

STANDARDS AND QUALITY IN EDUCATION IN HILLINGDON 2016/2017

Cabinet Member	Councillor David Simmonds CBE
Cabinet Portfolio	Deputy Leader of the Council Education and Children's Services
Officer Contact(s)	Dan Kennedy, Residents Services
Papers with report	None

HEADLINES

Summary	This report provides the Cabinet with an overview of the standard and quality of education across Hillingdon schools and settings for Hillingdon's children and young people. The report focuses on attainment, progress and achievement for the academic year 2016/17. To support further improvement of standards in Hillingdon the report identifies specific areas for action with schools, settings and partners.
Putting our Residents First	This report supports the following Council objectives of: Our People; and Our Built Environment. Ensuring that every child in Hillingdon has access to a high quality school place is central to putting residents first and is supported by the principles of the Hillingdon School Improvement Plan.
Financial Cost	There are no direct financial implications arising from this report.
Relevant Policy Overview Committee	Children, Young People and Learning Policy Overview Committee
Relevant Ward(s)	All

RECOMMENDATION

That the Cabinet note the key findings set out in the report.

Reasons for recommendation

To provide the Cabinet with an overview of school performance in the Borough which underpins the role of the Local Authority to challenge performance where required.

Alternative options considered / risk management

None.

Policy Overview Committee comments

The Children, Young People and Learning Policy Overview Committee received the Standards and Quality in Education in Hillingdon 2016/17 report on 16 January 2018.

The Committee was pleased with the progress and improvement in education performance across Hillingdon. There was significant improvement highlighted in attainment levels amongst the early years and primary phases and there were positive results in Ofsted's assessment of schools in Hillingdon.

The Committee was mindful that despite the significant improvements, there still remained areas for development including Key Stage 5 performance and the level of reading in the Key Stage 2 provision. The Committee was satisfied that this area was being managed appropriately by officers and it was keen to monitor this progress and development.

Overall, the Committee commended officers for their hard work and encouraged the continuation of good work being undertaken.

SUPPORTING INFORMATION

The main findings from the review of education performance in Hillingdon for the academic year 2016/17 are that:

- Within the early years and primary phases, overall attainment using both the new and the maintained performance measures has risen from 2015/16 with all of the key indicators demonstrating outcomes and progress that are at least as good as and, in some cases, significantly better than national averages. It should be noted that results in some key areas are now in line with or better than London averages which demonstrates significant improvement when compared to previous years.
- Continued improvement is noted in the Early Years' sector which has improved from a historically lower starting point and is now performing well above the national average and in line with London averages.
- Within the primary phase, good outcomes at Key Stage 1 mean that children in Hillingdon are now achieving more strongly than their peers nationally and are increasingly at a similar level to other children in the London region.
- At Key Stage 2, outcomes continue to compare positively with national averages and progress scores in Writing and Maths demonstrating strong outcomes.
- Within the secondary phase, overall attainment using the new performance and progress measures have improved compared to 2015/16 and are now above the national comparators. Key Stage 5 for previous high attainers remains an area for development in the secondary phase.
- Hillingdon's Ofsted inspection data demonstrates an overall improvement in 2016/17 when compared with previous years with 87% of schools judged good or better by the end of the 2016/17 academic year, compared to less than 80% of schools judged Good or Better 2013/14

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

Putting Our Residents First - Raising Standards in Education

- Putting residents first is central to the work of the Council. This includes fulfilling its duty to ensure that its education functions are discharged with a view to promoting high standards; ensuring fair access to opportunity for education and learning, and promoting the fulfilment of learning potential for all learners.
- Within a landscape of significant national change in education the Council continues to recognise that access to the very best education opportunities in high-quality schools and settings will ensure that Hillingdon remains a popular and desirable place of choice for families.

- The Council continues to invest in education, including the expansion of schools where required to meet the rising demand for school places in the primary and secondary sectors. The significant investment by the Council in new and modern education buildings and facilities has and will continue to provide the high quality learning environment that children need in Hillingdon for the best start in life.
- The mixed economy of Council maintained and academy/free schools in the Borough mean that the Council acknowledges its increasingly dynamic role in securing the best outcomes for children and young people educated in the Borough. Working in partnership with autonomous school leaders, multi-academy trusts and other relevant responsible authorities ensures that the Council promotes high standards for all learners, no matter where they are educated.
- The Council accepts that it has an important role to play in promoting high standards for all learners and, in particular, those children, young people and adults vulnerable to underachievement, including those with special educational needs and/or disabilities and those from disadvantaged backgrounds. In order to undertake this role effectively, the Council uses its resources to monitor, support, challenge, and intervene in schools where concerns arise.

It does this by:

- Collating and analysing the performance of all 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, providing services to support the positive progress of children and young people, developing and securing expertise in schools and settings, monitoring personal educational plans for children looked after and intervening where schools or settings require improvement.
- Working effectively with services both within the Council and beyond to access support swiftly where concerns are noted or where opportunities for learners are not good enough.
- 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.
- Working in partnership to build capacity within the schools-led improvement community in Hillingdon.

It is noted that, in the case of academies and free schools, the Council has limited powers to intervene but has, where necessary, referred concerns to the Regional Schools Commissioner and/or the Secretary of State for Education.

Ofsted Inspections of Schools

- During the academic year 2016/17 Ofsted launched the new inspection framework and rolled out the use of the Section 8 'short' (single day) inspection for schools judged to be 'Good' alongside Section 5 full inspections (two days) for schools judged 'Requiring Improvement'.
- During this period 25 schools were inspected in Hillingdon. Of the 25 schools inspected, 6 of these schools demonstrated an improvement in final inspection judgement, moving from 'Requiring Improvement' to 'Good' or 'Good' to 'Outstanding,' whilst 15 retained their previous inspection judgements. 4 schools received a downgraded judgement; 3 are academy schools and the single maintained school is subject to intensive intervention by the Council's School Improvement Team.
- Inspection data for 2015/16 showed that 13% of schools in Hillingdon 'Required Improvement', with 2% in 'Special Measures', and 84% of Hillingdon schools judged 'Good' or better. Inspection data for 2016/17 shows another year of improvement with a reduction in the percentage of schools Requiring Improvement (11%), 2% in 'Special Measures' and agreed for conversion to academy status and 87% of schools judged 'Good' or better at the close of the 2016/17 academic year.
- The positive conversion of six maintained primary schools from Requiring Improvement to Good in 2016/17 was largely responsible for the improvement in standards and ensured that Hillingdon's Ofsted percentages ended the academic year with the overall percentages of schools in each category more closely in line with the England average inspection outcomes than in previous years and with the percentage of schools judged 'Good or Better' above the national percentage at the end of the 2016/17 academic year.
- The two schools judged to be in 'Special Measures' have since been converted to an academy / transferred to a new academy trust. Therefore, they are no longer judged in 'Special Measures', but are subject to considerable scrutiny from Ofsted and the Regional Schools' Commissioner.

Summary of Schools in Hillingdon by Ofsted Judgement

Table 1 - Inspections LBH breakdown

Type of School	No. with current judgement*	% Outstanding	No. Outstanding	% Good	No. Good	% Requiring Improvement	No. Requiring Improvement	% Inadequate	No. Inadequate
Primary	69 (of 72)	18.8	13	72.5	50	7.2	5	1.4	1
Secondary	21 (of 22)	28.6	6	42.8	9	23.8	5	4.8	1
Special	9 (of 10)	33.3	3	55.6	5	11.1	1	0	0
All Schools in Hillingdon	99 (of 104) *new schools without a judgement, includes 1 standalone nursery	22%	22	65%	64	11%	11	2%	2

Type of School	No. with current judgement *	% Outstanding	No. Outstanding	% Good	No. Good	% Requiring Improvement	No. Requiring Improvement	% Inadequate	No. Inadequate
Primary	68 (of 72)	17.7	12	69	47	11.7	8	1.5	1
Secondary	19 (of 22)	26.3	5	52.6	10	15.8	3	5.3	1
Special	9 (of 10)	33.3	3	44.4	4	22.2	2	0	0
All Schools in Hillingdon	96 (of 104) *new schools without a judgement	21.00%	20	63.50%	61	13.50%	13	2.00%	2

Judgement	2016-17		2015-16		2014-15	
	Hillingdon	England	Hillingdon	England	Hillingdon	England
Outstanding	22%	21%	21%	21%	21%	20%
Good	65%	65%	63%	65%	59%	64%
Requires Improvement	11%	13%	13%	13%	19%	14%
Inadequate	2%*	1%	2%	1%	1%	2%
Schools Good or Better	87%	86%	84%	86%	81%	84%

Source: latest Ofsted report 2017 statistics

*In current 2017/18 statistics Hillingdon Inadequate schools is nil / 0% due to conversion

Monitoring and Challenging the Performance of Individual Schools

2016/17 was the second academic year of implementation of the Hillingdon School Improvement Plan (now in its third year and subject to review by the end of the current academic year). This strategic plan, which was developed in partnership with the key education executive groups across the Borough, underwent formal consultation with all schools and was endorsed by Cabinet in December 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 continues to mirror the national direction for school support and intervention, with a clear emphasis on the brokerage of support for underperforming schools from good and outstanding settings.

This strategic plan includes specific guidance for schools around the responsibilities of the Council with regard to monitoring and intervening where schools are, or may be, at risk of underperformance. This includes processes for the risk assessment of schools who are not securely good or where standards are declining and associated intervention by officers if required to accelerate the use of the Council's formal powers and liaison with the authorities now responsible for academies, free schools and maintained schools in an Ofsted category.

At the end of academic year 2016/17, the Schools At Risk Register identified 15 schools at risk of underperformance in Hillingdon. Of this number, 8 of the schools were maintained by the Council and, accordingly, received intensive monitoring, challenge and support by officers including the brokerage of support from within the local school improvement community to facilitate improvement. In addition and where the schools identified as being at risk were academies/free schools for whom the Local Authority is not the legally responsible body, the Council acted swiftly to highlight concerns to the Regional Schools Commissioner and other relevant authorities.

