



Children, Families and Education Select Committee

Councillors on the Committee

Councillor Heena Makwana (Chair)
Councillor Becky Haggart OBE (Vice-Chair)
Councillor Kishan Bhatt
Councillor Tony Gill
Councillor Rita Judge
Councillor Peter Smallwood
Councillor Jan Sweeting (Opposition Lead)

Co-Opted Member

Tony Little, Roman Catholic Diocesan Representative

Date: THURSDAY, 14 MARCH 2024

Time: 7.00 PM

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

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

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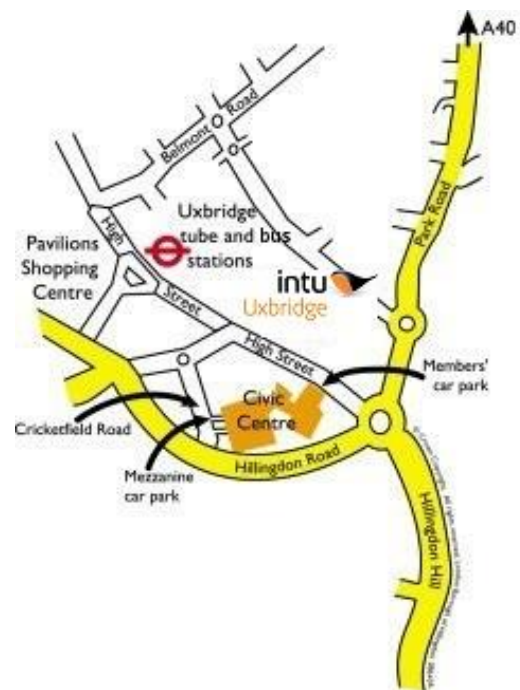
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Terms of Reference

Children, Families, & Education Select Committee

To undertake the overview and scrutiny role in relation to the following Cabinet Member portfolio(s) and service areas:

Cabinet Member Portfolios	<ul style="list-style-type: none">Cabinet Member for Children, Families & Education
Relevant service areas	<ol style="list-style-type: none">1. Children's Services (including corporate parenting)2. Children's Safeguarding3. Youth Justice4. Youth Services5. SEND6. Education7. Children and Families Development8. Skills & lifelong learning

This Select Committee will establish a Panel to support strong oversight of the Council's corporate parenting responsibilities. The Committee may appoint 3 Members to this Panel based on political balance. Membership may include non-Cabinet Members not on the Committee. The Committee may also appoint relevant Council officers and other external stakeholders to the Panel and agree its chairmanship and operation. In agreeing its operation, the Committee will provide for the Panel not to be able to establish any other sub-group or body to carry out its responsibilities.

Agenda

- 1 Apologies for Absence
- 2 Declarations of interest in matters coming before this meeting
- 3 Minutes of the previous meeting 1 - 10
- 4 To confirm that the items of business marked as Part I will be considered in Public and that the items marked as Part II will be considered in Private
- 5 School Organisation Plan 11 - 70
- 6 Annual Education Standards report 71 - 132
- 7 Persistent Absenteeism review: Witness Session 1 133 - 146
- 8 Minutes of the Corporate Parenting Panel 147 - 154
- 9 Forward Plan 155 - 162
- 10 Work Programme 163 - 166

Minutes

CHILDREN, FAMILIES AND EDUCATION SELECT COMMITTEE

01 February 2024

Meeting held at Committee Room 5 – Civic Centre,
High Street, Uxbridge, UB8 1UW

	<p>Committee Members Present: Councillor Heena Makwana (Chair), Councillor Ekta Gohil, Councillor Kaushik Banerjee, Councillor Kishan Bhatt, Councillor Tony Gill, Councillor Stuart Mathers, and Councillor Jan Sweeting (Opposition Lead)</p> <p>Co-Opted Member Present: Tony Little</p> <p>Officers Present: Debbie Scarborough (Service Manager, Learn Hillingdon Adult Community Education) Andy Goodwin (Head of Strategic Finance) Sheilender Pathak (Head of Finance - Children' & SEND) Ryan Dell (Democratic Services Officer)</p>
59.	<p>APOLOGIES FOR ABSENCE (<i>Agenda Item 1</i>)</p> <p>Apologies were received from Councillor Rita Judge with Councillor Stuart Mathers substituting.</p> <p>Apologies were also received from Councillor Becky Haggart OBE with Councillor Ekta Gohil substituting.</p> <p>Apologies were also received from Councillor Peter Smallwood with Councillor Kaushik Banerjee substituting.</p>
60.	<p>DECLARATIONS OF INTEREST IN MATTERS COMING BEFORE THIS MEETING (<i>Agenda Item 2</i>)</p> <p>None.</p>
61.	<p>MINUTES OF THE PREVIOUS MEETING (<i>Agenda Item 3</i>)</p> <p>RESOLVED: That the minutes of the previous meeting be agreed.</p>

62.	TO CONFIRM THAT THE ITEMS OF BUSINESS MARKED AS PART I WILL BE CONSIDERED IN PUBLIC AND THAT THE ITEMS MARKED AS PART II WILL BE CONSIDERED IN PRIVATE (<i>Agenda Item 4</i>)
63.	<p>LEARN HILLINGDON SELF ASSESSMENT ANNUAL REVIEW (<i>Agenda Item 5</i>)</p> <p>Officers introduced the Learn Hillingdon Self-Assessment Annual Review.</p> <p>A number of challenges and achievements were noted, including the move to a new site at the Civic Centre, and 91% achievement rates among learners.</p> <p>The focus on vocational courses had resulted in 49% of learners gaining or maintaining employment. Officers highlighted the need to strengthen partnerships, particularly internal ones within the Council, aiming to collaborate with other services, such as mental health support, to better assist residents.</p> <p>Capturing progression data had proved challenging, but efforts were ongoing. Despite the self-assessment identifying areas for improvement, the service's intention remained clear: targeting the most disadvantaged learners, primarily those with low skills, low-paying jobs, or unemployed individuals. The service aimed to emphasise learning as a transformative tool for adults.</p> <p>Officers stressed the overall quality of provision, citing mechanisms in place for continuous improvement. Impact data reflected positive outcomes, with minimal behaviour and attitude issues reported, attributing this to the commitment of adult learners. The introduction of an Advisory Board in the last academic year marked a positive step.</p> <p>In summary, the Learn Hillingdon annual report showcased achievements and challenges in providing quality adult education. The service's commitment to addressing disparities and continuously improving was noted.</p> <p>Members noted the strong bias towards female learners. Officers explained that this bias stemmed from targeting the most disadvantaged residents, predominantly women facing part-time or low-paid work and a skills gap. The daytime provision was designed to accommodate their schedules, but efforts to recruit more men included specialised courses, such as cookery classes, which had proven successful.</p> <p>The age profile of learners was primarily between 25 and 95 years, and reference was made to a former learner who was aged 100. The majority of learners were aged 30-65.</p> <p>Members highlighted the ongoing issue of strengthening partnerships and raised concerns about the reduced use of printed material, the decreased building capacity, and the poor retention of individuals in mental health courses.</p>

	<p>Officers addressed the concerns by first discussing the challenges related to the retention of learners in mental health courses. Retention was a significant issue due to the mild to moderate mental health issues faced by adult learners. Personal targets, such as getting to class on time, could be hindered by factors like depression, anxiety, or medication side effects. Despite efforts to structure courses differently and gradually increase their duration, the nature of mental health issues made retention difficult to address comprehensively.</p> <p>Regarding the use of printed material, officers acknowledged the shift away from brochures, with the understanding that online platforms were more dynamic and allowed for more frequent updates. Learners, especially those in English, maths, and ESOL courses, often relied on word of mouth for information. Although some learners, particularly those interested in personal development courses, expressed a preference for printed brochures, the decision to prioritise online platforms was driven by sustainability and adaptability needs.</p> <p>Concerning the reduced building capacity, officers highlighted the challenges faced due to changes in Harlington School. The team had adapted by relocating some provision to the Civic Centre and utilising alternative spaces in the community, such as a local children's centre. The goal was to maintain the quality of provision despite reduced physical capacity.</p> <p>Members also asked about external partnerships to enhance employability, connections with local businesses, and community building. Officers acknowledged the importance of strengthening partnerships with employers and recognised that there was room for improvement. Officers explained that the target group, individuals from disadvantaged backgrounds, often faced challenges in pursuing additional courses. Some also felt the need to leave education and enter employment earlier due to the cost-of-living crisis, which meant that they were unable to stay on courses and gain the skills/qualifications that may lead to a better job. There were also a small number of cases where learners felt that they had to leave courses because of pressure from Job Centre Plus for them to get into work. A number of learners had reported that they were being told by Job Centre Plus that they should be available for work all day every day, and that a class stopped them looking for work which meant that the learners were terrified of losing their benefits. Officers had been liaising with Job Centre Plus about this.</p> <p>A key area of work involved training teaching assistants and the service was involved with a number of schools, building those partnerships. Officers expressed the need to enhance partnerships further and explore collaborations with local colleges.</p> <p>Officers also discussed ongoing efforts to establish connections between the Council and potential employers, emphasising the need for a strategic role within the Council to maximise benefits for residents. Officers expressed a desire to work across different directorates, collaborating with senior officers to identify needs and avoid duplication. Careers fairs could attract a number</p>
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	<p>of employers, so there was some partnership working, however this could be improved.</p> <p>In response to the suggestion of creating a community of alumni, officers expressed enthusiasm for the idea and acknowledged its potential for sharing success stories and motivating learners. Officers recognised the absence of a structured alumni program and expressed intent to explore and implement such initiatives.</p> <p>Members commended the service on its success and inquired about funding sources, specifically the contributions from the Greater London Authority (GLA) and national funding. Officers explained that they had successfully secured an additional £200,000 in grant funding, contributing to their budget for the current academic year. Officers discussed how funding was influenced by the availability of funds and the service's track record. There was a three-year cycle of funding which was allocated to the top providers, of which Hillingdon was one. This funding contributed to the Multiply project which was about making maths accessible. Officers also applied for and were successful in gaining some funding for the Holiday Activities and Food Program.</p> <p>The service had set up an Enterprise Club whereby learners were pulling together a food bank, clothes bank, toys bank and a book bank.</p> <p>The service had also accessed some funding for development around mentoring. Three staff members took part in this and there was capacity for a further two places.</p> <p>The service was always looking for new avenues of funding and were looking into staffing around writing bids.</p> <p>Members raised questions about the strategic use of different spaces across the borough, expressing concerns about limitations in locations, reductions in language courses, and the need for a broader course offer. Officers discussed their bid for additional funding and highlighted successful initiatives funded by the GLA, such as the Holiday Activities and Food Program. Officers shared examples of creative courses and mentioned ongoing efforts to explore opportunities for growth.</p> <p>Officers acknowledged the limitations in digital resources and the challenges of working within corporate communication guidelines for website design. Officers expressed interest in improving the website's attractiveness while navigating within the established branding framework.</p> <p>Reference was made to the Youth Council and Parliament week. It was noted that the local MP had attended Parliament Week and explained that this was part of the active citizenship theme. Higher-level ESOL learners participated in sessions leading up to the event, focusing on research, reading, writing, and especially speaking and listening skills. They engaged in a formal debate on a chosen topic, with previous subjects including issues such as sugar tax.</p>
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	<p>Officers highlighted the broader theme of active citizenship, with a current focus on making learners aware of upcoming elections, voter registration, and the importance of civic engagement. Plans for the next year included bringing in a speaker from Amnesty International to discuss incorporating human rights into the context of the learners, such as personal safety at education centres. Officers emphasised that active citizenship extends beyond international issues, often focusing on practical local concerns. The goal was to empower learners to recognise their voice and agency in their local area or community. Officers concluded by highlighting the significance of small achievements for learners who may not have felt they had a voice before.</p> <p>RESOLVED: That the Committee noted the report and questioned officers on the report.</p>
64.	<p>2024/25 BUDGET PROPOSALS FOR SERVICES WITHIN THE REMIT OF CHILDREN, FAMILIES AND EDUCATION SELECT COMMITTEE (<i>Agenda Item 6</i>)</p> <p>Officers introduced the budget proposals report. This was the second time that officers had attended the Select Committee for the new budget cycle, and this report contained detailed budget proposals within the remit of this Select Committee. The feedback from the Committee would be included in the budget report to be presented to the February Cabinet to approve the proposals to Full Council.</p> <p>In terms of revenue monitoring for 2023/24, there was an underspend of £2,000, with the services within the Committee's remit forecasting an underspend of £236,000. The underspend was primarily driven by a reduction in the cost of supporting Looked After Children alongside a staffing underspend.</p> <p>There were £1.44 million of savings to be delivered in 2023/24, with £415,000 recorded at Amber II, indicating potential issues in delivering the savings. £123,000 of this related to the adult education review and the remaining balance related to fees and charges.</p> <p>Officers discussed the Medium Term Financial Forecast (MTFF) and the Council's budget strategy. The savings requirement up to 2028/29 was estimated to be £51 million, with a savings program of £33.4 million, leaving a residual gap of £17.6 million. Exceptional inflation was the single largest factor, forecast to add £48.1 million over the five-year period.</p> <p>Of the £33.4 million, £15.8 million was required in 2024/25. Within this program £3.8 million fell within the remit of this Committee, with £1.7 million of that balance being required next year. The largest savings included in next year's proposals included:</p> <ul style="list-style-type: none"> • £0.8 million for realigning Staffing budgets based on the current occupancy rates; • £0.5 million for improving and modernizing the fostering offer; and

	<ul style="list-style-type: none"> • £0.3 million for related to prevention work from the stronger families program with the balance coming from a number of smaller items set out in the report. <p>Children's social care placements continued to drive much of the inflationary requirement with a forecast uplift of 4.2% in 2024/25 before reducing down to 3% in the medium term. The total requirement for the remit of this Committee was £1 million for inflationary uplifts against the £48 million included in the overall strategy with children's social care placements accounting for £5 million of this value; forecast pay award accounting for a further £6 million; £2 million for other contracted expenditure and this is being offset by forecast increase of gross income of £2 million. Officers highlighted uncertainties beyond 2024/25, as Central Government had only provided funding up to that point.</p> <p>Service pressures were forecast to add £24 million. This was predominantly from the impact of demographic growth. Services within the remit of this Committee accounted for £1 million of that balance. There was roughly £2.2 million from increases in demand for children's social care, being offset by a reduction in the funding required to support Asylum Seeker Services.</p> <p>Corporate items added £14 million of the savings requirement, £7 million of which was driven by the Council's borrowing requirement for the capital program and a further £5 million related to TfL concessionary fares as a result of travel returning to pre-pandemic levels. These two areas sat outside of the remit of this committee.</p> <p>The capital program proposed by the Council was £218 million up to 2028/29. Within this Committee's remit, there was a program of £42 million, with £1.7 million allocated to increasing special education needs places and £2.7 million for Scout and Guide group facilities.</p> <p>Members asked about capital receipts and officers noted there were £75 million within the capital programme. Officers were reviewing assets, and looking into disposing of any assets that were deemed surplus to requirements. It was reiterated that the capital programme budget was over £218 million and so more assets were being put in than taken out, and by selling surplus assets, officers would be able to reduce the Council's potential borrowing for the future and to fund transformation work to deliver the £33.4 million of savings within the MTFF.</p> <p>Members expressed concern that this Committee was the only one receiving the budget report after the public consultation with residents had concluded.</p> <p>Members noted the importance of balancing the budget and noted concerns relating to the savings programme being sufficient only if £4.9m funding allocated by the Government in core Adult Social Care spending was retained. Members further noted concerns about the current MTFF strategy being dependent on the achievements of around £75 million in asset sales.</p>
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	<p>Members asked how certain officers could be at these scenarios being achieved.</p> <p>Officers responded by explaining the Council's reserves, low-risk budget strategy, and the uncertainties in central government funding beyond 2024/25. Officers emphasised the prudence of using a cash-flat strategy and discussed the challenges and legal requirements in setting a balanced budget.</p> <p>There were reserves of £26.8 million and there were also earmarked reserves. In February Cabinet each year the Section 151 Officer assessed the level of balances that the Council needs and the risks it is exposed to. For 2023/24 this was set at £22 million, and the Council was currently at £4.8 million above this. Then there were earmarked reserves which were held for specific risks. Officers went with a low-risk budget strategy, and so could operate with a low level of reserves. It was reiterated that central government had only provided funding up until the end of 2024/25. The Council's budget strategy was predicting cash flat settlements from 2025/26 onwards. Legally, the Council had to set a balanced budget, but would not look to balance the whole five-year budget at this stage given the uncertainty of the funding position.</p> <p>Members asked about the high needs deficit, and about forecasting to have greater confidence in this expenditure area for next year. There had been a lot of work and a lot of resources put into that area now so systems were improving. There were a lot of staff that were new to the area so they were working hard to improve those systems.</p> <p>Members asked if the funds available to schools would increase or decrease in real terms. There was a 1.7% increase in terms of the schools' block DSG allocations for 2024/25. In addition, there was a Teachers Pay award specific grant outside of the DSG set to be confirmed in April, with provisional figures of 1.7%. There would also be a specific teachers pension grant, for which there was no provisional figure but also due to be announced in April. When asked about these matching forecasts for inflation, it was noted that the CPI forecast was 7% in 2023, 3% in 2024, and 2% from 2025, and so the increases were above the CPI position.</p> <p>Members then asked about the Dedicated Schools' Budget deficit of £26.4 million, £187,000 due to high needs. Members inquired about the Council's Plan B if the Government did not extend the override and the deficit needed to be paid back from general balances. The Council had submitted a DSG (Dedicated Schools Grant) management plan in December to bring the deficit back into balance over five to seven years. This was partly reliant on contributions from the DfE (Department for Education), and feedback was awaited on this. The statutory override was a national issue, and the sector did not expect it to end in the medium term.</p> <p>Members noted concerns around the budget, particularly with regards to the DSG, and noted the possible need to sell assets quickly to meet</p>
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	<p>commitments. It appeared that delays in the capital building programme, particular for SEND places had meant that there were now high transport costs.</p> <p>Members asked what other mechanisms the Council had in its approach to ensure that there was resilience. In terms of mitigating against low reserves, officers noted the low-risk approach. 7% inflation was forecast for 2023, and when approaching for inflation uplifts on contracted expenditure, this ran a year behind and so officers had gone with 7%. In terms of the rate of the sales of the capital receipts, officers noted that Hillingdon had sufficient headroom in the capital receipt position to fund the DSG safety valve agreement as it currently stood and the transformation work being deployed throughout the Council to deliver the savings program. Furthermore, Hillingdon was a low-debt authority and officers would not be proposing to increase the debt.</p> <p>Members highlighted the redesign of the Harlington site and the potential restriction on EHCPs. In terms of the impact on mainstream schools, one of the key objectives of the DSG management plan was to step down high-cost placements.</p> <p>Members commended the underspend of around £236,000 for services within this Committee's remit and asked how these funds might be reallocated or utilised in other service areas within the portfolio. Officers re-iterated that the overall underspend was £2,000 and it was explained that the underspend was managed across the entire Council and helped balance out financial positions. Savings programmes were carefully planned, and if there are any issues in delivery, underspending in other areas helped manage the overall financial strategy.</p> <p>Members expressed concerns about using earmark reserves and asked for clarity on investments and associated risks. Officers explained that Hillingdon historically has had low debt and followed a low-risk approach, not engaging in high-risk commercial investments. Most capital investment was for service delivery and so Hillingdon had not exposed itself to commercial risk.</p> <p>Members asked about the reduction in Looked After Children costs in 2024/25 and the growth in 2025/26. Officers explained that the reduction was due to a change in service delivery, stepping down residential clients into semi-independent placements, achieving lower unit costs. Officers had built the underspend into the budget strategy for next year and so while there was a projected 2% increase in the number of children being looked after, the overall budget could still be reduced.</p> <p>The Chair noted that the Committee would submit comments to Cabinet. Labour Members noted that they had concerns around the budget, with specific reference to high-needs and gave to officers their own draft comments.</p> <p>RESOLVED: That the Committee:</p>
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	<p>1. Noted the budget projections contained in the report; and</p> <p>2. Delegated to the Democratic Services Officer in conjunction with the Chairman (and in consultation with the Opposition Lead) to agree comments to be submitted to Cabinet.</p>
65.	<p>UPDATED SCOPING REPORT FOR REVIEW ‘PERSISTENT ABSENTEEISM’ (<i>Agenda Item 7</i>)</p> <p>At the previous Select Committee, a draft scoping report on the review into persistent absenteeism was presented. Following updates from Members, an updated scoping report was presented to the Committee.</p> <p>Members noted concern that the scoping report listed only four witness sessions and only one with schools, given the importance of obtaining feedback from these stakeholders.</p> <p>Members also noted the possibility of tying this review in with the Health and Social Care Select Committee’s review into mental health.</p> <p>Members noted the importance of tying in the witness sessions with the Terms of Reference and identified gaps in this. Specific gaps related to Terms of Reference 4 (<i>‘to understand and explore the nature of partnership working in relation to persistent absenteeism in statutory school age children in Hillingdon, including parents/ carers, young people, teachers, officers and other stakeholders’</i>) and 6 (<i>‘to explore the measures in place for child protection and safeguarding in relation to attendance’</i>). It was therefore noted that additional witness sessions may be required to fill these gaps.</p> <p>The Chair noted the importance of the attendance of Members at witness sessions.</p> <p>Members noted the importance of capturing the voice of the child and highlighted that there may be difficulties in securing the participation of young people at witness sessions. Members highlighted the need for careful and creative management of this, and further noted the possibility of utilising indirect feedback as an alternative to a formal witness session.</p> <p>Members highlighted the draft date of 18 April 2024 for a witness session with teachers/ school attendance officers and noted that April was a particularly busy time for schools and that the timing of this session may need to be reconsidered. This may also aid in securing young people as witnesses.</p> <p>Members suggested adding a consideration of demographic/ cultural and North/ South differences within the review.</p> <p>Suggestions were made of reviewing school’s implementation of attendance policies; of ensuring that the review/ report does not solely focus on COVID-19 as the primary causal factor; and on the possibility of engaging the Youth Parliament within the review.</p>

	<p>Members further suggested that there were a number of youth workers who may be able to engage with young people on the Committee's behalf.</p> <p>RESOLVED: That the Committee commented on and considered the scoping report to initiate the review.</p>
66.	<p>FORWARD PLAN (<i>Agenda Item 8</i>)</p> <p>Members considered the Forward Plan.</p> <p>RESOLVED: That the Children, Families and Education Select Committee noted the Cabinet Forward Plan</p>
67.	<p>WORK PROGRAMME (<i>Agenda Item 9</i>)</p> <p>Members noted that the Work Programme showed a heavy agenda for the March meeting and suggested moving the 'Twice Yearly School Places Planning Report' from the March meeting to April. This may aid in considering admissions to Year 7 for next September as well as Reception numbers.</p> <p>Members also enquired about receiving an audit of pupil numbers from October 2023. This may aid in Members' understanding and discussion on this topic.</p> <p>RESOLVED: That the Children, Families and Education Select Committee:</p> <ol style="list-style-type: none"> 1. Considered the report; and 2. Asked officers to investigate the feasibility of moving the Twice-Yearly School Places Planning Report from March 2024 to April 2024.
	<p>The meeting, which commenced at 7.00 pm, closed at 8:30 pm.</p>

These are the minutes of the above meeting. For more information of any of the resolutions please contact Ryan Dell at democratic@hillingdon.gov.uk. Circulation of these minutes is to Councillors, Officers, the Press and Members of the Public.

The public part of this meeting was filmed live on the Council's YouTube Channel to increase transparency in decision-making, however these minutes remain the official and definitive record of proceedings.

SCHOOL PLACE PLANNING – UPDATE – March 2024 & DRAFT SCHOOL ORGANISATION PLAN

Committee name	Children, Families & Education Select Committee
Officer reporting	Abi Preston – Director of Education & SEND Nav Minhas – School Places Planning and Policy Manager
Papers with report	School Organisation Plan
Ward	All

SUMMARY

School place planning is a statutory function of the Council as a local education authority (LA) and involves liaison with all schools and Trusts in the borough, and with neighbouring LAs. The duty is to have a sufficiency of school places to meet parent demand across the borough. School place planning sets a strategic framework in which the LA and every school can operate, requiring an annual review and decisions to be agreed with individual schools and Trusts to adjust supply, and to inform timely capital investment and building decisions and negotiations with the DfE.

This report presents to Committee a draft School Organisation Plan for Hillingdon which will provide the following:

- An overview of the education landscape in Hillingdon
- A summary of current pupil numbers and projected demand in primary and secondary phases, including specialist provision
- Options for the Local Authority (LA) to consider when determining the need to increase or reduce school places.

Cabinet will consider formal approval of the Plan on 18 April 2024, which can include any comments from the Select Committee.

RECOMMENDATIONS: That the Children, Families and Education Select Committee:

1. **Note and provide any comments to Cabinet on the draft School Organisation Plan attached; and**
2. **Agree to being updated annually by officers with the latest data and forecasts.**

SUPPORTING INFORMATION

The Council must plan, organise and commission places for all state-funded schools in Hillingdon so that high standards are maintained and fluctuating pupil numbers are managed efficiently to ensure the best outcomes for our children and young people and the sustainability of schools.

Local Authorities were previously required to publish a plan setting out how they would provide sufficient school places for the children within their borough which was a requirement of the School Standards and Frameworks Act 1998 but has since been repealed by the Children and Families Act 2004. The Education Act 1996, Education and Inspections Act 2006 and School Standards and Framework Act 1998 no longer require local authorities to provide this. However, strategic planning remains a useful tool in assisting local authorities comply with their statutory duties and for schools to be kept informed of the data projections in order to plan effectively longer term.

The Plan is presented in 3 Sections; **Introduction, Context and Strategy** with the following 13 sub sections:

- **Purpose and scope**
- **Government Regulations, Guidance and Policies**
Highlights the statutory duty of the council to provide sufficient school places for its residents.
- **Funding and Delivery**
Acknowledges the funding sources available to support additional school places and introduces the role of the Schools Forum.
- **Hillingdon Demographics**
Provides an understanding of the resident population of Hillingdon and housing development which must be taken into consideration and incorporated into school place planning projections.
- **Hillingdon Schools**
This section provides a review of the types of schools within Hillingdon, an inspection summary and a breakdown of pupils on roll since 2014/2015 in Nursery, Primary, Secondary, Sixth Form and Special Schools
- **Pupil Forecasting**
Shares factors taken into consideration when creating projections, such as development, birth rates and migration.
- **Place Planning**
Outlines options available to the Local Authority to ensure the sufficiency of high quality school places at the right time to meet future need.
- **Childcare and Early Education**
The current provision of early learning and childcare places in Hillingdon and the planned growth taking into consideration the change in parents' entitlement to funded childcare taking effect from April 2024.
- **Primary Place Planning**
A breakdown of all settings in the 14 primary Pupil Planning Areas (PPAs) of Hillingdon as well as the school place forecasts by planning area from the School Capacity Survey (SCAP) 23 submission.

- **Secondary Place Planning**

A breakdown of all settings in the 2 secondary Pupil Planning Areas (PPAs) of Hillingdon as well as the school place forecasts by planning area from the School Capacity Survey (SCAP) 23 submission.

- **Post 16 Planning**

The number of young people accessing post 16 provision in Hillingdon and the partnerships in place.

- **Special Education Needs (SEN) - Special Schools & Alternative Provision**

A breakdown of the specialist provision in the borough as well as the projected demand for additional places and the current projects in place to meet demand.

- **Next Steps**

Acknowledges that we must continue to monitor the data and update the relevant Committee as well as stakeholders via strategic groups such as Schools Strategic Partnership Board (SSPB) and Head Teachers Termly to help manage demand.

Financial Implications

There are no direct financial implications to the general fund of the LA from this policy.

Decisions on expansions and carefully considered and funding for provision is sourced from DfE/ESFA grants and/ or other capital funding sources such as CIL funding.

Expansion for school PAN is funded from the growth fund as directed by the schools' block distribution via the schools forum.

Legal Implications

There are no specific legal implications arising from this report.

Background Papers

NIL.

London Borough of Hillingdon

School Organisation Plan



Contents

Section 1 Introduction	4
1.1 Purpose and scope	4
Section 2 Context	5
2.1 Government Regulations, Guidance and Policies	5
2.2 Funding and Delivery	5
2.3 Hillingdon Demographics	6
2.4 Hillingdon Schools	7
2.5 Pupil Forecasting	10
Section 3 Strategy	11
3.1 Place Planning	11
3.2 Childcare and Early Education	14
3.3 Primary Place Planning	15
3.4 Secondary Place Planning	17
3.5 Post 16 Planning	19
3.6 Special Education Needs and Disabilities (SEND) - Special Schools & Alternative Provision Planning	21
3.7 Next Steps	28

Foreword from the Director of Education & SEND

One of the Council's core commitments to residents is to provide thriving, healthy households where children, young people, their families and vulnerable adults and older people live healthy, active, and independent lives.

The School Organisation Plan is crucial to meeting this ambition, as it sets out the approach as to how we will manage surplus capacity in our schools, whilst ensuring sufficiency of places in all sectors of education, to ensure the best outcomes for our children and young people and sustainability of schools.

“Hillingdon's children and young people are the future of Hillingdon. We are just as ambitious for children and young people with Special Educational Needs and Disabilities (SEND), and those who access alternative provision, as we are for every other child.” Hillingdon Local Area SEND and Alternative Provision Strategy for Children and Young People 0-25 years.

92% of Hillingdon's schools overall were judged Good or Outstanding at the end of 2022/23 academic year, an increase of 2% from the prior academic year. It is vital that all decisions linked to school organisation promote equality of opportunity and quality of provision.

We are keen to continue to strengthen our partnership working with Headteachers, governors and families as part of our strategic planning of education provision, working together to review the education landscape to manage the increases and decreases in demand for school places.

Abi Preston

Director of Education & SEND

1. Introduction

1.1 Purpose and Scope

The Council has a statutory duty to ensure there are sufficient places for every resident pupil (Education Act 1996, Section 14).

The Council continues to invest in education capacity and quality through the provision of school support and monitoring, and the expansion of schools where needed to meet demand. The Council's investment in new and modern education buildings and facilities continues to provide the high-quality learning environment that Hillingdon children need.

The mixed economy of Council maintained schools and academies / free schools in the Borough gives the Council a dynamic but central role in securing the best educational outcomes for children and young people in the Borough. Working in partnership with school leaders, multi-academy trusts and other relevant responsible authorities, the Council continues to promote high standards for all learners and to challenge underperformance where this occurs.

The Council must plan, organise and commission places for all state-funded schools in Hillingdon to ensure high standards are maintained, diverse school communities supported, and sufficient places are available.

The demand for school places changes over time - this document is 'live' and, as such, will be updated annually. It sets out the Council's current projections over the next 7 years in order to understand where there will be a need to provide more school places and if there may be a need to provide fewer places. Increases in demand can lead to the creation of a new school or the expansion of existing schools, whereas decreases in demand can lead to a reduction in school provision.

We strive to communicate effectively with schools and school communities about the pressure for places in each area. However, the Council also endeavours to manage expectations regarding school organisation proposals. This document does not seek to definitively set out all the actions the Council intends to take in the future, but rather is intended to provide an overview and outline our strategy to manage any changes effectively.

This document aims to present schools, governing bodies, and residents with the following:

- An overview of the education landscape in Hillingdon
- A summary of current pupil numbers and projected demand in primary and secondary phases, including specialist provision
- Options in place for the Council to consider when determining the need to increase or reduce school places

The School Organisation Plan will be updated annually with the latest census and School Capacity Survey (SCAP) data and forecasts. This may result in changes to existing proposals as the Council responds to the latest demographic changes in the Borough.

2. Context

2.1 Government Regulations, Guidance and Policies

The Council has a statutory duty to provide sufficient school places, oversee a fair admissions process and ensure that children with Special Educational Needs and Disabilities (SEND) have access to appropriate quality provision. This is to ensure that all pupils can access a school place if they apply. These duties are for all of the pupils who are resident in the Borough - including children attending schools in other Local Authority (LA) areas or independent schools.

The Council also has a range of responsibilities for the schools in the Borough, and the pupils and staff in them, depending on their legal status. Each type of school has different powers and governance, and a different relationship with the Council and the Department for Education (DfE), and each Council is different. All pupils have the flexibility to choose to go to school anywhere, as long as they meet the admissions criteria for the relevant school. Due to this, the Council must review the flow of children across the 7 neighbouring Councils as well as Hillingdon pupils educated in Hillingdon schools. Until 2018, the number of children admitted into Hillingdon schools from other Councils ('imports') was equal to the number of Hillingdon children attending schools outside of the Borough ('exports'). Since then, 'imports' have decreased to 11.0% on National Offer Day 2023 and 'exports' of resident pupils to schools in other LAs have increased to 14.8% of residents. Therefore, Hillingdon is currently a net exporter.

From 2010, the Council changed the way it funds schools, and now delegates most of the schools block funding directly to schools, rather than retaining a percentage of funding for central Council services to provide support to schools. This means that Hillingdon community schools have greater autonomy than the average. Generally, schools are financially strong and resilient, and this was a benefit during the pandemic.

The London Borough of Hillingdon aims to offer every child a primary and secondary school place, either on national offer day for Reception and year 7 applicants, or within 15 school days of applying for a place for in-year applications. The Admissions team aim to offer places within a reasonable distance from the home address and, where possible, at one of the schools preferred by the parent. For further information about School Admissions please refer to the [School Admissions 2024 brochure](#).

2.2 Funding and Delivery

The London Borough of Hillingdon uses a mixture of funding sources to finance additional school places. Funding sources available include basic need grant from central government, Free School Education and Skills Funding Agency (ESFA) funding (when available) and potentially Section 106 and Community Infrastructure Levy (CIL) contributions from developers.

The London Borough of Hillingdon has a Capital Programme Works Service to help assist in the development of school expansions and new schools. Through the work of this team, school building projects are delivered to required standards and at good value, ensuring the best outcome from the investment of public funds. Reports are published twice a year through Cabinet (April and October).

Schools Forum

The Schools Forum is a requirement under the Department for Education (DfE) regulations and is governed by the *Schools Forums (England) Regulations 2012*, effective from 1st October 2012. Representatives from schools and academies make up the schools forum. There is also some representation from non-school organisations, such as nursery and 16-19 education providers. Please see the list of [Statutory policies for schools and academy trusts - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/statutory-policies-for-schools-and-academy-trusts)

The Schools Forum acts as a consultative body on some issues, and a decision-making body on others. One such area on which Schools Forums can make decisions on is whether to create a fund for significant pupil growth in order to support the Council's duty for place planning and agree the criteria for maintained schools and Academies to access this fund.

Proposals can be made to the Schools Forum which meets seven times a year (the minimum requirement is to meet four times a year). Regular updates on the delivery of new provision are provided to the High Needs subgroup of Schools Forum.

The Council cannot distribute extra funding to specific schools outside the funding formula and Schools Forum process.

2.3 Hillingdon Demographic

The London Borough of Hillingdon is the second largest of London's 32 boroughs, situated to the west of the capital. It has a unique location, bordering three neighbouring London Local Authorities (Ealing, Harrow, and Hounslow) as well as three Authorities outside of London (Buckinghamshire, Hertfordshire, and Surrey). According to the Census 2021, the current population is 305,900 of which 19,882 (6.5%) are aged 0 to 4 years, 20,469 (6.7%) are aged 5-9 years, 23,681 (7.7%) are aged 10-15 years and 14,871 (4.9%) are aged 16-19; in total, 25.8% of the Borough population is aged 0-19.

New Housing

The London Borough of Hillingdon has a housing target of delivering 10,830 self-contained homes between 2019/20 and 2028/29. Along with this, there are further plans to deliver other types of housing, such as student accommodation, older persons' housing, and shared accommodation, although many of these accommodation types are less likely to impact pupil numbers.

New housing will be delivered in every ward over this period, with a higher concentration of housing in areas with more available brownfield land and higher public transport access. This includes the areas in and surrounding Uxbridge and Hayes town centres. The latest five-year projections of where housing will be built are shared annually by the Planning Policy Team with Education colleagues and incorporated within school place planning projections.

Developer Contributions

The Community Infrastructure Levy (CIL) is a charge which can be levied by local authorities on new development in their area. It is an important tool for local authorities to use to help them deliver the infrastructure needed to support development in their area.

Since 2014, this is the mechanism that the Council has used to support all capital programmes across the Borough, including any education related projects. This funding is accessed through an internal capital process where projects will be assessed and prioritised in line with the Council's priorities.

However, there are some historic agreements with developers still paying Section 106 education contributions from before the CIL regime was adopted in 2014. Section 106 agreements may also exist with neighbouring local planning authorities, but these will be limited.

2.4 Hillingdon Schools

The schools' landscape in Hillingdon consists of ninety-nine state-funded settings which include a mixture of Council maintained schools and a range of other types of settings including academies, non-maintained special schools, and University Technical Colleges (UTCs)/studio colleges. Approximately 33% of all primary schools in Hillingdon are academies, with 67% remaining as maintained schools. In the secondary school sector, approximately 90% of all schools are academies with only 10% remaining as maintained settings. In the special school sector, approximately 70% of schools are academies whilst 30% are maintained by the Council.

Following the Academies Act 2010, schools have been able to convert from maintained to academy status and under current legislation states that all new schools must be free schools. There are currently forty-eight academy schools in Hillingdon (14 multi-academy Trusts who operate more than 1 school, and 7 standalone academy Trusts). Please refer to **Appendix 2** for breakdown.

Free Schools and Academies

Section 6A of the Education and Inspections Act 2006 requires local authorities to seek proposals for a new academy if it believes a new school needs to be established in its local area. As part of inviting proposals, the Council would be expected to identify a site and funding for any building works. Hillingdon is not able to determine where and when free schools open, although the ESFA, who manage the Free School programme, work closely with Council Officers to time openings to meet local demand. Free Schools, once opened, are also academies. There are certain exceptions to the requirement to seek proposals for a new academy and these are set out in the legislation and expanded on in the statutory guidance "[Opening and closing maintained schools - April 2016](#)". There are currently 3 special Free Schools agreed for Hillingdon.

Types of Hillingdon State funded Schools

The range and number of state funded schools in Hillingdon is shown in Table 1 below. Place planning for independent schools is not undertaken by the Council. These schools sit outside the maintained sector.

Table 1. Total number of schools in Hillingdon based on type of provision – September 2023

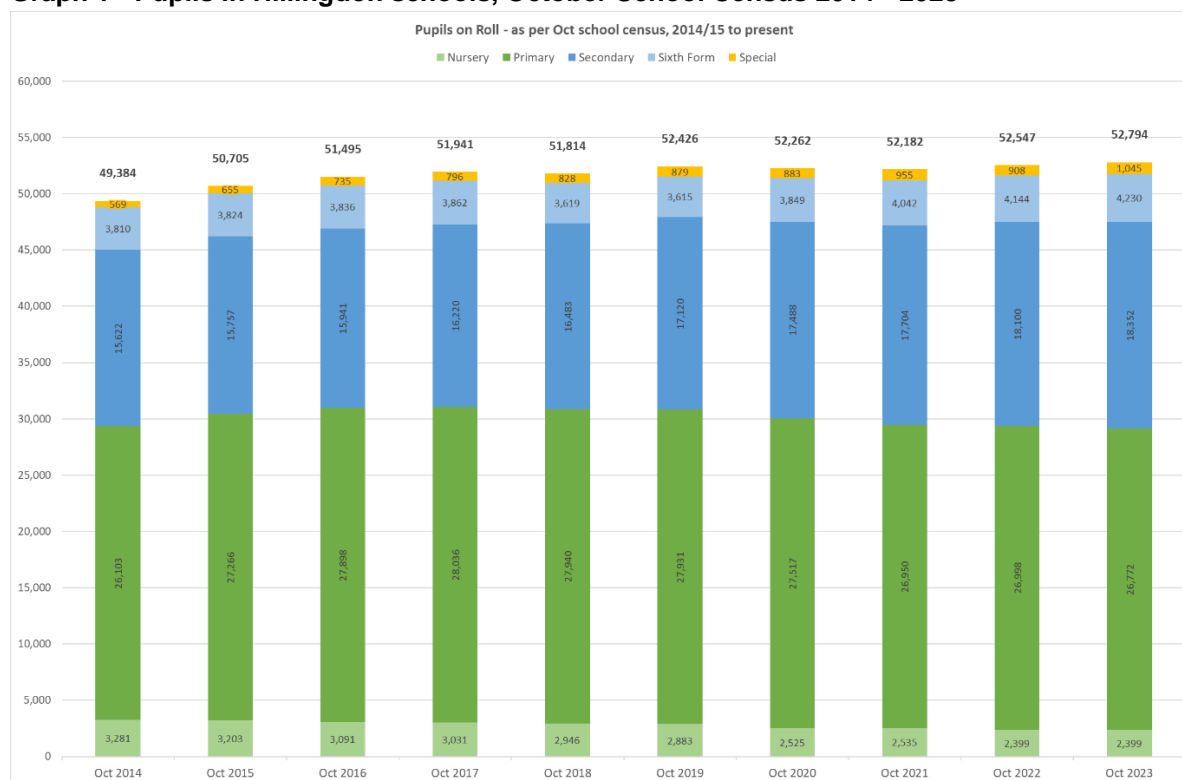
Type of Provision	Number of Places				Total
	Community	Academy	Voluntary Aided	Foundation	
Nursery Schools	1	0	0	0	1
Primary	29	23	10	6	68
Secondary	0	16	0	2	18
Special schools	2	5	0	0	7
UTC / Studio Colleges	0	4	0	0	4
Alternative Provision	0	1	0	0	1
Total	32	49	10	8	99

Appendix 3 explains the definition for each type of provision.

Demand for education places

Hillingdon has the seventh highest number of pupils of the 32 London boroughs (DfE statistics June 2023). As you will see from the graph below, there has been a gradual increase in pupil numbers between 2014 and 2024, rising from 49,384 to 52,794, an increase of 7%.

Graph 1 - Pupils in Hillingdon schools, October School Census 2014 - 2023



(Please note that the slight discrepancy between the individual figures by phase, and the total figures for pupil numbers, is a result of up to 6 pupils who are dual registered in any year)

However, the increase has not been across all ages, and there has been a 25% reduction in Nursery aged children. There are many factors that can affect the decision of a family when deciding if their child will attend an early years setting, so it is difficult to establish exactly the cause of the decline, but certainly some of the reduction is linked to the reducing birth rate which has fallen around 10% between 2016 and 2021 (see graph 2).

Table 2. Pupils in Hillingdon schools, October School Census 2014 - 2023

	Oct-14	Oct-23	Difference	% Difference
Nursery	3281	2399	-882	-27%
Primary	26103	26772	669	3%
Secondary	15622	18352	2730	17%
Post 16	3810	4230	420	11%
Special	569	1045	476	84%
Total	49385	52798	3413	7%

The table above summarises the pupil on roll data from Graph 1, to show the movement in pupil numbers between 2014 and 2023, taken from the October school census each year, for each phase of education. As you can see, the impact of reducing pupil numbers in Nursery, is filtering through to the Primary sector where growth has slowed, and this impact will also affect the Secondary sector as pupils get older and continue to move through our schools.

Also apparent is the significant growth in pupils attending a special school, where we have seen growth of 84% since 2014. There is significant work under way to support children, young people and schools to provide sufficient places to meet this increasing demand within our [SEND and Alternative Provision Strategy 2023-28](#)

This work has included additional special school places, and an increase in the number of specialist provision places within our mainstream schools (Specialist Resourced Provision (SRP), and Designated Units (DU). The most recent SRP's and DU's are becoming operational this year, providing an additional 71 places for children with SEND.

Available capacity in schools

Based on the Published Admission Number for Hillingdon schools detailed in **Appendix 4**, the table below shows the total number of places available by phase, which are used to meet demand.

Table 3. October 2023 -Total number of places available by phase

	PAN	On Roll	Difference	% Difference
Primary	31499	26772	4727	15.0%
Secondary	19450	18352	1098	5.6%
Special	988	1045	-57	-5.8%
Total	51937	46169	5768	11.1%

*Secondary PAN excludes bulge classes and Secondary PAN & On Roll both exclude sixth form

As you can see, there are sufficient places across all these three areas, apart from a small gap in special school provision. However, there are projects already underway to close this gap, and ensure that sufficient and appropriate provision will be in place to meet the needs of the children and young people of Hillingdon.

