

STANDARDS AND QUALITY IN EDUCATION 2012

Cabinet Member	Councillor David Simmonds
Cabinet Portfolio	Deputy Leader of the Council Cabinet Member for Education and Children's Services
Officer Contact	Julien Kramer, Residents Services
Papers with report	None

HEADLINE INFORMATION

Purpose of report	To report on the standards and quality of education in Hillingdon schools. It provides a summary of performance trends and inspection outcomes for the academic year 2011/12
Contribution to our plans and strategies	Informs the Children and Young People's Plan
Financial Cost	There are no financial implications arising from this report.
Relevant Policy Overview Committee	Education and Children's Services
Ward(s) affected	All

RECOMMENDATION

That Cabinet notes the report on the quality of education in the Borough.

INFORMATION

Reasons for recommendation

To provide the Cabinet with data on school performance in the Borough

Alternative options considered / risk management

None.

Comments of Policy Overview Committee(s)

None at this stage

Supporting Information

1. The attainment and progress data analysed in this report inform on key issues of education within the Borough. Ofsted inspection outcomes are generally positive and reflect the good quality of education provided by Hillingdon schools.
2. This report is split into four sections: Summary of Standards (paragraphs 3 to 20), Summary of School Inspection Reports (paragraphs 21 to 23), Detailed Performance Information (paragraphs 24 to 59) and Conclusion & Next Steps (paragraphs 60 to 63).

Section 1: Summary of Standards

3. A summary of attainment in 2012 and the priorities for further improvement are set out below. Information is presented in relation to each Key Stage and is based on 2012 public examination results. Full details of achievements are described in Section 3: Detailed Performance Information. It should be noted that points made regarding the performance of particular groups of pupils are often based on small cohort sizes and so there is the potential for significant variation year on year.

Foundation Stage (Age 3 to 5)

4. Outcomes at the end of the Foundation Stage continue to improve, with another increase in the proportion of pupils attaining the main threshold measure (from 59% to 64%). Whilst outcomes for girls are higher than those for boys in most of the areas assessed, both locally and nationally, the proportion of boys reaching expected levels in 'Linking Sounds and Letters' is 3% above the national average and the proportion reaching expected levels in Writing is 4% above the national level.
5. Priorities for 2012/13 include:
 - *Narrowing the Gap between boys and girls in relevant areas.*

Key Stage 1 (Age 5 to 7)

6. The proportions of pupils reaching the thresholds of level 2+ or level 3 in Reading, Writing or Mathematics have either stayed constant or increased slightly this year.
7. Attainment for Key Stage 1 was in line with or above local and national levels.
8. This was the first year that the Year 1 Phonics test was taken. This consists of a list of 40 words, half real words and half non-words, which Year 1 children read to a teacher. The threshold in 2012 was 31 words out of 40. 57% of Hillingdon pupils achieved the required standard; this was below local and national levels.
9. Priorities for 2012/13 include:
 - *Narrowing the Gap between boys and girls in relevant areas;*
 - *Ensure Key Stage 1 achievement is in line with that achieved at Foundation Stage to ensure clear progression.*

Key Stage 2 (Age 7 to 11)

10. Attainment at the end of Key Stage 2 and progress between Key Stage 1 and Key Stage 2 in both English and Mathematics were generally higher than in previous years and in-line with or above national levels using most measures. In particular:
- Proportion attaining L4+ in both English and Mathematics remain above national levels at 80% (national 79%).
 - No schools below the floor target of 55% Level 4+ in both English and Mathematics.
11. Priorities for 2012/13 include:
- Continue to increase achievement at Key Stage 2 to be above the national average for all areas;*
 - Continue to ensure no schools are below floor standards, but more or all meeting all three, English, Maths & English and Maths combined.*

Key Stage 3 (Age 11 to 14)

12. Since the removal of testing at the end of Key Stage 3, four years ago, there has only been limited attainment data available.

Key Stage 4 (Age 14 to 16)

13. Due to the changing landscape of schools and the Local Authority, secondary schools are receiving limited support from local authority school improvement advisors. Schools are now using their own resources to help improve attainment.
14. Attainment at the end of Key Stage 4 has continued to increase both locally and nationally.
- Over 86% of pupils attained 5+ A*-C grades in 2012 (all subjects), a 2 point rise over 2011 figures, which compares to a 5 point rise nationally.
 - About 59% of pupils attained 5+ A*-C (including English and Mathematics), one percentage point higher than national attainment.
15. Priorities for 2012/13 include:
- Ensure that achievement (attainment and progress) continues to rise at Key Stage 4 for the eighth consecutive year;*
 - Achievement in Hillingdon continues to increase above the national average;*
 - LA Secondary Schools are in line with national averages.*

Key Stage 5 (Age 16 to 19)

16. Outcomes in terms of Average Point Score per Pupil and Average Point Score per Subject are still below the national average. However, progress measures which take into account the prior attainment of pupils at the end of Key Stage 4 show that these outcomes are higher than those for pupils with similar prior attainment nationally.
17. Partnership working is growing between learning institutions to allow young people to personalise learning and to provide a cost effective way of delivering the greater diversity of curriculum that is found at Key Stage 5. Arrangements include Uxbridge College, Hillingdon Training and Skillnet. This means that young people have available programmes of learning at Foundation level, at L2 as well as Apprenticeships post 16.

Looked After Children (LAC)

18. When looking at 2011/2012 attainment of the children looked after continuously for 12 months during the year ending 31 March 2012:
- At Key Stage 1, 67% achieved the expected level in reading, 57% achieved the expected level in writing and 71% achieved the expected level in Mathematics compared with 64%, 56% and 68% in 2011 for each subject respectively.
 - At Key Stage 2, 50% achieved the expected level in English and Mathematics in 2012 (not comparable to previous years).
 - At Key Stage 4, the percentage of children looked after achieving The Basics - A*-C in GCSE English and Mathematics continued to increase from 14% in 2011 to 15% in 2012. The percentage achieving 5+ A*-C at GCSE or equivalent including English and Mathematics has also increased from 14% in 2011 to 15% in 2012.

Special Education Needs (SEN)

19. When looking at 2011/2012 Key Stage 2 attainment for pupils with SEN, there was a significant improvement of those pupils with a statement attaining level 4+ in English from 14.7% in 2010/2011 to 21.7% in 2011/2012. The number of pupils who achieved 2 levels progress for English and Mathematics improved for those with statements and school action.
20. There was a significant improvement for pupils with SEN attaining 5+ A*-G (including English and Mathematics) GCSE's. 36.3% of pupils with school action and 7.3% of pupils with a statement also attained 5+ A*-C passes (including English and Mathematics) in 2011/2012.

Section 2: Summary of School Inspection Reports

21. In the academic year 2011/12 92 Borough schools were inspected by Ofsted.
22. The overall effectiveness of 91 of these schools was deemed to be at least satisfactory, with 70 being judged as good or better.
23. The tables below summarise the inspection findings across schools both nationally and across the London Borough of Hillingdon:

Table 1: Judgement of Hillingdon Schools for 2011/2012

Percentage of Schools (Number of schools in brackets)							
Outstanding		Good		Satisfactory		Inadequate	
National	LBH	National	LBH	National	LBH	National	LBH
21	26 (24)	49	50 (46)	28	23 (21)	3	1 (1)

Table 2: Percentage of pupils attending Good or Outstanding Schools in Hillingdon

Local Authority	% of pupils in good or better Primary schools as at 31/08/2012	Quintile: percentage of pupils attending good or outstanding primary schools	% of pupils in good or better Secondary schools as at 31/08/2012	Quintile: percentage of pupils attending good or outstanding secondary schools	Number of secondary academies (sponsor led and converters)
Hillingdon	75%	2	79%	2	15

These tables show:

