

## STANDARDS AND QUALITY IN EDUCATION IN HILLINGDON 2018/2019

<b>Committee name</b>	Residents, Education and Environmental Services Policy Overview Committee
<b>Officer reporting</b>	Dan Kennedy – Residents Services
<b>Papers with report</b>	None
<b>Ward</b>	All

### HEADLINES

This report provides the Committee with an overview of the standards and quality of education across Hillingdon schools and settings for Hillingdon's children, young people and adults. The report focuses primarily on attainment, progress and achievement for the academic year 2018/19 but also references wider measures of educational success. To support further improvement of standards in Hillingdon the report identifies specific areas for action with schools, settings and partners.

### RECOMMENDATION

**That the Committee note the key findings set out in the report, and provides comments for inclusion in the report to the Cabinet meeting in April 2020.**

### SUPPORTING INFORMATION

The main findings from the review of education performance in Hillingdon for the academic year 2018/19 are that:

- Within the Early Years phase including private, voluntary and independent nursery settings and child-minder provision overall attainment has risen once again. It should be noted that all early years settings in Hillingdon are judged by Ofsted to be 'good' or better, above the London average. The intervention and support provided by the Council in this phase has made a difference to achieving meaningful improvements in the service offered and better outcomes for residents.
- Within the primary phases, stable outcomes at both Key Stages mean that borough averages are either in-line or above the national level for all key measures. Positive Key Stage 2 progress scores in Reading, Writing and Maths mean that, collectively, Hillingdon's primary schools are adding more value to children's learning than primary schools nationally, on average.
- Within the secondary phase, Key Stage 4 outcomes and progress have both decreased slightly but still remain above national averages.

- At post-16 level, progress has been made, however Hillingdon continues to underperform with lower academic outcomes than national averages for this phase.
- Hillingdon's Ofsted inspection data demonstrates a decline in 2018/19 when compared with previous years with 88% of schools overall now judged good or better by the end of the 2018/19 academic year, compared to 91.3% of schools judged good or better 2017/18.
- The underperformance of some key groups of learners in Hillingdon continues to provide challenges to some settings in the borough. Effectively addressing the progress and outcomes for these vulnerable groups is an educational priority for the Council and all local education providers in 2019/20 and future years.

The remainder of the report provides further information about the outcomes achieved at the different education stages, for different groups and relating to Council services which support educational outcomes. The report 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 statutory education functions are discharged with a view to promoting high standards; ensuring fair access to opportunity for education and learning, and promoting the fulfilment of learning potential for all learners.
- 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 capacity and quality through the provision of school support and monitoring and the expansion of schools where needed to meet demand for school places across the primary and secondary sectors. The Council's investment in new and modern education buildings and facilities continues to provide the high quality learning environment that children need in Hillingdon.
- The mixed economy of Council maintained and academy/free schools in the Borough mean that the Council acknowledges its dynamic but central role in securing the best outcomes for children and young people educated in the Borough. Working in partnership with autonomous school leaders, multi-academy trusts and other relevant responsible authorities, the Council continues to promote high standards for all learners and to challenge underperformance where this occurs, no matter where learners are educated.
- The Council accepts that it has an important role to play in promoting high standards for all learners and, 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 for vulnerable children 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 or notifying the Regional Schools Commissioner of concerns in Academy schools in order to drive up standards..
- Working in partnership with Teaching Schools and multi-academy trusts in order to build capacity within the schools-led improvement community in Hillingdon.

### **Ofsted Inspections of Schools**

- During the academic year 2018/19 (ending on 31st August 2019), 29 schools in Hillingdon were inspected. Of these schools inspected, 2 of 29 demonstrated an improvement in final inspection judgements and moved from 'Requiring Improvement' to 'Good', 4 of 29 moved from 'Good' to 'Outstanding', whilst 18 of 29 retained their previous inspection judgements. 5 of 29 schools inspected during this period received a downgraded judgement. 1 of these school's is currently subject to intensive intervention by the Council's School Improvement Team.
- Overall inspection data for 2018/19 shows a steady year in school judgements. In total, 88% of all schools judged 'Good' or better at the close of the academic year, which is 2% higher than the England average.
- The Council is working with the Regional Schools' Commissioners Office to ensure that the 4 academy schools that were downgraded have school improvement support.

## Summary of Schools in Hillingdon by Ofsted Judgement

### Data Set 1 - Table: Inspections LBH breakdown

Please note that schools without a current judgement are recorded as 'good' in comparative Local Authority statistics (3 schools).

Data Set 1 - Table: Final inspection overview 2018/19 (by 31 <sup>st</sup> August 2019)									
Type of School	Number	% Outstanding	No. Outstanding	% Good	No. Good	% Requiring Improvement	No. Requiring Improvement	% Inadequate	No. Inadequate
Primary	71 (2*)	18	13	75	53	7	5	0	0
Secondary	22 (1*)	32	7	45	10	23	5	0	0
Special	10	20	2	60	6	20	2	0	0
All Schools in Hillingdon	103 *3 Schools awaiting first inspection	21	22	67	69	12	12	0	0

Data Set 2 - Table: Inspection LBH verses England						
	2018-19		2017-18		2016-17	
Judgement	Hillingdon	England	Hillingdon	England	Hillingdon	England
Schools Good or Better	88%	86%	91%	86%	87%	86%

Source: Ofsted inspection statistics November 2019 as of 31.08.19

### Monitoring and Challenging the Performance of Individual Schools

- It is noted that the schools landscape in Hillingdon consists of 103 state-funded settings which include a mixture of Council maintained schools and other settings which have an alternative status - these settings including academies, non-maintained special schools and University Technical Colleges (UTCs)/studio colleges. For information, approximately 30% of all primaries in Hillingdon are academies, with 70% remaining as maintained schools. In the secondary sector, 90% of all schools are academies with only 10% remaining as maintained settings. In the special school sector, 80% of schools are academies whilst 20% are maintained by the Council.
- Legal duties and powers regarding school improvement intervention in underperforming schools where the Council is not the responsible body for standards or leadership (for example academies or other non-maintained schools etc.) lie with the Regional Schools' Commissioner, acting on behalf of the Secretary of State. Councils retain responsibility for intervention in maintained settings where standards decline and all local authorities retain the overarching statutory duty regarding the promotion of high standards of education which includes regular interface with all stakeholders in a local area and the sharing of intelligence with national partners including Ofsted and the full range of Department for Education teams.

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- 2018/19 was the fourth full academic year of implementation of the Hillingdon School Improvement Strategy (currently in its fifth year). An updated strategy is currently undergoing consultation by executive groups and then with all schools. This strategy is underpinned by partnership working and includes six central elements of monitoring, intervention and challenge within a broader framework of school-led improvement activity. This 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.
- The strategic plan includes specific guidance for schools around the responsibilities of the Council with regard to monitoring and intervening where schools are, or maybe, at risk of underperformance. This includes processes for the risk assessment of schools who are not securely good or where standards are declining and associated intervention by officers to accelerate the use of the Council's formal powers if required. The strategy outlines the role that the Council has in liaising with and supporting where necessary the bodies responsible for intervention in academy/free schools/UTCs and maintained schools which are judged to be 'Inadequate' by Ofsted.
- During the academic year 2018/19, the Council's Schools At Risk Register identified 18 schools at risk of underperformance in Hillingdon (increased by 3 from the previous year). Of this number, 10 of the schools were maintained by the Council and, accordingly, were already in receipt of intensive monitoring, challenge and support by officers including the brokerage of support from within the local school improvement community to facilitate improvement. (It is noted that a higher proportion of maintained schools compared to academies are likely to feature on a Council Schools At Risk register since the level of intelligence that the Council has access to and which is used to assess risk tends to be greater where a school is a maintained setting. However, where the schools identified as being at risk were academies/free schools for whom the Local Authority is not the legally responsible body in terms of school improvement, the Council acted swiftly to highlight concerns to the Regional Schools Commissioner and other relevant authorities).
- During 2018/19 it was necessary for the Council to maintain or commence formal intervention action in four maintained schools where education standards were not considered to be improving rapidly enough. In one case, the Council has an Interim Executive Board in place to secure governance improvements. This approach resulted in meetings between senior officers and school leaders, intensive brokering of support from within the wider education community. The impact of challenge and support resulted in significant changes to leadership, management and governance in these schools.
- It should be noted that the Council's School Improvement Team monitors the standards and quality of all schools in Hillingdon through termly analysis of published data, information gathered from Council services supporting children and families, Ofsted liaison, feedback from Hillingdon's Regional Schools' Commissioner's office and DfE and, in the case of maintained schools only, through the provision of both annual Healthchecks and Pre-Inspection visits. The early identification of schools facing challenges in Hillingdon allows the Council to broker support for school leaders and governors from across the wider schools community and aims to prevent, halt and reverse a decline in standards for Hillingdon's children and young people.

- In 2018/19 officers continued to work closely with the Hillingdon school-led Schools' Strategic Partnership Board including the National and Local Leaders of Education and Teaching Schools in Hillingdon, to deliver a number of school improvement events and regular briefings to Head Teachers throughout the year. This approach ensured that the Council continued to fulfil its statutory duty with regard to acting as a champion of high standards of education for all young people in Hillingdon, whilst supporting the local education sector's systems leaders by promoting access to their local school leadership improvement offer and highlighting expertise available from both Teaching Schools and central government.
- Targeted projects were delivered to improve the outcomes of disadvantaged pupils and to support schools to go from 'Good' to 'Outstanding'. The outcomes of these projects are being monitored with measurable impacts being available in the next academic year.
- To build on partnership working, the School Improvement Service works in partnership with our Teaching Schools through the Hillingdon Local Education Area Partnership (LEAP). This new focus on robust and effective formal education improvement partnerships, within which the Council plays a critical role as a primary convener of area-specific improvement, will be a key feature of education improvement.

## **An Overview of Educational Performance in Hillingdon 2018/19**

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.

### **Section 1: Early Years & Foundation Stage Education**

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

- The focus for 2018/19 in the Private, Voluntary and Independent (PVI) sector was to continue to ensure that settings were demonstrating effective quality outcomes on the revised Early Years Quality Team (EYQT) Quality Framework for the provision of effective teaching and learning in early Literacy with a focus on Phonics and Phonological awareness. All PVI settings received the quality framework observation and a tailor made support programme based upon the individual needs of each setting. A bespoke training course on Letters and Sounds was produced and delivered to all PVI settings.
- The Early Years Team in Hillingdon uses a RAG (red, amber, green) rating system to prioritise support for settings. The focus for 2018/19 was to support each 'Amber' and 'Red' rated settings in improving three central themes: Assessment and Planning, the Learning Environment and Adult and Child Interactions and Teaching, to ensure children are being supported to achieve the Early Learning Goals in Literacy and Mathematics as these remain the lowest scoring Goals both nationally and within Hillingdon.

- In addition, the team continued to provide the Continuous Quality Development Group for 'Green' rated settings, which meets at least half termly. Settings in this group were 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 2019).

<b>Data Set 3 - Table: Ofsted 2018/19</b>										
	<b>Summary (Good or better)</b>		<b>Outstanding</b>		<b>Good</b>		<b>Requires Improvement</b>		<b>Inadequate</b>	
	<b>National</b>	<b>LBH</b>	<b>National</b>	<b>LBH</b>	<b>National</b>	<b>LBH</b>	<b>National</b>	<b>LBH</b>	<b>National</b>	<b>LBH</b>
<b>2016/2017</b>	96%	100%	21%*	16%	75%*	84%	4%*	0%	1%*	0%
<b>2017/2018</b>	91%	100%	28%	20.7%	63%	79.3%	6%	0%	3%	0%
<b>2018/2019</b>	96%	100%	23%*	21%	73%*	79%	2%*	0%	1%*	0%

Source - latest Ofsted report 2019 statistics - As of August 2019

\*Please note that national figures add up incorrectly - LBH cannot amend.

Hillingdon has 92 registered day care providers. 81 have a current Ofsted outcome and 11 are still awaiting their first inspection. The support provided to these settings has ensured that, within the PVI sector, Ofsted outcomes are above those achieved nationally and are all demonstrating quality improvement.

- 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 therefore establish an inequality pattern for entry to Reception Year in school.
- The aim to ensure that every child in Hillingdon has a provision that is at least 'good' has now been met and the focus is now to increase the percentage of settings achieving an Outstanding grade. Next steps include supporting all settings to be knowledgeable on the new Ofsted Inspection framework and to continue to increase our percentage of Outstanding settings.

## Ofsted Childminder Outcomes

- Overall in Hillingdon there are 283 registered childminders. Of these, 181 are registered childminders with EYFS-aged children with a current Ofsted grade and 45 are newly registered childminders awaiting their first inspection. 57 childminders are registered but do not provide care or education to children within the EYFS.
- The percentages of childminders in Hillingdon judged 'good' or better by Ofsted was slightly below the national average in 2015/16. In order to bring Hillingdon in line with national expectations for the quality of childminding, in 2016/17 the Early Years Quality Team developed and implemented a targeted programme of quality improvement for childminders, led by an Early Years Advisory Teacher from the Council team. Measurable impact resulting from this quality improvement work was evident in subsequent years and this trend has continued in 2018/19. It is positive to note that overall Hillingdon's children now have access to an overall quality of early education provision that is better than the national average. It is important to note however that we have had some childminder inspections for childminders that do not look after EYFS aged children that have been less positive and will require additional support if they wished to mind children in this phase of education.
- It was noted that 2017/18 we saw a small increase in the percentage of childminders judged 'inadequate' and this was a focus for improvement during 2018/19 and it is pleasing to see that this percentage has dropped and is now below national figures.
- The focus for 2019/20 is to continue to support newly registered childminders to achieve at least a 'good' grading in their first inspection and to support all childminders to become familiar with the new Ofsted Education framework

Data Set 4 - Table: Ofsted Outcomes from Childminder Inspections 2018/19										
	Summary (Good or better)		Outstanding		Good		Requires Improvement		Inadequate	
	National	LBH	National	LBH	National	LBH	National	LBH	National	LBH
<b>2016/2017</b>	93%	97%	15%	13%	78%	84%	6%	3%	1%	0%
<b>2017/2018</b>	94%	97.4%	16%	14.4%	78%	83%	5%	1%	1%	1.6%
<b>2018/2019</b>	95%	99%	17%	16.5	78%	82.5%	4%	0.5%	1%	0.5%

Source - latest Ofsted report 2019 statistics

## Early Years Good Level of Development (GLD) 2018/19

The Good Level of Development is the national benchmark for children at the end of their Reception year. It is based upon children attaining at least the expected level in the three prime

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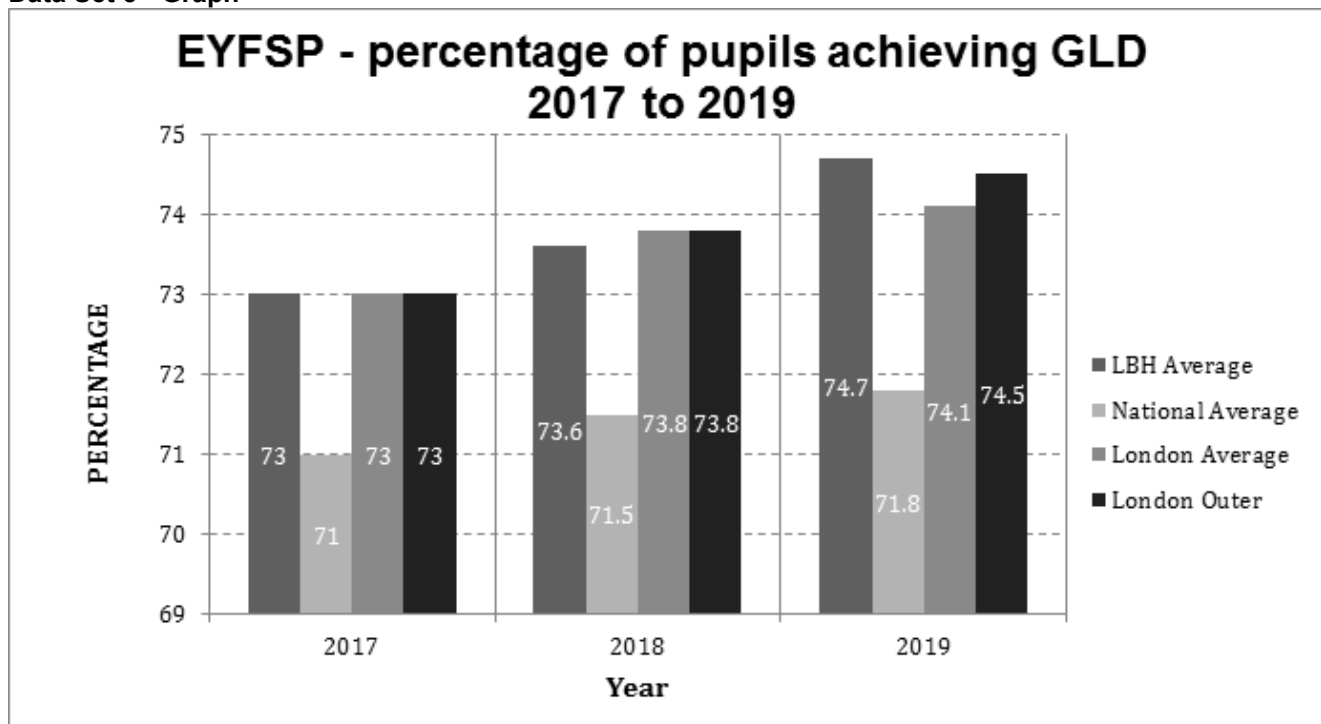


areas of Communication and Language, Physical Development and Personal, Social and Emotional Development along with the Specific areas of Mathematics and Literacy.

