HILLINGDON
LONDON

A

Education & Children's Services Policy Overview Committee

Councillors on the Committee

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

Other Voting Representatives

Anthony Little, Roman Catholic Diocesan.

Date:	**MONDAY, 11 JANUARY 2010**
Time:	**6.00 PM**
Venue:	**COMMITTEE ROOM 3 - 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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Agenda

1   Apologies for Absence

2   Declarations of Interest in Matters coming before this meeting

3   Exclusion of Public and Press

4   To receive and agree the minutes of 26 November 2009

5   ECS Reports: Child Social Care and Education Attainment

Child Social Care report: service update provided by Debbie Haith, Head of Safeguarding.
Education Attainment report: update provided by Chris Spencer, Director of Education and Children's Services.

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Minutes

Education & Children's Services Policy Overview Committee
Thursday 26 November 2009
Meeting held at High Street, Uxbridge, UB8 1UW

HILLINGDON
LONDON

| **Members Present:** |
| Councillors Catherine Dann (Chairman), Brian Crowe (Vice-Chairman), Judith Cooper, Peter Curling, John Hensley and Anita MacDonald. |
| **Officers Present:** Natasha Dogra, Pauline Nixon and Chris Spencer. |
| **Others Present:** Tony Little. |

| **1. APOLOGIES FOR ABSENCE** |
| None. |

| **2. DECLARATIONS OF INTEREST IN MATTER COMING BEFORE THIS MEETING** |
| Councillors Catherine Dann, Judith Cooper, Peter Curling, John Hensley and Anita MacDonald declared personal interests in all items on the agenda due to their roles as school governors. |

| **3. TO CONFIRM THAT ALL ITEMS MARKED PART 1 WILL BE CONSIDERED IN PUBLIC AND ALL THOSE MARKED IN PART 2 WILL BE CONSIDERED IN PRIVATE** |
| All items were Part 1 and were considered in public. |

| **4. TO RECEIVE AND AGREE THE MINUTES OF 22 OCTOBER 2009** |
| The minutes were agreed by the Committee. |

5. REVIEW 1: DEVELOPMENT OF INCLUSION IN HILLINGDON SCHOOLS – FINAL REPORT	Action By:
The Chairman introduced the Committee's final report on the Development of Inclusion of Special Education Needs children in mainstream schools. Members of the Committee expressed reservations about the "national context" section of the final report, which seemed to focus on the future Conservative agenda. The Committee agreed that the report did not benefit from the national context section and agreed to delete it in its entity. Following the above changed, Members changed recommendation 2.1 to read: *"That Cabinet are aware of changes which may occur at a national level that could affect the viability of the Inclusion policy in the future."*	

The Committee were directed to the conclusions and recommendations section of the report. The Committee discussed the following recommendation ideas:
1. The Secondary Transfer is developed to ensure a smooth transition between primary and secondary phases.
2. A capacity is built in mainstream schools so they are confident in their ability to support children within the mainstream setting.
3. A Robust Parent Participation Forum is activated
4. Encourage schools to have systems in place to ensure the pupil voice is heard
5. Develop a common framework for engaging parents in AEN.
6. Put systems in place to engage hard to reach families
7. Improve quality of information provided to parents and carers
8. Train and develop a skilled workforce to work with children with additional needs.

The Committee discussed inputting a recommendation regarding the practicality of expecting all schools to perform as successfully as one high achieving school in the borough. The Committee agreed that the following conclusion should be included in the final report: *"The Committee heard from competent staff from mainstream schools that are performing well and have fully embraced the Inclusion programme. The Committee cannot determine how practical it is to expect all schools to perform as successfully."*

Following on from the above conclusion, the Committee recommended the following recommendation be included in the final report: "*That Officers are instructed to identify schools that may be challenged by the Inclusion agenda and report to the Cabinet Member implementation strategies that will be put into place to support these schools and the criteria used to measure their success.*"

Officers informed the Committee that criteria by which school success is measured is implemented by Ofsted, but the Local Authority had good intelligence of school achievements, including performance indicators in place to flag up any under achieving schools.