During 2016/17 it was necessary for the Council to maintain or commence formal intervention action in five maintained schools where education standards were not considered to be 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 where required. During 2016/17, the positive conversion of 6 schools to a 'Good' judgement has resulted in the overall improvement of the quality of education received by children and young people in Hillingdon.

Having redefined the roles and responsibilities of the Council within a school improvement context during 2015/16, the priority for 2016/17 was for officers to work closely with the school-led Schools' Strategic Partnership Board to implement the new Hillingdon School Improvement Plan. This work led to the joint-delivery of a number of school improvement conferences throughout the year and the launch of a range of school-led improvement initiatives which have been made available to all schools in the Borough, including the development of partnership activities with Brunel University. This approach has ensured 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 continuing to build capacity within the local school-led system and supporting the mixed community of maintained and academy/free schools that constitute the education landscape in Hillingdon.

Overview of School Performance in Hillingdon 2016/17

Please note that along with London and national comparisons, information about rankings refers to Hillingdon's performance against 10 DfE-identified statistical neighbours and, wherever possible, indicates either an upward or downward trend compared with the previous academic year. These neighbours are Coventry, Milton Keynes, Merton, Slough, Hounslow, Redbridge, Ealing, Barnet, Sutton and Reading. It is noted that Ofsted uses comparison with statistical neighbours to compare outcomes across local authorities.

Foundation Stage

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

- The focus for 2016/18 in the Private, Voluntary and Independent (PVI) sector was to ensure that settings are demonstrating effective quality outcomes on a newly revised Early Years Advisory Team (EYAT) Quality Framework. All PVI settings received the quality framework and, if a setting scored a level 3 or below, a personalised setting action plan was developed.
- The Early Years Team in Hillingdon uses a RAG rating system to prioritise support for settings. The focus for 2016/17 was to support each 'Amber' and 'Red' rated setting in improving three central themes: Assessment and Planning, the Learning Environment and Adult and Child Interactions and Teaching.
- In addition, the team has continued to provide the Continuous Quality Development Group for 'Green' rated settings, which meets at least termly. Settings in this group will be visited by their linked Early Years Advisory Teacher to verify their self-evaluation and completion of the Quality Framework.

The following table demonstrates the percentage of **Hillingdon's PVI Ofsted outcomes** over the past three years in relation to national Ofsted data (published in Oct 2017).

	Summary (Good or better)		Outstanding		Good		Requires Improvement		Inadequate	
	National	LBH	National	LBH	National	LBH	National	LBH	National	LBH
2014/ 2015	83%	88%	15%	12%	68%	76%	15%	12%	2%	0%
2015/ 2016	86%	96%	17%	18%	69%	78%	12%	3%	1%	0%
2016/ 2017	96%	100%	21%	16%	75%	84%	4%	0%	1%	0%

Source: latest Ofsted report 2017 statistics

- Hillingdon has 93 registered day care providers. 82 have a current Ofsted outcome and 11 are still awaiting their first inspection. The support provided to these settings has ensured that, within the Private, Voluntary and Independent (PVI) sector, Ofsted outcomes are significantly above those achieved nationally and are attaining quality improvement.
- It should be noted that there has been a change in inspection framework for this sector and a small number of settings in Hillingdon had their inspection judgement changed from Outstanding to Good.
- During 2016/17 the Early Years Advisory and Childcare Development Team has supported three settings that were rated as Inadequate to move to Good within the six month re-inspection timeframe and one setting which Required Improvement to achieve a Good judgment.
- The support delivered to PVI settings in Hillingdon ensures that children are school ready when they move into statutory education and are best placed to achieve the Good Level of Development at the end of the Early Years Foundation Stage.
- The focus on assessment and planning and the specific tracking of cohort data has highlighted the need for PVIs to be supported to identify trends to ensure that disadvantage and gender gaps do not widen in this sector and establish an inequality pattern for entry to Reception Year in school.

Ofsted Childminder Outcomes

- In order to bring Hillingdon in line with national expectations for child minding, during 2016/17, the Early Years Advisory Team developed and implemented a targeted programme of quality improvement for childminding.

From the table below, it is clear that the quality of childminding in Hillingdon is now above the national outcomes.

	Summary (Good or better)		Outstanding		Good		Requires Improvement		Inadequate	
	National	LBH	National	LBH	National	LBH	National	LBH	National	LBH
2014/ 2015	78%	79%	10%	8%	68%	71%	20%	18%	2%	3%
2015/ 2016	84%	83%	13%	12%	71%	71%	15%	10%	1%	2%
2016/ 2017	93%	97%	15%	13%	78%	84%	6%	3%	1%	0%

Source: latest Ofsted report 2017 statistics

- Overall in Hillingdon there are 215 registered childminders with EYFS children. Of these, 183 are registered childminders with EYFS aged children with a current Ofsted grade and 32 are newly registered childminders awaiting their first inspection.

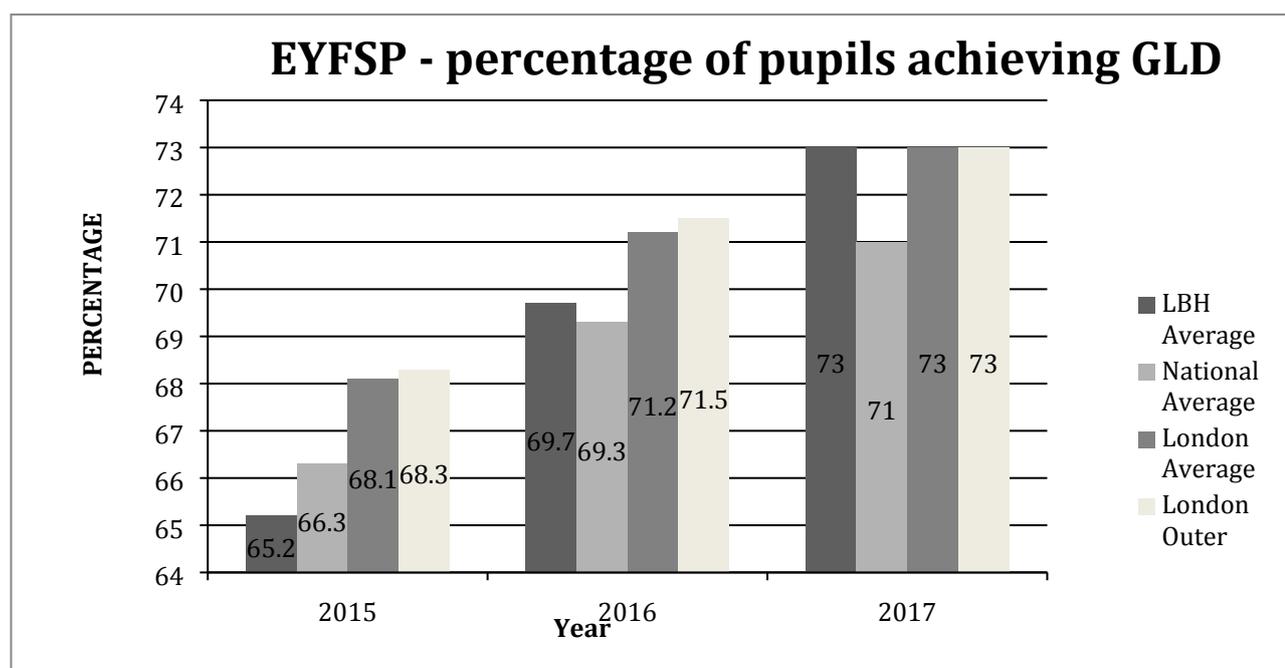
Early Years Foundation Stage Profile Outcomes

Early Years Good Level of Development (GLD) 2016/17

- 2016/17 data demonstrates that the percentage of children achieving the Good Level of Development (GLD) in Hillingdon has improved at a good rate for national, all London and outer London averages. Hillingdon is now above the national percentage and is in line with all London and Outer London benchmarks.
- In 2016/17 and in relation to statistical neighbours, Hillingdon's GLD percentage was ranked 5th of 11, indicating an improving trend.

Table 5: EYFSP	LBH	National	London all	London Outer
2015	65.2%	66.3%	68.1%	68.3%
2016	69.7%	69.3%	71.2%	71.5%
2017	73%	71%	73%	73%
Difference	+3.3	+1.7	+1.8	+1.5

Source - SFR60_2017_Additional_Tables



Source - SFR60_2017_Additional_Tables

Early Years Key Subjects Outcomes 2016/17

- Overall, Hillingdon's performance for the seven key Early Years subjects shows an improvement across all areas. The Borough is now above national outcomes in all of the Early Years areas of learning and development and is broadly in line with the all London outcomes which is a significant improvement in a relatively short space of time. In 2016/17 children in Hillingdon are above those in London in all areas other than Literacy and Mathematics, where the difference is only slight at 0.2% and 0.5% respectively. The results are summarised below in the table in this section of the report.
- In response to 2015/16 data, targeted support from the Council's Early Years Team was directed at improving children's attainment within the Communication and Language and Mathematics areas. It is very positive to note the significant improvement in these key areas in 2016/17.
- Analysis of specific Early Learning Goals (ELGs) in 2016/17 show that Hillingdon has seen an increase in attainment in each ELG with the exception of Reading and Technology, with a slight drop of 0.4% and 0.9% respectively.
- Notably strong performance was seen in Listening, Speaking and Writing; where outcomes are now well above the national and London averages. Performance in the areas of Communication and Language were targeted areas for improvement this year. In 2017 the three ELGs saw an overall 2% increase in Hillingdon, bringing them above national and London outcomes for these ELGs.
- With regard to the ELG for Numbers (within Mathematics), Hillingdon is now above National outcomes but there is a gap of 1.1% and 1.0% compared with all London and Outer London and this will remain a focus area for 2017/18.
- With regard to gender, boys in Hillingdon are now significantly above boys nationally and also above boys in London in all of the prime areas of learning. Most notably boys in Hillingdon are 2.4% higher than national outcomes in Personal, Social and Emotional development. Girls in Hillingdon are above girls nationally and within London in two of the three prime areas, but fall fractionally below London averages in physical development by just 0.1%.
- Hillingdon boys are above national outcomes in Literacy by 4.1% and are 1.7% above national outcomes in Maths. The gap between Hillingdon boys and London boys in Maths has significantly closed from 3.3% to just 0.1% this year. This has positively impacted upon Hillingdon boys' attainment of the Good Level of Development assessment (GLD) with Hillingdon boys now at 3.2% above National and 0.4% above London boys. Similarly in the GLD, Hillingdon girls are above national and in line with London outcomes. In Literacy and Maths, girls in Hillingdon are above national outcomes by 0.9% and 1.2% but fall a little below London averages by 0.9% and 0.5% respectively.
- In 2017 for the GLD, boys in Hillingdon have significantly improved and are now performing above national averages, an increase of 3.2% attainment of the GLD. By comparison,

Hillingdon's girls have only seen a 0.9% increase in attainment of the GLD and this has closed the gender gap in Hillingdon by 4.2% to 11.5%. Nationally the gender attainment gap is 13.7% and in London it is 12.7%.

