

Quality and Standards of Education in Hillingdon 2020/21

Contents

<i>Please click on the underlined titles to take you to that page</i>		Page Number
1. <u>Executive Summary</u>		4
2. <u>Part 1 Education Improvement and Impact</u>		5
2.1 <u>Covid-19 Impact & Recovery</u>		6
2.2 <u>Putting Our Residents First - Raising Standards in Education</u>		6
2.3 <u>Ofsted Inspections of Early Years & Foundation Stage</u>		7
<ul style="list-style-type: none"> • Private, Voluntary and Independent (PVI) Childcare Providers - Ofsted Outcomes • Childminding in Hillingdon 		
2.4 <u>Ofsted Inspection of Schools</u>		9
2.5 <u>Monitoring and Challenging the Performance and Outcomes of Individual Schools</u>		11
2.6 <u>Performance Outcomes</u>		12
2.7 <u>Good Practice from London Councils</u>		13
2.8 <u>Other Education Initiatives</u>		13
<ul style="list-style-type: none"> • Wellbeing in Education Return • Child Exploitation Plan 		
2.9 <u>School Place Planning Overview</u>		15
2.10 <u>School Placement & Admissions</u>		18
<ul style="list-style-type: none"> • Secondary School Places • Primary School Places • Fair Access 		
2.11 <u>End of Part 1 - Summary</u>		24
3. <u>Part 2 Vulnerable Children and Young People's Outcomes</u>		25
3.1 <u>Outcomes for Vulnerable Children and Young People</u>		26
<ul style="list-style-type: none"> • Looked After Children (LAC) • Looked After Children Attainment & Progress Summary • Looked After Children Educational Engagement Summary 		
3.2 <u>Special Educational Needs and Disabilities (SEND)</u>		30
<ul style="list-style-type: none"> • SEND Progress and Attainment Analysis • SEND Advisory Service (SAS) Headlines • Priorities for Children with SEND in Hillingdon 2021/22 		
3.3 <u>Closing the Gap Between Disadvantage Pupils and Their Peers</u>		35
3.4 <u>Elective Home Education</u>		36
3.5 <u>Children Missing Education</u>		37
<ul style="list-style-type: none"> • School Attendance Orders 		
3.6 <u>Absence and Exclusions</u>		38
<ul style="list-style-type: none"> • Exclusion Data for Schools in Hillingdon 		

<ul style="list-style-type: none"> • Priorities to Reduce School Exclusions and Improve School Attendance 	
3.7 <u>Young People Not In Education, Employment or Training (NEET)</u> <ul style="list-style-type: none"> • Priorities for Young People Not In Education, Employment or Training (NEET) 	44
4. <u>Part 3 Educational Performance</u>	47
4.1 <u>Education Performance Overview</u>	48
4.2 <u>Early Years Foundation Stage Education</u> <ul style="list-style-type: none"> • Early Years Good Level of Development (GLD) 202/21 • Priorities 	48
4.3 <u>Primary Phase Education 2020/21</u> <ul style="list-style-type: none"> • Key Stage 1 • Key Stage 2 • Priorities for Primary Phase Key Stages 1 & 2 Education 	50
4.4 <u>KS4 Secondary & Post 16 Education</u> <ul style="list-style-type: none"> • Key Stage 4 Outcomes in Hillingdon • Priorities for Secondary Education Key Stage 4 • Key Stage 5 • Priorities for Secondary Key Stage 5 and Post-16 	54
4.5 <u>Standards & Quality of Education for Adult Learners</u>	58

1. Executive Summary

This Standards and Quality in Education 2020-21 report provides an overview of the standards and quality of education across Hillingdon schools and settings for Hillingdon's children, young people and adults. To support further improvement of standards in Hillingdon the report identifies specific areas for action with schools, settings and partners and is divided into three sections:

Part 1 – Education Improvement and Impact

Covid recovery for schools has been a large focus of 2020-21 and the Council and Schools have responded positively, with resilience. The Council continues to raise standards in education with monitoring, support and challenge, working with internal and external partners. Ofsted inspections have been suspended for the majority of this year and Hillingdon remains in line with national outcomes. 14 schools were listed on the Council's Schools At Risk Register; this comprised of 7 academy schools and 7 maintained schools (decreased by 5). The Regional Schools' Commissioner is responsible for academy school performance and the Council worked closely with our 7 maintained schools to improve performance and outcomes. Various education initiatives have taken place with a sharp focus on Wellbeing and Mental Health support and child exploitation. School Place Planning has seen a decline in primary places and an increase in secondary places. School Admissions had a slight increase in secondary applications, a decrease in primary applications and an increase in elected home education applications.

Part 2 – Vulnerable Children and Young People's Outcomes

Looked after children (LAC) have had a successful year despite the Covid challenges. LAC not in education, employment or training (NEET) is higher than the London average. SEND has seen a growth in EHCPs. Service wide transformation has taken place. Closing the gap between disadvantaged pupils and their peers remains a key focus. Elective home education has increased, predominately as a result of the pandemic. Children missing education referrals has increased from the previous year. The borough is broadly in line with national for absence and had a decrease in permanent exclusions compared with last year's data. Mainstream NEET figures are slightly above our West London neighbours.

Part 3 – Educational Performance

This section usually focuses primarily on attainment, progress and achievement for the preceding academic year along with references to wider measures of educational success. However, due to the changes of statutory school tests and examinations during Covid-19, there is limited new data available in this report. Officers have therefore used the last published data from 2018/19 and provided updated contextual information.

Part 1

Education

Improvement and

Impact

2.1 Covid-19 Impact and Recovery

Hillingdon schools have responded resiliently and adapted well from the impact of COVID-19 during 2020-21 and are predominately stable.

The Education Improvement and Partnership Service Advisors have been proactive in supporting schools to manage the disruption with advice on remote learning policies and ensuring that catch-up funding reports are robust and available on school websites. Secondary schools continue to undertake Lateral Flow Device Testing in all of the Hillingdon Secondary settings, for the staff and pupils who are attending onsite provision.

2.2 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 state 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 to a good standard.
- 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 to drive up standards.
- Working in partnership with the Regional Teaching School Hub and multi-academy trusts in order to build capacity within the schools-led improvement community in Hillingdon.

2.3 Ofsted Inspection of Early Years & Foundation Stage

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

Support for our PVI settings across 2020/21 has mainly been in relation to supporting settings in managing sustainability and consistency of quality through the challenges of remaining open through the Covid 19 Pandemic. Settings have faced challenges in relation to staffing and attendance of children which have resulted in pressure and anxiety within the sector. Support for Managers and Owners was provided by the Service through weekly catch-up telephone calls and through face-to-face visits when these were re-established.

We have also recommenced support for settings in preparation for inspections under the new Ofsted framework. Audits of provision have been carried out using the Quality of Education framework that was developed by the team. These have resulted in specific and targeted training for staff on dialogic book talk, supporting children in vocabulary acquisition and staff confidence in introducing new learning and evaluating taught experiences. A tool to support schools and settings to prepare for the Learning Walk within an Ofsted Inspection, has been developed by the team.

During 2020/21 there was a focus on improving outcomes for vulnerable 2 year olds during the pandemic by intensively supporting 12 PVI settings who had the highest number of these children attending. Impact data demonstrated that many of these children made good or accelerated progress in their development across the 3 prime areas of learning.