- In 2018/19, 74.7% of Hillingdon Reception Year pupils achieved a Good Level of Development (GLD); this was above the national average of 71.8% and for the first time we have overtaken both all London and Outer London averages.
- Hillingdon ranked 3<sup>rd</sup> out of 11 statistical neighbours which is the same as 2017/18 rankings.
- Hillingdon ranked 14<sup>th</sup> (out of 33) London local authorities, which is an improvement on 2017/18 (18th)
- Hillingdon ranked 25th out of 153 national authorities, which is an improvement on 2017/18 (40th)
- Hillingdon has increased the GLD at a greater rate than both National and London rates.

<b>Data Set 5 - Table: EYFSP (Early Years Foundation Stage Profile) 2017 to 2019</b>				
<b>Percentage of pupils attaining GLD</b>				
	<b>LBH</b>	<b>National</b>	<b>London All</b>	<b>London Outer</b>
<b>2017</b>	<b>73%</b>	<b>71%</b>	<b>73%</b>	<b>73%</b>
<b>2018</b>	<b>73.6%</b>	<b>71.5%</b>	<b>73.8%</b>	<b>73.8%</b>
<b>2019</b>	<b>74.7%</b>	<b>71.8%</b>	<b>74.1%</b>	<b>74.5%</b>
<b>Difference to 2018</b>	<b>+1.1</b>	<b>+0.3</b>	<b>+0.3%</b>	<b>+0.7%</b>

Source – EYFSP 2019\_Tables\_Revised\_28112019 (DfE)



Source – EYFSP 2019\_Tables\_Revised\_28112019 (DfE)

### Early Years Key Subjects Outcomes 2018/19

- Hillingdon is now above National outcomes for all of the Early Years areas of learning and development and is also now above London averages for all Subject areas.
- In 2017/18 children in Hillingdon underperformed against their peers across London in Literacy, Mathematics and Physical Development; the focus for the Early Years Quality team on raising standards in these underperforming areas has been successful. In 2018/19 Hillingdon children now outperform their peers in Literacy by 3% Nationally and by 0.6% with London children. In Mathematics, Hillingdon children are above National Children by 1.8% and above London by 0.4%. In Physical Development Hillingdon is 1.4% above National outcomes and 0.8% above London outcomes.
- In 2018/19 there has been a slight decline in the number of Hillingdon children achieving the Early Learning Goals (ELG's) for Communication and Language and while Hillingdon is still outperforming children nationally and within London by around 2% this will be an area for consideration in 2019/20.
- Analysis of specific Early Learning Goals (ELGs) in 2018/19 shows that Hillingdon outperformed National and London outcomes in each of the 17 goals. Notably strong performance was seen in four ELGs - Listening, Reading, Writing and Shape, Space and Measures within Mathematics. In Listening Hillingdon is 2.2% and 2.1% above National and London outcomes. In Reading, Hillingdon is 2.6% and 0.8% above National and London outcomes. In Writing Hillingdon is 3.0% and 0.6% above National and London outcomes. In Shape, Space and Measures Hillingdon is 2.1% and 1.5% above National and London outcomes.

- When comparing gender outcomes within Hillingdon's Early Years education outcomes in 2018/19, it is clear that girls in Hillingdon outperform boys in all areas of learning. A focus for 2018/19 was to close the gender gap and we have been successful in achieving this. The gender gap this year has closed by 2.6% from 14.3% to 11.7%. The gender difference gap Nationally is 12.9% and in London is 12.3%. Hillingdon's gender differences in attainment are better than both National and London.
- Boys in Hillingdon are now significantly above boys nationally in all subject areas and also above boys in London in all key areas of the curriculum except in Number. Most notably, in Communication and Language, Personal, Social and Emotional development and Literacy.
- Girls in Hillingdon are above girls nationally and within London in all of the prime areas of Learning and within both Mathematics and Literacy. Most notably girls in Hillingdon outperform all girls nationally and across London in Communication and Language and in Personal, Social and Emotional development.
- For children in Hillingdon that receive Free school Meals (FSM) the percentage of children that achieve the GLD is 63.4%, making the attainment gap in Hillingdon 11.3%, against all children. Nationally the attainment gap is 15.5%.
- When comparing children that have English as an additional Language (EAL) with children whose first Language is English the attainment gap in achieving the GLD in Hillingdon is 3%, with 76.9% of children with English as a first Language achieving the GLD and 73.9% of EAL children. Nationally this difference is a 7% gap. Hillingdon children with EAL outperform Children with EAL nationally by 7.3%.

The following table summarises the performance (in percentages) across the seven key Early Years subjects. The figures in brackets denote the progress year on year from 2017 to 2019.

Data Set 6 - Table: EYFSP  Subject	Hillingdon			National			London		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
<b>Communication &amp; Language</b>	84	85.5 (+1.5)	<b>84.2</b> (-1.3)	82.1	82.4 (+1.3)	<b>82.2</b> (-0.2)	82.6	83 (+0.4)	<b>82.6</b> (-0.4)
<b>Physical Development</b>	88.4	88 (-0.4)	<b>88.5</b> (+0.5)	87.5	87.4 (-0.1)	<b>87.1</b> (-0.3)	88.2	88.3 (+0.1)	<b>87.7</b> (-0.6)
<b>Personal Social &amp; Emotional Development</b>	86.7	87.3 (+0.6)	<b>87.2</b> (-0.1)	85.2	85.2 (-)	<b>84.8</b> (-0.4)	85.7	85.7 (-)	<b>85.1</b> (-0.6)
<b>Literacy</b>	75.2	75.6 (+0.4)	<b>76.4</b> (+0.8)	72.8	73.3 (+0.5)	<b>73.4</b> (+0.1)	75.3	75.7 (+0.4)	<b>75.8</b> (+0.1)
<b>Mathematics</b>	79.2	80 (+0.8)	<b>80.3</b> (+0.3)	77.9	78.3 (-1.6)	<b>78.5</b> (+0.2)	79.7	80.1 (+0.4)	<b>79.9</b> (-0.2)
<b>Understanding the World</b>	84.2	86.3 (+2.1)	<b>85.4</b> (-0.9)	83.6	84 (+0.4)	<b>83.9</b> (-0.1)	83.8	84.2 (+0.4)	<b>83.6</b> (-0.6)
<b>Arts/Design &amp; Making</b>	88.9	89.2 (+0.3)	<b>89.8</b> (+0.6)	86.7	87.2 (+0.5)	<b>87.2</b> (-)	87.8	88.1 (+0.3)	<b>87.6</b> (-0.5)

Source - EYFSP 2019 Revised Tables (DfE)

## **Priorities for Early Years Education 2019/20:**

- To maintain and build on improvements made during the past three years, targeting resources from within the Early Years Quality Improvement Team.
- To continue to support teachers and Early Years practitioners in making secure and consistent judgments against national standards through rigorous moderation, targeted support, networking opportunities and centralised training.
- To focus support and challenge for schools on Communication and Language and Mathematics and to continue a focus on Early Literacy.
- To continue to support all Early Years settings including PVI's, childminders and schools in providing effective and appropriate interventions based on learning needs for children eligible for the Early Years Pupil Premium in order to continue to narrow the disadvantage gap further.
- To provide detailed advice, support and training on the teaching of Communication and Language, Mathematics and Literacy and to ensure that presented learning environments are reflective of the learning needs of children both indoors and in using the outdoor learning spaces.
- To continue to support PVI settings in effective teaching of the Prime Areas of Learning and the core subjects of Maths and Literacy so that children who access their 30 hours in day-care make appropriate progress to begin their Reception Year at the level needed to attain their GLD and support their future learning.
- To support settings that have reached a 'Good' Ofsted judgement to work towards 'Outstanding' and to ensure that all providers including Childminders, PVI settings and schools are familiar with and ready for the new Ofsted Education Inspection.
- To support all sectors in preparation for a full revision of the EYFS Early Learning Goals and proposed changes to assessment and learning and development requirements.
- To continue to support the Council in developing sufficient places to provide funded two year old places in order to ensure all children in Hillingdon have the best start and are school ready.

## **Section 2: Primary Phase Education**

### **Key Stage 1**

#### **Phonics Outcomes in Hillingdon - Percentage of pupils achieving expected standard**

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

- In Year 1 Phonics in 2018/19, once again, a greater proportion of Hillingdon's children achieved the expected standard than their peers nationally and the borough remains level

with the All London Year 1 Phonics attainment average. Overall Phonics achievement by the end of Year 2 has moved above national averages and is now in line with all London.

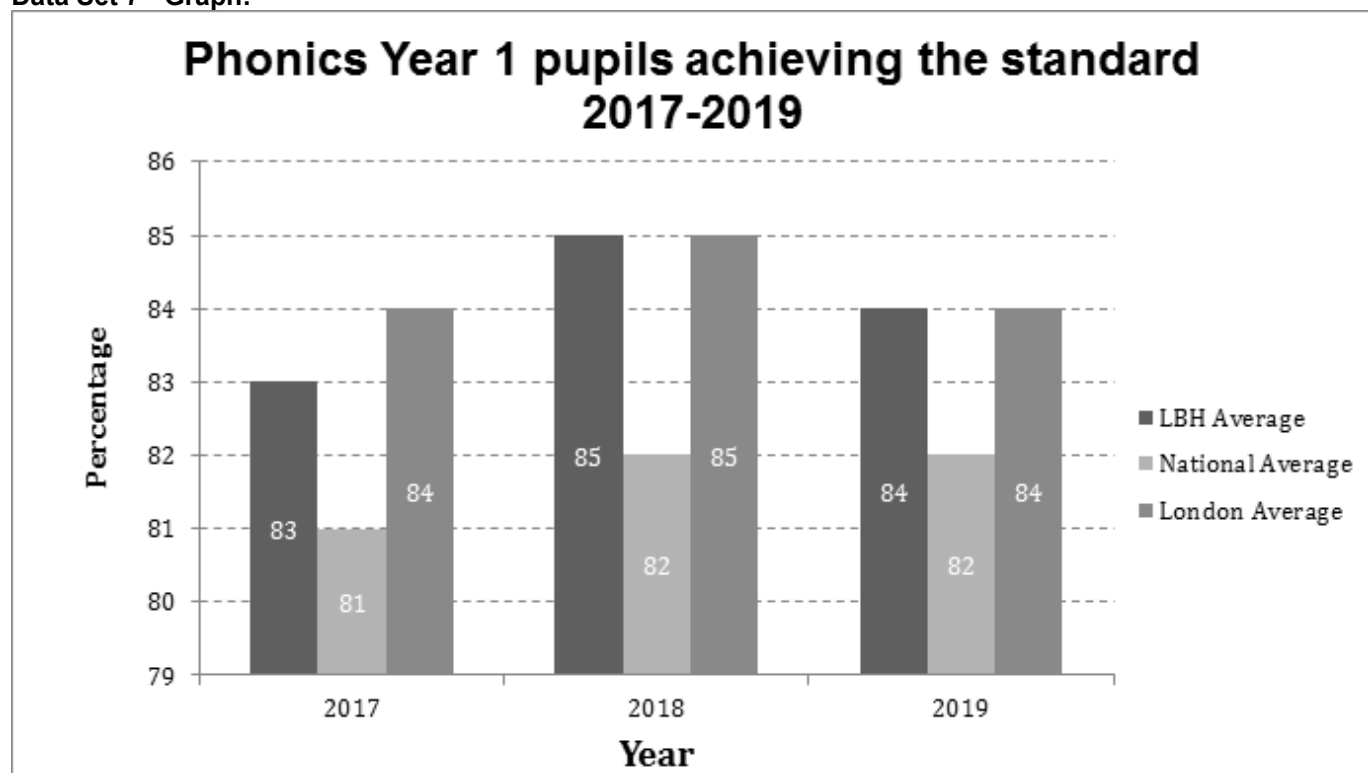
- In 2018/19, in relation to our statistical neighbours Hillingdon's Year 1 Phonics percentage is ranked 5<sup>th</sup> of 11, unchanged on 2017/18.
- For Year 1 Phonics, Hillingdon ranked 14th out of 33 London local authorities, which is an improvement on 2017/18 (16th).
- Overall, Hillingdon's Phonics outcomes at Year 1 ranked 21st out of 153 national authorities, which is an improvement on 2017/18 (26th).
- In terms of gaps in attainment for Year 1 Phonics, data shows that 76% of pupils eligible for Free School Meals (previous year 77%) attain the pass mark in comparison to 86.5% for all other pupils (was 86%).
- In terms of gender the gap has widened, 80% of boys attain the pass mark (previous year 82%) in comparison to 89% of girls (previous year 87%).
- In terms of SEN the gap has widened for EHCP but narrowed for SEN Support. 90.5% of 'NOTSEN' pupils attain the pass mark (90% in 2018) in comparison to 21% of EHCP pupils (was 22%) and 65% of SEN Support pupils (was 61%).
- The highest performing groups of children in terms of Phonics attainment in Hillingdon are Asian (90% - no change from 2018), Black pupils (87.5% - was 87%) and pupils with English as an Additional Language (EAL) (87.5% - previously 87%), whilst White pupils tend to attain less well in comparison to the borough average (79.5% was 83% in 2018).