- When considering children with English as an Additional Language (EAL) the attainment gap has remained stable at a 2% attainment difference between Non-EAL and EAL children. This attainment difference compares positively with the 8% national gap and 6% across all London.
- For children who are in receipt of the Early Years Pupil Premium the attainment gap between them and children ineligible for funding has narrowed by 2% nationally and by 4% in Hillingdon. In 2016/17 the gap in attainment in Hillingdon was 15% compared to 17% nationally. The gap in London is 11% and, therefore, narrowing the gap between disadvantaged children in the Early Years and their non-disadvantaged peers will continue to be a focus for support and development in 2017/18.

The following table summarises the performance across the seven key Early Years subjects. The figures in brackets denote the progress made from the year 2016 to 2017.

Table 6: EYFSP Subject	Hillingdon			National			London		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
Communication & Language	79	82 (+3)	84 (+2)	80	81.5 (+1.5)	82.1 (+0.6)	81	82 (+1)	82.6 (+0.6)
Physical Development	87	87 (-)	88.4 (+1.4)	87	87.5 (+0.5)	87.5 (-)	88	88(-)	88.2 (+0.2)
Personal Social & Emotional Development	82	85 (+3)	86.7 (+1.7)	84	85 (+1)	85.2 (+0.2)	85	85 (-)	85.7 (+0.7)
Literacy	72	73.5 (+1.5)	75.2 (+1.7)	70	72 (+2)	72.8 (+0.8)	73	74.5 (+1.5)	75.3 (+0.8)
Mathematics	76	76.5 (+0.5)	79.2 (+2.7)	76	77.5 (+1.5)	77.9 (+2.4)	78	79 (+1)	79.7 (+0.7)
Understanding the World	81	82.5 (+1.5)	84.2 (+1.7)	82	83 (+1)	83.6 (+0.6)	83	83.5 (+0.5)	83.8 (+0.3)
Arts/Design & Making	87	87.5 (+0.5)	88.9 (+1.4)	85	86.5 (+1.5)	86.7 (+0.2)	87	87.5 (+0.5)	87.8 (+0.3)

Source - SFR60_2017_Tables Figures shown are percentages

Priorities for Development:

- To continue to support teachers in making secure and consistent judgments against national standards through rigorous moderation, targeted support, and centralised training.
- For 2017/18 onwards a focus on Mathematics will be a priority in order to match, as a minimum, London outcomes and to support the continued rise in attainment of the Good Level of Development.
- To continue to support all Early Years settings in providing effective and appropriate interventions based on learning needs for children eligible for the Early Years Pupil Premium and to continue to narrow the disadvantage gap.
- To support teachers in being responsive to the learning needs of boys and girls to ensure that all children are making progress and that the gender attainment gap continues to narrow.
- To support the childminding sector to raise standards and quality in care and education, particularly in light of the introduction of the 30 hours of free entitlement to working parents and their role in supporting parents' flexible access to this.
- To provide detailed advice, support and training on the teaching of Mathematics (especially numbers) and Reading.
- To raise attainment to at least London levels.
- To ensure that PVI settings are up-skilled in effective teaching of the Prime Areas of Learning and the core subjects of Maths and Literacy to ensure that children who access their 30 hours in day-care are making appropriate progress to begin Reception Year at the level needed to attain their GLD and to maintain the pace of GLD improvement across Hillingdon.
- To support those Private, Voluntary and Independent (PVI) settings and registered childminders that have reached a 'Good' Ofsted judgement to work towards Outstanding to raise the percentage of outstanding provision in Hillingdon to above national levels.
- To continue to provide Reception Year teachers with moderation events to ensure consistency and accuracy of final judgments of the EYFS areas of learning and development and to support year teachers in changes to School Readiness Baseline tests.
- To continue to support the Council in developing sufficient places to provide funded two year places in order to ensure all children in Hillingdon have the best start and are school ready.
- To support the local authority in developing sufficient extended 15 hour places for eligible families within the 30 hour offer.

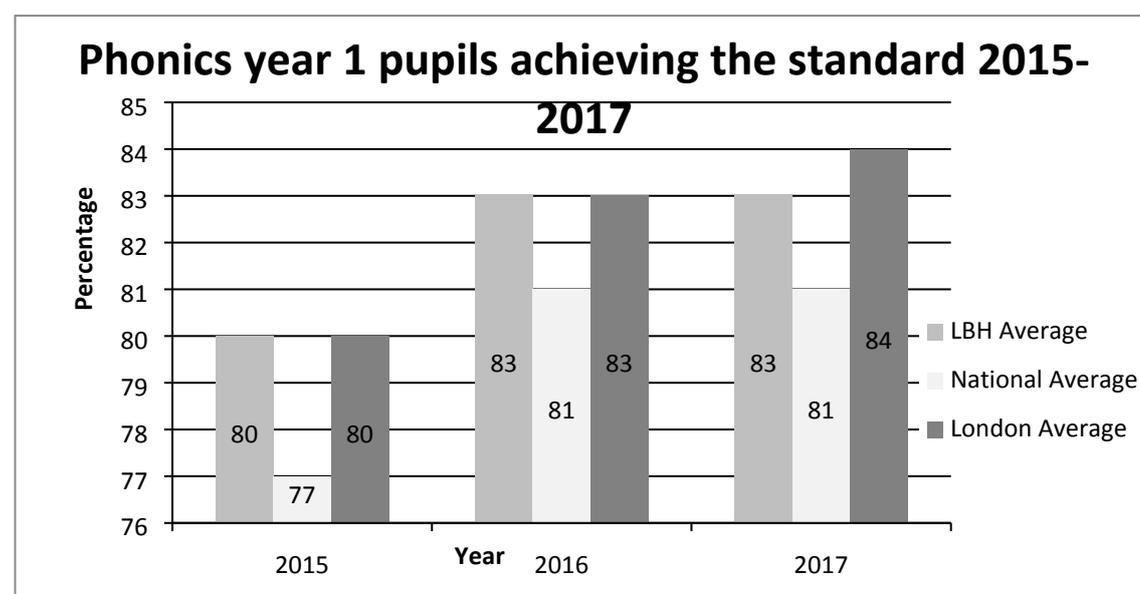
Key Stage 1

Phonics Outcomes in Hillingdon - Percentage of pupils achieving expected standard

- In Phonics in 2016/17, once again a greater proportion of Hillingdon's children achieved the expected standard than their peers nationally. It is noted that this figure remained static this year at Year 1 and, therefore, fell slightly below the London average for the first time. However, overall Phonics achievement by end of Year 2 outperformed national and London, indicating that more children in Hillingdon have the key phonetic skills to support growing literacy than their peers across the country by the end of Key Stage 1.
- In 2016/17, in relation to our statistical neighbours Hillingdon's Phonics percentage is now ranked 3rd of 11, indicating an improving trend.

Table 7: Phonics % Achieved Standard	Region	2015	2016	2017
Year 1	Hillingdon	80	83 (+3)	83 (-)
	National	77	81 (+4)	81 (-)
	London	80	83 (+3)	84 (+1)
Cumulative by the end of Year 2	Hillingdon	91	91 (-)	93 (+2)
	National	90	91 (+1)	92 (+1)
	London	91	92 (+1)	92 (-)

Source - Statistical First Release SFR49_2017_LA_table Note - the difference in annual performance is shown in brackets. Figures shown are percentages.



Source - Statistical First Release SFR49_2017_LA_tables. Note - Figures shown are percentages.