Members expressed concerns over whether Government resources allocated to the Building Schools for the 21st Century programme would still be available in the current economic climate. Officers informed the Committee that funding from the Building Schools for the 21st Century programme would not make a major impact on the Inclusion strategy – the Inclusion programme would continue with or without Building Schools for the 21st Century programme funding. Building Schools for the 21st Century programme focused on rebuilding schools in the borough, however the Inclusion service was not hinged on the rebuilding of schools and therefore would not be hugely impacted upon should Building Schools for the 21st Century programme funding not be fully available.

Officers informed the Committee that the support for Inclusion in the borough is good on the whole. However, there was a cultural shift which needed to be endorsed in schools to enable them to better address the changing ethos of the

service. **Agreed:** **The Committee agreed the final report.**	*Natasha Dogra, Democratic Services*
6. UPDATE – SAFEGUARDING QUARTERLY AUDIT REPORT The Chairman directed Members to the Safeguarding Audit Report and invited Officers to present the report. Officers informed the Committee that they were unaware the update was a long waited requested from Members. Members had asked for an update in September 2006 but had not received an update until now. Officers said that Children and Families social care services had recently put into practice an Integrated Children's System – an electronic system implemented in the past twelve months. The recent Ofsted inspection commented on the system's ease of use and easy data retrieval system. The inspection stated that the system was a model for other Local Authorities to follow. The Integrated Children's System was constantly regulated internally. The Director of Education and Children's Services and the Chief Executive were able to access the system from their own desks, allowing them to retrieve any necessary files. It also allowed for a degree of supervision. Paper files had nearly all been transferred onto the Integrated Children's System. Each case file included all important information such as case chronology and family trees – two aspects which were continually changing in many social care cases. Officers said the Integrated Children's System was an excellent management tool which would be used to scrutinise the quality of records and evidence kept. The system was easy to navigate and therefore retrieving data was not a problem. Members asked Officers how quickly data could be transferred onto the system. Officers informed the Committee that the timeliness of updating and recording case work is good. The time lapse needed to be kept as short as possible whilst keeping the information as accurate and detailed as possible. Members asked Officers how long paper files were stored for and where they were kept. Officers informed the Committee that files were kept for 80 years in an offsite archiving facility. Files could be retrieved fairly quickly, with urgent files being more expensive to retrieve. Members asked Officers how frequently they performed a random check of the Integrated Children's System. Officers said some managers performed it more frequently than others. The Integrated Children's System was able to manage performance which was useful when measuring the performance of officers and their work. The Committee requested regular updates regarding child social care and	Action By:

educational attainment. Members asked that the update reports included the following: • specific figures regarding the number of cases audited • number of files which did not meet the standard required • when data was audited • How often files are scrutinised • How often do random checks take place • How feasible it would be to access files dated pre-1965 • Whether files go missing • Information regarding the security of the file storage facility Officers were asked to circulate a very short update report to Members which would be considered at a special meeting on 11th January 2009. **Noted:** **The Committee noted the update.** **Agreed:** 1. **That Officers would provide the Committee with Child Social Care and Education Attainment reports and present an update at a special meeting on 11 January 2010.** 2. **That the Committee would meet again on 11 January 2010 at 6 p.m. to discuss Child Social Care and Education Attainment reports.**	*Chris Spencer / Debbie Haith ECS* *Natasha Dogra, Democratic Services*
7. TO CONSIDER THE FORWARD PLAN **To Note:** **The Committee noted the Forward Plan.**	Action By:
8. TO CONSIDER THE WORK PROGRAMME 2009/10 **To Note:** **The Committee noted the Work Programme.** **Agreed:** **The Committee agreed to conduct a special meeting on 11 January 2010 at 6.00 p.m. to discuss Child Social Care and Education Attainment reports.**	Action By: *Natasha Dogra, Democratic Services*

The meeting closed at 21.30

January Update on File Auditing and Achieving Arrangements

Service Area: Education and Children's Services

Introduction

The purpose of this report is to provide further details on the arrangements for auditing and archiving case records.

