very ethnically diverse outer-London school situated in a deprived ward on the site of the former school, Hayes Manor. The school re-opened as a new non-selective College in September 2006 and is much smaller than most secondary schools. Of the students, 88% come from minority ethnic groups and over 78% do not speak English as their first language, a significant increase since the last inspection. The largest ethnic groups of students are Asian (34%), Black or Black British (24%) and White European or White British (20%) descent. The local authority is responsible for an above average number of looked after children of which Rosedale College has a disproportionate number. The College has a high turnover of students and includes a significant number of refugees and asylum seekers who join the College at different times during the academic year. The majority of these students are at the early stage of learning English and a small minority of the school population enter the College without records of their attainment or achievement. The proportion of students with learning difficulties or disabilities is above average, and the percentage entitled to free school meals is very high. The adults working in the College reflect the school population and act as good role models for students. The College has been operating as a full service extended school since 2004. The College has developed a wide range of learning opportunities beyond the school day for students and different community groups. The College is undergoing an extensive but phased building programme.

Several outside agencies contribute well to developing students' language and emotional needs. Students with special educational needs are catered for very well; for example studying subjects, which are relevant to their abilities and interests. The College has expanded the vocational, work-related and work-based subjects on offer and enterprise education has improved, reflecting the College's successful determination to provide courses where students can succeed and therefore feel encouraged to attend regularly. Numerous, valuable links with local businesses and education institutions help to provide an interesting range of options, especially for students who are not enthusiastic about normal school life.

The students' personal development and well-being are good. Their consideration for each other and respect for each other's cultures and faiths are good in this racially harmonious school. Behaviour in lessons is good; students show enthusiasm and clearly enjoy their learning in an atmosphere where teachers understand how to cater for different needs and abilities. Students want to be in College and be involved, and so, the attendance rate has improved sharply and is now good. However, lateness to lessons can still be a problem among a very small minority. The College provides a safe environment in which the attention paid to healthy lifestyles is good. In

particular, the National Healthy Schools Award was graded as excellent, and has transformed eating habits both at lunchtimes and in the breakfast club. The wide range of cuisine from different cultures takes into account the different dietary needs of students and religious observations of food preparation. There has been a clear increase in the number of students, especially girls, who now participate in physical education lessons due to an extended and more attractive choice of activities.

Students make a satisfactory contribution to the wider community. There are many effective local partnership links, which contribute to helping students develop satisfactory workplace skills.

Portfolio and other supporting evidence

The written evidence, in the form of the tracking document, provided by Joanne Harper on behalf of the College, was of a very high quality, gave a clear description of the detail of each aspect of the life of the College and allowed an analysis of how it contributed to the overall aim of ensuring inclusion is at the heart of the College.

The accompanying portfolio, coupled with the availability of video evidence and other written documentary evidence, supported fully the statements made in the tracking document.

This detail was further supported by the evidence gained through the school visit, meetings with a variety of staff, students, parents, governors and LA staff.

The College has interrogated the wealth of data available to it, though the work of Ian O'Connor, Vice Principal. This, together with information from other areas of the College, ensures that decisions are clearly based in evidence, and that staff are working from a very high quality of individualised information.

All discussions were unfailingly open and honest. There was evidence, from the many conversation groups, that communications are excellent between the whole community. These were often mixed participant groups, e.g. staff, governor, LA.

Written evidence available within the College supported the outline descriptors in the 10 elements tracking document and the judgements of the nature of establishment. It is evident that the College has worked consistently to ensure that the Inclusion aspect of the school underpins the aims of the College and establishes a broadly held staff view supporting a wholesome, human(e) ethos.

Element 1 – Student progress

This is a very welcoming school. They have reached a point in development where the learning environment is sufficiently adaptable to be capable of incorporating vulnerable students who have had poor school experiences elsewhere, providing them with very personalised opportunities, ensuring that they begin to make progress in their learning, reflect on their life choices and take responsibility for their futures.

The underlying philosophy is prefaced on the view that everyone is good at something and that all have the capacity to succeed in some form. Here is the language of possibility being articulated and lived through the students. It was said several times during the assessment visit that this school does not give up on children.

Students are safeguarded and have a very clear wrap-around system of support that ensures that, not only do they not "slip though the net", but are enabled to pursue their personal ambitions.

College descriptors:

Student progress is clearly based upon knowing each child. The assessment regime is thorough, allowing secure target setting, based on individualised needs. Assessment supports continuous development to achieve individually, contributing to the corporate aims. These are being surpassed as a result.

The College has established a rigorous strategy for the use of student data.

All students have inspirational targets that are set to ensure an understanding of incremental progress from half termly baseline points. The College also makes use of Fischer Family Trust data to set these challenging targets. All teaching staff have access to the students live data via a web based MIS system. All teachers have student context sheets in place for every class they teach and these are reviewed every six weeks to reflect changes. All staff are emailed detailed spreadsheets showing all student data every six weeks; this allows comparison of student's progress over all subjects.

The senior team discuss student progress each morning and identify intervention strategies. Alliance meetings have a focus on student progress and intervention strategies. All staff complete termly data analyses based upon progress towards their targets.

The College target for 2008 of 35% of students achieving 5 A*-C was surpassed in achieving 68%. 98% of students achieved Level 1 with a CVA for KS2 to KS4 of 1025.5

Individuals are well supported. All students on the SEN register are reviewed regularly with Annual written reviews. For Statemented students these

reviews are completed by the SENCO with support from the Local Authority, Educational Psychologist and parents, guardians or carers. LAC student's reviews are attended by the designated member of staff. All students who require EAL support/targets are supported by the EAL teacher and these students are reviewed regularly. Children in Need or any other vulnerable child is discussed at the Inclusion Panel meeting and targets are set and then communicated to students, parents, guardians or carers

Achievement is celebrated in a wide variety of ways, including a range of certificates and sending photos home to parents.

Every 6 weeks all teachers assess every student that they teach. The assessments take on various forms. Each assessment level is entered onto the College central database and Directors of Teaching and Learning track the progress and discuss any students who are not performing as well as expected with teachers.

At the beginning of each term the whole staff has a 2 hour training slot dedicated to data analysis of their teaching groups. This is done in conjunction with Teaching Associates. From this meeting intervention plans are formed - these are for individuals or groups of students as necessary.

The Senior Team meets every morning for 30 minutes and a good section of this time is spent discussing individual students and any personalised learning opportunities that are able to be offered. This may be mentors, extra lessons (Saturdays, after school or holidays) or a temporary change in student timetables.

Strengths:

- The systems work for the children in the College.
- There are many opportunities for children to be challenged and to experience the needs of the outside world, to form a view of potential futures.
- The College is able to clearly demonstrate that the approaches developed over the past five years have led to significant improvements in student achievement. The 2008 GCSE results show a dramatic increase in A-C grades, with an extremely high CVA score, putting the College in the top 5% of achievement.

Areas for further consideration:

- The main discussion point in this area was within AfL with a move towards more overt personal target setting, beyond the level expectations, to ensure that individual children know, and can articulate, their own discrete targets. Ensure that the level descriptors enable children to be a part of self assessment activities.

- The College might consider the merits of moving from Learning Objectives to a student friendly WALT (We Are Learning To...) and WILF (What I'm Looking For..), allowing children access to both the learning objective and the success criteria. NB WILF is capable of differentiation to the needs of discrete groups and individual needs.

Element 2 – Student attitudes, values and personal development

The students whom I met during the visit were, without exception, courteous, confident and articulate. They were allowed to speak freely and did so openly and honestly. They were a credit to the College.

The discussions showed that the children were fully aware of their part in College life, knew about their personal targets, expectations and ambitions and knew in great detail how they could find the support that they needed should this occur.

They valued their school, their teachers and TAs, saw how the College was enabling them to achieve at their best and represented a community that sees learning as the central feature of Rosedale.
There is a wide range of rewards, encouraging continuous assessment.

There are many layers of support for children's behaviour needs, within the College system, which allows intervention and decisions to be taken by both staff and children, being enabled to make "the right choices".

There are areas where children can physically go to find staff available to discuss their needs, in addition to their tutors, class teachers and SLT members.

Strengths:

- The students articulate the view of themselves and their needs as the central focus for Rosedale. They are aware of the opportunities available.
- They see their teaching as engaging and stimulating.
- Target setting is clear and becoming progressively personalised.
- The award system encourages participation and sustained effort.
- Children know that they are well supported and where this can be best obtained.

Element 3 – Leadership and management

The leadership team at Rosedale has a clear vision that is very well articulated, permeating every aspect of school life. The communication within the College is a strength, ably demonstrated by the Executive Principal,

Associate Principal and Vice Principal and seen at every level of staff, children, parents and outside agencies.

There is a passion for learning at the core of the College philosophy. This applies to all members of the community and, as a result, impacts most positively and is clearly evidenced by College data, on the students. This could be broadened further to a passion for children and their life chances. The students are challenged and encouraged to dream. Having visualised a potential future, they are challenged to perceive their learning journey, to be followed and supported by engaged staff. ECM is lived within the College. This philosophy gives students the permission to dream, aim high and succeed.

There is distributive leadership at Rosedale, with all leaders understanding their roles and working with purpose and determination.

Delegation is evident in the College, with lines of responsibility and communication well understood.

The LA judges the College to be rigorous in its approach, clearly analysing a wealth of data, ensuring that the College as a body knows itself.

Inclusion has been an agenda item for school improvement over a number of years. Over the process the College has evolved to changing needs and has the capacity to continue to do so.

There is clear evidence that the vision of the Executive Principal and the SLT is understood by everyone associated with Rosedale, that it is viewed as a corporate effort and that the Inclusion agenda is clearly embedded in every aspect of College life.

Everyone is enabled to be a part of every aspect of College life at whatever level is suitable for them.

Governors are fully involved with the Inclusion aspect of the College, at all stages, including reviews during regular visits to the site. They receive regular reports, in full GB meetings and in committee.

SEAL is an integral part of College life, ensuring that Emotional Literacy is embedded within the inclusion aspects of College life. This includes active engagement in restorative conversations.

Teaching is rigorously monitored, as well as Performance Management observations. Every teacher is observed.

There is a College quality assurance regime to oversee the processes.

TAs have many individual specialisms, enabling them to be a strength of the system, supporting pastoral and learning needs. Many have been developed

to become significant members of staff, including through GTP routes into teaching roles. The College supports staff personal growth.

