

STANDARDS AND QUALITY IN EDUCATION IN HILLINGDON 2014/2015

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REASON FOR ITEM

This report provides Members with an overview of the standard and quality of education across Hillingdon schools for local residents. The report focuses on attainment and achievement for the academic year 2014/15. To ensure standards continue to rise, the report identifies further areas for action with schools.

OPTIONS OPEN TO THE COMMITTEE

- To ask officers and / or schools any questions arising from this report.
- To note the information provided in the report.

INFORMATION

This report presents to the Committee the education standards and quality in Hillingdon schools for 2014/15. Cabinet will receive consider the education standards and quality report on 18 February 2016. The following papers are attached with this report:

Appendix 1 - Further information about Looked After Children

Appendix 2 - Hillingdon School Improvement Plan

SUGGESTED COMMITTEE ACTIVITY

- To seek clarification of the information contained in the report.
- To note the information provided in the report.

BACKGROUND PAPERS

Nil.

Summary

The main findings from the review of schools performance for the academic year 2014/15 are that:

- Within the early years and primary phases, overall attainment has risen with most key measures of educational progress and attainment showing a significant improvement when compared to 2014 data. Results overall remain at least in line with and in many cases, significantly above national averages.
- Within the secondary phase, overall attainment is broadly in line with national averages at KS4.
- Ofsted inspection data indicates that Hillingdon has a larger number than average of schools requiring improvement. The council is taking action to mitigate this by implementing a new plan for school improvement. Four schools have recently been judged to have moved from 'requires improvement' (RI) to 'good'.
- For Looked After Children, significant improvement has been made to raise educational outcomes compared to 2013/14.
- The gap between disadvantaged children and their peers is closing at all Key Stages.

The remainder of the report provides further information about the outcomes achieved at the different education stages and contains additional appendices and presentations of data.

Putting Our Residents First - Raising Standards in Education

- Putting residents first is central to the work of Hillingdon Council. This includes fulfilling its duty to ensure that its 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.
- In recent years, Hillingdon Council has delivered a significant primary school places expansion programme to meet the rising demand for school places. This investment by the Local Authority in new and modern education buildings and facilities is providing the high quality learning environment that children need in Hillingdon for the best start in life.
- The Council recognises that access to the very best education opportunities in high-quality schools and settings ensures that Hillingdon remains a popular and desirable place of choice for families.
- National changes within the education landscape mean that schools now operate within a framework of increasing autonomy and have ultimate responsibility for their own performance. This means that schools are generally responsible for deploying their own school improvement resources to support continuous self-improvement.

- The Council, though, has a particular role to play in promoting high standards for all pupils and, in particular, those most at risk of underachievement, the vulnerable and young people from disadvantaged backgrounds. In order to undertake this role effectively, the Council actively monitors and supports maintained schools by providing challenge and brokerage to effect improvement for the young people of Hillingdon.

The Council does this by:

- Collating and analysing the performance of all publicly 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, personal educational plans for children looked after and monitoring the progress of these plans.
- 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 against maintained schools and / or notifying the Regional Schools Commissioner of concerns in Academy schools in order to drive up standards.
- Building capacity within the schools-led improvement community in Hillingdon.

For Academies and Free Schools the Local Authority has limited powers to intervene but can, if necessary, refer concerns to the new Regional Schools Commissioner and/or the Secretary of State for Education.

Ofsted Inspections of Schools

During the academic year 2014/15, Ofsted made a number of significant changes to the inspection framework in preparation for the launch of the new Common Inspection Framework, effective from September 2015. During this period of national change, sixteen schools were inspected in Hillingdon. Of the sixteen, six of these schools demonstrated an improvement in final inspection judgement whilst ten of the sixteen received a decreased grade. The majority of decreased judgements were a result of schools previously judged 'good' moving to 'requiring improvement'.

Overall data for 2014/15 shows that inspection outcomes for schools in Hillingdon were broadly in line with the national picture at the top and bottom end of the spectrum. However, it is also evident that 2014/15 saw more schools in Hillingdon requiring improvement than nationally.