During the Spring and Summer terms of 2020 a series of detailed central training events was offered to all PVI settings to ensure familiarity and confidence in meeting the requirements of the Revised Early Years Foundation Stage (EYFS) which became statutory in September 2020. These included an introduction to the changes, planning and assessment requirements, using the non-statutory supporting documents, supporting communication and Language and Ofsted and the Revised EYFS.

The Early Years Quality Improvement Team (EYQT) in Hillingdon uses a RAG (red, amber, green) rating system to prioritise support for settings. The continued focus for 2020/21 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.

The following table demonstrates the percentage of Hillingdon's PVI Ofsted outcomes over the past five years in relation to national Ofsted data (published in August 2021).

Data Set 3 - Table: Ofsted 2020/21

	Summary (Good or better)		Outstanding		Good		Requires Improvement		Inadequate	
	National	LBH	National	LBH	National	LBH	National	LBH	National	LBH
2016/17	96%	100%	21%*	16%	75%*	84%	4%*	0%	1%*	0%
2017/18	91%	100%	28%	20.7%	63%	79.3%	6%	0%	3%	0%
2018/19	96%	100%	23%*	21%	73%*	79%	2%*	0%	1%*	0%
2019/20	98%	100%	22%	19%	75%	81%	2%	0%	1%	0%
2020/21	98%	100%	22%	19%	76%	81%	1%	0%	1%	0%

Source - Overall effectiveness of early years providers: 31 August 2021. Ofsted Statistics

Hillingdon has 93 registered day care providers. 84 have a current Ofsted outcome and 9 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. We have not had any settings re-inspected against the revised inspection handbook since Ofsted resumed inspections in May 2021.

From May 2021, when Ofsted resumed inspections, Hillingdon have only had 2 inspections, both were 1st inspections and both settings achieved a good outcome.

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 aim to ensure that every child in Hillingdon has a provision that is at least 'good' has continued to be met and the focus is now to try to increase the percentage of settings achieving an Outstanding grade. Next steps include supporting all settings to be fully knowledgeable on the new Ofsted Inspection framework, as this was suspended for such a long time and to continue to increase our percentage of Outstanding settings, which is challenging under the revised framework.

The Early Years Qualified Teachers (EYQT) have also been supporting PVI settings to work towards the Mayor of London's Healthy Early Years award and by August 2021 a total of 18 settings have achieved the level one award, 1 setting has achieved the bronze award and 1 setting has achieved the gold award.

Childminding in Hillingdon

Overall, in Hillingdon there are 250 registered childminders. Of these, 179 are registered childminders with EYFS-aged children with a current Ofsted grade and 33 are newly registered childminders awaiting their first inspection. 38 childminders are registered but do not provide care or education to children within the EYFS.

The focus is to continue to support all newly registered childminders to achieve at least a 'good' grading in their first inspection and to support all childminders to become familiar with the Ofsted Education framework, the Revised Early Years Foundation Stage and to support children's wellbeing and communication and language development. Delivered through network events, central training, and childminding drop-in sessions, along with email and telephone support.

Data Set 4 – Table: Ofsted Outcomes from Childminder Inspections August 2021

	Summary (Good or better)		Outstanding		Good		Requires Improvement		Inadequate	
	National	LBH	National	LBH	National	LBH	National	LBH	National	LBH
2017/18	94%	97.4%	16%	14.4%	78%	83%	5%	0.5%	1%	1.1%
2018/19	94%	99%	16%	16.5%	78%	82.5%	5%	0.5%	1%	0.5%
2019/20	95%	99%	14%	17%	81%	82%	4%	1%	1%	0%
2020/21	96%	99%	14%	13.5%	82%	85.5%	3%	1%	1%	0%

Source - Overall effectiveness of early years providers: 31 August 2021. Ofsted Statistics

2.4 Ofsted Inspections of Schools

Hillingdon's Ofsted inspection data demonstrates stability when compared with the previous year, with 88% of schools overall now judged good or better by the end of the 2020/21 academic year, compared to 87% of schools judged good or better 2019/20. This academic year, Hillingdon is 2% higher than the England average.

Due to the pandemic causing part inspection suspension, Ofsted mainly undertook monitoring visits. All visit outcomes were positive, with Ofsted confirming good progress. 17 schools were visited with the following focus:

- 6 Covid-19 visits
- 6 Monitoring visits
- 4 Section 8 visits
- 1 Section 5 visit

Summary of Schools in Hillingdon by Ofsted Judgement

Data Set 1 - Table: Final inspection overview 2020/21 (by 31st August 2021)

Type of School	No.	% Outstanding	No. Outstanding	% Good	No. Good	% Requiring Improvement	No. Requiring Improvement
Primary All	70	15.71%	11	74.29%	52	10%	7
Academy	21	9.52%	2	76.19%	16	14.29%	3
Maintained	49	18.37%	9	73.47%	36	8.16%	4
Nursery	1	100.00%	1	0.00%	0	0.00%	0
Maintained	1	100.00%	1	0.00%	0	0.00%	0
Secondary All	18	39%	7	38.89%	7	22%	4
Academy	16	44%	7	38%	6	19%	3
Maintained	2	0%	0	50%	1	50%	1
University Technical College/ Studio College	4	0.00%	0	75.00%	3	25.00%	1
Academy	4		0	75.00%	3	25.00%	1
Special All	7	14%	1	86%	6	0%	0
Academy	5	20%	1	80%	4	0%	0
Maintained	2	0%	0	100%	2	0%	0
Alternative Provision	1	0.00%	0	100.00%	1	0.00%	0
Academy	1	0.00%	0	0.00%	1	0.00%	0
Maintained	0	0.00%	0	0.00%	0	0.00%	0
All State funded schools in Hillingdon	101	19.80%	20	68.32%	69	11.88%	12

No inadequate schools during 2020/21.

Data Set 2 - Table: Inspection LBH verses England

Judgement	2020-21		2019-20		2018-19	
	Hillingdon	England	Hillingdon	England	Hillingdon	England
Schools Good or Better	88%	86%	87%	86%	88%	86%

Source: Ofsted inspection statistics December 2021 as of 31.08.21.

Note - there have been changes since September 2021 in Ofsted grades, and in school organisation, after the amalgamation of Lady Bankes Infant and Junior Schools and Oak Farm Infant and Junior Schools into two Primary Schools and two academy conversions: Field End Junior School and Hermitage Primary School.

2.5 Monitoring and Challenging the Performance and Outcomes of Individual Schools

It is noted that the schools' landscape in Hillingdon consists of 101 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, University Technical Colleges (UTCs) and Studio Colleges SCs). 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 education 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.

The Council uses a collaborative and school-driven approach to ensure that education 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. Our model includes specific guidance for schools around the responsibilities of the Council regarding 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 Council 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 Health checks 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 2020/21 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 education improvement events and regular briefings to Head Teachers. Support was adapted to reduce the Covid-19 impact to schools. This approach ensured that the Council continued to fulfil its statutory duty regarding 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.

To build on partnership working, an independent provider has been commissioned to undertake a review of current education partnership working in Hillingdon to support with developing a well-structured and sustainable education partnership moving forward that can secure better educational outcomes for children and young people within the borough. There was positive

interest from schools surveyed in stronger partnership working. Following our education conference in September 2021, the working group is now working with a wider group of Headteachers from a range of settings contributing towards developing a formal offer for partnership working. The offer will be confirmed by April 2022.

The Council works with our Regional Teaching School Hub to deliver Initial Teacher Training to our Early Career Teachers (previously NQTs) to ensure that new teachers are supported and operate at the required standard.