A greater challenge relates to the over-capacity in the Primary sector, where there are more places than required.

Ofsted Inspection Outcomes

Hillingdon's Ofsted inspection outcomes demonstrate an improving picture when compared with the previous year. At the end of the 2022/23 academic year 92% of schools were judged as Good or Outstanding. This is 1% higher than last year, and 3% higher than the England average as you can see from the table below. Further information on outcomes can be found in the [Education Standards Report](#) which is presented annually to Children, Families & Education Select Committee in March by the Director of Education and SEND and then shared with Cabinet in April.

Table 4. End of 2022-23 Inspection Summary - Hillingdon verses England

	2022-23		2021-22	
Judgement	Hillingdon	England	Hillingdon	England
Outstanding	14%	16%	16%	18%
Good	78%	73%	75%	70%
Requires Improvement	8%	9%	8%	9%
Inadequate	0%	3%	1%	3%

2.5 Pupil Forecasting

School place planning is the comparison of the projected future demand for school places with current school capacity. This can highlight a projected over-supply or under-supply of places, either of which is managed through a delivery plan. The delivery plan needs to be flexible to cope with changing demographics, so that projects can be accelerated or slowed in response to actual demand. An oversupply margin of 8% of places is planned to ensure that the Council can place new arrivals, cope with higher than forecast demand and enable as many parents as possible to secure places at their preferred school.

Pupil forecasts are calculated by applying recent trends to current known population data. Hillingdon's forecasts of future Reception demand are mainly based on the number of births in Hillingdon 5 years before with 7-year projections provided for secondary school places. Hillingdon subscribes to the Greater London Authority (GLA)'s school roll projection service, which creates a roll projection based on the GLA population projections of the wards where pupils live. The underlying factors include:

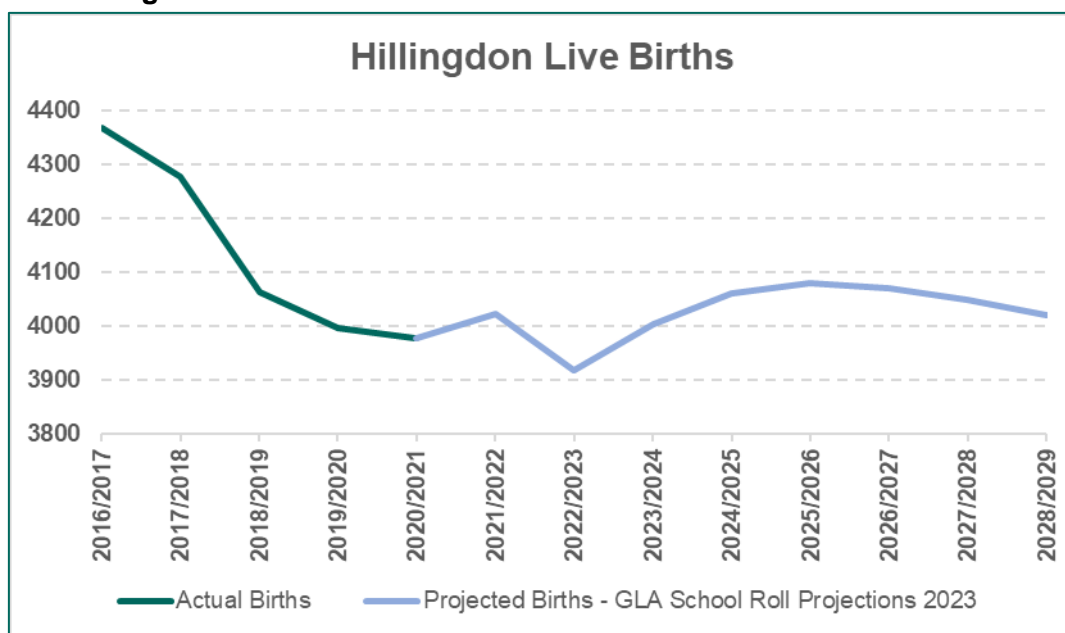
Development

The amount of development projected in the area will affect that authority's population projections and, in turn, its school roll projections. More development generally means that the Council will attract more people and its population will therefore rise.

Births

The number of births in an area will have a direct impact on the number of children requiring school places four years later. In academic year 2020/21 (latest available GLA data), there were approximately 3,980 live births; this figure has decreased each year since 2015/16 and is predicted to stabilise with an average of 4,080 live births per annum over the next 5 years. The graph below shows the number of live births each academic year since 2016/17 and projections until 2028/29.

Graph 2. Hillingdon Births



Migration

Migration, both from other areas within the UK and internationally, can significantly influence population projections.

In-year growth is used here to mean new arrivals to Hillingdon applying for school places outside the usual start points of Reception and Year 7, including those starting after September in Reception and Year 7. The level of new arrivals will be influenced by many factors including the number of affordable housing units built and national issues.

Historically, Hillingdon has had net movement inwards for many years, but this slowed from 2015 onwards and has seen a change, with net outwards movement from 2019-2021 which can be attributed to factors such as Brexit and Covid, where we have seen a change in the population within a number of communities.

Another challenge for Hillingdon is due to Heathrow airport being in the Borough, and a subsequent increase in asylum-seeking families and refugees arriving in the UK. This has an impact on schools by increasing the level of mobility of pupils attending Hillingdon schools, as some families are resettled out of the Borough within a short timescale. Since September 2021, we have had over 780 applications from asylum-seeking families residing in temporary Home Office accommodation.

3. Strategy

3.1 Place Planning

The Council aims to provide the right number of high-quality school places at the right time to meet the current and future need of children and young people in Hillingdon. In order to ensure the Council is able to meet its statutory duties and maintain an education system that is fit for purpose and financially viable, there are a range of actions available as outlined below.

The primary sector faces the most significant challenge with low or declining pupil numbers. This creates significant pressure on schools financially, impacting their capacity to deliver a

strong viable curriculum offer, manage staffing within budget, and to be able to manage other commitments.

The number of children attending secondary schools has continued to rise but is projected to stabilise by 2025/26, and then start to reduce, so there will be the same challenge to address in the secondary sector. Sixth Form projections follow a similar pattern to Secondary and will peak at 2025/26 but fall more slowly remaining above current pupil numbers.

The forecasts used in this Plan suggest that the total number of:

- Primary school pupils (R-Y6) on roll by 2030 / 31 will be 23, 718, down 11.4% from 2023 / 24 levels,
- Secondary school pupils (Y7-Y11), on roll by 2030 / 31 will be 17,451, down 4.9% from 2023 / 24 levels,
- sixth form pupils (Y12-Y13) on roll by 2030 / 31 will be 4,309, up 1.9% from 2023 / 24 levels,

Ways to Manage Place Planning

PAN Reductions

While some surplus school places are required, it needs to be managed and controlled carefully, making sure that there is not an oversupply, which causes inefficiency and is not a good use of resources. This could be destabilising for schools leading to challenges with financial viability and quality issues. It is expected that schools will respond to any significant reductions in applications for places at their school, where appropriate, by consulting with the Council to discuss any potential reductions in their Published Admissions Number (PAN).

Table 5. PAN reductions in Hillingdon

Academic Year	Primary Community School	Primary Non-Community	Secondary
2021/22	0	3	0
2022/23	1	0	0
2023/24	4	5	1
2024/25	1	2	0
2025/26	2	0	0

From the academic year 2023/24 it has been agreed for 4 community primary schools to reduce their PAN, 5 non-community primary schools and 1 Secondary school, which was implemented from September 2023. This will reduce the PAN by 30 places for each school – a total of 270 places in Primary settings and 30 places in the secondary school.

For the academic year 2024/25, the LA has agreed a reduction of PAN at 1 community primary school and 2 foundation primary schools. This will reduce the PAN by 30 places for each of the Foundation schools and 21 places for the Community school – a total of 81 places.

For the academic year 2025/26, the LA has formally agreed on the PAN reduction at 2 community primary schools. This will reduce the PAN by 30 places for each school – a total of 60 places.

Gradual Opening

When new school places become available either at a new school or as part of an expansion project, not all the classes are open to pupils in the first year. Usually only the lowest year group will open in the first year and these pupils will gradually move up through the school one

year at a time. This phased approach ensures the best use of resources and manages the new entrants to the school in an efficient way, safeguarding the school from over-supply.

Capped PANs

In addition to the permanent reductions in PANs shown above, in consultation with schools, temporary reductions or 'caps' can also be implemented. Capping a school's PAN is a measure which seeks to alleviate some of the logistical and financial difficulties associated with low or falling rolls. Capping is undertaken on the understanding that, should there be a sudden influx of pupils that cannot be placed, schools are expected to admit up to the Published Admission Number if needed.

Federating a Governing Body

At a time of increasing school autonomy, the need for schools to work collaboratively is greater than ever. There are a variety of ways schools can do this, from informal partnerships to more formal arrangements involving shared governance. This provides economies of scale for both (or more) schools, as they are able to share resources and assets along with best practice across the sites.

In England, Council-maintained schools have the option of becoming a federation, in which the separate schools' governing bodies become a single governing body with responsibility for all the schools in the federation.

The London Borough of Hillingdon currently has one federated governing body within the Borough. Two previous federated governing bodies have since successfully amalgamated their Infant and Junior Schools.

Amalgamations

The Council believes that the amalgamation of linked Infant and Junior schools is a positive way to develop, and this will help to create successful, sustainable, and viable Schools. The Council recognises that the education landscape is ever-changing, and this needs to be taken into account along with the individual circumstances of schools.

The Council has ten Infant and ten Junior Schools within the Borough, all of whom could benefit from amalgamating and becoming primary schools. Four schools successfully amalgamated to become primary schools in September 2021.

Infant and junior schools can be particularly vulnerable to financial and organisational pressures as they only have three- or four-year groups to move teachers around, and less opportunity to share resources.

For more information on the process of school amalgamations within Hillingdon maintained schools please refer to [Hillingdon schools' amalgamation policy](#).

Marketing the school

Schools can suffer from negative publicity or perception, which can influence parental opinions or choice, and may be related to Ofsted inspections or a range of other matters unrelated to education. It is important that schools engage with the wider community and publicise the positive news about their provision and achievements to prospective families and others.

There are range of ways this can happen, and includes:

- Greater social media presence – Twitter/Instagram
- School Fairs / Open days / Events

- Target and engage with feeder schools or settings across the area to promote the school
- Local media
- Active engagement with the community, and offer the school premises for events and activities
- Opportunities to showcase the school and the pupils to celebrate achievements

Vacant Caretaker Properties

Hillingdon has already actively identified vacant properties across the Borough that are suitable for teaching children and young people. This is often creating additional provision for children with SEND, who require smaller class sizes, and a higher ratio of staff to children, which is ideal for this type of building.

Closures

The Department for Education guidance on school closures includes a presumption not to close. All options will have been exhausted to avoid school closure although ultimately, where there is no alternative long-term option, this may have to be considered.

As a very last resort and in line with population statistics we may have to consider school closures in the future where it is in the best interests of children to do so and by meeting the relevant legislation and statutory guidance.

Satellite Provision

Satellite provision is needed when a school requires additional space at another site in order to admit more children on their roll. This can support other schools by using vacant spaces there and supplement their income, and also encourage collaboration and partnership working to improve efficiency and best practice. There are currently 2 examples of this in Hillingdon.

Bulge Classes

A bulge class is an additional class added to a Primary or Secondary school to cope with rising demand for school places, normally in a particular area. The Council plans for a small oversupply of places in all year groups in order to provide a level of flexibility with in-year places that may be required. This allows for:

- growth between January and July
- unexpected growth above forecast levels
- new arrivals to Hillingdon above those forecast to arrive
- some pupil movement between schools to satisfy parental preference, or to meet the needs of children and young people

3.2 Childcare and Early Education

The Council has a statutory duty (contained in the Childcare Act 2006 and 2016) to ensure, as far as reasonably practicable, that there are sufficient childcare places to ensure that families can:

- access the funded early education entitlements for their child
- take up, or remain in work
- undertake education or training, which could reasonably lead to work

Delivery of early learning and childcare provision in Hillingdon is through a mixed market of private and voluntary providers, including childminders, day nurseries and pre-schools, and through schools, including academies. Hillingdon has:

- 186 registered childminders

- 57 school-based nurseries
- 146 Private Voluntary and Independent (PVI) settings
- 1 Council-maintained nursery school

Provision of early education and childcare is vital for the local economy, and for developing stronger communities. The support delivered to PVI settings in Hillingdon ensures that children are school ready when they move into statutory education and are best placed to achieve a Good Level of Development at the end of the Early Years Foundation Stage.

The Council aims to ensure that all children have access to provision that is 'Good' or better, which is the case for 94% of group care settings that have been inspected (data source: 'Childcare providers and inspections as of 31 August 2022'). Support for settings to improve is provided by the Early Years Quality Team, who provide training and support to settings on a range of pedagogical and curriculum-based topics. Ongoing support is focused on settings being confident to demonstrate their knowledge and understanding of the revised EYFS and next steps for children's learning.

Planned Growth

The childcare market remains relatively stable, and the Council receives regular enquiries from group care providers interested in establishing new or additional provision within the Borough, albeit that the availability of suitable premises remains the biggest hurdle to new providers in establishing their business.

Where a provider ceases to operate, a new or alternative provider frequently opens in their place, ensuring the sufficiency of childcare for the local community. However, there are wards in the Borough where sufficiency of early years childcare remains a challenge and the Families Information Service continues to work with childcare providers, childminders, and school nurseries to evolve their provision in response to demand.

As detailed earlier, the live birth rate in Hillingdon has fallen in the last 5 years and is projected to stabilise at this lower level over the next 2-3 years. However, parents' entitlement to funded childcare for 2-year-olds is increasing from April 2024, when working families will be entitled to 15 funded hours of childcare per week, over 38 weeks a year. This entitlement is extended to children from nine months old, from September 2024. Families must meet eligibility criteria to qualify, and children can only receive funded childcare from the term after their 2nd birthday (e.g. for funding purposes, they are a two-year-old from the term after their second birthday). In September 2025, this entitlement expands to offer up to 30 hours funded childcare a week, for 38 weeks a year.

In response to the expected increased demand, additional places will be needed, although it is expected that some existing childcare places will convert from parent paid, to ones partly paid by the Council. The Council are working with settings to understand what the full impact of these changes is likely to be and will look for appropriate solutions and additional capacity in response, especially for children aged under two years old. This will include:

- working with existing providers to look at expansion or opening new settings
- promoting the childcare sector to prospective childminders
- supporting the government early years recruitment campaign

3.3 Primary Place Planning

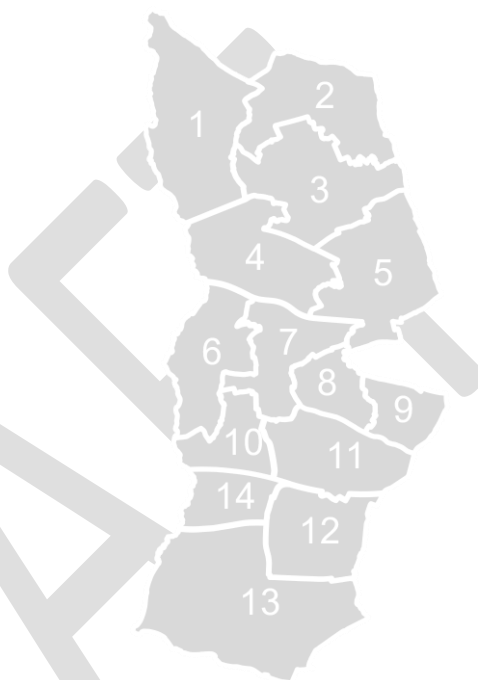
In Hillingdon, the statutory duty to plan school places (for Reception to year 11) is undertaken by assessing places in pupil planning areas (PPAs). The Council has a duty to provide a

“reasonable offer” of a school place to all children. In the primary phase, a “reasonable offer” is one that is within 2 miles of home. Hillingdon uses 14 PPAs which are broadly based on Hillingdon’s electoral ward boundaries. By dividing the Borough into 14 primary planning areas, Officers can ensure that places are provided near to where children live. However, children can travel across planning areas to attend school, particularly when they live close to the borders.

The table below outlines the number of schools in each area, and **Appendix 5** shows which actual schools are within each planning area.

Table 6. Planning Areas

Planning Area Number	Number of Schools
PPA 1	2
PPA 2	5
PPA 3	6
PPA 4	2
PPA 5	10
PPA6	7
PPA7	5
PPA8	5
PPA9	4
PPA10	3
PPA11	9
PPA12	3
PPA13	2
PPA14	5



The forecast for the Borough of Hillingdon is below, and forecasts by Planning Area are set out in **Appendix 6**. These planning areas provide the basis for the annual DfE School Capacity (SCAP) return submitted in the Summer term that determines the level of grant funding the Council is allocated. They are groups of schools, defined by geography and admissions patterns, wherein a sufficiency of places across the group will generally ensure every child can access a local school place (even if some schools are oversubscribed).

School Place Planning and Admissions Officers liaise with schools individually and collectively to discuss current demand for places, future demand for places and any projects that need to be completed to ensure there are sufficient school places. Officers from the team also engage with planning authorities, local councillors, residents and communities, faith groups, developers, and Central Government.

Primary Projections

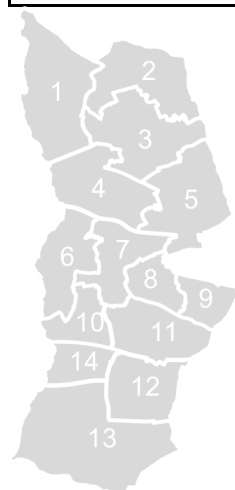
Applications on National Offer Day for Reception in 2023 were 210 places less than expected, although some of these are likely to become a late application. More than half of our primary phase schools are full, with high preferences and waiting lists. Surplus places have risen overall and are expected to peak at 732 in 2027 / 28. Surplus places are often concentrated in a small number of primary schools across the Borough.

Officers are working closely with primary schools regarding the large number of surplus places due to PAN reductions and continuing to monitor other schools that may also have this

capacity in the next few years. These reductions will be managed in line with the options in the strategy outlined above.

Reception Pupil Forecast – The London Borough of Hillingdon

Reception Pupil Forecast for the London Borough of Hillingdon								
Year	23/24	24/25	25/26	26/27	27/28	28/29	29/30	30/31
Year-on-Year +/-	-181	-70	-71	+78	-92	+52	+12	-18
Reception Surplus	688	707	718	640	732	680	668	686



Number on Roll (Reception only)	
Year	NOR
22/23	3783
23/24	3642
24/25	3571
25/26	3411
26/27	3294
27/28	3229
28/29	3176
29/30	3136
30/31	3103

Number on Roll (Whole phase)	
Year	NOR
22/23	26808
23/24	26459
24/25	26158
25/26	25605
26/27	24919
27/28	24107
28/29	23398
29/30	22701
30/31	22148

“Reception Pupil Forecast” shows the year-on-year change in projections e.g., for the whole Borough, 2023/24’s reception projection is 181 pupils lower than the 2022/23 census actuals.

“Reception Surplus” has been added to show the expected number of vacant school places against the approved PAN for each year.

“Number on Roll” is using January Census actuals for 2022/23, and projections for future years.

3.4 Secondary Place Planning

Secondary aged children are expected to travel longer distances to school. A reasonable offer for a secondary place is one that is within 3 miles of home. However, secondary planning areas allow the Council to understand localised pressures for schools and where additional places would help more children attend a school near to where they live. However, this must be balanced with any resource implications.

The October 2023 census shows a rise in secondary numbers (252 more than October 2022). In general, pupil numbers are rising as you can see in the graph and table in 2.4. There is also a higher number of pupils in years 10-11 due to a combination of in-year admissions, and the additional capacity for those year groups in two studio colleges and two UTC schools which attract pupils from out of Borough.

The Year 7 roll in October 2023 was 121 above the number of offers made on National Offer Day.

Preferences for Year 7 in September 2023 and actions

National Offer Day was 1st March 2023, and although most secondary school pupils attend a school two miles from home or nearer, some pupils choose to travel further including in and

out of the Borough. Last year 537 Hillingdon residents were offered Out of Borough schools – this is 19 more than last year. The Council use two different metrics:

- Ensuring every resident pupil has a school place – increasing the supply of places in schools in the Borough if necessary.
- The proportion of resident pupils gaining one of their top preferences – which includes them securing places in out of Borough schools.

The council received 3,634 secondary school applications, and ninety-five per cent of pupils were offered one of their preferred places - a higher proportion than last year.

Hillingdon also achieved higher than the London average for applicants offered one of their top three preference schools at 89.45 per cent, compared to London's 89.26 per cent. From those, 69.37 per cent of Hillingdon pupils received their first choice.

Secondary projections

Parental choice fills most schools but leaves some capacity underutilised, some of which can be too far away from the pupils requiring places and may mean that children need to travel further to access a place. This complicates the process of pupil place planning as projections can assume all places are equally full and popular which is not the case for all schools, this determines the need for analysis at a PPA level to ensure a true reflection of demand.

The tables below show the most recent projections, with secondary pupil numbers continuing to rise to a peak in 2025/26 before starting to fall. The DfE advises local authorities to add a 5%-10% margin to the projections to give space for in year movement. In Hillingdon, we aim to have an 8% margin of vacant spaces in the secondary phase.

Year 7 Pupil Forecast – The London Borough of Hillingdon

Year 7 Pupil Forecast for the London Borough of Hillingdon								
Year	23/24	24/25	25/26	26/27	27/28	28/29	29/30	30/31
+/-	+80	-106	-6	-19	-39	-107	-127	-104
Year 7 Surplus	96	101	107	126	165	272	399	503

Number on Roll (Year 7 only)		Number on Roll (Whole phase)	
Year	NOR	Year	NOR
22/23	3647	22/23	22186
23/24	3727	23/24	22850
24/25	3621	24/25	23152
25/26	3615	25/26	23331
26/27	3596	26/27	23188
27/28	3557	27/28	23017
28/29	3450	28/29	22697
29/30	3323	29/30	22265
30/31	3219	30/31	21760

The actual number of offers made to schools in the Borough on 2023 National Offer Day (including to pupils with EHCPs) was 3,578, slightly below the overall PAN, and the latest projections. However, we expect late applications, and in-year admissions will add to this and as a result, 101 extra Year 7 places were added by schools to allow offers within a reasonable distance for places in September 2023.

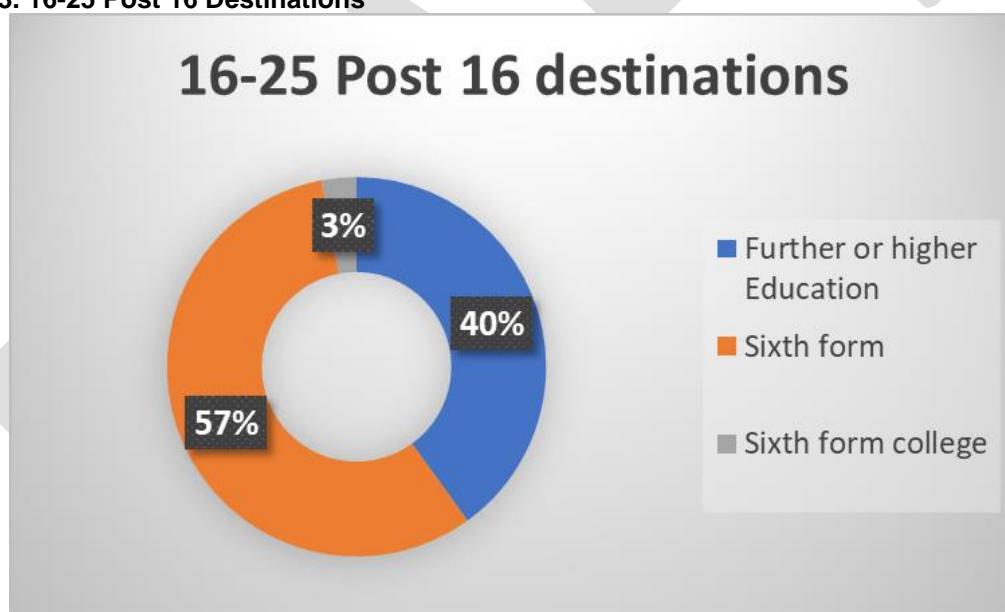
Secondary rolls are far less linked to locality than primary, and more to parent's preferences and perception of the education experience, high standards, faith, and their willingness to travel to a school of choice. Each year, we review the projections, school census data and national offer day data to check and understand where projections are most accurate. Each individual year group currently in our primary schools is larger than the current total year 7 PAN of 3,722 and we continue to work with schools to ensure we are able to meet our statutory duties, and the demand for places.

3.5 Post 16 Planning

The Education and Skills Act 2008 applies to any person who has ceased to be of compulsory school age, has not reached the age of 18, and has not attained a level 3 qualification. The Council works in partnership with schools, stakeholders and the local Further Education colleges to ensure young people aged 16-18 (and up to the age of 25 for those who have an Education, Health and Care Plan (EHCP)) have access to a range of opportunities to continue their education or training at a wide range of post-16 providers or through apprenticeships.

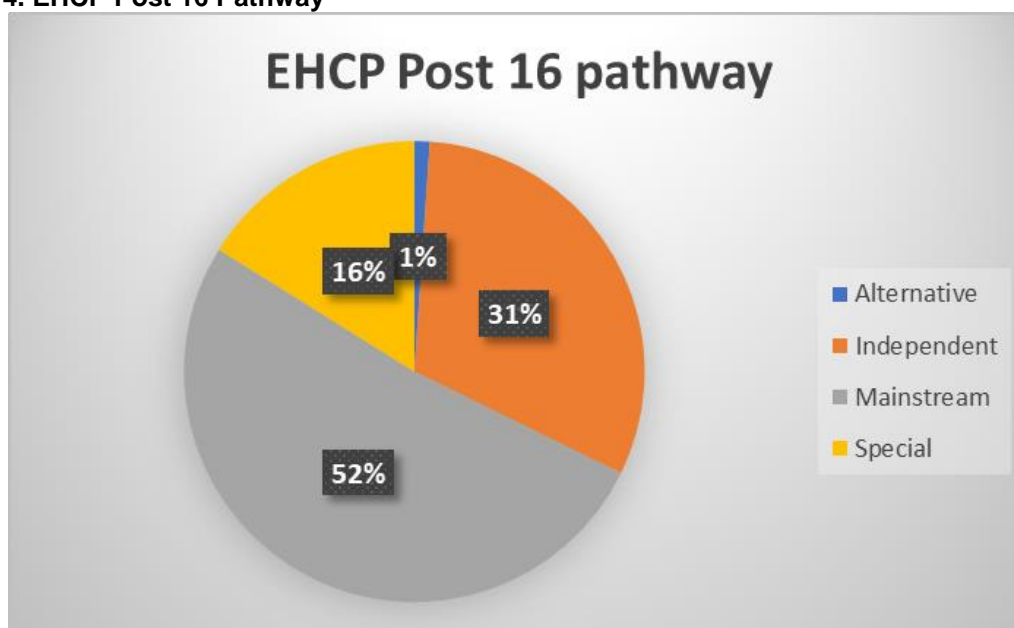
There are currently approximately 7,764 young people in post 16 provision in Hillingdon (source West London Partnership). Graph 3 below shows the majority of young people in Hillingdon attend sixth form, or sixth form college, with the other cohort attending further education.

Graph 3. 16-25 Post 16 Destinations



For the 451 young people with EHCP's entering post 16, the graph below displays the various settings that they attend. Mainstream education in the below example can be identified as provisions like: Harrow, Richmond & Uxbridge College (HRUC), mainstream schools, academies, and colleges out of area such as Berkshire College of Agriculture and Capel Manor. There are providers such as BUILD and the Fashion Retail academies that provide training provision.

Graph 4. EHCP Post 16 Pathway



There is a need for the Borough to develop post-16 SEND provision to meet demand for places for young people with SEND, in particular young people aged 16-25 with complex learning difficulties. Working with parents, young people, and partners, including colleges, consideration is being given to developing a 16-25 skills resource provision that would support young people locally to promote their independence and participation in community life.

The Council is developing its post 16 offer for young people with additional needs through a variety of partnership working. The Chimes inclusive partnership is one of those where the plan is for young people to complete work experience placements at a variety of different businesses, as well as industry talks to young people at their settings. There are also early talks with other Providers who will be working with special schools to develop their employability pathways. The Skills Hub will also be benefiting from similar programmes. [The Hillingdon Post 16 Prospectus 2023/24](#) includes providers that students use within Hillingdon.

The Council has a strong link with HRUC and, through this relationship, a brand-new intervention has been created which will transform the link/transition between mainstream education and further education. Through a 14–19-year-olds steering group, headteachers agreed that NEET prevention and vocational pathways for 14–16-year-olds were directions that the Borough should take. Therefore, the vocational carousel has been created for 14–16-year-olds to complete one of 7 vocations on a 6-week programme as part of a 'careers not courses' direction. The aspiration for this programme, (which has been praised by the DfE), is to reach out to vulnerable groups (LAC/SEND/Pupil Premium) and ensure that there is a September guaranteed place for them.

Following on from our 14-19 steering group, Officers are also exploring mentoring where a pilot will be commencing in the Spring for around 70 young people across Park Academy West London, Harlington School, and The Skills Hub. The mentoring scheme will support young people known to the Virtual School as well as Ukrainian/Afghan refugees and the Gypsy Roma Travelers community. The aspiration is to support hard to reach groups through more personal methods of information, advice, and guidance. We hope that mentoring can be a preventative measure that can support young people at an earlier stage with aspirational advice.

3.6 Special Education Needs (SEND) - Special Schools & Alternative Provision

There are two community special schools and five academy special schools in Hillingdon, all of which are full as demand is high with new entrants filling available places as soon as a child leaves the settings. The largest growth in demand is for pupils with Autism Spectrum Conditions, many with additional complex secondary needs.

The Council also use Independent Non-Maintained Special Schools (INMSS) to educate a number of pupils, where their needs cannot be met within our own special schools. The majority of these are within the Borough, but some children and young people travel outside the Borough for specialised provision. The Council have been working very hard to reduce the number of children in INMSS provision and ensure that local state-funded provision is available.

This has resulted in additional local capacity being planned and provided to meet the needs of these children and young people. However, it will take time for the current cohort pupils to transition from their current INMSS provision, where there has been an over reliance on the sector.

SEND & AP Strategy 2023-28

The new Hillingdon Local Area SEND and Alternative Provision Strategy for CYP with SEND sets out key priorities for the next 5 years in developing further new, ambitious, and innovative specialist provision that meets the need of Hillingdon CYP locally. Within the new strategy there are five Ambitions that focus on early intervention, inclusion, SEND sufficiency, post 16 provision and SEMH as well as on Alternative Provision. The Council's SEND governance structure has been redesigned to reflect these, and new Ambition Groups have been created to ensure progress on outcomes. The Ambition Group 3 has a specific focus on specialist provision and monitors the progress of all new developments as well as managing any changes required in existing specialist provision to make it sustainable and to meet the current and future demand.

Ambition 3



Provision meets the needs of Hillingdon's children and young people

The intended outcomes of this group are:

- The proportion of children with EHCPs in mainstream and SEND schools is in line with national.
- Children who require specialist provision are placed without delay in appropriate local provision.
- Children and young people and their families are positive about their experiences of the SEND provision in Hillingdon and tell us the services are meeting their needs.
- Review of banding is completed through co-production with stakeholders and a new model created which is fit for purpose long term, ensures equity, and supports children appropriately in all settings.
- The number of placements in SRPs increases, developing areas of expertise and outstanding practice across the borough.
- Mainstream settings access outreach support from local SEND schools to further develop outstanding inclusive practice.
- Alternative Provision in Borough meets needs and is used effectively to improve outcomes by supporting transition back into mainstream at the earliest opportunity.

- A reduction in SEND transport demand as more children will be attending their local school

As most of the new specialist provision has been created within the primary sector our next step is to develop a continuum of support through to secondary provision, with additional Specialist Resource Provision's (SRP's) and Designated Unit's (DU's).

Dedicated Schools Grant (DSG) deficit recovery safety valve agreement

Hillingdon Council is one of the many Local Authorities that have successfully secured a Safety Valve agreement with the DfE. This is as a result of the deficit in the Dedicated Schools Grant (DSG) High Needs block, which funds SEND provision for children and young people in Hillingdon. Rising demand and costs has put pressure on the DSG and the LA has developed a DSG Deficit Recovery Programme following the 'safety valve' agreement which has supported revenue and capital funding required for the Borough. Ensuring there is appropriate provision to meet Hillingdon's children and young people's needs is a key strategic priority for the Council, underpinned by sufficient resource and capability to ensure timely and successful delivery. The purpose of the recovery plan is to:

- Put mainstream inclusion and high-quality SEND services at the heart of education in Hillingdon
- Reduce total costs of specialist placements
- Add more local maintained specialist places in the Borough in line with the needs of our children and young people
- Embed financial sustainability

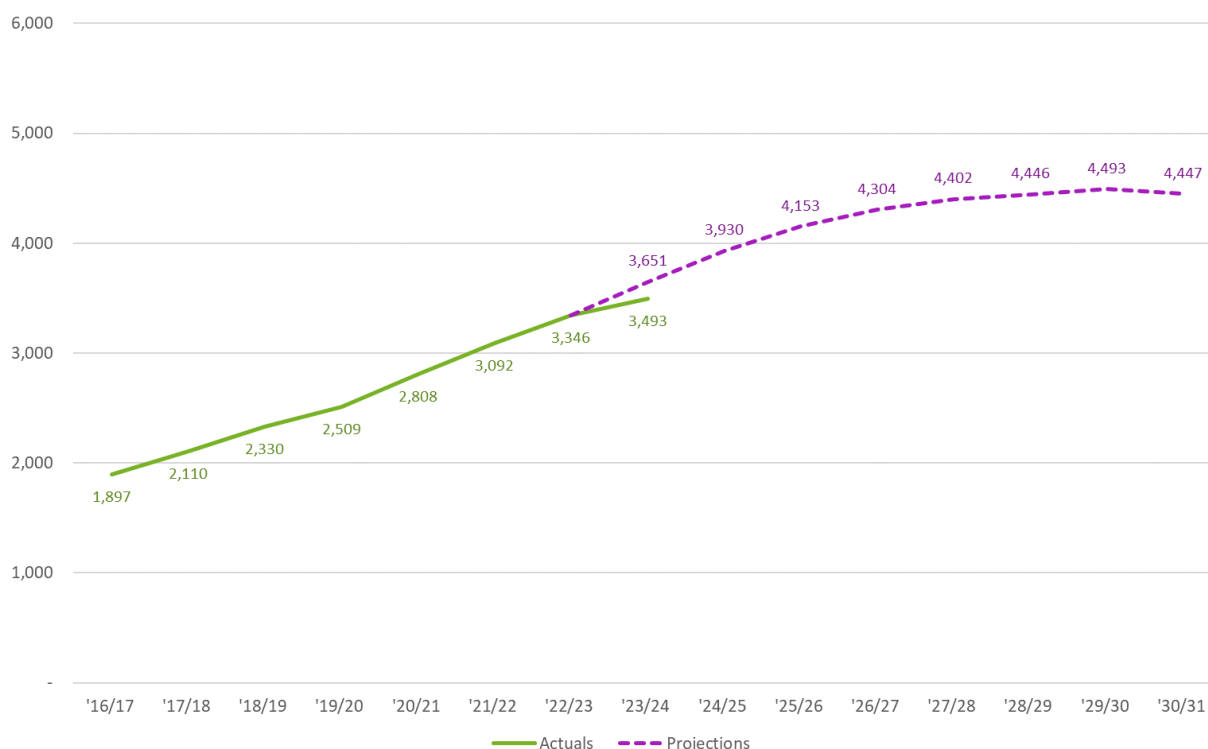
Extra specialist places are being developed in Hillingdon in the next few years to meet the rising demand, to minimise use of independent provision and longer travel times for children and young people. The aim is to maximise the use of local maintained education spaces and promote integration of pupils into mainstream where possible. Projects selected have been delivered in partnership with schools and academies that have surplus physical capacity and have commitment to inclusion and expertise in managing change.

Hillingdon's SEND Context

The total number of pupils with EHCPs in Hillingdon schools rose by 23.5% in the 3 years between October 2020 and October 2023 census, a rise of 440. Of the 2,313 children and young people, 1,038 (44.9%) are in special schools, with the remaining children and young people attending mainstream schools including SRPs. Not all are Hillingdon residents and 18% of pupils in Hillingdon special schools are resident in other LAs.

The number of pupils resident in Hillingdon with an EHCP maintained by Hillingdon is 3,493 as of 22 January 2024. In January 2020, this was 2,509 and has risen by 39%. This number fluctuates as pupils move in and out of the Borough, pupils gain an EHCP, or others have their EHCP ceased when all of their outcomes have been met, or they become age 25.

Graph 5. Hillingdon Residents with EHCPs – Actuals and 22/23-based Projections



Many of the pupils with new EHCPs require a specialist place, and at the Phase Transfer in February 2023 (transfer to Reception, Year 3, and Year 7), 49.8% of this cohort were placed at specialist provision. The majority of primary need was Autistic Spectrum Disorder (ASD) but many of the pupils had complex combinations of needs. Other London Councils (and Councils nationally) are experiencing similar increases, as parents and schools request assessments and more pupils are diagnosed with complex issues soon after birth.

Special schools have expanded but the demand from resident pupils requiring specialist provision continues to grow, ahead of the planned expansions, new schools, and other specialist provision which will open from 2024.

It is clear that in addition to supporting more pupils to remain within mainstream settings, additional specialist provision capacity must be added, including SRPs and DUs. This will ensure that less pupils will need to be placed out of Borough from Reception onwards.

Diagram 1. A Spectrum of Provision



As you can see in the diagram above, there is a graduated approach to the structure of our education provision, starting with mainstream school for the overwhelming majority of pupils, and reaches specialist provision for pupils with the most complex needs. It is expected that pupils will access the level of educational provision that best meets their individual needs, which are assessed and reviewed regularly by a range of professionals.

SRPs and DUs provide additional specialist facilities on a mainstream school site for a small number of pupils. In an SRP pupils spend most of their time in mainstream classes whereas pupils in a DU spend the majority of their time outside mainstream classes, only attending them for a few lessons. There are 107 pupils in the 15 SRPs/DUs, 76 in primary and 31 in secondary, to meet the needs of pupils requiring some specialist support and therapies.

There is additional capacity due to become available at 4 schools during this academic year, with an additional 71 places in SRP's and DU's.

Current Position

Below are several tables to explain the type of special schools within Hillingdon, and the number of pupils by year group. We are able to meet a range of needs across the schools, and there is a mix of Community and Academy schools. There is only 1 special school that can accommodate primary and secondary pupils, and the other 6 schools have fixed age ranges.

Table 7. October 2023 – Special School Roll

School	School Type	Designated Need
Grangewood School	Academy	SLD/PMLD/MSI
Hedgewood School	Community	MLD/ASD
Meadow High School	Community	MLD (Complex)
Moorcroft School	Academy	SLD/PMLD/MSI
Pentland Field School	Academy	MLD/ASD
Willows School Academy Trust	Academy	SEMH/MLD/ASD
The PRIDE	Academy	SEMH

Current total special school rolls are set out in the table below. The total roll is now 1,045, a rise of 8.7% on last year (961 in October 2022), and an overall rise of 26% in the past 5 years (828 in October 2018). The majority of the pupils are Hillingdon residents although some schools near borough borders take higher levels of out of borough pupils.

Table 8. October 2023 – Primary Special School Roll

School Name	Nursery	R	1	2	3	4	5	6	Total
Grangewood	-	13	19	26	24	20	17	19	138
Hedgewood	-	5	21	30	26	38	38	31	189
Pentland Field	-	3	11	5	9	6	10	11	55
The Willows	-	-	-	5	11	12	14	19	61
Primary Total	0	21	51	66	70	76	79	80	443

Table 9. October 2023 – Secondary Special School Roll

School Name	7	8	9	10	11	12	13	14	Total
Meadow	45	38	35	35	20	37	29	27	266
Moorcroft	13	21	17	17	22	16	14	12	132
Pentland Field	13	14	21	15	13	14	10	14	114
The PRIDE Academy	22	12	16	22	17	1	-	-	90

Extra places currently in development – DfE funded capital programmes

There are currently 2 separate government funded capital building projects. The DfE funded and managed Priority School Building Projects (PSBP) aims to rebuild and refurbish school buildings in the worst condition across the country, and the Free School projects, which will create additional places. In Hillingdon this relates to 3 special schools and one new ASD Unit. All these places will be commissioned for Hillingdon residents and will reduce out of Borough provision and costs, though some cross-borough movement and use of specialist provision will always be needed.

Priority School Building Projects:

- **Meadow High School** is a complex MLD setting for secondary aged pupils. It was largely rebuilt by DfE Priority Schools Building Programme, with a larger hall and other improved facilities but no extra places, which officially opened in September 2022.
- **Harlington Secondary School** PSBP expansion that included a new Designated Unit for 15 pupils with ASD opened in the Autumn Term 2023.

Free School Projects

- One new Free School has opened already, with the construction of two new Free Schools underway:
- **The PRIDE Academy** opened in January 2023 originally as a Social, Emotional and Mental Health (SEMH) specialist setting for secondary age pupils. The school expanded by 45 places including Key Stage 2 and post-16 places and has broadened their designation to include complex ASD with SEMH in order to meet local needs
- **Grand Union Village** is a new primary Severe Learning Difficulties /Profound Multiple Learning difficulties (SLD/PMLD) school with 80 new places. The build was completed in the Autumn Term 2023 but is being used to decant pupils from Grangewood to allow for the building of the new Pinn River school.
- **New Pinn River** Free School with 80 additional places that include expanded SLD/ PMLD/ Multi-Sensory Impairment MSI provision which is due to open January 2026. This all through school will provide places for pupils currently in satellite provisions at Pinkwell Primary School and RNIB Sunshine House within the Eden Trust.

Demand for additional places

With the additional places being provided above, the additional SRP and DU provisions that are in the process of being made available this academic year, and projected falling school rolls, it is expected that the Council will be able to meet the increasing demand. This work will continue alongside workstreams in the new SEND & AP Strategy, to align the needs of the pupils with the most appropriate provision, and a desire to ensure mainstream schools are inclusive and can meet a range of needs. New admissions guidance for special schools is being created to enable parents and schools to better understand the needs each of our special schools can meet, and this will allow a better understanding of the projection of needs coming through the system. Data will be closely monitored moving forwards to ensure that there are sufficient places to meet the needs of the children and young people across the borough.

The current challenge is to continue to develop more specialist provision within mainstream settings through SRPs and DUs in secondary schools. The recently increased provision in primary schools must now be reflected in secondary schools to ensure that pupils have appropriate pathways through transition. There are currently a total of 142 SRP and DU places in primary schools compared to 61 places in secondary schools. Around 65% of the total number of places in these SRPs and DUs are for pupils with ASD, which is our largest cohort, followed by pupils with Speech, Language and Communication Needs (SLCN) at around 14%. Projections suggest these two designations will continue to increase for the next 7 years.

A review of suitable opportunities is underway. Once the review is complete, the Council will engage with secondary schools to discuss next steps. The review is expected to be completed by the summer at which time engagement with schools can begin. The intention is to identify any provision that is likely to have the capacity to accommodate a specialist provision within their current site in the short to medium term, to ensure that a cost-effective solution can be designed. This work will take place in partnership with schools, and is expected to be completed by the end of 2024, after which time any necessary works can be agreed and planned. The aim is to have any additional provision available for September 2025, ready for the next academic year.

In line with the Council's intentions, improved support and expertise for mainstream schools will help them to meet the needs of pupils with EHCPs and will be provided by the SEND Advisory Service. The numbers of pupils with EHCPs and SEND varies substantially between schools. In naming a specific school on an EHCP, the Council must take parental preferences into account, amongst other criteria, and contact schools where the parent has stated it as a preference on the EHCP. If the Council believes another school is equally suitable, it can be named, having considered the overall impact on the schools and the best provision for each child.

DfE Capital Grants for SEND expansion and improvements 2019-2024

Since 2019, extra DfE capital grants for special needs have been allocated to Local Authorities each year. This grant can be used to provide more places, meet the needs of existing pupils through adaptation works, and reduce the use of expensive independent provision to support a reduction of deficits on the High Needs Block of the Dedicated Schools Grant. The grant funding has been used to adapt buildings and add extra classrooms and places at existing schools, with Member and schools' approval.