Table 1: Summary of Schools in Hillingdon by Ofsted Judgement

Ofsted Judgements from School Inspections 2014/15								
Phase	Outstanding		Good		Requiring Improvement		Inadequate	
	National	LBH	National	LBH	National	LBH	National	LBH
Primary	18%	18%	67%	63%	14%	19%	1%	0%
Secondary	21%	26%	53%	53%	21%	16%	5%	5%
TOTAL (all schools)	20%	21%	64%	59%	14%	19%	2%	1%

National data from Ofsted statistics September 2014 - August 2015

Monitoring and Challenging the Performance of Individual Schools

As part of the statutory responsibilities placed on the Council to monitor the performance of individual schools and support schools to raise their standards, during 2014/15 the Local Authority established a new executive group to drive school improvement across the Borough. This was in order to develop a clear plan for school improvement in Hillingdon. This strategic plan has undergone formal consultation with schools and was endorsed by Cabinet in December 2015, following approval of its key principles in July 2015. The plan includes six central elements of monitoring, intervention and challenge within a broader framework of school-led improvement activity. This highly collaborative and school-driven approach ensures that school improvement activity in Hillingdon mirrors the national direction for school support and intervention. The Hillingdon Schools' Improvement Plan includes specific guidance for schools around the responsibilities of the Local Authority with regard to monitoring and intervening where schools are, or may be, at risk of underperformance. This includes processes for risk assessment, intervention by officers and acceleration to the use of formal powers of intervention as required.

The implementation of the principles set out within the Hillingdon School Improvement Plan allowed the Council to identify a group of schools whose data in 2014/15 indicated that they could be at risk of underperformance and a decline in inspection outcomes against the new inspection schedule. These schools have received intensive monitoring by officers and the Council has used its programme of targeted school reviews and its key brokerage role within the local school improvement community to signpost appropriate support for each school at risk. In addition and where schools identified as being at risk are academies for whom the Local Authority is not the legally responsible body, the Council has linked with the Regional Schools Commissioner to highlight concerns as per statutory guidance.

During 2014/15 it was necessary for the Council to commence intervention action in three schools where education standards were not improving rapidly enough. This approach resulted in challenge meetings between senior officers and school leaders, intensive brokering of support where required and the use of pre-warning and formal Warning Notices. In addition, the Council used its powers of intervention to tackle inadequate governance by establishing Interim Executive Boards where necessary. Evidence

gathered to date indicates that these actions have led to significant improvement including improved inspection outcomes.

Having redefined the roles and responsibilities of the Local Authority during 2014/15, the priority for the coming year is for officers to work closely with the Schools' Strategic Partnership Board to implement the new Hillingdon School Improvement Plan. This plan will ensure that the Council fulfils its duties with regard to acting as a champion of high standards of education for all young people in Hillingdon, whilst simultaneously building capacity within the local school-led system.

Overview of School Performance in Hillingdon 2014/15

Foundation Stage

- Overall, Hillingdon's performance for the seven key subjects shows a significant improvement across all areas. From a lower starting point, Hillingdon is now in line with national attainment in Physical Development and Mathematics, marginally below national levels in Communication and Language, Personal, Social and Emotional Development and Understanding the World. However, Hillingdon children attain higher than nationally in Literacy and Expressive Art and Design. Data demonstrates that the Foundation Stage in Hillingdon has improved at a faster rate than both the national and Outer London averages.
- Hillingdon's attainment within individual Early Learning Goals (ELGs) is now broadly in line with that found nationally with overall Good Levels of Development demonstrating significant gains when compared to the previous academic year. Notably strong performance was seen in Writing, where outcomes are now 2.2% above national averages and in Media and Materials, which is now 2.6% above national levels. Performance is less strong in the areas of Speaking and in Managing Feelings and Behaviour where the Local Authority average is 1.9% and 2.6% lower than the national averages respectively.
- In relation to gender analysis at the Foundation Stage, in Hillingdon, boys have outperformed girls in most measures. In Literacy boys are above the national average by 3.9% and are above the London average by 6%. In Maths and GLD (Good Level of Development) the attainment of boys is above national levels by 1.6% and 1.4% respectively. Outcomes for girls are marginally below national averages in Literacy and Maths by 1.2% and 1.9% respectively and are below the national GLD by 3.4%.
- In relation to individual ELGs the main headlines are: LA boys are 2.4% above national in reading, 4.6% above in writing 1.8% above in Number and Shape, Space and Measures and are 3.2% above in Media and Materials. These outcomes compare favourably against Outer London measures. Girls are broadly in line with national outcomes, except in Speaking, with a differential of -2.7%, -1.8% in reading and -1.9% below in People and Communities.

- In the prime areas of learning (Communication and Language, Personal, Social and Emotional Development and Physical Development) children receiving Pupil Premium are 7% below that of children not receiving the premium, however there is a gap in Maths and Literacy; the differential is 15% and 17% respectively.