2.6 Performance Outcomes

During the academic year 2020/21, the Council's Schools At Risk Register identified 14 schools at risk of underperformance in Hillingdon (decreased by 5 from the previous year). Of this number, 7 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 education improvement community to facilitate improvement. A breakdown of the maintained schools at risk is shown below:

Maintained Schools at risk	Outcomes
3 Requiring Improvement	Challenge Task Group meetings took place termly to support improvement in time for their next inspection. This approach resulted in meetings between senior officers and school leaders and intensive brokering of support. The impact of challenge and support resulted in significant changes to leadership, management and governance in these schools.
4 Good or Outstanding	Support is tailored to the reason that resulted in these schools being assessed as at risk, detailed below: <ol style="list-style-type: none"> 1. Safeguarding and leadership capacity 2. Performance decline 3. Risk of Requiring Improvement judgement

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 education improvement, the Council acted swiftly to highlight concerns to the Regional Schools Commissioner and other relevant authorities.

The Four-Tier Support Model for categorising schools for prioritising education improvement support has been successfully implemented and received:

- Self-Improving - schools with an Ofsted rating of 'Good' or 'Outstanding' schools with no key areas of concern.
- Watch - schools which require low-level education improvement support but with only one key area of need.
- Targeted - schools with some key focus areas of improvement required, including schools which may be 'Good' but at risk.

- Intensive - schools with an Ofsted rating of Requires Improvement or Inadequate and/or where significant support is required.

By having a model of four categories, it enables the Education Improvement and Partnerships Team to focus their time supporting schools effectively with a package of support appropriately matched to the needs of the various settings in Hillingdon.

The Four-Tier Support Model demonstrates all aspects of support available to maintained schools in each of the categories. Irrespective of category, all maintained schools have been allocated an advisor, based on geographical area and the strengths within the Education Improvement and Partnerships Team, and this information has been shared with school leaders, along with the category their school has been allocated. This has led to increased transparency and resulted in the Education Improvement and Partnerships Team and schools having clarity over the support the Council offers their educational settings.

The support and challenge documentation used by Advisors establish a clearer focus on the impact of the support given to the schools. A Support Plan is used for settings in the Targeted or Intensive support categories. This support plan facilitates a commitment from both the Education Advisor and the school leaders to have a continued focus on the key individualised education improvement priorities and actions that are planned for the year ahead. Education Advisors finally complete a termly impact report to detail the impact of their support on the schools' improvement journey.

Collectively, these documents are intended to have a greater focus on holding Education Advisors and school leaders to account, as well as being a support mechanism for schools, enabling them to share clear evidence of progress with relevant external agencies. This model is a fair and transparent approach to support and categorisation of the schools in Hillingdon.

2.7 Good Practice from London Councils

The Council works closely within our West London Partnership. Various Council services are part of service level boards where they undertake joint working, reciprocal agreements, share good practice, initiatives, performance and outcomes data. Throughout this report you will note where data has been sourced via the West London Partnership or London wide.

The Head of Education and Learning attends a termly Strategic Education London Leads meeting, where all London Borough education leads meet to discuss current topics, concerns and strategic ways of working. Ofsted and the Regional Schools' Commissioner are invited to present on key changes, along with other partners.

2.8 Other Education Initiatives

The Education Improvement and Partnerships service have been working on a range of other initiatives to support the education and wellbeing of our children in the borough as well as strategically planning support to safeguard children in our schools.

Wellbeing in Education Return

The council was provided with funding from the DfE in August 2021 to deliver a national programme of training for phase one of the Wellbeing in Education return. Training was delivered by the team along with the Clinical Commissioning Group (CCG) to ensure that each school has a trained Wellbeing lead. A Directory of support services was produced along with a suite of resources, which are available for schools to access on our Local Education Area Partnership (LEAP) portal. Further funding was provided for phase 2 of the return, to build on the work already undertaken. The Council had the flexibility to decide how to use the funding so for phase 2, a programme of support was designed with the aim of ensuring maximum impact was achieved.

The funding was used to offer two forms of support to our schools across Hillingdon:

1. Provide fully-funded Mental Health First Aid Training – the Council are providing one member of staff in each of our schools/Trusts to attend training to support the mental health provision in schools across the Borough. This is aimed at Senior staff, who are charged with the responsibility of overseeing mental health and wellbeing in schools. Our aim is that there will be a trained professional in each setting to support the mental health provision Borough-wide.
2. The Education Improvement & Partnerships Service recruited a Wellbeing and Mental Health Lead on a fixed term basis until July 2022, who is available to support schools as part of this initiative. The Lead is a qualified Wellbeing Advisor who has a coaching and psychology background, as well as running wellbeing workshops and supporting wellbeing in the workplace.

Fully-funded support is available in the two following ways:

- a. Creating centralised template policies, resource, signposting etc which will be shared on LEAP for schools to access, in order to support the strategic development of provision and support for wellbeing and mental health within schools. All schools can access this and new resources will be added over the coming months.
- b. Allocated time directly working with schools to support individual whole school needs. Schools have been entitled to book one day of fully-funded support from the Wellbeing Advisor to support the strategic work of developing support for wellbeing and mental health in their school. The support is not for the advisor to work with children directly but instead focusing support on upskilling the Mental Health lead in the school or other Senior Leaders. The Advisor can provide staff training, guidance, personalised recommendations and ideas for supporting the school's provision.

Child Exploitation Plan

This year Hillingdon has introduced a mandatory training for all DSLs on exploitation. This is recognising the ongoing concern regarding the exploitation of children and young people, including an increase in concerns regarding primary age children. The updated Keeping Children

Safe in Education (KCISE) 2021 has highlighted the need for schools to be alert to the risk factors regarding different types of exploitation and youth.

The training is being led by Axis and the Safeguarding Lead and provides Designation Safeguarding Leads (DSLs) with an overview of Child Criminal Exploitation and county lines, Child Sexual Exploitation, Serious Youth Violence, gang affiliations/culture and missing episodes including current trends and themes in Hillingdon and nationally, signs & indicators for school staff to look out for and what to do. These sessions also cover the role of Axis and the work they do in diverting young people away from exploitation and onto a better path, highlighting the importance of schools in this area and the key to information sharing. The aim of these sessions will be to increase DSLs awareness in this area and to support DSLs to disseminate this information to all school staff.

We have also organised for every secondary school to take part in the 'Your Life, You Choose' programme for the first year, which is run via the Metropolitan Police and is targeted at Year 7 children. We are also running a shorter workshop for all primary schools, aimed at Year 6, called 'Future Lives'. Both programmes focus on exploitation, Child Criminal Exploitation (CCE) and gang culture etc and are aimed at informing students of the signs and risks involved.

2.9 School Place Planning Overview

The Council sets out data and issues on how the borough meets its statutory duty to ensure there are sufficient places for every resident pupil. These places need to be appropriate, sustainable, viable and meet local and specialist needs. Those are the key performance indicators reported to Members, in part shaped by geography and the decisions of parents, schools and DfE.

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.

Covid-19 has led to greater pupil movements in and out of all year groups and specific schools, adding greater uncertainty to forecasting the need for school places. The impact on individual schools varies, many have experienced very high mobility of pupils in and out during 2021, a few with a continuing, or new decline in pupils on roll. This reflects the continuing impact of the Pandemic and clearly the movement of families has not settled in Hillingdon, nor across London more widely, and Hillingdon has new housing continuously coming on stream and our good and outstanding schools attract new families.