Capital Bid linked to Dedicated Schools Grant (DSG) deficit recovery safety valve agreement

A successful bid for additional capital grant funding was made to the DfE in March 2022 to deliver the projects in the DSG Deficit Recovery Programme. The table below provides a summary of the proposed projects that have been included in the bid. In total, there are 9 projects.

Table 10. Proposals included in bid for SEND Capital:

Provider	Description	Type	Phase	Type of SEND need	Number of additional places to be created
Meadow High School	Expansion by adaptations and small extension to create new 2nd site and demolish/rebuild on main site.	Community Special School	Secondary	MLD (Complex)	98
Wood End Park Primary Academy (south)	New Designated Unit: ASD	Academy Primary	Primary	ASD with Complex Needs	24

Ruislip Gardens Primary School (North)	Specialist Assessment Base.	Community Primary School	Primary	ASD	16
Ruislip Gardens Primary School (North)	New Primary ASD SRP integrated into school - working alongside the Nursery Assessment Centre.	Community Primary School	Primary	ASD	16
New Special Free School Bid	ASD with complex needs	Site to be confirmed	All through School	ASD with complex needs	180
Pinkwell School (Elliot Trust)	Agree permanent status beyond 2024 of the temporary Unit used by Eden Trust 2022-24.	Academy	Primary	SLD	N/A

The following projects have been completed in the last academic year:

Charville Primary Academy (South)	New Primary ASD SRP.	Academy Primary	Primary	ASD	16
Eden Trust: Grangewood Primary & Moorcroft Secondary Special Schools.	Satellite provision of Grangewood and Moorcroft at Pinkwell	Academy Special	Grangewood Primary	SLD	16
			Moorcroft Secondary		24

The Council has already committed £22million towards these projects from the High Needs Grant.

Alternative Provision

Hillingdon's strategy for Alternative Provision (AP) has been aligned with the SEND strategy to create the Hillingdon Local Area SEND and Alternative Provision Strategy for Children and Young People 0-25 years, 2023-28. Ambition 5 of this strategy sets out our vision for AP which is that there is a flexible offer and range of intervention for children to access alternative provision.

The aim is for every child accessing Alternative Provision in Hillingdon to be:

- Given access to a diverse, imaginative, and engaging curriculum that is relevant, appropriate and includes core subjects
- Involved in developing a plan which focuses on their reintegration back into mainstream school, where appropriate
- Supported by a flexible, multi-disciplinary intervention according to need which considers the whole child within their family context
- Educated in their local community, where possible and appropriate

The main provider of AP in the Borough for children without a school place continues to be the Orchard Hill College and Academy Trust (OHCAT). The Council commissions places with OHCAT for children who are:

- Permanently excluded
- Newly arrived to the Borough
- Unable to attend school due to medical reasons

There are typically around 50 students accessing AP as a result of a permanent exclusion, 20 who are newly arrived to the Borough and 20 who are unable to attend their mainstream setting due to medical reasons.

Hillingdon is launching a Dynamic Purchasing System (DPS) for AP in April 2024 allowing officers to create and maintain an approved pool of AP providers to ensure market availability and best value to meet the needs of the children in the Borough who require access to AP.

Use of a DPS will create a competitive environment for suppliers and ongoing assurance on value for money whilst also ensuring a breadth of provision will be available to best meet the needs of a diverse and fluid cohort of children and young people. There will be four Lots that providers will be able to apply for:

- Lot 1: Full time education provision
- Lot 2: Part time education provision
- Lot 3: Bespoke provision
- Lot 4: Support for post-16 Education and Preparation for Adulthood

3.7 Next Steps

The School Organisation Plan has set out the responsibilities the Council holds with regards to school place planning for early years, mainstream and special provision. The continued review of data and options provided will allow Officers to be able to meet their statutory duty of ensuring sufficient school places within Hillingdon.

The Council will continue to engage with schools and settings at the appropriate time to respond to any changing needs and demands and will ensure that the relevant committees and groups remain updated on progress. This will include strategic groups such as Schools Strategic Partnership Board (SSPB). As a Council we will ensure we are able to adjust to both increases and reductions in demand for school places, working in partnership with our schools and partners.

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Appendices

Appendix 1: Glossary of Terms

Primary Needs:

- **ASC/ASD:** Autism Spectrum Condition/Disorder/Autism
- **SEMH:** Social, Emotional and Mental Health
- **HI:** Hearing Impairment
- **MLD:** Moderate Learning Difficulties
- **MSI:** Multi-Sensory Impairment
- **PD:** Physical Difficulties
- **PMLD:** Profound and Multiple Learning Difficulties
- **SLD:** Severe Learning Difficulties
- **SLCN:** Speech, Language and Communication Needs
- **VI:** Visual Impairment

Broad Categories of SEND:

- **Social, Emotional and Mental Health Difficulties (SEMH):** Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive, or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- **Sensory and/or physical needs:** Some children and young people require special educational provision because they have a disability that prevents or hinders them from making use of the educational facilities generally provided in a mainstream setting. This includes pupils with visual impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) who are likely to require specialist support and/or equipment to access their learning or support. It also includes those with a severe physical disability (PD).
- **Cognition and Learning:** Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) - where children are likely to need support in all areas of the curriculum and have associated difficulties with mobility and communication - through to profound and multiple learning difficulties (PMLD). Children with PMLD are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. This range of needs also includes specific learning difficulties (SpLD), which encompasses a range of conditions such as dyslexia, dyscalculia, and dyspraxia.
- **Communication and Interaction:** Children and young people with speech, language, and communication needs (SLCN) have difficulty in communicating with others. They may have difficulty with one, some or all of the different aspects of speech, language, or social communication at different times of their lives. This area includes those children and young people with autism who also are likely to have difficulties with social interaction, and with language, communication, and imagination, which can impact on how they relate to others.

Other Terms or Acronyms:

- **Academy:** Schools controlled and funded directly by the Secretary of State for Education and include academies, free schools, UTC schools, studio schools, academy special schools, alternative provision academies and academy boarding schools.
- **Alternative Provision:** Education arranged by Local Authorities for pupils who because of exclusion, illness, or other reasons, would not otherwise receive suitable education; education arranged by pupils on a fixed period exclusion; and pupils being directed by schools to off-site provision to improve behaviour.
- **DfE:** Department for Education is the national body responsible for education, children's services, higher and further education policy.
- **EHCP:** An EHCP details the education, health and social care support that is to be provided to a child or young person who has SEN or a disability. It is drawn up by the Council after an EHC needs assessment of the child or young person has determined that an EHC plan is necessary, and after consultation with relevant partner agencies.
- **ESFA:** Education and Skills Funding Agency (formerly EFA): national body responsible for school funding, delivering Free Schools and monitoring academies.
- **EYFSP:** Early Years Foundation Stage
- **EYQT:** Early Years Quality Improvement Team
- **FE:** Form of Entry, this describes a Reception class of 30 pupils and the seven classrooms that are needed for the class to work their way through the school
- **GLA:** Greater London Authority
- **LA:** Local Authority
- **LBH:** London Borough of Hillingdon
- **Mainstream School:** School provision other than special schools, hospital schools, alternative provision, i.e., mainstream community schools, voluntary-aided, trust, foundation, or grammar schools.
- **Maintained School:** A school that is funded by a local education authority.
- **NOR:** Number on roll, this is a count of the number of pupils in an educational facility.
- **PAN:** Published Admission Number
- **PRU:** Pupil Referral Unit also known as Alternative Provision for those not willing or able to attend mainstream school for a short period or long term.
- **RSC:** Regional Schools Commissioner acts on behalf of the Secretary of State for Education and is responsible for intervening when academies or sponsors are underperforming, arranging sponsors for new academies, and advising on new free schools.
- **PVI:** Private Voluntary and Independent Nurseries
- **SCAP:** School Capacity Survey, is an annual return by SBC to the ESFA to explain projected shortfalls in school places. SEND and PRU places are not captured in this return
- **SEND:** Special Education Needs and Disabilities, refers to pupils with an EHCP, these pupils will attend a mainstream school possibly in a Resourced Unit or a Special School
- **Specialist Resource Provision (SRP):** Are special provisions within a mainstream school where the children are taught mainly within separate classes.
- **Special School:** A school which is specially organised to make special educational provision for pupils with SEND.

Appendix 2 – Breakdown of Academy Trusts

Multi-Academy Trust	LBH Schools by Phase						Total Trust Schools in LBH	LBH Schools in Trust
	Primary	Secondary	All-Through	Studio College / UTC	Special School	Alternative Provision		
The Rosedale Hewens Academy Trust	3	2		2			7	Brookside, Hewens Primary, Rosedale Primary, Hewens College, Rosedale College, DeSalis Studio, Parkside Studio
Vanguard Learning Trust	3	2					5	Field End J, Hermitage, Ryefield, Ruislip High, Vyners
LDBS Frays Academy Trust	4						4	Cowley St Laurence, Laurel Lane, St Martin's, St Matthew's
QED Academy Trust	1	3					4	Coteford J, Harefield, Northwood, Queensmead
The Park Federation Academy Trust	4						4	Cranford Park, Lake Farm Park, West Drayton, Wood End Park
Middlesex Learning Partnership	2	1					3	William Byrd, Barnhill, Belmore
The Eden Academy					3		3	Grangewood, Moorcroft, Pentland
The Elliot Foundation Academies Trust	3						3	Hillingdon, John Locke, Pinkwell
Guru Nanak Sikh Academy Limited	1		1				2	Nanaksar, Guru Nanak
Orchard Hill College Academy Trust					1	1	2	The PRIDE Academy, The Skills Hub
Activate Learning Education Trust				1			1	UTC Heathrow
Aspirations Academies Trust		1					1	Park Academy
The Diocese Of Westminster Academy Trust		1					1	Douay Martyrs
Veritas Educational Trust		1					1	Bishop Ramsey
Total Schools in Multi-Academy Trusts	21	11	1	3	4	1	41	
Single-Academy Trust	LBH Schools by Phase						Total Trust Schools in LBH	LBH Schools in Trust
	Primary	Secondary	All-Through	Studio College / UTC	Special School	Alternative Provision		
Bishopshalt School		1					1	Bishopshalt
Charville Academy	1						1	Charville
Global Academy UTC Trust Limited				1			1	Global Academy
Haydon School		1					1	Haydon
Swakeleys School For Girls		1					1	Swakeleys
The Willows School Academy Trust					1		1	The Willows
Uxbridge High School Academy Trust		1					1	Uxbridge High
Total Schools in Single-Academy Trusts	1	4	0	1	1	0	7	

Appendix 3 – Definitions of Types of School

Maintained Schools - overseen by the LA:

Community - the Council owns the buildings and determines admission arrangements.

Foundation - the governing body owns the school buildings, employs the staff and determines their own admission arrangements.

Voluntary Aided - a Trust or diocesan body own the building, employ the staff, and determine their own admission arrangements.

Non-maintained schools - independent from the local council:

Academies - the Trust owns or has a long lease on their site, they operate under a Funding Agreement with the Government and can follow a different curriculum.

Free Schools - schools that have opened as new academies, rather than being converted to an academy from a maintained school. A free school is still an academy and is funded and controlled in the same way as other academies.

Other schools

Independent - private schools (independent from the local council) where parents pay for the cost of their child's place.

Appendix 4 - School PAN Numbers by Type

The tables below give a list of primary, secondary, and special schools respectively, and their Published Admission Numbers (PANs) or Commissioned Places for the academic year 2023/24.

School	Published Admissions Number (PAN)
Belmore Primary Academy	90
Bishop Winnington-Ingram CofE Primary School	30
Botwell House Catholic Primary School	90
Bourne Primary School	30
Brookside Primary School	60
Charville Academy	60
Cherry Lane Primary School	90
Colham Manor Primary School	90
Coteford Infant School	81
Coteford Junior School	81
Cowley St Laurence CE Primary School	60
Cranford Park Academy	120
Deanesfield Primary School	90
Dr Triplett's CofE Primary School	60
Field End Infant School	90
Field End Junior School	90
Frithwood Primary School	60
Glebe Primary School	90
Grange Park Infant and Nursery School	120
Grange Park Junior School	120
Guru Nanak Sikh Academy	60
Harefield Infant School	60
Harefield Junior School	60
Harlyn Primary School	60
Harmondsworth Primary School	30
Hayes Park School	90
Heathrow Primary School	60
Hermitage Primary School	60
Hewens Primary School	60
Highfield Primary School	60
Hillingdon Primary School	90
Hillside Infant School	60
Hillside Junior School	60
Holy Trinity CofE Primary School	30
John Locke Academy	90
Lady Bankes Primary School	90
Lake Farm Park Academy	90
Laurel Lane Primary School	60
Minet Junior School	120

Minet Nursery and Infant School	120
Nanaksar Primary School	120
Newnham Infant and Nursery School	90
Newnham Junior School	90
Oak Farm Primary School	90
Pinkwell Primary School	90
Rabbsfarm Primary School	90
Rosedale Primary School	60
Ruislip Gardens Primary School	60
Ryefield Primary School	60
Sacred Heart Catholic Primary School	90
St Andrew's CofE Primary School	30
St Bernadette Catholic Primary School	60
St Catherine Catholic Primary School	30
St Martin's Church of England Primary School	60
St Mary's Catholic Primary School	30
St Matthew's CofE Primary School	60
St Swithun Wells' Catholic Primary School	30
The Breakspear School	90
Warrender Primary School	60
West Drayton Academy	90
Whitehall Infant School	120
Whitehall Junior School	120
Whiteheath Infant and Nursery School	90
Whiteheath Junior School	90
William Byrd Academy	90
Wood End Park Academy	120
Yeading Infant and Nursery School	120
Yeading Junior School	120
TOTAL	5,172

Secondary schools – Published Admission Numbers 2023/24 - excluding bulge classes

School	Published Admissions Number (PAN)
Barnhill Community High School	240
Bishop Ramsey Church of England School	186
Bishopshalt School	186
The Douay Martyrs Catholic School	240
Guru Nanak Sikh Academy	180
Harefield Academy	90
Harlington School	240
Haydon School	300
Hewens College	120
Northwood School	180
Oak Wood School	240
Park Academy West London	180
Queensmead School	240
Rosedale College	180
Ruislip High School	210
Swakeleys School for Girls	240
Uxbridge High School	230
Vyners School	240
Total Places	3722

Special schools – Planned Place Numbers 2023/24

Special Schools - Planned Places Numbers 2020/21			
School	School Type	Designated Need	Commissioned Places
Grangewood School	Academy	SLD/PMLD/MSI	131
Hedgewood School	Community	MLD/ASD	190
Meadow High School	Community	MLD (Complex)	250
Moorcroft School	Academy	SLD/PMLD/MSI	119
Pentland Field School	Academy	MLD/ASD	162
Willows School Academy Trust	Academy	SEMH/MLD/ASD	60
The PRIDE	Academy	SEMH	76
Total Places	988		

Specialist Resource Provision – Planned Place Numbers 2023/24

School	School Type	Designated Need	Commissioned Places
Primary			
Hayes Park School SRP	Foundation	ASD	13
Coteford Infant School SRP	Community	PD	3
Coteford Junior School SRP	Academy	PD	6
Deansfield Primary School SRP	Community	SLCN	8
Pinkwell Primary SRP	Academy	SLCN	10
Glebe Primary SRP	Community	HI	11
Cherry Lane Primary SRP	Community	ASD	10
Lake Farm Park Primary SRP	Academy	ASD	13
St Martin's CE Primary SRP	Academy	ASD	12
Secondary			
Oak Wood School - SRP	Foundation	ASD	12
Harlington School SRP	Foundation	Physical and Sensory Disabilities	7
Northwood SRP	Academy	SLCN	10
Vyners SRP	Academy	HI	16
Total Places			131

Appendix 5 – Schools by Planning Area

Planning Area Number	Schools within Planning Area	Number of Schools
PPA 1	Harefield Infant School & Harefield Junior School	2
PPA 2	Frithwood Primary School, Harlyn Primary School, Hillside Infant School, Hillside Junior School & Holy Trinity CofE Primary School	5
PPA 3	Bishop Winnington-Ingram CofE Primary School, Coteford Infant School, Coteford Junior School, Warrender Primary School, Whiteheath Infant and Nursery School & Whiteheath Junior School	6
PPA 4	Glebe Primary School & The Breakspear School	2
PPA 5	Bourne Primary School, Deanesfield Primary School, Field End Infant School, Field End Junior School, Lady Bankes Primary School, Newnham Infant and Nursery School, Newnham Junior School, Ruislip Gardens Primary School, Sacred Heart Catholic Primary School & St Swithun Wells' Catholic Primary School	10
PPA 6	Cowley St Laurence CE Primary School, Hermitage Primary School, John Locke Academy, St Andrew's CofE Primary School, St Mary's Catholic Primary School, Whitehall Infant School & Whitehall Junior School	7
PPA 7	Highfield Primary School, Hillingdon Primary School, Oak Farm Primary School, Ryefield Primary School & St Bernadette Catholic Primary School	5
PPA 8	Charville Academy, Grange Park Infant and Nursery School, Grange Park Junior School, Hayes Park School & Hewens Primary School	5
PPA 9	Belmore Primary Academy, Brookside Primary School, Yeading Infant and Nursery School & Yeading Junior School	4
PPA 10	Colham Manor Primary School, Rabbsfarm Primary School & St Matthew's CofE Primary School	3
PPA 11	Botwell House Catholic Primary School, Dr Triplett's CofE Primary School, Guru Nanak Sikh Academy, Lake Farm Park Academy, Minet Nursery and Infant School, Minet Junior School, Nanaksar Primary School, Rosedale Primary School & Wood End Park Academy	9
PPA 12	Cranford Park Academy, Pinkwell Primary School & William Byrd Academy	3
PPA 13	Harmondsworth Primary School & Heathrow Primary School	2

PPA 14	Cherry Lane Primary School, Laurel Lane Primary School, St Catherine Catholic Primary School, St Martin's Church of England Primary School & West Drayton Academy	5
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Appendix 6 – Forecasting by Planning Area

Forecasting by Planning Areas

The following sections include the school place forecasts at a planning area level from the SCAP 23 submission. The map illustrates the 14 primary planning areas within the London Borough of Hillingdon followed by forecasts for the North and South of the Borough for secondary schools.

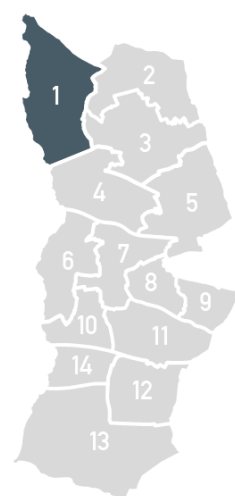
“Reception Pupil Forecast” shows the year-on-year change in projections e.g., for the whole Borough, 2023/24’s reception projection is 181 pupils lower than the 2022/23 census actuals.

“Reception Surplus” has been added to show the expected number of vacant school places against the approved PAN for each year.

“Number on Roll” is using January Census actuals for 2022/23, and projections for future years.

Reception Pupil Forecast – PPA 1

Reception Pupil Forecast								
Year	23/24	24/25	25/26	26/27	27/28	28/29	29/30	30/31
Year-on-Year +/-	-5	-2	-5	0	-1	0	0	0
Reception Surplus	3	5	10	10	11	11	11	11
Harefield Infant School & Harefield Junior School								



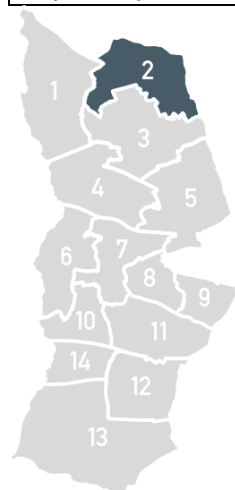
Number on Roll (Reception only)		Number on Roll (Whole phase)	
Year	NOR	Year	NOR
22/23	62	22/23	405
23/24	57	23/24	403
24/25	55	24/25	408
25/26	50	25/26	401
26/27	50	26/27	391
27/28	49	27/28	377
28/29	49	28/29	368
29/30	49	29/30	359
30/31	49	30/31	353

This area is predominantly rural and very isolated from the rest of the Borough, it is surrounded by Hertfordshire with one lone village served by an infant and junior school which must have sufficient capacity to meet local demand. The year groups fluctuate, and this has caused both schools budget and class management problems.

A PAN reduction to 60 was agreed for each school from September 2023 to reflect the size of most year groups in the infant and junior schools. This will still ensure that all local and sibling demand can be met and give the school and its pupils stability. Some of the current roll are not local but travel in long distances, using the school for convenience as it is near parental work.

Reception Pupil Forecast – PPA 2

Reception Pupil Forecast								
Year	23/24	24/25	25/26	26/27	27/28	28/29	29/30	30/31
Year-on-Year +/-	-3	-1	+1	-1	-4	+4	+1	-1
Reception Surplus	28	29	28	29	33	29	28	29
Frithwood Primary School, Harlyn Primary School, Hillside Infant School, Hillside Junior School & Holy Trinity CofE Primary School								



Number on Roll (Reception only)	
Year	NOR
22/23	185
23/24	182
24/25	181
25/26	182
26/27	181
27/28	177
28/29	181
29/30	182
30/31	181

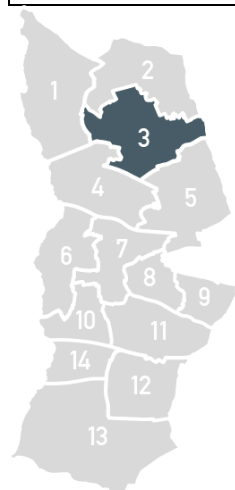
Number on Roll (Whole phase)	
Year	NOR
22/23	1397
23/24	1344
24/25	1337
25/26	1314
26/27	1285
27/28	1257
28/29	1243
29/30	1239
30/31	1233

This PPA is affected by fluctuating demand and has experienced a steady decline in numbers since 2016. Local house sales have slowed, it would appear few new families are moving in and some families have decided to move back to Europe.

All of the schools in PPA 2 are close to the boundary with Hertfordshire and Harrow and significantly affected by cross-borough movement.

Reception Pupil Forecast – PPA 3

Reception Pupil Forecast								
Year	23/24	24/25	25/26	26/27	27/28	28/29	29/30	30/31
Year-on-Year +/-	-7	-3	-6	+4	-6	+3	+1	-1
Reception Surplus	52	34	10	6	12	9	8	9
Bishop Winnington Ingram CofE, Coteford Infant, Coteford Junior, Warrender, Whiteheath Infant & Nursery & Whiteheath Junior School								



Number on Roll (Reception only)	
Year	NOR
22/23	216
23/24	209
24/25	206
25/26	200
26/27	204
27/28	198
28/29	201
29/30	202
30/31	201

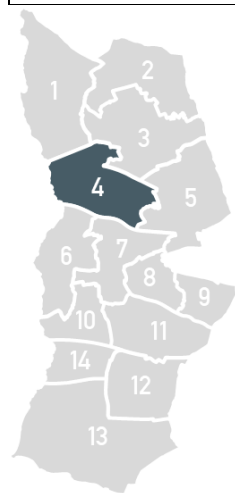
Number on Roll (Whole phase)	
Year	NOR
22/23	1581
23/24	1598
24/25	1598
25/26	1566
26/27	1530
27/28	1487
28/29	1458
29/30	1430
30/31	1420

Previous pressure led to the expansion of one school. Numbers had fallen suddenly in 2020/21 for one school which is 1FE, however currently with only 8% vacancy.

There is some pupil movement between PPAs 3, 4 & 5. Therefore, securing sufficient capacity across these areas has been factored into the LA's plans. Numbers have been reviewed with the proposal to consult to reduce the PAN of 1 school which would take effect in September 2024, and another with effect from September 2025.

Reception Pupil Forecast – PPA 4

Reception Pupil Forecast								
Year	23/24	24/25	25/26	26/27	27/28	28/29	29/30	30/31
Year-on-Year +/-	+6	-7	-11	+8	-4	+2	0	-2
Reception Surplus	19	26	37	29	33	31	31	33
Breakspear Primary School & Glebe Primary School								



Number on Roll (Reception only)	
Year	NOR
22/23	155
23/24	161
24/25	154
25/26	143
26/27	151
27/28	147
28/29	149
29/30	149
30/31	147

Number on Roll (Whole phase)	
Year	NOR
22/23	1185
23/24	1171
24/25	1158
25/26	1122
26/27	1095
27/28	1054
28/29	1028
29/30	1019
30/31	1006

The two schools in this PPA have historically been popular and full as they attract applications from outside the immediate area.

This area has some moves between PPA 4 and PPA 5. No changes are proposed at this point.

Reception Pupil Forecast – PPA 5

Reception Pupil Forecast								
Year	23/24	24/25	25/26	26/27	27/28	28/29	29/30	30/31
Year-on-Year +/-	-3	-25	-16	+19	-12	+8	+4	0
Reception Surplus	60	85	101	82	94	86	82	82
Bourne Primary School, Deanesfield Primary School, Field End Infant School, Field End Junior School, Lady Bankes Primary School, Newnham Infant and Nursery School, Newnham Junior School, Ruislip Gardens Primary School, Sacred Heart Catholic Primary School & St Swithun Wells' Catholic Primary School								



Number on Roll (Reception only)	
Year	NOR
22/23	513
23/24	510
24/25	485
25/26	469
26/27	488
27/28	476
28/29	484
29/30	488
30/31	488

Number on Roll (Whole phase)	
Year	NOR
22/23	3711
23/24	3688
24/25	3601
25/26	3479
26/27	3389
27/28	3326
28/29	3258
29/30	3238
30/31	3221

This area has a concentration of residential development, though pupil movement is limited by geographical constraints such as RAF Northolt and major roads. Predicted demand is affected by cross-borough movement as the two largest schools are close to the border with Harrow.

The cross-border movements and overlap with PPA 3 have been fully considered. It was agreed to reduce the PAN of an Infant and Junior school by 30 from September 2023.

Reception Pupil Forecast – PPA 6

Reception Pupil Forecast								
Year	23/24	24/25	25/26	26/27	27/28	28/29	29/30	30/31
Year-on-Year +/-	-33	-3	+2	+9	-7	+6	+3	-1
Reception Surplus	61	64	32	23	30	24	21	22
Cowley St Laurence CE Primary School, Hermitage Primary School, John Locke Academy, St Andrew's CofE Primary School, St Mary's Catholic Primary School, Whitehall Infant School & Whitehall Junior School								



Number on Roll (Reception only)	
Year	NOR
22/23	362
23/24	329
24/25	326
25/26	328
26/27	337
27/28	330
28/29	336
29/30	339
30/31	338

Number on Roll (Whole phase)	
Year	NOR
22/23	2470
23/24	2481
24/25	2456
25/26	2423
26/27	2350
27/28	2297
28/29	2263
29/30	2233
30/31	2228

This includes Uxbridge Town Centre and a number of residential areas. One of these is the large development on the former RAF Uxbridge base which will include 1,300 new homes. Demand for places has increased and is expected to grow further as the site is developed.

A new 3FE primary school opened in September 2014 but before the housing was occupied. Therefore, the school was temporarily an over-provision that filled with a significant number of applications from outside PPA 6, as Uxbridge is convenient for many parents. This has created some distortion with siblings from miles away, but will correct over time, and led to erratic forecasts.

There is expected to be sufficient capacity locally, given the spaces nearby in PPA 7. The area is closely monitored, as the development and sales of new homes progress. The Council has consulted on a PAN reduction for an infant/junior school of 1FE with effect from September 2025.

Reception Pupil Forecast – PPA 7

Reception Pupil Forecast								
Year	23/24	24/25	25/26	26/27	27/28	28/29	29/30	30/31
Year-on-Year +/-	-28	-1	0	+1	-7	+3	+1	-2
Reception Surplus	76	77	77	76	83	80	79	81
Highfield Primary School, Hillingdon Primary School, Oak Farm Primary School, Ryefield Primary School & St Bernadette Catholic Primary School								



Number on Roll (Reception only)	
Year	NOR
22/23	312
23/24	284
24/25	283
25/26	283
26/27	284
27/28	277
28/29	280
29/30	281
30/31	279

Number on Roll (Whole phase)	
Year	NOR
22/23	2279
23/24	2221
24/25	2172
25/26	2140
26/27	2083
27/28	2000
28/29	1946
29/30	1909
30/31	1896

This is a predominantly residential area, just south of the central Uxbridge area. Demand for places has declined in two schools. One 2 FE school has currently 50% vacancy for September 2023 and will be monitored.

The recent pattern of household moves, and of pupils travelling to schools outside their planning area across PPAs 6,7,8,9,11 is being carefully monitored. It is hoped that careful decisions on a few PAN reductions in these areas will have a wider stabilising impact across all the schools in this PPA. No further action is planned for now, but the situation is being closely monitored.

Reception Pupil Forecast – PPA 8

Reception Pupil Forecast								
Year	23/24	24/25	25/26	26/27	27/28	28/29	29/30	30/31
Year-on-Year +/-	+4	-1	+1	+6	-9	+3	0	-2
Reception Surplus	71	42	41	35	44	41	41	43
Charville Academy, Grange Park Infant and Nursery School, Grange Park Junior School, Hayes Park School & Hewens Primary School								



Number on Roll (Reception only)	
Year	NOR
22/23	255
23/24	259
24/25	258
25/26	259
26/27	265
27/28	256
28/29	259
29/30	259
30/31	257

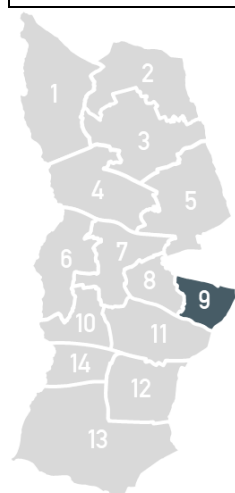
Number on Roll (Whole phase)	
Year	NOR
22/23	2053
23/24	2002
24/25	1975
25/26	1913
26/27	1872
27/28	1827
28/29	1786
29/30	1775
30/31	1766

Demand has slowed in the area. One Trust school did consult on reducing their PAN which took effect September 2023.

The recent pattern of household moves, and of pupils travelling to schools outside their planning area across PPAs 6,7,8,9,11 is being carefully monitored. Numbers have been reviewed and a PAN reduction of an Infant and Junior school by 1FE will take effect in September 2024.

Reception Pupil Forecast – PPA 9

Reception Pupil Forecast								
Year	23/24	24/25	25/26	26/27	27/28	28/29	29/30	30/31
Year-on-Year +/-	-8	-6	-16	+2	-7	+1	0	-1
Reception Surplus	37	43	59	57	64	63	63	64
Belmore Primary Academy, Brookside Primary School, Yeading Infant and Nursery School & Yeading Junior School								



Number on Roll (Reception only)	
Year	NOR
22/23	241
23/24	233
24/25	227
25/26	211
26/27	213
27/28	206
28/29	207
29/30	207
30/31	206

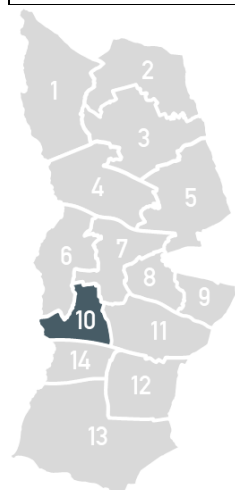
Number on Roll (Whole phase)	
Year	NOR
22/23	1666
23/24	1667
24/25	1644
25/26	1590
26/27	1547
27/28	1497
28/29	1468
29/30	1439
30/31	1418

Demand for places is being monitored. This area is adjacent to PPA 11 and to the borough of Ealing and therefore can be affected by demand for places from outside the PPA/Borough.

The recent pattern of household moves, and of pupils travelling to schools outside their planning area across PPAs 6,7,8,9,11 is being carefully monitored. It is hoped that careful decisions on a few PAN reductions in these areas will have a wider stabilising impact across all the local schools. One school serving a distinct residential area, bordering Ealing, has had steadily declining rolls and has already been operating at 1FE below PAN in all year groups. The school consulted to reduce its PAN by 30 from September 2023 and this was agreed.

Reception Pupil Forecast – PPA 10

Reception Pupil Forecast								
Year	23/24	24/25	25/26	26/27	27/28	28/29	29/30	30/31
Year-on-Year +/-	-25	+3	-1	+12	-6	+3	+2	-1
Reception Surplus	34	31	32	20	26	23	21	22
Colham Manor Primary School, Rabbsfarm Primary School & St Matthew's CofE Primary School								



Number on Roll (Reception only)	
Year	NOR
22/23	231
23/24	206
24/25	209
25/26	208
26/27	220
27/28	214
28/29	217
29/30	219
30/31	218

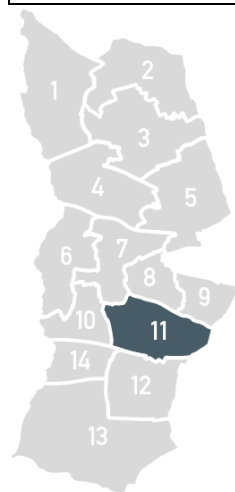
Number on Roll (Whole phase)	
Year	NOR
22/23	1567
23/24	1543
24/25	1530
25/26	1503
26/27	1484
27/28	1446
28/29	1420
29/30	1402
30/31	1403

The three schools are popular and full. Forecast demand for places is expected to remain consistent over the forecast period, with a small margin of capacity which at no point would be such that a form of entry could be removed.

The schools in this PPA are popular and seem insulated from the higher volatility of movements in adjoining areas. No change to the number of places is proposed at this stage but the position will be closely monitored.

Reception Pupil Forecast – PPA 11

Reception Pupil Forecast								
Year	23/24	24/25	25/26	26/27	27/28	28/29	29/30	30/31
Year-on-Year +/-	-57	-11	-19	+8	-14	+9	-2	-4
Reception Surplus	145	156	175	167	181	172	174	178
Botwell House Catholic Primary School, Dr Triplett's CofE Primary School, Guru Nanak Sikh Academy, Lake Farm Park Academy, Minet Nursery and Infant School, Minet Junior School, Nanaksar Primary School, Rosedale Primary School & Wood End Park Academy								



Number on Roll (Reception only)	
Year	NOR
22/23	632
23/24	575
24/25	564
25/26	545
26/27	553
27/28	539
28/29	548
29/30	546
30/31	542

Number on Roll (Whole phase)	
Year	NOR
22/23	4263
23/24	4230
24/25	4215
25/26	4176
26/27	4143
27/28	4007
28/29	3924
29/30	3813
30/31	3757

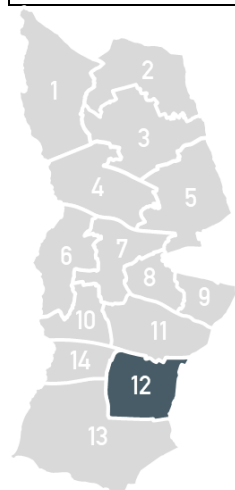
PPA 11 is a diverse area of the Borough, with more schools than any other. It has seen significant housing development, the new 'Grand Union Village' and new schools and expansion over the past decade. Nanaksar Primary (Sikh) opened with 4FE Reception entries in 2013 & 2014 but then had to suspend entries until Spring 2021. Demand in the area has remained relatively stable, with Nanaksar reopening at 4FE in Sept 2022 but struggling to attract more than 1FE of pupils. There are still external uncertainties in the size and timing of housing developments and likely child yield of new residents given the increasing business profile of the area near the Hayes Crossrail station.

This PPA is central to the largest concentration of population in the Borough and the largest developments and is adjacent to PPAs 7, 8, 9, 10 and 12. It is also close to Heathrow so parents are affected by the changes due to the pandemic in permanent and more casual employment, and borders with Ealing where there may be future housing development affecting cross border flows.

Over two miles away from Nanaksar, serving a specific neighbourhood, another school has had a reduction in its operating roll in the lower year groups from 5FE to 4FE. The proposal to reduce the PAN of the school was agreed and took effect in September 2023. It is still the largest primary school roll, and higher than 3 secondaries.

Reception Pupil Forecast – PPA 12

Reception Pupil Forecast								
Year	23/24	24/25	25/26	26/27	27/28	28/29	29/30	30/31
Year-on-Year +/-	+5	+10	+3	+12	-3	+5	+2	0
Reception Surplus	47	37	34	22	25	20	18	18
Cranford Park Academy, Pinkwell Primary School & William Byrd Academy								



Number on Roll (Reception only)	
Year	NOR
22/23	248
23/24	253
24/25	263
25/26	266
26/27	278
27/28	275
28/29	280
29/30	282
30/31	282

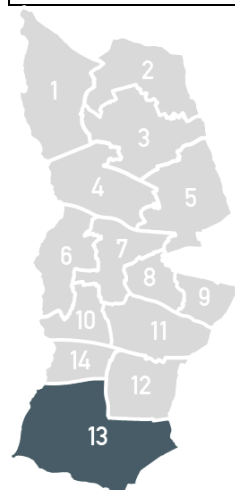
Number on Roll (Whole phase)	
Year	NOR
22/23	1911
23/24	1886
24/25	1906
25/26	1909
26/27	1907
27/28	1880
28/29	1838
29/30	1846
30/31	1846

This area has experienced volatility in rolls due to changes of housing tenure linked to Covid and Heathrow uncertainty, leading to housing previously leased by the airport being used by families and increasingly by Government agencies for temporary rehousing of vulnerable families.

This PPA borders with PPAs 11, 13 and 14 as well as Hounslow. Close monitoring will be undertaken but no further action is currently planned.

Reception Pupil Forecast – PPA 13

Reception Pupil Forecast								
Year	23/24	24/25	25/26	26/27	27/28	28/29	29/30	30/31
Year-on-Year +/-	-9	-3	-1	0	-3	+1	0	-1
Reception Surplus	10	13	14	14	17	16	16	17
Harmondsworth Primary School & Heathrow Primary School								



Number on Roll (Reception only)	
Year	NOR
22/23	89
23/24	80
24/25	77
25/26	76
26/27	76
27/28	73
28/29	74
29/30	74
30/31	73

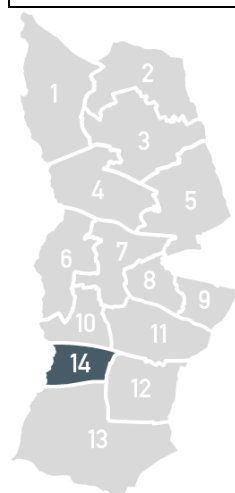
Number on Roll (Whole phase)	
Year	NOR
22/23	587
23/24	573
24/25	557
25/26	542
26/27	526
27/28	507
28/29	493
29/30	477
30/31	472

The two schools in this PPA serve distinct villages and communities, although there has been a change in the pupil population as more housing has been vacated and taken over by agencies for temporary housing. Both schools are full for Reception 2023 and in most year groups.

The Heathrow Airport Expansion plan could resurface in the long term. There are currently no plans for changes, but close monitoring will be maintained.

Reception Pupil Forecast – PPA 14

Reception Pupil Forecast								
Year	23/24	24/25	25/26	26/27	27/28	28/29	29/30	30/31
Year-on-Year +/-	-18	-20	-3	-2	-9	+4	0	-2
Reception Surplus	45	65	68	70	79	75	75	77
Cherry Lane Primary School, Laurel Lane Primary School, St Catherine Catholic Primary School, St Martin's Church of England Primary School & West Drayton Academy								



Number on Roll (Reception only)	
Year	NOR
22/23	303
23/24	285
24/25	265
25/26	262
26/27	260
27/28	251
28/29	255
29/30	255
30/31	253

Number on Roll (Whole phase)	
Year	NOR
22/23	2026
23/24	2042
24/25	2000
25/26	1946
26/27	1886
27/28	1808
28/29	1773
29/30	1725
30/31	1699

This PPA contains a Crossrail station and has significant new housing and most of the local schools are full. A reasonable margin of capacity is needed but two schools have had declining and low rolls for some years.

This PPA borders with PPA10, 12 and 13 as well as South Bucks. No further action is planned yet.

Year 7 Pupil Forecast – SPA North

Year 7 Pupil Forecast								
Year	23/24	24/25	25/26	26/27	27/28	28/29	29/30	30/31
Year-on-Year +/-	+59	-47	-14	+4	-19	-56	-60	-38
Year 7 Surplus	2	19	33	29	48	104	164	202
Bishop Ramsey Church of England School, The Douay Martyrs Catholic School, Harefield Academy, Haydon School, Northwood School, Queensmead School, Ruislip High School & Vyners School								



Number on Roll (Year 7 only)	
Year	NOR
22/23	1655
23/24	1714
24/25	1667
25/26	1653
26/27	1657
27/28	1638
28/29	1582
29/30	1522
30/31	1484

Number on Roll (Whole phase)	
Year	NOR
22/23	10206
23/24	10505
24/25	10588
25/26	10679
26/27	10630
27/28	10592
28/29	10462
29/30	10267
30/31	10049

Rolls are steadily rising, including within the two schools with additional 3FE expansions opened for Year 7 in September 2019. Two more schools have Priority School Building Programme (PSBP) improvements underway but with no extra places. No existing school sites could be expanded.

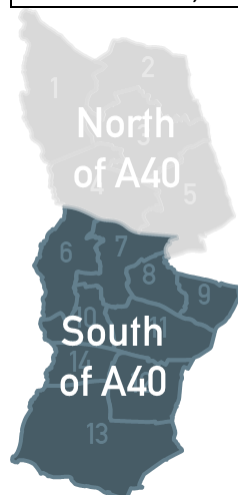
Rolls are projected to continue to rise, and revised projections show Year 7 intake reaching a peak in September 2023, and total secondary roll in September 2025. An 8% margin of spaces is necessary to ensure sufficient places due to parental preferences and this needs to be considered together with the south. All secondary schools in the north of the Borough are academies, each with different admission criteria. All except one are rated good or outstanding, and all except one are over-subscribed with long waiting lists. In 2023, almost all vacancies were in one academy which is very isolated in the far northwest. DfE have successfully supported the Academy to join a Multi Academy Trust (MAT) to improve its performance and popularity.

There is significant movement of pupils living to the south of the A40 travelling to schools north of the A40. 25% of pupils offered a place in a school in the north are resident in the south of the Borough. The operation of the different admission criteria and parental preferences creates unpredictable outcomes and changing sibling links. This fluctuates and requires a margin of spaces both north and south to absorb, as was possible until 2018 when Year 7 admissions began to rise.

The Trust leading on the new secondary free school agreed in 2016/17, in Summer 2023 withdrew their application which has subsequently been agreed by the DfE.

Year 7 Pupil Forecast – SPA South

Year 7 Pupil Forecast								
Year	23/24	24/25	25/26	26/27	27/28	28/29	29/30	30/31
Year-on-Year +/-	+21	-59	+8	-23	-20	-51	-67	-66
Year 7 Surplus	94	82	74	97	117	168	235	301
Barnhill Community High School, Bishopshalt School, Guru Nanak Sikh Academy, Harlington School, Hewens College, Oak Wood School, Park Academy West London, Rosedale College, Swakeleys School for Girls, Uxbridge High School								



Number on Roll (Year 7 only)	
Year	NOR
22/23	1992
23/24	2013
24/25	1954
25/26	1962
26/27	1939
27/28	1919
28/29	1868
29/30	1801
30/31	1735

Number on Roll (Whole phase)	
Year	NOR
22/23	11980
23/24	12345
24/25	12564
25/26	12652
26/27	12558
27/28	12425
28/29	12235
29/30	11998
30/31	11711

Rolls are projected to continue to rise, and revised projections show Year 7 intake reaching a peak in September 2023, and total secondary roll in September 2025. Numbers are very susceptible to changes in cross-borough flows and the perceived educational standards in schools. Each year, demand fluctuates with changes in the level of applications and the success rate for out of Borough faith and selective schools.

As set out above, there is considerable mobility between north and south and out of Borough, which requires a margin above the projected numbers to accommodate fluctuation in parental preferences from year to year.

A planned 1.5FE expansion opened in September 2023.

ANNUAL EDUCATION STANDARDS REPORT 2022/2023

Committee name	Children, Families and Education Select Committee
Officer reporting	Michael Hawkins, Children's Services Directorate
Papers with report	Annual Education Standards Report 2022/23
Ward	All

HEADLINES

This report provides the Committee with an overview of the standards and quality of education across Hillingdon schools and settings for Hillingdon's children, young people and adults. The report usually focuses primarily on attainment, progress and achievement for the preceding academic year along with references to wider measures of educational success.

RECOMMENDATIONS

That the Committee:

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

SUPPORTING INFORMATION

Annual Education Standards Report 2022-23, attached.