<b>Data Set 7 - Table: Phonics % Achieved Standard</b>	<b>Region</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
<b>Year 1</b>	Hillingdon	83 (-)	85 (+2)	<b>84 (-1)</b>
	National	81 (-)	82 (+1)	<b>82</b>
	London	84 (+1)	85 (+1)	<b>84 (-1)</b>
<b>Cumulative by the end of Year 2</b>	Hillingdon	93 (+2)	92 (-1)	<b>92 (-)</b>
	National	92 (+1)	92 (-)	<b>91 (-1)</b>
	London	92 (-)	93 (+1)	<b>92 (-1)</b>

Source – Phonics 2019 Tables (DfE)

Note - the difference in annual performance is shown in brackets. Figures shown are percentages.

**Data Set 7 - Graph:**



Source - Phonics 2019 Tables (DfE) \*Note - Figures shown are percentages.

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## Key Stage 1 Outcomes in Hillingdon:

In 2018/19 and as in previous years, 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.

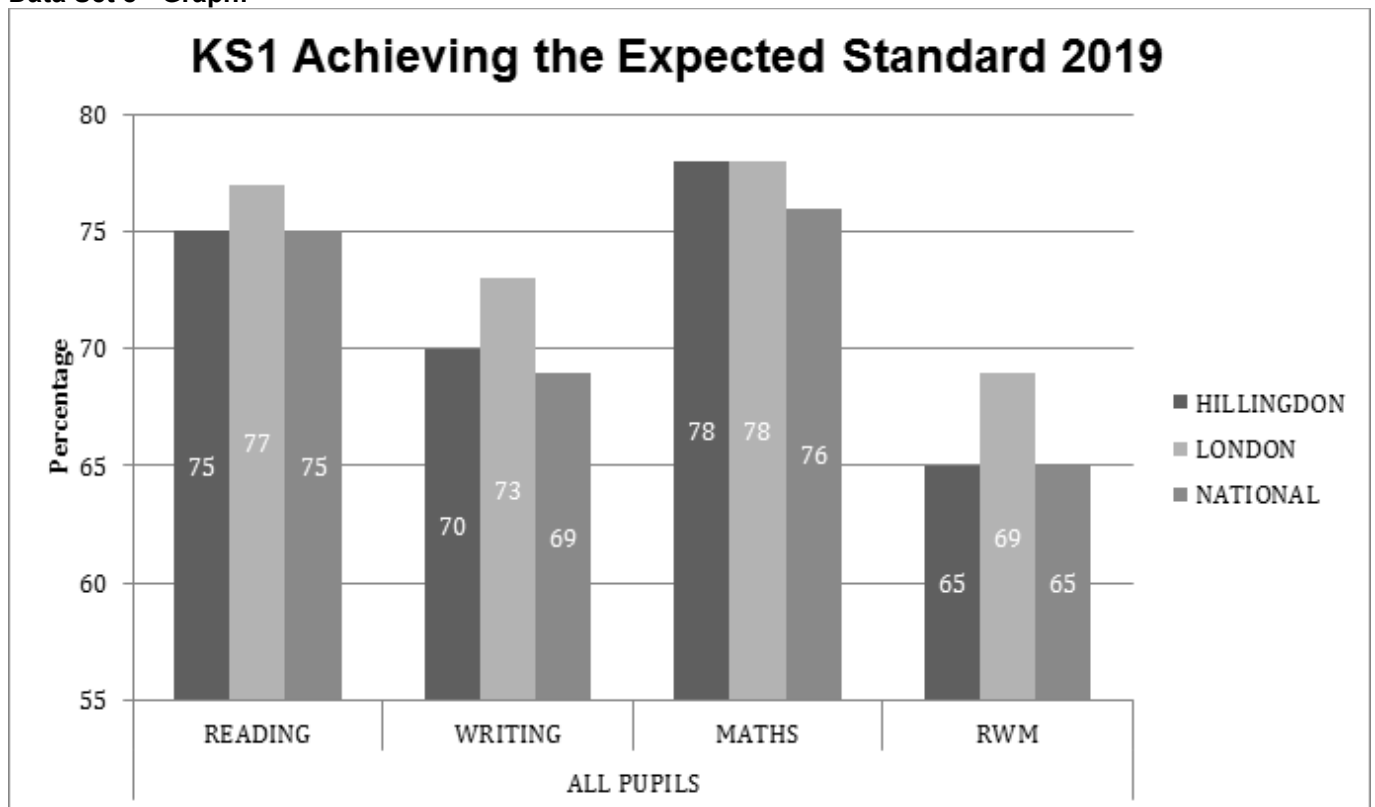
- Overall outcomes at Key Stage 1 for 2018/19 show that children in Hillingdon achieved the expected standard for each key area and for the combined result in line with the national average. Whilst attainment in Key Stage 1 in Hillingdon, therefore, remains satisfactory overall, it should be noted that this measure has improved less strongly than national and London for the combined subjects.
- Outcomes at the higher standard for Reading, Writing and Maths are in line with the national average for each individual area, with a dip for the overall combined result. All subjects have dropped an average of 2 points. This demonstrates that Key Stage 1 provision in Hillingdon needs to provide a different approach to stretch and challenge for more able pupils.
- Beyond attainment only, detailed analysis of Key Stage 1 outcomes in 2018/19 shows that overall children in Hillingdon make broadly the same progress than their peers nationally. This is particularly highlighted for those learners with English as an Additional Language who make progress that is significantly better than most children nationally and in many other local authorities. However, some groups of learners make significantly less positive progress from their starting points. These groups include children from disadvantaged backgrounds and those with SEND. With regard to ethnicity, children from White first language English and Black Caribbean backgrounds made less progress than their peers from Early Years to Key Stage 1 in Hillingdon's schools in 2018/19. Improving the rates of progress for these groups, should remain key areas of focus for schools across the borough in 2019/20 and beyond.
- With regard to gaps between key groups of pupils, the attainment gap between disadvantaged and non-disadvantaged children in Hillingdon has improved over the past three years.
- For 2018/19, Hillingdon's KS1 Reading attainment at the Expected Standard is ranked 7<sup>th</sup> of 11 in relation to statistical neighbours. This ranking is unchanged from 2017/18. Against National the ranking is 66<sup>th</sup> (down from 57<sup>th</sup> in 2017/18 and 45<sup>th</sup> the year before. Against London 27<sup>th</sup> (26<sup>th</sup> in 2017/18).
- For 2018/19, Hillingdon's KS1 Writing attainment at the Expected Standard is ranked 7<sup>th</sup> of 11 statistical neighbours unchanged from 2017/18. Rankings have improved against both National the ranking is 59<sup>th</sup> of 153 (72<sup>nd</sup> in 2017/18), also London, 25<sup>th</sup> of 33 (28<sup>th</sup> in 2017/18).
- For 2018/19, Hillingdon's KS1 Maths attainment at the Expected Standard is ranked 6<sup>th</sup> of 11 statistical neighbours which is down one place from the previous year. Against National the ranking is 29<sup>th</sup> of 153 (32<sup>nd</sup> in 2017/18). Against London 20<sup>th</sup> of 33 (18<sup>th</sup> in 2017/18).



Data Set 8 - Table: Key Stage 1 Percentage achieving standard		Hillingdon			National			London		
Subject	Level	2017	2018	2019	2017	2018	2019	2017	2018	2019
Reading	Expected	77 (+2)	76 (- 1)	<b>75 (- 1)</b>	76 (+2)	75 (- 1)	<b>75 (- 1)</b>	78 (+1)	78 (-)	<b>77 (-1)</b>
	Higher	27 (+4)	27 (-)	<b>25 (- 2)</b>	25 (+1)	26 (+1)	<b>25 (- 1)</b>	27 (+1)	29 (+1)	<b>28 (-1)</b>
Writing	Expected	70 (+4)	70 (-)	<b>70 (-)</b>	68 (+3)	70 (+2)	<b>69 (- 1)</b>	72 (+2)	73 (+1)	<b>73 (-)</b>
	Higher	18 (+5)	17 (- 1)	<b>15 (- 2)</b>	16 (+3)	16 (- )	<b>15 (- 1)</b>	18 (+1)	19 (+1)	<b>18 (-1)</b>
Maths	Expected	78 (+3)	78 (-)	<b>78 (-)</b>	75 (+2)	76 (+1)	<b>76 (-)</b>	78 (+1)	79 (+1)	<b>78 (-1)</b>
	Higher	24 (+5)	25 (+1)	<b>23 (-2)</b>	21 (+3)	22 (+1)	<b>22 (- )</b>	24 (+2)	25 (+1)	<b>27 (+2)</b>
RWM*	Expected	65.1 (+3.3)	66.2 (+1.1)	<b>64.7 (- 1.5)</b>	63.7 (+3.4)	65.3 (+1.6)	<b>64.6 (- 0.7)</b>	67.7 (+2.3)	69.5 (+1.8)	<b>68.6 (- 0.9)</b>
	Higher	12.4 (+4)	12.8 (+0.4)	<b>10.9 (- 1.9)</b>	11 (+2.1)	11.7 (+0.7)	<b>11.2 (- 0.5)</b>	13.5 (+1.8)	14.5 (+1)	<b>14 (-0.5)</b>

Source – KS1\_Tables\_2019 (nb does not cover RWM combined - provisional figures are from NCER NOVA reports) \*Reading, Writing and Maths. Pupils must pass all three subjects to attain this pass

**Data Set 8 - Graph:**



Source - KS1\_2019\_LATables

## Key Stage 2

### Key Stage 2 Outcomes and Progress in Hillingdon:

Outcomes data at Key Stage 2 is published with reference to both attainment and progress. In broad terms, attainment measures the quantitative outcome of testing or teacher assessment, whilst progress indicates the value that a school has added to learners from their starting points. In recent years, progress data has become as significant as attainment data in terms of measuring school effectiveness.

- Overall results for Hillingdon's children at Key Stage 2 at the end of 2018/19 were positive with the borough performing well against national averages for all key measures and for the combined Reading, Writing and Maths outcome.
- Reading attainment in 2018/19 has declined. It improved last year however, that improvement has not been sustained. Last year's improvement was linked with the impact of 2017/18's targeted Reading and literacy improvement work across a group of identified schools who worked closely with the Council's School Improvement Team following the publication of 2016/17 results. Targeted Reading initiatives continue to be required.
- Positive improvement is also noted once again in Writing which had been a previous area of concern at Key Stage 2. Hillingdon's outcomes in this area are now securely above the national average and are closing the gap against the aspirational All London average, further demonstrating increased teacher confidence in the use of the assessment system and the impact of the Council's primary assessment and moderation improvement focus

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over the past four years. This area has been positively supported by our Primary Teaching School.

- The achievement of children at the Higher Standard in 2018/19 is stable and remains above national averages. However, in order for the most able young learners in Hillingdon to attain as highly as their peers across London, the focus on consistently strong rates of progress and attainment should remain a key focus for schools across the borough.
- Hillingdon's overall progress measures from Key Stage 1 to Key Stage 2 have improved in both Reading and Writing and stayed the same for Maths. This underlines the sector's successful reversal of decline in Reading progress.
- Detailed analysis of Key Stage 2 outcomes and progress show that children with English as an Additional Language continue to achieve and progress particularly well in Hillingdon but that those children whose first language is English and those of Black Caribbean heritage perform less strongly and make less positive progress, as do those disadvantaged or vulnerable including those with SEND. These groups of children should remain a key area of focus for primary schools in Hillingdon during 2019/20 and beyond.
- In 2019 girls achieved better progress scores than boys in Reading and Writing but this was reversed for Maths.
- For 2018/19, Hillingdon's KS2 Reading attainment at the Expected Standard is ranked 9th of 11 in relation to statistical neighbours; this was 5th in 2017/18.
- For 2018/19, Hillingdon's KS2 Writing attainment at the Expected Standard is ranked 6th of 11 statistical neighbours which remains in line with the 2017/18 result.
- For 2018/19, Hillingdon's KS2 Maths attainment at the Expected Standard is ranked 8th of 11 statistical neighbours which remains in line with the 2017/18 result.
- For 2018/19, Hillingdon's KS2 Grammar, Punctuation and Spelling (GPS) attainment at the Expected Standard is ranked 8th of 11 statistical neighbours compared to 7th in 2017/18.
- For 2018/19, Hillingdon's combined Reading, Writing and Maths at the Expected Standard is ranked 8th of 11 against our statistical neighbours which remains in line with the 2017/18 result.
- In relation to London boroughs, Key Stage 2 combined RWM attainment is ranked 25th of 33 (29th 2017/18).
- With reference to national rankings, Hillingdon's Key Stage 2 RWM attainment is now 31st of 153 local authorities. (59th 2017/18).
- In terms of Progress Scores, Hillingdon ranked as follows in 2018/19 (with previous 2017/18 positions in brackets for comparison purposes).
- Reading - statistical neighbours 9th of 11 (6th previously), London boroughs 26th of 33 (no change) and National 58th of 153 (61st previously).

- Writing - statistical neighbours 6th of 11 (8<sup>th</sup> in previous year), London boroughs 22nd of 33 (28<sup>th</sup> in previous year) and National 53rd of 153 (70<sup>th</sup> previously)
- Maths - statistical neighbours 8th of 11 (6th previously), London boroughs 23rd of 33 (22nd previously) and National 28th of 153 (31st previously).

### Key Stage 1 to 2 Progress Scores 2017 - 2019

Data Set 9 - Table: Key Stage 1 to 2 Progress levels	Reading			Writing			Maths		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
	-0.3	+0.2	<b>+0.3</b>	+0.2	+0.2	<b>+0.4</b>	+1	+1.1	<b>+1</b>

Source - Key Stage 2 Local Authority tables (published 13/12/2019) NB National progress is 0

Data Set 9a - Table: : Key Stage 2 – 2017 to 2019		Hillingdon			National			London		
Subject	Level	2017	2018	2019	2017	2018	2019	2017	2018	2019
Reading	Expected	72 (+2)	78 (+6)	75.9 (-2.1)	72 (+6)	76 (+4)	73.7 (-2.3)	75 (+6)	79 (+4)	77.6 (-1.4)
	Higher	24 (+5)	29 (+5)	28 (-1)	25 (+6)	28 (+3)	27.2 (-0.8)	27 (+6)	31 (+4)	31.2 (+0.2)
	Average Scaled Score	104 (+1)	105 (+1)	104.8 (-0.2)	104 (+1)	105 (+1)	104.5 (-0.5)	105 (+2)	106 (+1)	105.5 (-0.5)

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Writing	Expected	78 (+6)	81 (+3)	81.7 (+0.7)	77 (+3)	79 (+2)	78.8 (-0.2)	81 (+5)	82 (+1)	82.2 (+0.2)
	Higher	18 (+2)	21 (+3)	22 (+1)	18 (+3)	20 (+2)	20.2 (+0.2)	21 (+4)	24 (+3)	23.7 (-0.3)
Maths	Expected	80 (+4)	78 (-2)	82.9 (+4.9)	75 (+5)	76 (+1)	79 (+3)	81 (+4)	81 (-)	83.6 (+2.6)
	Higher	29 (+5)	31 (+3)	33.5 (+2.5)	23 (+6)	24 (+1)	26.7 (+2.7)	30 (+7)	31 (+1)	34.6 (+3.6)
	Average Scaled Score	106 (+1)	106 (-)	106.2 (+0.2)	104 (+1)	104 (-)	105.1 (+1.1)	106 (+2)	106 (-)	106.6 (+0.6)
GPS*	Expected	83 (+3)	83 (-)	84.4 (+1.4)	78 (+5)	78 (-)	78.4 (+0.4)	83 (+4)	83 (-)	83.9 (+0.9)
	Higher	40 (+9)	45 (+5)	46.7 (+1.7)	31 (+8)	35 (+4)	35.8 (+0.8)	40 (+11)	44 (+4)	46.1 (+2.1)