Primary rolls overall have continued the slight decline seen each termly census since October 2019, a total 3% decline in two years. To manage this, reductions in primary PAN of 30 places (one form of entry) have been proposed in four community schools and in five foundation and academy primary schools and also in one foundation secondary school. All will continue to be larger sized schools than average, viable and be more sustainable as the reduction will enable more efficient use of resources and focus on the pupils in these schools. The reduction can be reversed if extra places are needed. Still, nearly half of all schools are full. Primary numbers may

have peaked but have not steeply declined and schools are needed for residents in each area. Evidence is these shifts in demand are cyclical. Every 12 years or so areas gain more young families, especially when new housing is still being built, then households stay without children, then they move on and new families move in.

At secondary, the number of children on roll has increased in line with projections. Temporary extra places above Pupil Admission Numbers (PAN) will be added by some schools for Year 7 in September 2022 to ensure that all residents receive an offer of a place on National Offer Day. This is ahead of planned expansions due to open in 2023 and 2024. Further work is underway on future planning.

To meet the growing demand for special school places, a programme of capital works to expand and create new special schools and a continuum of mainstream SRPs and units in the Borough is being progressed, linked to the Dedicated Schools Grant (DSG) Safety Valve discussions with the DfE.

Future School Place Planning Education Analysis

In future reports, when new data is released, progress and outcomes data on the 14 planning areas will be analysed along with an explanation on what education improvement support and challenge will be in place specifically for the planning areas identified as in need. School Place Planning (SPP) is reported quarterly, separately to this report, and Members can access further information through that route.

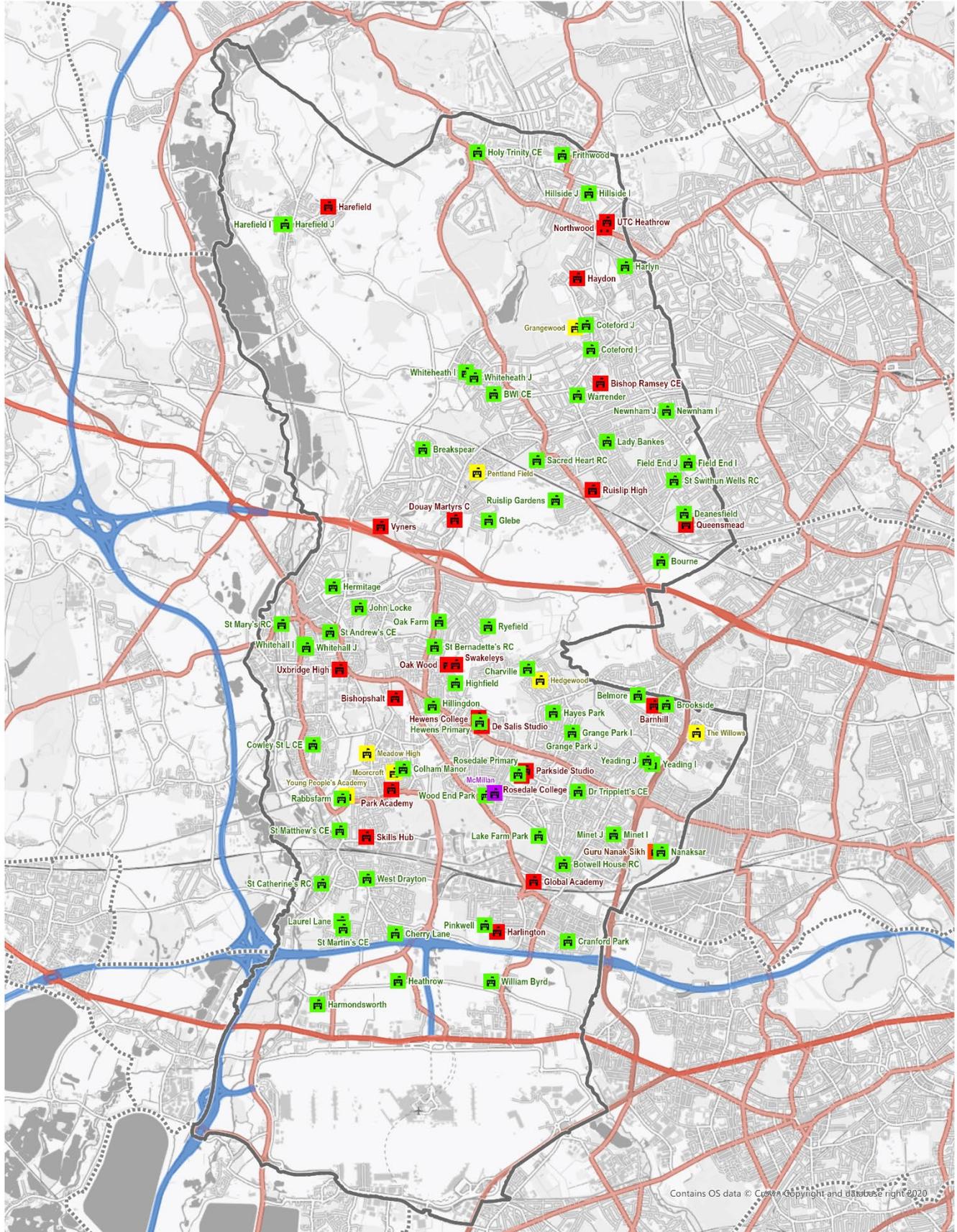
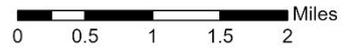
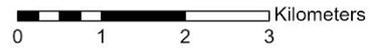
The following map shows the local authority schools in Hillingdon at January 2022.

Hillingdon Schools

-  Nursery School
-  Primary School
-  All Through School
-  Secondary School
-  Special School
-  Hillingdon Boundary
-  Other Authority Boundaries
-  Motorway
-  A Road

London Borough of Hillingdon Schools

Robert Clark, London Borough of Hillingdon - 26/01/2022
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2.10 School Placements & Admissions

Secondary School Places

The School Placement and Admissions Team has been effective in delivering the service to high quality despite an increase in demand.

There has been a 0.4% increase in secondary applications across London since 2020. However, Hillingdon experienced a 3% decrease which coincides with an increase of elective home education requests.

Despite the decrease, the LA still received a high number of applications; 3607 in total for secondary school places in Hillingdon.

Hillingdon remains as the top borough in West London for allocating school places at a school of choice. On National Offer Day every Hillingdon resident was offered a secondary school place. 85.3% of applicants were offered a place at one of their top three preferred schools. 66.5% received their top preference school which is above the London average. (London's overall performance in this area was significantly below the national average).

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.

Primary School Places

The council processed 3,664 primary school applications this year compared to 3,903 in 2020. Hillingdon experienced a 5.7% decrease compared to 2020 in primary applications.

On National Offer Day every Hillingdon resident was offered a primary school place. 99.5% of applicants were offered a place at one of their top three preferred schools. 99.9% received their top preference schools. This places Hillingdon ahead of neighbouring boroughs. (London's overall performance in this area is significantly below the national average.)

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 In Year Fair Access Panel (IYFAP) has continued to be effective in its duty 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. We continue to see a minimal number of primary aged referrals considered by the Fair Access Panel. This is due to strong communication between the local authority, school

admissions officers and sufficient place planning. The LA are also extremely grateful to our schools for their support with Year 11 pupils being placed in mainstream schools. The Panel is effectively meeting the growing demand for secondary school places in the borough to ensure that every child receives the best possible education.

Below is a summary of the referrals made via the IYFAP.