PERFORMANCE DATA

This is within the report.

RESIDENT BENEFIT

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

FINANCIAL IMPLICATIONS

There are no financial implications arising from this report.

LEGAL IMPLICATIONS

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

BACKGROUND PAPERS

NIL.

APPENDICES

NIL.

Annual Education Standards Report 2022/23



Contents

<i>Please click on the underlined titles to take you to that section</i>	Page Number
<u>Executive Summary</u>	3
<u>Part 1 Education Improvement and Impact</u>	4
<u>Part 2 Vulnerable Children and Young People's Outcomes</u>	20
<u>Part 3 Educational Performance</u>	44

Executive Summary

The Annual Education Standards Report for 2022-23 provides an overview of the standards and quality of education across Hillingdon schools and settings for Hillingdon's children, young people and adults. To support further improvement of standards in Hillingdon the report identifies specific areas for action with schools, settings and partners and is divided into three sections:

Part 1 – Education Improvement and Impact

Getting back to normal after Covid for schools has been a large focus of 2022-23 and the Council and Schools have responded positively and with resilience. There were no lockdowns or enforced virtual education during this period. Many Early Years settings and schools say they are still dealing with the impact of Covid: lower attendance and higher persistent absence; more speech and communication delays in younger children entering nurseries; increased challenges around social, emotional and mental health were some of the issues education settings have been facing. The Council continues to raise standards in education with monitoring, support and challenge, working with internal and external partners. Ofsted inspections have caught up with the backlog from Covid and Hillingdon remains in line with national outcomes. 9 schools were listed on the Council's 'Schools At Risk Register', compared to 16 in the previous year; this comprised of 5 academy schools and 4 maintained schools, 4 primary schools and 5 secondary schools. The Regional Schools' Commissioner is responsible for academy school performance and the Council worked closely with our 6 maintained schools to improve performance and outcomes. The Hillingdon Learning Partnership (HLP) launched this year, which is a joint enterprise between the Council and schools to deliver professional development from Early Years to Post-16. 52 out of 99 schools joined in the first year and feedback from schools was overwhelmingly positive. School Place Planning has seen a decline in demand for primary places and an increase in demand for secondary places. School Admissions has received a slight increase in secondary applications, a decrease in primary applications and elected home education applications remained steady.

Part 2 – Vulnerable Children and Young People's Outcomes

Looked after children (LAC) have had good outcomes in KS2 & KS4. LAC not in Education, Employment or Training (NEET) is higher than the London average. There has been a growth in EHCPs compared to the previous year. Closing the gap between disadvantaged pupils and their peers remains a key focus. Elective home education numbers were roughly the same as the previous reported year. Children Missing Education referrals were similar to the previous year. The borough is broadly in line with national data for absence, but significantly above national for persistent absence. There has been an increase in permanent exclusions compared with last year's data. Mainstream NEET figures have improved by 3% on the previous academic year.

Part 3 – Educational Performance

This section focuses primarily on attainment, progress and achievement for the preceding academic year along with references to wider measures of educational success. Educational outcome data for 2022-23 now has not been impacted directly by Covid-related restrictions and can be used and shared openly. This means we have used the data to set a benchmark for how well we are performing since the pandemic and to plan to address any issues that the data identifies.

Director of Education & SEND

Abi Preston

Part 1

Education

Improvement and

Impact

1.1 Moving on from Covid-19

Hillingdon schools were able to resume normal business post Covid-19.

Education services have been proactive in supporting schools with advice, guidance, training, listening to schools about their needs and putting in place initiatives to meet those needs.

All Education services have been reviewing hard and soft data in preparation for an area-wide Education Strategy to launch in April 2024. This will include continuing to ensure that all Hillingdon children and young people achieve their best outcomes in schools that are judged to be at least 'good' by OSFTED. It will also include a plan to address the potential threats to achieving their best outcomes, based on data and feedback from schools and settings. These include:

- The gap in early development at Early Years between children eligible for Free School Meals (FSM) and those that are not.
- The continued gap in attainment and progress in Primary and Secondary education of disadvantaged pupils (including FSM) and non-disadvantaged.
- The rise in persistent absence from schools among many pupils, which is part of a greater national issue.
- The increase in reported mental health related concerns among young people and families that affects their learning.
- The rise in the number of children with possible Special Educational Needs and Disabilities from a younger age.

The plan will also reflect the need to develop and make visible the expanding opportunities for young people at post-16, including more work-based employment with an education offer across all industries and more apprenticeships.

1.2 Putting Our Residents First - Raising Standards in Education

Putting residents first is central to the work of the Council. This includes fulfilling its duty to ensure that its statutory education functions are discharged with a view to promoting high standards, ensuring fair access to opportunity for education and learning and promoting the fulfilment of learning potential for all learners.

The national education and employment landscape is going through a period of great change and the Council is working to ensure its residents have access to the very best education, employment and training opportunities. This is being realised by working closely with all settings, schools and further education providers to ensure they can offer cutting edge opportunities that continue to make Hillingdon a desirable place to study and learn.

The Council continues to invest in education capacity and quality through the provision of school support and monitoring and the expansion of schools where needed to meet demand for school places across the primary and secondary sectors. The mixed economy of Council maintained and academy/free schools in the Borough mean that the Council acknowledges its dynamic but central role in securing the best outcomes for children and young people educated in the Borough. Working in partnership with autonomous school leaders, multi-academy trusts and other relevant responsible authorities, the Council continues to promote high standards for all learners and to challenge underperformance where this occurs, no matter where learners are educated.

The Council accepts that it has an important role to play in promoting high standards for all learners, and particularly those children, young people and adults vulnerable to underachievement, including those with

special educational needs and/or disabilities and those from disadvantaged backgrounds. To undertake this role effectively, the Council uses its resources to monitor, support, challenge, and intervene in schools where concerns arise.

It does this by:

- Collating and analysing the performance of all state funded schools in Hillingdon to identify those at risk and those in need of additional support or intervention.
- Monitoring and challenging the performance of individual schools for all pupils, specific groups of pupils and individual pupils. This includes reviewing and challenging school improvement plans, providing services to support the positive progress of children and young people, developing and securing expertise in schools and settings, monitoring personal educational plans for children looked after and intervening where schools or settings require improvement.
- Working effectively with services for vulnerable children both within the Council and beyond to access support swiftly where concerns are noted or where opportunities for learners are not to a good standard.
- Undertaking a strategic brokerage role to allow schools in need to access appropriate support from other schools and national organisations.
- Where necessary, exercising formal powers of intervention where there are concerns in our maintained schools or notifying the Regional Director of concerns in Academy schools to drive up standards.
- Working in partnership with the Regional Teaching School Hub and multi-academy trusts to build capacity within the schools-led improvement community in Hillingdon.

1.3 Ofsted Inspection of Early Years & Foundation Stage

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

We currently have a total of 94 PVI settings:

Not yet inspected	Outstanding	Good	Requires improvement	Inadequate
7	12	69	1	2

The following table demonstrates the percentage of Hillingdon's PVI Ofsted outcomes over the past five years in relation to national Ofsted data (published in August 2023):

	Summary (Good or better)		Outstanding		Good		Requires Improvement (RI)		Inadequate	
	National	LBH	National	LBH	National	LBH	National	LBH	National	LBH
2018/19	96%	100%	23%*	21%	73%*	79%	2%*	0%	1%*	0%
2019/20	98%	100%	22%	19%	75%	81%	2%	0%	1%	0%
2020/21	98%	100%	22%	19%	76%	81%	1%	0%	1%	0%
2021/22	78%	93%	17%	16%	61%	77%	7%	3.5%	14%	3.5%
2022/23	96%	95%	18%	15%	78%	80%	3%	3%	1%	2%

Source - Overall effectiveness of early years providers: 31 August 2023. Ofsted

Those settings that have been graded as RI or Inadequate have a focussed action plan that has been written in partnership with the owner/manager. Priorities are always identified with safeguarding and welfare first, followed by leadership and management and the quality of education. Progress towards targets is monitored at least monthly, but often more regularly.

We have successfully supported the following settings to improve Ofsted outcomes over the last year:

- 4 settings moved from an inadequate judgement to a good judgement and 1 setting moved from requires improvement to good.

We recommended a total of 10 settings to join the experts and mentors programme, and a further 3 have self-referred. Of these 8 have participated in the programme.

In the first rollout of the Early Years Professional Development Programme we had 17 early years practitioners, working at Level 3 or above, signed up. They represented 6 settings/schools. Unfortunately, 4 have been withdrawn and 1 has been deferred, the remaining participants are either completed or near to completion.

The current issues in this sector are recruitment and retention of staff and the low-level skills that newly qualified staff have.

We continue to support settings in preparation for inspection and providing targeted support to any setting judged as less than good.

Alongside bespoke training for individual schools and settings and childminders, we also run a centralised training programme and offer a mix of on-line and face to face events, on-line courses are generally uploaded onto LEAP. Training offered is needs-led. Bespoke training is provided in the evenings and at weekends for childminders along with the courses we commission Learn Hillingdon to provide for us.

Childminders

We currently have 185 childminders in Hillingdon. Of these, 136 care for EYFS children. Since last year, we have had a further 13 childminders resign from the sector and a reduction of those minding EYFS children of 34. The uptake on training for entry to the profession is lower than pre-Covid times. Those who do not have EYFS children are graded as met or not met at their Ofsted inspection. We currently have 29 Met and 6 Not met. The data for those childminders that have EYFS children in their provision is as follows:

Not yet inspected	Outstanding	Good	Requires improvement	Inadequate
14	19	117	0	0

The following table demonstrates the percentage of Hillingdon's Childminder Ofsted outcomes over the past five years in relation to national Ofsted data (published in August 2023):

Data Set 4 – Table: Ofsted Outcomes from Childminder Inspections August 2023

	Summary (Good or better)		Outstanding		Good		Requires Improvement		Inadequate	
	National	LBH	National	LBH	National	LBH	National	LBH	National	LBH
2018/19	94%	99%	16%	16.5%	78%	82.5%	5%	0.5%	1%	0.5%
2019/20	95%	99%	14%	17%	81%	82%	4%	1%	1%	0%
2020/21	96%	99%	14%	13.5%	82%	85.5%	3%	1%	1%	0%
2021/22	89%	99.5%	15%	10%	74%	89.5%	5%	0%	6%	0.5%
2022/23	96%	100%	12%	14%	84%	86%	2%	0%	1%	0%

Source - Overall effectiveness of early years providers: 31 August 2023. Ofsted

Support provided for childminders includes:

- Termly childminder newsletter
- Hillingdon childminder Facebook page, with links to relevant research and information.
- What does a learning walk look like for Childminders? Leaflet.
- Safe recruitment of assistants for childminders. Booklet
- Attendance by an officer at childminder drop-in sessions
- Bespoke 1:1 support for newly registered, inadequate and requires improvement childminders.

Key Challenges

The single most challenging issue in Early Years now is recruitment and retention of staff to maintain high-quality provision. Staff turnover in settings is higher than ever before and this has had a huge impact in supporting quality improvement. Added to this, practitioner morale and confidence is very low and reigniting a passion for young children's learning and supporting staff development remains a high priority.

Within both PVI's and schools, it has been recognised that a considerably higher number of children are starting their EY provision with SEND concerns than pre-Covid times. It is unclear if these are general delays or wider SEND issues. The main areas of concern are in Communication and Language and Personal, Social and Emotional development and the team are targeting support to settings accordingly.

1.4 Ofsted Inspections of Schools

Ofsted continued their full inspection programme. Hillingdon received 25 inspections in the academic year 2022/23. Hillingdon's inspection data demonstrates an improvement when compared with the previous year, with 92% of schools overall now judged Good or better by the end of the 2022/23 academic year, compared to 91% of schools judged Good or better in 2021/22.

Two schools were classified as 'coasting schools' under new guidance issued in 2022. This is because they were judged as requiring improvement twice in a row. One is a primary maintained school, where the Regional Director and the Education Improvement Team at the Council agreed a rapid improvement plan involving Council support. The other is a secondary academy, which was issued with a termination warning notice by the DfE. The Council Education Improvement team is working closely with the multi-academy trust to ensure it takes advantage of the range of local support available.

The one school rated as inadequate in 2021/22 has had its designation changed to a new Free School awaiting its first inspection.

Ofsted visits have been a mixture of Section 8 and 5 inspections throughout 2022/23 academic year. School inspections have caught up with the backlog created as a result of Covid-19.

The Council is working with all schools requiring improvement, including academies when requested.

Summary of Schools in Hillingdon by Ofsted Judgement

Data Set 1 - Table: Final inspection overview 2022/23 (by 31st August 2023)

Type of School	No.	% Outstanding	No. Outstanding	% Good	No. Good	% Requiring Improvement	No. Requiring Improvement	% Inadequate	No. Inadequate
Primary All	68	13%	9	81%	55	6%	4	0%	0
Academy	23	9%	2	83%	19	9%	2	0%	0
Maintained	45	16%	7	80%	36	4%	2	0%	0
Nursery	1	100%	1	0%	0	0%	0	0%	0
Maintained	1	100%	1	0%	0	0%	0	0%	0
Secondary All	18	17%	3	66%	12	17%	3	0%	0
Academy	16	19%	3	62%	10	19%	3	0%	0
Maintained	2	0%	0	100%	2	0%	0	0%	0
UTC/SC	4	0%	0	100%	4	0%	0	0%	0
Academy	4	0%	0	100%	4	0%	0	0%	0
Special All	7	14%	1	72%	5	0%	0	0%	0
Academy	5	20%	1	60%	3	0%	0	0%	0
Maintained	2	0%	0	100%	2	0%	0	0%	0
AP/PRU	1	0%	0	100%	1	0%	0	0%	0
Academy	1	0%	0	100%	1	0%	0	0%	0
Maintained	0	0%	0	0%	0	0%	0	0%	0
All State funded schools in Hillingdon	99	14%	14	78%	77	8%	7	0%	0

Data Set 2 - Table: End of 2022-23 Inspection Summary - Hillingdon verses England

Judgement	2022-23		2021-22	
	Hillingdon	England	Hillingdon	England
Outstanding	14%	16%	16%	18%
Good	78%	73%	75%	70%
Requires Improvement	8%	9%	8%	9%
Inadequate	0%	3%	1%	3%

1.5 Monitoring and Challenging the Performance and Outcomes of Individual Schools

The schools' landscape in Hillingdon consists of 99 state-funded settings which include a mixture of Council maintained schools and other settings which have an alternative status - these settings including academies, University Technical Colleges (UTCs) and Studio Colleges (SCs). Approximately 30% of all primaries in Hillingdon are academies, with 70% remaining as maintained schools. In the secondary sector, 90% of all schools are academies with only 10% remaining as maintained settings. In the special school sector, 80% of schools are academies whilst 20% are maintained by the Council.

Legal duties and powers regarding education improvement intervention in underperforming schools where the Council is not the responsible body for standards or leadership (for example academies) lie with the Regional Director in the DfE, acting on behalf of the Secretary of State. Councils retain responsibility for intervention in maintained settings where standards decline, and all local authorities retain the overarching statutory duty regarding the promotion of high standards of education which includes regular interface with all stakeholders in a local area and the sharing of intelligence with national partners including Ofsted and the full range of Department for Education teams.

The Council uses a collaborative and school-driven approach to ensure that education improvement activity in Hillingdon continues to mirror the national direction for school support and intervention, with a clear emphasis on the brokerage of support for underperforming schools from good and outstanding settings. Our model includes specific guidance for schools around the responsibilities of the Council regarding monitoring and intervening where schools are, or maybe, at risk of underperformance. This includes processes for the risk assessment of schools who are not securely good or where standards are declining and associated intervention by officers to accelerate the use of the Council's formal powers if required.

The Council monitors the standards and quality of all schools in Hillingdon through termly analysis of published data, information gathered from Council services supporting children and families, Ofsted liaison, feedback from Hillingdon's Regional Director's office and DfE and, in the case of maintained schools only, through the provision of Education Advisor visits. The early identification of schools facing challenges in Hillingdon allows the Council to broker support for school leaders and governors from across the wider schools' community and aims to prevent, halt and reverse a decline in standards for Hillingdon's children and young people.

In 2022/23 officers continued to work closely with the Hillingdon school-led Schools' Strategic Partnership Board, to deliver education improvement events and regular briefings to Head Teachers. This approach ensured that the Council continued to fulfil its statutory duty regarding acting as a champion of high standards of education for all young people in Hillingdon, whilst supporting the local education sector's systems leaders by promoting access to their local school leadership improvement offer and highlighting expertise available from both the Regional Teaching Schools' Hub and central government.

To build on partnership working, Hillingdon Learning Partnership (HLP) was launched to provide 'school to school' support on curriculum development. There is a HLP Governance Board consisting of cross phase Headteachers and Local Authority Officers. HLP launched in September 2022.

The Council worked with our Regional Teaching School Hub to deliver Initial Teacher Training to our Early Career Teachers (ECTs) to ensure that new teachers are supported and operate at the required standard.

1.6 Performance Outcomes

There were 9 schools on the Council's 'Schools At Risk Register' (SARR) at the end of 2022/23. This is a reduction of 7 on the previous year. The reasons schools could be at risk cover a range from: poor OFSTED judgements, poor pupil outcomes, leadership concerns (including governance), finance pressures, stakeholder complaints amongst others.

Overall - all schools

- 4/9 schools are primary phase
- 5/9 schools are secondary phase

Primary schools

- 3/4 schools are maintained (2 are judged Good/Outstanding but at risk and 1 Requiring Improvement)
- 1/4 schools are academies (1 Requiring Improvement)

Secondary / Studio Colleges / UTCs schools

- 1/5 schools is maintained (Good but listed due to its deficit)
- 4/5 schools are academies (3 Requiring Improvement and 1 a new Free School converter previously rated inadequate)

There is regular and robust information sharing between the Council Education Improvement team and the Regional Director at the Department for Education. Evidence based confidence ratings are discussed for schools requiring improvement. The quality of information shared regarding all aspects of maintained or academy schools is strong.

In 2022/23 a Three-Tier Support Model for categorising schools for prioritising education improvement support continued:

- Self-Improving - schools with an Ofsted rating of 'Good' or 'Outstanding' with no key areas of concern.
- Targeted - schools with some key focus areas of improvement required, including schools which may be 'Good' but at risk.
- Intensive - schools with an Ofsted rating of Requires Improvement or Inadequate and/or where significant support is required.

This enabled the Education Improvement and Partnerships Team to focus their time supporting schools effectively with a package of support appropriately matched to the needs of the various settings in Hillingdon. Each maintained school is offered a range of universal support, including an annual education advisor visit, professional development opportunities led by the HLP or by the Education teams at the Council. Targeted and Intensive support schools receive regular, practical, school improvement visits to ensure there is swift progress on their improvement plans. This may involve brokering support or direct education adviser support.

The support and challenge documentation used by Advisors established a clearer focus on the impact of the support given to the schools. A Support Plan was used for settings in the Targeted or Intensive support categories. This support plan facilitates a commitment from both the Education Advisor and the school leaders to have a continued focus on the key individualised education improvement priorities and actions that are planned for the year ahead. Education Advisors completed a termly impact report to detail the impact of their support on the schools' improvement journey.

Collectively, these documents had a greater focus on holding Education Advisors and school leaders to account, as well as being a support mechanism for schools, enabling them to share clear evidence of progress with relevant external agencies.

1.7 Good Practice from London Councils

The Council works closely within our West London Partnership. Various Council services are part of service level boards where they undertake joint working, reciprocal agreements, share good practice, initiatives, performance, and outcomes data. Throughout this report you will note where data has been sourced via the West London Partnership or London wide.

The Head of Education and Lifelong Learning attended a termly Strategic Education London Leads meeting, where all London Borough education leads meet to discuss current topics, concerns and strategic ways of working. Ofsted and the Regional Schools' Commissioner are invited to present on key changes, along with other partners.

1.8 Mental Health and Wellbeing

The Education Improvement and Partnerships service have worked on a range of initiatives to support the mental health and wellbeing of our children in the borough. Using the DfE's dedicated grant for supporting mental health, we have delivered:

1. Mental Health First Aid Training – accredited course for one MH staff lead in each school.
2. Wellbeing and Mental Health direct support to schools - one day of customised MH support to each school (upskilling staff).
3. Special Yoga train the trainer programme for Special Schools.
4. Toolkit of resources, model policies and templates.
5. Trained Mental Health Support Workers to work in schools. Currently 15 schools are supported by these staff.

Mental health and wellbeing for schools continues to be a priority and by delivering these programmes our aim is to improve resilience by embedding these strategies. Hillingdon has one trained professional in each school / MAT to support the mental health provision Borough-wide.

To mitigate the impact of Covid-19, a central government funded Mental Health Lead provided a whole school approach review and support, such as policy and procedures development, guidance and training. This support upskilled each Mental Health lead in schools. While this has now finished, the Education Improvement Team continue to work closely with Health to map out provision across all Hillingdon schools to identify additional support needs. There is a comprehensive offer of mental health support available to children and young people through their school and from wider stakeholders.

The SEND Advisory Service (SAS) works within the SCERTS framework (Social Communication, Emotion Regulation, Transactional Support). The SCERTS® Model. In addition to specific SCERTS training available to all schools, the SCERTS ethos is embedded into the SAS tiered offers of support which include 1:1 support, training and whole school approaches. SCERTS is also integral to the Inclusion Commitment school development programmes (a 1-year intensive package of CPD, provision review and support for settings). For more specific support, the Inclusion Commitment offers a choice of 3 pathways. Settings have the option to select an SEMH pathway which will cover 'trauma informed practice' and 'Adverse Childhood Experiences (ACEs)'.

SAS have appointed an Educational Psychologist with an SEMH/Behaviour specialism who will work as an SEMH advisor supporting pre-statutory SEMH needs in strong collaboration with Health Partners and the existing EP service. The previous pilot project 'Early Intervention Prototype' will be reviewed with Hillingdon CAMHS and other SEND partners and reinstated in a revised format.

The Thrive Network was reshaped and started last year. However, this is currently going through a change in leadership and will resume early next year. This is led by Health partners. This network will provide a holistic network of support across local authority SEND & Education services, health partners and third sector colleagues. Sharing of information enables effective collaboration and signposting for children, young people and their families.

1.9 School Place Planning Overview

The Council has a statutory responsibility to secure sufficient early years and school places for children resident in Hillingdon. These places need to be appropriate, sustainable, viable and meet local and specialist needs.

Primary rolls overall have experienced a slight decline seen each year since 2019, a total 3.5% decline from October 2019 to October 2022. To manage this, reductions in primary schools Pupil Admission Numbers (PAN) have been actioned in multiple schools where there is a clear surplus of vacant places. Officers continue to monitor the number on roll at each school on a regular basis for further action.

At secondary, the number of children on roll has increased in line with projections, which predict a peak in year 7 admissions in September 2024 followed by a gradual decline as smaller primary year groups age through. Temporary extra places above PAN have been offered by some schools for Year 7 each September since 2019 to ensure that all residents receive an offer of a place on National Offer Day. A planned permanent expansion opened at one school in 2023. Further expansions are not expected to be required due to the lower primary numbers coming through the system. A new School Organisation Plan is being created to support longer term planning.

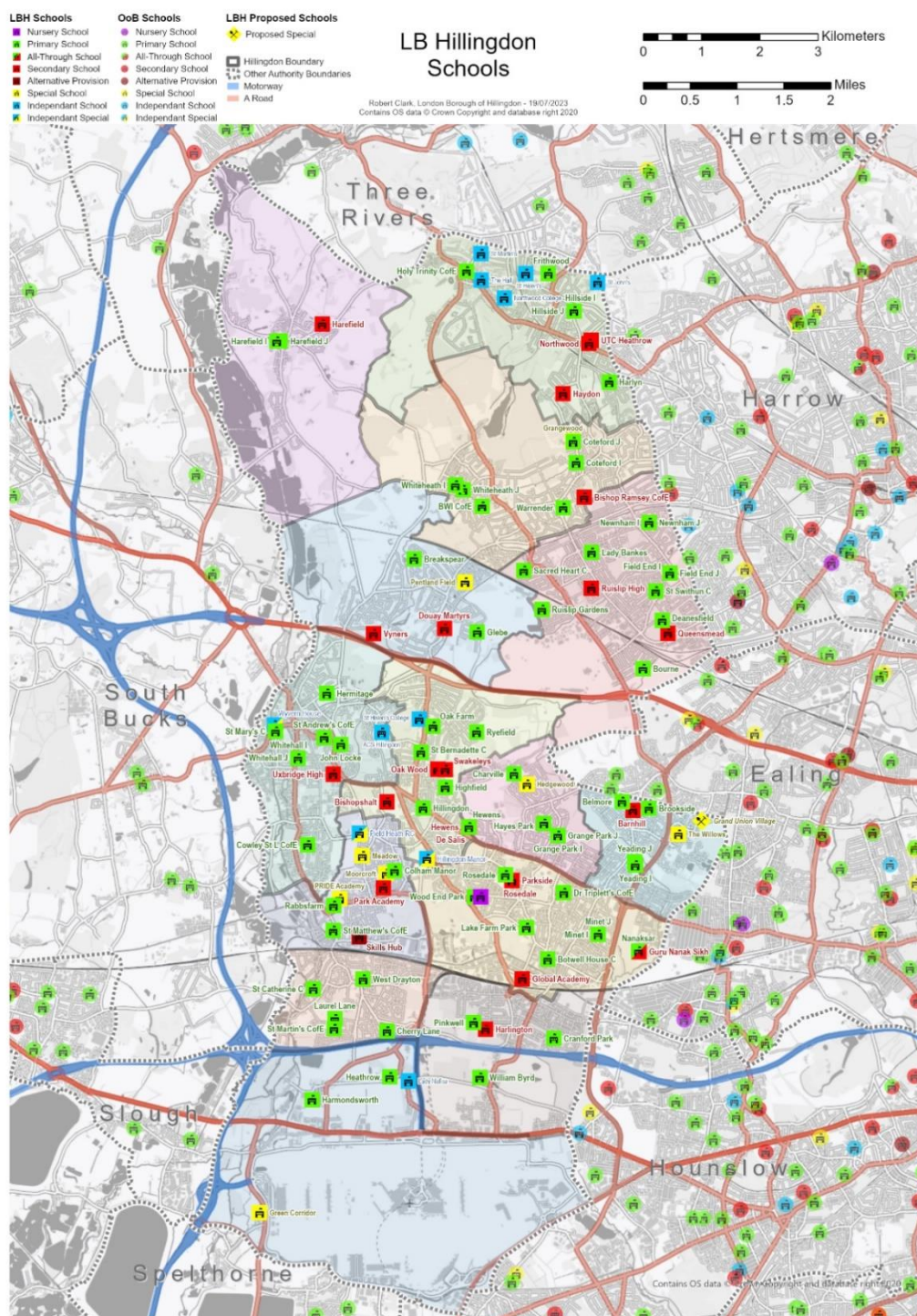
To meet the growing demand for special school places, a programme of capital works to expand and create new special schools, mainstream Specialist Resource Provisions (SRPs) and Designated Units in the Borough is being progressed, and inline with the DFE Safety Valve Agreement.

Future School Place Planning Education Analysis

In future reports, when new data is released, progress and outcomes data on the 14 planning areas will be analysed along with an explanation on what education improvement support and challenge will be in place specifically for the planning areas identified as in need. School Place Planning (SPP) is reported twice a year, separately to this report, and Members can access further information through that route. A School Organisation Plan for Hillingdon will shortly be submitted for Cabinet approval and then shared which will present:

- An overview of the education landscape in Hillingdon
- A summary of current pupil numbers and projected demand in primary and secondary phases, including specialist provision
- Options in place for the Council to consider when determining the need to increase or reduce school places

The following map shows the local authority schools in Hillingdon in July 2023.



1.10 School Placements & Admissions

Secondary School Places

Entry into secondary school for September 2023, Hillingdon council received 3,634 applications. On National Offer Day every Hillingdon child or young person was offered a secondary school place. From those, 69.37 per cent of Hillingdon pupils received their first choice. Hillingdon also achieved higher than the London average for applicants offered one of their top three preference schools at 89.45 per cent, compared to London's 89.26 per cent. Ninety-five per cent were offered one of their preferred places – a higher proportion than last year.

Primary School Places

Hillingdon was ranked first in West London for offering children and their parents their first-choice school on Primary National Offer Day. The council is also third out of all London boroughs for offering families their first choice. In total, 94.93 per cent of children received their first choice in Hillingdon, which is significantly higher than the London average of 88.57 per cent. Furthermore, 99.36 per cent of applicants in Hillingdon were offered one of their top three schools, and 99.5 per cent were offered one of their top six schools.

Fair Access

The In Year Fair Access Panel (IYFAP) has continued to be effective in its duty to ensure that outside the normal admissions round - unplaced children, especially the most vulnerable, are found and offered a place quickly, so that the amount of time any child is out of school is kept to the minimum. We continue to see a minimal number of primary aged referrals considered by the Fair Access Panel. This is due to strong communication between the local authority (LA), school admissions officers and sufficient place planning. The LA are extremely grateful to our schools for their support with Year 11 pupils being placed in mainstream schools. The Panel is effective in ensuring that every child receives the best possible education in line with statutory guidance.

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

Key Statistics

- **0 primary referrals** to the IYFAP.
- **47.7% increase - 201** total number of placements by the IYFAP in comparison to the academic year 2021-2022 where there were 136 placements.
- **150 of the 201 pupils** started at the allocated schools, this is due to pupils moving out of borough or starting an alternative school.
- **65 Year 11** aged children were referred to the panel, 48 of these pupils started at the allocated provisions.
- **8% decrease** in the total number of year 11 placements by the IYFAP into mainstream schools in comparison to the academic year 2021-2022. In real terms there have been 65 Year 11 referrals this year opposed to 71 in 2021-2022.
- **56% increase** in the total number of secondary school placements in the south of the borough in comparison to the academic year 2021-2022. In real terms there have been 195 placements this year opposed to 125 placements in 2021-2022.
- **4% increase** in the imbalance between secondary school placements in the south of the borough

relative to placements in the north of the borough compared to the academic year 2021-2022. In real terms 195 of 201 placements this year (97%) were in the south of the borough opposed to 125 of 134 placements (93%) in 2021-2022. This highlights the strengthening of equal distributions across the borough.

- **28% of the placements** have been for 'Children of Gypsies, Roma, Travellers, refugees and asylum seekers'.
- **34% of the placements** were for pupils in year 8.
- **4 additional children** were presented and had schools named as part of their school attendance orders.

These statistics include July's placements however they will not start until the following academic year (2023/24).

Year 11

All year 11 pupils that were referred to the FAP were covered by an alternative category and the panel agreed to place. The DfE confirmed the IYFAP must only be used to secure places for hard to place and vulnerable children, as set out in para 3.14 – 3.22 of the 2021 School Admissions Code. The general expectation is that mainstream education will be inclusive and that pupils with a wide range of needs will be able to access a mainstream school place. However, in recognition of the greater challenges for pupils in Year 11 who were seeking a new school where they are nearing post-compulsory school age, pupils were offered a place at Hillingdon's Interim Provision, subject to availability. If a school place was required, the case was considered against the eligibility list for referral as a Fair Access placement. If eligibility was met the applicant was allocated a placement through the Fair Access Panel.

Placements

The table below show the Fair Access placements from September 2022 - July 2023, it also indicates where in the borough pupils were residing. For secondary schools, the north of the borough is determined as above the A40, and south as below the A40, primary schools are determined by planning areas. These referrals reflect all pupils that were taken to the panel, some pupils were not placed but have been included in the referrals.

Month/Year Group	Secondary referrals						
	Year 7	Year 8	Year 9	Year 10	Year 11	North	South
September	0	4	4	4	7	0	19
October	2	8	0	5	9	0	24
November	0	12	1	6	13	3	29
December	2	9	2	3	13	0	29
January	4	6	4	5	6	0	25
February	0	7	0	4	3	0	14

March	0	14	0	1	7	0	22
April	1	4	1	3	7	0	16
June	3	3	3	3	0	0	12
July	1	2	1	4	0	3	5
Total per year	13	69	16	38	65	6	195
Total	201						

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

Referral Reason

Below is a breakdown of the reasons each referral was made to the IYFAP. The additional eligible categories have not been included as there were no referrals. The highest number of referrals in the Secondary phase were made for children that had been out of education for 2 or more months and children of Gypsies, Roma, Travellers, refugees and asylum seekers.

Place Planning Areas

For the 201 secondary school placements made through Fair Access, 195 children lived in the South of the borough and 6 children lived in the North of the borough. 97% of the children placed through Fair Access lived in the South. The panel are mindful of the volume of pupils residing in the south of the borough and will try to allocate a school in the north of the borough where a journey is deemed within a reasonable distance. Alternatively, if a parent has added a school as a preference which is within the north of the borough the panel will look to allocate this school. This assists with equal distribution and can justify the panel's decision for allocating a school not within a reasonable distance.

Placements for children of Gypsies, Roma, Travellers, refugees & asylum seekers:

Year/Month	Year 7	Year 8	Year 9	Year 10	Year 11	Total
September	0	2	0	1	4	7
October	0	0	0	0	0	0
November	0	0	0	0	0	0
December	2	3	0	1	4	10
January	4	3	2	2	2	13
February	0	4	0	0	2	6
March	0	8	0	1	4	13
April	1	2	0	0	1	4
June	1	0	1	0	0	2
July	0	1	0	0	0	1
Total	8	23	3	5	17	56

Hillingdon saw an increase in applications for pupils of asylum-seeking families particularly from pupils placed in the contingency hotels by the Home Office.

- All of the 7 contingency hotels are located in the south of the borough
- 341 In-Year applications were received from pupils residing in these hotels. The majority of these pupils obtained school places through the normal admissions process, however, where this was not possible, these children were referred to FAP.

- 91% (51) of asylum seekers who were referred to the FAP were residing in hotels in the south of the borough.

In May, Local Authorities were advised by the DfE that they were beginning to disperse families who were living in hotel accommodation as the programme for hotels to accommodate Asylum Seekers was coming to an end. Whilst we are still receiving applications from certain hotels, the number has declined. We will continue to monitor the number of applications being received from hotels in the new academic year and will proceed to present these children at FAP where they meet the criteria.

Comparison with Previous Academic Years

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

	2020-2021			2021-2022			2022-2023		
Month	Primary	Secondary	Total	Primary	Secondary	Total	Primary	Secondary	Total
September	0	32	32	1	43	44	0	19	19
October	0	8	8	0	10	10	0	24	24
November	0	15	15	1	27	28	0	32	32
December	0	12	12	0	9	9	0	29	29
January	0	9	9	0	3	3	0	25	25
February	0	7	7	0	10	10	0	14	14
March	0	16	16	0	11	11	0	22	22
April	0	17	17	0	5	5	0	16	16
June	0	6	6	0	10	10	0	12	12
July	1	8	9	0	6	6	0	8	8
Total	1	137	138	2	134	136	0	201	201

Interim Provision

The Interim provision moved to a permanent location at the new Skills Hub site in Yiewsley. The provision has 10 places available.

- 56 pupils have come on roll since September 2022. Of this cohort, pupils have come from 19 different countries; speaking 20 different languages.
- Of the 56 pupils, 22 are Looked After Children and 2 were on Child Protection plans, this is 43% of the Interim cohort.
- 54 pupils, which is 96% of this year's cohort, have been successfully placed at a school as an outcome of the FAP, moved on through the NTS programme, accessing an alternative setting, they were end of statutory school age or moved out of the country/borough.
- The provision also provided extra support to pupils when a school was not allocated through the panel, or the pupil was at a point in year 11 where it was unreasonable to place them at a school. They supported a pupil who was going through an Education, Health and Care Needs Assessment, and sought Special Educational Needs Disability Exceptional (SENDEX) funding and post 16 support for a pupil with Special Educational Needs.

Fair Access Protocol 2023-24

The School Placement and Admissions team are currently reviewing the Hillingdon's Fair Access Protocol for the academic year 2023-24, a consultation summarising the changes will be sent to every Headteacher to review and comment on. Once agreed with the majority of schools, the new protocol will be implemented for the next meeting. Until the new FAP is agreed we will continue to implement the process in the current FAP agreed in 2022-23.

Part 2

Vulnerable Children and Young People's Outcomes

2.1 Outcomes for Vulnerable Children and Young People

Looked After Children Attainment and Progress Summary

EYFS: The EYFS cohort consisted of five young people for this academic year. 40% made a good level of development (GLD) across the prime areas and across all the Early Learning Goals.

Key Stage 1: There were five young people who completed Key Stage 1 in July 2023. 20% of this cohort met ARE in Reading, Writing and Maths.

Key Stage 2: There were six young people who completed Key Stage 2 in July 2023. Based on their SATs results 67% of this cohort met ARE in Reading, Writing and Maths.

Key Stage 4: Twenty-five eligible young people completed Year 11 in July 2023. Of this cohort, 65% had Special Educational Needs (35% had an Education, Health and Care Plan; 30% SEN Support), 8% were unaccompanied asylum-seeking children (UASC) and 65% resided outside of Hillingdon. Of the 25 pupils, 23 were entered for level 2 examinations (GCSEs, BTEC) or equivalent at the end of the academic year. The average attainment 8 score was 21.7 and the average Progress 8 score was -1.4.

Key Stage 5: The Virtual School supported 228 Post 16 learners throughout the academic year 2022-23. Level 3 learners accounted for 12% of the cohort. The remainder of those in further education were primarily on ESOL pathways, Functional Skills, BTEC and GCSE qualifications ranging from Entry 1 to Level 2 and apprenticeships.

English and Maths Progress: The percentage of national indicator learners who did not achieve a grade 4 or above in English and Maths at the end of Year 11 but achieved English & Maths at the end of Year 12 was 6%. This is a key area of focus for the academic year 2023/24 with close working with key post-16 providers on how best we can support these learners to achieve core qualifications.

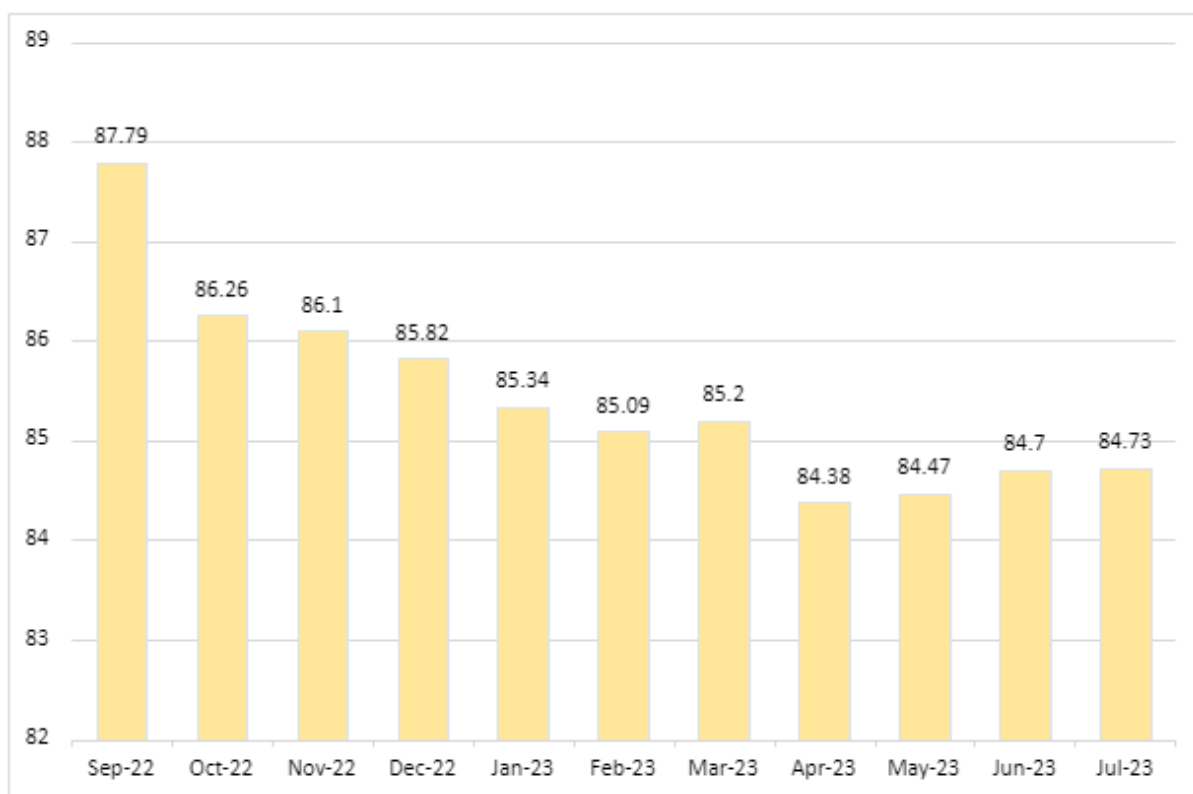
Year 13 Level 3 Outcomes: Of the eleven learners this year who were working towards Year 2 of their Level 3 course, seven (63%) successfully completed the final year. Of these five (71%) have moved on to university, whilst the other two, for different reasons, have decided to take a gap year to pursue full time employment. Of the five young people who went on the Higher Education, one gained a place at the University of Southampton (part of the Russell Group), to study Accounting and Finance.

Looked After Children Educational Engagement Summary

Attendance & Exclusions

Since the pandemic there has been a notable drop in school attendance with many of our children reluctant to attend school and displaying traits of Emotional Based School Avoidance (EBSA). The team are working to improve their knowledge and understanding of EBSA and the impact this has on our children.

The chart below shows the average attendance of our statutory school age cohort across the academic year:



During the last academic year, 21 children received a suspension. The total number of learning days lost was 113.5 days. The increase in the number of suspensions served by our children from the last academic year has also been seen nationally. In the next year, the team will be focusing on reducing the number of children who received multiple suspensions and also those who received suspensions for three or more school days.

	Days lost to exclusion	Number of in borough schools and days lost		Number of out of borough schools and days lost		Number of SEN children
2020 - 21	76.5	10	58.5	7	18	11
2021 - 22	70.5	8	23.5	11	47	12
2022 - 23	113.5	10	33.5	11	80	15

Source: Welfare Call Ltd

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

This year saw an increase in the annual average for the number of young people on the Virtual School's roll who were reported NEET (out of education or training for more than 1 calendar month) at 6.1% higher than the reported average for 2021/22.

	2019-20	2020-21	2021-22	2022-23
NEET Average %	12.04	12.3	10.09	17
Minimum %	9	8.6	10	13
Maximum %	15.8	17	15	23

Source: Welfare Call Ltd

There was a peak in NEET figures in April 2023. Virtual School Officers have been pro-active in working with the team around the child to overcome barriers to accessing education or training. The Virtual School Officers will continue to hold termly PEPs with the young person and the professionals supporting them to ensure everyone is working together towards them returning to Education, Employment or Training (EET).

Priorities for Looked After Children in Hillingdon

Hillingdon Virtual School's School Improvement Plan (SIP) has completed its three-year scope.

Compared to the previous years of the Virtual School's Improvement Plan, this year has seen a slower rate of progress, and this is most certainly directly linked to the longer-term impact of the COVID-19 pandemic. The biggest impact of this is evident in our rate of progress in the areas of attendance and educational provision where we have seen some of our children and young people struggle to re-engage with education.

Despite this struggle with re-engagement, it is positive to see that many of our Key Stage cohorts continued to make academic progress and achieve good outcomes. This has been supported by our continued robust and impactful PEP process and successful collaborative working with other professionals in the team around the child, both of which were target areas where we made good progress during this academic year.

Based on our target achievement for this year, we have made good progress in six of our eight school vision threads, with particular success being noted in the areas of adopted and Previously Looked After Children and Working with Others. This is particularly notable as these were areas of focus identified in the VS Self Evaluation Framework for the last academic year.

This year was the third and final year of the Virtual School's first School Improvement Plan and reviewing our progress has provided a valuable opportunity to reflect on the many achievements our children have had despite the unique challenges they and the professionals supporting them have faced.

Looking to the future, it is clear we need to focus our attention on the areas of Attendance and Educational Provision without losing sight of other vision threads which will remain in place for our next three-year plan.

2.2 Special Educational Needs and Disabilities (SEND)

When interpreting data for children and young people with SEND it should be noted that progress from year to year will always depend on the specific needs of individual children and the marked variations in cohort profile.