Key Stage 1 Outcomes in Hillingdon:

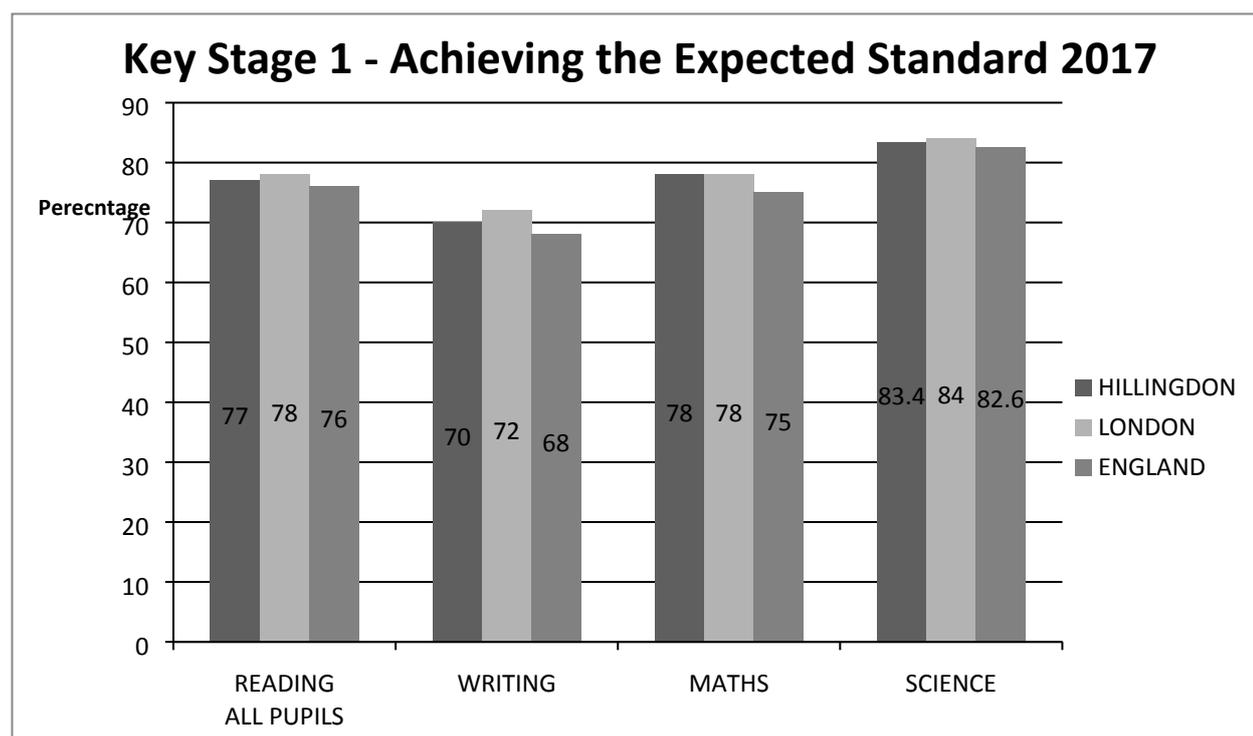
In 2016/17, by the end of Key Stage 1 pupils are expected to reach the national expected standard in Reading, Writing and Maths and to achieve the expected standard in Phonics.

- Overall outcomes at Key Stage 1 show that more children in Hillingdon achieved the expected standard for each key area and for the combined result than the national average.
- In Maths, Hillingdon children achieved in line with London averages but this is not yet the case in literacy. Outcomes at the higher standard for the combined result (Reading, Writing and Maths) are now securely above the national average for each individual area and for the combined result which is a significant improvement on previous years and demonstrates that Key Stage 1 provision in Hillingdon is now providing more appropriate stretch and challenge for more able pupils.
- Detailed analysis of Key Stage 1 outcomes shows that children with English as an Additional Language achieve particularly well in Hillingdon but that those children whose first language is English and those of Black Caribbean heritage perform less strongly as do those disadvantaged or vulnerable. This area should remain a key area of focus for schools in Hillingdon during 2017/18 and beyond.
- In addition, it is noted that whilst overall progress from the Early Years Foundation Stage (EYFS) to end of Key Stage 1 for children in Hillingdon compared to their peers with similar prior attainment nationally has improved and is significantly stronger than in previous years, the progress of disadvantaged pupils with SEND remains an area for further development and is particularly the case for those children from White British backgrounds.
- For 2016/17, Hillingdon's KS1 Reading at the Expected Standard is ranked 6th of 11 which is an improvement compared to the previous year.
- For 2016/17, Hillingdon's KS1 Writing at the Expected Standard is ranked 6th of 11 which remains in line with the previous year.
- For 2016/17, Hillingdon's KS1 Maths at the Expected Standard is ranked 5th of 11 which remains in line with the previous year.

Table 8: Key Stage 1 %		HILLINGDON		NATIONAL		LONDON	
SUBJECT	LEVEL	2016	2017	2016	2017	2016	2017
READING	EXPECTED	75	77 (+2)	74	76 (+2)	77	78 (+1)
	HIGHER	23	27 (+4)	24	25 (+1)	26	27 (+1)
WRITING	EXPECTED	66	70 (+4)	65	68 (+3)	70	72 (+2)
	HIGHER	13	18 (+5)	13	16 (+3)	17	18 (+1)
MATHS	EXPECTED	75	78 (+3)	73	75 (+2)	77	78 (+1)
	HIGHER	19	24 (+5)	18	21 (+3)	22	24 (+2)
RWM*	EXPECTED	61.8	65.1 (+3.3)	60.3	63.7 (+3.4)	Not available yet	Not available yet
	HIGHER	8.4	12.4 (+4)	8.9	11 (+2.1)	Not available yet	Not available yet

Source - SFR49_2017_LATables_KS1 (nb does not cover RWM combined)

*Reading, Writing and Maths. Pupils must pass all three subjects to attain this pass



Source - SFR49_2017_LATables_KS1 (nb does not cover RWM combined)

*Reading, Writing and Maths. Pupils must pass all three subjects to attain this pass

Key Stage 2

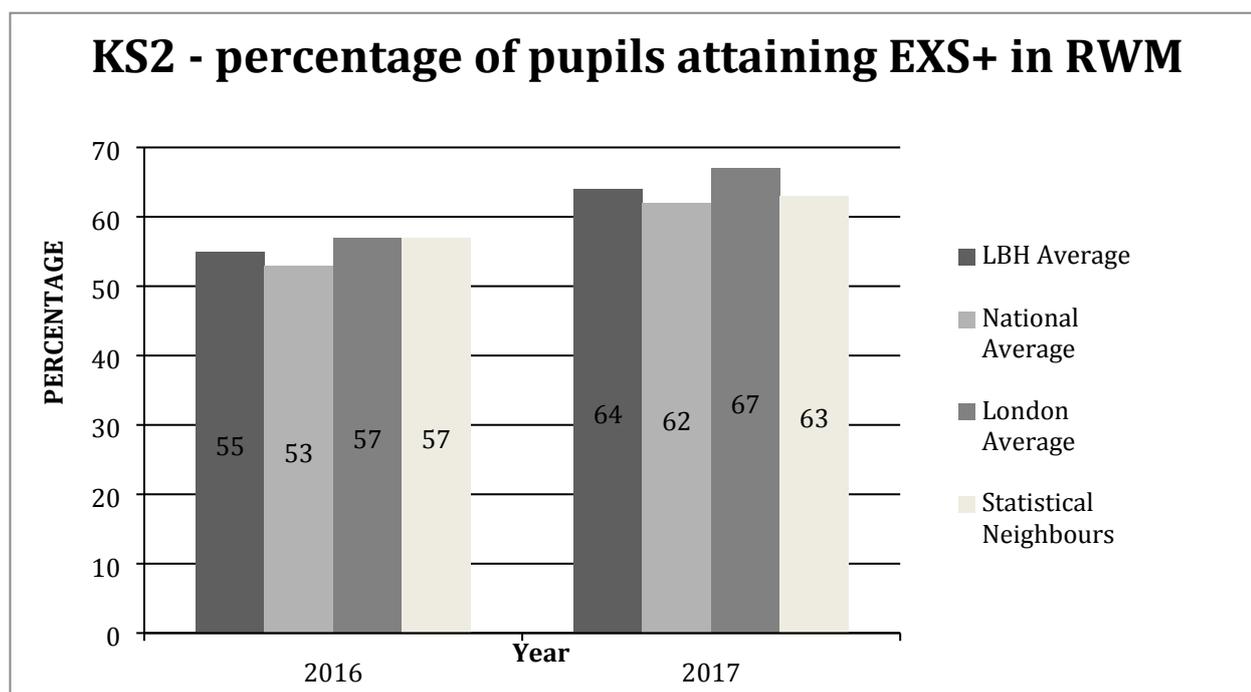
Key Stage 2 Outcomes and Progress in Hillingdon:

- Overall results for Hillingdon's children at Key Stage 2 in 2016/17 were broadly positive, with the Borough performing strongly against national averages for the majority of key measures and for the combined Reading, Writing and Maths outcome.
- Particularly pleasing attainment is noted in Maths and Grammar, Punctuation and Spelling at the Expected Standard, where Hillingdon pupils were above both national and London-wide averages.
- Positive improvement is also noted in Writing which had been a previous area of concern at Key Stage 2 and which demonstrates increased teacher confidence in the new assessment system and the impact of the Council's assessment and moderation improvement focus in 2016/17.
- The achievement of children at the Higher Standard is less consistent than in previous years with some assessment areas exceeding or in line with national averages whilst others are not as strong as in previous years. The focus on consistently strong rates of progress and attainment for children capable of achieving the Higher Standard should remain a key focus in this phase.
- Whilst Hillingdon's combined assessment for Reading, Writing and Maths in 2016/17 remained above the national average, it is noted that underachievement in the Reading element in 2016/17 for some schools impacted upon overall Borough outcomes in this area. The Council's School Improvement Team is working closely with these schools to improve the quality of Reading in those settings.
- In addition to attainment data, new progress measures were introduced for schools in 2015/16 and can now be compared to 2016/17 results. Data shows that Hillingdon's overall progress measures from Key Stage 1 to Key Stage 2 in 2016/17 were positive in both Writing and Maths but fell slightly below the national average in Reading. The overall progress measure for the combined assessment in Hillingdon continues to compare well against the national score, demonstrating that schools in Hillingdon are, overall, continuing to add positive value to learners during Key Stage 2 education.
- Detailed analysis of Key Stage 2 outcomes and progress show that children with English as an Additional Language achieve particularly well in Hillingdon but that those children whose first language is English and those of Black Caribbean heritage perform less strongly as do those disadvantaged or vulnerable including those with SEND. This area should remain a key area of focus for schools in Hillingdon during 2017/18 and beyond.
- In addition, it is noted that boys tended to make more progress than girls at Key Stage 2 and that this difference is particularly noted in the Reading element.

- For 2016/17, Hillingdon's combined Reading, Writing and Maths at the Expected Standard is ranked 7th of 11; previously 5th, which reflects the underperformance in Reading in 2017 for some schools in the Borough.