Key Statistics

- **1 primary referral** to the IYFAP. The 1 primary placement made this year means there was no change in the total number of primary placements in comparison to the previous two academic years 2018-2020.
- **20% increase** - 138 total number of placements by the IYFAP in comparison to the academic year 2019-2020 where there were 114 placements.
- **58 Year 11** children successfully placed in mainstream schools.
- **34% decrease** in the total number of year 11 placements by the IYFAP into mainstream schools in comparison to the academic year 2019-2020. In real terms there have been 58 Year 11 placements this year opposed to 88 in 2019-2020. A decrease due to restriction on travel due to the Pandemic.
- **6% decrease** in the total number of secondary school placements in the south of the borough in comparison to the academic year 2019-2020. In real terms there have been 89 placements this year opposed to 95 placements in 2019-2020.
- **19% decrease** in the imbalance between secondary school placements in the south of the borough relative to placements in the north of the borough compared to the academic year 2019-2020. In real terms 89 of 138 placements this year (64%) were in the south of the borough opposed to 95 of 114 placements (83%) in 2019-2020. This highlights the strengthening of equal distributions across the borough.
- **14% of the placements**, since November 2020, have been for asylum seekers residing at a Hillingdon hotel.
- **38 additional children** were presented and had schools named as part of their school attendance orders, since March 2021, when the new process was implemented.

These statistics include July's placements however they will not start until the following academic year (2021/22).

Year 11 - This academic year the 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 2020-2021, 58 Year 11 aged children were successfully integrated into Hillingdon schools. Due to the changes to the School Admissions Code, which come into effect from September 2021, placements through the IYFAP for Year 11 aged children have changed. The LA sought further guidance on the placement of Year 11's from the Admissions, School Organisation and Transport department at the Department for Education. They confirmed the IYFAP must only be used to secure places for hard to place and vulnerable children, as set out in para 3.14 – 3.22 of the 2021 School Admissions Code.

Therefore, the general expectation is that mainstream education will be inclusive and that pupils with a wide range of needs will be able to access a mainstream school place. However, in recognition of the greater challenges for pupils in Year 11 who are seeking a new school in accessing existing courses where they are nearing post-compulsory school age, these pupils will be offered a place at Hillingdon's Interim Provision where they will complete a cognitive assessment. If a school place is required, the case will be considered against the eligibility list for referral as a Fair Access placement. If eligibility is met the applicant will be referred to the Fair Access Panel.

As there was only 1 primary referral there are no specific observations.

Data Set 24a – Table: Secondary referrals September 2020 - July 2021							
Month/ Year Group	Year 7	Year 8	Year 9	Year 10	Year 11	North	South
September	0	2	1	7	22	11	21
October	0	2	0	4	4	1	7
November	1	0	1	5	6	1	14
December	0	2	0	2	8	1	11
January	2	0	0	2	5	2	7
February	0	4	2	2	6	5	9
March	1	2	2	6	5	5	11
April *	1	10	0	4	2	14	3
June *	0	1	2	3	0	2	4
July	1	3	1	3	0	6	2
Total per year	6	26	9	38	58	48	89
Total	137						

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

Referral Reason

Below is a breakdown of the reasons each referral was made to the IYFAP.

The highest number of referrals in the Secondary phase were made for children that had been out of education for 2 or more months and year 11 pupils as they cannot be easily assimilated into appropriate courses. The primary aged pupil was referred due to being a child who is electively home educated where home education is judged to have failed in the view of the Local Authority. The pupil had been home educated since arriving in the borough, earlier in the year. However, officers had extensive discussions with the family's social worker and family, and it was

agreed that due to lack of evidence and communication with the parent, the child was presented at panel and placed into a mainstream school.

Data Set 25 – Table: Criterion Met											
Month	Children on roll at a school that is deemed unreasonable distance	Children known to have challenging behaviour	Children out of education for 2 or more months	Children with special educational needs (without an EHCP)	Year 11's	EHE has failed	Children of Gypsies, Roma, Travellers, refugees & asylum seekers	Children not been able to secure a school place in accordance with the in-year admissions protocol, within 5 school weeks and who are out of education	Children Known to the police or other agencies	Children without a school place and with a history of serious attendance problems	Total
Sept	0	0	8	0	17	7	0	0	0	0	32
Oct	1	0	1	0	4	0	0	2	0	0	8
Nov	1	1	7	0	3	1	1	0	1	0	15
Dec	1	0	1	1	6	0	3	0	0	0	12
Jan	0	0	2	1	3	1	2	0	0	0	9
Feb	0	1	6	0	4	1	2	0	0	0	14
Mar	0	0	6	2	4	1	3	0	0	0	16
Apr	1	0	10	0	1	2	2	0	0	1	17
June	0	0	1	3	0	2	0	0	0	0	6
July	0	0	1	0	0	0	7	0	1	0	9
Total	4	2	43	7	42	15	20	2	2	1	138

*Year 11 figures differ to total in key statistics (58), as some of the children met another criteria other than Year 11's.

Place Planning Areas

For the 137 secondary school placements made through Fair Access, 125 children lived in the South of the borough and 13 children lived in the North of the borough. 91% of the children placed through Fair Access lived in the South. Originally the Panel were mindful of the unnecessary public transport journeys and the increased risk of Covid surrounding such journeys, as initially the first term, also had some uncertainty about the free access to the Transport for London bus network. Therefore, pupils were not placed at a school that may lead to financial difficulties if free transport was stopped, so placements were made to schools closest to their home addresses. However, now free access to transport has been confirmed and lockdown has eased with pupils returning to school, the Panel have now where possible, attempted to equal the distribution of placements across the borough.

Placements for Children of Gypsies, Roma, Travellers, Refugees & Asylum Seekers

Children living at a Hillingdon hotel – placed through the panel						
Year/Month	Year 7	Year 8	Year 9	Year 10	Year 11	Total
September	0	0	0	0	0	0
October	0	0	0	0	0	0
November	0	0	0	0	1	1
December	0	0	0	1	2	3
January	0	0	0	0	2	2
February	0	0	0	0	2	2
March	0	2	1	0	0	3
April	0	1	0	1	0	2
June	0	0	0	0	0	0
July	1	3	1	2	0	7
Total	1	6	2	4	7	20

Since November it is worth noting the impact of asylum seekers living in Hillingdon hotels with no recourse to public funds. Initially these children were placed in schools located in the south of the borough, close to the hotel, due to the uncertainty of free access to public transport (TFL) and limiting increased journeys during the Covid lockdowns. However, once TFL confirmed continued free transport for children the Panel began placing these children evenly across all schools in the North and South of the borough. This eliminated schools in the South taking a disproportionate number of Fair Access placements over the academic year. The Panel anticipate that we will be continuing to place children residing at Hillingdon hotels into the next academic year, as more families are moving into hotels, whilst they await a more permanent placement, within Hillingdon or via dispersal to other authorities in the UK.

Comparison with Previous Academic Years

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.

Month	2018-2019			2019-2020			2020-2021		
	Primary	Secondary	Total	Primary	Secondary	Total	Primary	Secondary	Total
September	0	36	36	0	52	52	0	32	32
October	0	10	10	0	5	5	0	8	8
November	0	15	15	0	10	10	0	15	15
December	0	10	10	0	10	10	0	12	12
January	0	6	6	1	12	13	0	9	9
February	0	16	16	0	7	7	0	14	14
March	0	9	9	0	7	7	0	16	16
April	0	7	7	0	0	0	0	17	17
June	1	6	7	0	0	0	0	6	6
July	0	4	4	0	11	11	1	8	9
Total	1	119	120	1	114	115	1	137	138

Fair Access Arrangements for Electively Home Educated Children

This has been applied over the last three academic years with great success and headteachers have agreed to keep it within the Fair Access Protocol for the coming academic year.