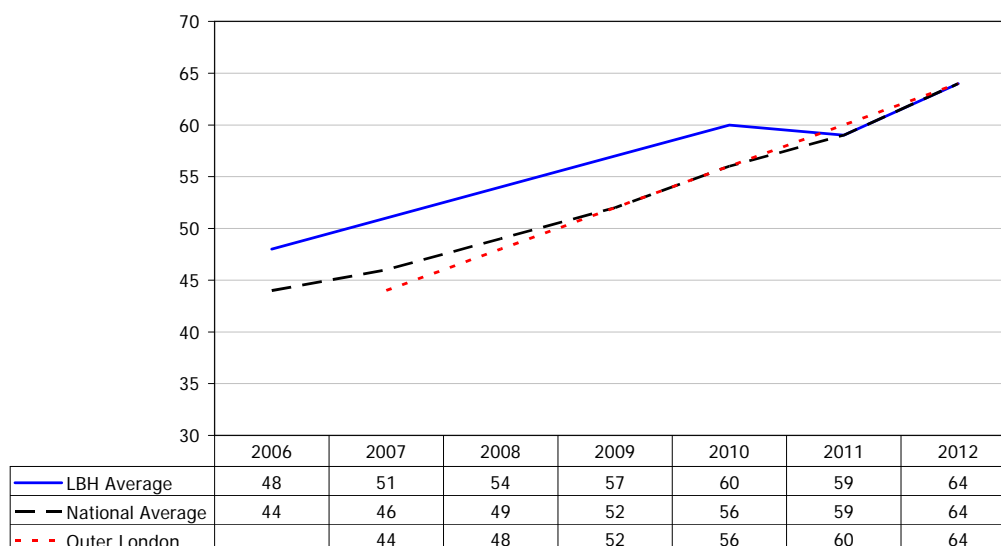
- A larger proportion of schools were assessed as good or outstanding locally than nationally.
- 75% of Primary School pupils attend a school which is judged to be good or outstanding whilst 79% of Secondary School pupils attend a school which is judged to be good or outstanding.
- Hillingdon schools were ranked in Quintile 2 in the 5 levels of performance (1 being good - 5 bad).

Section 3: Detailed Performance Information

Foundation Stage

- Proportion of children assessed at 78 points or higher with at least 6 in Communication, Language and Literacy (CLL) and Personal, Social and Emotional Development (PSE) is in line with the national average.

Chart 1: % Children assessed at 78 Points or higher with at least 6 in CLL and PSE

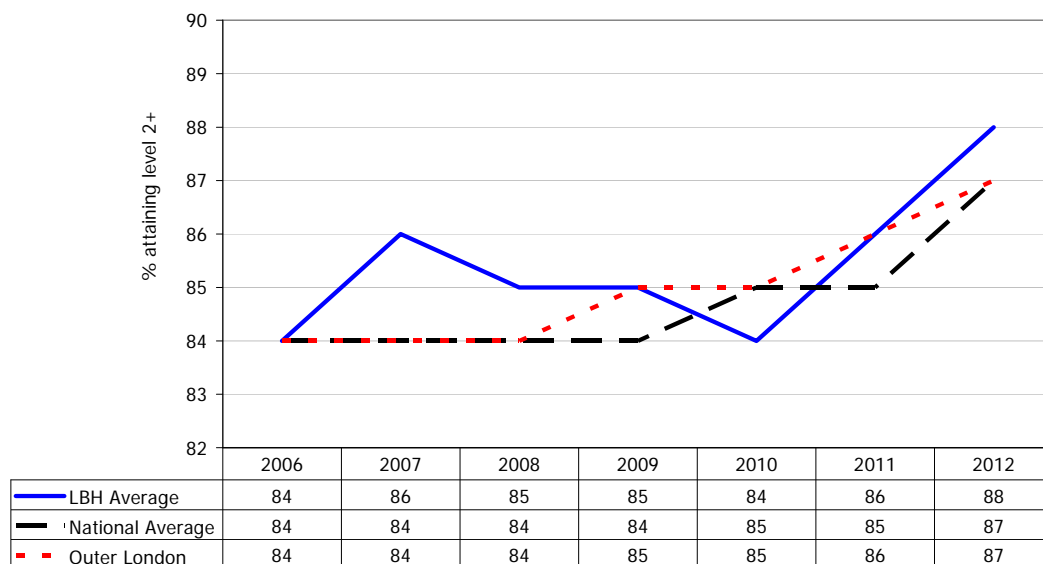


Key Stage 1

Reading

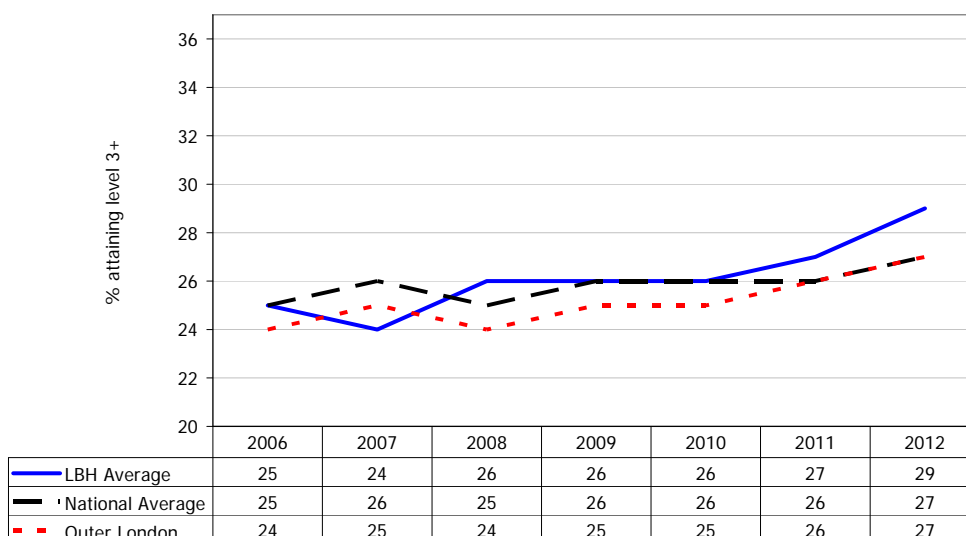
25. Chart 2 shows the proportion of Borough pupils attaining level 2 or above in Reading. The final figure will be higher than 2011 and surpasses 2010 levels. Local outcomes are now higher than those nationally and across Outer London.

Chart 2: Percentage of Pupils attaining Level 2 or above in Key Stage 1 in READING



26. Chart 3 shows the proportion of Borough pupils attaining level 3 or above in Reading at Key Stage 1. The proportion of LBH educated pupils reaching level 3 has increased. The proportion of children in the Borough reaching this level is above the average nationally and for Outer London.

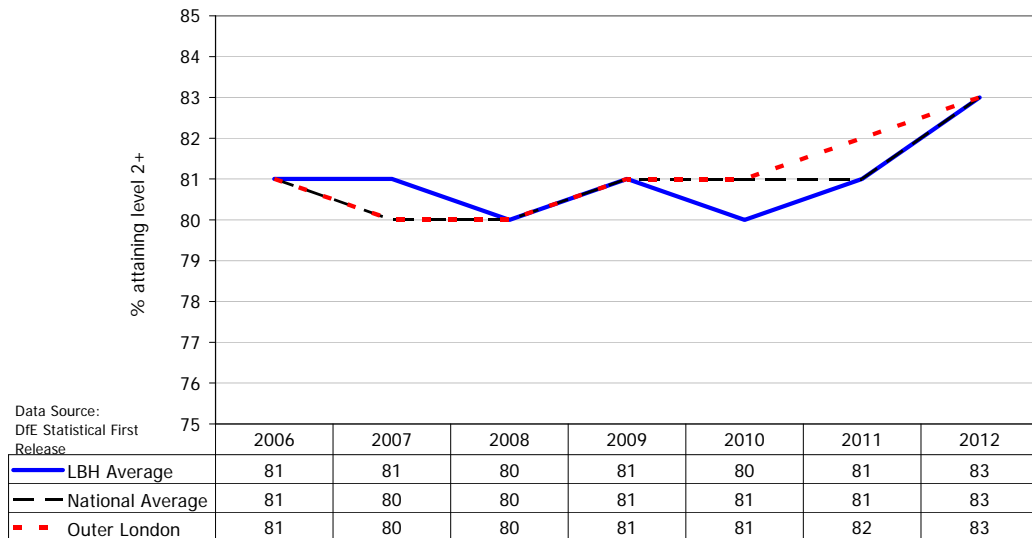
Chart 3: Percentage of Pupils attaining Level 3 or above in Key Stage 1 in READING