Table 9: Key Stage 2		HILLINGDON		NATIONAL		LONDON	
SUBJECT	LEVEL	2016	2017	2016	2017	2016	2017
READING	EXPECTED	70	72 (+2)	66	72 (+6)	69	75 (+6)
	HIGHER	19	24 (+5)	19	25 (+6)	21	27 (+6)
	AVERAGE SCALED SCORE	103	104 (+1)	103	104 (+1)	103	105 (+2)
WRITING TA	EXPECTED	72	78 (+6)	74	77 (+3)	76	81 (+5)
	HIGHER	16	18 (+2)	15	18 (+3)	17	21 (+4)
MATHS	EXPECTED	76	80 (+4)	70	75 (+5)	77	81 (+4)
	HIGHER	24	29 (+5)	17	23 (+6)	23	30 (+7)
	AVERAGE SCALED SCORE	105	106 (+1)	103	104 (+1)	104	106 (+2)
GPS	EXPECTED	80	83 (+3)	73	78 (+5)	79	83 (+4)
	HIGHER	31	40 (+9)	23	31 (+8)	29	40 (+11)
	AVERAGE SCALED SCORE	106	108 (+2)	104	106 (+2)	105	108 (+3)
RWM (Combined Result)	EXPECTED	55	64 (+9)	53	62 (+9)	57	67 (+10)
	HIGHER	7	10 (+3)	5	9 (+4)	7	11 (+4)

Source - SFR43_KS2_Tables_2017_Revised. Apart from Scaled Scores the figures shown are percentages.



Source - SFR43_KS2_Tables_2017_Revised. Apart from Scaled Scores the figures shown are percentages. NB – 2017 figure for statistical neighbours is provisional.

Key Stage 1 to 2 Progress Levels 2016 and 2017

Key Stage 1 to 2 Progress levels	READING		WRITING		MATHS	
	2016	2017	2016	2017	2016	2017
	+0.3	-0.3	+0.1	+0.2	+1.3	+1

Source - ASP

Priorities for Key Stages 1 & 2

- Focus on accelerating outcomes for more able children in Key Stage 1 and particularly for those at risk of underachievement, including those disadvantaged and / or with special educational needs and/or disabilities.
- Promote better achievement and progress for key groups of children including those of Black Caribbean heritage, White British learners from disadvantaged backgrounds and those with SEND.
- Focus on closing gender gaps in literacy achievement overall and, particularly, in Reading.
- Work with schools to ensure that the percentages of children attaining the higher standard is consistent across the key areas in Hillingdon and matches London averages.

- Use the primary progress measures alongside attainment data to target school improvement resources, challenging the performance of schools whose progress scores are not yet in line with national averages for each key area and ensuring that governing bodies understand the significance of progress data for whole cohorts and individual groups.
- Provide targeted literacy intervention and support for schools whose Reading outcomes were less positive in 2016/17.
- Work closely with local Teaching Schools and other national and local providers to develop a strong partnership support and development offer for schools to access in order to ensure that standards in Hillingdon continue to rise and that improved outcomes over the past three years are maintained in the landscape of local and national school improvement change.

Key Stage 4

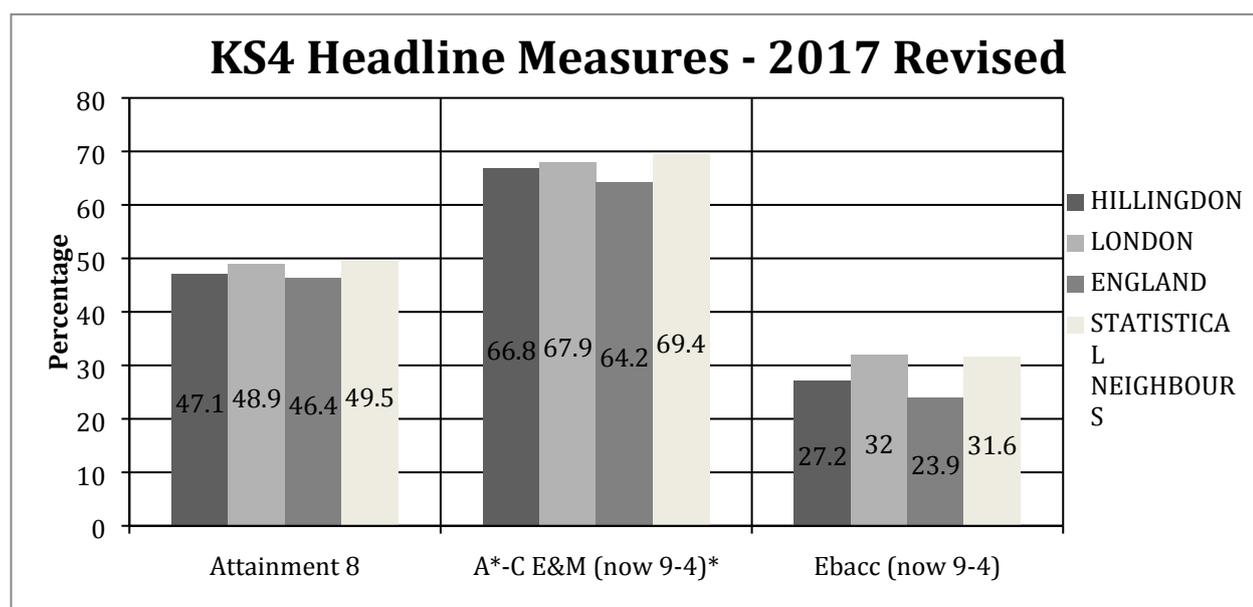
Key Stage 4 Outcomes in Hillingdon: Percentage of overall results including 2015/16 comparators where available and new performance measures for progress and attainment

- Since 2013/14, significant national reforms to Key Stage 4 curricula, entry policy 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 2016/17, secondary schools report against the national Progress 8 measure for all schools which is calculated using the Attainment 8 scores of individual pupils; the standard and strong pass system within the new 9 - 1 grades system for core subjects and the English Baccalaureate (Ebacc) measure.
- Whilst previous A* - C inc English and Maths (previously known as the Basics measure) is no longer an official measure of Key Stage 4 performance the new 9 - 4 including English and Maths is broadly comparable. This measure indicates that Hillingdon secondary schools are again comfortably above the national averages for standard passes, although performance is less positive at the strong pass level.
- Overall Ebacc outcomes in Hillingdon's secondary schools continue to compare positively with the national average for this measure although this measure remains significantly below the London average.
- The overall 'Progress 8' score for the secondary sector in Hillingdon is encouraging and compares well to both the national and London scores indicating that, on average, Hillingdon secondary schools are adding more value to their students than other secondary schools nationally.
- 'Attainment 8' scores per pupil show that young people in Hillingdon attained results in 2016/17 that were, on average, broadly in line with their peers nationally at Key Stage 4.

- Detailed analysis of Key Stage 4 outcomes shows that children with English as an Additional Language achieve particularly well in Hillingdon and that girls also achieve well but that those children whose first language is English and those of Black Caribbean heritage perform less strongly as do those disadvantaged or vulnerable. This area should remain a key area of focus for all schools in Hillingdon during 2017/18.
- In addition, it is noted that overall progress in some subjects are areas of development including languages, Information Technology and Design and Technology subjects.
- In relation to our statistical neighbours Hillingdon is ranked 8th of 11 for standard passes in English and Maths (9 to 4) and 9th of 11 for strong passes in English and Maths (9 to 5 - strong).
- In relation to our statistical neighbours Hillingdon is ranked 9th of 11 for passes in EBacc (for both 9 to 4 and 9 to 5).
- In relation to our statistical neighbours Hillingdon is ranked 8th of 11 for Average Progress 8 score.
- For young people vulnerable to underachievement including those with special educational needs and/or disabilities, detailed analysis of provisional data suggests that the gaps between these groups and their non-vulnerable peers across the performance measures widen into Key Stage 4 in Hillingdon and are, on average, larger than the gaps between these groups nationally.

Table 10: Key Stage 4 SUBJECT	Hillingdon			National			London		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
New from 2017: 9 to 4 pass in English and Maths*	59.5	65.3	66.8 (+1.5)	59.5	63.3	64.2 (+0.9)	62.5	66.4	67.9 (+1.5)
NEW from 2017: 9 to 5 (strong) pass in English and Maths	-	-	45.3	-	-	42.9	-	-	48.2
New from 2017 = % EBacc 9-4 PASS	26.2	25.9	27.2 (+1.3)	24.4	24.6	23.9 (-0.7)	30.5	31.6	32 (+0.4)
NEW from 2017 % EBacc 9-5 Strong pass	-	-	24	-	-	21.4	-	-	28.8
Average Progress 8 score	N/A	0.07	0.14 (+0.07)	N/A	-0.03	-0.03 (-)	N/A	0.16	0.22 (+0.06)
Average attainment 8 score per pupil	N/A	51.1	47.1 (-4)	N/A	49.9	46.4 (-3.5)	N/A	51.7	48.9 (-2.8)

Prior to 2017 this was the equivalent of GCSE A-C in English and Maths.
Source – SFR01 2017 LA Tables (Revised 25/01/2018)



Prior to 2017 this was the equivalent of GCSE A-C in English and Maths. EBacc 9 – 4 includes passes in English and Maths.

Source – SFR01 2017 LA Tables (Revised 25/01/2018)

Priorities for Key Stage 4

- Supporting the two remaining LA Secondary Schools for which the LA retains responsibility with a particular focus on progress scores for vulnerable or disadvantaged groups.
- Working with the wider secondary school sector, via established partnership groups, to address variations in progress scores, for all young people and, particularly, for those most at risk of underachievement including young people with SEND and their disadvantaged peers through the Council's links with the Schools' Strategic Partnership Board and Hillingdon Association of Secondary Heads. This will include utilising appropriate challenge and support mechanisms and escalating concerns of unacceptable underperformance, where necessary, to the relevant responsible bodies. This includes the Regional Schools Commissioner and / or the Secretary of State for Education where improvements are not being expedited.