The College builds individual capability and skill and the capacity to continue after intervention.

As a direct result of the College systems and their impact on student attitudes, the College has seen attendance rise, turbulence fall and incidents of disruption vastly reduced. This gives time to staff and managers, supported by Governors, to be even more reflective to consider futures. These were actively being discussed and were able to be articulated in some detail.

Strengths:

- Broad and accessible school vision in action.
- Clear routes of communication.
- A team approach to leadership.
- Staff capacity being constantly enhanced.
- Self-aware, self reflective and rigorous within systems.
- Feedback from "critical friends" welcomed.

The College systems have ensured that exclusion has been reduced to an absolute last resort, with every effort being made to avoid that stage. No permanent exclusions this academic year.

Element 4 – Staffing system and organisation

The staff are ably led by thinking managers and are actively encouraged to "think out of the box". As is all aspects of the College, this phrase has real meaning. Staff have permission to be lateral thinkers, helping to broaden the vision as they develop and further interpret the College aims to the learning advantage of the students. There is much evidence of creative and innovative practice. This is broadly shared within a staff seeking to develop its own capabilities. Within a challenging environment, staff often exceed what might reasonably be expected. This is fully recognised by parents and students, who expressed fulsomely their praise for the staff, individually and collectively.

Staff development is a strength of the College. Starting from being valued for the role being undertaken, staff accept challenge, which is not only met but often exceeded. Individual staff are enabled to take on responsibility, supported to succeed and enjoy personal growth as a result. This is a staff with considerable personal and collective expertise. They also present as happy, throughout the staff group.

Innovative practice is encouraged from all categories of staff.

Systems ensure that all children arriving at the College are expected, arrive to a welcome and the items needed to participate fully in the College activities.

The library supports many aspects of the College life, as well as being a central learning environment enabling and supporting independent research for all students.

All staff articulate the view that the College is a mutually supportive staffroom, a place where everyone is valued for their contribution, including their goodwill.

Good practice is shared, monitored through many means, all seen as developmental and supportive.

Strengths:

- High quality teaching and learning offered and being further enhanced and developed.
- Staff capable and permitted to engage in deep thinking about the curriculum.
- Innovation through partnerships.

Development ideas:

- Issue termly updates on the curriculum being offered within the year group, to fully inform and involve parents in the learning journeys being developed. Include a tear off slip for feedback comments.

- Rethink Homework to make it a very active part of learning development. Perhaps rebrand as home activity. Consider participatory activities such as drafting written work in any subject, allowing the next lesson to become an editing or reflective experience.

Element 5 – The learning environment

There is visual evidence within the College that the Inclusion agenda has been embedded:

- through photographs,
- quality display of high quality student's work,
- learning objectives being displayed at the outset of lessons and reviewed within,
- the layout of classrooms encouraging discussion and debate,
- the ease of movement within the College environment, ensuring free flow of students
- the behaviour of students.

Funding is made available to ensure full participation in essential experiences.

There are simple systems to allow exit from classrooms, either for short term needs or for a student to self-refer to one of the pastoral teams.

There was sufficient evidence during the visit to ascertain that the accessibility plan caters for all specific needs, including access to expertise from LA officers.

Strengths:

- Systems are kept simple, easy to understand and to implement.

Element 6 – Teaching and learning

There is a full range of technological supports to T&L, such as Interactive Whiteboards, laptops for teacher and student use, dedicated ICT suites, wireless networking throughout the site. There are also peripherals relevant to the needs of specific faculties and the needs of individual students.
The rationale can be stated simply, resources are bought to need, and where need is clearly articulated, the College does its best to provide the best quality resources available.

Planning for learning provides students with the choice of courses that provide for the full range of their needs. This allows students to be challenged appropriately and enjoy the possibility of success, and given the teacher support being articulated, reaching their goals in the majority of cases.

There was clear articulation throughout the visit that the College keeps the T&L agenda at the forefront of their thinking. There were many examples given of future thinking and developments, notably the embracing of the Diploma agenda, which is seen as enhancing the Inclusive nature of the College.

Children are targeted to make progressive improvement in their learning. They are tracked at multiple points in the school year with feedback on current achievement. Their learning styles are known and accommodated within lessons.
CPD over the past five years has had the focus of Inclusion.

NQTs and new staff are very well supported and inducted to become very effective members of staff through detailed and regular training sessions.

TAs have CPD opportunities relevant to their roles.

Strengths:

- T&L is dynamic, engaging and challenging at all levels of achievement.
- It is subject to rigorous review and development, ensuring that the highest quality is available.

Area for consideration:

- Ensure that the fine detail of day to day teacher planning allows for evaluation and reflection, ensuring on-going self-improvement.
- Consider the model of planning below, but as landscape.
- Ensure that AfL is clearly articulated throughout, to support the individualised learning agenda and to make sure that children are actively reflecting on their own learning needs.

Focus of lesson NB This plan may go to two pages as you include more detail, but you'll get more succinct			
Date/time	Class		Number
	Learning Intentions WALT We are learning to		Target for teacher learning
Inclusion/Differentiation WILF What I'm looking for..... (Group based expectation) Avoid all, most and some. Work with existing class groups to start, levels of current achievement? Current teacher expectation/ individual targets?	Timings	Lesson Content/organisation & management Include as needed Warm up/ starter Introduction/exposition/explanation Introduce group tasks Allocate time for working and ensure expectation clear Interim plenary? Restating/ revising Plenary/drawing together/compare with WALT and WILF.. Children self evaluation	Resources / Materials / ICT Inc LSA support

Assessment/ Evidence of learning Group recording Observation schedule Traffic lights/ thumbs up etc/ smiley faces, 54321 fingers. Reading records		DON'T WRITE A SCRIPT. Focus on outlines of activity and key questions. Be planned to think on your feet. Be the film director, rather than the reader of the script.	References NC NS other
			Health and safety

Reflections on lesson / Evaluation / Implications for future planning
3***stars
2$$wishes
Implications for future planning, next learning steps

Element 7 – Resources and ICT

The College Raising of Achievement Strategic Plan (RASP) and Alliance RASPs clearly indicate the resources required to meet the needs of the students and the curriculum.

The College budget identifies a clear spending stream for ICT resources.

Each student has equal access to the resources required to ensure their educational success.

The College budget is directed as much as is possible at ensuring that the students have the appropriate resources.

Class sizes are kept small to ensure as much adult contact as is possible, including a large number of Teaching Assistants.

Directors of Teaching and Learning are responsible for reviewing all resources in their Alliances. They write their needs into their Alliance RASPs and these are fed into the College RASP, where appropriate. The College RASP then informs budget setting.

Staff receive training on a needs basis. All training is delivered in order to ensure more effective use of ICT during lessons. All staff are expected to be able to communicate electronically and use the College MIS system to record all aspects of student progress.

Strengths:

- The College is actively seeking to maximise the resource base to improve the T&L opportunities of all children
- The College perceives itself at a transitional stage, especially in terms of the school fabric, which is due for an upgrade. The current ethos and approaches will be significantly enhanced as a result.

Element 8 – Parents and carers

The large group of parents, guardians and carers who came to the College to discuss this issue, spoke with one voice, supporting the College ethos and vision.

They recognised:

The College embodies all the following, in the words of the parents present:- Acceptance, welcoming, integration, respect, individual care, understanding, support and guidance, goal and dreams, aspiration, opportunity.

The parents see the College as solution focussed and that they are seen as partners in seeking a solution to any problem.

Contact arrangements with College are very good.

The very good communication with the College staff, especially the welfare system and issues of an individual nature, with very quick response to queries.

The quality of access to teachers at all levels, including senior managers.

The systems in the College that support their children.

Staff who contact the home to support individual students, often out of school hours.

Work being provided for children when they have to be out of College for an extended period.

The systems that allow students with specific issues to self refer to support.

There is a general feeling of being listened to, and where necessary, that action is taken as a result of the conversations. The College knows their children, is accommodating to all needs, a feeling of mutual respect, coupled with very high quality communications in all forms.

Parents are very involved in the life of the College, attending special assemblies and other events.

Parents see themselves as partners in Inclusion issues. They have been kept informed of developments and changes being proposed and encouraged to share their views.

Strengths:

- Quality of communication at all levels.
- Access to relevant staff quickly, allowing early resolution of concerns.
- Relationships between parents and the College.

Element 9 – Governors, external partners and local authority

The Governing Body has been fully involved in the life of the College, at many different levels, from strategic overview to day to day involvement. They sought, seven years ago, to appoint a Headteacher who had the capacity to alter the ethos to a more inclusive approach. The Governors engage in learning walks, involve themselves in classroom activities, monitoring the development of the personalised learning agenda.

Governors see themselves as partners in change and critical friends. They monitor the development journey, while keeping an eye on raising standards across all ability groups. They engage with the College through focussed activity.

The College links with a wide variety of external partners.

The LA was represented within the discussions. The commentary was a very high commendation of the College, particularly its approach to Emotional Literacy, stated as an exemplar of very good practice. There is very good support for EAL. Behaviour management is a strength of the College, acknowledged by the LA officer and within the Ofsted report.

A Connexions adviser is based within the College.

All the partners articulated both their support for the excellent approach of the College to promoting high levels of emotional literacy among all members of the community, but also their willingness to argue, as critical friends, should the need arise.

Strengths:

- An open school, developing an open-minded community, supportive of each other in efforts to make progress.
- Willingness to engage with a wide variety of partners for the sake of each individual child.

Element 10 – The community

The story of the College in the community has transformed over the past seven years. This is held by the community members present to be directly as a result of the leadership of Clive Neathey, supported by a very able staff appointed to the College vision.

The view was expressed of a very outward looking school, one that works in very strong partnerships with a very wide range of partners, in so doing significantly enhancing the opportunities for the students, allowing them to engage with their local community at a very high level.

The public face of Rosedale is now extremely positive. The achievements are being celebrated by the community.

Several community members commented on the provision that is made for individuals, in supporting them to take part in outside activity, but also in accepting apprentices for training in the College.

All agreed that the local community now welcomes and encourages students from Rosedale to participate and actively supports enterprise initiatives. Students are described as positive, articulate and hard working.

The facilities are well used by the community from Nursery age to adult education.

All felt that they are enabled to have detailed discussions with senior staff or others, with any areas of disagreement openly and honestly shared.

Strengths:

- The College is seen as an important element of the local community.
- It is valued for the changes wrought over the recent past, as they have impacted on local people positively.
- The College is a partner to the community.
- Inclusion includes the community.