Writing

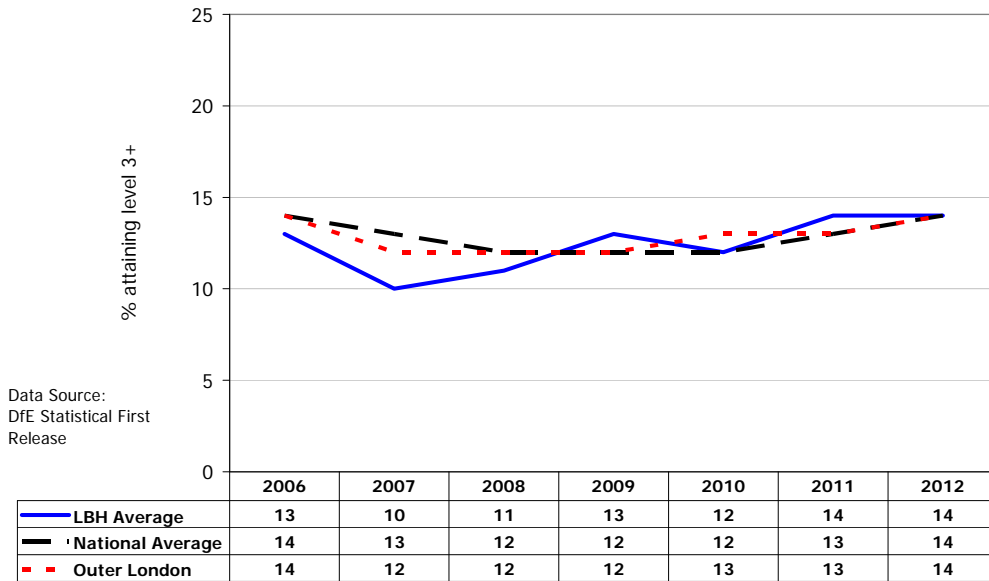
27. Chart 4 shows the proportion of Borough pupils attaining level 2 or above in Writing. The proportion of pupils reaching this level rose slightly this year in LBH schools. The proportion of pupils reaching this level nationally remained the same whilst those across schools in Outer London rose slightly.

Chart 4: Percentage of Pupils attaining Level 2 or above in Key Stage 1 in WRITING



28. Chart 5 shows the proportion of Borough pupils attaining level 3 or above in Writing at Key Stage 1. LBH results remained the same as 2011 results. Outcomes for the Borough are in line with Outer London and national figures.

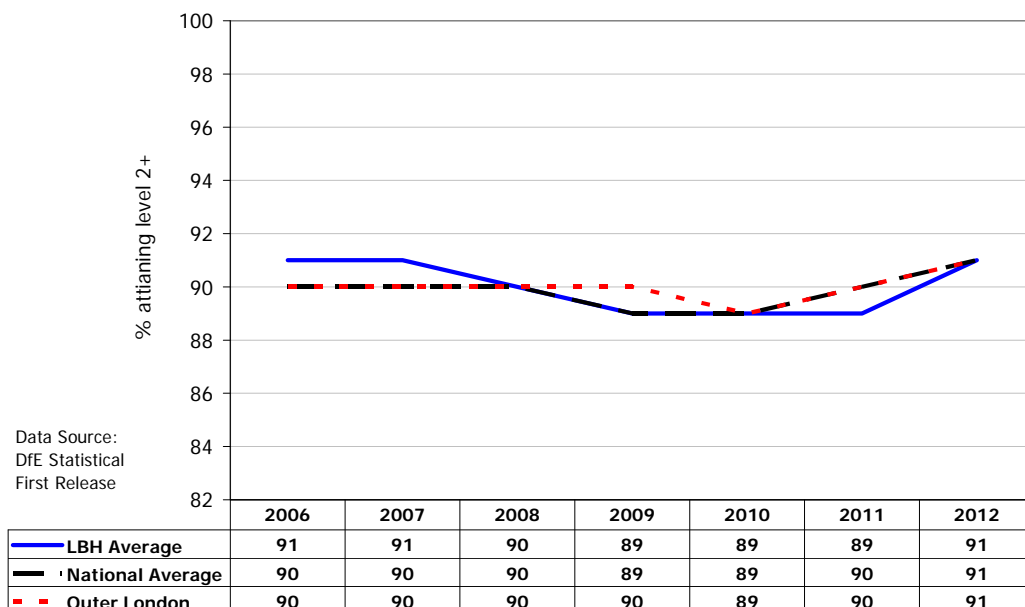
Chart 5: Percentage of Pupils attaining Level 3 or above in Key Stage 1 in WRITING



Mathematics

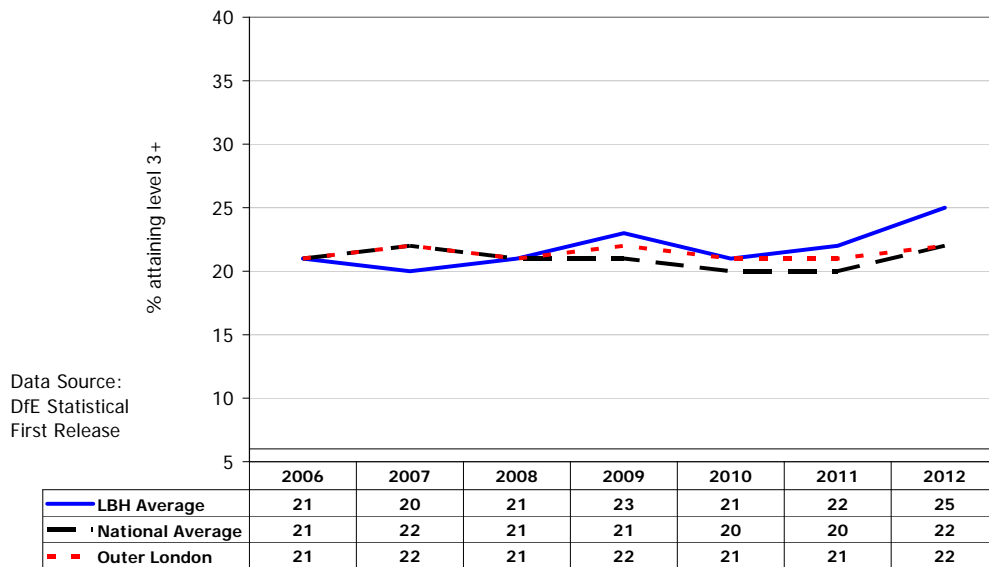
29. Chart 6 shows the proportion of Borough pupils attaining level 2 or higher in Mathematics. This has increased by 2 points since 2011. This is in line with national figures and those for Outer London.

Chart 6: Percentage of Pupils attaining Level 2 or above in Key Stage 1 in Maths



30. Chart 7 shows the proportion of London Borough of Hillingdon pupils attaining level 3 or above in Mathematics at the end of Key Stage 1. This is higher than last year and still above national figures and those for Outer London.

Chart 7: Percentage of Pupils attaining Level 3 or above in Key Stage 1 in Maths

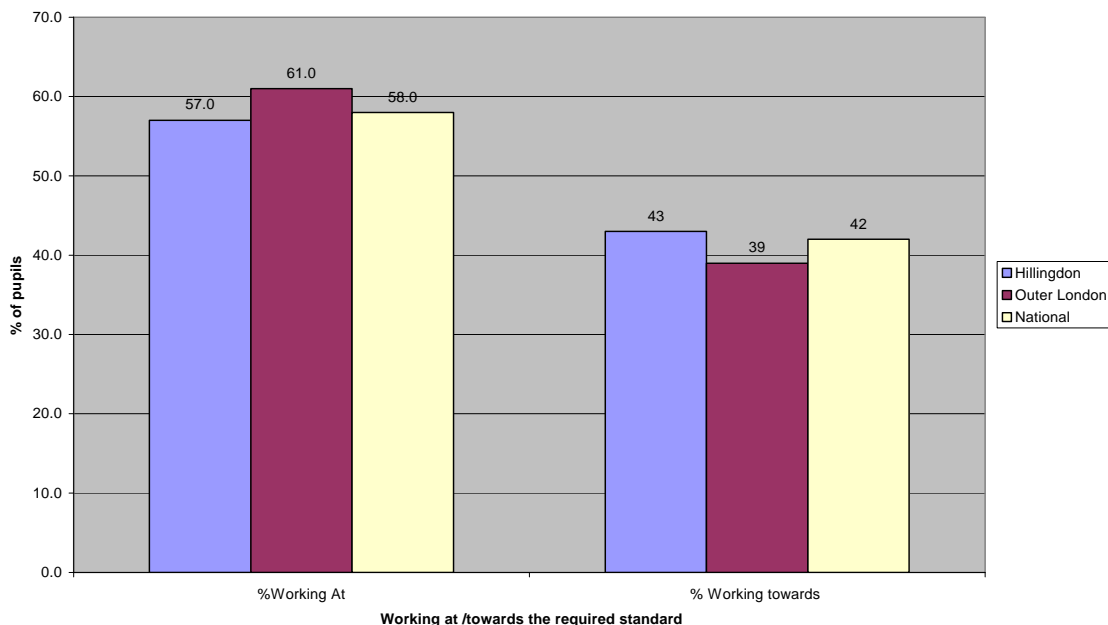


Year 1 Phonics results

31. The phonics screening test was introduced this year. It is administered to Year 1 pupils in order to ascertain whether pupils have learnt phonic decoding to help improve reading skills. The required standard is 31 words out of 40, pupils are then banded as working at the required standard or working towards the required standards.