Priorities for Foundation Stage

- To continue to support teachers in making secure and consistent judgements against national standards through rigorous moderation. The focus last year was on Literacy, Expressive Arts and Design and Physical development which saw increases of 7%, 4% and 5% in 2015. In response to the analysis of 2015 data the focus for Foundation Stage moderation this year will be Personal, Social and Emotional Development, Communication and Language and Understanding the World.
- To ensure that girls are making appropriate progress and are in at least in line with national levels, especially in relation to Maths and Literacy.
- To continue to develop strategies to support teachers in providing speaking and listening interventions for children for who English is an additional language.
- To ensure that pupils in receipt of the new Early Years Pupil Premium are supported through effective interventions to make better progress in Literacy and Maths.
- To improve leadership and management skills within the Early Years & Foundation Stage so that the monitoring and evaluation of approaches and interventions is more effective and leads to better outcomes for children.

Table 2: Performance at Foundation Stage - Percentage of Overall Teacher Assessments (difference in performance to 2014 shown in brackets)

Subject	Hillingdon		National		London	
	2014	2015	2014	2015	2014	2015
Communication & Language	69	79(+10)	77	80(+3)	78	81(+3)
Physical Development	83	87(+4)	86	87(+1)	86	88(+2)
Personal Social & Emotional Development	78	82(+4)	81	84(+3)	82	85(+3)
Literacy	65	72(+7)	66	70(+4)	68	73(+5)
Mathematics	69	76(+7)	72	76(+4)	74	78(+4)
Understanding the World	77	81(+4)	80	82(+2)	80	83(+3)
Arts/Design & Making	82	87(+5)	83	85(+2)	83	87(+4)

Key Stage 1

- In 2014/15, by the end of Key Stage 1, pupils are expected to reach the national Level 2 in Reading, Writing and Maths and to achieve the expected standard in Phonics.
- Overall outcomes at Key Stage 1 in Hillingdon show improvement compared to 2013/14 and are generally at least in line with and, in most cases, above the national average and at least in line with 'All London' averages.
- In Phonics, a greater proportion of children achieved the expected standard in Year 1 than nationally, indicating that more children in Hillingdon have the key phonetic skills to support growing literacy than their peers elsewhere.
- In Reading, the proportion of children achieving the expected Level 2B standard has risen compared to the previous year, as has the percentage of children reaching the higher L3 standard. This means that outcomes in Reading are better than the national and All London averages.
- In Writing, Hillingdon children outperform other children nationally and are at least in line with the 'All London' averages, with particular improvement noted in securing the Level 2B expected standard.
- In Maths, there has been improvement at all levels with outcomes better than the national and All London picture. Particularly positive outcomes are noted for children working at the higher Level 3 standard.

Priorities for Key Stage 1

- Further detailed analysis shows some differences in attainment and progress across some specific pupil groups, including those that are disadvantaged and the more able.
- Maintaining the improvement of the performance of boys at Key Stage 1 to ensure that the gap between the genders continues to close.
- Continue to focus on the quality of writing to bring standards in line with All London averages.

Table 3: Phonics Outcomes in Hillingdon - Percentage of pupils achieving expected standard (difference in annual performance shown in brackets)

Phonics	Region	2013	2014	2015
Year 1	Hillingdon	71	77 (+6)	80 (+3)
	National	69	74 (+5)	77 (+3)
	London	72	77 (+5)	80 (+3)
Year 2	Hillingdon	68	90 (+22)	91 (+1)
	National	68	89 (+21)	90 (+1)
	London	85	89 (+4)	91 (+2)

Table 4: Key Stage 1 Outcomes in Hillingdon - Percentage of overall results (difference in annual performance shown in brackets)

Subject	Level	Hillingdon		National		London	
		2014	2015	2014	2015	2014	2015
Reading	2+	91 (-)	91 (-)	90 (+1)	90 (-)	90	91 (+1)
	2b+*	82	84 (+2)	81	82 (+1)	82	83 (+1)
	3+	33 (+2)	34 (+1)	31 (+2)	32 (+1)	30	33 (+3)
Writing	2+	87 (+2)	89 (+2)	86 (+1)	88 (+2)	87	89 (+2)
	2b+*	71	75 (+4)	70	72 (+2)	72	74 (+2)
	3+	17 (+2)	19 (+2)	16 (+1)	18 (+2)	17	19 (+2)
Maths	2+	93 (+1)	93 (-)	92 (+1)	93 (+1)	93 (-)	93 (-)
	2b+*	82	83 (+1)	80	82 (+2)	81	83 (+2)
	3+	28 (+2)	29 (+1)	24 (+1)	26 (+2)	25	28 (+3)