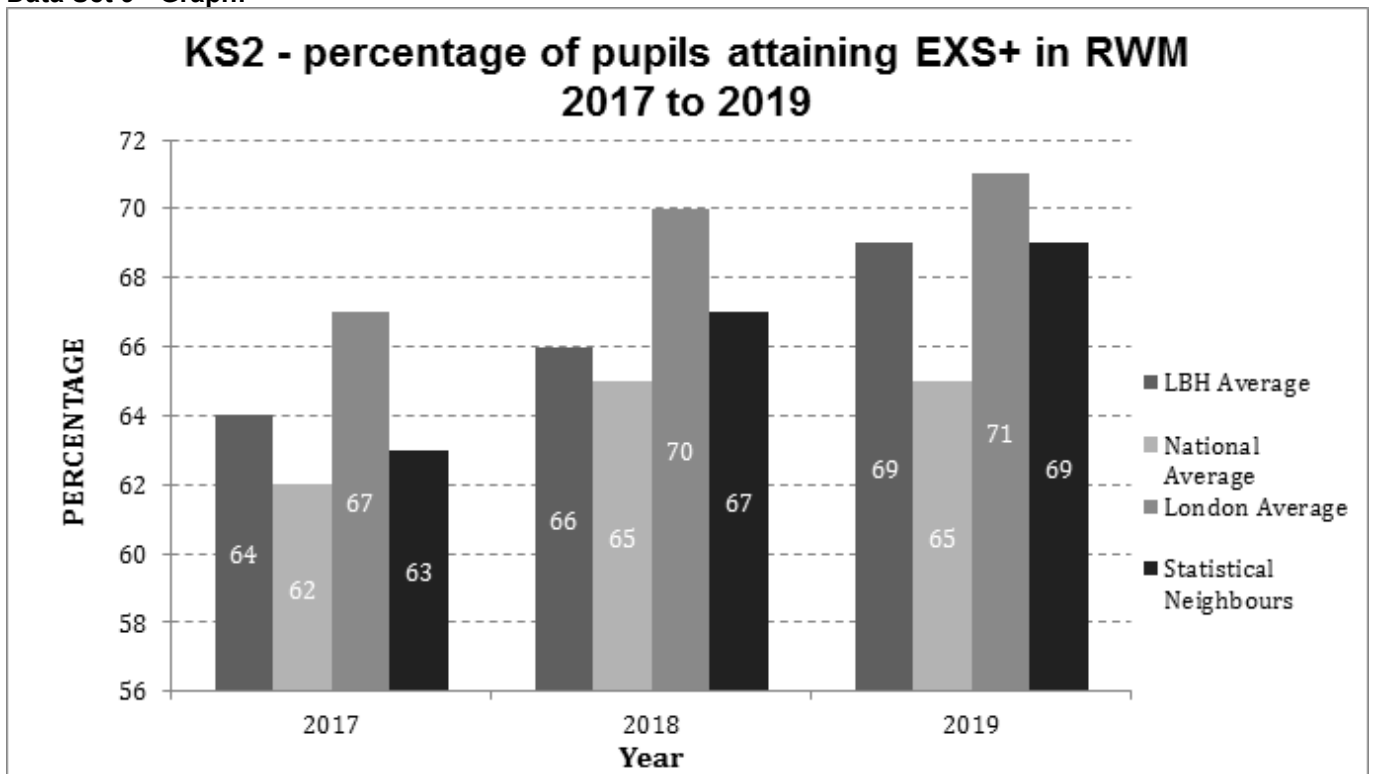
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	<b>Average Scaled Score</b>	<b>108</b> (+2)	<b>108</b> (-)	<b>108.5</b> (+0.5)	<b>106</b> (+2)	<b>106</b> (-)	<b>106.4</b> (+0.4)	<b>108</b> (+3)	<b>108</b> (-)	<b>108.4</b> (+0.4)
<b>RWM (Combined Result)</b>	<b>Expected</b>	<b>64</b> (+9)	<b>66</b> (+2)	<b>69</b> (+3)	<b>62</b> (+9)	<b>65</b> (+3)	<b>65</b> (-)	<b>67</b> (+10)	<b>70</b> (+3)	<b>71</b> (+1)
	<b>Higher</b>	<b>10</b> (+3)	<b>12</b> (+2)	<b>12</b> (-)	<b>9</b> (+4)	<b>10</b> (+1)	<b>11</b> (+1)	<b>11</b> (+4)	<b>13</b> (+2)	<b>12</b> (-1)

Source - Key Stage 2 Revised tables (published 13/12/2019) Apart from Scaled Scores the figures shown are percentages. \*GPS = Grammar, Punctuation and Spelling

**Data Set 9 - Graph:**



Source - Key Stage 2 Local Authority tables (published 13/12/2019). NB figures for statistical neighbours are provisional.

EXS+ in RWM = Expected Standard Plus in Reading Writing and Maths.

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## **Priorities for Primary Phase Key Stages 1 & 2 Education 2019/20:**

- Continue to work with the sector to promote the acceleration of progress and outcomes for underachieving groups in Hillingdon. This will include using our partnership approach to raise the awareness of all schools with regard to potential barriers to progress for these groups and signposting school leaders to sources of good practice, funding or support.
- Focus on improving reading attainment overall, through enhanced links with providers of local literacy improvement support, including Teaching Schools and national organisations.
- Allocating School Improvement Team resource to work actively with maintained schools to ensure that the percentages of children attaining the higher standard in all subjects 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.
- Work closely with LEAP and local providers to develop a strong partnership support and development offer for schools to access in order to ensure that overall standards of education 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. Use emerging partnership structures to challenge schools within and beyond the maintained sector to further raise expectations and aspirations for children and young people in Hillingdon.

## **Section 3: KS4 Secondary and Post-16 Education 2018/19**

### **Key Stage 4 Outcomes in Hillingdon: Percentage of overall results including performance measures for progress and attainment**

- For 2018/19, secondary schools reported 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 9 - 1 grades system for core subjects and the English Baccalaureate (Ebacc) measure.
- Overall results at Key Stage 4 in Hillingdon's secondary settings are stable in 2018/19 with each of the main performance measures outperforming national data for this sector.
- Last year Hillingdon's secondary schools made particular progress in securing a greater proportion of strong passes at 9 - 5 English and Maths and were within 1% of the aspirational All London average. This year there has been a slight decline and they are now 2.3% behind London.
- Overall Ebacc outcomes in Hillingdon's secondary schools continue to compare positively with the national average for this measure although this measure remains below the London average.

- The Progress 8 score for the secondary sector, which is the key measure for evaluating the overall value that secondary schools add to learners from primary school to the end of Key Stage 4, has had a slight dip this year, and is slightly higher than the national average. This score demonstrates that, collectively, Hillingdon secondary schools add slightly more value to their pupils' learning as secondary schools nationally.
- Attainment 8 scores per pupil remain stable. Young people in Hillingdon attained results in 2018/19 that were better than their peers nationally at Key Stage 4.
- Detailed analysis of Key Stage 4 outcomes shows that children with English as an Additional Language continue to achieve particularly well in Hillingdon and that girls also achieve well but that boys in general, those children whose first language is English and those of Black Caribbean heritage perform less strongly as do those disadvantaged or vulnerable including young people with SEND. Improving outcomes and progress for these groups should remain as a priority focus for secondary schools in Hillingdon during 2018/19.
- In addition, it is noted that overall progress in some subjects taken by significant numbers of learners in 2018/19 should be areas of development across secondary schools in Hillingdon. These include Spanish, Art and Design, Geography and DT Resistant Materials.
- With regard to young people facing disadvantage in Hillingdon, it continues to be the case that White boys especially have poorer outcomes and make less progress overall and that this is additionally affected by SEND status.
- In relation to our statistical neighbours Hillingdon is ranked 8<sup>th</sup> of 11 for standard passes in English and Maths (9 to 4), equal to 2017/18. We are now 9<sup>th</sup> of 11 for strong passes in English and Maths (9 to 5 - strong) down from 7<sup>th</sup> in 2017/18. In terms of the Progress 8 measure, Hillingdon was ranked 8<sup>th</sup> against statistical neighbours, which is unchanged from 2017/18.
- In 2018/19, for the standard pass measure, Hillingdon ranked 20<sup>th</sup> out of 32 London local authorities, equal to 2017/18. For strong passes Hillingdon now ranks 19<sup>th</sup> which is down from 17<sup>th</sup> in 2017/18. In terms of the Progress 8 measure, Hillingdon is ranked 22<sup>nd</sup> within 32 London boroughs, compared to 19<sup>th</sup> the previous year.
- Within all local authorities nationally, Hillingdon's standard pass outcomes for English and Maths now rank 42<sup>nd</sup> of 153 national authorities, an improvement on 48<sup>th</sup> in the 2017/18 ranking. For strong passes Hillingdon is now 39<sup>th</sup> of 153, down from 34<sup>th</sup> the previous year.
- In terms of the Progress 8 measure, Hillingdon is ranked 32<sup>nd</sup> of 153 national authorities in 2018/19, compared to 29<sup>th</sup> in 2017/18.

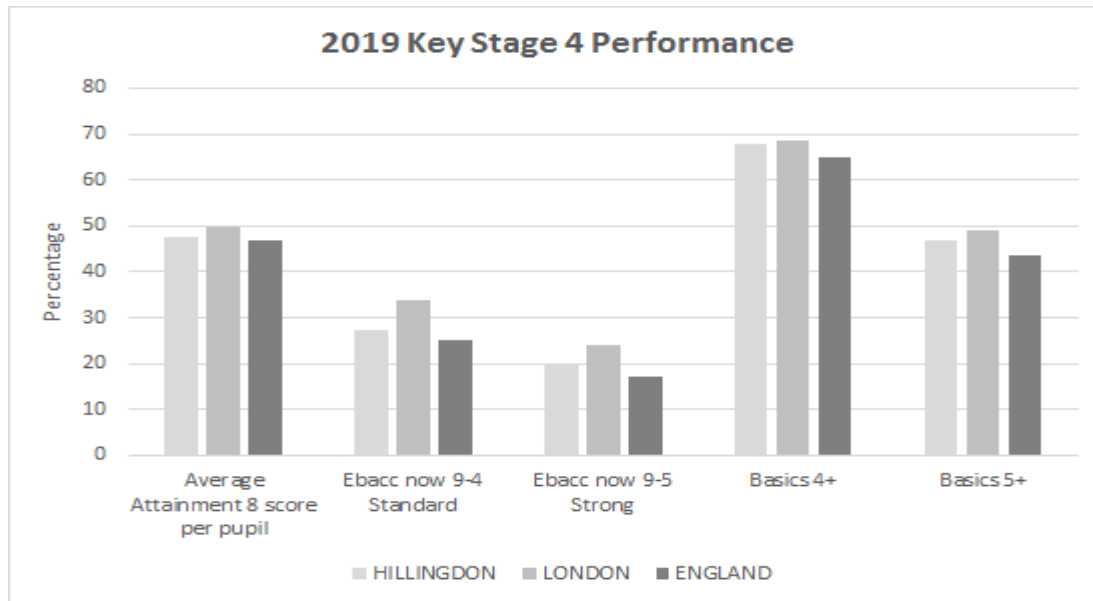


Data Set 10 - Table: Key Stage 4	Hillingdon			National			London		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
<b>New from 2017: 9 to 4 pass in English and Maths*</b>	66.8	67 (+0.2)	68 (+1)	64.2	64.4 (+0.2)	64.9 (+0.5)	67.9	67.9 (-)	68.7 (+0.8)
<b>NEW from 2017: 9 to 5 (strong) pass in English and Maths</b>	45.3	47.7 (+2.4)	46.7 (-1)	42.9	43.5 (+0.6)	43.4 (-0.1)	48.2	48.7 (+0.5)	49 (+0.3)
<b>New from 2017 = % EBacc 9-4 PASS</b>	27.2	27.5 (+0.3)	27.3 (-0.2)	23.9	24.2 (+0.3)	25.1 (+0.9)	32	32.8 (+0.8)	33.8 (+1)
<b>NEW from 2017 % EBacc 9-5 Strong pass</b>	24	18.7 (- 5.3)	19.7 (+1)	21.4	16.8 (- 4.6)	17.2 (+0.4)	28.8	23.4 (- 5.6)	24 (+0.6)
<b>Average Progress 8 score</b>	0.14	0.15 (+0.01)	0.11 (-0.04)	-0.03	-0.02 (+0.01)	-0.03 (-0.01)	0.22	0.02 (+0.01)	0.22 (+0.2)
<b>Average attainment 8 score per pupil</b>	47.1	47.8 (+0.7)	47.7 (-0.1)	46.4	46.6 (+0.2)	46.8 (+0.2)	48.9	49.4 (+0.5)	49.7 (+0.3)

\*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 – 2019\_KS4\_Revised\_Local\_authority\_data (Issued 06022020)

## Data Set 10 - Graph:



Source – 2019\_KS4\_Revised\_Local\_authority\_data

## Priorities for Secondary Education Key Stage 4 2019/20:

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

## Key Stage 5

### Key Stage 5 Outcomes in Hillingdon

- In 2018/19, Hillingdon schools remain below the national and London average attainment levels for APS. However, Hillingdon has made positive progress compared with national and London.
- In relation to the percentage of A level students achieving higher grades (AAB or better), in 2017/18 this decreased nationally, in London and in Hillingdon. However, in 2018/19 it increased in Hillingdon more significantly than elsewhere. In addition, the proportion of Hillingdon students achieving the highest grades in 'facilitating' subjects (i.e. those subjects recommended by Russell Group universities as most likely to lead to the widest range of options for degree level study) also improved. Data for 2018/19 shows an

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improvement nationally and London-wide in the percentage of students achieving the highest grades at A level, but this improvement was better in Hillingdon.

Data Set 11 - Table 1: Key Stage 5 - covers state funded school students.	Level 3 Students*		
	APS** Per Entry		
	2017	2018	2019
England – state sector	33.23	32.2 (-1.03)	<b>32.78</b> <b>(+0.58)</b>
London	33.62	32.71 (-0.91)	<b>32.91</b> <b>(+0.2)</b>
Hillingdon	31.04	29.14 (-1.9)	<b>30</b> <b>(+0.86)</b>

Data Set 11 - Table 1a : Key Stage 5	A Level Students								
	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.		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
England – state sector	32.39	32.25 (-0.14)	<b>33.09</b> <b>(+0.84)</b>	20.7	19.7 (-1)	<b>19.8</b> <b>(+0.1)</b>	16	15.4 (-0.6)	<b>15.6</b> <b>(+0.2)</b>
London	32.39	33.01 (+0.62)	<b>33.39</b> <b>(+0.38)</b>	22.2	21 (-1.2)	<b>20.7</b> <b>(-0.3)</b>	17.6	16.5 (-1.1)	<b>16.9</b> <b>(+0.4)</b>
Hillingdon	29.34	29.33 (-0.01)	<b>30.29</b> <b>(+0.96)</b>	15.9	12.3 (-3.6)	<b>12.8</b> <b>(+0.5)</b>	9.9	8.3 (-1.6)	<b>10.1</b> <b>(+1.8)</b>

Source - NB Source = 2019 Revised LA and Regional Tables - 22012020

\* Level 3 is for students studying applied general and technical level qualifications \*\*APS - Average Points Score

Data Set 11 - Table 1b: Key Stage 5 - covers state funded school students.	Level 3 Technical Level Students***		
	APS** Per Entry		
	2017	2018	2019
England – state sector	38.47	31.49	<b>32.32</b>
London	38.18	30.61	<b>30.95</b>
Hillingdon	39.46	30.33	<b>31.54</b>

Data Set 11 - Table 1c: Key Stage 5 - covers state funded school students.	Level 2 Students Vocational Qualifications****		
	APS** Per Entry		
	2017	2018	2019
England – state sector	5.69	5.71	<b>5.75</b>
London	5.49	5.57	<b>5.92</b>
Hillingdon	5.6	5.71	<b>5.9</b>

\*\*\* Students at the end of Advanced level study who were entered for at least one Tech level Qualification during 16 to 18 study.