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Maths Update: Primary and Secondary schools
Contact Officer: Jean Knapp

For the Committee to read the attached report, complete with statistics and question the Officer present regarding any further issues.

OPTIONS OPEN TO THE COMMITTEE

1. To question the officer present:

2. To request further information from officers.

INFORMATION

Background

1. At its meeting of 28 April 2009 the Committee requested Officers to report back to this meeting with statistics and information reflecting the performance of students in the field of Mathematics.

2. Attached are statistics and reports for Primary Schools and Secondary Schools during the Summer term of 2009. Also attached is a Maths Performance update report from 2005, as background information for the Committee

SUGGESTED OVERVIEW ACTIVITY

To consider the performance of students in mathematics and direct any questions to officers present.

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Policy Overview Committee – an update of Primary Mathematics-Summer Term 2009

This paper provides an update following the 2005 Review.

Results over time for Hillingdon and National trends for KS1

Results illustrate that KS1 results are generally in line with national averages

	National Trends for Level 2+	Hillingdon trends
2003	91	91
2004	91	91
2005	91	92
2006	90	91
2007	90	90
2008	90	90

Results show for KS2 for Hillingdon are generally in line with national averages.

	National Trends for Level 4+	Hillingdon trends
2003	73	75
2004	74	78
2005	75	77
2006	77	77
2007	78	78
2008	79	78

STRENGTHS updates
- The considerable, varied experience and expertise provided by the Hillingdon mathematics school improvement team continues.
- Hillingdon has been promoting Assessing Pupil Progress (APP) for the last three years and has been supporting schools in ensuring

that teachers are levelling children's work accurately and ensuring that they set children's work appropriately to their next target.

- Hillingdon has received on outstanding rating from National Strategies for moderation of KS1 assessment
- Use of the Framework and the Renewed Framework Planning Project Materials as a starting point within schools.
- Good to Outstanding project used in a few schools and training to roll out in the summer 2009.
- Tracking, success criteria and target setting systems in schools are improving.
- Lead Mathematics Teachers Guided Group Support and directory support.
- Mathematics Specialist Programme – Hillingdon will have 8 of the first 56 Mathematics Specialists in the system (for the next three years) in 2010.
- Regular Coordinator Support Meetings.
- A varied CPD Programme.
- NQT Data Support new to this year.
- Transition from KS2 to KS3 is now part of the school cycle. Teachers from Years 6 and 7 work together on transition materials to ensure there is continuity in children's learning

WHAT NEEDS TO BE IMPROVED – updates

- Further work required to embed the large quantity of DCFS resources to schools in 2009/10.
- A few of our schools have had large turnovers in staffing and have had to recruit newly qualified teachers (NQTs). However Hillingdon's School Improvement Service has a rigorous programme to support NQTs and out of all our placements only two primary NQTs are having extensions.
- Further work developing and refining the role of the Mathematics Coordinator required in 2010 and beyond.
- L5 Mathematics needs further development
- White, working class girls with FSM.
- To continue to promote APP by providing further support from Leading APP schools.
- Emphasis needs to be placed on schools achieving Level 4 in English but not Mathematics (in the report 2/3 of these children were girls, this trend reflects the picture in Hillingdon). This would also

help support schools achieving their two levels progress in both English and Mathematics.

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Policy Overview Committee – an update of Secondary Mathematics - Summer Term 2009

This paper provides an update following the 2005 Review.

Key Stage 3:
      Results (%) over time for Hillingdon & national trends

	National Trends for Level 5+	Hillingdon trends
2003	71	72
2004	73	74
2005	74	74
2006	77	76
2007	76	76
2008	77	78

	National Trends for Level 6+	Hillingdon trends
2003	49	47
2004	52	50
2005	53	49
2006	57	54
2007	56	55
2008	57	58

Results indicate that for Key Stage 3, there has been a gradual increase since 2003 at L5+ and a significant one at L6+. Results at both Levels are now in line with National averages.
Note that since the demise of SATs at KS3 in 2009, results at the end of this key stage will no longer be externally tested and may not be reported in this way.

Key Stage 4:

Results over time for Hillingdon & local/national trends

	National Trends for A*-C	Hillingdon trends for A*-C
2003	48%	44%
2004	49%	45%
2005	52%	48%
2006	53%	53%
2007	55%	56%
2008	65%	64%

Maths results at Key Stage 4 indicate a considerable increase since 2003. Results are in line with National Averages.

STRENGTHS - updates
The considerable, varied experience and expertise provided by the Hillingdon mathematics school improvement team continues;

- Mathematics Master Classes for more able students in Year 9 and the KS3 Maths Challenge competitions are still being run. All secondary schools (plus three independent schools) are involved. Master class sessions are mainly run by Hillingdon maths teachers or whole departments. The Royal Institution also provide staff to run additional sessions to ensure a full range of experience. Student evaluations of these sessions is universally favourable, being judged very supportive and positive;
- New Secondary curriculum and framework has helped to alter the focus towards specific skills based learning. For example, mathematical process and application are the foci in year 7 in 2008/2009;
- **Enhanced provision**: At Key Stage 4 as well as maths GCSE, some schools offer GCSE statistics to give students the opportunity to gain an extra GCSE L2 grade. This course has also been offered as part of the Year 9 options to be followed in Key Stage 4. In some schools, more able students are offered additional maths rather the statistics. ALAN and Functional Skills (maths) are beginning to be offered for Key Stage 4, in some cases continuing work done in Year 9.
  At post 16, a selection of modules are on offer that make up the maths Qualification. Core, mechanics and statistics are the three most popular, but the combinations vary between schools. Individual schools deliver a the specific modules which best meet both student need and the staff expertise. Additional modules are offered out of normal school time and are designed to partially enhance independent learning skills Finally, plans are being made to establish a Further Maths Network to provide greater support;

- **Recruitment and retention:** Mos**t** maths departments currently stable and fully staffed. Vacancies are generally filled quickly drawing from reasonable fields. Only one secondary school has a acting head of department.
  The Hillingdon Maths Cluster managed by the Secondary Maths adviser is providing maths teachers with the opportunity to develop their skills, try new ideas and become better practitioners using effective tools. One of its main purposes is to up-skill these teachers and aid their career progression. It also provides a strong networking system which encourages the sharing of good practice across the Local Authority.
  There remains however an issue about the availability of effective supply staff to cover absence.
- The LA Maths adviser has been offering/supporting a CPD network (by invitation) to allow main scale teachers the opportunity to try out new ideas & technologies. This has also been supported by the NCETM and has proven to be very successful for all teachers & their students. For 2008/09, two Hillingdon teachers have taken on the lead for this network & it involves up to 15 teachers from 7 of Hillingdon secondary schools

WHAT NEEDS TO BE IMPROVED/DEVELOPED – updates

- Some departments have curriculum support for admin but others do not. The level of support is very variable within schools and seems to be determined by other factors within school structures;
- Some schools are beginning to look at support from university undergraduates for Year 11 students. This is known to have happened this year in at least two schools. This initiative is too recent to measure clear impact;
- A significant focus on 14-19 has taken place over the past two years with Functional Skills (maths, English & ICT) being key elements of the new Diplomas being offered. Functional maths allows students to see where their maths skills will be needed in the work place. Six Hillingdon schools are involved in planning the maths pilot which is due to start preparation for the start date of September 2010. Functional skills should build on from the changes to the Key Stage 3 curriculum which resulted in a focus on mathematical process & application. All schools are aware of these changes and are revising their maths schemes of work.

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Education/Libraries/Arts Overview and Scrutiny Committee
Wednesday 9 February 2005

Theme: Teaching and Learning of Mathematics in Hillingdon Schools

Review Two Years On

Aim:

To review progress made on the recommendations in the report of 20 February 2003 and provide an up-date on the present standards of mathematics achieved by young people emerging from Hillingdon schools.

Method:

- scrutinise relevant data and resulting information presented by the School Improvement Service.

Main findings:

The provision of mathematics education for pupils aged 3 to 11 in Hillingdon continues to have significant strengths and to be recognised as such by both school OfSTED reports and data analysis comparing Hillingdon with its statistical neighbours and with national standards.

The quality of provision provided by 14 and by 18 is shown to have improved in terms of achievement and standards but at 16 there is little evidence of progress.

Staff supply for mathematics education in the secondary phase has been helped by the employment of 'Teach First' trainee teachers in schools in challenging circumstances. This has brought in people who sometimes are choosing teaching as a second career but there has been little progress in bringing recently retired professionals from outside education. There remains a problem with the recruitment of heads of department in all secondary schools. Posts are re-advertised two or three times or more before appointments are made.

Over the past two years the central support team for secondary mathematics has changed completely with the promotion of the school improvement adviser with responsibility for mathematics to a senior adviser post in November 2003 and the departure of the Key Stage 3 consultant for mathematics in January 2004. Permanent replacements took up post in June 2004 and November 2004 respectively. Transition between the primary and secondary phases with regard to mathematics is now a high priority for 2005 and beyond to minimise learning loss at transition.

As part of the strategy to improve opportunities for applying teaching and learning of mathematics in vocational and other real-life contexts the authority has taken up the opportunity to join the London-based national centre for mathematics education at the University of London Institute of Education and to work with the chief adviser for

mathematics nationally, from her appointment in 2005, following implementation of recommendations of the Smith Report.

Report:

Key Stage 1 performance Level 2b+

	2002	2003	2004
LEA	80%	73%	76%
National	76%	74%	75%

Key Stage 1 performance Level 3+

	2002	2003	2004
LEA	36%	31%	31%
National	31%	29%	28%
Statistical neighbours	32%	28%	

Standards in mathematics improved in value added terms at Key Stage 1 in 2004 and are still above the national average, particularly in terms of the percentage of pupils achieving level 3. In mathematics, unusually, test results exceed teacher assessments by about 3%.

Key Stage 2 performance Level 4+

	2002	2003	2004
LEA	78%	75%	77%
National	73%	73%	74%
Statistical neighbours	74%	72%	74%

Key Stage 2 performance Level 5+

	2002	2003	2004
LEA	31%	32%	36%
National	28%	29%	31%
Statistical neighbours	29%	29%	32%

The percentage achieving level 4 or higher in mathematics improved from last year's blip. However, EDP target of 81% was missed, as was the national target of 80%. Attainment at level 5 fell markedly in English and improved in mathematics.