Hillingdon has seen a growth of nearly 120% in EHCPs since the reforms of 2014 to 2022. Over the past year (January 2022- December 2022) There has been a 12% increase in EHCPs in Hillingdon compared to the national growth rate of 14%.

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

families. These new pathways were contingent on professionals accessing education settings to upstream support.

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

The core functions that exist within the SEND Service are:

SEND Advisory Service – a multi-disciplinary team of professionals. The service comprises of 4 teams: Sensory team, SEND Keyworking, Early Years advisory team and the Schools/Post-16 advisory team. The service provides a tiered level of intervention, from 1:1 support to whole school, SEND professional development programmes and a wide breadth of universal and targeted training for parents/carers and professionals. There is a large focus on early intervention although some elements require input into the EHCP process and provision for children with plans.

Educational Psychology Service (EPS) - maintaining the statutory delivery in relation to Education Health Care (EHC) needs assessments whilst refreshing and extending the traded offer to schools. This service will work closely with the SEND Advisory Service. EHNAs advice adherence to 6 weeks deadline quarterly remains at 90 – 100%. As of 2023 – 2024, 71 schools within Hillingdon signed SLAs (Service Level Agreement) with EPS. Additionally, 2 out of borough schools have signed, as they felt support from EPS in their LAs was not remotely possible. EPS have appointed a Senior Specialist EP in Early Years. Framework for EP delivery as well as Traded Offer for Early Years settings have been drafted, soon to be shared.

SEND Casework Team - the existing SEND Team has been restructured to create additional capability to meet the requirements of the proposed new ways of working and ensure DSG Safety Valve Plan delivery.

The SEND pathway provides 3 tiers of support:

1. SEN Support
2. Early Support Funding - via a 'My Support Plan' (MSP)
3. Education, Health and Care Plans

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

Closing the gaps in outcomes and progress for vulnerable children and young people is key to ensuring high standards of education in Hillingdon's schools and the Council recognises that outcomes for children and young people with SEND are not yet consistently strong in all schools or across all phases.

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

Percentages of Attainment for Children with SEND

DfE recommend not using 2019/2020 (CAGS) and 2020/2021 (TAGs) for comparative purposes due to the Centre Assessed Grades and Teacher Assessed Grades used in the respective years.

Data Set 15c - Table:	SEN Key Stage 4 2019 to 2023 (Excludes Covid Years 2020 & 2021)								
	English and Maths PASS						Average Progress 8 score		
	2019		2022		2023		2019	2022	2023
Hillingdon Pupils	Standard 9* to 4	Strong 9* to 5	Standard 9* to 4	Strong 9* to 5	Standard 9* to 4	Strong 9* to 5			
Not SEN	75.2%	52.8%	80.9%	61.3%	77.1%	56.9%	0.24	0.48	0.37
SEN Support (311)	34.9%	16.3%	45.3%	27.4%	33.9%	18.7%	-0.36	-0.34	-0.26
LBH Gap between not SEN & SEN Support	40.3%	36.5%	35.6%	33.9%	43.2%	38.2%	0.60	0.82	0.63
National gap between Not SEN & SEN Support	40.9%	32.5%	37.9%	34.0%	36.4%	30.8%	0.72	0.67	0.64
LBH EHCP (129)	15.3%	8.4%	15.2%	7.3%	11.4%	4.4%	-1.12	-1.28	-1.18
LBH Gap between Not SEN & EHCP	59.9%	44.4%	65.7%	54.0%	43.2%	38.2%	1.36	1.76	1.35
National gap between Not SEN & EHCP	60.0%	42.6%	37.9%	34.0%	59.2%	44.0%	1.30	1.48	1.27

Source NCER Nexus Service
Used Nova Report Standard vs Strong Gap and KS4 Att8 Prog8 School List

Data Set 15d - Table:	SEN Key Stage 4 2019 to 2023 (Excludes Covid Years 2020 & 2021)					
	%EBacc**					
	2019		2022		2023	
Hillingdon Pupils	Standard 9* to 4	Strong 9* to 5	Standard 9* to 4	Strong 9* to 5	Standard 9* to 4	Strong 9* to 5

Not SEN	31.5%	22.8%	33.4%	25.2%	30.8%	21.4%
SEN Support (311)	6.0%	3.7%	9.8%	7.1%	7.6%	5.3%
LBH Gap between not SEN & SEN Support	25.5%	19.1%	23.6%	18.1%	23.2%	16.1%
National gap between Not SEN & SEN Support	21.9%	15.6%	22.3%	17.6%	20.0%	14.7%
LBH EHCP (129)	2.3%	1.5%	1.3%	1.3%	1.9%	0.0%
LBH Gap between Not SEN & EHCP	29.2%	21.3%	32.1%	23.3%	28.9%	16.1%
National gap between Not SEN & EHCP	26.3%	18.3%	28.6%	21.9%	25.8%	18.4%

Source NCER Nexus Service
Used Nova Report Standard vs Strong Gap

** English Baccalaureate

SEND Advisory Service (SAS) Headlines

Early Years / Early Health Notification Panel

Early intervention is central to SEND services. Multi-agency work has focused on developing an Early Health Notification (EHN) process which enables early identification of significant SEND, thus enabling the right support at the right time, and more efficient sufficiency planning.

The Purpose of the Panel is to improve co-ordination and joint planning of services for children (0-5) with special needs and/or disabilities and their families. The Multi-Disciplinary panel will do this by effectively utilising the Early Health Notifications (Section 23 C&FA) and referrals from supporting professionals:

- To identify children (0-5) with more complex needs and move them through to appropriate pathways of support.
- To ensure a robust tracking system is in place to formulate trajectories for 2-year-olds with long-term SEND
- To strengthen joint planning and partnerships between key stakeholders and ensure value for money and improved outcomes across services for young children and their families
- To advise, plan, support and develop inclusive early learning environments making the links between education, health, and social care to facilitate appropriate transition to compulsory schooling.
- To further utilise the LBH 'My Support Plan' in the Early Years, ensuring that children attend primary school with a robust plan of support in order to aid smooth transitions.

In addition to this, the purpose of the panel is to ensure children with complex and long-term SEND have the same opportunity to access good quality EY education alongside their peers, at the earliest opportunity:

- To review applications from supporting SEND professionals who have identified a child with significant and complex needs, who is disadvantaged from attending an EY educational setting due to financial constraints.

SEND Reviews

SEND Reviews employ the evidence-based framework developed by NASEN and form a supported self-evaluation of the educational setting's SEND provision. As part of the review, settings self-evaluate their leadership, parent partnership, and management - all guided by support from their Principal SEND Advisor and the SEND Advisory Service. Subsequently, they may undertake the newly revised Inclusion Commitment (IC): a 1-year programme of support which upskill the entire school and enable them to better support CYP with SEND. The IC includes a combination of whole school training sessions, parent workshops, 'Learning Walks', and parent drop-in sessions. After this year-long programme of support, the areas for development are re-assessed according to the SCERTS model. Those who do not engage in a development programme will be provided with follow up support and interim review of agreed targets for development.

The key objectives of SEND Reviews are to:

- Develop a consistent approach to inclusion across the borough where learning environments are conducive to facilitating active engagement of all learners.
- Align services and initiatives (ISOS) to work together to promote a co-ordinated approach to Inclusion in mainstream schools.
- Generate sustainable solutions by allowing upskilled schools to own the review and improvement process. This will ultimately form part of Hillingdon's wider education transformation.

The aim is that all educational settings within Hillingdon will undertake a self-evaluation of their SEND provision, verified by external professional services e.g., SAS, IQM etc. These will be completed by 2026.

Completed SEND Reviews										
Setting Type	Year 1 target	Year 1 Data To March 22	Year 2 target	Q1 Apr-Jun 2022	Q2 Jul - Aug 2022	Q3 Sept-Nov 2022	Q4 Dec22 - Mar23	Year 2 Cum. Data Apr 22 - Mar 23	Total Cum. Target (Inc. Yr.1)	Total Cum. Data (Inc. Yr.1)
PVI	8	7	18	4	4	6	11	25	26	32
Primary	6	10	19	9	1	9	0	19	25	29
Secondary	1	1	3	0	0	2	1	3	4	4

The table shows that targets for PVIs and Primary schools are being exceeded with the target for Secondary Schools also being met.

Development themes from 22 schools: Year 2 April 2022 – March 2023

Theme	%
OAP/QFT	64%
Developing whole school approach to classroom environments including development of working walls	59%
Developing an evidence-based approach in relation to the identification of needs process and updating SEND register	41%

Progress checks towards developmental targets:

- at the start of the SEND Review, schools scored an average of 0 out of 2
- at the midterm review settings scored an average of 1.5 out of 2

This indicates that SEND reviews are supporting the identification of school development needs and ensuring attention is directed towards making changes, thus resulting in positive progress scores.

Quantitative feedback on SEND Review process:

Settings were asked to rate aspects of the process using a scale of **1-6** (insufficient – excellent). The average score across 5 questions was **5.7**, which indicates that schools are extremely pleased with the overall process. Feedback was requested on five areas of the process. The highest scoring question was collaboration as 83% of settings felt the SEND review was approached in a collaborative manner. The second highest scoring question was based on the overall experience with 75% of settings rating the experience at excellent.

Development themes from PVI Settings: Year 2 April 2022 – March 2023

Theme	Number of PVI's	%
Developing Knowledge of OAP	12	48%
Develop Visuals (timetable, now and next, lanyards) across the setting and within each room developmentally appropriate	11	44%
Transition time for children	8	32%

48% of PVIs received a developmental target relating to OAP, which largely aligns to what is seen within the schools' sector. OAP training and delegated sections of the EY SENCO forum will continue to address knowledge and skills. 44% of PVIs received a developmental target relating to the effective use of visuals. A 'Visual Supports' training has been developed and a shared resource platform is being developed to share good practice.

Early Support Funding (ESF)

A small number of children and young people will need a higher level of support than early years, schools and post 16 settings feel they can provide from their normal (notional) budget. These will be children and young people who have already received a high level of support within the setting (SEN support) but are not progressing - or not progressing sufficiently well. Where it is thought that targeted and intensive support can enable better progress through intervention, then short/mid-term, non-statutory top-up funding can be applied for.

ESFs	End of Year 1	End of Year 2	Total Year 1 & Year 2 Cumulative
Projected SV Target	126	141	267
Actual	85 (67%)	131 (93%)	216 (81%)

Two full years of ESF have been completed. There has been a significant increase in applications in Year 2, with 131 out of a target of 141 being accepted. The percentage figures show the proportion of accepted applications in relation to the target. It is clear that utilisation of ESF is increasing as this form of funding becomes more established. The 'My Support Plan' is being reviewed and is the provision map to support the application process.

ESF Impact Form

The impact of ESF on desired outcomes is monitored:

- Completed by the referrer at the end of ESF Funding
- Measures the impact of ESF Funding on the CYPs progress towards their outcomes listed in their 'My Support Plan'
- Scores are measured at the start and end of academic year

	Term 1 Pre	Term 3 Post
Outcome 1	0.02	1.22
Outcome 2	0.05	1.38
Outcome 3	0.03	1.19
Outcome 4	0.08	1.3
Average (Max score 2)	0.04	1.27

91% of respondents said ESF had supported the CYP to make progress towards their outcomes.

Education Psychology Service (EPS) Review

The improvements in the EPS statutory assessment timeframe adherence have continued to improve this year which further supports the local authorities' improvement with performance against the wider 20-week statutory timeframe for new EHCPs. The last six months have been at 98% adherence. Statutory adherence for psychological advice as part of the EHCN assessment process remains at 98-100%.

Our traded service has continued to grow this year and we are now actively trading with at least 68% of schools with more schools requesting additional time. There is now an established link EP to the Virtual School.

We have also appointed a Senior Specialist EP in Early Years, who has developed a working Framework and Traded Offer for Early Years settings.

There is an agreed package supporting the Virtual School, Refugee Project and a pilot project with the Youth Justice Service.

During 2020 - 2023 we have completed four cohorts of the Emotional Literacy Support Assistant (ELSA) Training Programme. All four cohorts, a total of 50 ELSAs are now qualified and maintaining this via regular supervision with the EP team.

The EPS have continued to provide a Critical Incident (CI) Service to all Hillingdon settings, the work offered varies according to the setting and the incident. We have devised a shared policy with wider representatives in the Local Authority to ensure that there is no confusion on the steps to be taken by schools when critical incidents arise. We have also provided training to all schools on devising a Critical Incident Policy for their own schools should a CI occur.

Recent work of the EP team has involved a needs analysis of how schools are experiencing Emotional-based School Avoidance (EBSA) and the creation of a leaflet to support schools with top tips and relevant research. This was distributed to schools in June 2023, as well as the leaflet, this will be further developed this year with a training/intervention package to support schools.

We have recently employed a Specialist SEMH EP who is located in the SAS Team primarily. This EP will work at the systemic level, as well as group and individual level. A lot of the work will be strategic, and we are really excited with the development of this first cross-SEND Service role.

Lastly, the EP Service have been providing support for schools with a large number of students who are refugee and asylum seekers. Support has involved providing drop ins and training, as well as working across Education and SEND to provide more targeted support for these children and where appropriate, their families.

SEND Casework

All requests for an Education Health Care Needs Assessment (EHCNA) are presented to the SEND weekly Panel and decisions made within the statutory 6 weeks' timeframe.

The cumulative average in Hillingdon for completing assessments and issuing an Education Health and Care Plan (EHCP) within 20 weeks is:

2019	22.7%
2020	34.1%
2021	86.7%
2022	66%
2023	66%

This performance was impacted by the periods of SEND Service being short-staffed, however successful recruitment has been completed and will continue to work on meeting the statutory deadline.

Engagement and communication with educational settings have been improved through regular liaison between these settings and SEND officers (termly or half termly meetings), school visits and through a Meet the SEND Team meetings as well as through SENCO Forum and Parent Carer Forums. Workshops and drop- in sessions focused on SEND statutory processes have been offered to settings.

Communication with parents and carers has also been improved through coproduction meetings and regular liaison with parents/carers through EHCNA process as well as through the Annual Review process. There are monthly meetings between SEND Service management and parent carer forum representatives and other parent/carers organisations - Hillingdon Autistic Care and Support (HACS), Special Educational Needs Disabilities Information Advice and Support Service (SENDIASS). This ongoing partnership has resulted in better collaboration between the Council and these organisations. The new Hillingdon SEND and Alternative Provision Strategy 2023-2028 describes our vision and the outcomes we want for our children and young people with SEND and those who access AP.

It describes the context within which we work, the principles underlying how we will work and our strategic priorities for the next five years to help deliver improved outcomes for children and young people with SEND and children accessing Alternative Provision. The strategy builds on the work of the previous

strategy and has been jointly developed by the London Borough of Hillingdon, the NHS in collaboration with children and young people, Hillingdon Parent Carer Forum and other key stakeholders.

Priorities for Children with SEND in Hillingdon 2023/24

Strategic priorities for the SEND & Education Service for the coming year include:

- The implementation of the new Hillingdon Local Area SEND & AP Strategy 2023-28.
- The development of a SEND Local Area self-evaluation framework (SEF) and data dashboard in line with the new Ofsted SEND Inspection Framework.
- Continue to build a culture of inclusion within mainstream settings to meet the needs of children and young people with SEND.
- Create a new framework for banding for mainstream schools and SEND Schools in co-production with local leaders.

2.3 Closing the Gap between Disadvantaged Pupils and their Peers

- All schools continue to receive additional funding from the DfE to raise the attainment and improve the progress of children and young people from disadvantaged backgrounds, namely pupils eligible for Free School Meals and Looked After Children. This funding, known as the Pupil Premium grant, can be used by schools in any way that they choose but must show an impact on outcomes for children from the poorest backgrounds. Schools are held to account for the use of Pupil Premium grant funding by Ofsted through the new inspection framework and also through strong governance at individual school and Local Authority level.
- The gap between disadvantaged pupils and their peers has widened slightly during the Covid years. Below is a summary of available data. Different key stages record slightly different baseline data, which explains the variability in the language in the statements below.
 - **EYFS:** 73% of non-FSM children made a good level of development (GLD) across the prime areas. For FSM children, this number was 53.4%, compared to 64% in 2019. In 2023, the gap between non-FSM and FSM children was 19.6%.
 - **Key Stage 1:** In 2023, the Phonics Decoding score for all children was 80%. Phonics decoding is the key measure of future literacy development. For FSM children, the score was 67% compared to 75% in 2019. In 2023, the gap between non-FSM and FSM children was 13%.
 - **Key Stage 2:** In 2023, the percentage of non-disadvantaged children achieving the expected level of Reading, Writing and Maths was 69%. The progress these children made between KS1 and KS2 was better than expected. The percentage of disadvantaged children achieving the expected level of Reading, Writing and Maths was 47%, compared to 56% in 2019. The progress these children made between KS1 and KS2 was much lower than expected in Reading and Maths. In 2023, the gap between non-disadvantaged and disadvantaged pupils was 22%.
 - **Key Stage 4:** In 2023, the KS4 Attainment 8 score for non-disadvantaged students score 52%. Their Progress 8 score, which shows expected progress between KS2 and KS4, was +0.42. (0.00 is the national average expectation). For disadvantaged students, their Attainment 8 score was 39.5, compared to 40.2% in 2019. Their Progress 8 score was -0.21 compared to -

0.13 in 2019. In 2023, between non-disadvantaged and disadvantaged students, the gap in attainment is 12.5%, the gap in progress is +0.63.

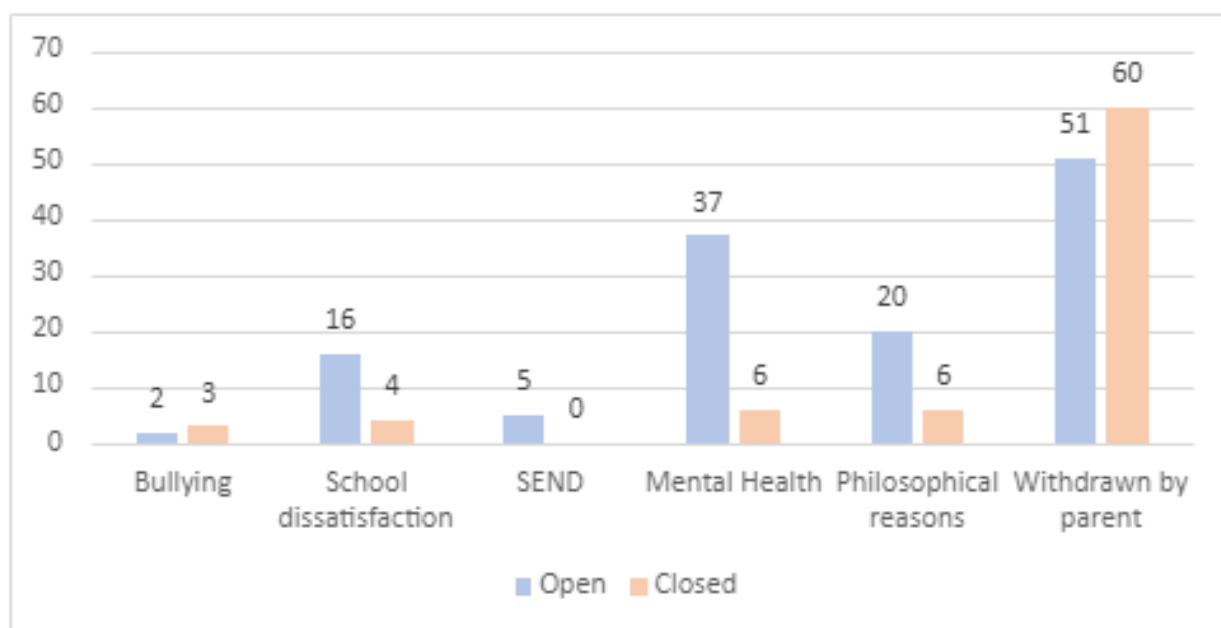
- There are likely to be multiple causes, and this is a focus for the Council in the next few years. Issues with teacher illness, absence and recruitment gaps will also disproportionately affect disadvantaged pupils.
- Schools whose outcomes for disadvantaged learners are consistently significantly poorer than for non-disadvantaged learners and where these gaps are not closing are encouraged to identify and work closely with schools whose outcomes for these cohorts have improved.
- White British boys and Black Caribbean disadvantaged children will be a continued focus for the Council and all schools.

2.4 Elective Home Education

Elective Home Education (EHE) is a right for all parents to provide education for their children at home, or elsewhere, which does not involve them being registered on a school's roll. At the end of this academic year, Hillingdon had the following children registered as EHE:

	Total
Male	157
Female	187
Primary age	141
Secondary age	203

The academic year 2022/23 saw the numbers of EHE children remain largely steady in Hillingdon. During this academic year, 262 new referrals were received averaging 22 each month, with a spike in figures in March. A number of these referrals also closed within the academic year. Whilst the reasons for these referrals were varied, the most common are shown below:



The most common reason is 'withdrawn by parent'; whilst all decisions to EHE are made by the parent(s), this category is often selected when a parent(s) does not wish to disclose their reasons for choosing to EHE. The EHE team are working on further developing our relationships with our EHE families so we can reduce the number who choose this category so we can gain a better understanding of parental motivation for EHE.

This academic year has seen the EHE team make significant steps forward in terms of developing data tracking and the support on offer to families who are EHE. This has included:

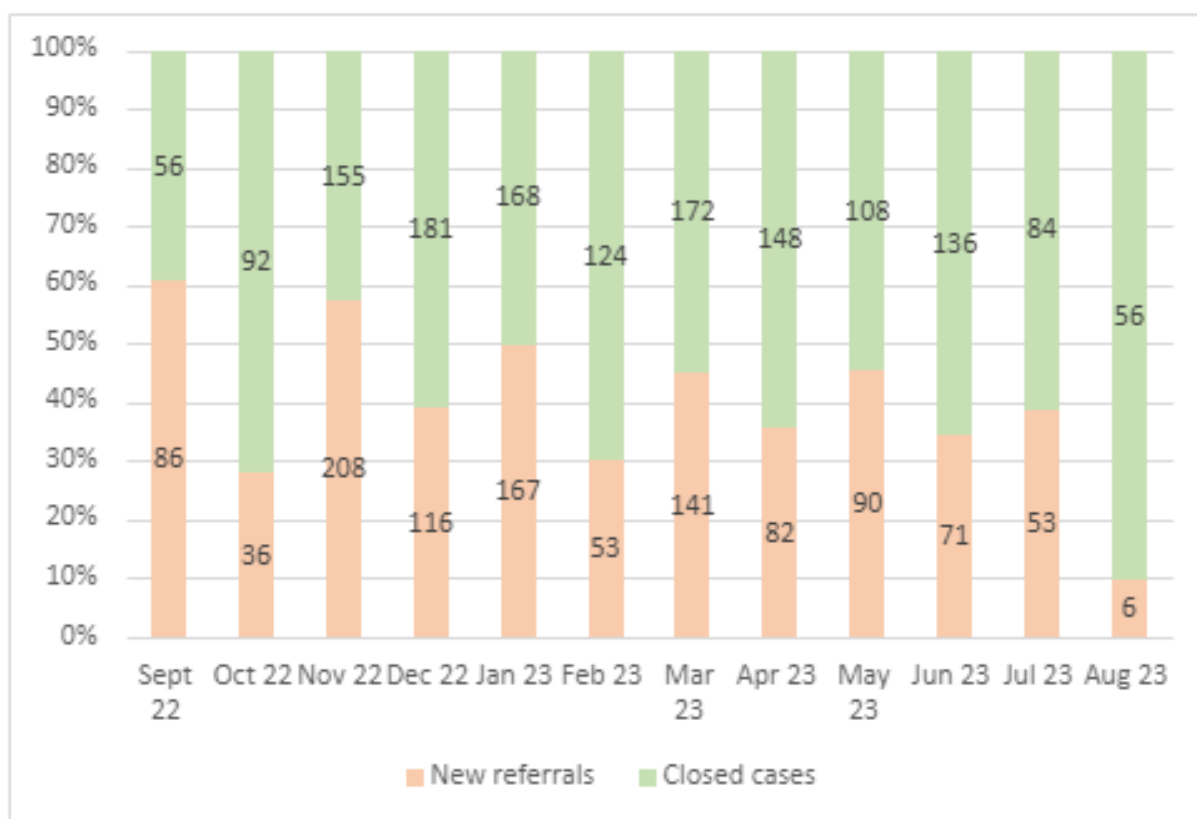
- Developing a new automated referral system for in borough schools to inform the service of children who are being EHE and highlighting where there may be safeguarding concerns
- Developing a new automated referral system for out of borough schools and other partners to inform the service of children who are being EHE
- Publishing a redesigned EHE newsletter for parents and partners
- Creating '5-minute guides' for professionals to aid in understanding of EHE and how to refer to the service
- Furthering partnership working with the GRT Project, including off-site co-location to support GRT families providing home education
- Arranging for EHE Officers to be co-located with social care on a part-time basis to provide information, advice and guidance to colleagues working with children who are electively home educated
- Agreeing sharing processes with key partners such as SEND, YJS and social care

2.5 Children Missing Education

The Local Authority has a duty to identify children not registered at school or otherwise receiving suitable education. All Local Authorities should have robust policies and procedures in place to enable them to meet their duty in relation to these children, including ensuring there are effective tracking and enquiring systems in place. Children Missing Education (CME) are categorised as follows:

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

In 2022/23 Hillingdon processed 1,109 new referrals of CME. In the same year, 1480 referrals were closed. The chart below shows the breakdown of opened and closed referrals across each month of the year.



During this year, the number of referrals and closures processed by the CME team remained broadly unchanged from the previous academic year (1224 referrals and 1682 closures).

This academic year has seen the CME team make significant steps forward in terms of rates of closure and developing a more joined up approach with colleagues to locate children. This has included:

- A review and update of all processes and policies to ensure they are fit for purpose
- Strengthening the referral process via the Stronger Families hub to ensure as much information is captured from schools thus reducing drift and delay
- Providing training to all schools on how and when to refer to the CME team
- Building on links with the Home Office to ensure children who are moved from hotels can be located swiftly
- Developing links with Border Force to enable checks on children who may have left the country
- Working regularly with colleagues in EHE, Virtual School, Social Care, Admissions and Post 16 to ensure no child 'falls through the gap'

School Attendance Orders

During this year, Hillingdon has continued to use the School Attendance Order (SAO) mechanism to support children who are not in receipt of education either because officers have been unable to establish the suitability of home education or because the child has been reported as missing education and has subsequently been located in the borough.

The Children Missing Education team has responsibility for issuing all SAOs on behalf of the council and continues to use Hillingdon's Fair Access Panel to name a school; this ensures equal distribution across settings.

The data in the table below shows the number of SAO placements per term during the last academic year.

	Primary	Secondary	Total
Autumn Term 22	1	9	10
Spring Term 23	3	0	3
Summer Term 23	0	0	0

It is clear from the data that as the academic year progressed, the team were required to use the SAO mechanism less and less. This is largely due to the improved joined up working across Children's Services which has ensured all options are being explored to support the child (and their family) back into education before a legal route is considered.

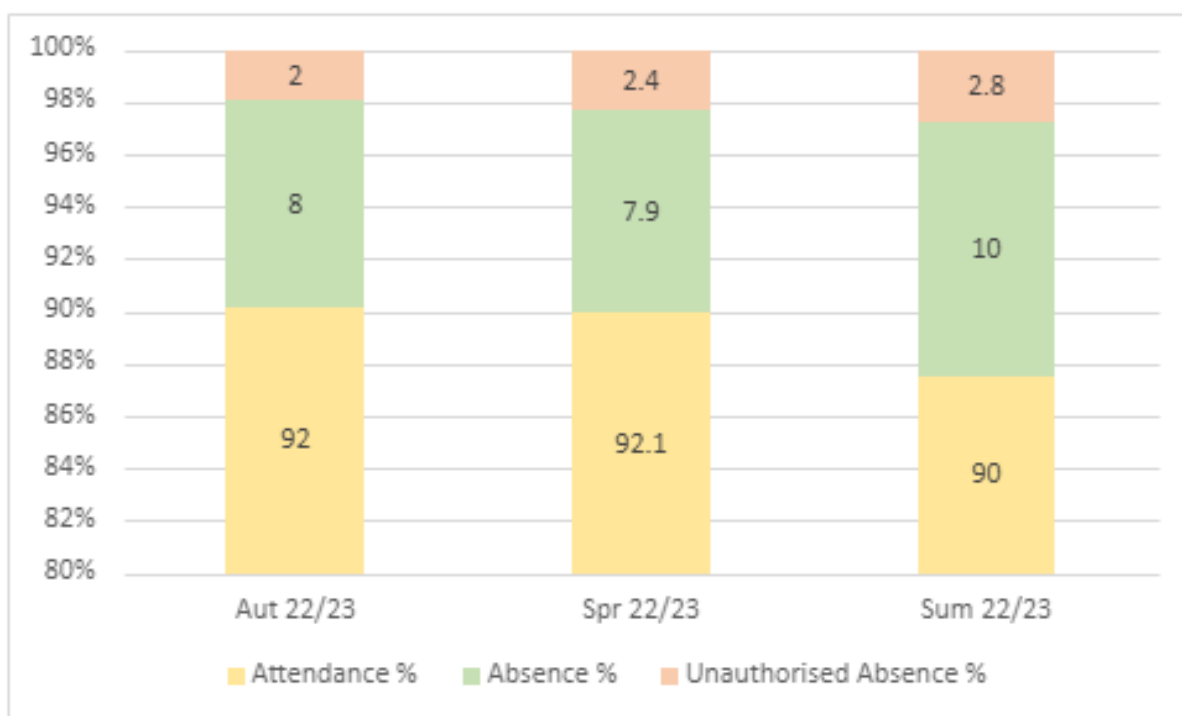
2.6 Absence and Exclusions

Government statistics have shown that COVID-19 and its aftermath has had a damaging effect on school attendance, which has lasted longer than originally anticipated.

The rate of absence in schools in England has increased significantly since the pandemic. The most recent full-year statistics (which cover the 2021/22 academic year) showed an overall absence rate of 7.6%, up from around 4–5% pre-pandemic.

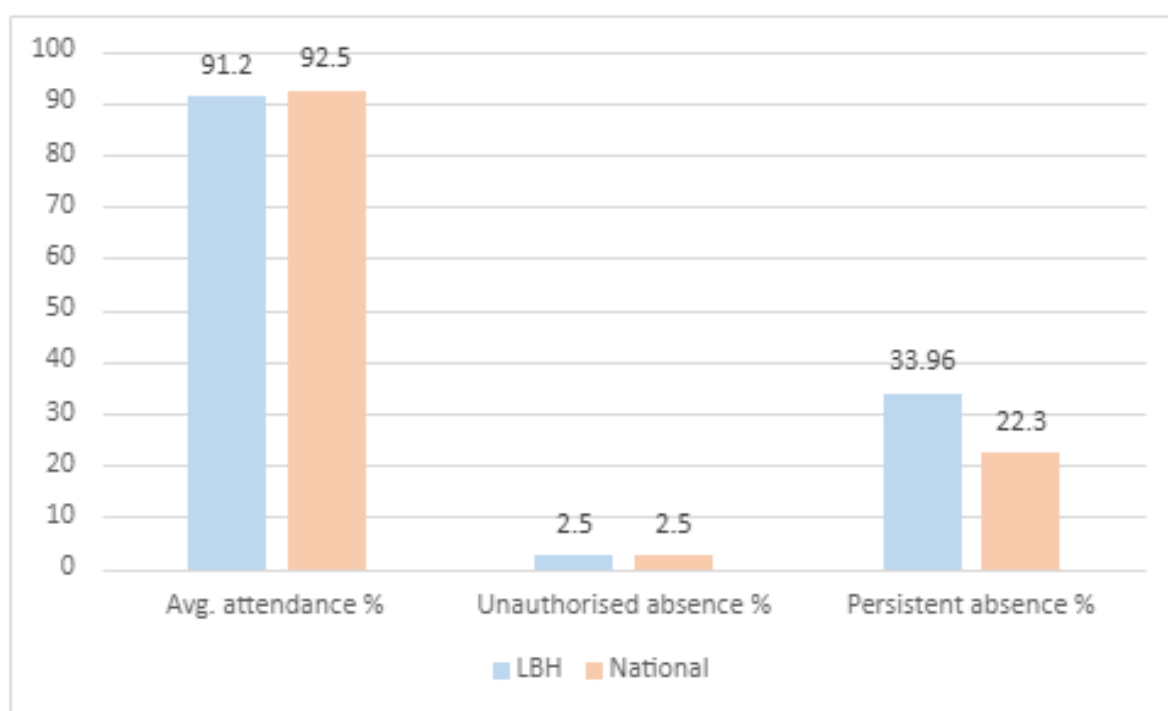
Absence and exclusion issues are managed collaboratively by the Attendance Support and Exclusion & Reintegration teams with a view to ensuring all young people access their full educational entitlement. This work constitutes a combination of activities including seeking to monitor attendance, absence and exclusion rates to providing support and challenge to schools and families to ensure optimum levels of participation.

The graph below shows the rates of attendance and absence across the three terms of the academic year and indicates the rates in all three metrics remained broadly consistent across the year:



Source: Department for Education Aug 23

The graph below shows Hillingdon's Statutory School Age attendance rates during the last academic year compared to those nationally.



Source: Department for Education Aug 23

The data shows that whilst Hillingdon's overall attendance and rate of unauthorised absence is broadly in line with figures recorded nationally, the rate of persistent absence is higher. At this stage the reason for this is unclear and will remain a focus for the Attendance Support team in the next academic year.

In May 2022, the DfE published new guidance for attendance in schools 'Working together to improve school attendance' which came into effect from September 2022. The guidance marks a significant change to previous government expectations in regards to school attendance, including offering all core services to independent school settings. It will therefore take some time for these new working practices to be embedded and become well established. Broadly speaking, the new guidance highlighted:

- Improving attendance is everyone's business. Attendance is never 'solved' and is part of a continuous process.
- The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude, and any special educational need they may have. It is the legal responsibility of every parent or carer to make sure their child receives that education either by attendance at a school or by education otherwise than at a school.
- Where parents decide to have their child registered at school, they have an additional legal duty to ensure their child attends that school regularly.

In order to meet this new guidance, officers undertook much work during the academic year, including:

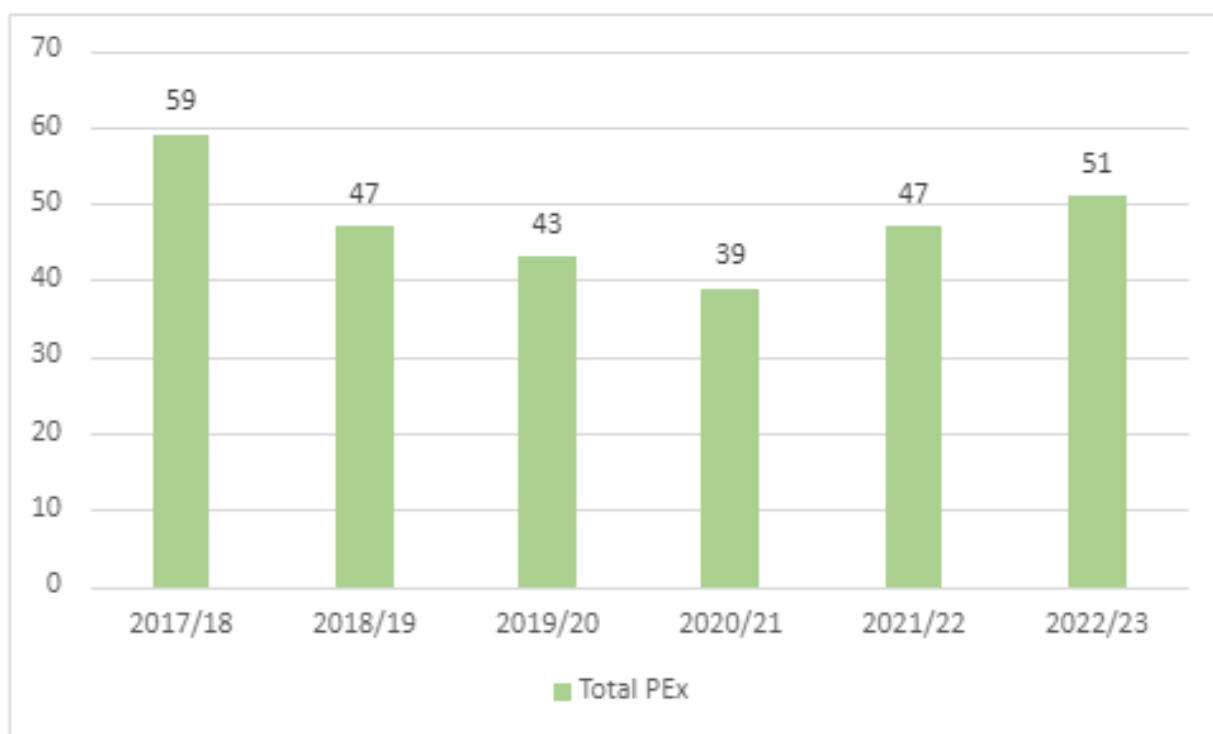
- Re-aligning the Participation service to Attendance Support
- Developing a new practice model to meet the revised guidelines from the DfE for allocated officers to use when conducting termly meetings with schools. These meetings will focus on overall attendance and persistent and severe absence, as well having a greater emphasis on the attendance of vulnerable cohorts and those children placed on part-time timetables or in alternative provisions
- Publishing revised guidance on attendance, part-time timetables and alternative provision for all schools
- Successfully delivering a series of webinars and provided training and resources to all schools in the borough to support with the implementation of the new guidance
- Creating a more robust system to track and process unauthorised exceptional leave
- Creating and shared an attendance self-evaluation form for schools to utilise
- Taking part in refresher training with legal colleagues in the use of Education Supervision Orders.

Exclusions Data for Schools in Hillingdon

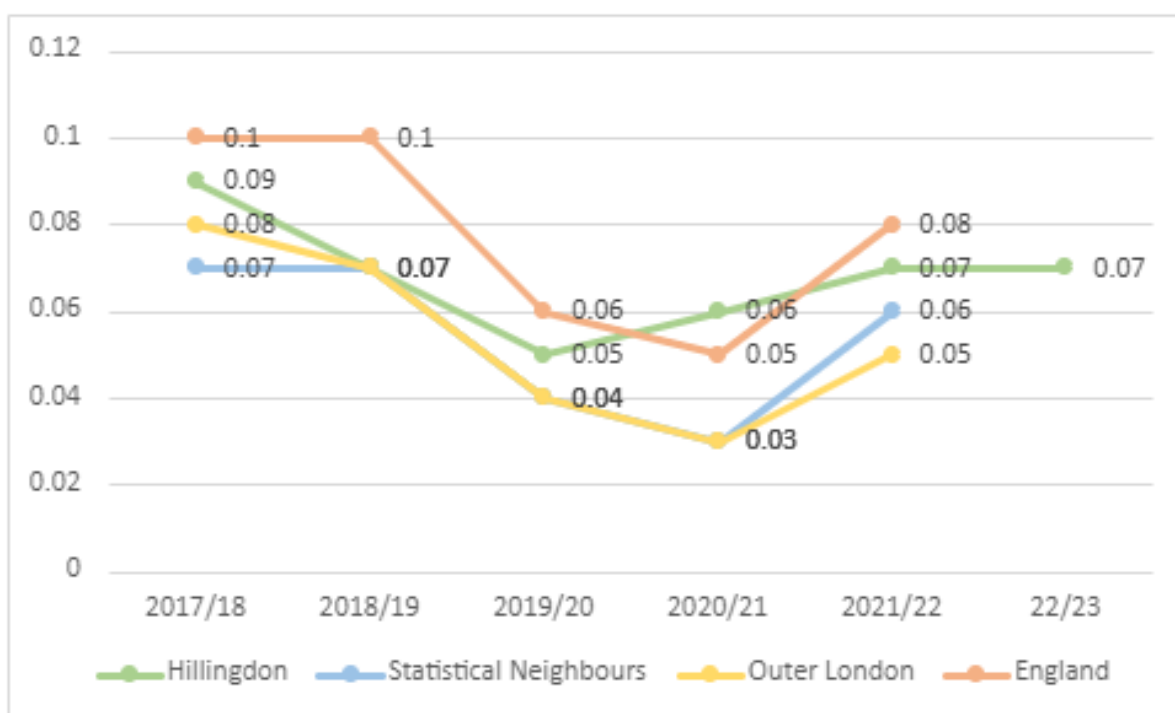
Key Figures for Permanent Exclusions

During academic year 2022/23, Hillingdon processed a total of 51 permanent exclusions, with a further 20 being either overturned or rescinded with the support of the Exclusions and Reintegration team.

The rate of permanent exclusion over the previous five academic years can be seen in the chart below:



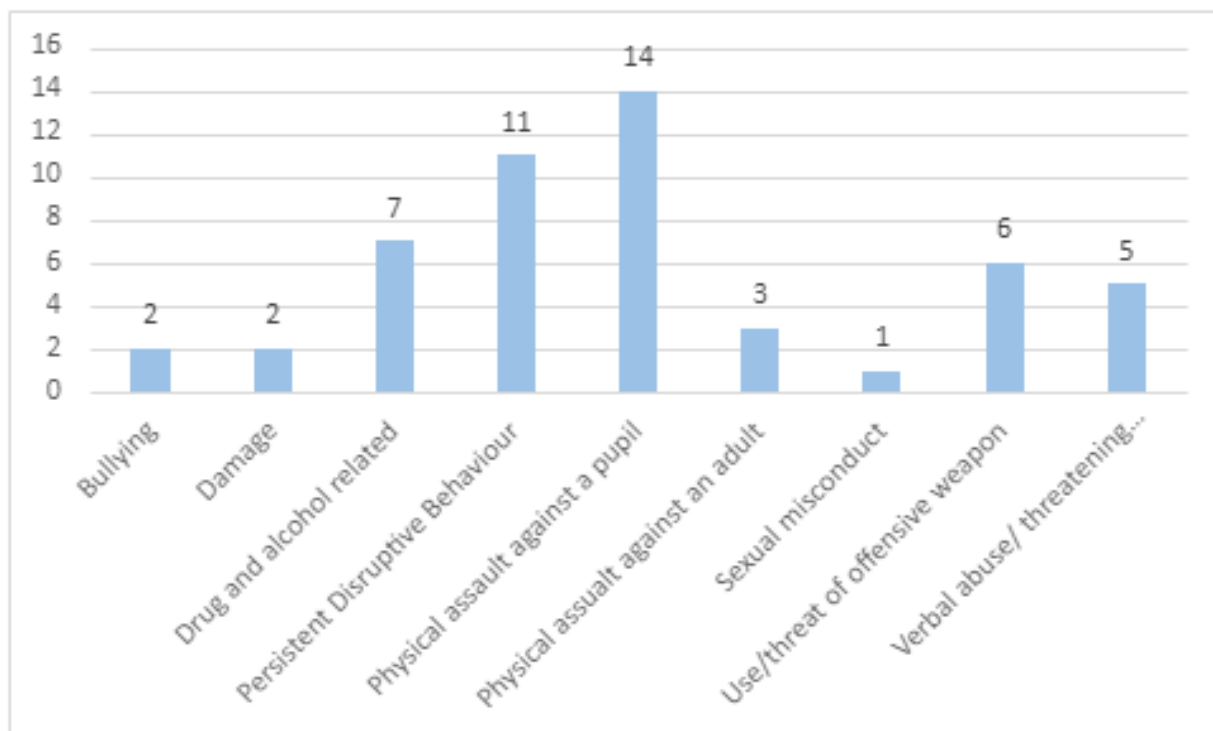
It is clear the rate of permanent exclusions in the borough is slowly returning to the numbers seen pre-pandemic which is similar to what is being experienced nationally. The graph below shows Hillingdon's rate of permanent exclusion across the last five academic years compared to national figures, statistical neighbours and other boroughs in Outer London (it is important to note comparative data for the last academic year is not yet available).



Source: Department for Education Aug 23

The graph below shows the reasons provided by schools in Hillingdon for the permanent exclusions issued during this academic year. As was the case in the previous year, the most common reason for a

permanent exclusion was physical assault against a pupil, with persistent disruptive behaviour being the second highest recorded reason.



Whilst the Exclusions and Reintegration team have worked to build strong relationships with our schools so that collaborative approaches can be explored to avoid permanent exclusion where possible, this is not always achievable with exclusions resulting from physical assault. Due to the nature of the offence, many are considered to be 'one-off' incidents which are serious breaches of a school's behaviour policy; in these cases, little or no early help or preventative work could have been explored between Officers and the school to avoid the permanent exclusion.