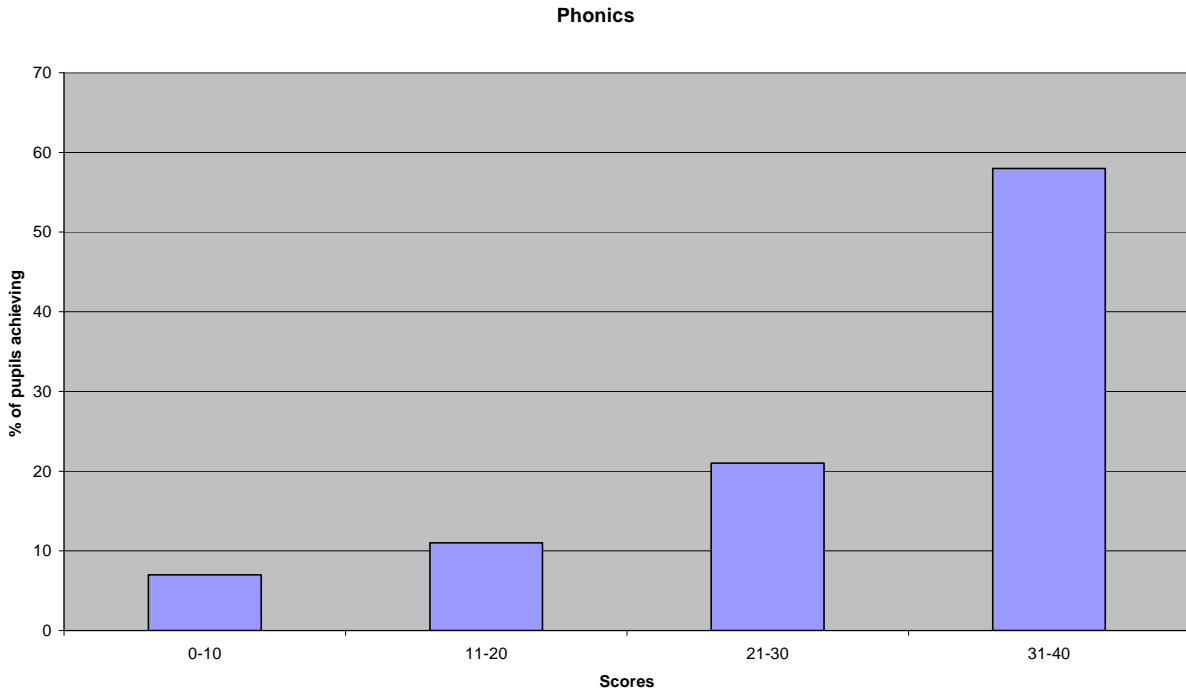
32. Chart 8 shows the number of pupils working at desired phonics outcome, 57% of pupils within Hillingdon are working at the desired level for phonics whilst 41% of pupils are working towards the desired phonics levels.

Chart 8: Percentage of pupils working at required standard



33. Chart 9 shows the breakdown of pupil scores. Overall more pupils were working at the required standard and over 20% achieved a score of 21-30.

Chart 9: Breakdown of the percentage of pupil's scores

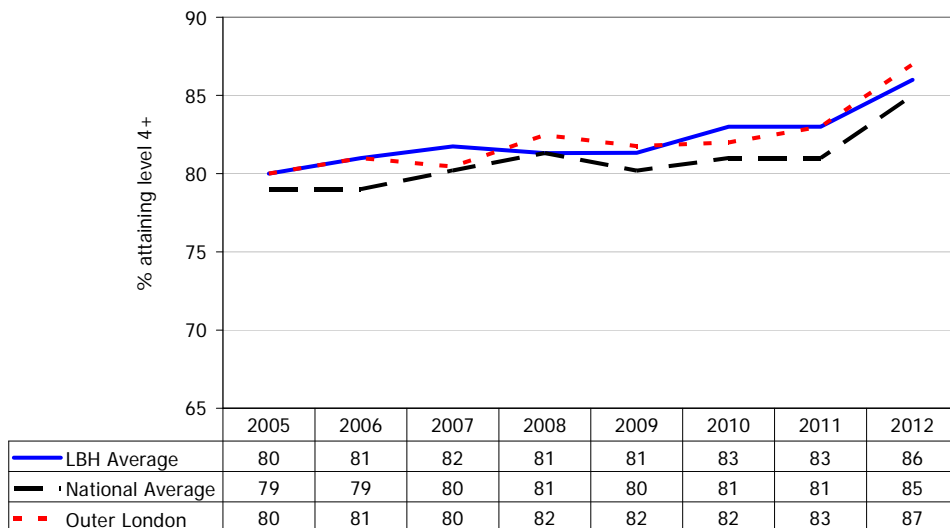


Key Stage 2

English

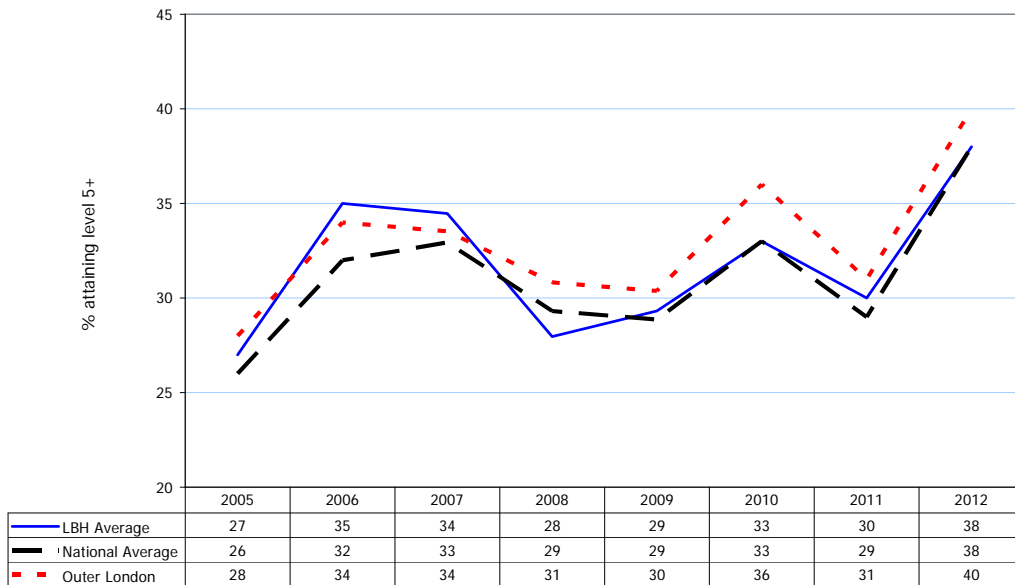
34. Chart 10 shows the proportion of Borough pupils attaining level 4 or above in Key Stage 2 English. Attainment in local schools has improved by 3 percentage points.

Chart 10: Percentage of Pupils attaining Level 4 or above in Key Stage 2 in English



35. Chart 11 shows the proportion of Borough pupils attaining level 5 or above in Key Stage 2 English. The proportion of pupils in Hillingdon schools reaching this level has improved this year. This is in-line with outcomes nationally but below those for Outer London.