Girls' results in mathematics gave cause for concern in 2003. In 2004, this improved, with boys' results remaining largely unchanged. Boys are still slightly more likely to achieve level 5 in mathematics compared to girls, but equal proportions achieved level or higher. This reflects the national pattern.

Key stage 2 2004: Actual and projected attainment at level 4+ and level 5

		Maths	
		Actual	Projected
Level 4+	All	77	77
	Boys	77	78
	Girls	77	76

	All	36	33
Level 5+	Boys	38	37
	Girls	33	28

Key Stage 3 performance Level 5+

	2002	2003	2004
LEA	64%	72%	73%
National	67%	70%	73%
Statistical neighbours	70%	72%	

Key Stage 3 performance Level 6+

	2002	2003	2004
LEA	42%	46%	50%
National	45%	49%	52%
Statistical neighbours	48%	51%	

Attainment at level 5 improved marginally in mathematics following significant improvement in 2003. Attainment at level 6 improved in mathematics, reflecting national trends. The gap between the local average and the national average in terms of level 6 attainment continues to narrow. PANDA grade C indicates that Hillingdon ranked in the middle 20% of all LEAs nationally in 2004 for level 6 attainment in mathematics, having achieved grade D (lower 40% of LEAs nationally) in 2003.

In order to address the weak value added ratings achieved by Hillingdon in recent years, further improvement at level 6 and level 7 is required. The percentage of pupils achieving level 7 in mathematics fell in Hillingdon despite the national average rising from 20% to 23%.

Key stage 3 average point scores 2002-2004 with 2005 end of PSA target

	2002	2003	2004	2005 target
KS3 Maths - average point score	33.7	35.0	35.5	35.9

Hillingdon remains on course to achieve the PSA target of 35.9 points in mathematics by the end of 2004/05.

GCSE performance A*-C

	2002	2003	2004
LEA			
National		48%	50%

GCSE performance A*-A

	2002	2003	2004
LEA			
National		10.2%	10.5%

GCSE results in mathematics were relatively strong in Hillingdon in 2004, regardless of EAL.

GCE performance average points per entry

	2002	2003	2004
LEA (entrants in brackets)			92 (127)
National		89	89 (25,680)

For 2004 the performance in mathematics GCE would represent a 'B' grade, putting Hillingdon's performance in the top 40% nationally.

BUDGET PLANNING REPORT FOR EDUCATION AND CHILDREN'S SERVICES 2010/11

Contact Officer: Amar Barot
Telephone: 01895 250325

REASON FOR ITEM

This is the first opportunity for the Policy Overview Committee to discuss the current stage of development of budget planning work with regard to Education and Children's Services. Within the context of the Council's overall financial position, this paper sets out the main financial issues facing the Group's services and the work being undertaken to respond to them. This paper gives a strategic context in which the detailed proposals to be discussed at Policy Overview Committee meetings in January 2010 will need to be considered.

OPTIONS AVAILABLE TO THE COMMITTEE

It is recommended that the Committee notes the development of the financial planning process undertaken to date, and comments as appropriate on the response to the issues, being developed by the Group.

INFORMATION

1   This is the first of two opportunities within the planning cycle for the Policy Overview Committee to consider issues relating to budget planning for 2010/11. The focus of this report is the major issues that have been identified through the service and financial planning process for Education and Children's Services. The report to be considered in January 2010 will set out the detailed budget proposals for the Group, those proposals having been included in the report to Cabinet on the Medium Term Financial Forecast (MTFF) on 17 December 2009.

Corporate Summary

2   While the focus of the discussion for the Policy Overview Committee should be the specific services within its remit, it is important that this discussion is conducted in the context of the overall corporate financial position.

3   Cabinet has set clear parameters for the MTFF over the life of the current administration. These are a zero council tax increase for 2009/10 and 2010/11; provision for £1 million new discretionary growth annually; and unallocated balances and reserves to reach £12 million by 2010/11.

4 The report to Council in February 2009 for Tax setting assessed the 2010/11 budget gap at £13.2 million. Early indications are that this is not an overestimate, and that there are potential increases in pressures over and above those already assumed in the £13.2 million budget gap. For example there are potential proposals around the DWP subsidy regime for Homelessness which if they go through will increase the pressure. However, there are also pressures that may reduce, for example Transitional Children. The budget gap will be monitored throughout the year and the budget strategy adjusted accordingly to ensure that a balanced budget for 2010/11 can be set.

5 There will be a new 3-year local authority settlement in the period 2011/12 to 2013/14. The latest information is that at best this settlement will not provide any increase in real terms, although it is more likely, given the current economic situation, that significant cuts in public expenditure will be inevitable. As a result, a budget gap of over £40 million will need to be addressed over this 3 year period in addition to the gap forecast for 2010/11. The whole of local government will be faced with this same challenging position.

6 This continued period of financial pressure for the Council will require the generation of year-on-year savings in order to produce a balanced budget meeting Cabinet's parameters. The basic dynamics that underpin the ongoing savings or cost reduction requirement are set out in the following table:

Table 1: Analysis of Hillingdon's Underlying Financial Pressures

Item	Annual Ongoing Impact (£m)
Cost Pressures:	
Core inflation	4.5
Social care, waste and other national pressures	4.0
Increasing employers pensions contributions	0.6
Capital programme financing costs	2.4
Phased replacement of homelessness budget over the medium term	2.1
Contribution from balances falling out	3.5
Total Pressures	17.1
Resource Increases:	
Council Tax Receipts	1.1
Government Formula Grant	1.7
LAA Reward grant	1.1
Total Resource Increases	3.9
Ongoing Annual Savings Requirement	13.2

Strategy to deal with the budget gap

7   The Council is well placed to deal with the challenges ahead. We have a good track record of coming in or under budget each year and have exceeded the £12m target for balances by the end of 2009/10. We have a well established HIP programme that has helped steer the Council from a position of having low balances to one of having healthy balances at the same time as dealing with significant external challenges around asylum funding and reduced general funding from central government.

MTFF process update

8   The timetable for the budget process has been brought forward from previous years so that a balanced budget can be presented to the Cabinet/CMT awayday in November. CMT have already had several detailed sessions on the MTFF position to develop a robust financial strategy. In addition the first MTFF sessions with Groups took place during early May, two months earlier than last year. These sessions have been used to impress on Groups the size of the challenge ahead and they focussed on several themes and work streams around which each group has developed a detailed programme of budget work. CMT will track the progress on the delivery of the MTFF strategy on a monthly basis throughout the year.

Timetable for 2010/11 budget

The broad timetable is as follows:

Process	Timetable
Initial Scoping Meeting with Leader	March
CMT Scoping sessions	March/April
MTFF Group Review (1) – Scoping Session	May
Monthly Leader MTFF updates	May - October
MTFF review at OMG	July
POC Report on budget context	July
MTFF Review (2) – Challenge Session	September
Joint CMT and Cabinet Awayday	November
MTFF Review (3) – Final Sign-off	November
MTFF reported to Cabinet	December
POC review of draft Group Plans and budget proposals	January
Council Tax setting	February

Budget Planning in Education and Children's Services

Summary of Key Financial Issues

9   There are a number of cost pressures for the group, particularly around recruitment issues within Children's Services, where the cost of agency cover is a continuing issue. Officers are working with Corporate Human Resources to endeavour to address this issue.

10   The group is also working towards delivering the savings identified as part of the Service Review, with the focus on furthering the work on preventative services. However, it will be particularly challenging to find additional savings over and above these targets.

11   The funding of Asylum remains a significant issue. Officers are continuing to work with Home Office officials and ministers to seek additional funding to ensure that the full costs the Council incurs are reimbursed through the grant regime. Officers have amended a UKBA template to enable all Asylum costs to be clearly identified. This has been circulated to authorities by UKBA. The findings should help further our discussions on full funding and around specialist status.

Next Steps

12   The Medium Term Financial Forecast setting out the draft revenue budget and capital programme will be considered by Cabinet on 17 December 2009 and issued for consultation during the remainder of December 2009 and January 20010. This will include detailed consideration by each of the Policy Overview Committees of the proposals relating to their respective services.

BACKGROUND PAPERS

The Council's Revenue Budgets and Capital Programme 2009/10 – reports to Cabinet 19 February 2009 and Council 26 February 2009.

Report for Education and Children's Services Policy Overview Committee

Date of Meeting: July 2009

Quarterly Performance Information Report

Contact Officer: Sarah Harty

Telephone: 0498

Reason for item

The Terms of Reference for Policy Overview Committees include:

> "To monitor the performance of the Council services within their remit (including the management of finances and risk)."

The Quarterly Performance Information Report provides POC with an overview of the performance in **Education and Children's Services for Quarter 2 in 2009/10.**

Options open to the Committee

1. Consider, question officers and comment on the reports, as appropriate.
2. Agree to raise any concerns with the relevant Cabinet member
3. Or note the content of the reports.

Information

The Quarterly Performance Information Report provides a review of the actions taken to meet the Council Plan targets, the Local Area Agreement targets (both of which are outcome driven), performance indicators (local and national) that the groups use to manage and monitor their performance (and are available quarterly) including the Customer Care Standards.

Backing Documents

- Quarterly Performance Review for **Education and Children's Services**

Suggested Overview Activity.

1. The Committee to question Officers about their groups' performance as set out in the QPRs.
2. Make recommendations to Cabinet or Cabinet Member as appropriate

Section A – Final Updates for 2008/9

Attainment at Primary School

Foundation Stage

Performance of Hillingdon pupils remained high with 54% reaching the main threshold measure (NI 72) compared to 49% nationally. The gap in attainment between the lowest attaining 20% of pupils and the rest (NI 92) continued to fall but was still above the national average.

Key Stage 1

Attainment at the end of KS1 was broadly in line with attainment nationally and across our statistical neighbours. The attainment of girls was similar to 2007 but the figures for boys were slightly lower than in the previous year.

Key Stage 2

Attainment at the end of KS2 was broadly in line with attainment nationally as was progress from KS1 to KS2. The proportion of pupils attaining level 4 or above in both English and mathematics (NI 73) remained unchanged at 71% but the proportion of girls at this level increased (to 75%) while the proportion of boys fell (to 67%).

Attainment in Secondary Schools

Attainment in secondary schools continued to improve in 2008, particularly at key stage 4.

The proportion of pupils attaining five or more A*-C grades at GCSE rose sharply again, from 58% to 64%. Since 2004 there has been a 15 percentage point increase in the proportion of pupils achieving this standard. Attainment across Hillingdon schools, using this measure, is now very close to the national average.