\*\*\*\* Students at the end of 16 to 18 study who were entered for at least one Level 2 Vocational Qualification of size equivalent to at least 2 GCSE's.

NB Source = 2019 Revised LA and Regional Tables (DfE) - 22012020.

### **Priorities for Secondary Key Stage 5 Education 2019/20:**

- To work with secondary Head Teachers to continue to improve borough-wide performance at Key Stage 5 A Level.
- To work with the leaders responsible for the quality of outcomes at this phase to work together effectively continue to improve outcomes for young people taking A Levels in Hillingdon.
- To monitor the impact of the work of the sector's Hillingdon Key Stage 5 Development Group in improving outcomes at Key Stage 5, including outcomes for previous high attainers.

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## **Section 4: Outcomes for vulnerable children**

### **Children Looked After (CLA)**

Following the success of the ILAC OFSTED Inspection in May 2018, which highlighted and praised the Virtual School for the considerable progress made to narrow the attainment gap and improve educational outcomes for Hillingdon Children Looked After, considerable work has been undertaken during the 2018/19 academic year to sustain and build on the successes.

This has been enabled and supported by an increase of 2 FTE, providing the capacity and expertise to discharge duties linked to Post CLA and manage the increase in complexity of casework.

This report evidences the impact of work over the 2018/19 academic year in relation to attainment and progress of CLA, but also outlines the challenges faced and the focus of Virtual School work and the identified priorities to address them.

Hillingdon Virtual School continues to actively monitor, support and advocate for its complex and varied Children Looked After (CLA) population and this work has contributed to many positive outcomes, which are not always recognised or reflected in the national statistics but are evident throughout this report. 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 CLA outperforming national and outer London CLA headline measures, in addition to exceeding local targets. 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 41 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 when they enter the care system. These learners go on to make considerable progress, achieving at a level appropriate to their starting point and are successfully supported into suitable courses post 16.

### **Children Looked After Attainment and Progress Summary 2018/19**

In respect of the reported statistics for Hillingdon, CLA nationally and the London region by the DfE in the SFR, it is important to recognise that these are based on the ability of NCER to match SSD903 CLA data and NPD attainment data. Due to issues with this matching, which often omits CLA with complex SEND, who consequently do not sit end of KS examinations, those who move to locations which do not follow the English education system and independent setting who have different reporting mechanisms, there may be differences in the statistics reported nationally and by the Virtual School in this report.

- The eligible Year 6 cohort that contributes to the national indicators for attainment at the end of KS2 consisted of 9 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 67%, 78%, 67% and 78% Targets of 55%, 33%, 44% and 55% in reading, writing, SPaG and maths were set strictly based on their KS1 results and pleasingly were exceeded in all areas.

- 67% of the cohort achieved expected attainment in reading, writing and maths, compared to the local target of 44% with none achieving at a higher standard across the 3 subjects. Although it is worth noting that 1 young person met the higher standard in 2 of the 3 subjects and a further young person met the higher standard in 1 of the 3 subjects. In relation to progress the VS school recorded reading progress of +2.5, writing progress of 1.38 and maths progress of 1.13 based on the mean average of its KS2 CLA progress scores in the respective subject.
- The national/London comparisons for CLA for 2019 are yet to be released, but to provide a benchmark, 35% of CLA reached the new expected standard or above in the headline measure reading, writing and mathematics in 2018.

<b>Data Set 12 - Table: CLA Key Stage 2</b>	<b>Reading</b>	<b>Writing</b>	<b>SPaG</b>	<b>Maths</b>	<b>RWM*</b>
<b>Hillingdon VS 2018</b>	50	50	62	50	50
<b>Hillingdon SFR 2018</b>	n/a	n/a	n/a	n/a	n/a
<b>Outer London SFR 2018</b>	60	54	55	54	4189
<b>National SFR 2018</b>	51	49	50	47	35
<b>Hillingdon VS 2019</b>	67	78	67	78	67

Source - Hillingdon Virtual School CLA Key Stage 2 data 2018/2019 and SFR 20/2019 April 2019 Outcomes for children looked after by local authorities in England, 31 March 2018

Figures shown are percentages.

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

- Attainment at the end of Key Stage 4 showed Hillingdon's eligible CLA (25) exceeding the local Attainment 8 target of 16.02 and the Progress 8 target of -2. These results are a considerable achievement and success when you consider the characteristics of the cohort. It is also worth noting a further 10 young people (40%) achieved grade 4 or above in either English or Maths, or both.
- The cohort totalled 25 young people, of which only 17 sat one or more GCSEs. Of the eight who did not sit GCSEs, 1 had complex health needs, four were considered inappropriate for GCSE due to their SEN and 3 young people had a complex school and placement history which lead to non engagement in education during their final year of statutory schooling. Consequently none of these eight young people were able to contribute positively to our statistics, despite having to be included within them.
- In terms of CLA context, 7 (28%) are UASC and have English as an additional language and 9 (36%) have an EHCP. 64% of the cohort were living in residential placements or semi independent living. 14 (56%) had placement changes in KS4, with 9 resulting in a change of school. In addition to this, it is worth noting that of the 25 young people in this cohort, only 18 hold Key Stage 2 data from which accurate progress can be measured.

The information below outlines KS4 achievement in 2019 against the new headline measure for this cohort of 25 CLA as reported by the Hillingdon Virtual School, these are benchmarked against available SFR 2018 national CLA statistics and the statistics reported by the Virtual School in 2018.

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Data Set 13 - Table: Children Looked After- Key Stage 4	National 2018 SFR	Hillingdon VS (23 CLA)	Hillingdon VS (25 CLA)
		2018	2019
Average Attainment 8 score	18.8	22.71	21.24
Average Progress 8 score	-1.2	-0.947	-1.39
NEW from 2018: 9 to 5 (strong) pass in English and Maths	7.8	9	12
Percentage of pupils entered for EBacc	8.3	17	12
New from 2018: Average EBacc point score	1.47	0	0.67
Percentage of students staying in education or employment after Key Stage 4	not available	91	92

Source - Hillingdon Virtual School CLA Key Stage 4 data 2018/2019 and SFR 20/2019 April 2019 Outcomes for children looked after by local authorities in England, 31 March 2018

- In Hillingdon, school attendance for children of statutory school age continues to be high on our agenda, although the direction of travel is positive. Average attendance of statutory school age CLA improved to 92.08% (0.24% missing marks) in 2018/19 from 90.58% in 2017/18. Absence rates for Children Looked After nationally were 4.3% in 2017 and 4.5% in 2018, data for 2019 is yet to be released. However, this figure is computed on CLA in England for at least 12 months as at 31st March 2018, whereas the Hillingdon figure (7.68%) is for all our Children Looked After of statutory school age, no matter how long they have been in care. When reviewing data for the 61 children and young people who were in care for less than 12 months (e.g. Entered care within the academic school year 2018/2019), 34% (21/61) of these young people already had an established attendance record of below 90%. Through collaborative efforts with schools, social workers and carers, we saw improvements in attendance (some significant) for 80% (17/21) of this group.
- When considering the breakdown of our absences, the figure of 7.68% is represented by 4.37% authorised absence and 3.31% unauthorised absence compared to 3.2% and 1.3% nationally for the Children Looked After cohort respectively (data from 2018). Generally absences in Hillingdon have reduced from 9.42% to 7.68%. We have seen a fall in authorised absences from 5.68% to 4.37%, but a rise in unauthorised absences from 2.86% to 3.31%.
- A high proportion of the persistent absentees are in KS4, where attendance continues to be impacted by a variety of other factors namely length of time in care, mental health, school/placement type and school/placement changes. Significant work continues to be undertaken by the team to address these issues in conjunction with social care colleagues and schools.

#### **Priorities for Children Looked After in Hillingdon 2019/20:**

- To maintain age related expectation attainment at KS2 and 4 and to improve outcomes at KS1. To maximise progress at KS2 and 5 and for those children with SEN.

- To improve engagement of professionals with the personal education plan process.
- To ensure that all Children Looked After have an education provision appropriate to their needs, through closer working with admissions departments and development of an alternative provision directory.
- To improve the average attendance of Hillingdon statutory school age and Post 16 CLA through scrutiny of data to identify trends. Information to be used to improve the programme for focus group meetings and to effectively deploy the behaviour consultant to work with young people in schools and residential units to improve attendance.
- To reduce the number of fixed term exclusions and school days lost as a result of exclusion.
- To use data analysis and learning from PP+ evaluations to inform PEP targets and PP+ allocation, holding schools to greater account for funding received in order to improve outcomes for specific cohorts including UASC/SEN support.
- To develop resilience, confidence and independence of Children Looked After through the development of an attachment aware audit tool for use with DTs and a comprehensive training offer to all professionals supporting young people.
- To develop the Hillingdon Virtual School offer to Post LAC and 18+ care leavers.

### **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.
- For children and young people with SEND, there are now only two recognised levels of support; SEN Support and EHCPs, however the Council recognise that an effective educational programme for children with SEND requires the expertise of a team of professionals working together in a meaningful, coordinated manner alongside the parents/carers and where appropriate the child/young person themselves.
- In September 2019 the SEND Advisory Service (SAS) was transformed into a multidisciplinary service with a wealth of expertise that provides a third tier of support for children and young people with SEND.
- The SEND Advisory Service consists of Early Years, Autism, Language and Principal SEND Advisors, Key workers, Hearing, Visual Impairment and Multisensory specialists.
- A vital role within the service is for practitioners to provide support, guidance and appropriate challenge to schools and educational settings in relation to provision required for meeting the needs of children and young people with SEND.



- The Council's SEND & Inclusion Service (which consists of the SEND Advisory Service, the SEND Team, the Educational Psychology Service, the SEND Information and Support Service) are the council teams that work 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.
- The role of the Principal SEND Advisor is paramount, they will work alongside the Council's School Improvement Team, carrying out SEND Reviews that follow the NASEN (National Association for Special Educational needs) framework in order to evaluate its provision for children and young people with SEND. This includes Early Years, mainstream schools, alternative provisions and specialist settings.
- 2018/19 data for SEND students within Hillingdon at KS1 indicates that at SEN support, performance has improved substantially. Reading has improved by 4.9% and the gap with non SEND children has narrowed by 6.5%. In Maths, performance for this cohort has improved by 6% on 2017/18 and the gap has narrowed by a considerable 8.2% between these students and their non SEND peers. In Writing performance is up by 4.7% and the gap between non SEND students has narrowed for the second consecutive year (by 5.9%). For children with EHCPs in KS1, performance has improved slightly in all 3 areas (Reading by 0.4%, Writing by 2.1% and Maths by 2.4%) and the gap with non SEND peers has narrowed with the national average where it had widened in 2017/18. For Reading we now trail the national gap by 0.4% (was 1%), Maths by 2% (was 4%) and in Writing we have turned a 2% deficit into a positive of 0.5%.
- At KS2 for 2018/19 there have been positive improvements within both SEN Support and EHCP cohorts for the Reading, Writing and Maths combined measure (RWM). Pupils at SEN Support have performed better than in 2017/18 (3% increase). They are also performing better than National SEN Support pupils - increasing the gap from 1% to 2.1%. For children with EHCPs performance has improved by 1.7% on 2017/18 and the gap with NotSEN pupils (64.4%) is now better than the National equivalent (65%).
- 2018/19 KS4 performance for both SEN groups has improved on 2017/18 (see Table 15). SEN Support pupils have closed the gap with our NotSEN pupils for both Standard and Strong English and Maths passes and EBacc Standard passes, although the gap has widened slightly for EBacc Strong. They remain behind the National Gap but are closing in for all areas bar English and Maths Strong Pass. For EHCP pupils the gaps for English and Maths Standard and Strong and EBacc Standard continue to narrow slightly against NotSEN pupils. However Progress 8 and EBacc Strong have widened slightly. Although behind the National Gap, the gap has closed in slightly for all measures bar EBacc Strong.
- Analysis of SEND needs in Hillingdon in 2017/18 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.

## Percentages of attainment for children with SEND

Data Set 14 - Table: <b>SEN Key Stage 1 2019</b>									
Individual Scores for Reading, Writing and Maths									
Hillingdon Pupils	Actual results for expected standard								
	Reading			Writing			Maths		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
Not SEN (3449)	85	84	82.4	78	79	77.8	86	87	84.8
SEN Support (489)	42	37	41.9	25	28	32.7	43	43	49
LBH gap between Not SEN and SEN Support	43	47	40.5	53	51	45.1	43	44	35.8
National gap between Not SEN and SEN Support	50	52	50.4	54	54	53.9	48	48	46.3
EHCP & Statemented (132)	14	11	11.4	9	7	9.1	12	12	14.4
LBH gap between Not SEN and	71	73	71	69	72	68.7	74	75	70.4

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<b>EHCP &amp; Statemented</b>									
<b>National gap between Not SEN and EHCP &amp; Statemented</b>	<b>70</b>	<b>72</b>	<b>70.4</b>	<b>68</b>	<b>70</b>	<b>69.3</b>	<b>69</b>	<b>71</b>	<b>68.4</b>

Source – NCER Gap Report 2019

<b>Data Set 15 - Table 1: SEN Key Stage 2 2019</b>			
<b>RWM Combined results</b>			
<b>Hillingdon Pupils</b>	<b>Actual results for Expected Standard</b>		
	<b>2017</b>	<b>2018</b>	<b>2019</b>
<b>Not SEN (3298)</b>	<b>72</b>	<b>75</b>	<b>76.1</b>
<b>SEN SUPPORT (480)</b>	<b>24</b>	<b>26</b>	<b>29.2</b>
<b>LBH gap between Not SEN and SEN Support</b>	<b>48</b>	<b>49</b>	<b>46.9</b>
<b>National gap between Not SEN and SEN Support</b>	<b>50</b>	<b>50</b>	<b>49</b>
<b>EHCP &amp; Statemented (171)</b>	<b>6</b>	<b>10</b>	<b>11.7</b>
<b>LBH gap between Not SEN and EHCP &amp; Statemented</b>	<b>66</b>	<b>65</b>	<b>64.4</b>

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<b>National gap between Not SEN and EHCP &amp; Statemented</b>	63	65	65
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Source - NCER Gap Report 2019

<b>Data Set 15 - Table 1a: SEN Key Stage 2 2019</b>									
<b>Individual Scores for Reading, Writing and Maths</b>									
<b>Hillingdon Pupils</b>	<b>Actual results for expected standard</b>								
	<b>Reading</b>			<b>Writing (TA)*</b>			<b>Maths</b>		
	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
<b>Not SEN (3256)</b>	79.7	84.7	83.2	86.9	89.9	90.1	86.9	85.8	90.5
<b>SEN Support (476)</b>	37.7	50.2	44.7	38.7	43.4	46.6	47.9	48.4	51.8
<b>LBH gap between Not SEN and SEN Support</b>	42	34.5	38.5	48.2	46.5	44.5	39	37.4	38.7
<b>National gap between Not SEN and SEN Support</b>	43.4	41.1	41.2	53.7	51.4	50.3	43.6	42.8	41.5
<b>EHCP &amp; Statemented (158)</b>	12.8	17.2	20.9	9.6	14.7	16.5	19.2	22.1	24.1