*usual measure

Key Stage 2

- Overall outcomes at Key Stage 2 in Hillingdon this year compare favourably against the 2014/15 national and All London pictures with improvement evident in most measures, compared to last year. Results are generated by a combination of national tests and teacher assessment which is moderated within the Local Authority and across neighbouring boroughs. For the first time, we are able to compare Grammar, Punctuation and Spellings scores with previous data and are able to report a combined result (Reading, Writing and Maths).
- In Reading, the percentage of children achieving the expected standard of Level 4B has improved and is now above the national average and only marginally below the All London level. Improved outcomes for the higher L5 standard mean that Reading outcomes for the more able are better than the 2015 national average and are now in line with the All London picture.
- In Writing, where results are based on teacher assessment, Hillingdon's results are better than the national average and, at the higher Level 5 standard, are showing faster improvement than other children nationally.
- In Maths, where there has been less improvement overall when compared to the previous year, 2015 outcomes still show a consistently strong performance with better than national results at all levels although Hillingdon is not yet in line with the All London averages
- With regard to Grammar, Punctuation and Spelling, results in Hillingdon show significant improvement compared to last year and continue to outperform both the national and All London averages.
- The combined Reading, Writing and Maths result (RWM), which is based on attainment at the expected national standard, shows that Key Stage 2 in Hillingdon has made positive gains since last year, remaining above the national average and now also just above the All London average.

Table 5: Key Stage 2 Outcomes in Hillingdon - Percentage of overall results (difference in annual performance shown in brackets)

Subject	Level	Hillingdon		National		London	
		2014	2015	2014	2015	2014	2015
Reading	4+	89 (+2)	89 (-)	88 (+2)	89 (+1)	90	90 (-)
Reading	4B+***	78 (+2)	81.2 (+3.2)	78 (+3)	80 (+2)	80	82 (+2)
Reading	5+	49 (+6)	50 (+1)	49 (+4)	48 (-1)	51	50 (-1)
Writing (TA*)	4+	88 (+4)	88 (-)	85 (+2)	87 (+2)	88	88 (-)
Writing (TA*)	5+	33 (+4)	38 (+5)	33 (+3)	36 (+3)	36	39 (+3)
Maths	4+	88 (+1)	89 (+1)	85 (-)	87 (+2)	89	89 (-)
Maths	4B+	79 (+2)	79.6 (+0.6)	75 (+2)	77 (+2)	80	80 (-)
Maths	5+	46 (-)	46 (-)	42 (+1)	41 (-1)	47	46 (-1)
GPS**	4+	80 (+2)	85 (+5)	76 (+3)	80 (+4)	81	84 (+3)
GPS**	4B+	73 (+3)	79.4 (+6.4)	68 (+4)	72.9 (+4.9)	74	78 (+4)
GPS**	5+	58 (+5)	65 (+7)	52 (+5)	55 (+3)	59	62 (+3)
RWM (Combined result)	4B+	70	72.2 (+2.2)	67	69 (+2)	71	72 (+1)

*Teacher assessed judgement therefore no external test

**Grammar, Punctuation, Spelling

***nationally expected standard

Priorities for Key Stage 2

- Continue to focus on accelerating outcomes for children at risk of underachievement, including those disadvantaged (particularly boys) and the more able.
- Improve outcomes for children with English as an additional language by ensuring that schools are using best practice approaches to secure consistently good outcomes.

Key Stage 4

- Since 2013/14, significant national reforms to Key Stage 4 entry and assessment criteria have been underway. This means that year-on-year data comparison is a less accurate method of measuring relative improvement or decline. For 2014/15, the benchmark of 5 A* - C inc English and Maths remains in use as do percentages of expected progress in English and Maths. In future years, and in line with the national transition, the Progress 8 measure will be used to report standards. For the purposes of data comparison in this report, Committee Members may wish to consider Hillingdon's percentages of improvement against national and All London percentages of improvement. These percentages can be seen in brackets in the table below.
- Overall, using the benchmarks of 5 A* - C including English and Maths and those of percentages of expected progress in English and Maths, performance at Key Stage 4 in Hillingdon declined in 2014/15. However, Hillingdon remains above the national average with regard to the share of young people attaining five good GCSE grades without English and Maths, but 3.5% below the London average for this measure.
- With regard to the 5 A* – C including English and Maths measure, outcomes in Hillingdon fell marginally below the national average in 2015. Detailed analysis of Borough data shows that performance in English across the Borough was less positive than in previous years and this appears to have impacted markedly on overall outcomes. This is reflected in the decline in expected rates of progress in English which places Hillingdon below the national and All London average for 2015.
- For expected rates of progress in Maths, Hillingdon continues to outperform the national picture although it is noted that national rates of improvement here demonstrate a closing of the gap between Hillingdon and other schools.