Key Stage 5

Key Stage 5 Outcomes in Hillingdon

- Hillingdon schools show slightly improved performance at APS per entry and for overall percentages at the higher grades at A Level when compared to 2015/16 but remains below the national and London average attainment levels.
- Of note is the lower proportion of Hillingdon students achieving the highest grades at 'A' level, when compared with the London and national figures. Hillingdon students attaining these grades are also less likely to be attaining them in 'facilitating' subjects at 'A' level i.e. those subjects recommended by Russell Group universities as most likely to lead to the widest range of options for degree level study.

Table 11: Key Stage 5	Level 3 Students*			A Level Students								
	APS** Per Entry			APS** Per Entry			Percentage of Students achieving Grades AAB or better at A Level			Percentage of students achieving Grades AAB or better at A Level, of which at least 2 are in facilitating subjects.		
	2016	2017	Diff.	2016	2017	Diff.	2016	2017	Diff.	2016	2017	Diff.
England – state sector	32.1	33.23	1.13	30.84	32.39	1.55	19.9	22.4	2.5	15.6	17	+1.4
London	32.53	33.62	1.09	31.42	32.39	0.97	20.2	22.2	2	16.4	17.6	1.2
Hillingdon	29.9	31.04	1.14	28.33	29.34	1.01	13.5	15.9	2.4	10.4	9.9	-0.5

Source = SFR03_2017_LA Tables (Revised 25/01/2018)

* Level 3 is for students studying applied general and technical level qualifications

**APS = Average Points Score

Priorities for Key Stage 5

- To build on the links made with post-16 providers, in order to analyse performance and challenge underperformance to improve outcomes at Key Stage 5.
- To monitor the impact of the work of the Hillingdon Association of Secondary Head Teachers in improving outcomes for previous high attainers in Hillingdon's school-based Key Stage 5 provision

Children Looked After (CLA)

Children Looked After Attainment and Progress Summary

Although outcomes for Hillingdon CLA who have been in continuous care for 12 months or more fluctuate year on year and are highly dependent on the makeup of the cohort, progress over time has been evident particularly at KS4 with a rise in CLA achieving the old headline measure of 5 A*-C including English and maths from 7% in 2014 to 20% in 2017.

This said, it is important to reflect that in the case of the year 11 cohort those who contribute to the national statistics are only 60 percent of the total cohort within that year group. The remaining young people, a large percentage of which are Unaccompanied Asylum Seeking Children (UASC), still need to be supported and in many cases are the most challenging with no education provision in place at the point they enter the care system for some.

The eligible Year 6 cohort that contributes to the national indicators for attainment at the end of Key Stage 2 (KS2) consisted of 7 CLA. The attainment of the cohort in relation to those who obtained age related expectation or above in reading, writing, spelling, punctuation and grammar and maths at the end of KS2 was 43%, 57%, 29% and 43% respectively exceeding or meeting the target of 29%, 14%, 14% and 43%. 43% of the cohort achieved expected attainment in reading, writing and maths with none achieving at a higher standard across the 3 subjects.

The national comparisons for CLA for 2016 are yet to be released, but to provide a benchmark, 25% of CLA reached the new expected standard or above in the headline measure reading, writing and mathematics in 2016.

In relation to progress the Virtual School recorded Reading progress of -1.14, Writing progress of +5.14 and Maths progress of +0.14, based on the mean average of its KS2 CLA progress scores in the respective subject. Given the lower confidence interval limit is higher than zero at 0.66 in writing, our Virtual School Progress 8 Writing score of +5.14 is above average and the result is statistically significant.

- Attainment at the end of Key Stage 4 showed Hillingdon's eligible CLA exceeding Hillingdon's target of 7% with 20% achieving 9 - 4 including English and Maths plus 3 other subjects at A* - C, 2 and 6 percentage points above Hillingdon's CLA and CLA nationally in 2016 respectively. These results are a considerable achievement and success when taking into account the needs of the children. The cohort size was 25, with 7 (28%) entering care (the country) during KS4. 6 of the 25 (24%) were not sitting GCSE's and hence although part of the cohort would not be able to contribute positively to the overall results for the year.
- By way of context, 11 (44%) are UASC and have English as an additional language. 10 (40%) have SEN including 7 (28%) who have a statement or EHCP and 3 (12%) have received Educational Psychology (EP)/MAPS input since entering care. 56% of the cohort are with foster carers or living with parents with the remainder in residential placements or semi independent living. 56% attend mainstream schools, with the remaining 44% in Pupil Referral Units (PRU's), alternative provisions, non independent and independent special schools. 12 (48%) had placement changes in KS4, with 6 resulting in a change of school.

For the 19 sitting GCSE qualifications they recorded an average attainment 8 score of 28.53 (this is above the 2016 national CLA comparison of 22.8).

- The information below outlines KS4 achievement in 2017 against the new headline measure for this cohort of 25 CLA, these are benchmarked against available 2016 national CLA statistics in bold.
 - % achieving level 4 -9 in English (language or literature) and maths: 7/25 (28%), **(17.5%)**
 - % achieving level 5-9 in English (language or literature) and maths: 3/25 (12%)
 - % achieving the EBacc level 4 -9: 0/25 (0%), **(2.8%)**
 - % achieving the EBacc level 5 -9: 0/25 (0%)
 - % pupils entered for EBacc: 2/25 (8%), **(8.2%)**
 - % of students staying in education or employment after key stage 4: 22/25 (88%)

Children Looked After- Key Stage 4	Number of Pupils	Hillingdon
		2017
New from 2017: 9 to 4 pass in English and Maths*	7 from 25	28
NEW from 2017: 9 to 5 (strong) pass in English and Maths	3 from 25	12
New from 2017 = % EBacc 9-4 PASS	0 from 25	0
NEW from 2017 % EBacc 9-5 Strong pass	0 from 25	0
Percentage of pupils entered for EBacc	2 from 25	8
Percentage of students staying in education or employment after Key Stage 4	22 from 25	88

Source - CLA Key Stage 4 2017. Figures shown are percentages. Not comparable with 2016.

CLA Key Stage 2 Pupils 2017	READING	WRITING	GPS	MATHS	RWM*
2017 Actual	43	57	29	43	43
2017 CLA service target	29	14	43	43	-

CLA Key Stage 2 2017 – Figures shown are percentages.

*Reading, Writing & Maths Combined (pupils must achieve all 3 elements)

Placing CLA in appropriate education provision continues to provide challenge, particularly in KS4 and for unaccompanied asylum seeking children. However, a good working relationship with Hillingdon schools has meant that admission of CLA is improving, without the need to challenge. In the last year we have been required on two occasions to serve schools with intention to direct notification and this has been a sufficient measure to reverse their decision and offer a place.

Clearly, the Council would wish to avoid this process as it extends the length of time the young person is out of school and as a service the Council will continue to strengthen communication with our schools and ensure the admission of CLA is supported in a timely fashion.

Priorities for Children Looked After in Hillingdon

- To continue to maximise progress and close the attainment gap for Children Looked After and Care Leavers by informed use of data and targeted support, particularly at KS1, KS2, KS4 and KS5.
- To improve baseline assessments for UASC in order to better gauge progress from point of school entry.
- To improve the average attendance of Hillingdon statutory school age CLA, reduce unauthorised absence and persistent absenteeism through closer working with foster carers, social care colleagues and schools.
- To reduce the number of fixed term exclusions and school days lost as a result of exclusion.
- To further strengthen the systems and processes in place to analyse and assess the impact of pupil premium spend on outcomes for Hillingdon statutory school age CLA and to support schools to evidence impact of spend and for Virtual School Officers to continue to hold schools to account for funding released.
- To further strengthen the relationship and collaborative working with colleagues in SEND, inclusion and multi sensory teams and seek out further opportunities to support CLA with SEND and build up the resources to help them engage with learning.
- To build on and strengthen the collaborative working with social care to further reduce school changes, particularly as a result of care placement breakdown through direct training.
- To improve the understanding of school staff on the impact of attachment disorder on learning for CLA, through dissemination of training and observational work.
- To strengthen transitions from KS4 to KS5 and KS5 to leaving care and to develop a better understanding of educational needs post 18 in order support Higher Education access and provide appropriate information, advice and guidance.

- To reduce Not in Education, Employment or Training (NEET) figures even further for 16-18 year old Hillingdon CLA through Personal Education Plans (PEPs), NEET working group establishment, NEET panel attendance and focused support.

Special Education Needs and/or Disabilities (SEND)

- Since 2013/14, 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) and the categorisation of all other children and young people with SEND as SEN Support. When interpreting data for children and young people with SEND it should be noted that progress from year to year will always depend on the specific needs of individual children and the marked variations in cohort profile.
- Local authorities are required to convert all SEN Statements to Education Health and Care Plans (EHCP) by 31/03/18, locally there is a plan in place to complete all of the conversions within the agreed timeframe.
- The Council's early intervention, prevention and special educational needs services (which includes the Early Support Team, the Inclusion Team, the Sensory Intervention Team, the SEND information and Support Service, the SEND Team, the Educational Psychology Team) are the council teams that are working most closely with schools and the council's School Improvement Team to address concerns regarding the progress and outcomes of children and young people with SEND in Hillingdon's schools.
- Closing the gaps in outcomes and progress for vulnerable children and young people is key to ensuring high standards of education in Hillingdon's schools and the Council recognises that outcomes for children and young people with SEND are not yet consistently strong in all schools or across all phases.
- 2016/17 data highlighted the widening of gaps between outcomes for learners with SEND as they progress to secondary education and indicated that the risk of underachievement was particularly high for young people with SEND who were considered middle ability attainers at primary school. In 2016 the inclusion network was established across the Borough and has broadened its support resource for schools. This has included the re-establishment of the Hillingdon SENCO forums and the introduction of both targeted and optional support and training for schools through the Inclusion Commitment. Those schools who have engaged with the Inclusion Commitment (IC) delivered by the Inclusion Team within Early Intervention, Prevention and SEND Services are providing positive feedback on the impact of the changes they are making on pupils progress. (E.g. "our progress 8 gap for our SEN support is reducing", the IC "has enabled accelerated progress for pupils with speech and language needs", "Increased used of visual prompts in class has enabled specific pupils to make accelerated progress). Officers are analysing the pre and post involvement data for pupils with SEN support and EHCP in the schools engaged in this work to measure the impact of this initiative.