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<b>LBH gap between Not SEN and EHCP &amp; Statemented</b>	<b>66.9</b>	<b>67.5</b>	<b>62.3</b>	<b>77.3</b>	<b>75.2</b>	<b>73.6</b>	<b>67.7</b>	<b>63.7</b>	<b>66.4</b>
<b>National gap between Not SEN and EHCP &amp; Statemented</b>	<b>65.5</b>	<b>67.4</b>	<b>65.5</b>	<b>74.1</b>	<b>75.4</b>	<b>75.2</b>	<b>68.4</b>	<b>68.9</b>	<b>70.6</b>

Source - NCER Gap Report 2019

\*TA = Teacher Assessment

<b>Data Set 16 Table:</b>	<b>SEN Key Stage 4 2019</b>									
	<b>English and Maths PASS</b>				<b>Average Progress 8 score</b>		<b>%EBacc**</b>			
	<b>2018</b>		<b>2019</b>		<b>2018</b>	<b>2019</b>	<b>2018</b>		<b>2019</b>	
<b>Hillingdon Pupils</b>	<b>Standard 9* to 4</b>	<b>Strong 9* to 5</b>	<b>Standard 9* to 4</b>	<b>Strong 9* to 5</b>			<b>Standard 9* to 4</b>	<b>Strong 9* to 5</b>	<b>Standard 9* to 4</b>	<b>Strong 9* to 5</b>
<b>Not SEN</b>	<b>73.9</b>	<b>53.2</b>	<b>75.2</b>	<b>52.8</b>	<b>0.25</b>	<b>0.24</b>	<b>31.3</b>	<b>21.3</b>	<b>31.5</b>	<b>22.8</b>
<b>SEN Support</b>	<b>29</b>	<b>15.2</b>	<b>34.9</b>	<b>16.3</b>	<b>-0.25</b>	<b>-0.36</b>	<b>5.2</b>	<b>3.2</b>	<b>6</b>	<b>3.7</b>
<b>LBH Gap between not SEN &amp; SEN Support</b>	<b>44.9</b>	<b>38</b>	<b>40.3</b>	<b>36.5</b>	<b>-0.5</b>	<b>-0.6</b>	<b>26.1</b>	<b>18.1</b>	<b>25.5</b>	<b>19.1</b>
<b>National gap between Not SEN &amp; SEN Support</b>	<b>39.5</b>	<b>42</b>	<b>39</b>	<b>31.6</b>	<b>-0.51</b>	<b>-0.51</b>	<b>21.1</b>	<b>15.2</b>	<b>21.6</b>	<b>15.4</b>
<b>EHCP</b>	<b>11.3</b>	<b>7.8</b>	<b>15.3</b>	<b>8.4</b>	<b>-1.08</b>	<b>-1.12</b>	<b>1.7</b>	<b>0.9</b>	<b>2.3</b>	<b>1.5</b>
<b>LBH Gap between Not SEN &amp;</b>	<b>62.6</b>	<b>45.4</b>	<b>59.9</b>	<b>44.4</b>	<b>-1.33</b>	<b>-1.36</b>	<b>29.6</b>	<b>20.4</b>	<b>29.2</b>	<b>21.3</b>

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<b>EHCP</b>										
<b>National gap between Not SEN &amp; EHCP</b>	<b>60.4</b>	<b>42.2</b>	<b>60.2</b>	<b>42.9</b>	<b>-1.17</b>	<b>-1.25</b>	<b>25.8</b>	<b>18.1</b>	<b>26.5</b>	<b>18.4</b>

Source - 2019 LA Characteristics Table KS4 06022020

\*\* English Baccalaureate

## SEND Transformation

The entire SEND Service within the Local Authority has just completed a full restructure, aligned under three core functions to support and serve an integrated and tiered pathway. This is designed to positively manage demand through a co-ordinated and structured early intervention offer, alongside maintaining and enhancing the way in which the Authority secures our statutory responsibilities. The core functions that exist within the SEND Service are:

**SEND Advisory Service** - created by integrating elements of the existing Inclusion Team, Early Support Team and Sensory Intervention Team. This newly established service will work closely with the Educational Psychology Service.

**Educational Psychology (EP) Service** - maintaining the statutory delivery in relation to EHC needs assessments whilst refreshing and extending the traded offer to schools. This service will work closely with the SEND Advisory Service.

**SEND Casework Team** - the existing SEND Team has been restructured to create additional capability and capacity to meet the requirements of the proposed new ways of working. Roles have been enhanced to provide greater advice and guidance to schools pre and post-statutory thresholds for EHCPs and officers will adopt a more in-reaching approach.

The change is underpinned by implementing and embedding a new operating model across the service area. It is expected that all delivery moving forward will service a tiered pathway of support for children and young people with SEND. The pathway provides 3 tiers of support:

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

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

Benefits of the new service transformation include:

1. Early identification of SEND and targeted interventions result in positive outcomes for children and young people (CYP) and reduce the demand on statutory services. Offering an EP Service beyond the statutory obligations, contributes to a strong SEN approach across the borough with clear strategic oversight to inform and enable forecasting and measuring of impact.

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2. Reduced duplication of professional assessment will provide greater practitioner capacity within the SEND Advisory Service, the EP Service and the SEND Team to enable teams to provide greater focus on complex cases, particularly high cost, out of borough placements.
3. A sustainable EP Service that can provide a core offer, including training for schools and the parent community, can; ensure key messages are disseminated, that there is a wider understanding of effective systems and approaches, appropriate SEN Support strategies are implemented consistently and reduce the perception that support can only be provided through an EHCP.
4. Within the extended remit of the SEN Officers, they will be providing advice, guidance and monitoring in relation to schools' use of their notional SEN budget (for 2019/20 this equates to £11,635k). This will ensure schools are using their resources adequately and effectively before making requests for additional High Needs funding through either Extra Support Funding or EHCPs.
5. Collaboration and joint working between the EP Service and SEND Advisory Service develops a clear SEND approach that works to collective outcomes, sharing good practice across the community of schools, advocating effective local provision for Hillingdon CYP and reduce the need for expensive out of borough educational placements.
6. Improved co-production and engagement with the parent and young person during the pathway, fostering improved relationships with key stakeholders and improving the quality of outcomes. In addition this will manage expectations and reduce the spend and costs associated with appeals/ challenges to decisions.
7. The new tiered pathway approach to supporting children and young people with SEND will be well publicised and this innovative approach to meeting the needs of children and young people with SEND will increase the Council's ability to attract and retain high quality staff.
8. Improved rates of deadline compliance and the greater capacity for high quality casework within the SEND Team will reduce the rate of Mediation and Tribunal Appeals. It is targeted that compliance with the statutory 20 week deadline for processing EHCPs will increase to 85% (above the National average of 64%) through effective use of advance planning and SEN Officer skill and capacity. Up to 30% of cases should be able to be finalised within 16 weeks improving parental and school satisfaction.

### **Priorities for Children with SEND in Hillingdon 2019/20:**

Strategies priorities for the SEND & Inclusion Service for the coming year include:

- The launch of key guidance documents, frameworks and services to support education settings, including; Ordinarily Available Provision, the SEND Advisor Service (SAS) Panel, Early Support Funding and the Centralised Training Offer
- Review of the existing governance structure and refresh of the SEND Strategy
- Development of a SEND Local Area self evaluation form (SEF) and data dashboard to monitor and evaluate performance of the area's ability to identify, assess and improve outcomes for children and young people with SEND

- Re-establish and strengthen partnership working with wider stakeholders (including parents/carers, young people, social care colleagues, health colleagues, education settings, voluntary sector, etc)
- Ensure that best value for money is being demonstrated through the use of the High Needs Block funding
- Develop a SEND Sufficiency Strategy to understand and meet local need
- Continue to build a culture of inclusion within mainstream settings to meet the needs of children and young people with SEND

### **SAS headline priorities**

- In September 2019 there were 9 vacant posts within the service, by April 2020 all vacant posts will be filled.
- Support settings to embed Hillingdon's Ordinarily Available Provision at an individual and whole setting level.
- Development of a multi-disciplinary panel for referrals and funding applications
  - By April 2020 100% of SAS referrals and Early Support Funding (ESF) applications will be presented at the SAS Panel.
  - 80% of SAS Panels (July 2020) will include key staff from other service areas within the Local Authority, schools and educational settings across the borough.
- We will see an increase in the number of children and young people accessing ESF:
  - March 2020: 94 children and young people accessing ESF
- Further develop the 'My Support Plan' ensuring that it is robust and user friendly.
- From April 2020 80% of children and young people in receipt of ESF will have a 'My Support Plan' (MSP) in place. This figure will increase as we continue to raise the profile of MSPs and ESF.
- Establish a tiered offer of support (Red, Amber, Green) at an individual, parental and whole setting level, giving practitioners a clear framework that encourages consistency at all levels and ultimately builds stakeholder confidence in the quality of our service.
  - Further embed the SCERTs programme for complex children and young people through our tiered offer.
- Complete the piloting of the SEND Review framework, raising its profile by working closely with the School Improvement Team and ensuring sustainable change through the implementation of the Inclusion Commitment.
  - It is hoped that 7 SEND Reviews will be carried out each term within the 1st year, raising to 10 per term in the 2nd year.
- Develop a clear EY's pathway to support the early identification of needs and the coordination of support to children with SEND in the early years.
- Gather and share evidence on what is working well and use this data to improve the SAS.



## **EPS headline priorities**

- Increase the number of Hillingdon schools purchasing traded EP support. Target (based on 97 schools in Hillingdon):
  - Sep 2019: 34 (35%)
  - April 2020: 49 (50%)
  - Sep 2020: 63 (65%)
  - April 2021: 68 (70%)
- Improve EPS adherence to statutory timeframes for psychological advice to a minimum of 90% (Q4 2018 / 2019 = 33%). Target:
  - Q2 2019 / 2020 - 60%
  - Q3 2019 / 2020 - 75%
  - Q4 2019 / 2020 - 90%
- Provide a 'central EP core' offer (additional to meeting statutory demands) that is key component of a high quality EP Service (e.g. critical incident support to schools, central training offer, parental engagement opportunities, involvement with Early Years Providers).
- Introduce key quality assurance systems to ensure that evaluating the standards of EP Service delivery and written advice (and measuring impact of service) is embedded in 'everyday' practice.
- Introduce and maintain effective Stakeholder Feedback mechanisms covering interaction & touch points with all key stakeholders including (but not limited to) Children & Young People, Families, Schools, FE Colleges, Children's Centres & PVIs

## **SEND headline priorities**

- Establish permanent SEND Team including the recruitment of vacant posts- by April 2020.
- Improve engagement and communication with CYP as well as with educational settings, social care and health colleagues by introducing co-production meetings and Planning Meetings with schools- by September 2020.
- Increase the number of EHCPs issued within statutory timescales to 80% or more -by September 2020.
- Improve the transition process at all Key Stage transfers for pupils with EHCPs by implementing an allocation Panel in Autumn term to identify children's needs and appropriate provision.
- Improve inclusion of CYP with an EHCP by reviewing consultation process to ensure more children with EHCPs are educated in local settings, mainstream schools and that there are less permanent exclusions.
- Work with educational settings to ensure Annual Review are robust and cohesive in line with statutory compliance.
- Create a centralised Annual Review Inbox to ensure effective work together and meaningful decision process within legislative timescales - by March 2020.

- Ensure the SEND Panel has a clear representation of all appropriate professionals enabling informed decisions-by August 2020.

### **Closing the Gap between Disadvantaged Pupils and their Peers**

- In 2018/19, 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, the gap between children eligible for pupil premium funding and their non disadvantaged peers continues to narrow and is smaller than the gap nationally. This represents a positive improvement from last year.
- At Key Stage 2 the gap between children eligible for pupil premium funding and their non disadvantaged peers has also reduced for 2018/19. Data for comparison with national gaps shows Hillingdon performs better.
- At Key Stage 4 and in terms of attainment of the English and Maths standard pass, the gap between the young people eligible for pupil premium funding and their non disadvantaged peers widened. However, it widened much more nationally. It narrowed for Progress 8 and Ebacc, more positively than nationally.
- The national focus on the reduction of inequality through improved educational outcomes for children and young people facing disadvantage continues to be a key focus for schools in Hillingdon. The Council's School Improvement Team uses the outcomes and progress of disadvantaged learners as a key element in the risk assessment of maintained schools and continues to highlight the importance of local solutions to raise standards for this cohort of young people in the borough.
- Schools whose outcomes for disadvantaged learners are consistently significantly poorer than for non-disadvantaged learners and where these gaps are not closing are encouraged to identify and work closely with schools whose outcomes for these cohorts have improved.

## Key stage 1 Attainment for children eligible for Pupil Premium funding 2017 to 2019

Data Set 17 - Table:	Pupil Premium Key Stage 1 2017 to 2019 Individual Scores for Reading, Writing and Maths								
	Actual results for Expected Standard								
Hillingdon Pupils	Reading			Writing			Maths		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
Not FSM in last 6 years (3463)	80	79	76.7	72	73	72.4	81	81	80.2
FSM in last 6 years (685)	63	64	64.5	51	55	55.2	60	63	65.2
LBH Gap between No FSM & FSM	17	15	12.2	19	18	17.2	21	18	15
National gap between No FSM & FSM	17	16.5	16.3	19	19	17.8	18	17	16.4

Source - NCER 2019

## Key Stage 2 Attainment for children eligible for Pupil Premium funding 2017 to 2019

Data Set 18 - Table: Pupil Premium Key Stage 2 2017 to 2019 % for Reading, Writing and Maths Combined			
Hillingdon Pupils	Actual results for Expected Standard*		
	2017	2018	2019
Not FSM in last 6 years (2744)	70	71	73.9

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<b>FSM in last 6 years (1158)</b>	48	54	<b>56.1</b>
<b>LBH Gap between No FSM and FSM</b>	22	17	<b>17.8</b>
<b>National gap between No FSM and FSM</b>	20	20	<b>19.5</b>

Source - NCER 2019

### Key Stage 4 Attainment for children eligible for Pupil Premium funding 2016 to 2018

Data Set 19 - Table: Pupil Premium Key Stage 4 2017 to 2019									
Hillingdon Pupils	Level 9 to 4: % English and Maths			Average Progress 8 scores			% EBacc Entries**		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
<b>Not FSM in last 6 years (2263)</b>	70.1	69.3	71.5	0.18	0.2	0.17	49.5	50.2	48.8
<b>FSM in last 6 years (940)</b>	44.8	50	46.4	-0.14	-0.25	-0.2	34.2	34.1	34
<b>LBH Gap between No FSM and FSM</b>	25.3	19.3	25.1	-0.32	-0.45	-0.37	15.3	16.1	14.8
<b>National gap between No FSM and FSM</b>	27.4	17.9	27.2	-0.52	-0.58	-0.59	17.2	16	17

Source - 2019 LA Characteristics Table KS4 06022020 (EBacc entries are from NCER NOVA)

\*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"

## Performance of White British Pupils

The following tables from NCER NOVA reports show attainment trends for all pupils identifying themselves as White British from 2017 to 2019.