Table 6: Key Stage 4 Outcomes in Hillingdon - Percentage of overall results (difference in annual performance shown in brackets)

Region	Hillingdon		National		London	
	2014	2015	2014	2015	2014	2015
Percentage of pupils attaining at least 5 A* - C Grades	68.5	67 (-1.5)	64	66 (+2)	70.5	70.5 (-)
Percentage of pupils attaining at least 5 A* - C Grades (inc Eng. and Maths)	59	56 (-3)	57	56.5 (-0.5)	61.5	59.5 (-2)
Percentage of pupils making expected progress in English	74.5	71 (-3.5)	73	71.5 (-1.5)	79	76 (-3)
Percentage of pupils making expected progress in Maths	70	68.5 (-1.5)	66.5	67.5 (+1)	73	72.5 (-0.5)

Priorities for Key Stage 4

- Supporting the two remaining LA Secondary Schools for which the LA retains responsibility (i.e. non-academies).
- Supporting the wider secondary school sector to address an overall decline in outcomes, through the Council's links with the Schools' Strategic Partnership Board and Hillingdon Association of Secondary Heads, and the implementation of the schools-led Hillingdon School Improvement Plan.

Key Stage 5

At key stage 5 there are two main national indicators of performance:

- The average point score per student (based on cumulative performance in GCSE/A/AS and key skills examinations – usually over 2 years).
- The average point score per examination entry (based on cumulative performance in GCSE/A/AS and key skills examinations – usually over 2 years).
- In 2014/15, the average point score per student has fallen nationally, across all of London and in Hillingdon. In London generally, the decrease in APS (all point score) per student fell at a greater rate than nationally. In Hillingdon, the APS per student fell sharply with an average drop of 61.5 points.
- The average point score per examination entry is also slightly down in Hillingdon for 2015, with the result that Hillingdon is now below the national and All London averages for APS per entry.

Table 7: Key Stage 5 Outcomes in Hillingdon - Average point scores (difference in annual performance shown in brackets)

Region	Hillingdon		National		London	
Subject	2014	2015	2014	2015	2014	2015
Average point score per student	693.5	632 (-61.5)	696.3	682.6 (-13.7)	688.2	671.8 (-16.4)
Average point score per entry	207.7	206.7 (-1)	211.5	211.9 (+0.4)	211.3	211.9 (+0.6)

Priorities for Key Stage 5

- The development of links with post-16 providers, including Sixth Forms and Colleges, to explore and challenge the deterioration in outcomes at Key Stage 5.

Looked After Children (LAC)

- Data for Hillingdon's LAC shows an upward trend in all key areas: attendance, attainment at Key Stage 2 and attainment at Key Stage 4. Results are considered nationally using eligible children who have been looked after for 12 months or more.
- Significant improvement was seen in the educational attainment of LAC in 2014/15 compared to the previous year. Attainment at the end of Key Stage 2 showed

Hillingdon's 10 eligible LAC attaining both above looked after children nationally (2014) by 22 percentage points and in Outer London (2014) by 19 percentage points. Furthermore, they attained 20 percentage points above Hillingdon's 12 eligible LAC in 2013.

- Attainment at the end of Key Stage 4 showed Hillingdon's 19 eligible LAC attaining levels above LAC nationally (2014) by 4 percentage points, in line with LAC in Outer London (2014) and 9 percentage points above Hillingdon's LAC in 2014. (Further information about the attainment of LAC can be found in Appendix 1 and will also be reported separately to Hillingdon's Corporate Parenting Board).

Priorities for Looked After Children in Hillingdon

- Ensure every LAC from Nursery to age 18 has an effective Personal Education Plan which is reviewed each term setting out the targeted support needed for the young person to improve their education outcomes.
- In light of assessment without National Curriculum Levels, ensure each child has meaningful data recorded at least three times per year so that their attainment and progress can be tracked and monitored.
- Ensure Pupil Premium Plus is used to support the educational progress of our LAC, especially in the provision of 1:1 tuition, enrichment and development opportunities and extra support where it is needed in schools.
- Continue to deliver training and offer support to social care members of the Team Around the Child and designated teachers in schools so that the educational needs of our LAC are better understood, education is given the weight demanded by statutory guidance and care planning supports the education of Hillingdon's LAC.
- Train foster carers according to the age of the children they care for so that they are better able to engage with schools and support Hillingdon's LAC in their education both within and without school, including providing them with enrichment opportunities.
- Lead a Designated Teachers' Forum so that schools gain a better understanding of the needs of our LAC and are supported in developing the strategies and interventions to meet those needs.
- Advocate for the improvement of practice, especially in light of the recommendations of the Rees Centre Report on the links between care and education.