The proportion of pupils attaining five or more A*-C grades including English and mathematics (NI 75) increased less dramatically, from 44.9% to 46.4%, and remained just below the national average of 47.6%

The average point score achieved by pupils at the end of key stage 4 rose above the national average, having improved by 30 points since 2007, exceeding the target agreed with DCSF.

Attainment of Looked After Children

There were 21 looked after children for whom Hillingdon was the corporate parent who were continuously in care for one year or more who were aged 10 at the 31st August (born between 01/09/96 and 31/08/97). Of these, just eight attended schools in Hillingdon.

The small size of the cohort means that Key Stage 2 results tend to vary significantly year on year. In 2008 the proportion attaining level 4 or above in mathematics (NI 100) was 33% compared to 50% in 2007 and a national average of 44%.

At Key Stage 4 20% of the 61 pupils for whom Hillingdon was the corporate parent achieved 5 or more A*-C passes at GCSE, compared to 14% nationally. The majority of these pupils, 98.6%, attained at least 1 A*-G grade.

Behaviour

Ofsted behaviour inspection judgements suggest that there have been significant improvements in local schools. 46% of Primary schools were judged outstanding and 51% judged good; 27% of secondary schools were judged outstanding and 50% judged good and 85% of special schools were judged to be good or better.

Attendance

Persistent Absence (pupils missing more than 20% of schooling) in secondary schools in 2007/08 was 4.8%, 2.6 percentage points down on the 2006/07 figure of 7.4%. This was the 9th biggest drop in all 148 LAs in England and took us from 108th to 39th in the England LA rankings.

External Inspections

Of the 66 primary schools in Hillingdon, 49 were judged by OfSTED as 'Good or better'. There is only 1 remaining primary schools causing concern.

Of the 18 secondary schools, 9 are were judged by OfSTED as 'Good or better'. There are no longer any secondary schools in an adverse OfSTED category in Hillingdon.

Hillingdon has no schools which are a serious external cause for concern where SEN is identified as an issue. Two of the special schools in the borough are judged as outstanding.

Youth Offending Service

For 2008/09 the final figure for first time entrants into the criminal justice system in the borough was 377, an increase of 39 cases against the 07/08

figures. Under reporting from the police to the YOS in 07/08 has been noted as a possible issue by the YOS Management Board, resulting in a false picture of actual outcomes. If the 07/08 data is removed the 08/09 figure reflects a general trend of decrease apparent since 04/05.

Traditionally an area of significant challenge for the YOS has been ensuring that young people are actively engaged in suitable full time education, training or employment. Performance levelled at around 68% for a number of years until 2007/08 when it rose to 76.7% and the cumulative figure to date for 08/09 is 86.3%. The last three years has seen the development of a number of initiatives to address the NEET issue, based on the available evidence regarding the prevailing barriers including the introduction of learning mentors, basic skills tutors, exclusions panels, the 'Reading Matters' programme and a more focused service approach from the Connexions PA allocated to the team.

Overall in 2008/09, 67 % of all referred persons did not re-offend within 12 months and 94 % of all referred did not progressing to an ASBO.

Asylum Service

The Asylum Service continues to have a very low NEET population with the majority of children in school or other form of education/employment. Of our 18+ Care Leavers, currently over 500, 90% are in Further or Higher education (with over 100 at University)

Safeguarding arrangements

In order to strengthen the arrangements for protecting children, the HSCB in Hillingdon has reviewed its local guidance and procedures in relationship to core group working. The impact of this has been a greater level of awareness of all partner agencies of the need to co-operate and work together across adult services, children's services and the voluntary sector and to drive forward the Child Protection Plan for each child in a rigorous manner. This raised awareness about the primary focus of the Child Protection Plan and core groups has resulted in a 30% increase in the number of children being safeguarded by a Child Protection Plan during 2008 / 2009.

In addition, the HSCB has:
- Developed and are implementing an e-safety strategy
- Developed processes to ensure all statutory and voluntary agencies in Hillingdon comply with best practice in relation to safer recruitment.
- Reviewed safeguarding arrangements
- Review the effectiveness of the MARAC [Multi-agency risk assessment conference] panel arrangements in relation to children exposed to domestic violence

Section B – Key Performance Indicators

Education data can be found in Appendix A and safeguarding data can be found in Appendix B.

Section C – The Year Ahead

Priorities for the year ahead have been set out in the Children and Families Trust Action Plan. A table showing the priorities, objectives, milestones and indicators from this plan can be found in Appendix C.

APPENDIX A: Education Data Tables 2008

Table 1: Headline Performance overview 2008

Key stage	Threshold	Subject	Hillingdon 2008	Difference to national average	Change compared to 2007	
					Hillingdon	National
Foundation	6 or more	Headline*	54%	5%	3%	3%
Foundation	6 or more	Reading	70%	0%	0%	1%
Foundation	6 or more	Writing	65%	4%	1%	3%
Foundation	6 or more	Numbers	89%	1%	1%	1%
Foundation	6 or more	Calculating	71%	-1%	-1%	2%
Key stage 1	Level 2+	Reading	85%	1%	-1%	0%
Key stage 1	Level 2+	Writing	80%	0%	-1%	0%
Key stage 1	Level 2+	Maths	90%	0%	-1%	0%
Key stage 1	Level 2B+	Reading	73%	2%	0%	0%
Key stage 1	Level 2B+	Writing	59%	1%	1%	-1%
Key stage 1	Level 2B+	Maths	73%	-1%	-1%	0%
Key stage 1	Level 3	Reading	26%	1%	2%	-1%
Key stage 1	Level 3	Writing	11%	-1%	1%	-1%
Key stage 1	Level 3	Maths	21%	0%	1%	-1%
Key stage 2	Level 4+	English	82%	1%	0%	1%
Key stage 2	Level 4+	Reading	86%	0%	1%	2%
Key stage 2	Level 4+	Writing	70%	3%	1%	0%
Key stage 2	Level 4+	Maths	78%	0%	1%	1%
Key stage 2	Level 4+	Science	87%	-1%	-1%	0%
Key stage 2	Level 5	English	28%	-1%	-7%	-4%
Key stage 2	Level 5	Reading	45%	-3%	-2%	0%
Key stage 2	Level 5	Writing	19%	-1%	-1%	1%
Key stage	Level 5	Maths	32%	1%	-1%	-2%

Key stage	Level	Subject				
2						
Key stage 2	Level 5	Science	43%	-1%	-3%	-2%
Key stage 3	Level 5+	English	74%	1%	-2%	-1%
Key stage 3	Level 5+	Reading	69%	0%	-3%	-2%
Key stage 3	Level 5+	Writing	78%	1%	1%	4%
Key stage 3	Level 5+	Maths	78%	1%	2%	1%
Key stage 3	Level 5+	Science	72%	1%	0%	-2%
Key stage 3	Level 6+	English	31%	-2%	-5%	1%
Key stage 3	Level 6+	Reading	31%	-2%	1%	1%
Key stage 3	Level 6+	Writing	35%	-1%	-6%	3%
Key stage 3	Level 6+	Maths	58%	1%	3%	1%
Key stage 3	Level 6+	Science	40%		2%	0%
Key stage 4	Level 2		64%	-1%	6%	4%
Key stage 4	Level 2 inc		46%	-1%	1%	1%
Key stage 4	Level 1		92%	1%	1%	0%

Table 2: LAA Reward Target 1- Improve progress made by pupils at key stages 1 and 2 in targeted under performing schools

Indicators	Baseline	Actual 07/08	Actual 08/09	Target 08/09	Target 09/10
1] The percentage of pupils in specified schools* achieving level 4 or above at Key Stage 2 in English, as measured by DCSF performance tables.	70%	65%	68%	No St 74% Str 76%	No St 77% Str 79%
2] The percentage of pupils in specified schools* achieving level 4 or above at Key Stage 2 in Maths, as measured by DCSF performance tables	62%	62%	63%	No St 68% Str 71%	No St 71% Str 74%
3] The percentage of pupils in specified schools* achieving level 2 or above at Key Stage 1 writing	64%	63%	67%	No St 65% Str 69%	No St 69% Str 74%
4] The percentage of boys in specified schools in Hillingdon achieving level 2 or above at Key Stage 1 reading	63%	65%	74%	No St 64% Str 70%	No St 68% Str 76%
5] Improved borough standards at Key Stage 2 in English and mathematics	81%L4+ E 77%L4+ M	82%L4+ E 77%L4+ M	82%L4+ E 78%L4+ M	83%L4+ E 80%L4+ M	

Str= Stretch target   No St= Targets without stretch
Note: Data relates to financial years (e.g. 2007/08 academic year shown as 2008/09 financial year)

Table 3: LAA reward target 2- Improving progress in under-performing secondary schools

Indicators	Baseline	Actual 07/08	Actual 08/09	Target 08/09	Target 09/10

| Improved progress made by pupils in the 8 secondary schools in the bottom 10% of all schools nationally in 5 or more A*-C GCSEs against FTT type B projections, whilst maintaining overall borough performance at key stage 4 | 42% (615 pupils) (Y11 Pupil Cohort 1464) 2006 Baseline | 50% (760) | 54% (769) | **No St** 49% (663 pupils) **Str** 51% | **No St** 52% (691 pupils) **Str** 54% |

Note: Data relates to financial years (e.g. 2007/08 academic year shown as 2008/09 financial year)

Table 4: National Indicators with Targets

		Financial Year			Targets		
REF	**NATIONAL PERFORMANCE INDICATOR**	**2007**	**2008**	**2009**	**2009**	**2010**	**2011**
NI 73	NI 73 Achievement at level 4 or above in both English and Maths at Key Stage 2 (Threshold) PSA 10	72%	71%	72%	73%	76%	76.3%
NI 76	NI 76 Achievement at level 4 or above in both English and Maths at KS2 (Floor) DCSF DSO		7	5	6	4	2
NI 93	NI 93 Progression by 2 levels in English between Key Stage 1 and Key Stage 2 PSA 11	83%	86%	88%	90%	91%	91.5%
NI 94	NI 94 Progression by 2 levels in Maths between Key Stage 1 and Key Stage 2 PSA 11	74%	76%	76%	77%	83%	83.5%
NI 99	NI 99 Looked after children reaching level 4 in English at Key Stage 2 PSA 11	24%	38%	24%	NA	46%	50%
NI 100	NI 100 Looked after children reaching level 4 in maths at Key Stage 2 PSA 11	28%	48%	33%	NA	41%	45%