- Analysis of SEND needs in Hillingdon in 2016/17 shows that Communication and Interaction needs including autism and speech and language difficulties continue to be the most prevalent areas of need across the Borough with a higher proportion of young people with SEND displaying needs within the Social, Emotional and Mental Health area of need as they move into secondary education. The significant number of able children and young people with autism in the Borough may explain why outcomes for previously high attaining young people with SEND are generally positive in the Borough.
- Children and young people who are Looked After and have SEND are recognised as a particularly vulnerable group nationally. In 2016/17 Hillingdon had Looked After Children with SEN but without EHC Plans/Statements and Looked After Children with EHC Plans/Statements, equating to 38.1% and 32.2% of the LAC population in Hillingdon respectively and being significantly higher than the national and all London averages for this group. For this reason, partnership working between SEND teams, Social Care, the Virtual School for Looked After Children and partners responsible for school improvement remains an important area of focus.
- At Key Stage 1 the gap between the attainment of children at SEN support in Hillingdon and their non SEND peers, continues to be smaller than the national gap for the same groups of children. For those children EHCP / Statemented the gap this year is wider in Hillingdon than the national gap for the same group of children. At Key Stage 2 the gap between the attainment of children at SEN support and children with EHCP / Statemented and their non SEND peers is smaller than the gap for the same groups nationally.
- At Key Stage 4 it is not yet possible to compare Hillingdon's gaps with national gaps for 2016-17 as this information is not yet available.

Percentages of attainment for children with SEND 2016/17

Table 13: SEN Key Stage 1 2017						
Individual Scores for Reading, Writing and Maths						
Hillingdon Pupils	Actual results for expected standard					
	READING		WRITING		MATHS	
	2016	2017	2016	2017	2016	2017
Not SEN (3413)	82	85	74	78	82	86
SEN Support (479)	35	42	25	25	41	43
LBH gap between Not SEN and SEN Support	47	43	49	53	41	43
National gap between Not SEN and SEN Support	50	50	52	54	47	48
EHCP & Statemented (90)	18	14	12	9	18	12
LBH gap between Not SEN and EHCP & Statemented	64	71	62	69	64	74
National gap between Not SEN and EHCP & Statemented	68	70	65	68	66	69

Source - SFR49_2017_LA_Tables

Table 14: SEN Key Stage 2 2017		
Combined Scores for Reading, Writing and Maths		
Hillingdon Pupils	Actual results for Expected Standard	
	2016	2017
Not SEN (3006)	66	72
SEN SUPPORT (424)	19	24
LBH gap between Not SEN and SEN Support	47	48
National gap between Not SEN and SEN Support	46	50
EHCP & Statemented (125)	10	6
LBH gap between Not SEN and EHCP & Statemented	56	66
National gap between Not SEN and EHCP & Statemented	55	63

SFR69_KS2_2017_LATables_Revised

Table 15: SEN Key Stage 4 2017					
Hillingdon Pupils	English and Maths PASS		Attainment 8	% Ebacc**	
	Standard 9* to 4	Strong 9* to 5		Standard 9* to 4	Strong 9* to 5
Not SEN (2631)	73	50	5	30	27
SEN SUPPORT (330)	32	16	3.3	9	7
LBH Gap between Not SEN and SEN Support	41	34	1.7	21	20
National gap between SEN Support and Not SEN	Not yet available		Not yet available	Not yet available	
EHCP/Statemented (113)	7	5	1.3	2	2
LBH Gap between Not SEN and EHCP/Statemented	66	45	3.7	28	25
National gap between Not SEN and EHCP/Statemented	Not yet available		Not yet available	Not yet available	

Source - FFT Aspire 2017

*9 being the highest grade on a scale of 9 to 1

**English Baccalaureate

Closing the Gap between Disadvantaged Pupils and their Peers

- In 2016/17, all schools continued to 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.
- At Key Stage 1, whilst overall outcomes have improved the gap between children eligible for pupil premium funding and their non disadvantaged peers widened in 2016/17 when compared to 2015/16 and is notably wider in Maths.
- At Key Stage 2 the gap between children eligible for pupil premium funding and their non disadvantaged peers is slightly smaller in Hillingdon than the gap between the same groups of children nationally.
- At Key Stage 4 the gap between the young people eligible for pupil premium funding and their non disadvantaged peers narrowed in 2016/17.
- The Hillingdon Innovation and Improvement Networks, launched in March 2016 and supported by the Schools' Strategic Partnership Board, including the Primary Forum Executive and Hillingdon Association of Secondary Head Teachers, focus on the improvement of standards for disadvantaged children and young people. Schools where gaps between disadvantaged children and their non-disadvantaged peers have not shown sufficient improvement in 2016/17 are strongly encouraged to demonstrate engagement with local or national projects to tackle inequality gaps.

Key stage 1 Attainment for children eligible for Pupil Premium funding 2016/17

Table 16: Pupil Premium Key Stage 1 2016 & 2017 Individual Scores for Reading, Writing and Maths						
Hillingdon Pupils	Actual results for Expected Standard					
	READING		WRITING		MATHS	
	2016	2017	2016	2017	2016	2017
Not FSM in last 6 years (3522)	77	80	68	72	78	81
FSM in last 6 years (544)	63	63	54	51	62	60
LBH Gap between No FSM & FSM	14	17	14	19	16	21
National gap between No FSM & FSM	17	17	18	19	17	18

Source - SFR49_KS1_2017_LATables

Note - national data for RWM combined scores is not available. FSM = Free School Meals

Key Stage 2 Attainment for children eligible for Pupil Premium funding 2016/17

Table 17: Pupil Premium Key Stage 2 2017 % for Reading, Writing and Maths Combined	
Hillingdon Pupils	Actual results for Expected Standard*
Not FSM in last 6 years (2504)	70% (63)
FSM in last 6 years (1059)	48% (45)
LBH Gap between No FSM and FSM	22% (18)
National gap between No FSM and FSM	20% (22)

Source: SFR69_KS2_2017_Revised
*2016 results in brackets

Key Stage 4 Attainment for children eligible for Pupil Premium funding 2016/17

Table 18: Pupil Premium Key Stage 4 2016 & 2017						
Hillingdon Pupils	Level 9 to 4: % English and Maths		Progress 8 scores		% Ebacc**	
	2016	2017	2016	2017	2016	2017
Not FSM in last 6 years (1979)	73	73	0.21	0.27	31	31
FSM in last 6 years (1094)	45	50	-0.28	-0.19	14	17
LBH Gap between No FSM and FSM	28	23	-0.49	-0.46	17	14
National gap between No FSM and FSM	28	NA	-0.48	N/A	18	N/A

Source: FfT Aspire 2016 - SFR does not yet have pupil characteristics

*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"

Young People Not in Education, Employment or Training (NEET)

- Data published by the DfE in October 2017 shows that 86.6% of 16-17 year olds in Hillingdon are in learning or employment (including apprenticeships) and 7.4% are NEET which represents an improvement of 3.9% in Hillingdon compared to a national improvement of 0.5%.
- Whilst the national statistical release shows an improving picture locally and a greater rate of improvement than compared to the national, it is 12 months retrospective.

The very latest data available is tabled below:

	HILLINGDON (Student numbers in brackets)	REGIONAL AVERAGE
NEET – 16 to 17 year olds	1.8% (127)	1.5%
NOT KNOWN – 16 to 17 year olds	4.3% (294)	7.3%

Source - SFR49 LA Tables

- National averages are not yet available.
- It is noted that the improved position in Hillingdon has been achieved by securing 100% returns from secondary schools in Hillingdon during the summer of 2017 for the first time.
- NEET young people are identified from improved intelligence of the Not Known cohort. Each NEET young person in Hillingdon has a named Lead Professional and all are invited to the quarterly events arranged by the Participation Key Work Team where 3rd sector providers are brought together to create a marketplace of options for NEET young Hillingdon residents.
- Most recently, a Data Sharing Protocol has been agreed with P3 charity to allow for the tracking of Not Known young people and the swift delivery of services to these young people when they are identified as NEET.

Table 19

NEET 16-17 year olds - DfE statistical release for 2016 published October 2017

	In learning (education and training)	NEET	Not known
England	91.2%	6%	2.8%
Hillingdon	86.6%	7.4%	6%

Source - SFR LA Tables

Hillingdon Adult Learning Service

- The Hillingdon Adult and Community 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 programmes of learning are designed to lead to work, enhance life chances, improve wellbeing or encourage greater social cohesion. The service was last inspected by Ofsted in January 2016 and was graded as 'good'.
- The Adult Learning Service continues to deliver positive outcomes for Hillingdon residents with a high proportion of learners achieving their expected learning aims. In 2016-17 the service recruited 2,461 residents into learning, creating 4,553 enrolments by adults in Hillingdon. 71.5% of learners were aged from 25-54, 4% were under 25 and 13.4% were aged 65 and over. The following table summarises the key outcomes.