Table 8: Looked After Children Key Stage 4 Summary - Percentage of overall results

KS4 Attainment	2014-15
A* - C in English and Mathematics	18%
5 + GCSEs A* - C including English and Mathematics GCSEs	16%
5 + GCSE's A* - C or equivalent – all subjects	26%

Special Education Needs (SEN)

During 2014/15, Hillingdon, along with all Local Authorities across the country, has been working with schools to manage the transition to the new SEN Code of Practice. A key element of this work has been focused on the replacement of the SEN Statement with the Education, Health and Care Plan (EHCP). An additional aspect of this work is the combination of the School Action and School Action Plus into a single SEN support category. For the purposes of this report and whilst national tables transition to the new reporting arrangements, the Committee should note that data for School Action and School Action categories below include all children in Hillingdon without a statement or EHCP but with a recognised additional need that may affect their learning outcomes or progress. In addition, it should be noted that progress from year to year will depend on the specific needs of individual children.

Analysis of data shows that the attainment (based on average point score (APS)) of children with SEN rose slightly at Key Stage 1, demonstrating a closing of the gap against their non-SEN peers. At Key Stage 2, outcomes for children with SEN remain broadly consistent with the gap between SEN and non-SEN in 2013/14, whilst data for Key Stage 4 indicates that attainment and progress for young people with additional needs but without a statement fell significantly compared to both their non-SEN peers and their peers with a statement or EHCP. This would suggest that there remains a need to more accurately match teaching to the specific needs of pupils with SEN but without the protection of a statement or EHCP.

Table 9: Percentages of APS attainment and progress for children with SEN 2014/15

2015 SEN KS1 (scores for Reading, Writing and Maths)						
A	Actual results (2014 results in brackets)			Pupil progress (CVA)		
Pupils	Average Point Score (APS)	% Level 2B+	% level 3+	Average Point Score	% level 2B+	% level 3+
No SEN (3466)	17.1 (17.1)	81% (79%)	18% (17%)	0.5	6%	4%
School Action (417)	13 (13.1)	27% (23%)	1% (-)	-0.9	-14%	-1%
School Action+ (87)	13.1 (12.8)	33% (32%)	2% (3%)	0.3	5%	1%
Statement (112)	7.9 (7.7)	9% (8%)	1% (2%)	0	1%	1%
2015 SEN KS2 (scores for Reading, Writing and Maths)						
B	Actual results (2014 results in brackets)			Pupil progress (CVA)		
Pupils	Average Point Score (APS)	% level 4B+	% level 5+	Average Point Score	% level 4B+	% level 5+
No SEN (2750)	30.1 (30.3)	81% (82%)	32% (31%)	0.3	3%	1%
School Action (348)	25 (25.2)	27% (28%)	2% (1%)	-0.4	-10%	-1%
School Action + (64)	25.2 (24.5)	34% (29%)	6% (5%)	0.5	3%	1%
Statement (123)	17 (17.7)	11% (10%)	2% (4%)	0.2	1%	0%

2015 SEN KS4 (5 GCSEs A*-C inc English and Maths)						
C	Actual results (2014 results in brackets)			Pupil progress (CVA)		
Pupils	% 5+ A* - C inc Eng and Maths	Average point score (APS) Best 8*	% E.Bacc**	% 5+ A* - C inc Eng and Maths	Average point score Best 8*	% E.Bacc**
No SEN (2642)	62% (66%)	334 (338)	29% (28%)	-3%	0	-1%
School Action (291)	23% (28%)	245 (254)	9% (7%)	-11%	-25	-1%
School Action + (28)	18% (30%)	240 (227)	4% (2%)	-13%	-5%	-8%
Statement (120)	7% (9%)	108 (160)	1% (2%)	-3%	-16	-2%

*Average Point Scores are the total points achieved by pupils in their best 8 GCSEs (or equivalents).

**English Baccalaureate

All tables are from FFT Aspire and are using Contextual Value Added (CVA) measurements

Priorities for SEN

- To work with schools to build confidence and expertise around matching teaching to the specific needs of pupils with SEN but without the protection of a statement or EHCP.