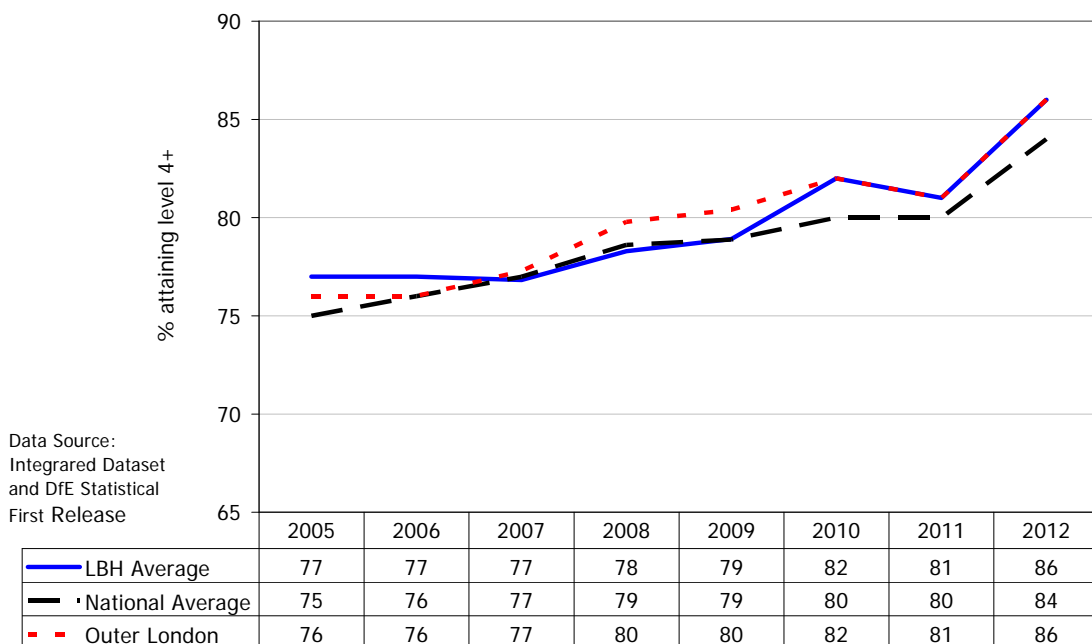
Chart 11: Percentage of Pupils attaining Level 5 or above in Key Stage 2 in English



Mathematics

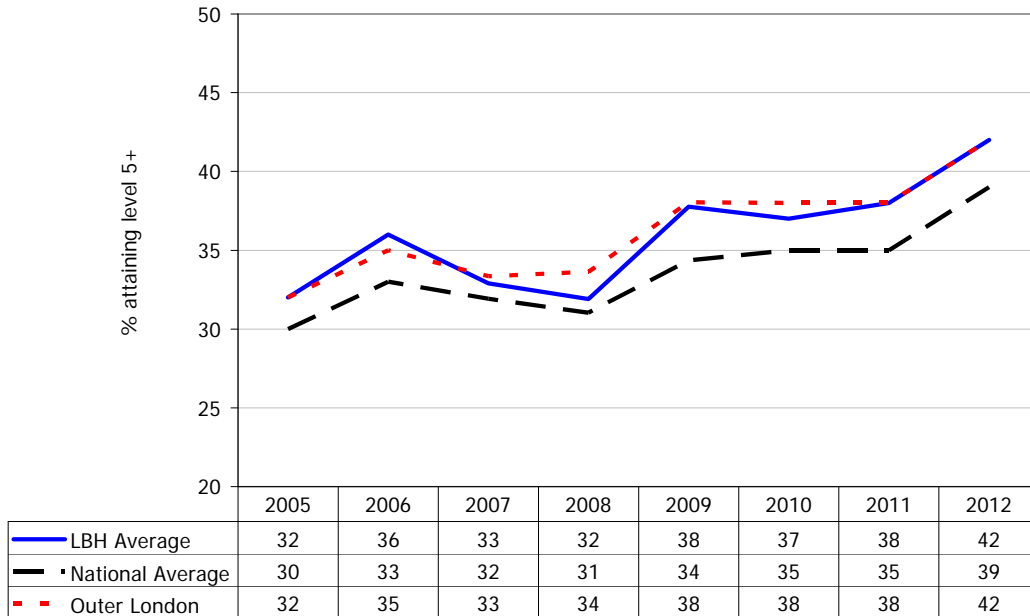
36. Chart 12 shows the proportion of Borough pupils attaining level 4 or above in Key Stage 2 Mathematics. Results for 2012 are 5 points higher than in 2011 and this is a similar trend nationally and in schools across Outer London.

Chart 12: Percentage of Pupils attaining Level 4 or above in Key Stage 2 in Maths



37. Chart 13 shows the proportion of Borough pupils attaining level 5 or above in Key Stage 2 Mathematics. Results for 2012 are 4 points higher than in 2011 and this is an improvement on national figures and in line with Outer London.

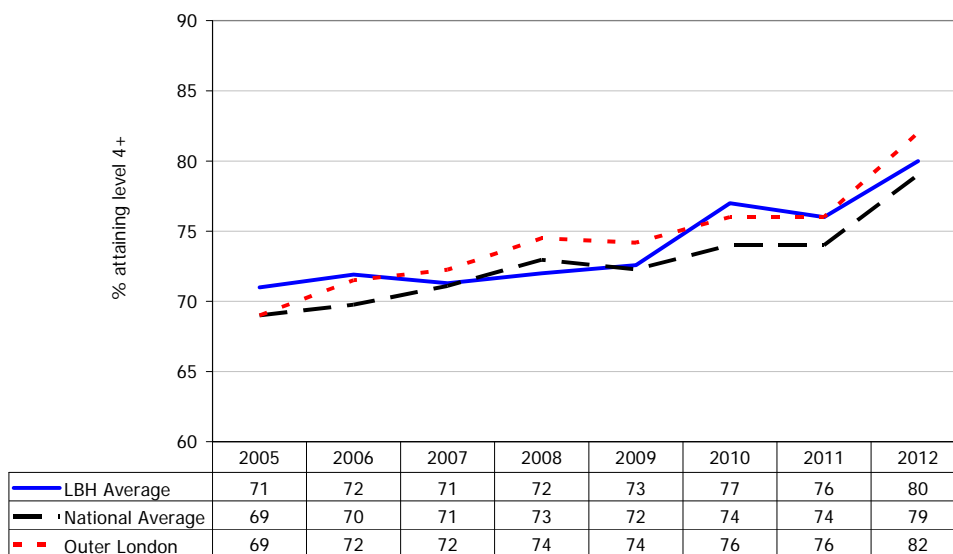
Chart 13: Percentage of Pupils attaining Level 5 or above in Key Stage 2 in Maths



English and Mathematics (Combined)

38. Chart 14 shows the proportion of Borough pupils attaining level 4 or above at Key Stage 2 in both English and Mathematics. Attainment of pupils in Borough schools continues to be higher than national levels.

Chart 14: Percentage of Pupils attaining Level 4 or above in Key Stage 2 in both English and Maths

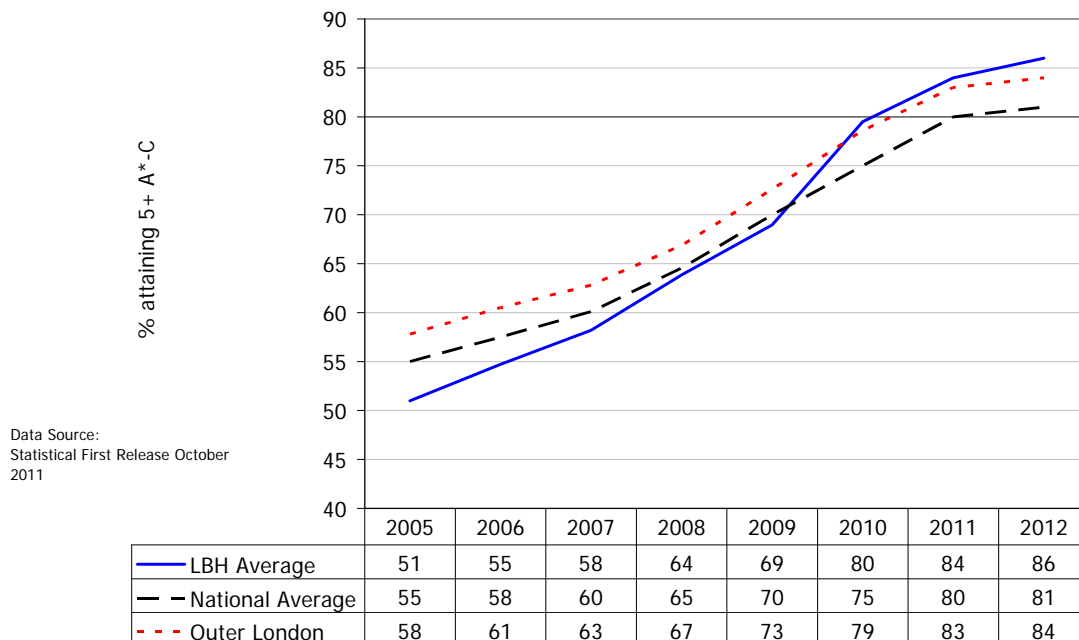


Key Stage 4

5+ A*-C Grades

39. The percentage pupils in Hillingdon schools attaining 5 or more GCSEs at grades A* - C continued to rise above the national level.