1. Procedure for auditing case records

The file auditing procedure outlines the process for auditing case records across Children and Families Services, this procedure has been in place since October 2008 and records are now audited on a quarterly basis (Appendix A). The audit tool includes a set of 15 standards which apply to all records and there are a further set of customised audit materials which are specifically designed to cover the practice requirements of regulated services such as fostering and adoption records, an example for the audit format for Child Protection and Looked After case records is at Appendix A.

Supervising managers audit a minimum of one file per team member each quarter, the last audit was undertaken in September 2009 and over 200 records were audited non were judged inadequate. The scheduled audit for December did not take place due to the announced Ofsted inspection which independently audited over 100 case records of which 20 were in reviewed on a multi-agency basis with Health records, no records were identified as inadequate. The inspection judged Hillingdon to be Good in both Safeguarding and Looked After Children's services. However, internal and external scrutiny has identified and issue of timeliness of recording which is being addressed.

2. Security of the storage facility

The building is fitted with CCTV equipment and entry is tightly monitored, All personnel who handle Hillingdon data are subject to Criminal Records Bureau checks. Certain specific information is stored in high security cages and access to these areas is even further restricted to a more limited number of personnel. The building is fitted with specialist fire detection equipment and linked directly to the fire station. Currently there are no issues relating to files not being available when requested.

3. Access to historical records

With changing legislation and regulation council policy is updated to ensure that records are retained for the required statutory timescales for example adoption records are retained for 100 years following an adoption. The current requirements are set by the Children Act 1989 with subsequent amendments introduced by new childcare legislation. Pre 1989 the statutory requirements for maintaining childcare records were less rigorous. Historical records have been requested particularly relating to adoption services for example a case relating to records dating back 1944 have been accessed.

4. Random file auditing

Random auditing is undertaken by the Head of Safeguarding and active file reading on the electronic system is undertaken by the Chief Executive. The recent Ofsted inspection commented that practices of senior managers:

"reflects the ownership and recognition of the importance of this work within the local authority ……a review of a sample of cases each month in order to keep in touch with practice developments in children's social care."

Practice supervisors and managers regularly access records in case management and supervision activity, which ensures that files are regularly reviewed. Arrangements for independent review of case planning conducted by the Quality Assurance and Reviewing Service provide additional independent scrutiny of records.

Recommendations

1. Quaterly reporting arrangements are agreed for 2010/11.

2. Standards for case recording to include expectation for the timeliness of recording.

3. Procedure for auditing case recording is reviewed and reported to this committee.

Children and Families Case Recording Auditing Procedure

PURPOSE

This document provides guidance in the auditing of Children's Services case files both electronic and manual. The Auditing Policy and Procedure ensures that electronic and paper files are audited routinely to assure social care practice and decision-making. It includes auditing tools to ensure compliance with recording practices set out in National Minimum Standards for regulated services and Private Fostering.

The overarching aim of the audit is to improve the quality of services and outcomes for users. Case files will be examined to ensure that all relevant practice and quality issues are captured. The information gained will be used for continuous quality improvement within the performance management framework.

SCOPE

The contents of this document apply to all staff, including managers, who are involved in the recording of service users information in case files and/or have responsibility for the quality of the information recorded.

1. **Introduction**

▪ The aim of the policy and procedure is to develop and maintain a culture in which both quantitative and qualitative aspects of recording are routinely examined in order to ensure the best possible outcomes for users as identified in the Children Act 2004: "Quantitative audits consider whether the file is up to date, contains all the relevant documentation and that the documentation has been properly completed. Qualitative auditing considers the quality of the recording on file, and whether it reflects good practice. Although these can be conducted independently both are necessary. The record may be up to date and contain all the relevant documentation, but the quality of the recording may be poor or inappropriate to the needs of the child similarly, the record may be of a high standard, but out of date." ("Write Enough" – Steve Walker, David Shemmings and Hedy Cleaver in "Effective Recording for Children's Services", DoH 2003)

▪ The audit involves the participation of all workers in Children and Families Services and is intended to encourage continous improvement of outcomes for users and ensure the spread of good practice right across the system.