During this academic year, the team have developed collaborative working practices with schools and internal colleagues by:

- Working with colleagues in the Virtual School to launch a 'Team Around the Child' pilot for any child with a social worker placed at The Skills Hub. The pilot focuses on bringing key professionals together when children are placed at The Skills Hub to create a bespoke plan. This will focus on establishing any unmet needs, identifying the ways these needs can be met and with the goal of reintegrating the child back into the mainstream environment. If successful, it is hoped this model can be rolled out to all children permanently excluded.
- Supporting the opening of a Primary Provision at The Skills Hub
- Working more closely with SAS and School Improvement colleagues to champion and support the use of effective early intervention; team around the child meetings have become a regular feature of the work the team undertakes as well as encouraging schools to engage with the My Support Plan process. This provides more joint working between internal teams and the support provided to schools.
- Undertaking a review of Alternative Provision and work is underway to establish a Dynamic Purchasing System which will allow for a directory of Alternative Provisions to be created.
- Continuing to use the expertise of a Behaviour Consultant commissioned from the London Borough of Ealing. This role provides additional support to the team around the child when behaviour is

becoming a concern, a child has been issued with multiple suspensions or may be in danger of exclusion but offering one-to-one sessions with children (where appropriate) as well as advice and guidance to staff working with them.

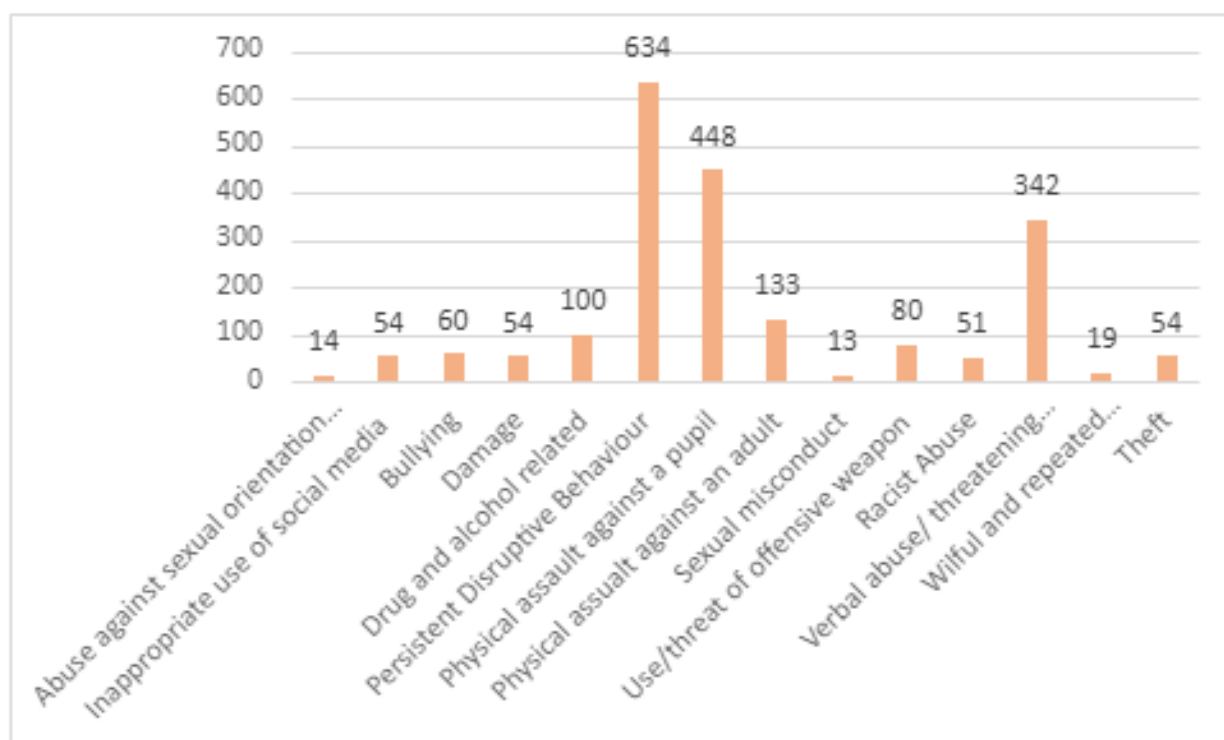
Key Figures for Suspensions

In total, there were 2,084 suspensions issued by Hillingdon schools in 2022/23 compared to 2,062 in the previous academic year. These suspensions were issued to 1,176 unique children, meaning 908 children received more than one period of suspension during this academic year.

The breakdown of all suspensions was as follows:

- 91% of all suspensions were issued by secondary school settings
- 66% were issued to boys
- 37% were issued to children with SEND

The reasons for suspensions across the year were:



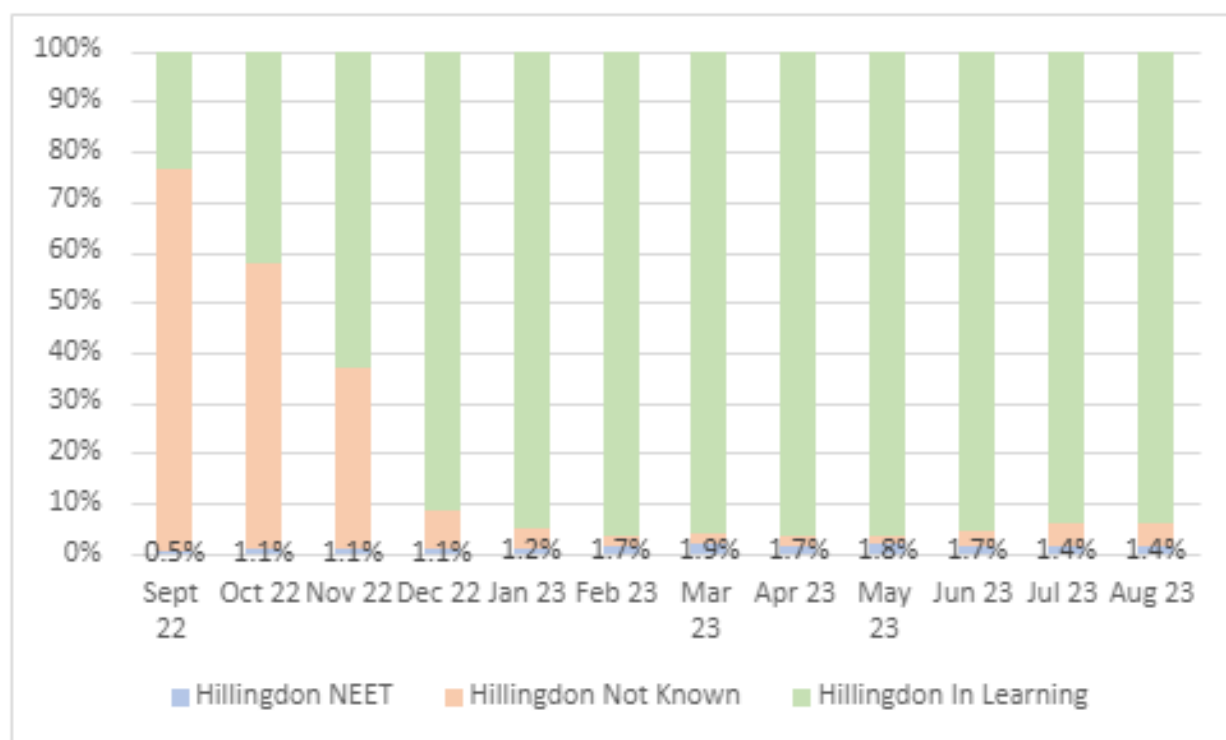
Hillingdon officers will continue to create support packages for children and young people at risk of permanent exclusion or receiving multiple suspensions. In the next academic year, this will be greatly assisted by a new co-produced panel with colleagues in the SEND Advisory Service which will allow professionals or schools working with children with complex behaviours to seek further advice and support from a panel consisting of relevant Hillingdon officers and Headteachers from different settings in the borough.

2.7 Young People Not in Education, Employment or Training (NEET) and Increasing Pathways for Young People into Education, Employment or Training (EET)

The Post 16 team undertakes several functions concerned with ensuring children and young people access their education entitlement. Specific areas of work include:

- the ongoing tracking of young people's participation so that targeted support can be undertaken by case officers to support young people back into EET
- Assuring the 'September Guarantee' is completed within statutory timescales
- Ongoing destination tracking is completed between September and January to ensure young people have found suitable education and training provision and sustained their identified placements

The data below shows the number of young people in Hillingdon Not in Education, Employment or Training (NEET) across the last academic year, alongside the number of young people whose destination was unknown and those who were in EET.



Source: West London Partnership

The data shows the number of young people who were NEET was at its highest during the Spring term; this is a common time for young people to leave courses and placements because they feel they may have made the wrong choice at the start of the year. Where possible, the team will target these students to re-engage them with an EET placement before the end of the academic year and ensure they have ongoing plans for their next year of study.

September Guarantee statistics for 2023 were 97.5%, a 3.0% increase from 2022. This is a significant achievement for the team as it is the highest figure achieved in Hillingdon for nine years.

This academic year has seen the Post 16 team make significant steps forward in terms of developing data tracking and the support on offer to young people who are NEET. This has included:

- A review and update of all processes and policies to ensure they are fit for purpose
- Working regularly with colleagues in EHE, Virtual School, Social Care, SEND, Admissions and CME to ensure as many young people as possible are captured in the data
- The team has placed 96 NEET young people into provisions since September 2023
- Ongoing partnership working with the Post 16 Co-Ordinator to share data and trends to inform the overall strategic work in this area
- Development of a Complex NEET Panel consisting of colleagues from across teams in Hillingdon who can provide information, advice and guidance to officers working with complex cases of young people who are NEET

Post 16 Partnership Coordinator

- The Post 16 digital prospectus has been launched with a communication strategy in place to ensure that it reaches all year 11 students.
- In its second year, students are being informed around other pathways available which include the world of work amongst other industry insight information.
- Due to a positive round of focus groups and consent gained from ASK Amazing Apprenticeships, a company associated with our partner Education Development Trust, has provided permission to showcase videos for young people to see personal journeys with apprenticeships, T-Levels, and Internship/Traineeships. There will also be an interactive lesson plan with links to websites like; Skills Builder and Prospects to help with career planning and support with soft skills.
- To support SEND students, the prospectus will not only include more videos, but a 360 tour of HRUC and personal testimonials from students who have completed foundation courses at HRUC, and students that have left Orchard Hill College.
- To support vulnerable young people who are at risk of NEET, a vocational carousel has been created in collaboration with HRUC which will be a 6-week 1 day a week programme for year 11's to access on a variety of vocational courses. This will also be featured as good working practice on the DfE's newly formed RONI protocol guidance.
- Following on with 14-16 support - a mentoring programme will be piloted funded by EDT, working in partnership with SPARK!, to support vulnerable cohorts who may require a more 'hand holding' approach to journey planning. Skills Hub, Harlington, Park Academy and 10 LAC pupils will be chosen to take part. The impact of this may see more schools using this approach, as well as services if proven successful.
- The internal Partnership Forum and Careers Leaders' Network has continued with an increase in attendance. More members within the council are now part of the internal forum, which includes Learning and Development and the Axis Service.
- Hillingdon Council is part of the West London Careers Hub cornerstone employment group. This allows us a platform through the Start profile to showcase the opportunities as well as run careers sessions about the variety of areas students can be aware of within the council.
- The ongoing work with the college has seen T levels being offered within the Council. Post 16 strategic education has offered to take one of these placements from the college.
- The good working relationship between the Post-16 Coordinator and the Careers Cluster, and the LEAN Network within the borough.
- The maintained relationship with the schools and academies within the borough, offering local authority support and understanding and minimising the challenges that exist within provisions.

- Mapping out providers available to offer traineeship opportunities for our NEET (Not in Education, Employment or Training) cohort, there is now a broader range that NEET case officers can signpost to.
- NEET and at risk of NEET events have been run both virtually and face to face for students, to signpost to providers offering a variety of different programmes.
- Hillingdon Council is part of the wider PAN London operational and improving the offer for young Londoner's subgroup. Attending forums such as Skills London and the Green Skills event, ensures there is an emphasis on bringing national initiatives into the Council.

Priorities for Young People to Access Education, Employment or Training

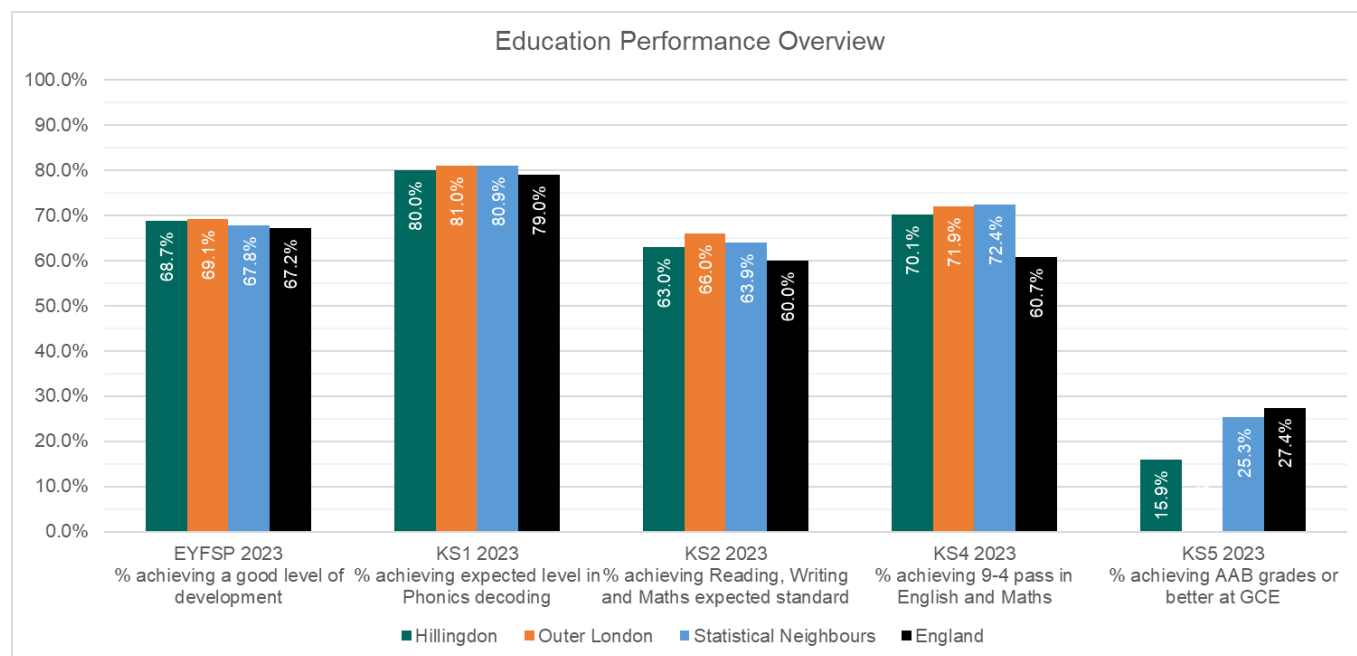
1. Increase the relationship with the college and our alternative provisions to support the disadvantaged groups who are at risk of NEET. We are to progress with post 14 – 19 strategies, alongside the Harrow, Richmond and Uxbridge College (HRUC).
2. Embed a digital prospectus for year 3, increasing alternative pathways which are available for young people through raising this awareness.
3. Hillingdon council as an employer, promoting these areas within the council to better increase our talent pipeline within and provide a range of opportunities post 16.
4. Build on the providers that we currently use within the borough for our NEET cohort, outlining a vast number of programmes which lead from traineeships into employment
5. Continue the strong relationship with Education Development Trust (EDT) to build on the existing work we have progressed with in schools.

Part 3

Educational Performance

3.1 Educational Performance Overview

This section focuses primarily on attainment, progress and achievement for the preceding academic year along with references to wider measures of educational success.



The Local Authority Interactive Tool (LAIT) has been partially updated with this years' attainment data. Some tables such as % of Reading, Writing & Maths meeting Expected Standard have been updated, others have not. Information about rankings refers to Hillingdon's performance against 10 DfE-identified statistical neighbours. These neighbours are Coventry, Milton Keynes, Merton, Slough, Hounslow, Redbridge, Ealing, Barnet, Sutton and Reading. It is noted that Ofsted uses comparison with statistical neighbours to compare outcomes across local authorities.

3.2 Early Years & Foundation Stage Education

Early Years Good Level of Development (GLD) 2022/23

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

The graph in Appendix A has been generated from Nexus; this is software that London Borough of Hillingdon is part owner of. It captures attainment data from as many local authorities as possible and then compares us to the London Region and Nationally.

Overall attainment of children has increased at a greater rate in Hillingdon, than London and National – greater understanding of expected levels through moderation events organised and run by the Early Years Quality Improvement Team (EYQIT) has contributed considerably.

GLD	2022	2023	% change
Hillingdon	63.8	68.7	+4.9
National	65.2	67.2	+2
London	67.2	69.1	+1.9

2023 Areas of Learning

	GLD	C&L	PSED	PD	LIT	MATHS	UTW	EAD
HILLINGDON	68.7	80.2	84.6	86.9	71.0	77.2	81.3	85.6
NATIONAL	67.3	79.7	83.2	85.2	69.8	77.2	80.3	85.0
	+1.4	+0.5	+1.4	+1.7	+0.2	=	+1	+0.6
HILLINGDON	68.7	80.2	84.6	86.9	71.0	77.2	81.3	85.6
LONDON	69.1	79.2	83.4	85.5	71.4	78.0	79.6	84.7
	-0.4	+1	+1.2	+1.4	-0.4	-0.8	+0.7	+0.9

Hillingdon outcomes are marginally higher than National in all areas except maths, where we are in line with national data.

When comparisons are made with London outcomes, our attainment in Maths and Literacy are fractionally below London and therefore have impacted us in being below London in the GLD outcome.

2023 Individual goals

	LA U	Spe	SR	MS	BR	GM S	FM S	Co m	WR e	Wri	Nu m	NP	P& P	PC C	TN W	Cw M	BIE
Hill	83.0	82.2	86.4	87.3	88.7	92.3	87.7	79.9	78.2	72.8	78.8	78.6	82.5	82.4	85.0	87.9	86.8
Nat	82.2	82.8	85.1	87.2	88.4	92.1	86.0	80.6	76.2	71.1	78.9	78.3	82.1	81.8	85.4	87.5	87.0
	+0.8	-0.6	+1.3	+0.1	+0.3	+0.2	+1.7	-0.7	+2	+1.7	-0.1	+0.3	+0.4	+0.6	-0.4	+0.4	-0.2
Hill	83.0	82.2	86.4	87.3	88.7	92.3	87.7	79.9	78.2	72.8	78.8	78.6	82.5	82.4	85.0	87.9	86.8
Londo n	81.5	81.7	85.3	87.1	87.9	91.8	86.3	79.8	77.3	73.0	79.8	79.1	81.1	81.2	84.1	87.2	86.5
	+1.5	+0.5	+1.1	+0.2	+0.8	+0.5	+1.4	+0.1	+0.9	-0.2	-1.0	-0.5	+1.4	+1.2	+0.9	+0.7	+0.3

When looking at individual Early Learning goals Hillingdon is broadly in line with National data. However, we fall slightly below in Speaking, Comprehension and Number which brings our GLD down.

Comparison with London demonstrates that we achieve better outcomes in the prime areas than London, but fractionally below in Writing, Number and Number patterns.

During the academic year 2022/23 the EYQIT worked with 12 schools that had been identified as requiring support through the school improvement team and detailed action plans and reviews were established. All schools that were offered support took up the offer and all agreed actions were implemented.

Other support offered to all schools included:

- Ofsted health checks and support programmes
- Action planning with senior management
- Audit tools to identify strengths and areas for development.
- In school training, demo lessons
- Planning guidance

- Support in tracking and monitoring pupil progress
- Support for schools in the of analysis of data, tracking anomalies, trends, gaps etc
- EYFSP agreement trialling/training
- FS manager meeting

Priorities for 2022/23

1. To continue to focus on supporting teachers in making secure and consistent judgments against national standards through offered moderation events, targeted support, networking opportunities and centralised training, building confidence in the delivery of the revised EYFS.
2. To raise attainment to bring us back in line with London outcomes and specifically to investigate and support improvements in maths.
3. To continue to ensure that PVI settings are up skilled in effective teaching of the Prime Areas of Learning and the core subjects of Maths and Literacy so that children who access their 30 hours in day-care make appropriate progress to begin their Reception Year at the level needed to attain their GLD and support their future learning.
4. To continue to provide intensive support to less than good settings to bring us back to 100% good or better Ofsted outcomes and to support our consistently good settings to strive to be outstanding to increase our percentage of outstanding settings.
5. To support the Early Years Strategy group to successfully implement the expansion offer and to work with the sector to build our capacity.

3.3 Primary Phase Education 2022/23

Key Stage 1 Outcomes in Hillingdon

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

- Hillingdon's KS1 Phonics Decoding achieving the expected standard in 2023 was 80.0%, above the national figure of 79% and slightly below our statistical neighbours at 80.90%. Hillingdon's national rank was 42 (out of 153), London ranking 8 (out of 32) and Statistical neighbour (SN) ranking was 7 (out of 11).
- The Phonics decoding score for pupils with FSM was 67%, significantly below national and statistical neighbour outcomes. National ranking was 67, London ranking was 9 and SN ranking was 9.
- KS1 Reading attainment at the expected standard was higher, 70%, than both national and statistical neighbour scores. National ranking was 36, London was 6, SN was 6.
- KS1 Writing attainment at the expected standard, 62%, was slightly higher than national and in line with statistical neighbours. National ranking was 42, London was 6, SN was 6.
- KS1 Maths attainment at the expected standard, 74%, was higher than national and statistical neighbour outcomes. National rank was 16, London was 4, SN was 3.
- KS1 Science attainment at the expected standard, 79%, was in line with national and statistical neighbours. National ranking was 72, London was 6, SN was 6.

Indicator	LBH Outcome	National Outcome	Statistical Neighbour Outcome	National Rank	London Rank	Statistical Neighbour Rank
KS1 Reading - Expected Std	70.00%	68.00%	69.90%	36	6	6
KS1 Writing - Expected Std	62.00%	60.00%	62.20%	42	6	6
KS1 Maths - Expected Std	74.00%	70.00%	72.00%	16	4	3
KS1 Science - Expected Std	79.00%	79.00%	79.20%	72	6	6
Phonics Decoding - All Pupils	80.00%	79.00%	80.90%	42	8	7
Phonics Decoding - FSM	67.00%	66.00%	70.80%	67	9	9

Table 3.2 Comparison of LBH against Statistical Neighbours and National by Indicator

Source: LAIT tables for each Assessment Type

Key Stage 2 Outcomes in Hillingdon

Overall results for Hillingdon's children at Key Stage 2 at the end of 2022/23 were positive with the borough performing well against national averages for all key measures and for the combined Reading, Writing and Maths outcome. Please see Appendix C.

- Combined Reading, Writing and Maths at the expected standard was 63%, above national and in line with statistical neighbours. National ranking was 37, London was 7 and SN was 7.
- Reading attainment at the expected standard was 75%, in line with national and statistical neighbour outcomes. National ranking was 46, London was 13 and SN was 6.
- Writing attainment at the expected standard was 75%, above national and statistical neighbours. National ranking was 34, London was 14 and SN was 6.
- Maths attainment at the expected standard was 78%, significantly above national and in line with statistical neighbours. National ranking was 26, London was 12 and SN was 7.
- Grammar, Punctuation and Spelling (GPS) attainment at the expected standard was 80%, significantly above national and above statistical neighbours. National ranking was 14, London was 8 and SN was 5.
- Science attainment at the expected standard was 83%, above national and in line with statistical neighbours. National ranking was 79, London was 10 and SN was 6.

Indicator	LBH Outcome	National Outcome	Statistical Neighbour Outcome	National Rank	London Rank	Statistical Neighbour Rank
KS2 RWM - Expected Std	63.00%	60.00%	63.90%	37	37	7
KS2 Reading - Expected Std	75.00%	77.00%	76.00%	46	13	6
KS2 Writing - Expected Std	75.00%	71.00%	74.40%	34	14	6
KS2 Maths - Expected Std	78.00%	73.00%	78.20%	26	12	7
KS2 GPS - Expected Std	80.00%	72.00%	78.50%	14	8	5
KS2 Science - Expected Std	83.00%	80.00%	82.90%	79	10	6

Table 3.3 Comparison of LBH against Statistical Neighbours and National by Indicator

Source: LAIT tables for each Assessment Type

Evaluation & Priorities for Primary Phase Key Stages 1 & 2 Education

Evaluation:

- KS1 & 2 outcomes in Hillingdon were robust, generally above or in line with national and statistical benchmarks.
- While Phonics Decoding outcomes were in line with national outcomes and are a foundation for literacy development, the outcomes for disadvantaged pupils are an area of concern. Without this solid foundation, their literacy development will be behind their peers and affect their learning in all areas.
- The gap in attainment between disadvantaged pupils and their peers averages about 15% at both primary Key Stages and must be addressed if the gap is to be closed through all phases of learning.
- Some white British pupils do least well in Primary outcomes. This needs further exploration to see how it overlaps with the disadvantaged gap.

Priority areas for development:

1. KS1: Review of phonics provision – effectiveness of programmes in use.
2. KS1: To close the gap between boys learning versus girls
3. KS1 & 2: To close attainment gaps for disadvantaged pupils
4. KS1 & 2: To close the gap in the achievement of some white pupils
5. Reading: review impact recovery premium strategies and support – more analysis needed on ethnic groupings - reading champions and hub leaders

3.4 KS4 Secondary and Post-16 Education

In 2023, performance outcome data for KS4 and Post-16 is to be used in the same way as pre-pandemic by all internal and external scrutinising bodies. Please see Appendix D.

Key Stage 4 Outcomes in Hillingdon

- Per pupil Attainment 8 score was 48.80, significantly above national outcomes, but significantly below statistical neighbours and the previous years' outcomes. National ranking was 36, London was 13 and SN was 9.
- 69.90% of students gained standard passes in English and Maths (9-4), significantly above national outcomes, but below statistical neighbours. National ranking was 32, London was 11 and SN was 8.
- 50.80% of students gained strong passes in English and Maths (9-5), significantly above national outcomes, but significantly below statistical neighbours. National ranking was 33, London ranking was 13 and SN was 8.
- The percentage of Hillingdon students entered for the English Baccalaureate was 43.80%, lower than statistical neighbours, but significantly above national. National ranking was 44, London was 17 and SN was 8.
- The percentage of students achieving the English Baccalaureate was 27.20%, significantly above national but significantly below statistical neighbours. National ranking was 46, London was 15 and SN was 9.
- **Excellent news!** The Progress 8 score for Hillingdon students was 0.25, well above national, but below statistical neighbours. National ranking 21, London was 11 and SN was 7.
- However, for those Hillingdon students identified as disadvantaged, the Progress 8 score was - 0.21.

Indicator	LBH Outcome	National Outcome	Statistical Neighbour Outcome	National Rank	London Rank	Statistical Neighbour Rank
Average Progress 8 score/pupil	0.25	-0.06	0.33	21	11	7
Average Attainment 8 score/pupil	48.80	44.60	51.55	36	13	9
% Pupils Achieving 9-5 pass in Eng & Maths	50.80%	42.20%	55.39%	33	13	8
% Pupils Achieving 9-4 pass in Eng & Maths	69.90%	60.50%	72.17%	32	11	8
% Pupils Entered for English Baccalaureate	43.80%	36.20%	48.96%	44	17	8
% Pupils Achieving Eng Bacc incl. 9-4 pass in Eng & Maths	27.20%	22.30%	33.30%	47	15	9
% Pupils Achieving Eng Bacc incl. 9-5 pass in Eng & Maths	18.90%	15.70%	25.25%	45	15	9

Table 3.4 Comparison of KS4 LBH against Statistical Neighbours and National by Indicator

Source: LAIT tables for each Assessment Type

Evaluation & Priorities for Secondary Education Key Stage 4

Evaluation:

- The performance outcomes of Hillingdon students have been solid coming off the back of the pandemic years. Results compare favourably to national outcomes.
- However, compared to other London boroughs, especially Hillingdon's statistical neighbours, there is still work to do across the area.
- The large attainment and achievement gaps with disadvantaged students, including those on Free School Meals, SEND support, some white British and Black Caribbean students need more forensic localised exploration to identify the causes of the gap. Certainly, groups of students are identified clearly in national research on underachieving groups.
- Any programme to address this must start long before KS4, in Early Years and involve every phase of education to address a long-term problem, not a quick fix.

Priorities:

- To address the discrepancies in the achievement gap between disadvantaged and non-disadvantaged students.
- To tackle the continued underperformance of Black Caribbean students.
- To review the performance of students on SEND support.
- Working with the wider secondary school sector, via established and emerging partnership groups, to address variations in progress scores, for all young people and, particularly, for those most at risk of underachievement including young people with SEND and their disadvantaged peers. This will include utilising appropriate challenge and support mechanisms and escalating concerns of unacceptable underperformance, where necessary, to the relevant responsible bodies. This includes the Regional Schools Commissioner and / or the Secretary of State for Education where improvements are not being expedited in academy settings.

Key Stage 5 Outcomes

2022/23: Please see Appendix E.

- In 2022/23, 9% of students achieved 3+ A Levels or Double Awards, significantly below statistical neighbours and national outcomes. National ranking was 116, London was 16 and SN was 9.
- Cohort APS per A-Level Entry score was 31.47, slightly below national and SN. National ranking was 119, London was 16 and SN was 9.

- 10.10% of students achieved AAB grades at GCE A Level or better, just under 10% lower than statistical neighbours and national. LA national ranking was 119, London ranking 15 and SN ranking was 9.
- The average point score (APS) per entry based on best 3 A Levels was 31.86, lower than statistical neighbours and national. National ranking was 118, London ranking and 16 and SN ranking was 9.
- The Tech Level Average Point Score was 27.34, lower than statistical neighbours and national. National ranking was 101, London was 14 and SN was 7.

Indicator	LBH Outcome	National Outcome	Statistical Neighbour Outcome	National Rank	London Rank	Statistical Neighbour Rank
Tech Level - Av Point Score	27.34	28.51	29.24	101	11	7
Cohort APS per A-Level Entry	31.47	35.16	34.84	119	16	9
3+ A grades at GCSE/Applied GCE a-Level & Double Awards	9.00%	15.70%	15.92%	116	16	9
% of Students gaining AAB or better	10.10%	18.10%	19.74%	119	15	11
APS per entry - Best 3 A-Levels	31.86%	35.63%	35.33%	118	16	9

Table 3.5 Comparison of KS5 LBH against Statistical Neighbours and National by Indicator

Source: LAIT tables for each Assessment Type

Priorities for Secondary Key Stage 5 and Post-16 Education

The Council needs to prioritise support for Key Stage 5, to ensure as a Borough we are providing the best possible outcomes for these cohorts. This needs to sit alongside the Post-16 strategy that has been developed to ensure a broad range of Education, Employment & Training opportunities exists in Hillingdon and work towards lowering the number of children who become NEET.

- To work with secondary Head Teachers to review borough-wide performance at Key Stage 5 A Level and to identify themes to address to raise outcomes to at least national standards.
- To work with the leaders responsible for the quality of outcomes at this phase to work together effectively continue to improve outcomes for young people taking A Levels and other Level 3 courses in Hillingdon.
- To develop a 14-19 strategy group and a Key Stage 5 development group to identify areas for school improvement that improving outcomes at Key Stage 5, including outcomes for previous high attainers.
- To work with all schools, colleges and other education providers to ensure there is a broad academic and vocational offer at post-16, and that young people are offered the right advice and guidance to find the course or employment or training opportunity that is right for them.
- To develop sufficiency in the NEET team to ensure speedier placement of students on EET programmes.

3.5 Standards and Quality of Education for Adult Learners

Learn Hillingdon Adult Community Education (ACE) provides opportunities for adult residents aged 19+ to learn new skills designed to lead to work, enhance life chances, improve wellbeing and encourage greater social cohesion. All programmes align to the Council's priorities and needs and the GLA Skills for Londoners Strategy. The service is graded as 'good' by Ofsted.

91% of learners live in the borough, 7% live in other London boroughs and 2% live outside London. Most have low prior educational attainment levels and face socio-economic disadvantage; both are target groups for the service.

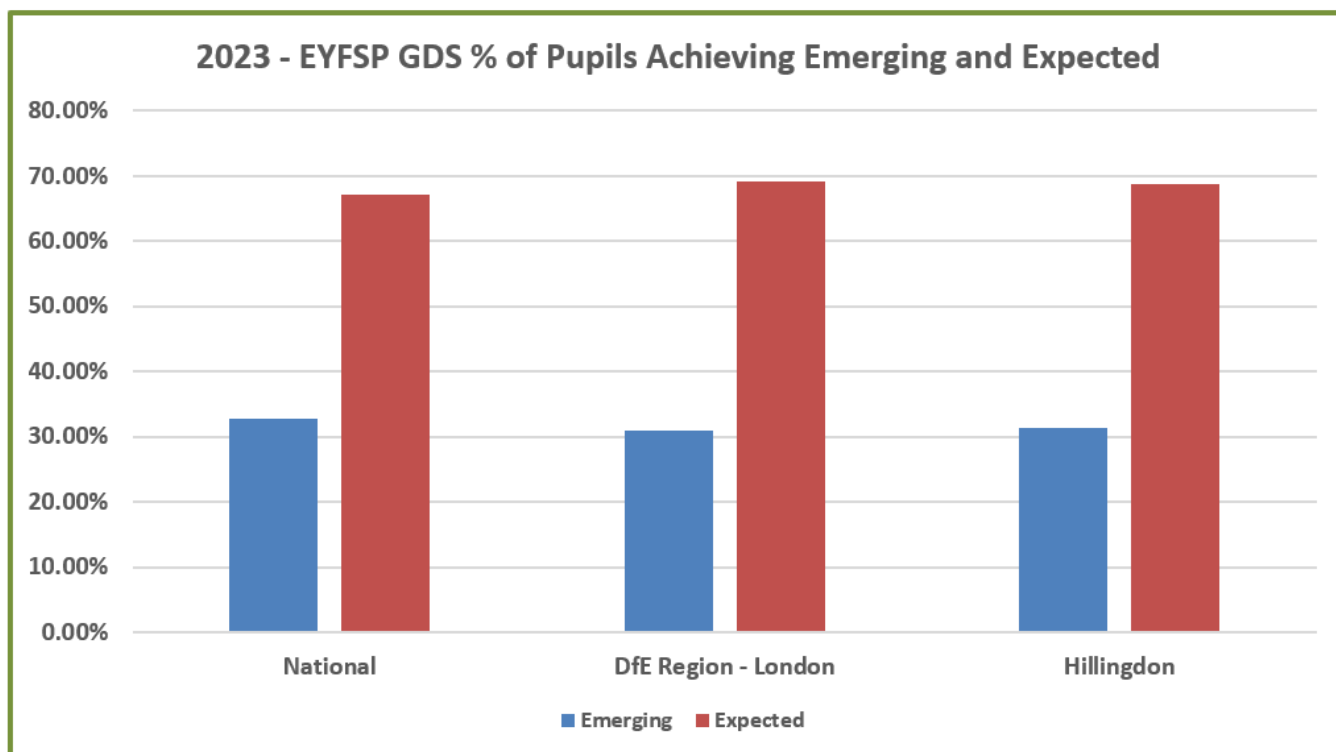
Data Set 23 - Table: Key data	20-21	21-22	22-23
Learners <i>Individual residents</i>	1589	1681	1505
Enrolments <i>People can enrol for more than one class</i>	3298	3639	3417
Retention <i>Proportion of those enrolled who stay until end of course</i>	92.1%	93.4%	94.7%
Attendance <i>Important because they can't learn if they don't attend</i>	92.9%	94%	95%
Pass <i>Of those retained, what proportion passed their course?</i>	94.1%	92.5%	96%
Achievement <i>Of those who started, what proportion passed the course?</i>	86.6%	89.5%	91%

Overall, learners are more likely to be female, of white heritage and 35-49 years of age. Most learners (67%) live in the south, in Lower Super Output Areas (LSOAs) that are ranked 2 to 5 on the Index of Multiple Deprivation (IMD) scale, most of whom are low skilled, low waged/unemployed and study English for Speakers of Other Languages (ESOL), English and maths.

Full details can be found in the service's Self-Assessment Report.

Appendix

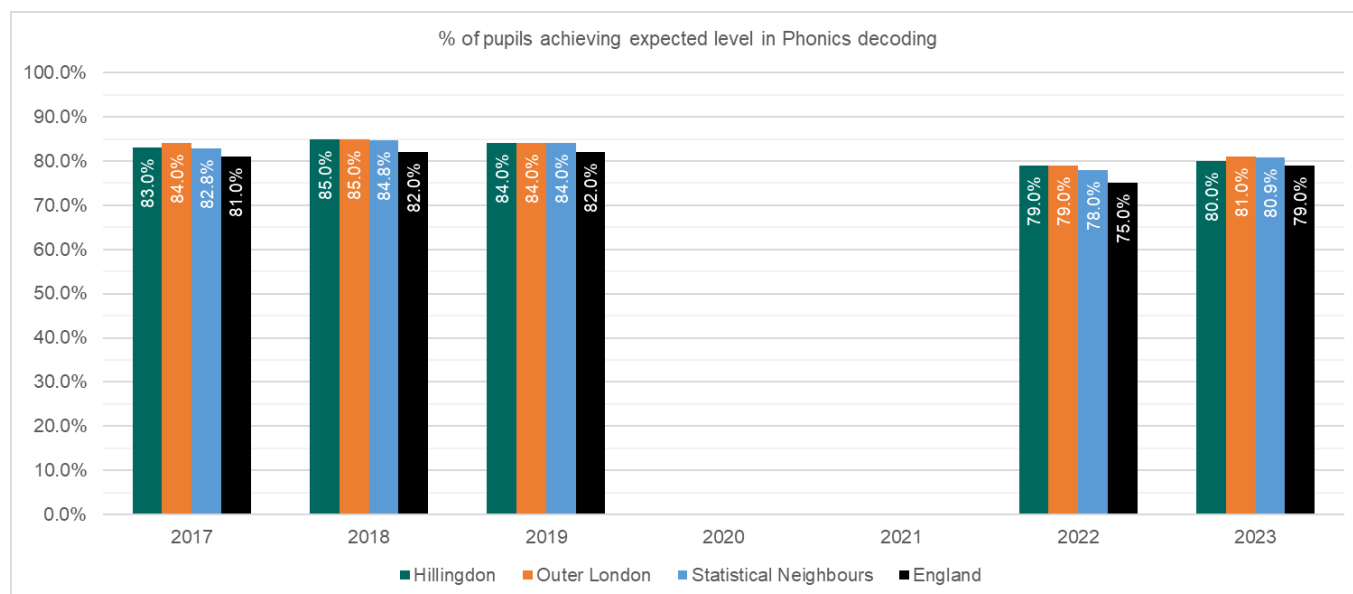
Appendix A - Early Years Good Level of Development (GLD) 2022/23



Graph 3.1: 2023 EYFSP Good Level of Development

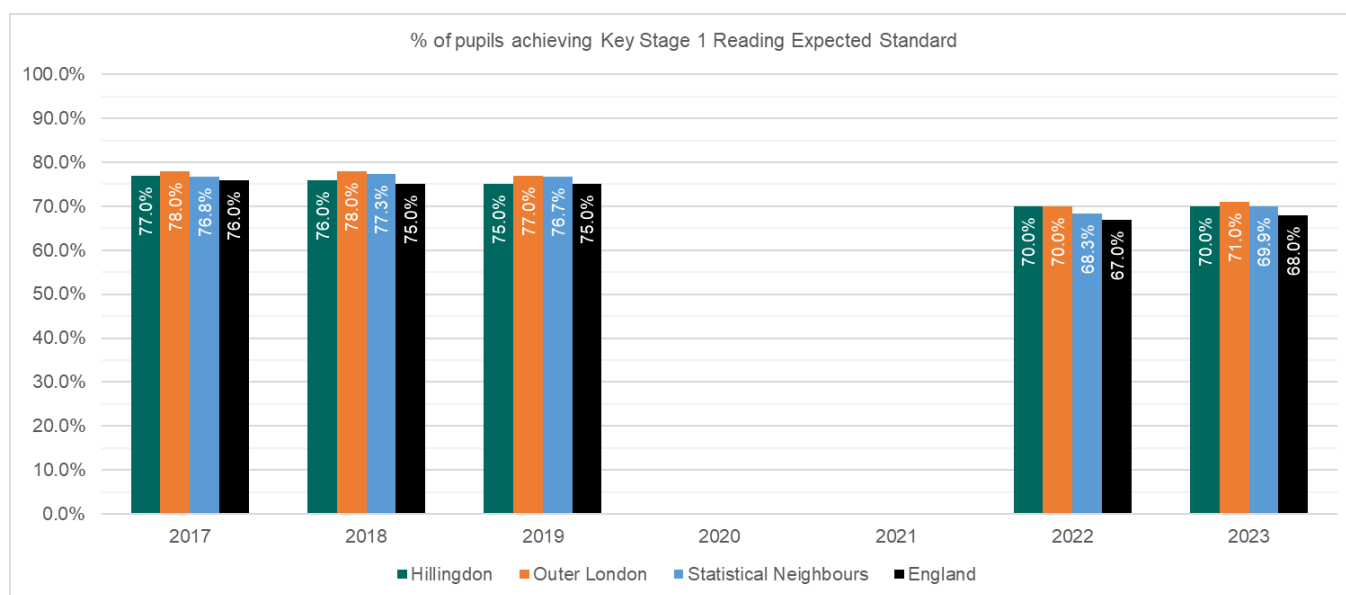
Source: Nexus EYFSP Performance Summary

Appendix B - Key Stage 1 Outcomes in Hillingdon



Graph 3.2: % Pupils Achieving Phonics Expected Level (2017 to 2023)

Source: LAIT KS1 Phonics Decoding All Pupils



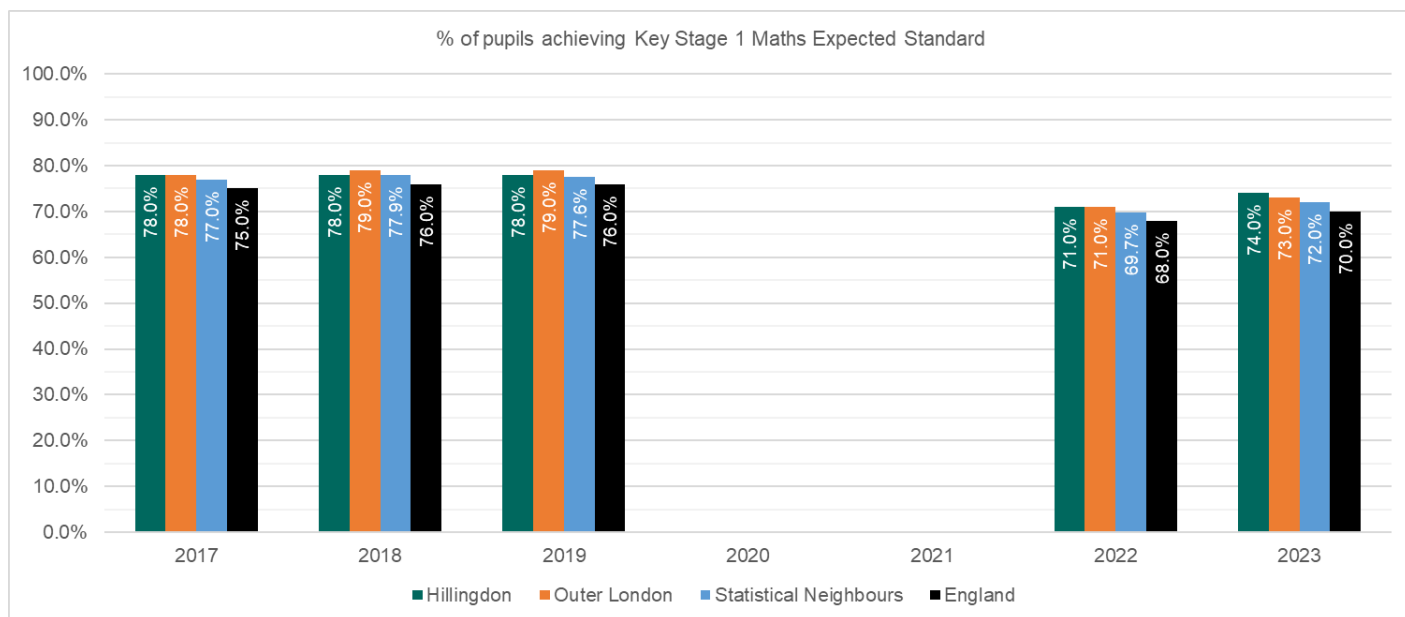
Graph 3.3: % Pupils Achieving KS1 Reading Expected Standard (2017 to 2023)