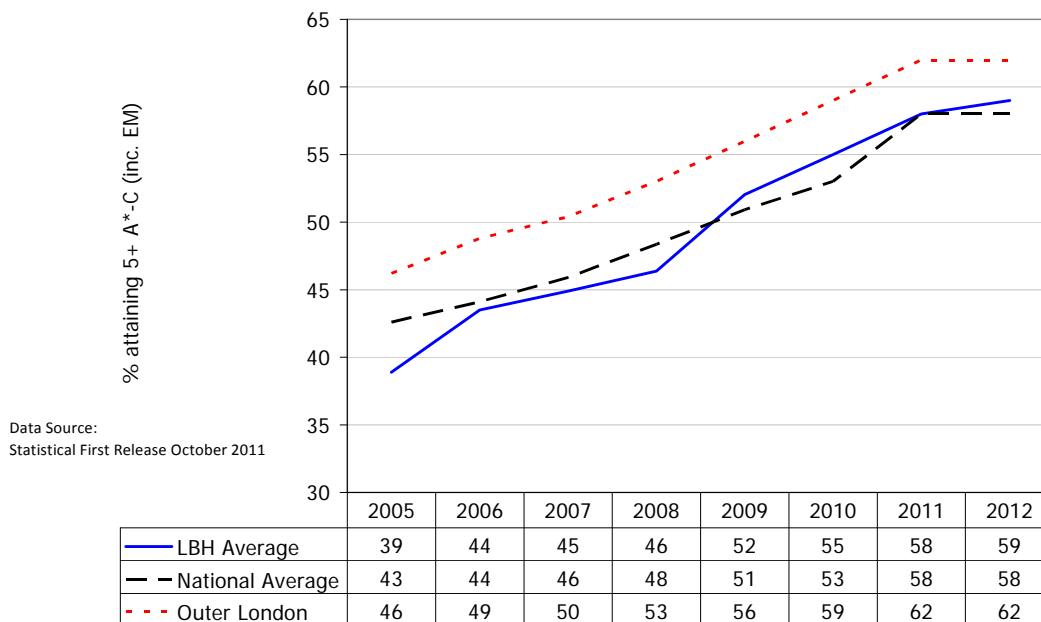
Chart 15: Percentage of Pupils attaining at least 5+ A*-C Grades



5+ A*-C Grades (Including English and Mathematics)

40. The percentage of Borough pupils attaining 5 or more GCSEs at grades A* - C (including English and Mathematics) is currently 1 percentage point higher than the national figure.

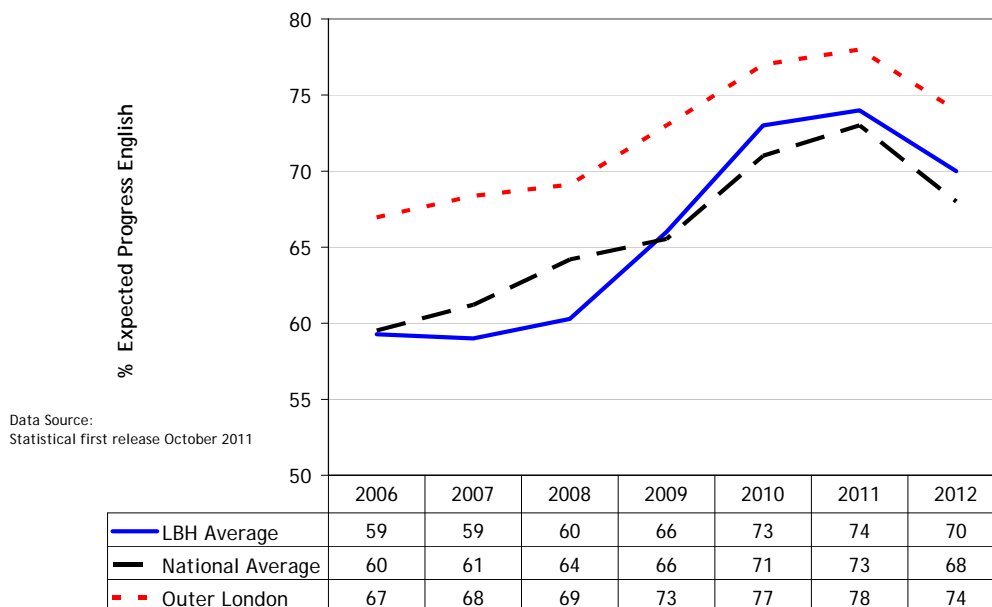
Chart 16: Percentage of Pupils attaining at least 5+ A*-C Grades (including English and Mathematics)



Expected Progress English

41. The proportion of Borough pupils making at least 3 levels progress in English has decreased and this is in line with national levels. Nationally a number of schools are currently challenging GCSE English results

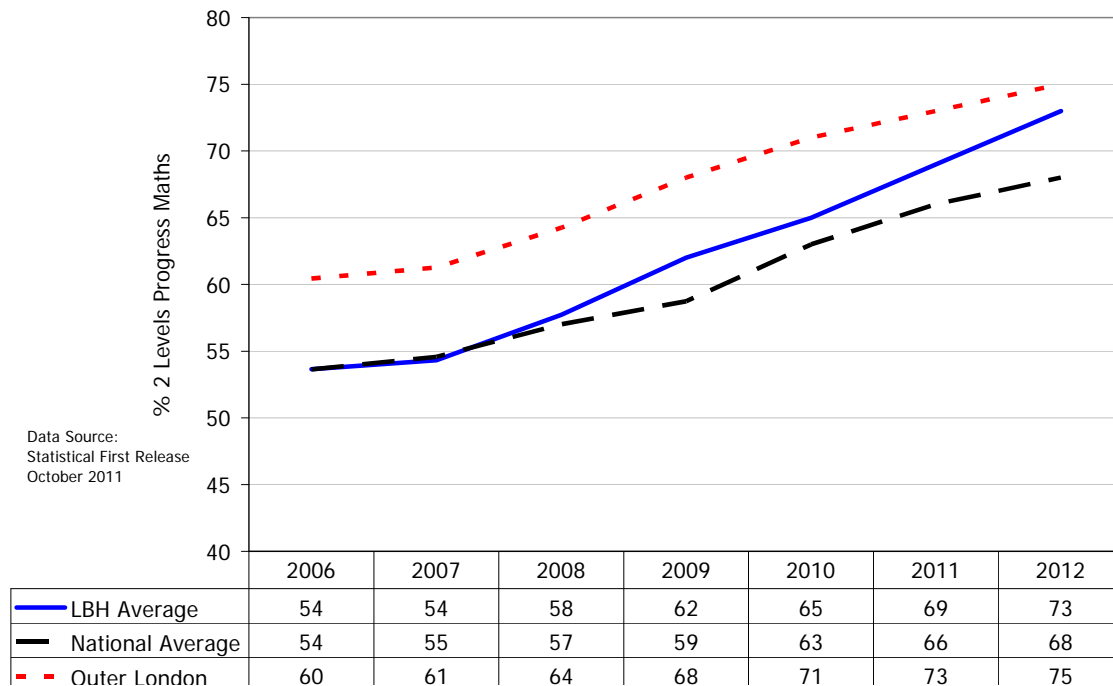
Chart 17: Percentage of pupils making expected progress in English



Expected Progress Mathematics

42. The proportion of pupils making the expected progress between KS2 and KS4 in Mathematics has increased by 4 percentage points since 2011. This remains above the national level.