2. **The Audit Process**

▪ The audit process will be undertaken quarterly and will identify evidence, which meets the standards set out in the audit tool.

▪ A service manager will be responsible for ensuring the audit is carried out. The

supervising managers will undertake the audit of a minimum of one case record/file of each member of staff.

▪   Service mangers will provide a summary report quarterly, which will detail performance against the standards.

▪   The audit will be evidence based an require making a judgement as to whether the evidence meets the standards set out in the audit tool

3.   The Audit tools

▪   The audit tool consists of a list of questions based on the Quality Practice Standards.

4.   File Selection

▪   Each month one file per worker must be selected and put forward for audit.

▪   The file selected should be one in which the worker has recorded information.

▪   A different file should be selected each month.

5.   Performance Standards

▪   The Quality Practice Audit Tool sets out the Quality Standards, which will help the department to achieve Quality Practice. The standards set out below are:

Standard 1   There is enough information collected on which to decide further action

Standard 2   The decision making is consistent with the eligibility criteria

Standard 3   The assessment adequately reflects all areas of risk to the service user, staff members and the public

Standard 4   There is evidence of the referred child being seen (Children's records)

Standard 5   There is evidence of the needs of the referred child being clearly stated within an Assessment framework (Children's records)

Standard 6   The Care/Pathway Plan is informed by assessment findings

Standard 7   Issues of ethnicity and equality are addressed in the care plan

Standard 8   Clear outcome measures are established and agreed with the service user

Standard 9   It is clear who is responsible for developing the plan

Standard 10   There is evidence of users/care-givers/ significant other/s ongoing involvement in the decisions about services being provided

Standard 11   Monitoring is carried out at regular intervals

Standard 12   The review decisions are clearly reflected in the care/pathway plan

Standard 13   The review identifies both successes and weaknesses in meeting identified needs

Standard 14   The decision to close/transfer the case is related to assessments, care/pathway plans and reviews

Standard 15   The record complies with National Minimum Standards for regulated services (This standard applies to all regulated services as defined by the Care Standards Act 2000)

- **Appendix 1 Audit Tool**

CHILDREN AND FAMILIES SERVICES QUALITY PRACTICE (CASE RECORDING) CHECKLIST

Name of Team …………………………………………………………

Allocated worker …………………………………………………………...

Team Manager …………………………………………………………..

Name of user …………………………………………………………

Ref No …………………………………………………………

Service Manager/Auditor ……………………………………………

LONDON BOROUGH OF HILLINGDON – CHILDREN AND FAMILIES FILE MANAGEMENT MONITORING SHEET			
	NAME OF THE CHILD	**Date monitored**	**By whom**
1.	**File Management**	**Present Yes/No**	**Action Required By whom / by when**
1.1	**Up to date Personal Information Sheet Including***:* • Child's full details, address • Family Details such as language, racial, origin • GP, School etc.		
1.2	Chronology		
1.3	**Recording up to date**		
1.4	Three Monthly summaries		
1.5	Evidence of Management Decisions		

		Present Yes/No	Action Required By whom / By when
1.6	Clarity of recording		
1.7	Transfer / Closing Summary		
1.8	File Modulated		
1.9	Stat Reviews		
2.	**Looked After Children/Care Leavers**	**Present Yes/No**	**Action Required By whom / By when**
2.1	EIR 1		
2.2	EIR 2		
2.3	PP1 + 2		
2.4	Planning Meeting Notes		
2.5	Stat Reviews		
2.6	Stat Medical + Health Action plan		
2.7	Personal Education Plan		
2.8	Care Plan/Pathway plan		
2.9	Statutory visits to young person / Child in placement and Child seen		
2.10	Evidence of Liaison with Carers		
2.11	Chronology – not CATs		
2.12	Assessment and Progress Records		