Closing the Gap between Disadvantaged Pupils and their Peers

All schools receive additional funding from the Department of Education (DfE) to raise the attainment and improve the progress of children and young people from disadvantaged backgrounds. 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. During the last financial year, schools in Hillingdon received in the region of 8.5 million pounds of Pupil Premium grant funding. The DfE uses a measure called FSM Ever 6 to determine the number of pupils eligible for pupil premium funding. FSM Ever 6 uses eligibility for Free School Meals based on income as its primary indicator. In 2014/15, Pupil Premium funding was set at £1320 per eligible pupil in primary schools and £935 per eligible pupil in secondary schools.

The tables below show that the gap between the overall attainment of children eligible for pupil premium funding at the end of each Key Stage in 2014/15. It should be noted that nationally comparative data for Closing the Gap is not yet available and so the data presented in this report uses the gap between disadvantaged and non-disadvantaged pupils and their peers in Hillingdon only.

In Key Stages 1 and 2, percentages of attainment at the nationally expected levels of L2B and L4B respectively have improved for children eligible for Pupil Premium funding (FSMe6), although average point score attainment shows a small gap remains overall between children from disadvantaged backgrounds and their non-disadvantaged peers. Evidence from data shows that the progress of the most able disadvantaged children in Hillingdon in the primary sector is not yet as strong as the progress of similar children from non-disadvantaged backgrounds. At Key Stage 1, the overall gap in attainment (L2B) has narrowed from 17% in 2013/14 to 15% in 2014/15. At Key Stage 2, the overall gap in attainment (L4B) has narrowed from 20% in 2013/14 to 17% in 2014/15. This demonstrates an improvement in outcomes for disadvantaged pupils across the primary sector in Hillingdon.

At Key Stage 4, the overall attainment gap between disadvantaged pupils and their peers has also closed in 2014/15. The gap using the 5 A* - C including English and Maths measure, has closed from 29% in 2013/14 to 25% in 2014/15. However, analysis of data also indicates that progress within this measure has been less positive for disadvantaged pupils compared to their non-disadvantaged peers.

More detailed analysis of gap data across the Borough indicates that the progress of more able disadvantaged pupils and of White British boys eligible for pupil premium funding does not compare strongly to other disadvantaged groups and non-disadvantaged children in Hillingdon.

Table 10: Percentages of APS attainment and progress for children with Pupil Premium 2014/15

2015 Pupil Premium KS1 (scores for Reading, Writing and Maths)						
A	Actual results (2014 results in brackets)			Pupil progress (CVA)		
Pupils	Average Point Score (APS)	% Level 2B+	% level 3+	Average Point Score	% level 2B+	% level 3+
FSM in last 6 years (995)	15.3 (15)	61% (56%)	7% (7%)	0.2	3%	1%
Not FSM in last 6 years (3087)	16.7 (16.6)	76% (73%)	18% (16%)	0.4	4%	5%

2015 Pupil Premium KS2 (scores for Reading, Writing and Maths)						
B	Actual results (2014 results in brackets)			Pupil progress (CVA)		
Pupils	Average Point Score (APS)	% level 4B+	% level 5+	Average Point Score	% level 4B+	% level 5+
FSM in last 6 years (996)	27.4 (27.1)	60% (56%)	14% (14%)	0	0%	-2%
Not FSM in last 6 years (2289)	29.7 (29.8)	77% (76%)	32% (31%)	0.3	2%	2%

2015 Pupil Premium KS4 (5 GCSEs A*-C inc English and Maths)						
C	Actual results (2014 results in brackets)			Pupil progress (CVA)		
Pupils	% 5+ A* - C inc Eng and Maths	Average point score (APS) Best 8*	% EBacc**	% 5+ A* - C inc Eng and Maths	Average point score Best 8*	% EBacc**
FSM in last 6 years (926)	39% (38%)	274 (274)	16% (13%)	-6%	-11	0%
Not FSM in last 6 years (2155)	64% (67%)	334 (339)	30% (29%)	-3%	1	-1%

*Average Point Scores are the total points achieved by pupils in their best 8 GCSEs (or equivalents).

**English Baccalaureate

All are based on "New First Entry"

Hillingdon Adult Learning Service

The Hillingdon Adult Learning Service provides opportunities for adults to learn new skills which align to Hillingdon's priorities and those of the London Local Enterprise Partnership. The service is subject to Ofsted inspections and is graded as 'good'.

Overall, the service continues to deliver positive outcomes for Hillingdon residents with a high proportion of learners achieving their expected learning aims. The following table summarises the key outcomes.