Although the DfE updated the School Admissions Code in September 2021 which suggests that they will not allow for additional categories within the Fair Access arrangements. Officers have agreed with Hillingdon Headteachers to agree a caveat to allow the following children to meet the 'children for whom a place has not been sought due to exceptional circumstances' criteria.

Children who are electively home educated where home education is judged to have failed in the view of the Local Authority; since coming off a school's roll will be placed back at the previous school (where feasible, depending on location and phase).

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 the previous school. This will be reviewed by the panel on a case-by-case basis and will apply where deemed reasonable.

The Fair Access Panel agree, 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 procedure will ensure that schools have continued oversight of the pupil's 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 regarding the risk of 'off-rolling'.

2.11 End of Part 1 – Summary

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.

Part 2 and 3 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.

Part 2

Vulnerable Children and Young People's Outcomes

3.1 Outcomes for Vulnerable Children and Young People

Looked After Children (LAC)

Our Looked After Children and young people have continued to be faced with many challenges as a result of the ongoing global pandemic and it would not be inaccurate to describe the last year as one of change and uncertainty.

During lockdowns, whilst all education providers were required to provide face-to-face provision for all children with a social worker, alongside the children of key workers, for many of Hillingdon's Looked After Children (LAC) this was not considered the most appropriate provision to meet their needs. The majority of our LAC conducted their learning from home in line with their non-Looked After peers.

Our Looked After Children have faced this adversity admirably and not allowed it to hinder their academic progression and achievement.

Some of the most notable successes during this year include:

- The significant achievement in the average Attainment and Progress 8 scores for young people at the end of Key Stage 4.
- The number of children making expected levels of progress at the end of Key Stage 2.
- The increased number of young people remaining on their courses through their Year 12 studies.
- The reduction in the number of learning days lost as a result of Fixed Term Exclusions.

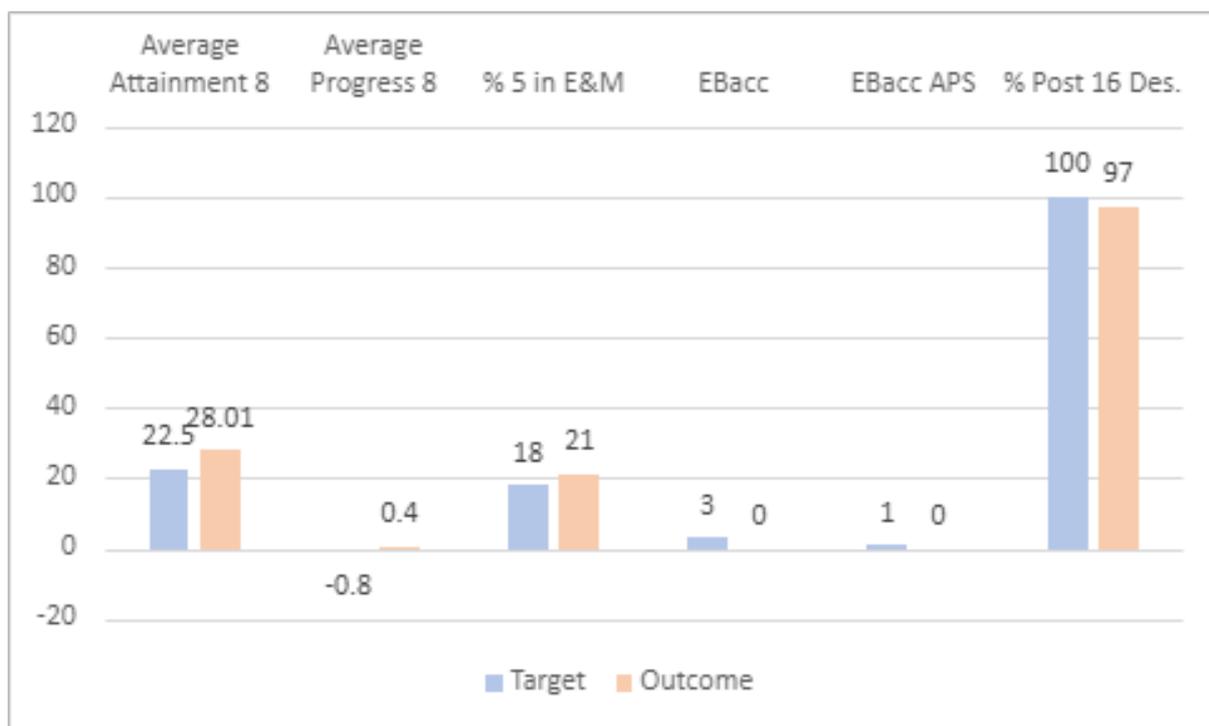
Looked After Children Attainment and Progress Summary

EYFS: The EYFS cohort consisted of eight young people. Of this group, 38% met a Good Level of Development (GLD). All children were indigenous, none had a SEN and seven resided in Hillingdon.

Key Stage 1: There were seven young people who completed Key Stage 1 in July 2021; within the cohort two of the children had a SEN, all were indigenous and two were residing in Hillingdon. Of the seven young people in this cohort, the Virtual School had expected 57% to achieve Age Related Expectations (ARE) in Reading, Writing and Maths (RWM) based on their starting points from EYFS. Based on their Teacher Assessment Grades (TAGs), 57% of this cohort met ARE in Reading, Writing and Maths.

Key Stage 2: There were eleven young people who completed Key Stage 2 in July 2021. Within the cohort, eight had SEN, two were residing in Hillingdon and all were indigenous. The Virtual School had expected 44% of this cohort to achieve ARE in RWM at the end of the academic year. Based on their TAGs, 50% of this cohort met ARE in Reading, Writing and Maths. It is also important to note that 100% of the children in this cohort made their expected level of progress from the previous Key Stage.

Key Stage 4: There were 30 eligible young people who completed Key Stage 4 in July 2021. Within this cohort, 53% had a SEN, 37% were Unaccompanied Asylum Seeking Children (UASC) and 83% resided outside of Hillingdon. Of the 30 pupils, 24 were entered for level 2 examinations (GCSEs, BTEC).



Both Attainment 8 and Progress 8 scores were higher than previously predicted. Based on TAGs, the average Attainment Progress 8 scores were higher than the targets set. Whilst the use of TAGs in summer 2021 means outcomes are not comparable to other years, they nevertheless indicate that despite the challenges presented as a result of the pandemic, Hillingdon's LAC performed well at the end of Key Stage 4, enabling them to progress to the next steps in education and or training.

Key Stage 5: The Virtual School supported 236 Post 16 learners through academic year 2020-21; a 16% increase on 2019-20.

Level 3 learners accounted for 10% of the cohort. The remainder of those in further education were primarily on English Speakers of Other Languages pathways or Functional Skills qualifications ranging from Entry 1 to Level 2.

English and Maths Progress: The percentage of learners who did not achieve a grade 4 or above in English and Maths at the end of Year 11 but achieved this at the end of Year 12 increased from 12% to 12.5%.

Year 13 Level 3 Outcomes: Of the seven learners this year who were working towards Year 2 of their Level 3 course, 71% successfully completed the final year. Of these, 60% have moved on to university, one is studying at Level 4 at college, and one has decided to take a break from education and is in full time employment.

The Virtual School continues to work with further education provisions to improve the support provided to eligible, relevant and former relevant young people to improve attainment, retention and progression ensuring that more of our learners have sustained positive destinations Post 18.