3.	Children with a Protection Plan/ Subject to S47	Present Yes/No	Action Required By whom / by when
3.1	CP Module completed		
3.2	S47 completed / risk Assessment		
3.3	CP conference Notes		
3.4	CP Planning Meeting Notes		
3.5	CP Plan		
3.6	Core Assessment		
3.7	Recording up to date		
3.8	Incident sheet up to date		
4.	Cases in Care Proceedings	Present Yes/No	Action required By whom / By when
4.1	Care Plan		
4.2	Contact Arrangements		
4.3	Record of Contact with GAL		
4.4	Evidence of contact with Legal Department		
4.5	Assessment for Court by Social Worker		
4.6	Planning meeting Notes		
5.	Family Support Cases	Present	Action Required

		Yes/No	By whom / By when
5.1	Initial Assessment		
5.2	Core Assessment		
5.3	Family Support Meeting		
5.4	CIN Plan		

Appendix 2 Quality Practice Audit Tool – Children and Young Peoples Records

When assessing against the standards the supervisor should evaluate if a standard is Not Met, Met or Well Met

Stages of the case management process both at referral and transfer	Quality practice criteria	What evidence is available on files (to be completed by supervisor and worker)?	Does the Service Manager judge that the standard is met? (Service manager to delete those that do not apply and comment)	Not/ Met Met Well /met
Screening/Referral or Initial point of contact with the team	1. Is there enough information collected on which to decide further action?		Yes No N/A	
	2. Is the decision making consistent with the eligibility criteria?		Yes No N/A	
Assessment or Reassessment	3. Does the assessment adequately reflect all areas of risk to the service user, staff members and the public?		Yes No N/A	
	4. Is there evidence of the referred child being seen?		Yes No N/A	
	5. Is there evidence of the needs of the referred child being clearly stated within an Assessment framework?		Yes No N/A	
Planning	6. Is the Care/Pathway/In Need Plan informed by assessment findings?		Yes No N/A	

Stages of the case management process both at referral and transfer	Quality practice criteria	What evidence is available on files (to be completed by supervisor and worker)?	Does the Service Manager judge that the standard is met? (Service manager to delete those that do not apply and comment)	Not/ Met Met Well /met
	7. Are issues of ethnicity and equality addressed in the Care/Pathway /in Need Plan?		Yes No N/A	
	8. Are clear outcome measures established and agreed with the service user?		Yes No N/A	
Implementation of The Plan	9. Is it clear who is responsible for developing the plan?		Yes No N/A	
	10. Is there evidence of users/care-givers/ significant other/s ongoing involvement in the decisions about services being provided?		Yes No N/A	
Monitoring the Plan	11. Is monitoring carried out at regular intervals?		Yes No N/A	
Reviewing The Plan	12. Are the review decisions clearly reflected in the plan?		Yes No N/A	
	13. Does the review identify both successes and weaknesses in meeting identified need?		Yes No N/A	
Closure/Transfer	14. Is the decision to close/transfer the case related to assessments, care plans and reviews?		Yes No N/A	

Service Manager's / Auditor's comments about the file overall

Date of Audit & Signature

Team/Unit Manager's Comments / Actions

Recommendations of Report

State if there are links to other plans/strategies and briefly explain how?
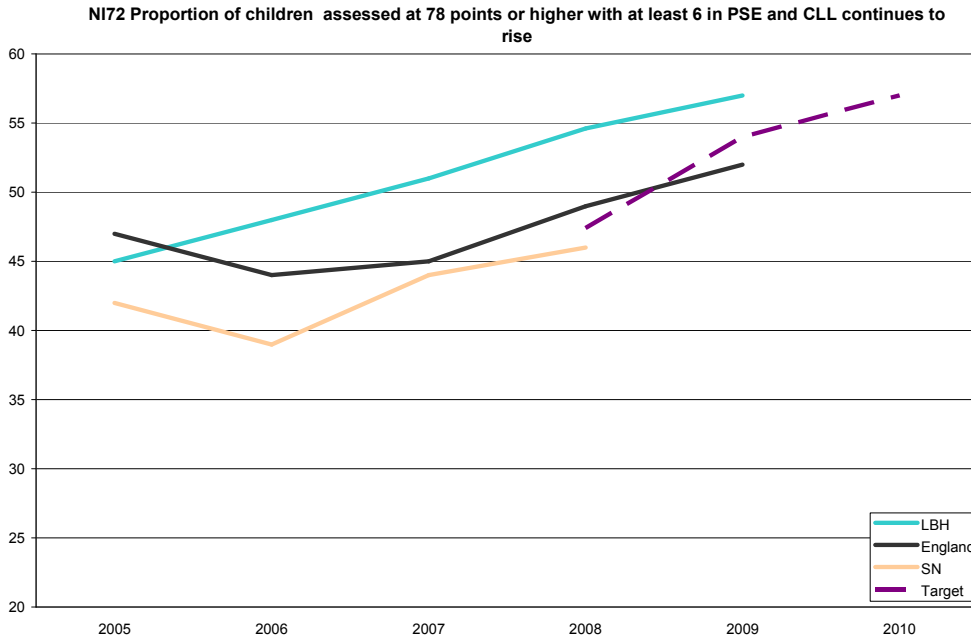*(eg. Comprehensive Performance Assessment, Best Value, Public Service Agreements)*