Source: LAIT KS1 Reading Expected Standard

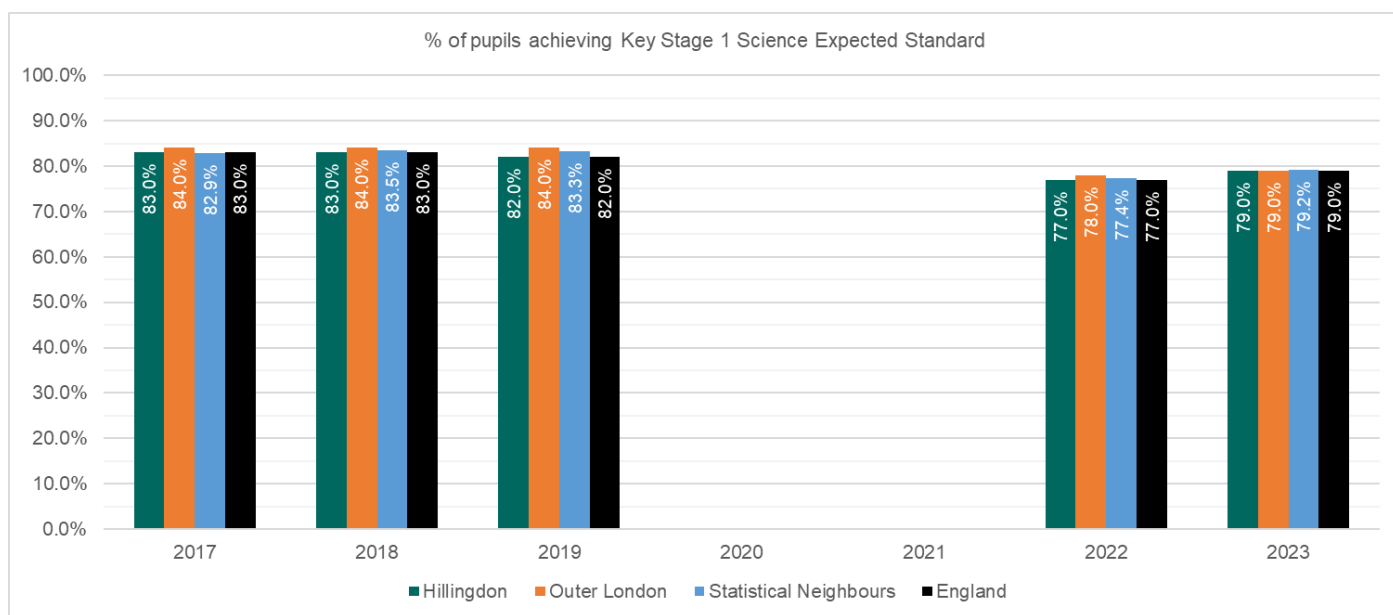


Graph 3.4: % Pupils Achieving KS1 Writing Expected Standard (2017 to 2023)

Source: LAIT KS1 Writing Expected Standard

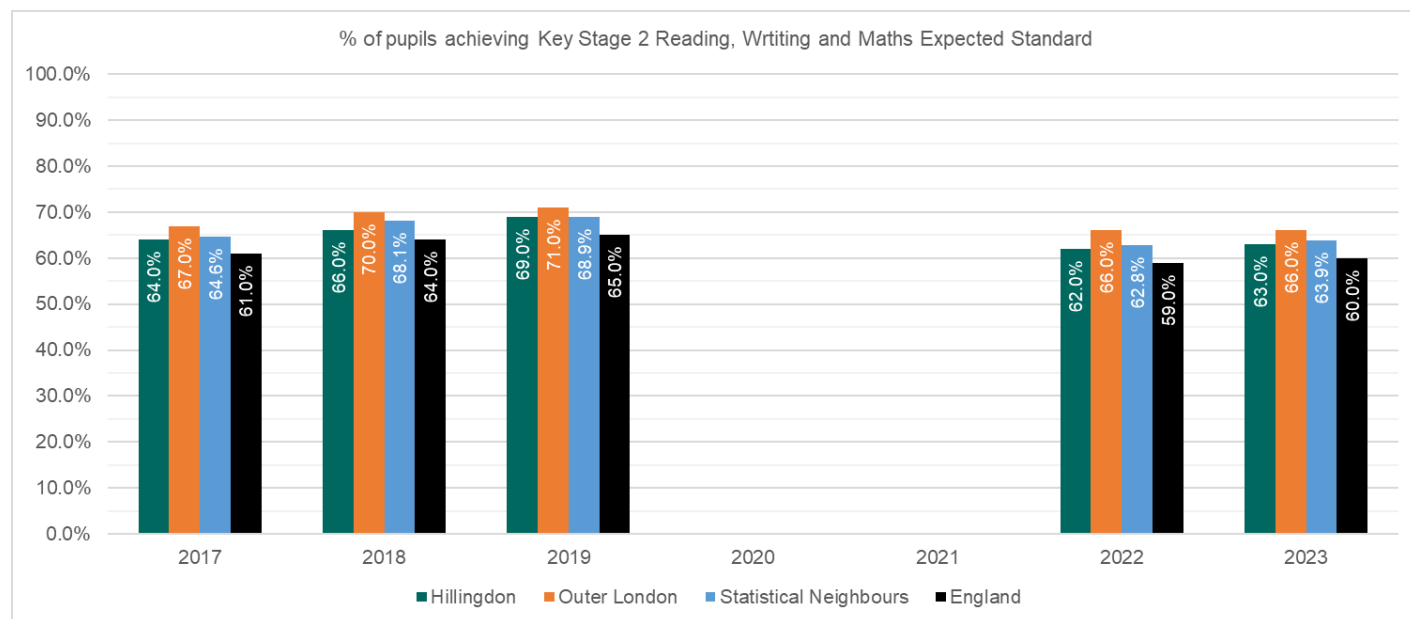


Graph 3.5: % Pupils Achieving KS1 Maths Expected Standard (2017 to 2023)
Source: LAIT KS1 Maths Expected Standard



Graph 3.6: % Pupils Achieving KS1 Science Expected Standard (2017 to 2023)
Source: LAIT KS1 Science Expected Standard

Appendix C - Key Stage 2 Outcomes in Hillingdon

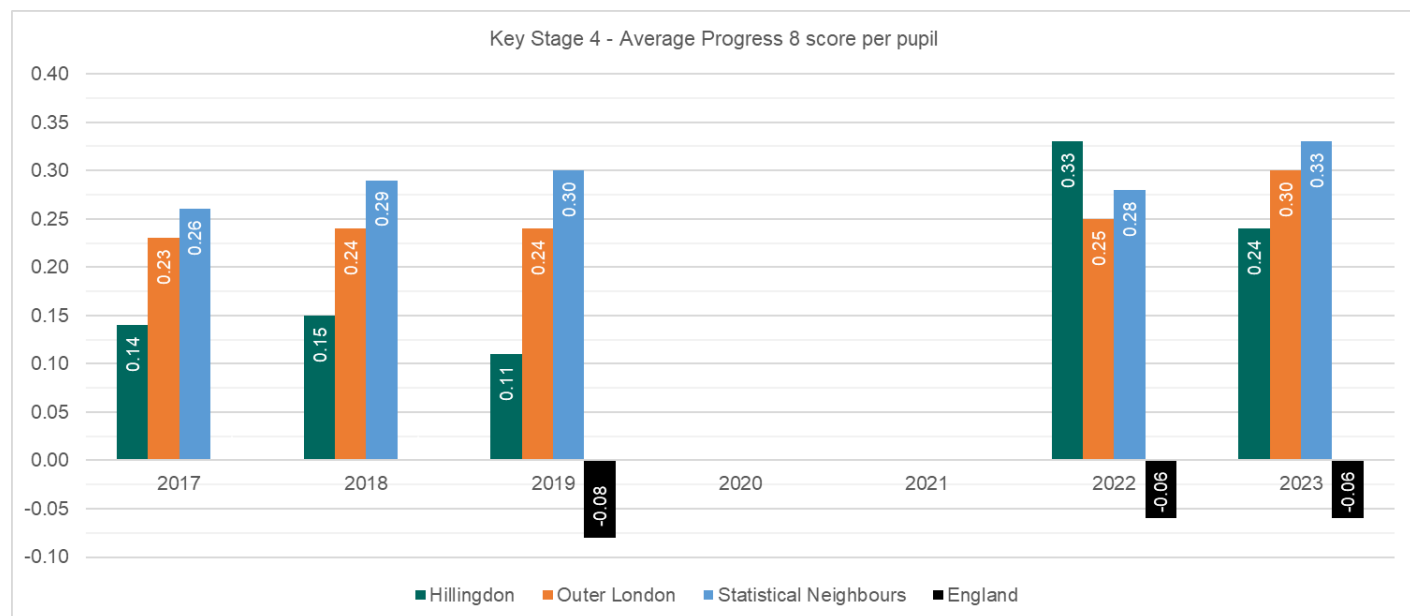


Graph 3.7: % of KS2 Pupils Reaching Expected Standard in RWM (2017 to 2023)

Source: LAIT KS2 RWM Expected Standard

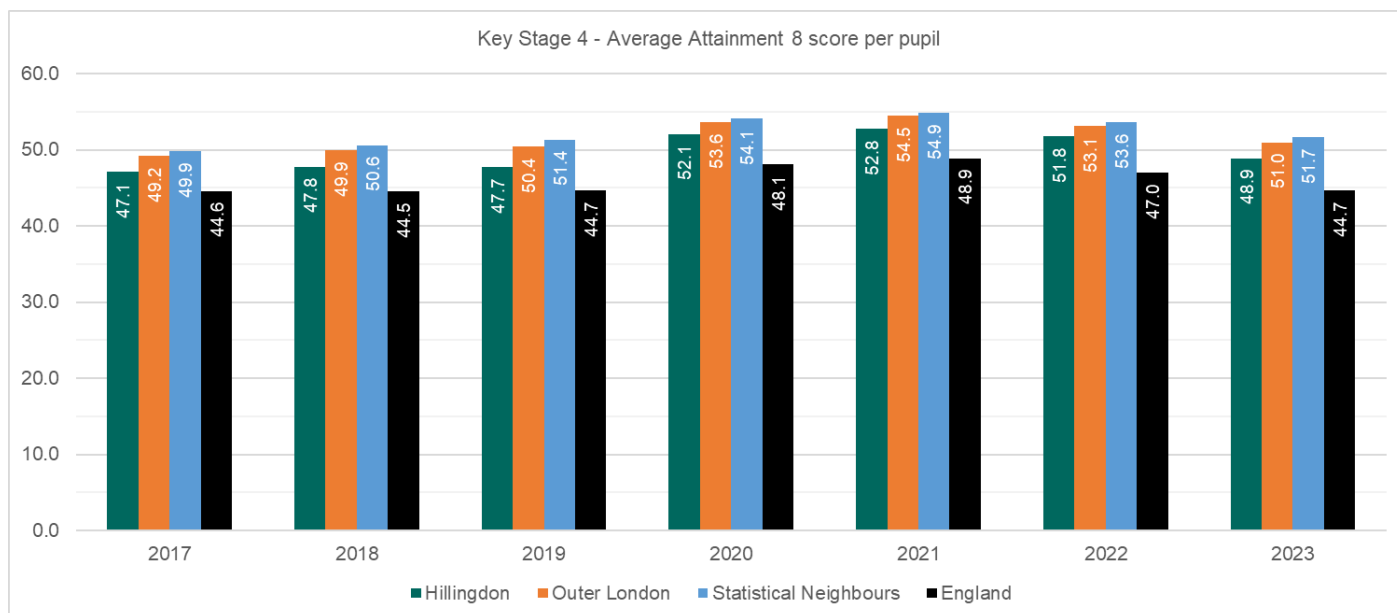
As at November 2023 only Provisional Results are available in LAIT

Appendix D - Key Stage 4 Outcomes in Hillingdon

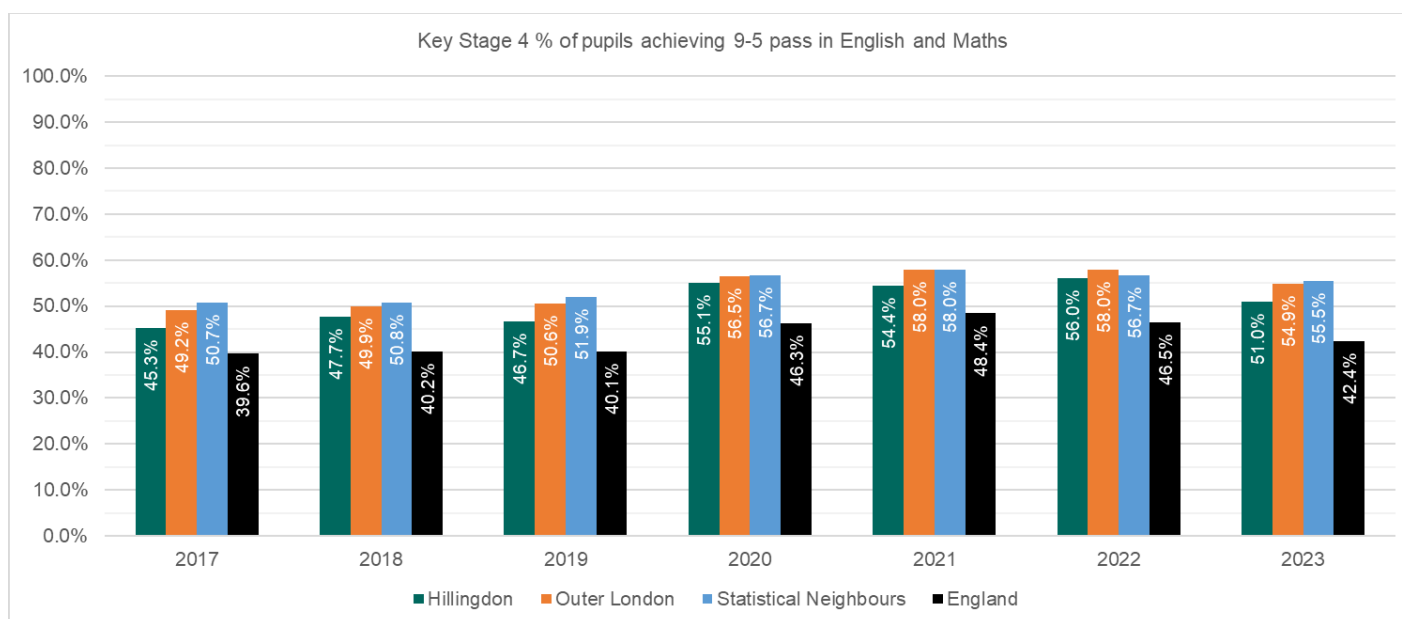


Graph 3.8: Average Progress 8 Scores (2017 to 2023)

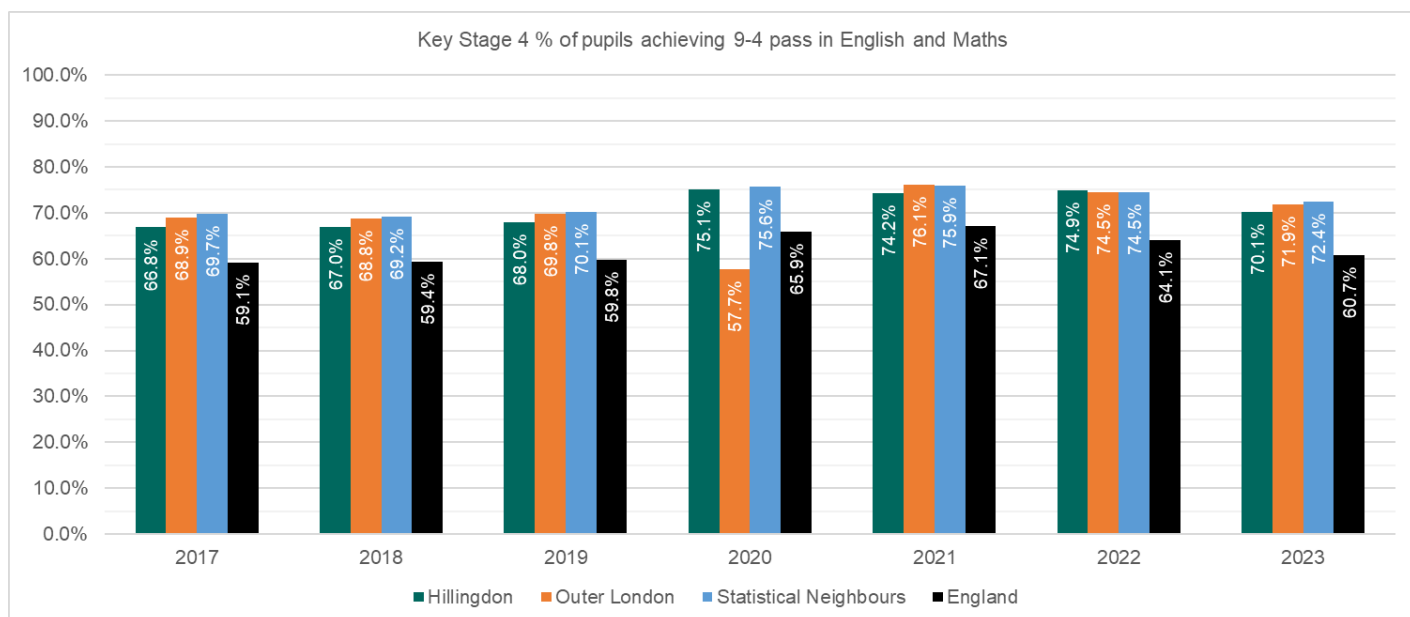
Source: LAIT KS4 Average Progress 8



Graph 3.9: Average Attainment 8 Scores (2017 to 2023)
Source: LAIT KS4 Average Attainment 8

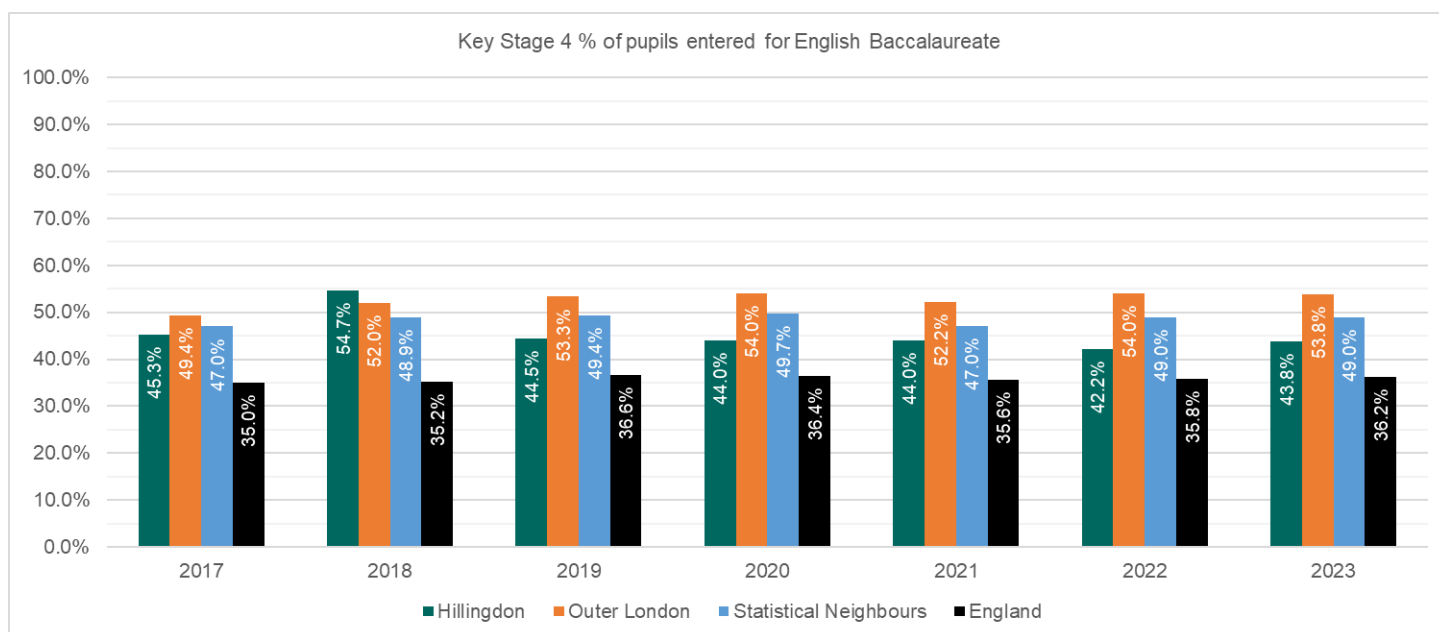


Graph 3.10: % of Pupils Achieving 9-5 in English & Maths (2017 to 2023)
Source: LAIT KS4 9-5 in English and Maths



Graph 3.11: % of Pupils Achieving 9-4 in English & Maths (2017 to 2023)

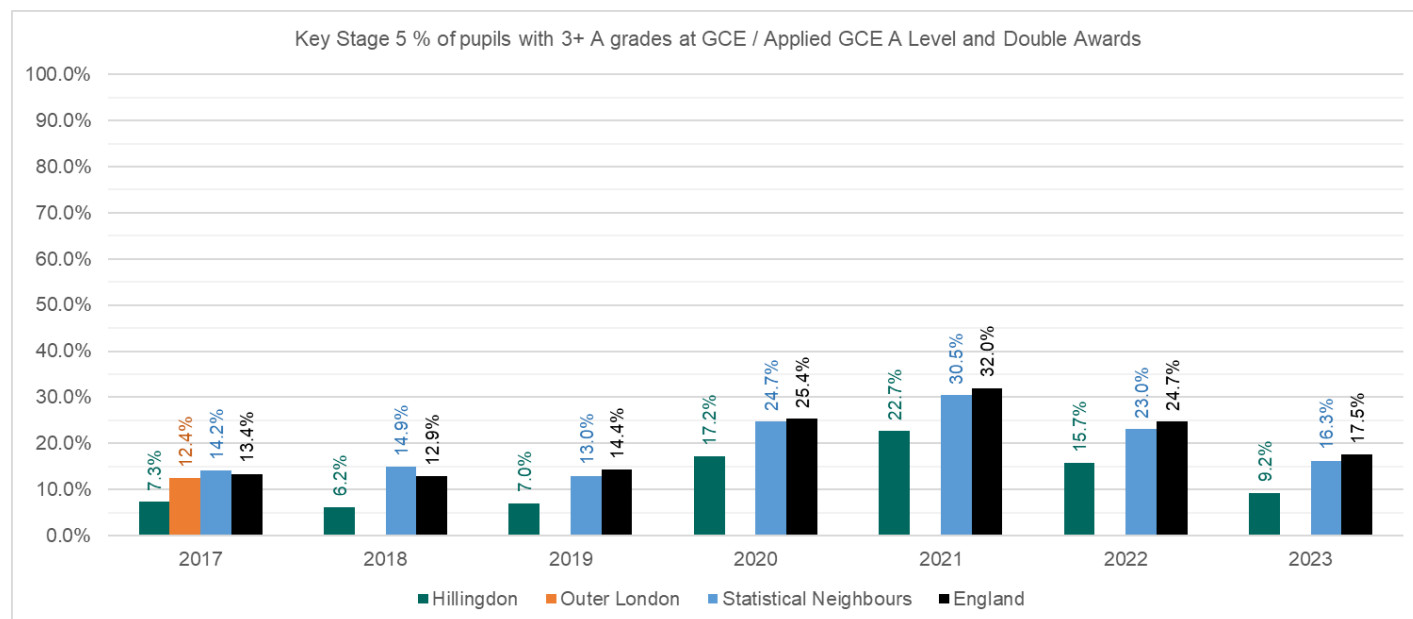
Source: LAIT KS4 9-4 in English and Maths



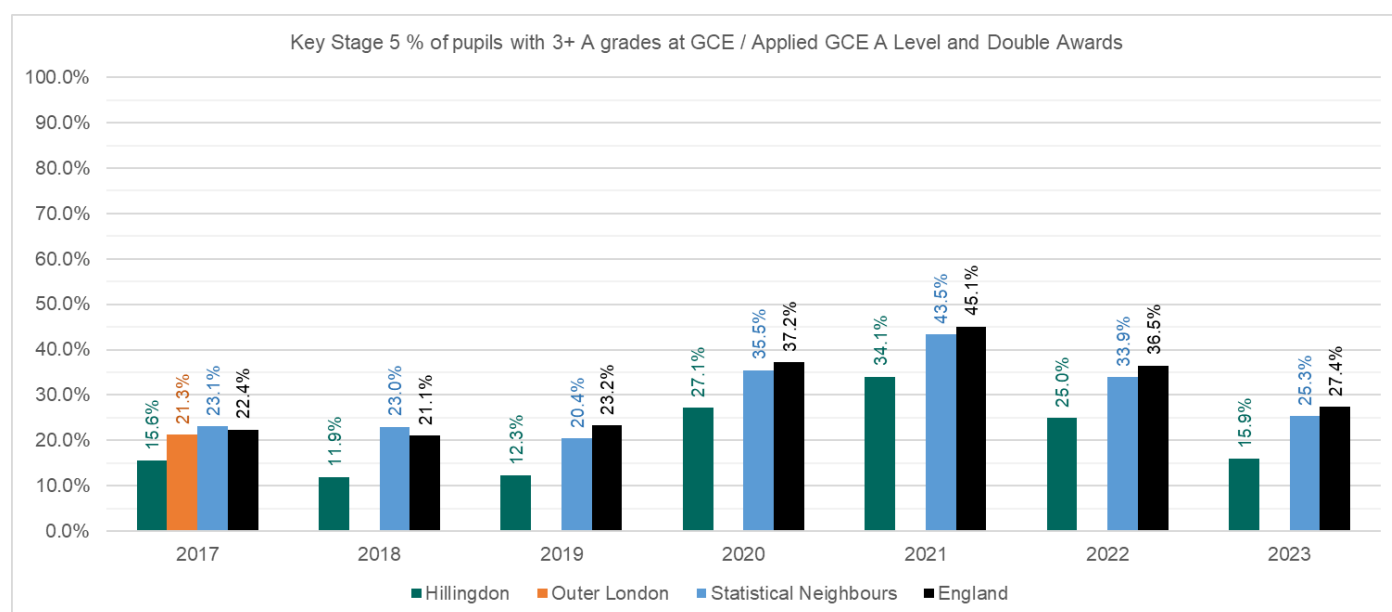
Graph 3.12: % of Pupils Entered for English Baccalaureate (2017 to 2023)

Source: LAIT KS4 Pupils entered for English Baccalaureate

Appendix E - Key Stage 5 Outcomes



Graph 3.13: % of Pupils Achieving 3+ A grades at GCE (2017 to 2023)
Source: LAIT KS5 Pupils Achieving 3+ A Grades at GCE A Level & Double Awards



Graph 3.14: % of Pupils Achieving AAB or Better at A-Level (2017 to 2023)
Source: LAIT KS5 % Pupils Achieving AAB or better at A Level

End of Report

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PERSISTENT ABSENTEEISM - WITNESS SESSION ONE

Committee name	Children, Families and Education Select Committee
Officer reporting	Ryan Dell, Democratic Services
Papers with report	Briefing note: Attendance update March 2024 Updated Scoping report
Ward	All

HEADLINES

Following its meeting on 15 November 2023, the Select Committee agreed as its major review to consider the issue of attendance/ persistent absence of statutory school age children in Hillingdon, including how this has been impacted by the COVID-19 pandemic. A child who only attends school for 90% or less of the time is classed as a persistent absentee.

It is intended that the review will support the work of the Attendance Support service in helping to shape its ways of working, identifying areas of weakness and how overall engagement with key stakeholders can be improved.

Officers are in attendance to answer questions from Members, and an updated scoping report is attached.

RECOMMENDATION

That the Committee ask questions of officers as part of its review.

SUPPORTING INFORMATION

Please see the attached update scoping report and briefing note.

Lines of Enquiry

Lines of enquiry can be expanded as the review progresses or included in relevant witness session reports. However, lines of enquiry may include:

- Establishing the historical background of persistent absenteeism in statutory school age children in Hillingdon.
- Exploring what support functions are in place and whether these can be improved.
- The nature of partnership working and how it is combined in practice.
- The Council's responsibilities towards young people and ensuring their access to education.
- Officers' experiences of dealing with persistent absence.
- Challenges and barriers faced by young people in attending school.
- Improvements/ steps that the Council can implement to encourage improved attendance.

Implications on related Council policies

A statutory role of the Select Committees is to undertake reviews and make recommendations to the Cabinet who are responsible for the Council's policy and direction. Reviews selected should be consistent with the Council's policy and budgetary framework.

How this report benefits Hillingdon residents

None at this stage, pending any findings and recommendations devised in the final report.

FINANCIAL IMPLICATIONS

Any recommendations developed as a result of this review may have financial implications and these will be assessed at that stage.

LEGAL IMPLICATIONS

The key pieces of legislation are as follows:

- The Education Act 1996
- The Children Act 1989
- The Education and Inspections Act 2006
- The Education (Pupil Registration) (England) Regulations 2006
- The Education (Parenting Contracts and Parenting Orders) (England) Regulations 2007
- The Education (Penalty Notices) (England) Regulations 2007

BACKGROUND PAPERS

NIL.

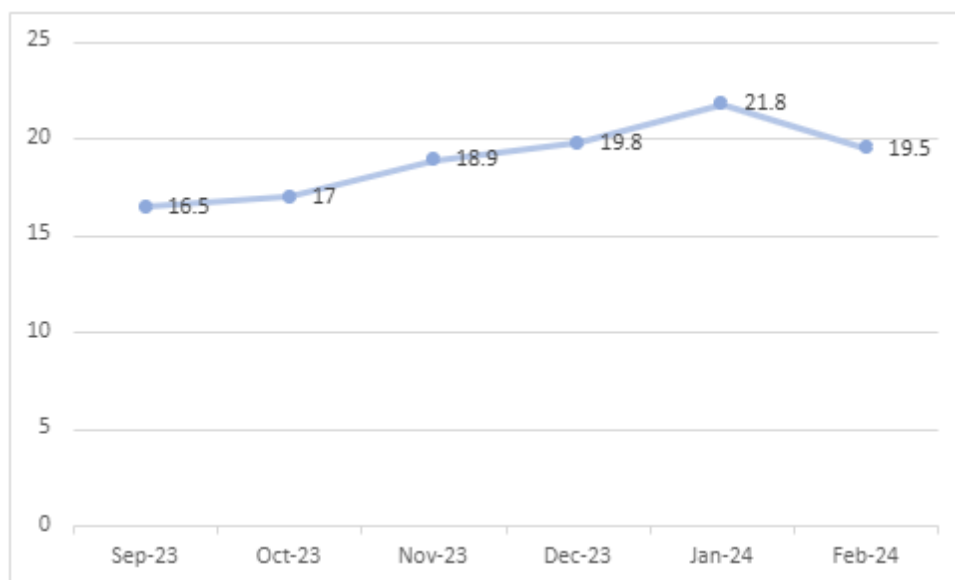
Briefing Paper: Update on Persistent Absenteeism in Hillingdon

Kathryn Angelini

March 2024

On 1st March 2024 the rate of persistent absenteeism in Hillingdon was 19.5% for the academic year. This compares favourably to the national average of 20.6% for the same period.

The chart below shows the rate of persistent absenteeism in the borough across the year.



Data: Department for Education 1 Mar 2024

With the exception of February where there has been a slight decrease, the rate of persistent absenteeism was growing by 1% on average month on month. If this trend were to continue, Hillingdon's rate of persistent absenteeism could reach 26-28% by the end of the academic year. Although this is lower than last year's rate of 33.9%, it highlights there is more work to be done to bring this number down even further.

Further preliminary data analysis has revealed:

- There is little difference in the rate of persistent absenteeism between the genders; the average rate for girls is 19.4% and boys 19.5%.
- The rate of persistent absenteeism is highest in our special school settings (38%). The average rate in secondary schools is 22.5% and in primary schools is 16.2%.
- The rate of persistent absenteeism in our vulnerable cohorts was:
 - All children with SEND: 28.4%
 - Children on an EHCP: 33%
 - Children in receipt of Free School Meals: 31.3%
 - Looked After Children: 27.1%
 - Children in Need: 59.6%
 - Children on a Child Protection Plan: 40%

Progress to date

Since the last update was provided to the Committee, the Attendance Support team have made progress in the following areas:

- A revised borough-wide protocol has been published on the use of penalty notices.
- Training on Emotional Based School Avoidance (EBSA) has been undertaken by all team members and has been offered to key colleagues in all Hillingdon schools.
- Four members of the Attendance Support team are undertaking training via the Virtual School in how to work with children who have suffered complex trauma.
- Three attendance hubs have so far been held involving schools in the West Drayton, Hillingdon and Ruislip areas, with a further hub planned for Hayes before the end of the Spring term.
- Commissioned a deep-dive analysis into attendance and absence for all children with a social worker being undertaken by the Virtual School Project Manager.
- Recruitment is underway for an Education Project Manager (12-month role) to support with accelerating progress in attendance.
- Planning for fortnightly virtual clinics is underway with a plan to launch in the summer term.



Children, Families and Education Select Committee

Review Scoping Report - 2024

Persistent Absenteeism: Statutory School Age Children in Hillingdon

1. OBJECTIVES

Aim of review

Following its meeting on 15 November 2023, the Select Committee agreed as its major review to consider the issue of attendance/ persistent absence of statutory school age children in Hillingdon, including how this has been impacted by the COVID-19 pandemic. This document serves as an introduction to the topic of persistent absenteeism and sets out in general terms the context within local government, the objectives, the challenges and offers a framework for any subsequent review.

It is intended that the review will support the work of the Attendance Support service in helping to shape its ways of working, identifying areas of weakness and how overall engagement with key stakeholders can be improved.

Terms of Reference

The following Terms of Reference are suggested for the review, subject to any changes agreed by the Committee:

1. To identify the prevalence and patterns of persistent absenteeism in statutory school age children in Hillingdon, including a reference to primary planning areas
2. To explore the root causes and contributing factors of persistent absenteeism in statutory school age children in Hillingdon
3. To consider the impact of persistent absenteeism on academic outcomes on statutory school age children in Hillingdon
4. To understand and explore the nature of partnership working in relation to persistent absenteeism in statutory school age children in Hillingdon, including parents/ carers, young people, teachers, officers and other stakeholders

5. To review the effectiveness of existing interventions and policies in place for children and families struggling with persistent absenteeism in Hillingdon
6. To explore the measures in place for child protection and safeguarding in relation to attendance
7. To review and identify the trends and patterns of persistent absenteeism when considering demographic factors such as age, race, religion, wealth and disability, as well as considering differences between the North and South of the borough.
8. To review how other Local Authorities, including statistical neighbours, are tackling persistent absenteeism
9. Subject to the Committee's findings, to make any conclusions, propose actions, service and policy recommendations to the decision-making Cabinet

2. BACKGROUND

Attendance Support team

The Attendance Support team currently consists of eight officers.

Context and key information

Government statistics have shown that COVID-19 and its aftermath has had a damaging effect on school attendance, which has lasted longer than originally anticipated.

The rate of absence in schools in England has increased significantly since the pandemic. The most recent full-year statistics (which cover the 2021/22 academic year) showed an overall absence rate of 7.6%, up from around 4–5% pre-pandemic. Within this, 5.5% of missed sessions were authorised absences and 2.1% were unauthorised. Authorised illness was the main driver, at 4.4%, (whilst unauthorised holiday absences sat at 0.4%). 22.5% of pupils were persistently absent, which is around double the pre-pandemic rate, and 1.7% of all pupils were severely absent compared to less than 1% pre-pandemic.

Prior to the impact of the pandemic, absence and persistent absence had been gradually declining since 2010, but there is no sign of a return to this trajectory. Being in school is important to every child's achievement, wellbeing, and wider development. Evidence shows that the pupils with the highest attendance throughout their time in school gain the best GCSE and A-Level results. Research found that pupils who performed better both at the end of primary and secondary school missed fewer days than those who didn't perform as well.

In 2019, primary school children in Key Stage 2 who didn't achieve the expected standard in reading, writing and maths missed on average four more days per school year than those whose performance exceeded the expected standard. Similarly, in the same year, secondary school pupils who didn't achieve grade 9 to 4 in English and maths missed on average 10 or more days over the key stage than those who achieved grade 9 to 5 in both English and maths.

Parents and carers have a legal duty to ensure their child gets a full time-education. Usually, that means going into school from the age of 5 to 16. There are only a small number of circumstances where missing a school day is permitted. A child must attend every day that their school is open, unless:

- They are too ill to attend.
- Permission has been given by the school in advance for the child to be absent on a specific day due to exceptional circumstances.

- A child cannot go to school on a specific day because they are observing a religious event.

It is important to note that this review will also consider persistent attendance prior to the COVID-19 pandemic.

Relevant Legislation

- [The Education Act 1996](#)
- [The Children Act 1989](#)
- [The Education and Inspections Act 2006](#)
- [The Education \(Pupil Registration\) \(England\) Regulations 2006](#)
- [The Education \(Parenting Contracts and Parenting Orders\) \(England\) Regulations 2007](#)
- [The Education \(Penalty Notices\) \(England\) Regulations 2007](#)

External issues and risks

Persistent absenteeism can be impacted by a range of factors and challenges, including:

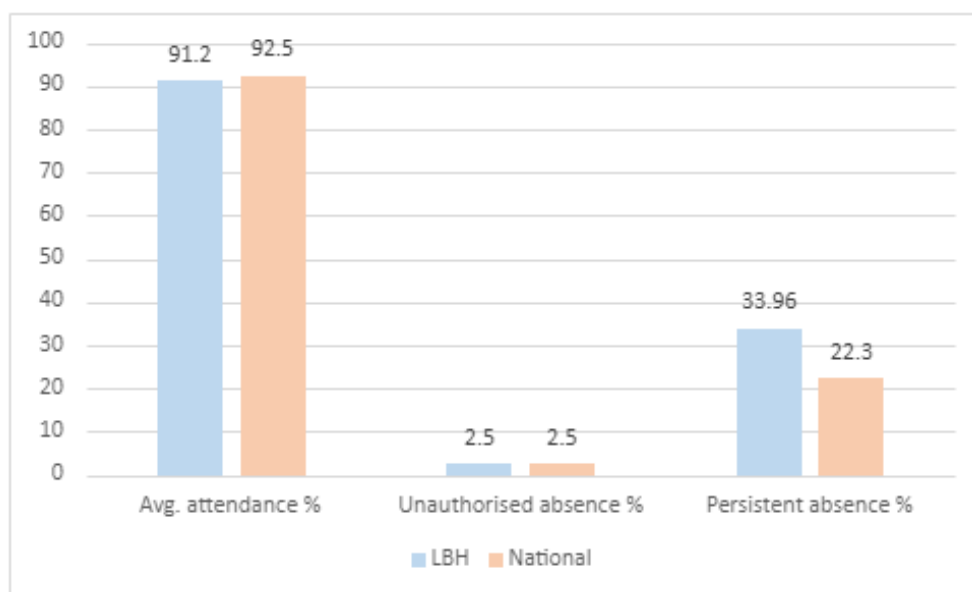
- **Health Issues:**
 - **Chronic Illness:** Children with long-term health conditions may face difficulties attending school regularly.
 - **Mental Health:** Mental health issues, including anxiety and depression, can contribute to school avoidance.
- **Socioeconomic Factors:**
 - **Poverty:** Families facing financial challenges may struggle to provide basic necessities, impacting a child's ability to attend school consistently.
 - **Housing Instability:** Frequent relocations and unstable housing situations can disrupt a child's education.
- **Family Dynamics:**
 - **Parental Involvement:** Lack of parental engagement or interest in a child's education can contribute to absenteeism.
 - **Family Issues:** Family conflicts, such as divorce or domestic violence, can impact a child's well-being and school attendance.
- **School Environment:**
 - **Bullying:** Instances of bullying or harassment at school may lead to a child avoiding attendance.
 - **School Culture:** Unsupportive or unwelcoming school environments can negatively affect student engagement.
- **Academic Challenges:**
 - **Learning Disabilities:** Undiagnosed or unaddressed learning difficulties can lead to frustration and avoidance of school.
 - **Lack of Relevance:** Students may disengage if they find the curriculum irrelevant or not challenging enough.
- **Transportation Issues:**
 - **Lack of Transportation:** Limited access to reliable transportation can hinder regular school attendance.

- **Peer Influence:**
 - **Peer Pressure:** Negative peer influence or the desire to fit in may contribute to absenteeism.
- **Communication Barriers:**
 - **Language:** Language barriers, particularly in families with limited English proficiency, can hinder communication between parents and schools.

Current data, best practice and research

Attendance in Hillingdon

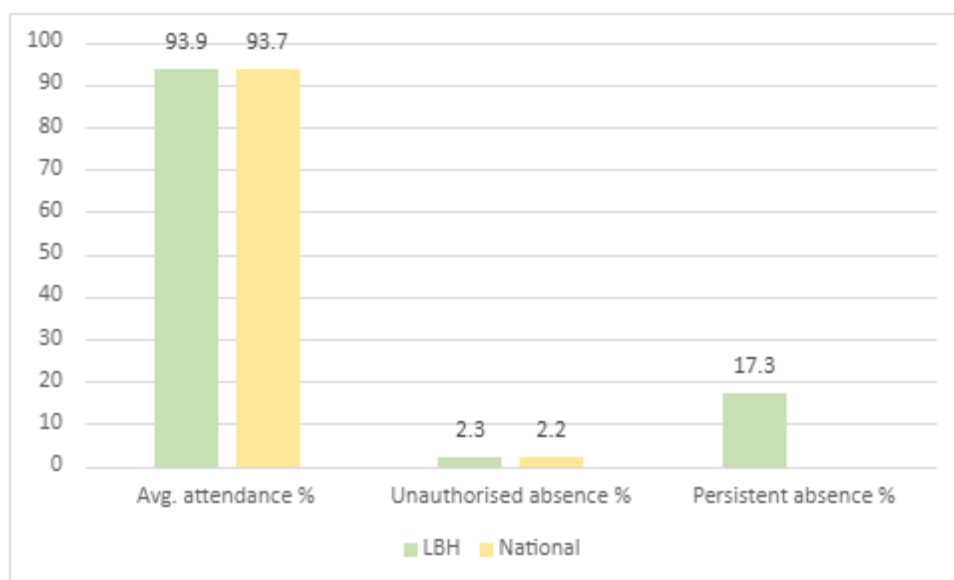
The graph below shows Hillingdon's Statutory School Age attendance rates during the last academic year (22/23) compared to those nationally. Data for statistical neighbours was not available at the time of writing (Nov 2023).



Data: Department for Education Aug 23

The data shows that whilst Hillingdon's overall attendance and rate of unauthorised absence is broadly in line with figures recorded nationally, our rate of persistent absence is higher. A child who only attends school for 90% or less of the time is classed as a persistent absentee.

As we are at the start of the new academic year, there is limited data on attendance available. However, we are able to compare Hillingdon's rates of attendance and unauthorised absence with national figures.



Data: Department for Education 9 Oct 23

The data shows Hillingdon's overall attendance and rate of unauthorised absence remains broadly in line with figures recorded nationally. Whilst we are unable yet to compare our rate of persistent absenteeism, the figure above demonstrates an improvement on that recorded last year which is positive.

Further data and research will be identified as the review progresses.

Plan moving forward

In May 2022, the DfE published new guidance for attendance in schools 'Working together to improve school attendance' which came into effect from September 2022. Broadly speaking, it highlighted:

- Improving attendance is everyone's business. Attendance is never 'solved' and is part of a continuous process.
- The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude, and any special educational need they may have. It is the legal responsibility of every parent or carer to make sure their child receives that education either by attendance at a school or by education otherwise than at a school.
- Where parents decide to have their child registered at school, they have an additional legal duty to ensure their child attends that school regularly.