Whilst the number of Post 16 learners engaged in education and or training is good and continues to improve, we cannot be complacent. This, along with improving progress of our learners in English and Maths at Key Stage 5, continue to be priorities for the upcoming academic year. Collaborative working with partner agencies to increase learning and training opportunities and improved engagement with career advice should help to improve retention and outcomes.

Looked After Children Educational Engagement Summary

Attendance & Exclusions

The pandemic continued to impact on attendance in the last academic year. Due to guidance from the DfE, children with a social worker were expected to attend school during the Spring lockdown period, with schools reopening on the 8th March 2021.

However, many of our LAC did not attend during this time if it was agreed by their wider professional support network that it was more beneficial for them to remain in their placement and complete their learning virtually in line with their peers. This has had a significant impact on our overall attendance data which can be seen in the table below. The raw data alone would indicate that large numbers of our LAC did not engage in education during this time.

Sadly, this misrepresents the positive educational engagement most of our LAC displayed during the Spring lockdown period. Although many did not physically attend their education provision, VSOs, social workers and carers worked collaboratively to ensure they were accessing their full education package whilst at home. This was monitored weekly by HVS and any issues with engagement were acted on swiftly.

To present a clearer picture of what was happening in terms of attendance during the times schools were open, the VS maintained its own attendance data.

	Raw attendance data	HVS attendance data
Attendance	81.09%	90.9%
Overall Absence	18.7%	8.9%
Persistent Absentees	63.3%	3.1%

In order to compare to past performance, it is necessary to use data from academic year 2018/19. In this year, attendance was 92%, overall absence was 7.67% and 27% were classed as persistent absentees with attendance below 90%.

During the last academic year, 17 LAC received a fixed term exclusion. The total number of learning days lost was 76.5 days. It is notable that 65% of the children receiving fixed term exclusions had a SEN and more than half of these had a SEMH need. Overall, however, there has been a reduction in the number of days lost to fixed term exclusion compared to the last academic year which follows a positive trend since 2018. During the last year, there was also one LAC who received a Permanent Exclusion.

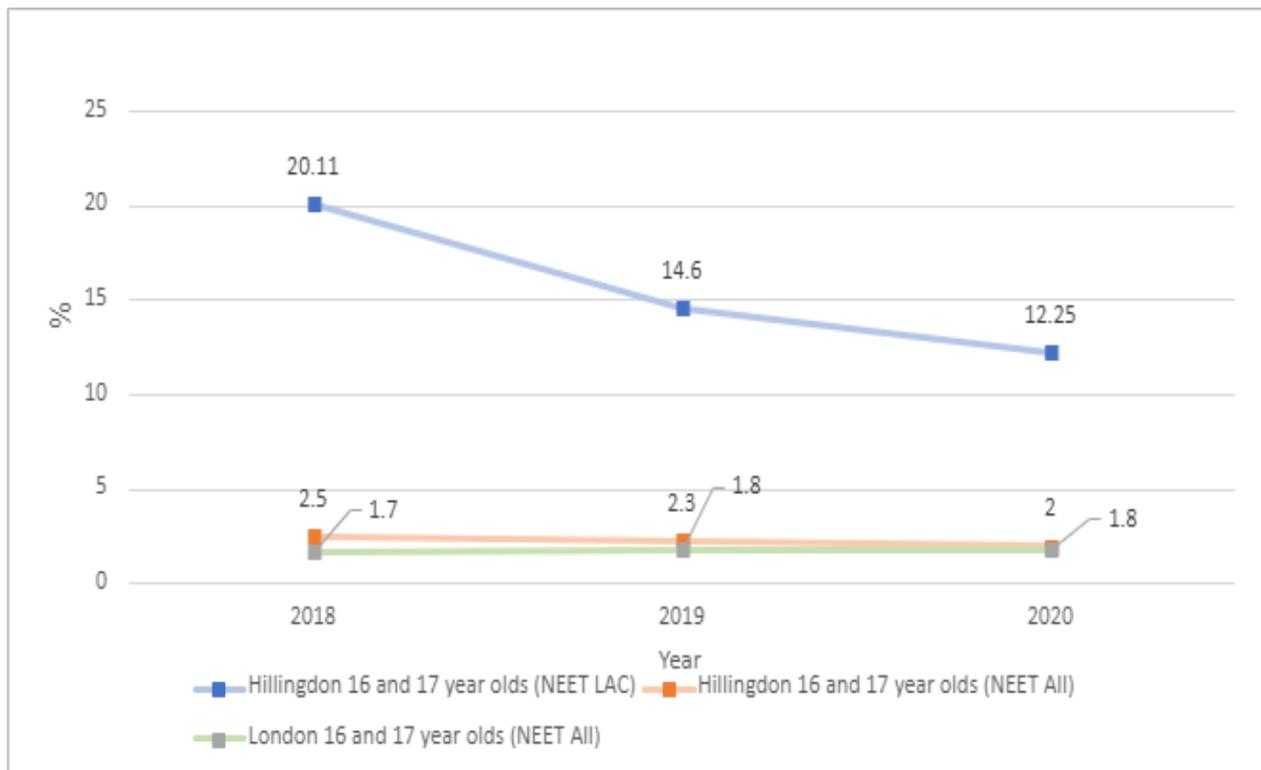
LAC Who are Not in Education, Employment or Training (NEET)

This year saw a slight increase in the number of young people on the Virtual School's roll who were reported NEET (out of education or training for more than 1 calendar month) throughout the academic year.

	2018-19	2019-20	2020-21
NEET Average %	14.6	12.04	12.3
Minimum %	9.9	9	8.6
Maximum %	23.4	15.8	17

Whilst the number of 16-17 NEET young people in Hillingdon remains in line with other London boroughs, the number of LAC in Hillingdon who are NEET is proportionally higher.

However, over the last three years there has been a significant improvement in the number of young people engaging with education or training, hence the NEET percentage is in general decline and moving closer to national outcomes.



Priorities for Looked After Children in Hillingdon

Hillingdon Virtual School's School Improvement Plan (SIP) is now moving into the second year of its three-year scope. The vision for this is adapted from 'Promoting the Education of Looked After Children' (2018).

Overall, the first year of this plan was successful having made good progress in five of the eight school vision threads, with particular success being noted in the areas of attainment, training and Pupil Premium Plus in which all targets for this year were achieved.

With this in mind, the short-term plans for the next academic year take into consideration that:

- Less progress was made in the areas of educational provision and working with children who are Previously LAC. These are therefore areas of priority for 2021/22 with a particular focus

on Children Missing Education (CME) and NEET tracking, building on collaborative links with colleagues in SEND and expanding understanding of the Previously LAC cohort in Hillingdon.

- The DfE has this year announced an extension to the remit of the VSH who is now required to work with all children with a social worker and not just LAC. Whilst the role is different in nature to the existing VS remit, it is nevertheless a very exciting opportunity to extend the expertise, skill and experience which exists within the VS to a broader cohort of vulnerable children.

3.2 Special Educational Needs and Disabilities (SEND)

Since 2013/14, Hillingdon, along with all Local Authorities across the country, have been working with education settings to embed the SEND reforms into practice. A key element of this work has been focused on the replacement of the SEN Statement of Education with the Education, Health and Care Plan (EHCP) and the categorisation of all other children and young people with SEND as pupils on 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.

Hillingdon has seen a growth of nearly 100% in EHCPs since the reforms of 2014 to 2021. Over the past year (January 2021- December 2021) Hillingdon saw an increase in EHCPs of 14% against a national rate of growth of 10%.