		Financial Year			Targets		
REF	**NATIONAL PERFORMANCE INDICATOR**	**2007**	**2008**	**2009**	**2009**	**2010**	**2011**
NI 102	NI 102 Achievement gap between pupils eligible for free school meals and their peers achieving the expected level at Key Stages 2 and 4 PSA 11	27%	28%	26%	26%	24%	22%
NI 104	NI 104 The Special Educational Needs (SEN)/non-SEN gap - achieving Key Stage 2 English and Maths threshold DCSF DSO	58.2 %	52.5 %	53.1 %	44.3%	44.9%	43.9%
NI 107	NI 107 Key Stage 2 attainment for Mixed White / Black Caribbean DCSF DSO	61.7 %	73.1 %	65.1 %	73%	73%	75%
NI 107	NI 107 Key Stage 2 attainment for Black Caribbean DCSF DSO	69.1 %	67.2 %	73.8 %	74%	75%	76%
NI 107	NI 107 Key Stage 2 attainment for Black African DCSF DSO	54.9 %	50.3 %	55.3 %	57%	62%	58%
NI 74	NI 74 Achievement at level 5 or above in both English and Maths at Key Stage 3 (Threshold) PSA 10	64%	68%	68%	72%	75%	76%
NI 77	NI 77 Achievement at level 5 or above in both English and Maths at KS3 (Floor) DCSF DSO	na	1	1	0	0	0
NI 83	NI 83 Achievement at level 5 or above in Science at Key Stage 3 DCSF DSO	70%	72%	72%	76%	80%	81%
NI 95	NI 95 Progression by 2 levels in English between Key Stage 2 and Key Stage 3 PSA 11	22%	32%	24%	36%	39%	40%
NI 96	NI 96 Progression by 2 levels in Maths between Key Stage 2 and Key Stage 3 PSA 11	57%	56%	60%	61%	68%	70%
NI 75	NI 75 Achievement of 5 or more A*-C grades at GCSE or equivalent including English and Maths (Threshold) PSA 10	43%	45%	46%	50.0%	52.3%	52.5%
NI 78	NI 78 Achievement of 5 or more A*-C grades at GCSE and equivalent including GCSEs in English and Maths (Floor) PSA 10		3	3	1	0	0

REF	NATIONAL PERFORMANCE INDICATOR	Financial Year			Targets		
		2007	2008	2009	2009	2010	2011
NI 84	NI 84 Achievement of 2 or more A*-C grades in Science GCSEs or equivalent DCSF DSO	40%	38%	42%	44.0%	48.0%	52.0%
NI 86	NI 86 Secondary schools judged as having good or outstanding standards of behaviour DCSF DSO		9 of 12 (75%)		75%	78%	80%
NI 87	NI 87 Secondary school persistent absence rate DCSF DSO	7.5%	7.4%	5.5%	6.2%	5.8%	5.4%
NI 97	NI 97 Progression by 2 levels in English between Key Stage 3 and Key Stage 4 PSA 11	58%	55%	64%	59.0%	63.2%	63.5%
NI 98	NI 98 Progression by 2 levels in Maths between Key Stage 3 and Key Stage 4 PSA 11	30%	32%	28%	34.0%	38.0%	38.5%
NI 101	NI 101 Looked after children achieving 5 A*-C GCSEs (or equivalent) at Key Stage 4 (including English and Maths) PSA 11		11%	8%	16%	19%	22%
NI 102	NI 102 Achievement gap between pupils eligible for free school meals and their peers achieving the expected level at Key Stages 2 and 4 PSA 11	29.2 %	25.3 %	22.8 %	GCSE = 23%	GCSE = 21%	GCSE =19%
NI 105	NI 105 The Special Educational Needs (SEN)/non-SEN gap - achieving 5 A*-C GCSE inc. English and Maths DCSF DSO	43.5 %	37.2 %	37.1 %	35.0%	39.7%	38.8%
NI 108	NI 108 Key Stage 4 attainment for Mixed White / Black Caribbean DCSF DSO	34.2 %	35.4 %	30.4 %	41%	43%	46%
NI 108	NI 108 Key Stage 4 attainment for Black Caribbean DCSF DSO	28.6 %	39.7 %	40.3 %	40%	40%	43%
NI 108	NI 108 Key Stage 4 attainment for Black African DCSF DSO	25.8 %	28.4 %	33.3 %	30%	30%	30%

NB: Blue rows included in Hillingdon Local Area Agreement (LAA)

APPENDIX B: SAFEGUARDING DATA TABLES 2008

Table 5: National Indicators - Children and Families
Some figures in this report are taken directly from Protocol and whilst
every effort has been made to ensure all records on Protocol are
accurate any figures contained in this report are subject to change as
data is verified and corrected.

Ind.	Description		Old ind.	Source	2008/09	2009/10	2007/08	
					Result	Yearly Target	Stat Neigh.	National
NI 19	Rate of proven re-offending by young offenders PSA 23		YJB Returns	YOS	34.6%		36.70%	37.40%
NI 43	Young people within the Youth Justice System receiving a conviction in court who are sentenced to custody MoJ DSO		YJB Returns	YOS	9.6%		7.90%	5.90%
NI 44	Ethnic composition of offenders on Youth Justice System disposals MoJ DSO	White	YJB Returns	YOS	66.5%		not yet available	not yet available
		Black			5.2%		not yet available	not yet available
		Asian			13.5%		not yet available	not yet available
		Chinese or other			12.8%		not yet available	not yet available
		Mixed			1.5%		not yet available	not yet available
		Not Known			0.5%		not yet available	not yet available

NI 45	Young offenders' engagement in suitable education, employment or training MoJ DSO	YJB Returns	YOS	84.2%		67.50%	68.70%
NI 46	Young offenders' access to suitable accommodation MoJ DSO	YJB Returns	YOS	99.4%		94.20%	93.70%
NI 59	Percentage of initial assessments for children's social care carried out within 7 working days of referral DCSF DSO	2020SC	CPR3	71.4%	85%	65.4	68.4
NI 60	Percentage of core assessments for children's social care that were carried out within 35 working days of their commencement DCSF DSO	PAF C64	CPR3	77.6^%	90%	79	78
NI 61	Timeliness of placements of looked after children for adoption following an agency decision that the child should be placed for adoption DCSF DSO	New ind	903	60.0%	70%		
NI 62	Stability of placements of looked after children: number of placements DCSF DSO	PAF A1	903	7.8%	11%	13	12
NI 63	Stability of placements of looked after children: length of placement DCSF DSO	PAF D78	903	75.2%	85%	62.6	65.9
NI 64	Child Protection Plans lasting 2 years or more DCSF DSO	PAF C21	CPR3	3.0%	3%	8.8	5.8
NI 65	Percentage of children becoming the subject of a Child Protection Plan for a second or subsequent time DCSF DSO	PAF A3	CPR3	8.9%	13%	12.0	13.4
NI 66	Looked after children cases which were reviewed within required timescales DCSF DSO	PAF C68	903	Unable to report	100%	91	85
NI 67	Child protection cases which were reviewed within required timescales DCSF DSO	PAF C20	CPR3	100%	100%	99.9%	99.50%
NI 68	Percentage of referrals to children's social care going on to initial assessment DCSF DSO	2017SC	CPR3	34.4%	not set	38.0%	56.0%

NI 87	Secondary school persistent absence rate DCSF DSO	New ind	TDA	5.9%	5.8%	New ind for 2008/09	
NI 103a	Special Educational Needs – statements issued within 26 weeks (excluding exceptions) DCSF DSO	New ind	SEN Team	89.8%	95%	New ind for 2008/09	
NI 103b	Special Educational Needs – statements issued within 26 weeks (including exceptions) DCSF DSO	New ind	SEN Team	91.1%	85%	New ind for 2008/09	
NI 111	First time entrants to the Youth Justice System aged 10-17	YJB Returns	YOS	381	320		
NI 114	Rate of permanent exclusions from school DCSF DSO	BV 044	SEN Team	0.07	0.08%	n/a	n/a
NI 117	16 to 18 year olds who are not in education, training or employment (NEET) PSA 14	7	Connex.	n/a	6.4%	6.6%	7.1%
NI 147	Care leavers in suitable accommodation PSA 16	5037SC	903	45.4%	82%	84.0%	87.3%
NI 148	Care leavers in education, employment or training PSA 16	PAF A4	903	49.1%	66%	0.73	0.76
PSA 13	Preventable child deaths as recorded through child death review panel processes	New ind	Review Panel	1	not set	New ind for 2008/09	

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Appendix C: Hillingdon Children and Families Trust Action Plan

HCFT Priority	HCFT Objectives	Local Strategic Milestones	PI	End date	Lead
Promoting a safer environment for children and young people	HCFP01 - Ensure children and young people are safe from harm and protect those known to be at risk of abuse	- Ensure that all London child protection procedures are accessible and are being used by all practitioners in each of the partner agencies	NI 64 NI 67 NI 68 NI 69 NI 70 (E) NI 71	March 2010	Local Safeguarding Children's Board
		- The Trust to co-operate with the LSCB and its sub-groups on preventing accidents and road traffic accidents by supplying data and raising awareness via the partner agencies			
		- The Trust to co-operate with the LSCB and its sub-group on bullying by supplying data and raising awareness via the partner agencies			
		- The Trust will support the LCSB HR sub-group in the implementation of the vetting and barring scheme across partner agencies via the Trust's workforce reform group			
		Implementation of the 'Baby P action plan' as agreed by the LSCB			
		- Deliver locally the Home Safety Equipment Scheme (subject to funding)	NI 70 (E)	Dec 2009	
		- Implementing ICS through Protocol system	NI 60 (E)	March 2010	
		- Implement the recruitment and retention policy	LAA		
		- Further develop integrated and interagency working to ensure that assessments are comprehensive.	NI 59		