Chart 18: Percentage of pupils making expected progress in Mathematics



Key Stage 5

43. There are two main national indicators of performance at Key Stage 5.

The average point score per student (based on performance in GCSE/VCE/A/AS and key skills examinations). See Chart 19.

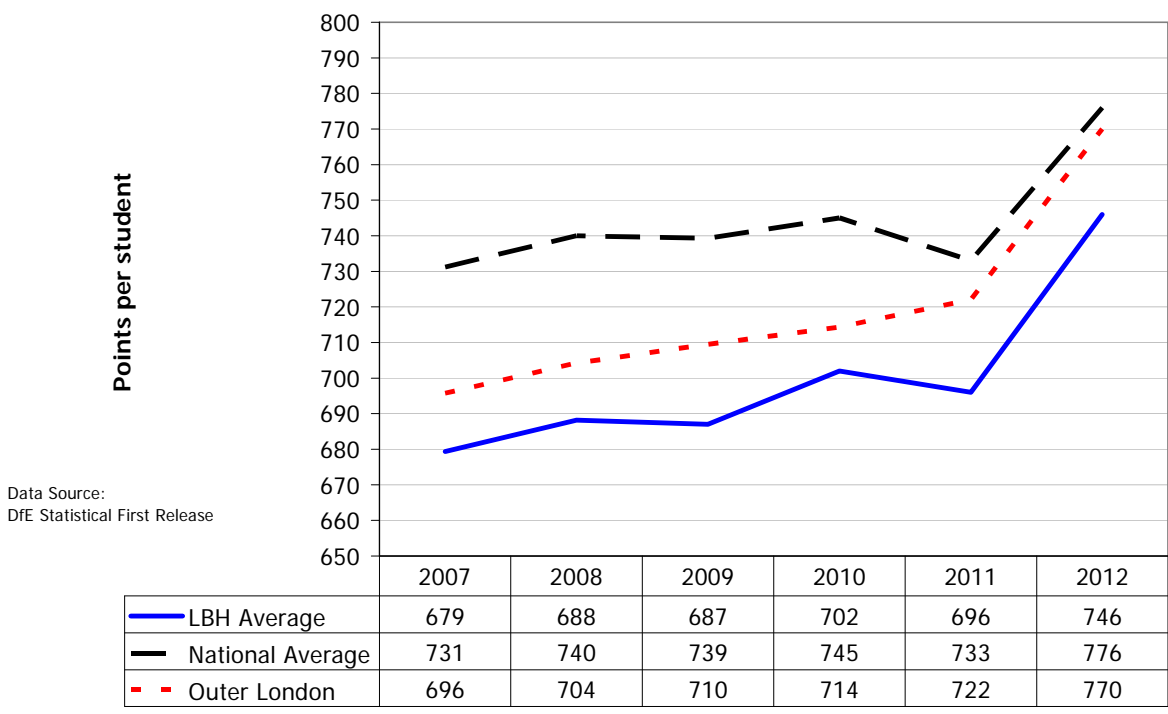
The average per exam taken (based on performance in GCSE/VCE/A/AS and key skills examinations). See Chart 20.

Average point scores are not a particularly good measure of performance post-16. They are determined by the access policy of the schools as much as achievement of the pupils. If schools restrict Level 3 courses to those with high GCSE grades then the average point scores will be much higher than if more pupils are allowed onto the courses.

Average Points per student

44. The average points per student increased both in Hillingdon and nationally. Hillingdon results remain lower than national and Outer London levels.

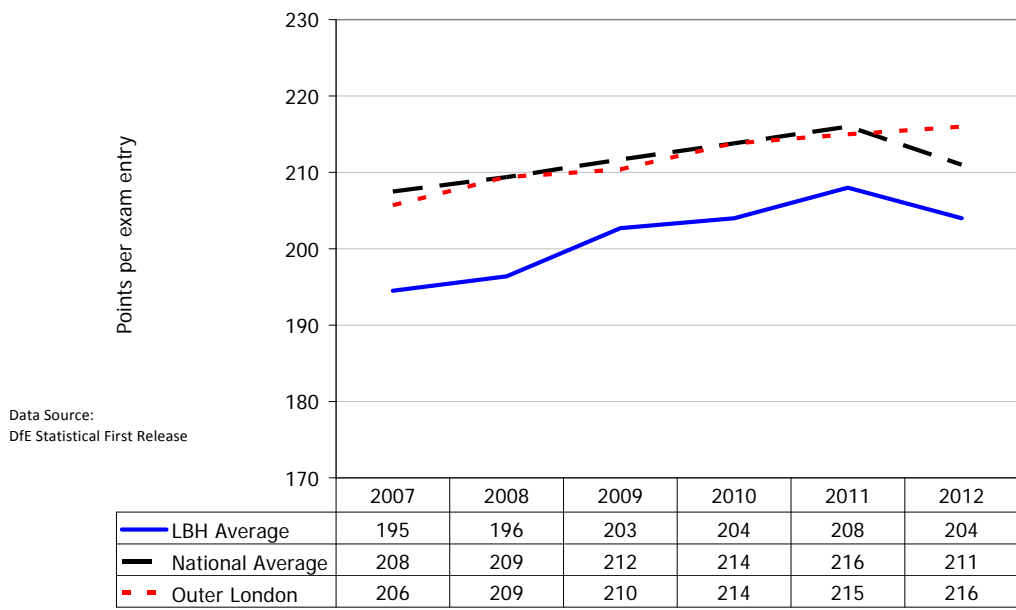
Chart 19: Average Point Score per student



Average Points per entry

45. There was a slight decrease in the average point per entry locally and this was reflected nationally.

Chart 20: Average Point Score per entry



Progress Measures

46. Progress measures are particularly useful post 16 as they take into account the attainment of students at the end of Key Stage 4. Hillingdon, along with other London Authorities, makes use of the A-Level Performance System (ALPS) to help us evaluate performance at Local Authority, institution and subject level. This analysis puts performance in Hillingdon schools and colleges over the last three years in the upper quartile nationally. The DfE also produce a contextual value added measure, which shows performance to be significantly above expectation in six Hillingdon schools.

Performance of Pupil Groups

47. The focus in the tables below is for pupils with SEN or those eligible for Free Schools Meals and this information is taken from Fischer Family Trust (FFT) Value Added (VA) reports. The report shows the attainment of these groups over the last three years. It then shows whether there has been a significant change in the results, taking into account the last 3 years of data. The following abbreviations are used: SEN (Special Educational Needs), A (Action), P (Action Plus), S (Statement), and FSM (*eligible for Free School Meal*).

Key Stage 1

Table 3: Key Stage 1 Reading by pupil group

Group	Number of Pupils 2012	% Attaining Level 2+			FFT VA (Contextual) 2009-2012
		09/10	10/11	11/12	
SEN - A	456	56.7	67.7	67.1	+2.3 (Sig)
SEN - P	217	50.0	51.4	62.7	+6.5 (Sig)
SEN - S	84	22.8	28.9	19.0	+6.8 (Sig)
FSM	689	69.6	76.4	80.7	+2.3 (Sig)

Table 4: Key Stage 1 Writing by pupil group

Group	Number of Pupils 2012	% Attaining Level 2+			FFT VA (Contextual) 2009-2012
		09/10	10/11	11/12	
SEN - A	456	47.2	52.1	52.9	-1.2
SEN - P	217	38.2	39.8	45.6	+2.6
SEN - S	84	19.3	16.7	9.5	+2.4
FSM	689	64.2	70.2	73.4	+1.4

Table 5: Key Stage 1 Mathematics by pupil group

Group	Number of Pupils 2012	% Attaining Level 2+			FFT VA (Contextual) 2009-2012
		09/10	10/11	11/12	
SEN - A	456	71.8	72.0	77.6	+0.1
SEN - P	217	55.4	62.4	69.9	+0.5
SEN - S	84	29.8	22.2	29.8	+7.5 (Sig)
FSM	689	76.9	80.9	86.6	+1.3

Key Stage 2

48. The information in these tables is based on pupils with both KS1 and KS2 results.

Table 6: Key Stage 2 English by pupil group

Group	Number of Pupils 2012	% Attaining Level 4+			FFT VA 2009-2012
		09/10	10/11	11/12	
SEN - A	445	63.7	59.9	65.2	-4.7 (Sig)
SEN - P	191	42.9	53.9	42.9	-10.2 (Sig)
SEN - S	83	11.1	14.7	21.7	-6.4 (Sig)
FSM	541	67.7	71.6	78.2	-0.8

49. Progress between KS1 and KS2 in English was significantly lower for pupils assessed as SEN Action Plus in 2012 compared to 2011. Progress for all other groups increased in 2012

Table 7: Key Stage 2 Mathematics by pupil group

Group	Number of Pupils 2012	% Attaining Level 4+			FFT VA 2009-2012
		09/10	10/11	11/12	
SEN - A	445	64.9	57.7	67.2	-3.6 (Sig)
SEN - P	191	47.3	57.9	56.0	-4.9 (Sig)
SEN - S	83	16.6	9.2	15.7	-9.7 (Sig)
FSM	541	67.5	67.5	78.7	-1.1

50. The proportion of pupils performing at this level was higher than in 2011 for all groups other than those with SEN Action Plus.