Moving forward, the expectations of schools and local authorities have changed considerably. Under the new guidance, all schools are now expected to:

- Develop and maintain a whole school culture that promotes the benefits of high attendance.
- Have a clear school attendance policy which all staff, pupils and parents understand.
- Accurately complete admission and attendance registers and have effective day to day processes in place to follow-up absence.
- Regularly monitor and analyse attendance and absence data to identify pupils or cohorts that require support with their attendance and put effective strategies in place.
- Build strong relationships with families, listen to and understand barriers to attendance and work with families to remove them.

- Share information and work collaboratively with other schools in the area, local authorities, and other partners when absence is at risk of becoming persistent or severe.

Local authorities are now expected to:

- Provide all schools with a named contact in the Attendance Support Team. This includes independent and specialist settings.
- Create networking opportunities to share effective practice
- Hold termly targeted support meetings with all schools
- Be part of multi-agency efforts to improve attendance borough-wide with schools and other partner agencies
- Provide formal support to schools, including parenting contracts and education supervision orders
- Initiate legal action including penalty notices, parenting orders and prosecution.

In Hillingdon, we have already begun much of this work, and we have extensive plans for the academic year ahead. To date, we have:

- Rebranded our Participation service to Attendance Support
- Developed a new practice model to meet the revised guidelines from the DfE for allocated officers to use when conducting their termly meetings with schools. These meetings will focus on overall attendance and persistent and severe absence, as well having a greater emphasis on the attendance of vulnerable cohorts and those children placed on part-time timetables or in alternative provisions
- Published revised guidance on attendance for all schools
- Published revised guidance on the use of part-time timetables
- Published revised guidance on alternative provision
- Successfully delivered a series of webinars and provided training and resources to all schools in the borough to support with the implementation of the Working Together to Improve Attendance guidance for this academic year
- Created a more robust system to track and process unauthorised exceptional leave
- Engaged with the parents/carers of pupils that had one day of absence in the first week of term in the last academic year or pupils where they have been previously recorded as persistent or severely absent to encourage parents to prepare them for the start of the new term
- Created and shared an attendance self-evaluation form for schools to utilise
- Taken part in refresher training with legal colleagues in the use of Education Supervision Orders.

Over the coming year we have plans to:

- Publish a revised borough-wide protocol for the use of penalty notices
- Devise a three-year strategy for improving school attendance which utilises the support of statutory partners
- Work more closely with colleagues in the Virtual School to promote the importance of attendance of all children with a social worker
- Improve communication and advice with schools via virtual drop-in clinics for schools to attend to discuss any concerns regarding attendance. These clinics will be held fortnightly
- Invest in our Attendance Support service by providing increased training opportunities in key issues affecting attendance, such as Emotional Based School Avoidance (EBSA), working with children who have suffered complex trauma and working with families who have had negative experiences of education

- Develop attendance hubs in parts of the borough or with clusters of schools which may be struggling with particular aspects of attendance and to promote the sharing of good practice.

Executive Responsibilities

The Cabinet Member responsible is Councillor Susan O'Brien, Cabinet Member for Children, Families and Education.

3. EVIDENCE & ENQUIRY

Lines of Enquiry

Lines of enquiry can be expanded as the review progresses or included in relevant witness session reports. However, lines of enquiry may include:

- Establishing the historical background of persistent absenteeism in statutory school age children in Hillingdon.
- A focus on children and young people and how they have found the service in practice.
- Exploring what support functions are in place and whether these can be improved.
- The nature of partnership working and how it is combined in practice.
- The Council's responsibilities towards young people and ensuring their access to education.
- Officers' experiences of dealing with persistent absence.
- Challenges and barriers faced by young people in attending school.
- Improvements/ steps that the Council can implement to encourage improved attendance.

Potential witnesses

Witnesses will be identified by the Committee in consultation with relevant officers.

Surveys, site-visits or other fact-finding events

Such opportunities will be identified as the review progresses. A possible survey of suppliers will be considered to provide useful feedback and evidence for the Committee.

Future information that may be required

Further information may be identified as the review progresses.

4. REVIEW PLANNING & TIMETABLE

Proposed timeframe and milestones for the review:

Meeting Date (Subject to change as required)	Meeting Status: Public/ Private	Action	Purpose/ theme	Witnesses/ attending officers	Notes
09 January 2024	Public	Confirm topic selection	To confirm the subject of the review	N/A	
01 February 2024	Public	Agree updated Scoping Report	Information and analysis	N/A	
14 March 2024	Public	Witness Session 1	Setting the scene/ The Council's role and responsibilities/ our partnership with schools	Council Education Officers	
18 April 2024	Public	Witness Session 2	The Voice of Other Authorities	Officers from other Local Authorities	To ascertain suitable local authorities proactively tackling absenteeism
18 June 2024	Public	Witness Session 3	The Voice of Schools & partnership working with Council	Schools (e.g. teachers/ attendance officers)	A second optional witness session may be required which could be private or virtual with school representatives
June/ July 2024 - Date TBC	Private	Witness Session 4	The Voice of Young People	Young people who have been absent/ parents/ carers, Youth Council, youth workers etc...	To be arranged appropriately (Schools may be able to obtain indirect feedback)
17 July 2024	Public	Witness Session 5	Child Protection/ Safeguarding	Children's Services Officers	To explore child protection in relation to absenteeism
18 September 2024	Public	Findings stage	To discuss key findings and identify potential recommendations	Democratic Services	
07 November 2024	Public	Report stage	Agree final recommendations and draft report to Cabinet	Democratic Services	
December 2024/ January 2025	Public	Target Cabinet reporting	Final report to Cabinet for formal consideration	Democratic Services	

Resource requirements

Internal only at this stage. Any recommendations developed may have financial implications and these will be assessed at that stage.

Equalities impact

None at this stage, pending any findings by the Committee.

Background Papers/ further reading

- Briefing Paper: Statutory School Age Attendance in Hillingdon
- <https://www.gov.uk/government/publications/working-together-to-improve-school-attendance>
- [Persistent absence for unauthorised other reasons: who is at risk? - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/persistent-absence-for-unauthorised-other-reasons-who-is-at-risk)
- [Persistent absence and support for disadvantaged pupils - Education Committee \(parliament.uk\)](https://www.parliament.uk/business/committees/committees-a-z/education-committee/publications/persistent-absence-and-support-for-disadvantaged-pupils)
- [Securing good attendance and tackling persistent absence - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence)

Appendices

App A – TBC

App B – TBC

App C – TBC

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Minutes

CORPORATE PARENTING PANEL

Wednesday 24 January 2024

Meeting held at Committee Room 6 - Civic Centre,
High Street, Uxbridge UB8 1UW



	<p>To Members of the Panel:</p> <p>Voting Members: Councillor Nick Denys (Chair) Councillor Heena Makwana (Vice-Chair) Councillor Jan Sweeting</p> <p>Non - voting Members: Representatives of the Children in Care Council, and Care Leavers Helen Smith, Principal Social Worker Emma Kavanagh, Assistant Director Corporate Parenting and Fostering Kathryn Angelini, Assistant Director for Education & Vulnerable Children Bridget Owen, Designated Nurse Looked After Children (Harrow and Hillingdon) (NHS North West London ICB) Dr Kate Head, Designated Doctor for Children Looked After covering Harrow, Hillingdon and Brent (NHS North West London ICB)</p> <p><i>Note: this meeting was co-chaired by a Children in Care Council member.</i></p> <p>Officers Present: Aisling Knight, Children's Participation Team Manager Rebecca Reid, Democratic Services Apprentice Ryan Dell, Democratic Services Officer</p>
17.	<p>APOLOGIES FOR ABSENCE (<i>Agenda Item 1</i>)</p> <p>No apologies were received from Members.</p> <p>Officers noted apologies from the Senior Virtual School Practitioner; Service Manager, Hillingdon Youth Justice Service, AXIS & Mobile Detached Team; and Named Nurse for Children Looked After in Hillingdon (CNWL).</p>
18.	<p>DECLARATIONS OF INTEREST IN MATTERS COMING BEFORE THIS MEETING (<i>Agenda Item 2</i>)</p> <p>There were no declarations of interest.</p>
19.	<p>MINUTES OF THE PREVIOUS MEETING (<i>Agenda Item 3</i>)</p> <p>RESOLVED: That the minutes of the meeting dated 07 November 2023 be approved as an accurate record.</p>
20.	<p>VIRTUAL SCHOOL ANNUAL REPORT (<i>Agenda Item 4</i>)</p>

Prior to the first item, the Chair noted that the recent Ofsted report demonstrated the 'brilliant' and 'outstanding' nature of the service provided by officers in Children's Services, further noting that this recognition was well-deserved. The Chair also acknowledged that it was good to have young people engaged, and that the performance of Children's Services had greatly improved over recent years. Reference was made to the Health and Social Care Select Committee's review into CAMHS referral pathways. Members added that the voice of the child played an important role, and Members further congratulated young people, Heads of Service and Directors.

Officers introduced the Virtual School Annual Report, noting that this report reflected the September 2022 – August 2023 academic year.

Achievement among Early Years and Key Stage 1 and 2 either met or exceeded expectations, though there had been some drop-off in Key Stage 3 and 4. Attainment 8 scores during the COVID-19 pandemic had been inflated, in part due to using teacher's grades instead of formal exams and had since returned to pre-pandemic levels. Key Stage 5 saw the highest ever number of students going to university.

Attendance continued to be an issue. Part of this was due to the COVID legacy. Average attendance among the Statutory School Age cohort was within the 80+% range, which was on par for Looked After Children. There had been a higher number of suspensions, although the figure for the previous year had been artificially lower due to the pandemic. There had been a reduction in suspensions for in-borough schools and there had been no permanent exclusions for Virtual School pupils.

There had been an increase in young people staying in the same school while moving placement.

Numbers of NEET (young people not in education, employment or training) were high, which reflected some COVID legacy. There was a feeling among the young people that if working from home was an option during the pandemic, it should also be an option subsequently. It was important to note that mental health was a factor in NEET numbers. Sometimes there was not an unwillingness to engage, but difficulties in knowing how to.

Officers noted that there were strong relationships with Brunel University and Jamie's Farm, and new links with Oxford University were highlighted.

PEP (Personal Education Plan) compliance continued to be a strength for the Virtual School. Completion rates in 2022/23 were maintained at 100% across the academic year and PEP standards were considered to be one of, if not the highest, in comparison to statistical neighbours. Over 98% of PEPs were quality assured to be of the highest standard. Young people noted that the 'cliff-edge' at 18 years old was difficult for young people. Officers noted that the Government was looking at extending the remit of virtual schools to the age of 25, which would bring more funding. The young people noted that they needed more options, although officers noted that there would always be a cut-off at some point. The young people further noted that not every young person goes to university; that they had benefited from the virtual school; and that it was good to have their voice heard. Officers noted that they had had recent similar conversations, further noting that young people formerly had to be in school until they were 16 years old, and now this was 18, where some young people are not ready to leave education at 18. Changes in thinking needed to be holistic.

Members asked about 'Emotional Based School Avoidance' and officers noted that this was a replacement term for 'school refusal'. Officers further noted that there were a

multitude of factors that combined within school avoidance and it was not necessarily that the young person will not go but that they cannot. Example factors included COVID and mental health. 'Emotional Based School Avoidance' was not a diagnosis but was a factor in persistent and severe absence. It was noted that the pull factors for staying at home sometimes outweighed the push factors for getting young people into school. There needed to be shared responsibility between schools/ health/ social care/ parents. There was also a factor of hybrid working and it was not unreasonable for young people to want the same in education.

Members asked and officers noted that relational based contact with young people was a benefit. Having the young person's voice heard and having a key officer were important. On this, the young people noted that, while having a key officer contact was important, that person also needed help from their senior officers.

Members asked about young people without a school place. Officers noted that there was an internal tracker for this which looked at the length of time young people spent in and out of education.

The Chair asked about allocating a Virtual School Officer to Looked After Children aged 2, and officers noted that this may aid in identifying issues earlier. It was noted that there was a very small cohort of these young people, roughly 5-8. It was further noted that for those who were born or very young during the pandemic, there been an impact on their speech, language and socialisation skills. The young people noted that it was a good idea to work with Virtual School Officer at younger ages as this may aid in prevention and avoid alienation.

Members asked about Pupil Premium Plus (PPP) funding to young people with Special Educational Needs and Disabilities (SEND). Officers noted that pupils with SEND often had separate EHCP funding, which could be used for an additional person in the classroom to support the young person; vision/ hearing aids and/or fidget toys for example.

In reference to funding, Members asked about a 'safety valve', and the effect this was having on the service. Officers noted that the service had not overspent DSG funding and so there was limited impact.

RESOLVED: That the Panel noted the contents of the report.

21. **CHILDREN'S SERVICES PERFORMANCE DATA Q3** (*Agenda Item 5*)

Officers introduced the Children's Services performance data report. As at 31 December 2023 the London Borough of Hillingdon was Corporate Parent to 324 Looked After Children and 608 Care Leavers.

It was noted that the overall performance was stable and positive. There had been no changes in SDQ (strengths and difficulties questionnaire) outcomes, and mental health outcomes were comparatively positive compared to statistical neighbours. All young people who scored highly on this questionnaire were referred to the in-house Multi-Agency Psychology Service (MAPS), and CNWL (Central and North West London NHS Foundation Trust) had recently appointed a named Young Adults 16 to 25 Mental Health Pathway Lead for Hillingdon. Officers were currently interviewing for a Transitions Nurse who would work with care experienced young people, within the Staying Close project, to support them with any identified physical and emotional wellbeing needs.

Currently 92% of young people had up to date health assessments. This was better than both Statutory Neighbours and the national average. It was noted that there had been a small number of refusals; and some unaccompanied asylum-seeking children who may have moved placement before their assessment could be carried out. Officers noted good relationships with health colleagues.

Reference was made to the Staying Close programme which had launched at the end of November 2023. There were currently four young people in the Staying Close programme, with a further four set to join in February 2024. It was planned that there would be up to 15 young people in the programme by the end of the financial year. It was noted that there was now a project manager in place.

Members asked about engagement in education, referencing the 12 children without a school place noted in the report. Officers noted that this was more to do with suitability of placement rather than an issue of capacity. There was an average of 8-12 young people without a school place at any one time but it was important to note that it was not always the same young people. It could take time to find SEND placements; some emergency placements happened very quickly; there was a possibility for a tuition package to be put in place; and new arrivals could be put into temporary provision. On this, the young people noted that moving location can mean it can take a while to find a school place and further noted that, depending on age, this may not be too stressful for the young people themselves as there were a range of other factors for them to consider (for example moving to a new town/ city).

Members noted where the report stated "One child has an application in place and a local school is being challenged by admissions to accept her".

RESOLVED: That the Panel noted the content of the report.

22. **LAC HEALTH TEAM ANNUAL REPORT (POWERPOINT) (Agenda Item 6)**

Officers from the LAC Health team gave a presentation to the Panel. It was noted that the full annual report would be shared with Members the following day.

The presentation had been put together by the Named Nurse for Children Looked After in Hillingdon (from Central and North West London NHS Foundation Trust (CNWL)) and was presented by the Designated Nurse Looked After Children (Harrow and Hillingdon) and Designated Doctor for Children Looked After covering Harrow, Hillingdon and Brent (both from NHS North West London ICB).

There was a Named Nurse for Children Looked After in Hillingdon. There was currently no Named Doctor, but this position was being recruited for.

It was noted that there were complex mental health trends.

Within Hillingdon the population of males was slightly higher (55.6%) than females (44.4%). This was in line with London statistics (M 59%, F 41%).

It was noted that health assessments were undertaken for Hillingdon young people. It was noted that 143 children in the care of Hillingdon Borough lived in Hillingdon and had their health assessments undertaken by the LAC Health Service and some undertaken by school nurses and health visitors. 174 children in the care of Hillingdon Borough lived out of the borough, and had their health assessments completed by various health services across the country. 156 children in the care of other areas lived in Hillingdon

where their health assessments were undertaken. This could create difficulties in completing health assessments on time.

Initial health assessments (IHAs) were conducted within 20 days of the child becoming looked after. Challenges faced included securing appropriate clinic space; Hillingdon children being placed out-of-borough; and an increase in complex health issues. Sometimes age assessments were taken of unaccompanied asylum-seeking children. It was noted that paediatricians carried out initial assessments at Hillingdon Hospital.

There had been an increase in the timeliness of completing health assessments. It was noted that Children's Services and health colleagues had different timescales but there was robust joint working. From the Integrated Care Board's (ICB) point of view, there was an attempt to standardise across local authorities.

Review health assessments (RHAs) were conducted once per year for children aged over five years. There had been an increase in strategy meetings and in A&E attendance. There had also been an increase in the number of out-of-borough children and an increase in complex health needs such as mental health. There was a Transitions Nurse available two days per week to assist in conducting health assessments.

Feedback from a peer review was shared, noting the team's "can do, will do" attitude and the positive work being produced.

Feedback from young people was also shared, which included a comment that "the nurse is very nice and good".

Next steps included a new client satisfaction survey; working with social care colleagues to make improvements; continue to offer training sessions to social care colleagues, health professionals and others; hopes to start health promotion sessions in care homes; and working with young people to improve and expand the service.

It was noted that NHS North West London ICB covered eight Local Authorities.

A word-cloud of health needs identified in assessments was displayed, noting CAMHS/ counselling, dental and sleep among the key terms identified.

The health need of 'growth and development' was noted. This reflected reaching milestones at the expected time. Sleep was also noted as an important factor in the development of young people. The young people noted that lack of sleep can lead to permanent issues. Immunisations were noted and it was further acknowledged that young people including unaccompanied asylum-seeking children may have missed vaccines. It was clarified that the COVID-19 vaccine was not compulsory.

Officers clarified that GDD referred to 'global developmental delay'. This was where two or more milestones had not been met by the expected time.

The young people noted difficulties in obtaining dentist appointments. The Chair noted that it was possible to sign up to more than one dentist and that this was different to GPs.

Officers noted that there were several ways for young people to go about arranging prescriptions.

The young people asked and officers clarified that folic acid was a vitamin that helped to produce blood cells.

	<p>Officers noted the Local Offer to Care Leavers and that improving promotion of this was ongoing.</p> <p>It was noted that an FAQ on health questions could be produced. It was further noted that the Transitions Nurse could assist with this. The young people noted that they may also be able to assist with this; and that it was good to have a Transitions Nurse.</p> <p>RESOLVED: That the Panel noted the contents of the verbal update.</p>
23.	<p>ENHANCING OUR APPROACH TO THE REDUCTION OF CRIMINALISATION AMONG LOOKED AFTER CHILDREN AND CARE LEAVERS (<i>Agenda Item 7</i>)</p> <p>Officers introduced the report into the approach to reducing the criminalisation of Looked After Children and Care Leavers.</p> <p>There were 324 Looked After Children in Hillingdon, of which 13 were known to the Youth Justice Service. Of these 13, eight were living in Hillingdon and five were living outside of the borough. Hillingdon retained the case management of these five.</p> <p>The London Reducing Criminalisation of Looked After Children and Care Leavers Protocol was produced by the Mayor's Office for Policing and Crime (MOPAC). Benefits of this protocol included supporting Looked After Children within police stations and in custody. There was good partnership working between stakeholders, and there was a social worker who was the conduit between the Youth Justice Service and the Corporate Parenting team.</p> <p>On restorative justice, there was support in place for Care Leavers. Officers were also facilitating quarterly forums and providing training in 23 schools. Officers were working with care homes, specifically where there was suspected trauma. Officers noted that the Youth Justice Service was delivering a bespoke 'walking in our shoes' training.</p> <p>Members asked about 'dip sampling', and officers noted that this was where an incident log would be picked at random.</p> <p>Members asked about Polar Park (the report noted that officers were looking at improving children's experiences in police custody and were working towards a child-friendly custody suite at Polar Park). Officers noted that this was located in Heathrow. Members asked why there was a focus on this location, and officers and young people noted that it may be due to there being facilities for armed offences there, and that there were no custody suites at Uxbridge.</p> <p>Members noted that the voice of the child was important, especially when numbers were low (i.e. 13 Looked After Children known to the Youth Justice Service). It was further noted that young people who became looked after may have already been in contact with the Youth Justice Service.</p> <p>The Chair suggested adding an item to the Work Programme on Youth Justice for January 2025.</p> <p>RESOLVED: That the Panel noted the contents of the report.</p>
24.	<p>UPDATE ON PATHWAYS PLANS (VERBAL UPDATE) (<i>Agenda Item 8</i>)</p>

	<p>Officers gave an update on Pathways Plans.</p> <p>There were currently 608 care experienced young people (aged 18+). Pathway Plans were the main document for young people aged 15 years and 9 months up to 21. (Where the 'care plan' is the main document for looked after children, the pathways plan then takes over as the main document).</p> <p>There were 347 active pathways plans. At the age of 21, there was no longer statutory provision, but young people could continue to have a pathway plan if they wish but it also would no longer have to follow a set format. There were 219 young people aged 21+ who had the option to have a pathway plan.</p> <p>Before the age of 21, young people would be prepared for not having a named personal advisor, although one would be available through the duty service. Some young people did have a named personal advisor but this was on a case-by-case basis. It was noted that there were three-weekly drop-ins for those aged over 21. This all had the aim of encouraging independence.</p> <p>The Chair noted that pathway plans had not recently been scrutinised enough by the Panel and requested a written report be added to the Work Programme for January 2025.</p> <p>Officers noted that Ofsted inspectors spoke to some of the older young people, and that some personal advisors still met with the young people that they had previously worked with, which demonstrated the good relationship they had. Officers further noted that young people often kept in touch with personal advisors at milestones in their lives such as weddings.</p> <p>Officers noted that they were expanding 'family group conferencing' to support care experienced young people.</p> <p>RESOLVED: That the Panel noted the update.</p>
25.	<p>WORK PROGRAMME (<i>Agenda Item 9</i>)</p> <p>Members considered the work programme.</p> <p>It was noted that the Children's Participation Team Manager would take over from the Principal Social Worker as the principal officer for the Corporate Parenting Panel. Members thanked and commended the Principal Social Worker for their work.</p> <p>It was requested that the Annual Children's Safeguarding Partnership report take place in November.</p> <p>RESOLVED: That the Corporate Parenting Panel:</p> <ol style="list-style-type: none"> 1. Considered the Work Programme; 2. Added an item on Youth Justice to the Work Programme for January 2025; and 3. Added a further item on Pathway Plans to the Work Programme for January 2025

The meeting, which commenced at 5:30 pm, closed at 7:15 pm.

These are the minutes of the above meeting. For more information on any of the resolutions, please contact Ryan Dell on democratic@hillingdon.gov.uk. Circulation of these minutes is to Councillors, Officers, the Press and Members of the Public.

CABINET FORWARD PLAN

Committee name	Children, Families and Education Select Committee
Officer reporting	Ryan Dell, Democratic Services
Papers with report	Appendix A – Latest Forward Plan
Ward	As shown on the Forward Plan

HEADLINES

To monitor the Cabinet's latest Forward Plan which sets out key decisions and other decisions to be taken by the Cabinet collectively and Cabinet Members individually over the coming year. The report sets out the actions available to the Committee.

RECOMMENDATION

That the Children, Families and Education Select Committee notes the Cabinet Forward Plan.

SUPPORTING INFORMATION

The Cabinet Forward Plan is published monthly, usually around the first or second week of each month. It is a rolling document giving the required public notice of future key decisions to be taken. Should a later edition of the Forward Plan be published after this agenda has been circulated, Democratic Services will update the Committee on any new items or changes at the meeting.

As part of its Terms of Reference, each Select Committee should consider the Forward Plan and, if it deems necessary, comment as appropriate to the decision-maker on the items listed which relate to services within its remit. For reference, the Forward Plan helpfully details which Select Committee's remit covers the relevant future decision item listed.

The Select Committee's monitoring role of the Forward Plan can be undertaken in a variety of ways, including both pre-decision and post-decision scrutiny of the items listed. The provision of advance information on future items listed (potentially also draft reports) to the Committee in advance will often depend upon a variety of factors including timing or feasibility, and ultimately any such request would rest with the relevant Cabinet Member to decide. However, the 2019 Protocol on Overview & Scrutiny and Cabinet Relations (part of the Hillingdon Constitution) does provide guidance to Cabinet Members to:

- Actively support the provision of relevant Council information and other requests from the Committee as part of their work programme;
- Where feasible, provide opportunities for committees to provide their input on forthcoming executive reports as set out in the Forward Plan to enable wider pre-decision scrutiny (in addition to those statutorily required to come before committees, *i.e. policy framework documents – see para. below*).

As mentioned above, there is both a constitutional and statutory requirement for Select Committees to provide comments on the Cabinet's draft budget and policy framework proposals after publication. These are automatically scheduled in advance to multi-year work programmes.

Therefore, in general, the Committee may consider the following actions on specific items listed on the Forward Plan:

	Committee action	When	How
1	To provide specific comments to be included in a future Cabinet or Cabinet Member report on matters within its remit.	<p>As part of its pre-decision scrutiny role, this would be where the Committee wishes to provide its influence and views on a particular matter within the formal report to the Cabinet or Cabinet Member before the decision is made.</p> <p>This would usually be where the Committee has previously considered a draft report or the topic in detail, or where it considers it has sufficient information already to provide relevant comments to the decision-maker.</p>	<p>These would go within the standard section in every Cabinet or Cabinet Member report called "Select Committee comments".</p> <p>The Cabinet or Cabinet Member would then consider these as part of any decision they make.</p>
2	To request further information on future reports listed under its remit.	<p>As part of its pre-decision scrutiny role, this would be where the Committee wishes to discover more about a matter within its remit that is listed on the Forward Plan.</p> <p>Whilst such advance information can be requested from officers, the Committee should note that information may or may not be available in advance due to various factors, including timescales or the status of the drafting of the report itself and the formulation of final recommendation(s). Ultimately, the provision of any information in advance would be a matter for the Cabinet Member to decide.</p>	<p>This would be considered at a subsequent Select Committee meeting. Alternatively, information could be circulated outside the meeting if reporting timescales require this.</p> <p>Upon the provision of any information, the Select Committee may then decide to provide specific comments (as per 1 above).</p>
3	To request the Cabinet Member considers providing a draft of the report, if feasible, for the Select Committee to consider prior to it being considered formally for decision.	<p>As part of its pre-decision scrutiny role, this would be where the Committee wishes to provide an early steer or help shape a future report to Cabinet, e.g., on a policy matter.</p> <p>Whilst not the default position, Select Committees do occasionally receive draft versions of Cabinet reports prior to their formal consideration. The provision of such draft reports in advance may depend upon different factors, e.g., the timings required for that decision. Ultimately any request to see a draft report early would need the approval of the relevant Cabinet Member.</p>	<p>Democratic Services would contact the relevant Cabinet Member and Officer upon any such request.</p> <p>If agreed, the draft report would be considered at a subsequent Select Committee meeting to provide views and feedback to officers before they finalise it for the Cabinet or Cabinet Member. An opportunity to provide specific comments (as per 1 above) is also possible.</p>
4	To identify a forthcoming report that may merit a post-decision review at a later Select Committee meeting.	<p>As part of its post-decision scrutiny and broader reviewing role, this would be where the Select Committee may wish to monitor the implementation of a certain Cabinet or Cabinet Member decision listed/taken at a later stage, i.e., to review its effectiveness after a period of 6 months.</p> <p>The Committee should note that this is different to the use of the post-decision scrutiny 'call-in' power which seeks to ask the Cabinet or Cabinet Member to formally re-consider a decision up to 5 working days after the decision notice has been issued. This is undertaken via the new Scrutiny Call-in App members of the relevant Select Committee.</p>	<p>The Committee would add the matter to its multi-year work programme after a suitable time has elapsed upon the decision expected to be made by the Cabinet or Cabinet Member.</p> <p>Relevant service areas may be best to advise on the most appropriate time to review the matter once the decision is made.</p>

BACKGROUND PAPERS

- [Protocol on Overview & Scrutiny and Cabinet relations adopted by Council 12 September 2019](#)
- [Scrutiny Call-in App](#)

Ref	Scheduled Upcoming Decisions	Further details	Ward(s)	Final decision by Full Council	Cabinet Member(s) Responsible	Relevant Select Committee	Directorate / Lead Officer	Consultation related to the decision	NEW ITEM	Public or Private (with reason)
SI = Standard Item each month/regularly Council Directorate/Service Areas: AS = Adult Services & Health P = Place C = Central Services R = Resources CS= Children's Services D = Digital & Intelligence										
Cabinet meeting - Thursday 21 March 2024 (report deadline 4 March)										
SI	Public Preview of matters to be considered in private	A report to Cabinet to provide maximum transparency to residents on the private and confidential matters to be considered later in Part 2 of the Cabinet meeting and agenda.	TBC		All Cabinet Members	All	CS - Democratic Services			Public
SI	Reports from Select Committees	Reports, findings and recommendations for consideration by the Cabinet, when referred from the appropriate Committee.	All		All	TBC	CS - Democratic Services	TBC		Public
Cabinet Member Decisions expected - March 2024										
188	Staying Close Support for Care Experienced Young People	Staying close is a programme of support for 18+ year old Care Experienced Young People. Staying close aims to support the independent living needs of this cohort of young people including their accommodation, independent living skills, health and wellbeing, education and employment and managing relationships. Cabinet Member approval will be sought for a contract award for the use of an independent living provider to deliver the support element of this programme; which is fully funded by Department for Education grant funding until 31 March 2025.	N/A		Cllr Susan O'Brien - Children, Families & Education / Cllr Ian Edwards - Leader	Children, Families & Education	CS - Emma Kavanagh			Private (3)
SI	Standard Items taken each month by the Cabinet Member	Cabinet Members make a number of non-key decisions each month on standard items - details of these are listed at the end of the Forward Plan.	Various		All	TBC	CS - Democratic Services	Various		Public
Cabinet meeting - Thursday 18 April 2024 (report deadline 2 April)										
203	Hillingdon Adoption Services	Cabinet will consider a report regarding an extension of the services provided by the Regional Adoption Agency.	N/A		Cllr Susan O'Brien - Children, Families & Education	Children, Families & Education	CS / P - Poppy Reddy / Sally Offin			Private (3)
187	School Organisation Plan	The School Organisation Plan, sets out how the London Borough of Hillingdon in accordance with its statutory duty, seeks to ensure there are sufficient primary, secondary and special school places to meet demand. Cabinet will be requested to approve it.	All		Cllr Susan O'Brien - Children, Families & Education	Children, Families & Education	CS - Nav Minas / Abi Preston	Children, Families and Education Select Committee in March & Educational Stakeholders / Schools		Public
SI	Standards and quality of education in Hillingdon during 2022/23	The Annual Report to Cabinet regarding children and young people's educational performance across Hillingdon schools.	All		Cllr Susan O'Brien - Children, Families & Education	Children, Families & Education	CS - Abi Preston	Select Committee		Public

<div> <div>Scheduled Upcoming Decisions</div> <div>Further details</div> </div>				Ward(s)	Final decision by Full Council	Cabinet Member(s) Responsible	Relevant Select Committee	Directorate / Lead Officer	Consultation related to the decision	NEW ITEM	Public or Private (with reason)
SI = Standard Item each month/regularly Council Directorate/Service Areas: AS = Adult Services & Health P = Place C = Central Services R = Resources CS= Children's Services D = Digital & Intelligence											
SI	Public Preview of matters to be considered in private	A report to Cabinet to provide maximum transparency to residents on the private and confidential matters to be considered later in Part 2 of the Cabinet meeting and agenda.	TBC			All Cabinet Members	All	C - Democratic Services			Public
SI	Reports from Select Committees	Reports, findings and recommendations for consideration by the Cabinet, when referred from the appropriate Committee.	Various			All	TBC	C - Democratic Services	Various		Public
Cabinet Member Decisions expected - April 2024											
SI	Standard Items taken each month by the Cabinet Member	Cabinet Members make a number of decisions each month on standard items - details of these standard items are listed at the end of the Forward Plan.	Various			All	TBC	C - Democratic Services	Various		Public
Cabinet meeting - Thursday 23 May 2024 (report deadline 26 April)											
SI	Public Preview of matters to be considered in private	A report to Cabinet to provide maximum transparency to residents on the private and confidential matters to be considered later in Part 2 of the Cabinet meeting and agenda.	TBC			All Cabinet Members	All	C - Democratic Services			Public
Cabinet Member Decisions expected - May 2024											
SI	Standard Items taken each month by the Cabinet Member	Cabinet Members make a number of decisions each month on standard items - details of these standard items are listed at the end of the Forward Plan.	Various			All	TBC	C - Democratic Services	Various		Public
Cabinet meeting - 27 June 2024 (report deadline 10 June)											
210a	Youth Justice Plan 2024-2029	The National Youth Justice Board (YJB) have recently clarified the requirement for full Council adoption of local authority Youth Justice Plans. Therefore, as a policy framework document, Cabinet will consider a draft 5 year strategic Plan for consultation, before later recommending a final version to full Council for approval. Annual updates to this Plan will also be submitted and monitored by the Cabinet Member and Hillingdon's Youth Justice Partnership Board. The proposed 5 year Plan will set out the overarching priorities and goals for the youth justice service linked to national key performance indicators and standards for children in the youth justice system and will align with the wider Council Strategy.	All	Full Council - 28 November 2024	Cllr Susan O'Brien - Children, Families & Education	Children, Families & Education	CS - Nuz Ilyas	Select Committee and Public/Stakeholder Consultation		NEW ITEM	Public
SI	Public Preview of matters to be considered in private	A report to Cabinet to provide maximum transparency to residents on the private matters to be considered later in Part 2 of the Cabinet meeting and agenda.	TBC			All Cabinet Members	All	C - Democratic Services			Public

Ref	Scheduled Upcoming Decisions		Further details		Ward(s)	Final decision by Full Council	Cabinet Member(s) Responsible	Relevant Select Committee	Directorate / Lead Officer	Consultation related to the decision	NEW ITEM	Public or Private (with reason)
SI = Standard Item each month/regularly Council Directorate/Service Areas: AS = Adult Services & Health P = Place C = Central Services R = Resources CS= Children's Services D = Digital & Intelligence												
Cabinet Member Decisions expected - June 2024												
SI	Standard Items taken each month by the Cabinet Member	Cabinet Members make a number of non-key decisions each month on standard items - details of these are listed at the end of the Forward Plan.	Various		All			C - Democratic Services	Various			Public
Cabinet meeting - Thursday 25 July 2024 (report deadline 8 July)												
SI	Public Preview of matters to be considered in private	A report to Cabinet to provide maximum transparency to residents on the private and confidential matters to be considered later in Part 2 of the Cabinet meeting and agenda.	TBC		All Cabinet Members	All		C - Democratic Services				Public
SI	Reports from Select Committees	Reports, findings and recommendations for consideration by the Cabinet, when referred from the appropriate Committee.	All		All	All		C - Democratic Services	TBC			Public
Cabinet Member Decisions expected - July 2024												
SI	Standard Items taken each month by the Cabinet Member	Cabinet Members make a number of non-key decisions each month on standard items - details of these are listed at the end of the Forward Plan.	Various		All			C - Democratic Services	Various			Public
AUGUST 2024 - NO CABINET MEETING												
SI	Standard Items taken each month by the Cabinet Member	Cabinet Members make a number of non-key decisions each month on standard items - details of these are listed at the end of the Forward Plan.	Various		All	TBC		C - Democratic Services	Various			Public
Cabinet meeting - Thursday 12 September 2024 (report deadline 23 August)												
SI	Public Preview of matters to be considered in private	A report to Cabinet to provide maximum transparency to residents on the private and confidential matters to be considered later in Part 2 of the Cabinet meeting and agenda.	TBC		All Cabinet Members	All		C - Democratic Services				Public
SI	Reports from Select Committees	Reports, findings and recommendations for consideration by the Cabinet, when referred from the appropriate Committee.	All		All	TBC		C - Democratic Services	TBC			Public
Cabinet Member Decisions expected - September 2024												
SI	Standard Items taken each month by the Cabinet Member	Cabinet Members make a number of non-key decisions each month on standard items - details of these are listed at the end of the Forward Plan.	Various		All	TBC		C - Democratic Services	Various			Public

Scheduled Upcoming Decisions			Further details		Ward(s)	Final decision by Full Council	Cabinet Member(s) Responsible	Relevant Select Committee	Directorate / Lead Officer	Consultation related to the decision	NEW ITEM	Public or Private (with reason)
Ref	SI = Standard Item each month/regularly Council Directorate/Service Areas: AS = Adult Services & Health P = Place C = Central Services R = Resources CS= Children's Services D = Digital & Intelligence											
Cabinet meeting - Thursday 10 October 2024 (report deadline 23 September)												
210b	Youth Justice Plan 2024-2029	Following consultation and select committee input, Cabinet will consider recommending a 5 year strategic Youth Justice Plan to full Council for approval. Annual updates to this Plan will be submitted and monitored by the Cabinet Member and Hillingdon's Youth Justice Partnership Board. The proposed 5 year Plan will set out the overarching priorities and goals for the youth justice service linked to national key performance indicators and standards for children in the youth justice system and will align with the wider Council Strategy.	All	Full Council - 28 November 2024	Cllr Susan O'Brien - Children, Families & Education	Children, Families & Education	CS - Nuz Ilyas	Select Committee and Public/Stakeholder Consultation		NEW ITEM	Public	
SI	The Annual Report Of Adult and Child Safeguarding Arrangements	This report provides the Cabinet with a summary of the activity undertaken by the Safeguarding Children Partnership Board and the Safeguarding Adults Board to address the identified local priorities. The Cabinet will consider this report and approve the activity and the local priorities for the two boards.	All		Cllr Susan O'Brien - Children, Families & Education / Cllr Jane Palmer - Health & Social Care	Health & Social Care / Children, Families & Education	CS / AS - Alex Coman / Sandra Taylor	Select Committees			Public	
	Page 160											
SI	Public Preview of matters to be considered in private	A report to Cabinet to provide maximum transparency to residents on the private and confidential matters to be considered later in Part 2 of the Cabinet meeting and agenda.	TBC		All Cabinet Members	All	C - Democratic Services				Public	
Cabinet Member Decisions expected - October 2024												
SI	Standard Items taken each month by the Cabinet Member	Cabinet Members make a number of non-key decisions each month on standard items - details of these are listed at the end of the Forward Plan.	Various		All	TBC	C - Democratic Services	Various			Public	
Cabinet meeting - Thursday 7 November 2024 (report deadline 21 October)												
SI	Public Preview of matters to be considered in private	A report to Cabinet to provide maximum transparency to residents on the private and confidential matters to be considered later in Part 2 of the Cabinet meeting and agenda.	TBC		All Cabinet Members	All	C - Democratic Services				Public	
SI	Reports from Select Committees	Reports, findings and recommendations for consideration by the Cabinet, when referred from the appropriate Committee.	All		All	TBC	C - Democratic Services	TBC			Public	

Ref	Scheduled Upcoming Decisions		Further details	Ward(s)	Final decision by Full Council	Cabinet Member(s) Responsible	Relevant Select Committee	Directorate / Lead Officer	Consultation related to the decision	NEW ITEM	Public or Private (with reason)
SI = Standard Item each month/regularly Council Directorate/Service Areas: AS = Adult Services & Health P = Place C = Central Services R = Resources CS= Children's Services D = Digital & Intelligence											
Cabinet Member Decisions expected - November 2024											
SI	Standard Items taken each month by the Cabinet Member	Cabinet Members make a number of non-key decisions each month on standard items - details of these are listed at the end of the Forward Plan.	Various		All	TBC	C - Democratic Services	Various			Public
CABINET MEMBER DECISIONS: Standard Items (SI) that may be considered each month											
SI	Urgent Cabinet-level decisions & interim decision-making (including emergency decisions)	The Leader of the Council has the necessary authority to make decisions that would otherwise be reserved to the Cabinet, in the absence of a Cabinet meeting or in urgent circumstances. Any such decisions will be published in the usual way and reported to a subsequent Cabinet meeting for ratification. The Leader may also take emergency decisions without notice, in particular in relation to the COVID-19 pandemic, which will be ratified at a later Cabinet meeting.	Various		Cllr Ian Edwards - Leader of the Council	TBC	C - Democratic Services	TBC			Public / Private
SI	School Governing Bodies, Instruments of Government and Governors / Authorising Academy Appointments	To approve appointments, nominate appointments and make reappointments of local authority governors and to approve any changes to school governing body constitutions. To also authorise any Member to be a Governor or Director of an Academy.	N/A		Cllr Susan O'Brien - Children, Families & Education	Children, Families & Education	CS - Julie Kelly / CS - Democratic Services				Public
SI	Release of Capital Funds	The release of all capital monies requires formal Member approval, unless otherwise determined either by the Cabinet or the Leader. Batches of monthly reports (as well as occasional individual reports) to determine the release of capital for any schemes already agreed in the capital budget and previously approved by Cabinet or Cabinet Members	TBC		Cllr Martin Goddard - Finance (in conjunction with relevant Cabinet Member)	All - TBC by decision made	various	Corporate Finance			Public but some Private (1,2,3)
SI	Petitions about matters under the control of the Cabinet	Cabinet Members will consider a number of petitions received by local residents and organisations and decide on future action. These will be arranged as Petition Hearings.	TBC		All	TBC	C - Democratic Services				Public

<div> <div>Scheduled Upcoming Decisions</div> <div>Further details</div> </div>				Ward(s)	Final decision by Full Council	Cabinet Member(s) Responsible	Relevant Select Committee	Directorate / Lead Officer	Consultation related to the decision	NEW ITEM	Public or Private (with reason)
SI = Standard Item each month/regularly Council Directorate/Service Areas: AS = Adult Services & Health P = Place C = Central Services R = Resources CS= Children's Services D = Digital & Intelligence											
SI	To approve compensation payments	To approve compensation payments in relation to any complaint to the Council in excess of £1000.	n/a		All	TBC	R - Iain Watters				Private (1,2,3)
SI	Acceptance of Tenders	To accept quotations, tenders, contract extensions and contract variations valued between £50k and £500k in their Portfolio Area where funding is previously included in Council budgets.	n/a		Cllr Ian Edwards - Leader of the Council OR Cllr Martin Goddard - Finance / in conjunction with relevant Cabinet Member	TBC	various				Private (3)
SI	All Delegated Decisions by Cabinet to Cabinet Members, including tender and property decisions	Where previously delegated by Cabinet, to make any necessary decisions, accept tenders, bids and authorise property decisions / transactions in accordance with the Procurement and Contract Standing Orders.	TBC		All	TBC	various				Public / Private (1,2,3)
SI	School Redundancy Payments	To consider requests for School Redundancy Payments and decide whether to approve them on behalf of the Local Authority	TBC		Cllr Susan O'Brien - Children, Families & Education	Children, Families & Education	CS - Julie Kelly / Abi Preston				Private (1,3,4)
SI	External funding bids	To authorise the making of bids for external funding where there is no requirement for a financial commitment from the Council.	n/a		All	TBC	various				Public
SI	Response to key consultations that may impact upon the Borough	A standard item to capture any emerging consultations from Government, the GLA or other public bodies and institutions that will impact upon the Borough. Where the deadline to respond cannot be met by the date of the Cabinet meeting, the Constitution allows the Cabinet Member to sign-off the response.	TBC		All	TBC	various				Public

The Cabinet's Forward Plan is an official document by the London Borough of Hillingdon, UK

WORK PROGRAMME

Committee name	Children, Families and Education Select Committee
Officer reporting	Ryan Dell, Democratic Services
Papers with report	Appendix A – Work Programme
Ward	All

HEADLINES

To enable the Committee to note future meeting dates and to forward plan its work for the current municipal year.

RECOMMENDATIONS

That the Children, Families and Education Select Committee considers the report and agrees any amendments.

SUPPORTING INFORMATION

1. The Committee's meetings will start at 7pm and the witnesses attending each of the meetings may include representatives from external organisations, some of whom travel from outside of the Borough. Forthcoming meeting dates are as follows:

Meeting Date	Room
18 April 2024	CR5
18 June 2024	CR5
17 July 2024	CR6

Implications on related Council policies

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

How this report benefits Hillingdon residents

Select Committees directly engage residents in shaping policy and recommendations and the Committees seek to improve the way the Council provides services to residents.

Financial Implications

None at this stage.

Legal Implications

None at this stage.

BACKGROUND PAPERS

NIL.

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