HCFT Priority	HCFT Objectives	Local Strategic Milestones	PI	End date	Lead
	HCFP02 - Create a safe environment	- Improve joint working between Trust and Safer Hillingdon Partnership - Development of the Youth Crime Prevention Strategy	NI 48 (E) NI 70 (E)	March 2010	Safer Hillingdon Partnership/ Children & Families Trust Board
		- To implement the prevention of violent extremism toolkit for schools	NI 35	March 2010	Stronger Communities Partnership
Improving health and emotional well-being	HCFP03 - Improve healthcare provision provided to children and young people	- DEVELOP THE FAMILY NURSE PARTNERSHIP (SUBJECT TO FUNDING)	Cross section health PIs	March 2010	TBD
	HCFP04 - Ensure children and young people lead healthy lifestyles	- Deliver a programme to parents to promote healthier eating and take-up of school meals - Run healthy eating events and catering improvement programmes in schools to promote healthier eating and take-up of school meals. - Evaluate and implement the necessary improvements for data collection method to ensure full compliance from Primary, Secondary and Special Schools	NI 52 LAA	March 2011	Children's Health Group

HCFT Priority	HCFT Objectives	Local Strategic Milestones	PI	End date	Lead
		- Hospital, PCT and Regional Infant Feeding Coordinator to implement the breastfeeding action plan - To work towards Baby Friendly Accreditation - Establish Peer Support Worker Drop-in Clinics around the LBC for 4 days per week	NI 53 LAA	March 2011	Children's Health Group

		- Review the strategic planning and commissioning priorities for:
		  o Obesity
		  o Teenage Pregnancy
		  o Drug & Alcohol
		  o Sexual Health
			NI 55 (E)
			NI 56 (E)
			NI 112
			NI 115
				March 2010	Joint Commissioning Board

		- Implementation the children's element of the obesity strategy		March 2010	Local Strategic Partnership

HCFT Priority	HCFT Objectives	Local Strategic Milestones	PI	End date	Lead
	HCFP05 - Improve sexual health promotion	- Develop and launch of young people's condom policy to support prevention of sexually transmitted infections and unwanted teenage pregnancy - Put in place arrangements for a sustainable condom distribution scheme in young peoples settings. - Establish a programme of targeted support to 6 secondary schools to improve their delivery of sex relationship education to young people - Develop and implement a common teenage pregnancy dataset for young people accessing preventative services in Hillingdon to help evaluate the effectiveness of services and plan for the future - Review the effectiveness of all teenage pregnancy funded posts and projects to inform future strategy and resource allocation - A peer education programme developed in sixth forms & college to increase awareness of local sexual health services	NI 112 (E) LAA NI 113	March 2011	Teenage Pregnancy Steering Group

HCFT Priority	HCFT Objectives	Local Strategic Milestones	PI	End date	Lead
Improving health and emotional well-being	HCFP06 - Improve the emotional well-being of children and young people	- Ongoing training for reception staff, assessing young people's needs, planning the curriculum, creating a language-rich environment, monitoring and regular consultation between specialist and staff. - Implement MAST Review. - Marlborough Project – to continue and extend to cover school if funding permits. - Extend training on Mental Health to Primary Schools. - Set up a Steering Group to review Tier 1 & Tier 2 Mental Health Programmes in schools. - Roll-out training in mental health for secondary schools in first wave. - Devise appropriate training in mental health with CFACS for primary schools.	NI 50 NI 69 (E)	March 2010	Child and Adolescent Mental Health Services Steering Group
	HCFP07 - Tackling Childhood Poverty	- Develop and implement a strategy action plan for child poverty	NI 116	March 2010	Local Strategic Partnership

HCFT Priority	HCFT Objectives	Local Strategic Milestones	PI	End date	Lead
Improving sport, leisure and play provision	HCFP08 - Improve access and information for children and young people to a range of play and sporting opportunities	- Improve provisions and supported/monitored by School Improvement adviser - Targeted support to ensure all sports hubs functioning effectively - SEF 4A (Healthy Lifestyles) - Monitor of the level of participation of pupils, in particular girls at KS4	NI 57 (E) LAA	March 2010	Schools Sports Partnership
		- Play projects delivered in identified areas of the borough	NI 199		Hillingdon Play Association
Increasing and improving the access for children and young people to positive activities	HCFP09 - Improve positive activities for children and young people	- Continue to develop and implement the Positive Activities for Young People Strategy 2009 - 2011 - Re-model current service delivery teams to enable the operational delivery of the expanded offer; - Continue the development of Detached and Mobile Services to support vulnerable young people to access the offer.	NI 110 LAA		Integrated Youth Support Service Board
	HCFP10 - Improve the participation of children and young people	- Develop and implement a C&YP participation strategy and toolkit		March 2010	TBD

HCFT Priority	HCFT Objectives	Local Strategic Milestones	PI	End date	Lead
	HCFP11 - Develop 3 new youth centres	- To complete detailed design work and planning and tendering process - To complete contracting and construction process - To complete recruitment process leading to facilities being operational		March 2010	Integrated Youth Support Service Board
Improving educational attainment and achievement	HCFP12 - Improve standards in the early years	- Roll out of Phase 1 of the new early years quality assurance framework (BEEL) - Roll out of Phase 2 of BEEL	NI 72 NI 92 (E)	March 2010	Schools Strategic Partnership Board
	HCFP13 - Improve standards at all key stages	- To ensure effective support is given to all Hillingdon schools to raise attainment in line with expectation - To monitor, support and challenge all schools to ensure that all improve according to level of need and potential	NI 73-98 NI 75 - (E)	Ongoing	

HCFT Priority	HCFT Objectives	Local Strategic Milestones	PI	End date	Lead
		- Monitor attainment of pupil with FSM and their peers via the termly annual school review - Ensure headteachers and school data managers are fully aware of any issues and action them appropriate - Continue to fully implement successful LA intervention and support strategies to raise attainment for all pupils	NI 102 (E) LAA NI 107 (E) NI 108 (E)	March 2010	
		- Improve access to technology away from schools		March 2010	
	HCFP14 - Promote social inclusion and good standards of behaviour & attendance	- SEAD is rolled out to pre school pupils - Secondary schools incorporate SEAL within their SEF	NI 69 (E) NI 86 NI 114 (E)	March 2010	

HCFT Priority	HCFT Objectives	Local Strategic Milestones	PI	End date	Lead
Improving the transition of children and young people through childhood and beyond	HCFP15 - Developing an integrated youth support service including Targeted Youth Service	- To continue the development and Implementation of the Integrated Youth Support Service Strategy. - To continue the roll out of targeted youth support services across the borough. - To achieve 'embedded' status across all IYSS delivery elements.	Cross section of attainment, youth offending and health PIs	March 2010	Integrated Youth Support Service Board
		- TYST steering group to develop a financial plan based on a review of existing services and projected reduction in demand for expensive higher tier services - Roll out of the TYST across the North and South localities		March 2010	
	HCFP16 - Improve the transition at key stages	- Curriculum audit to analyse the current provision of courses in schools post 16 below level 3 - Functional skills pilot in English Maths and ICT being extended from 9 to 13 - 14-19 curriculum changes, diplomas and Foundation Learning Tier to provide an additional pathway of learning	NI 79 LAA NI 80 NI 81 (E) NI 82 (E) NI 90 NI 91 (E)	March 2010	NEET steering Group – Integrated Youth Support Service Board 14-19

HCFT Priority	HCFT Objectives	Local Strategic Milestones	PI	End date	Lead
		- To continue the development and implementation of the NEET Strategy - To continue the development and implementation of the IAG Strategy. - All three 14-19 collaboratives fully operational by sept 09	NI 106 (E) NI 117 (E)	March 2011	Steering Group
	HCFP17 - Improve educational achievement and vocational skills of young people	- To continue to implement the 14-19 strategy with particular focus to 'Staying on' and 'Transfer of funding from LSC' - Full implementation of CHOICE to provide greater learner demand - Foundation Learning Tier implemented to provide a pathway for learning that is missing at this level		Sept 2009	
	HCFP18 - Improve the financial literacy of children and young people	- Develop an Education Finance Strategy		March 2010	Commissioning team

HCFT Priority	HCFT Objectives	Local Strategic Milestones	PI	End date	Lead
Improving outcomes for children looked after	HCFP19 - Improve educational standards of children looked after	- Development of Hillingdon's Virtual School - Implementation of Personal Education Allowances - Profiling individual support needs through the Personal Education Plan	NI 99 NI 100 NI 101 (E)	March 2010	Corporate Parenting Board
	HCFP20 - Improve the health and well-being of children looked after	- Undertake Strengths and Difficulties questionnaires to provide base line information to inform health assessments. - Deliver the CLA professionals conference, which will include workshop on promoting the health and well-being of CLA.	NI 58 NI 61 NI 62 NI 63 NI 64 NI 66	March 2010	
Improving outcomes for children with disabilities and additional needs	HCFP21 - Improve educational standards of children with disabilities and additional needs	- Continue to monitor the attainment of pupils in this group via the annual school review - Continue to focus on and support teaching and learning and curriculum offer to ensure that schools are meeting the needs of theses pupils through the Principal School Improvement Officer (Inclusion) - Special schools, SRPs and central teams to provide co-ordinated outreach to mainstream schools	NI 103 NI 104 (E) NI 105 (E)	Sept 2010	Disabled Children Steering Group

HCFT Priority	HCFT Objectives	Local Strategic Milestones	PI	End date	Lead
	HCFP22 - Improve the health and well-being of children with disabilities and additional needs	- Implement year 1 of disabled children's strategy including: • Short break provision will increase • Parent participation policy will be in place • Early support will be offered to all families with children under 5	NI 54	March 2010	
Reducing young people's involvement in offending and disorder	HCFP23 - Reducing the number of first time youth offenders and re-offending	- Development of an information system that monitors referral levels and take up of BME groups to preventative services and reviews re-offending rates across ethnicity - TYST steering group to develop a financial plan based on a review of existing services and projected reduction in demand for expensive higher Tier services	NI 17 NI 19 NI 43 (E) NI 44 (E) NI 46 NI 111(E)	July 2009 TBC March 2009	Youth Offending Service Management Board

HCFT Priority	HCFT Objectives	Local Strategic Milestones	PI	End date	Lead
		- Development of a specific E2E programme for those young people identified as at a risk of becoming a PPO. - YOS Management Board membership to include representatives from schools and colleges. - Pilot the Dyslexia Action Basic Skills Programme	NI 45 (E) LAA	March 2010	
Transform the school estate	HCFP24 - Progress Building Schools for the 21st Century	- Submission of Strategy for Change 1 - Submission of Strategy for Change 2 - Submission of Outline Business Case		Apr 09 Sep 09 Nov 09	BS21 Programme Board
	HCFP25 - Progress the Primary Capital Programme	- Submit revised PSfC by March 09 - Cabinet approval for Phase 1 projects and funding in place (March 09) - Revised prioritisation methodology developed and agreed with stakeholders (June 09)		Apr 09 Jun 09 Jul09	PCP Programme Board