Any Implications?
(eg. Financial, Training, Legal, E-Services, Diversity, Hillingdon Improvement Programme, Customer Care, Property, Community Safety etc)

Foundation Stage

Standards reached by children in the early (foundation) years of education improved significantly in 2009. These results place Hillingdon children in the top quartile nationally and exceeded our target.

NI72 Proportion of children assessed at 78 points or higher with at least 6 in PSE and CLL continues to rise

The gap between the average attainment and that of the lowest 20% closed slightly but remains above national levels.

NI92 The gap between the lowest 20% and the rest is narrowing but is still wider than nationally or across our Statistical Neighbours
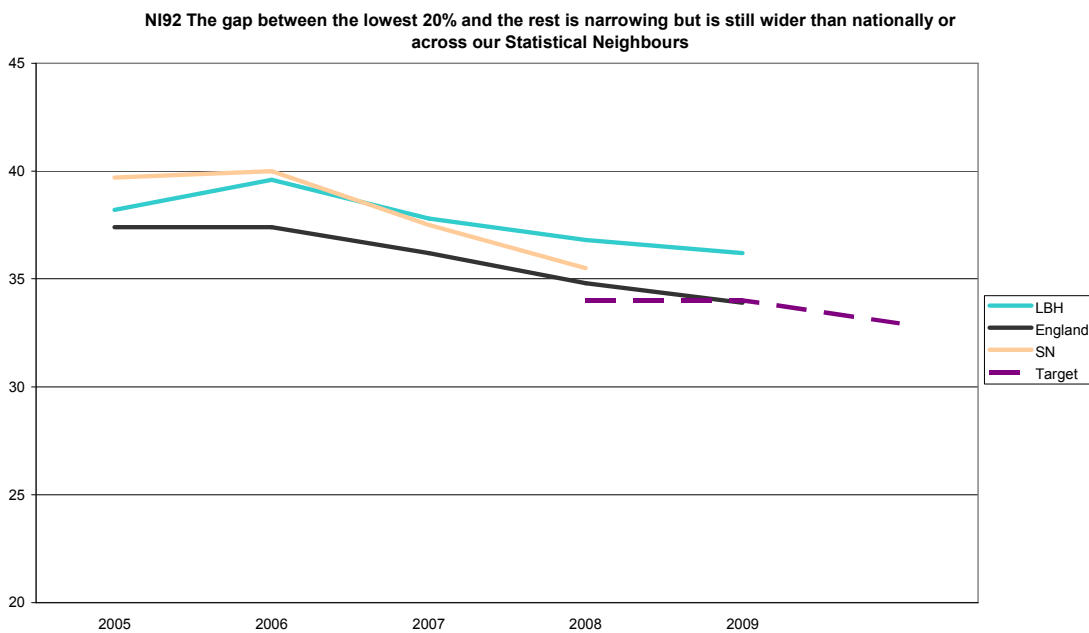
Key Stage 1

Attainment at KS1 in 2009 was broadly similar to 2008 with a small increase in the proportion of pupils assessed level 2+ in writing and level 3+ in both writing and mathematics. The local authority exceeds the national and outer London percentage for reading and writing at both level 2+ and level 3+.