LBH Pupils	Data Set 20 - Table: Key Stage 1 Reading, Writing and Maths			
	Current Pupil Numbers	2017	2018	2019
All other Pupils	3028 (72%)	67.3	68.5	67.7
White British	1111 (28%)	59.8	60.9	58.2
LA Gap (percentage points)		-7.5	-7.6	-9.5
National Gap	WB = 422520 (63%)	+0.3	-0.2	+0.1
	Others = 245540 (37%)			

LBH Pupils	Data Set 21 - Table: Key Stage 2 Reading, Writing and Maths			
	Current Pupil Numbers	2017	2018	2019
All other Pupils	2753 (70.5%)	65.3	68.5	70.3
White British	1149 (29.5%)	60.5	61.9	64.6
LA Gap (percentage points)		-4.8	-6.6	-5.7

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<b>National Gap</b>	<b>WB = 425600 (66%)</b>	<b>+0.2</b>	<b>-0.7</b>	<b>-1.2</b>
	<b>Others = 217990 (34%)</b>			

<b>LBH Pupils</b>	<b>Data Set 22 - Table: Key Stage 4 Basics (4+ &amp; 5+)</b>						
	<b>Current Pupil Numbers</b>	<b>2017</b>		<b>2018</b>		<b>2019</b>	
		<b>4+</b>	<b>5+</b>	<b>4+</b>	<b>5+</b>	<b>4+</b>	<b>5+</b>
<b>All other pupils</b>	<b>1886 (60%)</b>	<b>69.7</b>	<b>44.1</b>	<b>70.5</b>	<b>44.9</b>	<b>71.1</b>	<b>44.6</b>
<b>White British</b>	<b>1234 (40%)</b>	<b>62.9</b>	<b>40.8</b>	<b>61.3</b>	<b>41.4</b>	<b>62.3</b>	<b>39.8</b>
<b>LA Gap (percentage points)</b>		<b>-6.8</b>	<b>-3.3</b>	<b>-9.2</b>	<b>-3.5</b>	<b>-8.8</b>	<b>-4.8</b>
<b>National Gap</b>	<b>WB = 379432 (71%)</b>	<b>+0.1</b>	<b>-2</b>	<b>-0.3</b>	<b>-2.2</b>	<b>-0.1</b>	<b>-2.4</b>
	<b>Others = 154053 (29%)</b>						

NB: in these reports a + sign in the gap indicates where "White British" pupils are outperforming "other" pupils

In each of the Key Stage tables shown above comparison between the performance of White British in Hillingdon and Nationally needs to bear in mind the wide difference in the percentage of pupils in each group with a much higher percentage of White British pupils at the national level.

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

The Council's Participation Team undertake a number of functions concerned with ensuring children and young people access their education entitlement and benefit from sustained participation in education, employment and training (EET). This work includes the ongoing

tracking of young people's participation so that targeted support may be provided for those who may have disengaged from EET.

The service leads on assuring the 'September Guarantee', a process whereby 16 and 17 year olds are enabled to find and secure education and training provision so that they may remain in learning. Work continues between September and January with a view to ensuring that young people have found suitable education and training provision and sustained their participation in identified placements. Participation data will fluctuate at points in the year, particularly during the summer, which is a key transition point where destinations change post Y11 and Y12.

The very latest available data is tabled below. The first table includes the latest nationally released statistics for 2019 in the annual LA scorecard produced by the DfE. The second table contains more up to date statistics (to the end of July 2019 with comparisons to 2018) produced in collaboration with the West London Partnership.

Data Set 23 - Table:	Hillingdon	LA quintile	National
<b>NEET 3 month average (Dec 18-Feb 19) *</b>	2.50%	3rd	2.60%
<b>Not known 3 month average (Dec 18-Feb 19)*</b>	4.40%	5th	2.90%
<b>Activity Survey 2018 (% 16-17 yr olds participating in education and training **</b>	92.7%	N/A	95.50%
<b>September Guarantee 2018 (% 16-17 yr olds made offer of an education place ***</b>	89.40%	5th	94.50%

Source \* 2019 Annual LA scorecard, \*\* Moving on 2018 publication, \*\*\* 2018\_September\_Guarantee\_Data

Data Set 24 - Table:	Hillingdon		National		Regional (West London Partnership)	
	July 2018	July 2019	July 2018	July 2019	July 2018	July 2019
<b>NEET</b>	2.6% (175)	2.1% (137)	N/A	N/A	1.80%	1.60%
<b>Not Known</b>	1.7% (115)	2% (130)	N/A	N/A	2%	1.20%
<b>In Learning Level</b>	95.1% (6498)	95.3% (6209)	N/A	N/A	95.80%	96.70%

Source - West London Partnership Figures July 2019

- Following the move of directorate from Adult, Children and Young People Services to Resident services in March 2019, the Participation Team has undergone an interim re-structure to help deliver increased attention to this area of work. Significant progress has been made over the last year. Based on December 2019 and January 2020 NEET figures of 2.1% and 2.5% and not known figures of 3.1% and 1.5%, efforts are being made to significantly improve on these statistics in the next reported scorecard.
- The 2019 Activity Survey final EET figure was 95.9%, a considerable improvement on the 92.7% recorded in 2018. This figure is the best recorded by Hillingdon in the last 5 years.

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- September Guarantee statistics for 2019 recorded an improvement with 92.5% made an offer of an education place compared to 89.4% in 2018.
- NEET levels have remained consistently low, achieving the target of 2.5% for this cohort despite the more successful tracking on Not Knowns 16/17 yr olds. Robust efforts continue to be made to contact, engage and support young people identified as NEET including communications by telephone, emails, home visits, letters. NEET young people are invited to quarterly events arranged by the Participation Key Work Team where employers, education and training providers are brought together to create a marketplace of options for NEET young Hillingdon residents. Further work is required to ensure all young people identified as being NEET are supported to access and sustain their engagement in employment, education and training.
- The two existing agency Trackers have been developed to be able to sign-post and refer young people who are NEET to appropriate services who can assist them into EET and help them with their barriers to this, enabling the NEET figures to be kept within target.
- Where appropriate NEET young people are referred to specialist agencies including P3, The Skills Training, BUILD, Innov8, JGA group, Asphaleia to receive additional support. The Participation Team also engage with YOS and Special Educational Needs and Disabilities (SEND) Services to track and offer support to young people with additional needs in order to ensure they are enabled to access and sustain participation in employment, education and training.

### **Priorities for Young People Not in Education, Employment or Training (NEET) 2019/20:**

- Continuing to reduce NEET and Not Known levels through dedicated tracking and joint work with relevant council officers and external agencies.
- Develop a dedicated service for NEET young people and improved tracking resource to help identify those needing assistance at an earlier stage.
- Developing relationships with employers, education establishments and training providers with a view to supporting young people who may have significant barriers hindering their participation in EET to access the right opportunities to meet their needs.

### **Absence and Exclusions**

Absence and exclusion issues are managed collaboratively by the Participation Team, Access and Admissions and School Improvement Services with a view to ensuring all young people access their full educational entitlement. This work constitutes a combination of activities ranging from seeking to monitor attendance, absence and exclusion rates to providing due support and challenge to schools and families to ensure optimum levels of participation.

### **Comparison of the most recent Absence figures**

The table below compares absence rates in state funded schools for 2016/17 and 2017/18 (most recent available). A definition is provided for persistent absenteeism.



Data Set 25 - Table: Attendance rates	Hillingdon		National	
	2016/17	2017/18	2016/17	2017/18
State funded schools absence -Primary	4.1	4.2	4	4.2
State funded schools absence - Secondary	5.5	5.5	5.4	5.5
State funded schools absence -overall	4.8	4.9	4.7	4.8
Persistent absentees* - Primary	8.5	8.8	8.3	8.7
Persistent absentees* - Secondary	14	13.8	13.5	13.9
Persistent absentees* -overall	11.1	11.2	10.8	11.2

Source – Absence\_3term\_201718\_National and Local Authority Tables (DfE) - covers up to end of school year 2017-2018

NB figures shown are percentages

\* The definition of persistent absence changed from the 2015/16 academic year. Pupil enrolments missing 10 percent or more of their own possible sessions (due to the sum of both authorised and unauthorised absence) are classified as persistent absentees.

- Hillingdon is broadly in line with national averages in terms of absence levels across primary and secondary schools and persistent absence figures overall. Where increases have been noted from the previous year, the increase is smaller than that recorded nationally. Most significant is the reduction in secondary persistent absentee rates across the two years in Hillingdon, compared to the rise nationally of 0.4%.
- Schools 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

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concerning attendance to the Participation Team so that Participation Officer may undertake targeted case-work with the young people and families in question. Schools may also refer cases of unauthorised absence to the Local Authority where school attendance policies have been breached. These referrals may lead to the issuing of penalty notices to families in accordance with duties relating to ensuring parents exercise their responsibilities with regard to school attendance of their children. In addition to this, the Monthly Return data requirement has been further extended, with the support of Hillingdon Schools. The returns now contain data about current attendance rates and numbers of fixed term exclusions. This data is being collated through reports developed by Business Performance that will demonstrate trends and patterns that will help services be developed and to be targeted according to need.

- Hillingdon issued 872 Penalty Notices to families for unauthorised absences in 2018/19, 812 of these were issued in response to unauthorised holidays from schools. The previous year 647 were issued which included 506 for unauthorised holidays. As of 1 February 2020, Hillingdon has issued 307 Penalty Notices, 263 for unauthorised holidays.
- 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.
- In terms of rankings for attendance in 2017/18 Hillingdon is 81st in the National rankings (compared to 95th the previous year), 28th in comparison to all London authorities (no change from the previous year) and 9<sup>th</sup> in comparison to our Statistical Neighbours (11th the previous year).

### **Exclusions Data for Schools in Hillingdon**

- It is noted that the latest nationally comparable data available for school exclusions is for the period 2017/18.
- The Participation Team continues to deliver 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.
- Rates of fixed term and permanent exclusion remain broadly in line compared to national averages. It is positive to note that most recent data indicates that these exclusion levels have now reduced to below London and England averages.

## Permanent exclusions - Percentage of overall results

Data Set 26 - Table: Permanent Exclusions 2016-18									
Phase	State Funded Primary			State Funded Secondary			Specials		
Region	2015-16	2016-17	2017/18	2015-16	2016-17	2017/18	2015-16	2016-17	2017/18
Hillingdon	0	0.02	<b>0</b>	0.2	0.20	<b>0.23</b>	0	<b>X</b> (see below)	<b>0</b>
England	0.02	0.03	<b>0.03</b>	0.09	0.24	<b>0.2</b>	0.08	0.07	<b>0.07</b>
London	0.01	0.01	<b>0.01</b>	0.17	0.19	<b>0.19</b>	0.10	0.05	<b>0.04</b>

Source – Permanent\_and\_Fixed\_Exclusions\_2017to2018\_LATables (DfE)

(NB - **X** figure in Specials denotes anonymised due to low numbers)

NB – exclusions figures are always reported one year behind

- In terms of rankings Hillingdon is 63<sup>rd</sup> in the National rankings (was 79<sup>th</sup>), 19<sup>th</sup> in comparison to all London Authorities (was 26<sup>th</sup>) and 8<sup>th</sup> in comparison to our Statistical Neighbours (no change).

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## Fixed term exclusions - Percentage of overall results

Data Set 27 - Table: Fixed Term Exclusions 2016-18									
Phase	State Funded Primary			State Funded Secondary			Specials		
Region	2015-16	2016-17	2017/18	2015-16	2016-17	2017/18	2015-16	2016-17	2017/18
Hillingdon	0.44	0.58	0.38	7.44	7.75	7.24	13.1	0.90	1.68
England	1.21	1.37	1.4	8.46	9.4	10.13	12.53	13.03	12.34
London	0.84	0.83	0.85	6.87	7.5	7.63	13.34	13.51	14.14

Source - Source – Permanent\_and\_Fixed\_Exclusions\_2017to2018\_LATables (DfE)

- In terms of rankings Hillingdon is 23rd in the National rankings (was 29<sup>th</sup>), 13th in comparison to all London Authorities (was 15<sup>th</sup>) and 6th in comparison to our Statistical Neighbours (was 7<sup>th</sup>).

### Permanent Exclusions patterns

**2016/17** - 71 permanent exclusions from in Borough schools upheld

**2017/18** - 66 permanent exclusions from in Borough schools upheld

**2018/19** - 47 permanent exclusions from in Borough schools upheld

**2019/20** - 32 permanent exclusions from in Borough schools upheld end of first term

From the data above, it is expected that the number of permanent exclusions will rise above last year's figures. The School Placement and Admissions team are reviewing processes with schools and introducing a Headteachers Working Group to collectively reduce exclusions in the borough.

- The work of the Participation Team includes the provision of statutory work and also provides a Service Level Agreement which schools may purchase to support their management of potential exclusion. This SLA offers a range of strategies and advice to prevent exclusion wherever possible. In addition, the team aims to provide effective collaborative work with schools to identify and address absence issues; effective cross service working to address the underlying causes informing absence and targeted work with schools to promote and support inclusion so that, where possible exclusion is avoided.
- The Participation Team works with 96 school settings in Hillingdon to provide case-work on matters of school attendance and exclusions advice. A small number of schools have

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opted not to purchase this service but remain in contact and are aware of their attendance patterns through the monthly returns data provided by those schools.

### **Priorities to reduce school exclusion and improve school attendance 2019/20:**

- On-going work with schools to meet social and emotional needs of children and young people who have difficulty in regulating their behaviour to the point at which exclusion is a consideration.
- Monthly Returns from schools capture the Fixed Term Exclusion data that will be used to help demonstrate provision necessary to reduce the number, the risk and provide support for schools, children and young people.
- Working to address issues in relation to unauthorised absence.
- Agreeing ways of working with schools to allow more time to be spent on addressing longitudinal issues of irregular attendance and reviewing the Penalty Notice Protocol to support this.

Officers at the Local Authority have recently carried out detailed analysis of permanent exclusions within Hillingdon and recognise there is a varied approach to behaviour management within Hillingdon schools.

Some key findings of the permanent exclusions in the academic year 2018/19 were as follows:

- 70% were male
- 43% were White English/British males.
- 57% had a history of fixed term exclusions.
- 46% were in receipt of Pupil Premium
- 23% had SEN support (not including EHCP)

As a result of the recent exclusion review the LA are creating a Working Group of LA officers including the Education Psychology Service, SEND Advisory Service, School Improvement, Youth Offending service and Headteachers to reduce the risk of permanent exclusions for young people. This group will review existing practises between schools with a view to encourage consistent approaches and share good practise.

The aims of the Working Group are:

- Further develop the Managed Move process in Hillingdon by reviewing the effectiveness to ensure that it achieves a reduction in permanent exclusions and allows young people a 'fresh start'.
- Support schools to establish systems to manage poor behaviour and support children with additional needs. To first understand the current behaviour and developmental needs of pupils to establish the gaps in behaviour and well-being support for pupils.

- Share good practice and gain a more collaborative borough approach. The group will review the effectiveness of current exclusion practise - strategies and early interventions for behaviour management.
- Establish what the current need is surrounding Alternative Provision i.e. affiliations, medical needs (mental health). Develop a shared understanding of the purpose and expectations of alternative provision (AP) at a local level and in turn shape the AP offer to support the most challenging pupils.
- Strengthen partnership arrangements with schools for commissioning and delivering alternative provision.
- Develop the role of the Local Authority to support schools and pupils. This will require further involvement from key professionals such as social workers playing an active role when a change happens such as fixed term exclusion, managed move, alternative provision.
- Build the evidence base to develop a bespoke alternative provision performance framework. The Group will review the success of AP and ensure the routes out of AP are well-developed, so that children who leave AP settings can fulfil their potential as they grow up.
- Termly detailed reports to Hillingdon Safeguarding Children Partnership so they can assess and address any emerging safeguarding concerns such as involvement in crime.

The Local Authority has recently secured funding from the London Crime Prevention Fund via MOPAC to minimise school exclusions and support young people back into education, employment and training. The Local Authority will use this funding to create two contracted posts through to March 2021. This funding will be used to ensure the above developments are implemented across Hillingdon.