Table 8: Key Stage 2 English and Mathematics by pupil group

Group	Number of Pupils 2012	% Attaining Level 4+			FFT VA 2009-2012
		09/10	10/11	11/12	
SEN - A	445	50.0	44.1	53.7	-6.5 (Sig)
SEN - P	191	31.7	43.8	35.6	-9.9 (Sig)
SEN - S	83	8.9	7.4	9.6	-7.8 (Sig)
FSM	541	57.6	59.6	70.1	-1.9 (Sig)

51. Most groups performed broadly in-line with expectations. The proportion of pupils performing at this level was higher than in 2011 for all groups other than those on SEN Action Plus.

Key Stage 4

52. The information in these tables is based on pupils with both KS2 and KS4 results.

Table 9: Key Stage 4 5+ A*-C Grades

Group	Number of Pupils 2012	% 5+ A*-C			FFT VA (from KS2) 2009-2012
		09/10	10/11	11/12	
SEN - A	541	64.7	76.8	81.3	+5.4 (Sig)
SEN - P	236	52.5	52.1	58.2	-9.9 (Sig)
SEN - S	89	19.1	29.2	19.5	-1.5
FSM	457	69.8	72.9	77.4	+5.4 (Sig)

53. Pupils eligible for Free School Meals (FSM) and those with an SEN statement made significantly more progress between KS2 and KS4 than similar pupils.

Table 10: Key Stage 4 5+ A*-C Grades (including English and maths)

Group	Number of Pupils 2012	% 5+ A*-C (including English & Maths)			FFT VA (from KS2) 2009-2012
		09/10	10/11	11/12	
SEN - A	541	24.8	37.0	36.0	-3.8 (Sig)
SEN - P	236	24.2	20.1	17.7	-12.0 (Sig)
SEN - S	89	6.7	3.4	7.3	-1.0
FSM	457	36.5	41.3	45.7	+1.4

54. The progress of children with SEN Action and SEN Action Plus was significantly below expectation. The outcomes for pupils eligible for FSM and those with a statement are much higher than they were in 2011.

Looked After Children

55. Key Stage 1: 55.5% (5 of 9 LAC) achieved L2 or above in English and Maths.

56. Key Stage 2: 28.6% (2 of 7 LAC) achieved L4 in English and Maths, 1 of whom achieved L5 in English and Maths. (The other 5 pupils have statements of SEN and were operating below the level of the tests).

57. Key Stage 4:

Of the 43 reportable Y11 LAC:		
Sat at least 1 GCSE (or equivalent) examination	31	72.0%
Achieved at least 1 GCSE (or equivalent) examination	31	72.0%
Achieved at least 5 A*-G (or equivalent) examination	21	48.8%
Achieved at least 5 A*-C (or equivalent) examination	11	25.6%
Achieved at least 5 A*-C (or equivalent) examination, including English & Maths	5	11.6%

Of the 12 pupils (27.9%) who did not sit GCSE (or equivalent exams)

- 9 stated pupils all of whom attended special schools
 - 4 of whom sat appropriate examinations
 - 1 refused to sit examinations
 - 1 NEET – Long term school refuser
 - 3 severe disabilities so examinations were not appropriate
- 3 attend college and are on ESOL courses

Hillingdon Adult Learning Service

58. Hillingdon Adult Learning Service (HAL) is a front line service of the London Borough of Hillingdon. HAL offers learning opportunities for residents through a contract with the Skills Funding Agency (SFA) and the Young Peoples Learning Agency (YPLA). The service delivers learning which matches the Department of Business, Innovation and Skills priorities and the identified needs of Hillingdon residents, contributing significantly to the Sustainable Community Strategy.

59. As a SFA funded provider, key performance indicators are monitored annually and the service is subject to Ofsted inspections. The quality of provision offered by the service has an impact on subsequent funding levels by the SFA and the Council's ability to engage in competitive national funding bids and projects.

Headline Data for 2011-2012

Success Rates

KPI	2011-12	2010-11	2009-10	% Change 09-10 to 10-11	% Change 10-11 to 11-12	% Change 09-10 to 11-12
Success Rates	87%	86%	82%	+4%	+1%	+5%
<i>of which:</i>						
Long Courses	84%	83%	79%	+4%	+1%	+5%
Short Courses	87%	87%	83%	+4%	+0%	+4%
<i>funded by:</i>						
Accredited (LR/ER)	84%	83%	78%	+5%	+1%	+6%
Non-Accredited (ASL/FS)	88%	88%	84%	+4%	+0%	+4%

Benchmarking Comparisons	2010-11	2009-10	11-12 Comparison to 10-11 Benchmarks	10-11 Comparison to 10-11 Benchmarks	09-10 Comparison to 09-10 Benchmarks
General FE & Tertiary Colleges	79.2%	78.8%	+7.5%	+7.1%	+3.5%
Other Public Funded Institutions	76.8%	75.5%	+9.9%	+9.5%	+6.8%

Achievement and Retention (component parts of overall Success rates)

	2011-12	2010-11	2009-10
Success rate	87%	85%	82%
Achievement	93%	93%	89%
Retention	93%	91%	91%

Quality of Provision 2011-12

In February 2011, the service underwent an Ofsted inspection and was graded as Good. For 2011-12, the service was required to carry out its annual Self Assessment Review (SAR) * to further validate the effectiveness and quality. The service's robust self assessment mechanisms led to the grades below:

		Ofsted Grade at Inspection
Overall Effectiveness		2
Outcomes for learners		2
Quality of Provision		2
Leadership and Management		2
Subject areas inspected in depth		
Subject area 1	Early Years and Childcare	1
Subject area 3	Agriculture and Horticulture	2
Subject area 6	ICT	2
Subject area 9	Arts, Media and Publishing	2
Subject area 12	Languages	2
Subject area 14	Life & Employment Skills, inc Adult Learning Difficulties and Disabilities	2 (all)

Grade 1- outstanding, Grade 2- good, Grade 3 – requires improvement, Grade 4 – inadequate

*The Ofsted Common Inspection Framework for Learning and Skills changed in September 2012. The service's SAR was completed against this new framework and requirements.

Section 4: Conclusions & Next Steps

60. Results have improved for the eighth consecutive year and attainment for pupils in Hillingdon continues to rise, from Foundation Stage to Key Stage 4. Results remain either in line with or above national results.
61. Ofsted assessed that 79% of secondary pupils and 75% of primary pupils attended a school which was judged as good or outstanding.
62. Success rates of pupils in Hillingdon's Adult Learning Services continued to rise from 85% to 87%.
63. Attainment for pupils within Hillingdon continues to improve. The Council continues to work with Schools to maintain the continued increase in positive outcomes for its pupils.

Financial Implications

There are no financial implications arising from this report

EFFECT ON RESIDENTS, SERVICE USERS & COMMUNITIES

What will be the effect of the recommendation?

Better informed education provision for children in Borough schools and other educational establishments

Consultation Carried Out or Required

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

CORPORATE IMPLICATIONS

Corporate Finance

Corporate Finance has reviewed this report and confirms there are no direct legal implications.

Legal

This report sets out in some detail the high standards and quality of education in Hillingdon schools. Cabinet are being asked to note the report and as such, there are no specific legal implications arising from it

BACKGROUND PAPERS

NIL