% of pupils attaining Level 2+

		2005	2006	2007	2008	2009
Reading	LBH	85	84	86	85	85
	England	85	84	84	84	84
	Outer London	84	84	84	84	85
Writing	LBH	82	81	81	80	81
	England	82	81	80	80	81
	Outer London	81	81	80	80	81
Mathematics	LBH	92	91	91	90	89
	England	91	90	90	90	89
	Outer London	90	90	90	90	90

% of pupils attaining Level 3+

		2005	2006	2007	2008	2009
Reading	LBH	27	25	24	26	26
	England	27	25	26	25	26
	Outer London	25	24	25	24	25
Writing	LBH	15	13	10	11	13
	England	15	14	13	12	12
	Outer London	14	14	12	12	12
Mathematics	LBH	26	21	20	21	23
	England	23	21	22	21	21
	Outer London	22	21	22	21	22

Key Stage 2

As at KS1, many of the 2009 results at KS2 are very similar to those in 2008. There was a small increase in the proportion of pupils attaining level 4+ in both English and mathematics from 72% to 73%. This was in contrast to a small fall nationally, but still 3 percentage points below the local authority target.

% of pupils attaining Level 4+

	Hillingdon		National	
	2009	2008	2009	2008
English	81	81	80	81
Maths	79	78	79	79
Science	87	87	88	88
English and maths	73	72	72	73

% of pupils attaining Level 5+

	Hillingdon		National	
	2009	2008	2009	2008
English	29	28	29	30
Maths	38	32	35	31
Science	42	43	43	44
English and maths	21	20	20	20

84% of pupils made at least two levels progress in English between KS1 and KS2; this is above the national figure of 82% but well below the target of 91%.

82% of pupils made at least two levels progress in maths between KS1 and KS2; this is above the national figure of 81% and close to our target of 83%.

The KS1 to KS2 Contextual Value Added figure for Hillingdon schools was exactly 100, which suggests that progress made by pupils was in line with the progress made by similar pupils nationally.

Performance at KS2 broken down by different pupil groups is shown in the tables below.

Key Stage 2 attainment by pupil groups

% of Pupils Attaining Level 4+ in English

Pupil Group	2009	2008	2007
SEN S	15	17	24
SEN P	44	37	32
SEN A	57	56	56
Eligible for FSM	66	66	64
Looked After	50	60	69
Black African	69	70	65
Black Carribean	81	91	84
Indian	86	88	84
Pakistani	80	83	83
First Language not English	77	78	75
National (ALL)	80	81	80
LBH (ALL)	81	81	82

% of Pupils Attaining Level 4+ in Maths

Pupil Group	2009	2008	2007
SEN S	22	23	18
SEN P	50	44	39
SEN A	54	52	56
Eligible for FSM	61	62	59
Looked After	44	60	69
Black African	72	62	64
Black Carribean	74	76	77
Indian	87	87	81
Pakistani	74	87	78
First Language not English	77	77	71
National (ALL)	79	79	77
LBH (ALL)	79	78	77

Key Stage 4

In 2009 there was a significant increase in the proportion of pupils in Hillingdon schools attaining 5 or more GCSE's at A*-C. In recent years the proportion attaining 5 or more GCSE's including English and mathematics has increased at a much faster rate locally than nationally; in 2005 the national figure was nearly 6 percentage points higher than that for the local authority, in 2009 provisional figures suggest that attainment in Hillingdon is above the national average and very close to our target of 52.3%.