## **Section 5: Standards and Quality of Education for Adult Learners**

### **Hillingdon Adult and Community Learning Service**

Hillingdon Adult and Community Learning (HACL) provides opportunities for adult residents aged 19+ to learn new skills designed to lead to work, enhance life chances, improve wellbeing and encourage greater social cohesion. All programmes align to LB Hillingdon's priorities and needs and the Skills for Londoners Strategy.

The service was inspected by Ofsted in December 2019 and was graded as 'good'. Ofsted found that 'learners look forward to attending their classes, [where] they learn much that helps them in their daily lives, their wellbeing or in their search for a job or further training. Many greatly develop their self-confidence and esteem [and say] the centres are great places to learn and they would recommend them to their friends.' Learners 'benefit from learning in an environment where there is mutual respect whatever background you come from.'

*Ofsted Inspection Report, December 2019.*

<b>Data Set 28 - Table: Key data</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Learners</b> <i>Individual residents</i>	2507	2672	2917
<b>Enrolments</b> <i>People can enrol for more than one class</i>	4663	5051	5170
<b>Retention</b> <i>Proportion of those enrolled who stay until end of course</i>	94.7%	93.0%	92.6%
<b>Attendance</b> <i>Important because they can't learn if they don't attend</i>	85.6%	87.9%	88.82%
<b>Pass</b> <i>Of those retained, what proportion passed their course?</i>	94.7%	95.5%	96.6%
<b>Achievement</b> <i>Of those who started, what proportion passed the course?</i>	89.7%	88.9%	89.5%

HACL continues to provide a good quality adult learning offer to residents by ensuring that strong strategic leadership and management drives sustainable improvement for the benefit of all. The overall quality of education that learners receive is good, as is the support that the service provides to those who need additional help to achieve. 94% of learners are from Hillingdon, 97% from London and the service increased its learner and enrolment numbers this year in contrast with falling national trends. HACL learners are predominantly women with entry level skills and low incomes who wish to improve their life chances and/or those of their children. The proportion of black and minority ethnic (BAME) learners within HACL is 53%, above the borough profile.

Over the past three years the service has prioritised outreach provision through neighbourhood learning in deprived communities in order to target funding and provision where it is most needed within the borough and to attract members of disadvantaged groups into learning. This provision is free to learners and led to over 1500 enrolments in non-qualification, community learning classes in 18-19 through the courses we offer in partnership with local community groups, such as Uxbridge Stroke Society, Yeading Junior School, Wren Dementia Support Group, the Somali Women's Group and the Austin Estate Sewing Club. These residents take their first tentative steps back into learning through these courses, gradually realising how much learning enhances their lives, which in turn motivates them to improve and progress through each stage.

The provision aimed at residents with disclosed mental health issues, which started as an externally-funded research project four years ago, is now fully embedded in the service's targeted outreach offer, leading to 374 enrolments in 19-20 and 52 learners progressing onto further courses, volunteering or paid work.

Qualification courses include British Sign Language, Community Interpreting, Caring for Children, Counselling, English, ESOL, Floristry, Horticulture, Independent Living, IT, Maths and Supporting Teaching and Learning. These courses accounted for 2236 enrolments (43.25%) this year, 65% of which were at entry level (beginners). Provision above entry level is mainly at levels 1 and 2 (GCSE level) with a small number of level 3 enrolments (A level equivalent). There were 470 enrolments by adults with learning difficulties and disabilities in 2018-19.

The service also provided education and careers advice to 725 adults free of charge, through open days in recruitment periods, 1-1 sessions provided in partnership with the National Careers Service, and events such as an annual Careers Fair. This provision is being further developed as part of an externally-funded project that runs until 2021, by which time we plan to offer a range of easily accessible, online information for residents that will help them access information, strengthen their CVs and develop their careers.

## **Section 6: School Placements & Admissions**

### **Secondary School Places**

- There has been a 3% increase in applications across London since 2018 - Hillingdon experienced a 7% increase reflecting a growing population and a higher demand for school places. Despite the increase and a record high of 3,703 applications in total for secondary school places Hillingdon remain as the top borough in West London for families receiving an offer at one of their preferred secondary schools. To meet the challenge, over the past few years Hillingdon Council has invested £254 million into its school expansions programme, which is one of the largest in London.
- On National Offer Day 2019 Hillingdon offered 100% of our applicants a school place.
- 94.41% of Hillingdon pupils received one of their preferred choices. This is above the London average of 92.39%.
- 67.89% 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.
- To meet the growing demand for school places in the borough, the Council invested £9.7 million to rebuild and expand Oak Wood School in Hillingdon, formerly Abbotsfield School, which is providing 1,350 secondary school places in the borough.
- Hillingdon also approved the plans to offer an additional 300 secondary school places at Vyners School in Ickenham, and the expansion of Ruislip High School which has created a further 174 extra places.
- Swakeleys School has permanently expanded which has created an additional 60 places for each Year 7 intake group from September 2018 which continues to support choice for parents.

### **Primary School Places**

- There has been a 0.08% decrease in applications for primary places across London - Hillingdon experienced a 1% decrease. The Pan London Admissions Board are aware that lower birth rates could affect the number of children starting primary school in London this year. It is also expected that a range of other factors, including property prices in some areas and welfare reform changes, have also contributed to this.



- On National Offer Day 2019 Hillingdon offered 100% of our applicants a school place.
- Despite Hillingdon still receiving high levels of demand for school places, 98.77% of applicants received an offer at one of their preferred primary schools, which is above the London average (97.73%).
- Hillingdon Council received 3,909 applications and offered 97.88% of pupils one of their top three schools, with 89.37% of primary school children receiving their first choice.
- 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.

### **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.

### **Key Statistics**

- 75% decrease in the total number of Primary placements by the IYFAP in comparison to academic year 2017-2018.
- 63% increase in the total number of placements by the IYFAP in comparison to academic year 2017-2018.
- 73 Year 11 aged children successfully placed in mainstream schools, 2 of the 73 pupils remained in the Interim Provision as they were approaching the end of term.
- 97% increase in the total number of year 11 placements by the IYFAP into mainstream schools in comparison to academic year 2017-2018

These statistics include July's placements however they did not start until the following academic year.

## Placements for Year 11 students

- This academic year the Local Authority (LA), IYFAP and Hillingdon Association of Secondary Headteachers (HASH) have been continuing to work together to integrate year 11s who have moved into the borough and are out of education, into a mainstream school instead of an alternative provision (such as colleges). For the academic year 2018-19, 73 Year 11 aged children were successfully integrated into Hillingdon schools. Due to the success of these placements, the IYFAP will continue to place all mainstream appropriate Year 11 aged children at Panel.
- The tables below show the Fair Access placements from September 2018 - July 2019, it also indicates where in the borough the pupils were residing. For secondary schools the north of the borough is determined as above the A40, and south as below the A40. Primary schools are determined by planning areas. These referrals reflect all pupils that were taken to the panel, some pupils were not placed but have been included in the referrals. As there was only 1 primary referral there were no specific observations.

<b>Data Set 29 - Table: Primary referrals September 2018 - July 2019</b>									
<b>Month/Year Group</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>North</b>	<b>South</b>
September	0	0	0	0	0	0	0	0	4
October	0	0	0	0	0	0	0	0	0
November	0	0	0	0	0	0	0	0	0
December	0	0	0	0	0	0	0	0	0
January	0	0	0	0	0	0	0	0	0
February	0	0	0	0	0	0	0	0	0
March	0	0	0	0	0	0	0	0	0
April	0	0	0	0	0	0	0	0	0
June	0	0	0	0	0	1	0	0	0
July	0	0	0	0	0	0	0	0	0
<b>Total per year</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>
<b>Total</b>	<b>1</b>								

<b>Data Set 30 - Table: Secondary referrals September 2018 - July 2019</b>							
<b>Month/Year Group</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>North</b>	<b>South</b>
<b>September</b>	0	2	4	4	26	15	21
<b>October</b>	0	0	0	5	5	7	3
<b>November</b>	0	0	2	3	10	3	12
<b>December</b>	0	1	0	1	8	3	7
<b>January</b>	0	1	0	1	4	3	3
<b>February</b>	0	3	2	1	10	5	11
<b>March</b>	0	0	2	2	5	1	8
<b>April</b>	0	0	0	2	5	4	3
<b>June</b>	0	1	3	2	0	1	5
<b>July</b>	0	0	1	3	0	0	4
<b>Total per year</b>	<b>0</b>	<b>8</b>	<b>14</b>	<b>24</b>	<b>73</b>	<b>42</b>	<b>77</b>
<b>Total</b>	<b>119</b>						

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

### **Referral reason**

Below is a breakdown of the reasons each referral was made to the IYFAP. If a criterion is not listed below but recognised in the IYFAP Protocol, it is because no referrals were made under that criterion. The highest numbers of referrals in Secondary were made for year 11 pupils as they cannot be easily assimilated into appropriate courses. The primary aged pupil was referred following an unreasonable permanent exclusion from an out of borough school. The exclusion was so unreasonable that the excluding school withdrew it prior to the Governor's Review meeting. This pupil was placed by the Fair Access Panel on a staggered transition plan at a Hillingdon mainstream school with exceptional funding provided by Hillingdon's SEN Team.

Data Set 31 - Table: Criterion Met								
Month	Children on roll at a school that is deemed an unreasonable distance	Unable to offer a school within a reasonable walking distance	Known to have challenging behaviour	Out of education for 2 or more months	Year 11's	EHE that has failed	Other	Total
September	0	0	2	4	26	4	0	36
October	1	0	0	3	4	2	0	10
November	0	0	1	3	10	1	0	15
December	0	0	0	2	8	0	0	10
January	0	0	0	1	4	0	1	6
February	1	0	0	1	7	2	5	16
March	0	0	0	4	5	0	0	9
April	0	0	0	2	5	0	0	7
June	2	0	0	5	0	0	0	7
July	0	0	1	1	0	0	2	4
<b>Total</b>	<b>4</b>	<b>0</b>	<b>4</b>	<b>26</b>	<b>69</b>	<b>9</b>	<b>8</b>	<b>120</b>

### Primary Place planning areas

The following table shows which planning area the 1 primary aged child referred to fair access lives. Please see map attached at the end of this paper that shows the areas and schools covered in the specific place planning areas.

	Data Set 32 - Table: Primary allocations - Place planning area													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Reception														
Year 1														
Year 2														
Year 3														
Year 4														
Year 5								1						
Year 6														
<b>Total</b>	0	0	0	0	0	0	0	1	0	0	0	0	0	0
<b>1</b>														

The place planning table shows that the 1 referral lives in place planning area 8. The schools in this area are Charville Academy, Hayes Park Primary, Hewens Primary and Grange Park Infant & Junior School.

Place planning areas 1- 5 are in the North of the borough and 6- 13 are situated in the South of the borough.

For the 111 secondary school placements made through Fair Access, 104 children lived in the South of the borough and 7 children lived in the North of the borough. Although 94% of the children lived in the South, placements for these children were spread evenly across all schools in the North and South of the borough, which has eliminated schools in the South taking a disproportionate number of Fair Access placements over the academic year 2018-19.

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

<b>Data Set 33 - Table: In Year Fair Access Panel Placements</b>									
<b>Month</b>	<b>2016-2017</b>			<b>2017-2018</b>			<b>2018-2019</b>		
	<b>Primary</b>	<b>Secondary</b>	<b>Total</b>	<b>Primary</b>	<b>Secondary</b>	<b>Total</b>	<b>Primary</b>	<b>Secondary</b>	<b>Total</b>
<b>September</b>	6	22	<b>28</b>	4	16	<b>20</b>	0	32	<b>32</b>
<b>October</b>	0	4	<b>4</b>	0	8	<b>8</b>	0	8	<b>8</b>
<b>November</b>	3	5	<b>8</b>	0	3	<b>3</b>	0	14	<b>14</b>
<b>December</b>	1	5	<b>6</b>	0	5	<b>5</b>	0	10	<b>10</b>
<b>January</b>	0	3	<b>3</b>	0	6	<b>6</b>	0	6	<b>6</b>
<b>February</b>	0	2	<b>2</b>	0	3	<b>3</b>	0	14	<b>14</b>
<b>March</b>	0	2	<b>2</b>	0	5	<b>5</b>	0	9	<b>9</b>
<b>April</b>	0	2	<b>2</b>	0	4	<b>4</b>	0	7	<b>7</b>
<b>June</b>	0	2	<b>2</b>	0	5	<b>5</b>	1	6	<b>7</b>
<b>July</b>	1	4	<b>5</b>	0	9	<b>9</b>	0	4	<b>4</b>
<b>Total</b>	11	51	<b>62</b>	4	64	<b>68</b>	1	110	<b>111</b>

The above numbers do not include the 9 children who have returned to their previous school, following EHE failing within 6 months.

## Elective Home Education

Registered as electively home educated for any one period between 1 September 2018 - 31 August 2019

Total Number of children registered between the above dates - **462**

Primary	Secondary
231	231

Female	Male
242	220

## New Elective Home Education Procedure for Hillingdon Schools

Hillingdon Local Authority has created a new procedure to acknowledge the recent recommendations made by the Children's Commissioners report 'Skipping School: Invisible Children and Ofsted's research 'Moving to home education in secondary schools' stated:

All schools are expected to provide the borough's Elective Home Education Officer, with the following information:

- Parent's letter, or email, informing the school of their decision to home educate (if provided).
- Reason/s the school are aware of why the parent has decided to home educate.
- An up to date attendance record for the child.
- Details of the allocated social worker, if the child has one.
- List of attainment levels (useful for education advisers when they visit, or if the case is referred to the Fair Access Panel).
- Notification/information if the child has special educational needs with or without an Education, Health and Care Plan.
- Confirmation that the school have offered to provide parents with either previous classwork or a summary of the curriculum followed to date (and possibly the future curriculum plan). This will assist the parent with their planning for home education. The parent may decide to ignore this documentation hence their reason to EHE as they may have dissatisfaction with the education system. However, this will be a useful tool for some.

Under the Pupil Registration Regulations (2006), the school is required to deregister the child or young person upon receipt of the parent letter and inform the child or young person's home Local

Authority (LA). In order to promote the recommendations stated by Ofsted the Local Authority feel it has been agreed that good practice for schools will be to temporarily keep a pupil on roll for 5 school days following referral to the Elective Home Education Officer. This allows time for the officer to process the request and attempt to engage the family further to seek a resolution (if necessary) before removal from roll.

### **Fair Access Arrangements for Electively Home Educated Children**

Children who are electively home educated where home education is judged to have failed in the view of the Local Authority; within 6 months of coming off a school's roll will be placed back at previous school. This will be reviewed by the panel on a case by case basis and will apply where deemed reasonable.

This was applied over the academic year of 2018-2019 with great success and headteachers have agreed to keep it within the Fair Access Protocol for the coming academic year.

The Fair Access Panel have introduced a further agreement from January 2020, where the pupil will be referred to the Fair Access Panel and be placed back on the roll of the school they previously attended before leaving to be home educated at any time and not just within 6 months (where applicable i.e not inclusive of primary/secondary transfer or out borough schools). This may result in the pupil immediately being put forward for a Managed Move to another Hillingdon school. However, this new procedure will ensure that schools have continued oversight of the pupils education until (where appropriate) another school takes responsibility for the pupil. This procedure has been discussed between Hillingdon LA officers and Ofsted who are in agreement that the procedure shows transparency in regards to the risk of 'off-rolling'.

### **Implications on related Council policies**

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

### **How this report benefits Hillingdon residents**

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

### **BACKGROUND PAPERS**

NIL.