HCFT Priority	HCFT Objectives	Local Strategic Milestones	PI	End date	Lead
More effective support for children and families	HCFP26 - Parenting strategy	- Parenting experts in post. - Implementation and update of the parenting action plan - Obtain appropriate funding attached to the Early Bird & Early Bird + programmes. - Sufficient staff trained in delivering programme to both parents and schools. - Clear referral pathways between CDC & EPS.		March 2010	Parenting Support Steering Group
	HCFP27 - Family support strategy	- Develop and implement a Intensive Family Support Services Model - Develop and implement the social work practice model		March 2010	Intensive Family Support Strategy Group
	HCFP28 - Extended Schools	- Work with extended schools to deliver full core offer - Content agreed within each hub	NI 88 NI 109 NI 116 (E) NI 118 (E)	Sept 2009	Extended Services & Children's Centres Steering Group

HCFT Priority	HCFT Objectives	Local Strategic Milestones	PI	End date	Lead
	HCFP29 - Children Centres – Ensure increased inclusion in CCs of 'hard to reach' groups	- Purchase data collection software - Parent support workers (or alternative) in place in centres - Phase 3 of Children Centres capital project underway		Sept 2009	
Improving the way we work & Working with partners	HCFP30 - Developing integrated working	Developing the HCFT & Commissioning - To ensure the Trust assesses its own performance and regularly sets itself targets for development - Implement robust governance processes - Develop the voluntary sector as commissioned providers of services		Sept 2009	Joint Commissioning Board

HCFT Priority	HCFT Objectives	Local Strategic Milestones	PI	End date	Lead
		Workforce development - Develop and provide Children's Trust Induction Programme. - Create Children's Trust Training Programme mapped against core competencies, and ECM outcomes. - Develop a communication strategy for the Trust - Use the common core as basis for appraisal across the Trust. - Establish a minimum skill sets for all job roles. - Link management and leadership competencies, at different levels across Trust. - Integrate recruitment, retention and staff care initiatives across the Trust. - Create avenues for sharing best practice and learning across the Trust to deliver ECM measurables e.g. lead professional, CAF, Multi-agency working and supervision		March 2010	Workforce Reform Steering Group
		Modernising referral and assessment processes - Full implementation of electronic system for ICS - Implementation of CAF and Lead professional role. - Implementation of Contactpoint.		March 2010	CAF & ContactPoint Steering Group

2009/10 WORK PROGRAMME

Contact Officer: Natasha Dogra
Telephone: 01895 277488

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

2. To make suggestions for future working practices and/or reviews.

INFORMATION

Meeting Dates and Rooms - *Meetings start at 7pm unless indicated below*

Meetings	Room
10th June 2009	CR 4
8th July 2009	CR 4
9th September 2009	CR 4
22nd October 2009	CR 4
26th November 2009	CR 4
27th January 2010	CR 4
11th February 2010	CR 4
23rd March 2010	CR 4
27th April 2010	CR 4

EDUCATION AND CHILDREN'S SERVICES POLICY OVERVIEW COMMITTEE

2009/10

WORK PROGRAMME

Meeting Date	Item
10th June 2009 **All Members**	Building Schools for the 21st Century – all Members briefing, presented by Head of Education and Children's Services, Chris Spencer.
Education and Children's Services POC Committee Members ONLY	Work Programme 2009/10. Inclusion Review – agree scoping report.

8th July 2009	Inclusion Review – Witness Session 1
	Maths Inclusion update
	Performance and Financial Management reports
	Cabinet Forward Plan
	Work Programme

9th September 2009	Inclusion Review – Witness Session 2
	Review 2 – receive various scoping reports and agree second review topic for 2009/10.
	Work Programme
	Cabinet Forward Plan

22nd October 2009	Inclusion Review – conclusions and recommendations
	Cabinet Forward Plan
	Review 2 – scoping report
	Work Programme

26th November 2009	Inclusion Review – agreed Final report

	Cabinet Forward Plan
	Case Records Audit update
	Work Programme

27th January 2010	Review 2 – Witness Session 1
	Cabinet Forward Plan
	Budget Reports and Group Plans 2010
	Work Programme

11th February 2010	Review 2 – Witness Session 2
	Cabinet Forward Plan

23rd March 2010	Review 2 – Agree Conclusion and recommendations
	Cabinet Forward Plan
	Work Programme

27th April 2010	Review 2 – agree final report
	Cabinet Forward Plan

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**FORWARD PLAN: ITEMS GOING TO CABINET OR
CABINET MEMBERS FOR DECISION THAT FALL
WITHIN THE COMMITTEE'S REMIT**

Contact officer: Natasha Dogra
Telephone: 01895 277488

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 Cabinet or Cabinet Member).

OPTIONS OPEN TO THE COMMITTEE

- To comment on items going to Cabinet or Cabinet Member for decision.

- Or to note the items and decide not to comment.

INFORMATION

1. The latest published Forward Plan for 2009/10 is attached. The Committee may wish to consider the non standard items that fall within its remit.

SUGGESTED COMMITTEE ACTIVITY

- Consider whether there are comments or suggestions that the Committee wishes to make that will aid Cabinet decision-making.

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The Cabinet Forward Plan

				Report to Full Council	Cabinet Member(s) Responsible	Officer Contact	Consultation	Background Documents	NEW ITEM
Ref	**Report Title**	**Advance information**	**Ward(s)**						
	CABINET - 16 JULY 2009								
314	**Amalgamation of Harefield Infant & Junior Schools**	For Cabinet to consider the results of the consultation on proposals to amalgamate Harefield Infant and Junior schools into one single primary school. The proposals are for an organisational change where both school buildings would remain and the number of available school places will be unaffected.	Harefield		Cllr David Simmonds	**E&CS** Terry Brennan x0540	Education & Children's Services POC, Corporate Finance; Corporate Legal	The Statutory consultation documents, including any responses to the consultation	
328	**Procurement of Building Works for three New Youth Clubs**	The Council is moving forward on its policy to provide 3 new Young People's Centres in the Borough. This report will accept tenders for their construction.	Charville, Northwood Hills, South Ruislip, but benefiting all the Borough		Cllr David Simmonds & Cllr Jonathan Bianco	**DCEO** Jim Cameron	Internal		
329	**Arrangements for Elected Member, Council Officer and partner agency engagement with the Youth Council**	This report provides an update on Youth Council developments. More specifically it serves to describe the process and outcomes of recently held Youth Council elections, offering Cabinet recommendations designed to strengthen working relationships between adult decision makers and young people themselves.	All		Cllr David Simmonds	**E&CS** Tom Murphy	The majority of consultation has already taken place. Standard consultation with relevant parties re: expectations will be carried out as usual		**NEW**
330	**Procurement of Building Works for new Children's Centre Facilities - Phase 3**	To accept tenders for the construction of a new Children's Centre facilities at Charville, Coteford, Deanesfield, Pinkwell, Whitehall and Yeading School Sites	Various		Cllr David Simmonds	**E&CS** Michael Kinsella	Internal		**NEW**

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Ref	Report Title	Advance information	Ward(s)	Report to Full Council	Cabinet Member(s) Responsible	Officer Contact	Consultation	Background Documents	NEW ITEM
331	**Home to School Transport Contract - 2009 to 2012**	This report is for Cabinet approval for tender of around 126 car and minibus routes for home to school transport for pupils with special educational needs. Current contract expires 31/08/09 and new contract needs to be in place for start of new school year (01/09/09)	All		Cllr David Simmonds & Cllr Seaman-Digby	**E&CS** Paul Philpot	Internal		**NEW**
SI	**Reports from Policy Overview Committees**	Major Policy Review recommendations for consideration by the Cabinet. For this meeting Cabinet will receive the Education & Children's Service's POC report on 14-19 education and the Social Services, Health and Housing POC report on Private Sector Housing.			Cllrs David Simmonds and Corthorne	**DCEO** Charles Francis			
CABINET MEMBER - AUGUST 2009									
318	**Building Schools for the 21st Century (BS21) - Consideration of Statutory Consultation and the issuing of Statutory Notices for school reorganisation**	To approve the publication of Statutory Notices following pre statutory notice consultation for school reorganisation as part of the estate changes proposed by the Strategy for Change of Building Schools for the 21st Century	Various		Cllr David Simmonds	**E&CS** Russell Eacot	Stakeholder consultation would have been completed with parents/carers, schools, DCSF, PfS, OSC, Learning and Skills Council and the Diocese and internal departments of the Council and would inform the preparation of Statutory Notices	Partnership for Schools and DCSF Guidance, previous Cabinet Reports and January/February 2009 and June/July 2009 consultations	
CABINET - 24 SEPTEMBER 2009									

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Ref	Report Title	Advance information	Ward(s)	Report to Full Council	Cabinet Member(s) Responsible	Officer Contact	Consultation	Background Documents	NEW ITEM
313	**Building Schools for the 21st Century (BS21) - Approval of Strategy for Change Part 2**	Part 2 of Strategy for Change (SFC1) is the detail and delivery section: adds contextual, qualitative and quantitative information: the 'how it will be done' part and follows the approval of Part 1 in April 2009. The document will have been considered by the BS21 Programme Board and the Hillingdon Improvement Programme Steering Group and follows the statutory consultation process and further stakeholder consultation prior to consideration by the Cabinet. The document forms part of a series of documents which will require approval by Government Departments to release funding of approximately £150m	All		Cllr David Simonds	**E&CS** Russell Eacott x4029	Stakeholder consultation would have taken place with parents/carers (as part of the ongoing statutory consultation for school reorganisation), schools, DCSF, PfS, OSC, Learning and Skills Council and the Diocese and internal departments of the Council	Partnership for Schools and DCSF Guidance, previous Cabinet Reports	
332	**Longmead Primary School**	Approval to Appoint the Main Contractor.			Cllr David Simmonds	**DCEO** Paula Clements			**NEW**
CABINET MEMBER - LIST OF STANDARD ITEMS CONSIDERED EACH MONTH									
SI	**Constitutions of School Governing Bodies and appointment of LA Governors**	To approve appointments and reappointments of local authority governors and to approve any changes to school governing body constitutions			Cllr David Simmonds	**DCEO** Democratic Services		Requests from School Governing Bodies	

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