Table 11: Hillingdon Adult Learning Outcomes - Percentage of overall results

Key Performance Indicator	2012/13	2013/14	2014/15
Success Rate %	89.3%	90.0%	86.4%
Retention Rate %	93.6%	94.3%	95.9%
Achievement Rate %	95.4%	95.5%	90.1%

Notes

- Success rates: the proportion of enrolled learners who successfully achieve their aims.
- Retention rates: the proportion of enrolled learners who are retained until the course ends.
- Achievement rates: the proportion of retained learners who successfully achieve their aims.

Exclusions

- The latest comparable data available for school exclusions is for the period 2013-14. The next available data set will be collected from the January 2016 School Census.
- In Hillingdon, the available exclusion data shows an overall improvement in rates of exclusion year-on-year, bringing the borough broadly in line with, or better than, the national and London-wide picture. Notable improvement around exclusion management and practice is evident in the fall of exclusions from the Special School sector.

Table 12: Permanent exclusions - Percentage of overall results

Permanent exclusions 2013-14						
Phase	State funded primary		State funded secondary		Specials	
Region	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14
Hillingdon	0	0	0.15	0.11	0	0
England	0.02	0.02	0.12	0.13	0.07	0.07
London	0.01	0.01	0.14	0.15	0.07	0.05

Table 13: Fixed term exclusions - Percentage of overall results

Fixed term exclusions 2013-14						
Phase	State funded primary		State funded secondary		Specials	
Region	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14
Hillingdon	0.4	0.42	6.35	6.07	49.06	11.76
England	0.88	1.02	6.75	6.62	14.68	13.86
London	0.6	0.68	6.12	5.94	17.63	15.02

Appendix 1 - Additional Information for Looked After Children (LAC)

(Based on November 2015 - please note that data changes from day to day because of level of movement in and out of care).

A. About the Looked After Children (LAC) Population

	2014-15
Current statutory school age LAC population	169
Number of LAC supported by Virtual School	330
Number of new cases during academic year 2014-15	250
Overall attendance 2014-15	95%

B. Place of Education

	2013-14	2014-15
Number of statutory school age LAC educated within Hillingdon	121	99
Number of statutory school age LAC educated outside Hillingdon	84	70
Number of 17 and 18 year old LAC	91	148
In Ofsted rated Good or Outstanding schools	N/A	128

C. LAC with SEN

	Hillingdon LAC	LAC Nationally (2014)	All Children Nationally
Percentage of LAC with a Special Educational Need	30%	66.6%	15%
Percentage of LAC with a Statement of SEN or Education, Health and Care Plan	21%	29%	3%

D. Education data for LAC - Key Stage 2 attainment

There were 10 Hillingdon Looked After Children who were in care for at least 12 months.

Region	Maths %	Reading %	Writing %	Grammar, Punctuation & Spelling %	Reading, Writing, Maths Combined %
England 2014	61	68	59	49	48
Outer London 2014	65	70	63	52	51
Hillingdon 2015	70	70	70	50	70

Of this cohort

- 50% attained above national expectations in Reading
- 20% attained level 6 in Writing, which is 2 levels above that expected
- 30% attained above national expectations in Mathematics
- 50% made more than 2 levels of progress from Key Stage 1
- 50% had a Statement of Special Educational Need/Education, Health and Care Plan (EHCP).
- 20% were in specialist provision because of such needs.
- 30% had English as an Additional Language (EAL).
- 98% average attendance

Key Stage 4 Attainment

There were 19 Hillingdon Looked After Children who were in care for at least 12 months.

KS4 Attainment	2013-14	2014-15
A* - C in English and Mathematics	7.1%	18%
5 + GCSEs A* - C including English and Mathematics GCSEs	7.1%	16%
5 + GCSE's A* - C or equivalent – all subjects	14.3%	26%
5 GCSE's at A*- G or equivalent	50%	63%
1 GCSE or equivalent	TBC	95%
Sat 1 GCSE or equivalent	TBC	95%
Did not take any GCSE or equivalent exams.	TBC	5%

Of the KS4 Cohort:	2013-14 (28 LAC)	2014-15 (22 LAC)
Indigenous children	75%	58%
Unaccompanied Asylum Seeking Children with ESOL needs	25%	42%
With a Special Educational Need	TBC	75%
With a Statement of SEN or EHC Plan	39%	26%
Male	57%	58%
Female	43%	42%
Educated outside the Borough	25%	58%
Educated inside the Borough	75%	42%

Appendix 2 - Hillingdon School Improvement Plan (attached separately)