Proportion of pupils attaining 5+ A*-C (including English and maths) Hillingdon and national (Provisional data)
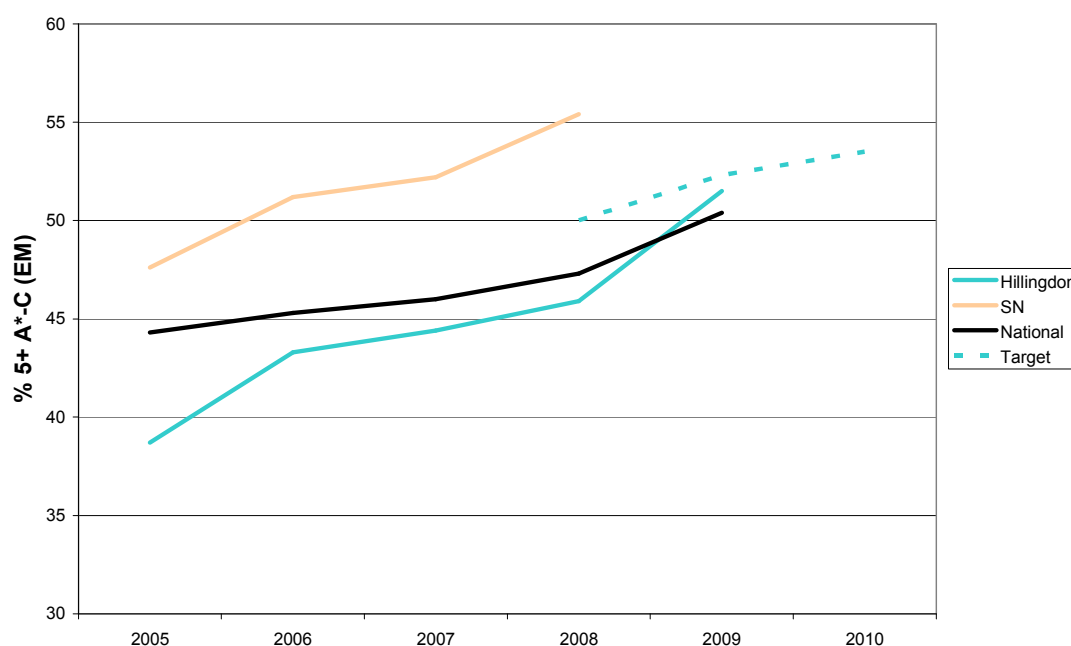
Key Stage 4 attainment by pupil groups (Provisional data)

Key Stage 4

% Pupils Attaining 5+ A*-C (Including English and Maths)

Pupil Group	2009	2008	2007	2006
SEN S	6.1	3.8	6.0	6.6
SEN P	17.2	14.9	13.6	6.6
SEN A	21.9	23.3	19.9	9.0
Eligible for FSM	28.7	27.6	22.9	18.3
Looked After	16.7	17.4	10.7	4.2
Black African	37.7	31.9	24.8	22.7
Black Carribean	38.2	41.0	38.1	29.4
Indian	70.9	59.2	56.5	55.7

Pakistani	57.0	47.9	44.1	38.6
Traveller	0.0	20.0	50.0	0.0
First Language not English	53.2	46.0	49.9	46.5
National (ALL)	50.4	47.6	46.8	45.8
LBH (ALL)	51.3	46.4	44.9	43.5

Key Stage 5

Provisional A2 results show that average point scores attained by pupils educated in Hillingdon schools is below the national average. However, Contextual Value Added measures suggest that on average pupils attaining higher levels than similar pupils nationally.

Average Point Score per candidate

All, males and females 2009

	Average QCA Pt Score per candidate		
	Total	Males	Females
Hillingdon	670.9	651.1	688
England	731.1	710.7	749.4
London	684.5	666.9	699.5

Source: DCSF SFR 28/2009

Trend 2006 to 2009

	Average QCA Pt Score per candidate			
	2009	2008	2007	2006
Hillingdon	670.9	688.2	679.4	702
England	731.1	740	731.2	721

Source: DCSF SFR 28/2009 and Post 16 AAT 2008

Average Point Score per entry

All, male and female 2009

	Average QCA Pt Score per entry		
	Total	Males	Females
Hillingdon	201.7	200.8	202.4
England	211.2	207.4	214.5
London	209.3	206.5	211.6

Source: DCSF SFR 28/2009

Trend 2006 to 2009

	Average QCA Pt Score per entry			
	2009	2008	2007	2006
Hillingdon	201.7	196.4	194.5	201.3
England	211.2	203.4	201.6	203

Source: DCSF SFR 28/2009 and Post 16 AAT 2008