Hillingdon Adult Learning Outcomes - Percentage of overall results

Table 20 KPI	2014/15	2015/16	2016/17
Achievement rate %	86.4%	89.4%	91.3%
Retention rate %	95.9%	95.8%	96.4%

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

Attendance Outcomes

	HILLINGDON	NATIONAL
State funded absence - Primary	4.1	4
State funded absence - Secondary	5.4	5.2
State funded absence - overall	4.6	4.5
Persistent absentees - Primary	9.3	8.7
Persistent absentees - Secondary	13.6	12.8
Persistent absentees - overall	11.1	10.4

Source - SFR LA Tables

NB figures shown are percentages

- Hillingdon, whilst slightly below national averages in terms of attendance, is sufficiently close to the average to be of moderate concern only. However, the difference between national and local Persistent Absenteeism rates is notable.
- It is noted that schools in Hillingdon are responsible for reporting all persistent absentees, children removed from roll, children on part time timetables and children absent for 20+ consecutive sessions on a monthly basis to the local authority. They are also responsible for referring pupils with concerning attendance to the Participation Key Work team for case work.
- This Participation Key Work service is provided at no cost to maintained schools. Academies are able to commission the service. Currently all but two academies in Hillingdon commission this work. It is evident is that when schools convert to academies, they commission fewer Participation hours than they had previously received as a maintained school at no cost.
- Specific areas of concern relating to attendance are authorised absence and authorised exceptional leave. The duty to authorise absence sits with an individual school and is outside the powers of the local authority.
- In order to support school improvement regarding attendance, two attendance events are provided for all school-based attendance leads per year and include local and national updates, the sharing of best practice and networking opportunities.
- Of the 20,129 penalty notices issued to parents for unauthorised absence across London in 2016/17, Hillingdon was responsible for 301. This profile has been reasonably consistent over the past five years which is not a pattern reflected across all London Boroughs thereby indicating that Hillingdon's use of Penalty Notices is well embedded. A consistent approach in Hillingdon offers clarity and consistency to parents and schools, despite external vagaries such as media coverage of high profile individual cases that have an impact in other London Boroughs.

Exclusions Data for Schools in Hillingdon

- It is noted that the latest nationally comparable data available for school exclusions is for the period 2015/16.
- The Participation Key Work team has delivered services and consultancy to schools when a pupil at risk of permanent exclusion is highlighted by a school and sufficient time to intervene is provided. Academic year 2016/17 saw 78 potential permanent exclusions successfully avoided following intervention.
- Not relating to 2016/17, whilst rates of fixed term exclusion remain broadly positive in Hillingdon compared to national averages, 2015/16 exclusion data highlights a rise in Special School exclusion.

Permanent exclusions - Percentage of overall results

Table 21: Permanent exclusions 2015-16						
Phase	State funded primary		State funded secondary		Specials	
Region	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Hillingdon	0	0	0.16	0.20	0	0
England	0.02	0.02	0.15	0.17	0.09	0.08
London	0.01	0.01	0.17	0.176	0.11	0.10

Source - SFR35_2017_LATables_Exclusions

NB – exclusions figures are always reported one year behind

Fixed term exclusions - Percentage of overall results

Table 22: Fixed term exclusions 2015-16						
Phase	State funded primary		State funded secondary		Specials	
Region	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Hillingdon	0.42	0.44	7.0	7.44	3.3	13.1
England	1.1	1.21	7.5	8.46	13.54	12.53
London	0.81	0.84	6.71	6.87	13.49	13.34

Source - SFR35_2017_LATables_Exclusions

Schools Placements and Admissions

Secondary School Places

- For the school year starting September 2017, there has been a 2 per cent increase in secondary applications across London, however, Hillingdon experienced a 3 per cent increase. Despite the increase and a record high of 3,416 applications in total for secondary school places Hillingdon remains one of the top Boroughs in West London for allocating school places at a school of choice.
- On National Offer Day, 7 per cent of children in London didn't receive an offer - Hillingdon offered 100 per cent of our applicants a school place.
- 94.9 per cent of Hillingdon pupils received one of their preferred choices.
- 67.4 per cent of pupils were allocated their first choice of secondary school. Some parents choose to put a single school on their application form. Other parents, who are aware

that all their preferences will be considered equally, may decide to use their first preference to rank a school which their child is less likely to be offered and put their more realistic options lower down the list. Therefore it is important to consider how well all preferences have been met, as these are likely to have been more than satisfactory to many parents.

- The Council's school expansion programme continues to deliver school places across the Borough where required. For example, Oak Wood School (formerly known as Abbotsfield School) has undergone a £30.4 million investment offering an additional 75 places and became a co-educational school from September 2017. The Council has also invested £35 million into new school buildings with state-of-the-art facilities at Northwood School to provide 1,080 school places, which included an expansion to provide an additional 30 places in each year group as the school grows.

Primary School Places

- There has been a 4 per cent decrease in primary applications across London - Hillingdon experienced a 2.5 per cent decrease, overall, although it should be noted that geographical variations and parental preference mean that there remains pockets of acute pressure in some parts of the Borough.
- 98.5 per cent of Hillingdon pupils received one of their preferred choices. This was the highest across West London and is above the London offer average.
- 88.7 per cent of pupils were allocated their first choice of primary school. Some parents choose to put a single school on their application form. Other parents, who are aware that all their preferences will be considered equally, may decide to use their first preference to rank a school which their child is less likely to be offered and put their more realistic options lower down the list. Therefore it is important to consider how well all preferences have been met, as these are likely to have been more than satisfactory to many parents.
- During the last year the Council supported Hillingdon residents who were likely to be impacted upon by Pinner Wood School in Harrow which had to leave their site due to health and safety concerns. Officers spoke to 20 Hillingdon parents who would have been allocated a place for their child at Pinner Wood School in September. Parents were offered a duplicate offer to ensure their child would have a secure school place during the uncertainty surrounding the future of the school site. This support was greatly appreciated by residents and 19 of the 20 residents agreed to an additional Hillingdon school offer for National Offer Day. Since then 13 of the 19 parents have continued to accept the additional offer.

Fair Access

- The purpose of Fair Access Protocols is to ensure that outside the normal admissions round unplaced children, especially the most vulnerable, are found and offered a place quickly, so that the amount of time any child is out of school is kept to the minimum. Every local authority is required to have in place a Fair Access Protocol, developed in partnership with local schools. Hillingdon has an 'In Year Fair Access Panel' (IYFAP) to consider these types of school admissions.

- Due to new ways of working and improved communication between the Local Authority and admissions officers based in schools there has been a considerable decrease in the number of primary referrals to the IYFAP. Below is a summary of the referrals made via the IYFAP.
- 35 Year 11 aged children were successfully placed in mainstream schools in 2016/17 via Fair Access Protocols. This represents an increase as the year before 2015/16 was 17. Due to the success of these placements, the IYFAP will now place all mainstream and appropriate Year 11s aged children at Panel for placement.
- 2016/17 saw a 56% decrease in the total number of Primary placements by the IYFAP in comparison to academic year 2015-2016.
- 2016/17 saw an overall 22% decrease in the total number of placements by the Panel in comparison to the academic year 2015-2016.

Table 23

Month/Year Group	Primary referrals							Secondary referrals					Total
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	
September	0	1	0	0	5	0	0	0	0	0	0	22	28
October	0	0	0	0	0	0	0	0	0	0	0	4	4
November	0	1	0	0	2	0	0	0	0	0	0	5	8
December	0	0	0	0	0	1	0	0	0	1	1	3	6
January	0	0	0	0	0	0	0	0	0	0	0	3	3
February	0	0	0	0	0	0	0	0	0	0	0	2	2
March	0	0	0	0	0	0	0	0	0	0	0	2	2
April	0	0	0	0	0	0	0	0	0	0	0	2	2
June	0	0	0	0	0	0	0	0	1	1	0	0	2
July	0	0	0	1	0	0	0	0	1	2	1	0	5
Total per year	0	2	0	1	7	1	0	0	2	4	2	43	62
Total Pri/Sec	11							51					
Total	62												

A small but increasing number of admission cases have been brought to the attention of the Local Authority regarding the reservations that some schools have expressed about their capability to meet a child's specific needs. Although such cases are usually resolved by good communication and teamwork between the Council and the schools who raise concern, it is often the case that schools require clarification of the sources of additional support available from the Council. Once schools access the support available they are very positive about the

adjustments that can be made and training that is available for school staff in order to promote inclusion and enhance opportunities and provision for children with additional needs.

On occasion, schools may indicate a lack of appropriate facilities, resources, or teaching expertise as a barrier to the timely inclusion of a child or young person. It is positive to note that, in Hillingdon such difficulties are usually overcome through local negotiation. However, this process can still result in a delay in accessing the specific provision that the child requires.

The Local Authority is committed to supporting all schools to respond swiftly and confidently to the needs of our young people and has a number of sources of support to help schools integrate children with additional needs quickly into education. This may include working with schools and families to agree staged or staggered admission if necessary, particularly when schools have concerns about meeting needs.

Financial Implications

There are no direct financial implications arising from this report.

RESIDENT BENEFIT & CONSULTATION

The benefit or impact upon Hillingdon residents, service users and communities?

This report ensures that every child in Hillingdon has access to a high quality school place. It is central to putting residents first and is supported by the principles of the Hillingdon School Improvement Plan.

Consultation carried out or required

Not applicable for this report.

CORPORATE CONSIDERATIONS

Corporate Finance

Corporate Finance has reviewed the report and confirm there are no direct financial implications arising from this report.

Legal

Under the Education Act 1996 (Sections 13,13A and 14) the Council has statutory obligations to: ensure that efficient primary, secondary and further education is available to meet the needs of the local population; ensure that its education functions are discharged with a view to promoting high standards; ensure fair access to opportunity for education and learning, and promote the fulfilment of learning potential; and secure that sufficient schools, for providing primary and secondary education, are available for its area.

Whilst there are no specific legal implications arising from the report, Cabinet is advised that the Council's school improvement function is subject to inspection from Ofsted under powers set out in Section 136(1)(b) of the Education and Inspections Act 2006. Specifically, Her Majesty's Chief Inspector may use these powers under the Education and Inspections Act 2006 to inspect compliance of the duties of a local authority as set out the Education Act 1996. Reports of the findings of inspections under S136 of the Education and Inspections Act 2006 may be of assistance to the Council and/or the Secretary of State in the use of powers under Part 4 of the Education and Inspections Act 2006.

Infrastructure / Asset Management

Not applicable for this report.

Comments from other relevant service areas

All council service areas that are linked to this report have directly contributed to the production of this report. Please see their service area sections within the main body of this report.

BACKGROUND PAPERS

Nil.