In 2019, a service wide transformation took place to address the significant growth of children and young people accessing statutory pathways, with a focus on early intervention and support to settings and families. These new pathways were contingent on professionals accessing education settings to upstream support.

The transformation was aligned under three core functions to support and serve an integrated and tiered pathway. This was 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 – a new multi-disciplinary team of professionals to provide support at SEN Support level. The service also created by integrating elements of the existing Inclusion Team, Early Support Team and Sensory Intervention Team. This service also provides Early Support Funding (ESF) to settings, a funding pathway prior to top-up funding through EHCPs.

Educational Psychology Service (EPS) - maintaining the statutory delivery in relation to Education Health Care (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 were 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 was 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:

1. SEN Support
2. Early Support Funding - via a 'My Support Plan' (MSP)
3. 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 ECHP.

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 and they will work alongside the Council's Education Improvement & Partnerships Team, carrying out SEND Reviews that follow the National Association for Special Educational Needs (NASEN) 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.

Percentages of attainment for children with SEND

In both 2019/20 and 2020/21 the DfE have only released attainment data for SEN pupils for KS4. SEN data has been updated for Tables 15c & d but DfE say it shouldn't be used for comparative purposes due to the changes to the exams.

Data Set 15c - Table:	SEN Key Stage 4 2019 to 2021								
	English and Maths PASS						Average Progress 8 score		
	2019		2020		2021		2019	2020	2021
	Standard 9* to 4	Strong 9* to 5	Standard 9* to 4	Strong 9* to 5	Standard 9* to 4	Strong 9* to 5			
Hillingdon Pupils									
Not SEN	75.2	52.8	81.2	61.1	80.2	56.1	0.24	N/A	N/A
SEN Support (311)	34.9	16.3	42.4	20.6	42.8	20.9	-0.36	N/A	N/A

LBH Gap between not SEN & SEN Support	40.3	36.5	38.8	40.5	37.4	35.2	-0.6	N/A	N/A
National gap between Not SEN & SEN Support	39	31.6	38.1	35.3	36.9	35.8	-0.51	N/A	N/A
EHCP (129)	15.3	8.4	16.8	4	12.4	7	-1.12	N/A	N/A
LBH Gap between Not SEN & EHCP	59.9	44.4	64.4	57.1	67.8	49.1	-1.36	N/A	N/A
National gap between Not SEN & EHCP	60.2	42.9	49.3	48.1	63.2	50.2	-1.25	N/A	N/A

Data Set 15d - Table:	SEN Key Stage 4 2019 to 2021					
	%EBacc**					
	2019		2020		2021	
	Standard 9* to 4	Strong 9* to 5	Standard 9* to 4	Strong 9* to 5	Standard 9* to 4	Strong 9* to 5
Hillingdon Pupils						
Not SEN	31.5	22.8	37.7	27.2	38.5	28.3
SEN Support (311)	6	3.7	8.4	5.1	8.7	5.5
LBH Gap between not SEN & SEN Support	25.5	19.1	29.3	22.1	29.8	22.8
National gap between Not SEN & SEN Support	21.6	15.4	24.8	18.8	24.5	19.1
EHCP (129)	2.3	1.5	1.6	1.6	0.8	0.8

LBH Gap between Not SEN & EHCP	29.2	21.3	36.1	25.6	37.7	27.5
National gap between Not SEN & EHCP	26.5	18.4	31.6	22.8	31.4	23.3

** English Baccalaureate

SEND Advisory Service (SAS) Headlines

Advice Line

During school closures due to lockdown, an advice line was set-up to support parents and professionals to meet the needs of children and young people. Specialist teachers, advisors and SEND keyworkers provided signposting, holistic strategies and academic support throughout this period. The advice line is now a permanent addition to the SAS service delivery

SCERTS

28 schools (Primary, Secondary and Specialist provisions) completed a 2-year project designed to increase active engagement for children and young people with social communication needs / Autism and/or Social, Emotional & Mental Health (SEMH) needs. The project was implemented following a successful bid for funding from the DfE. Many aspects of the project have been embedded into SAS service delivery. The results showed a positive impact at an individual and whole school level:

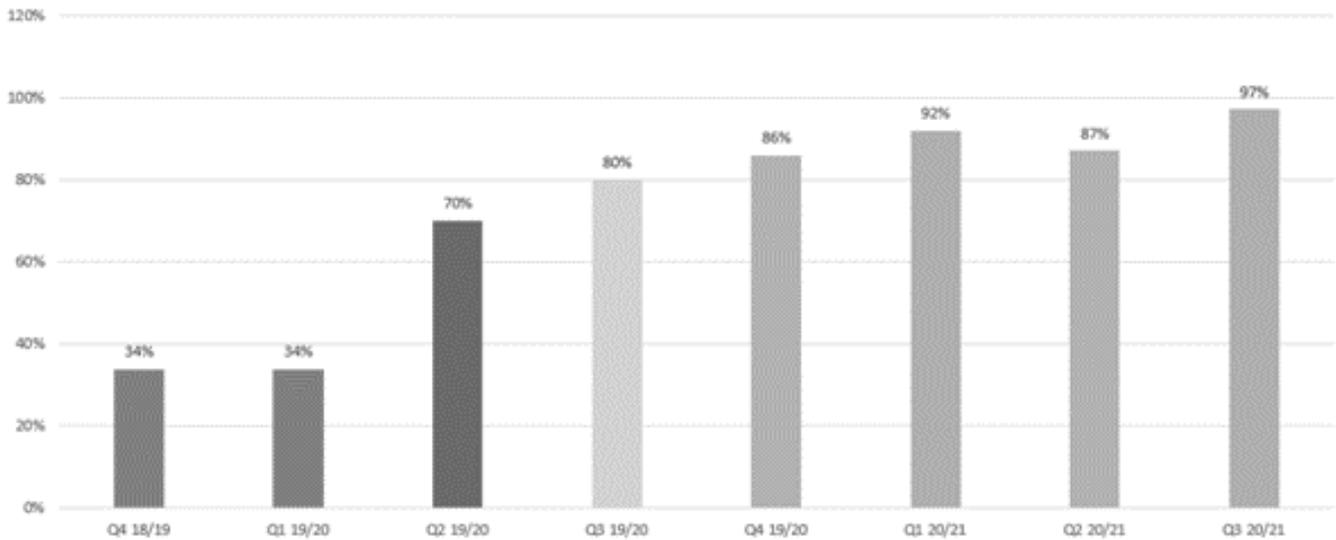
- **51%** increase in person-centred active engagement scores
- **82%** improvement in facilitation of active engagement within the classroom environment
- **119%** increase in use of OAP strategies within the classroom
- **50%** reduction in the number of children who have been permanently excluded

Education Psychology Service (EPS) Review

The improvements in the EPS statutory assessment timeframe adherence have continued to improve this year which further supports the local authorities' improvement with performance against the wider 20-week statutory timeframe for new EHCPs. The improvement in this area of EP service delivery is illustrated in the graph below:

Data Set 15 - Graph 1

Hillingdon EPS 6-week statutory timeframe adherence



Figures for the 4th quarter currently range from 94% to 96%.

Our traded service has continued to grow this year and we are now actively trading with at least 69% of schools with more schools requesting additional time. We have been exploring other commissioning routes within the Local Authority, e.g., Virtual School, Youth Justice and Early Years. The extent of commissioned work may lead to an increase in our establishment so that we can develop all of the work being explored.

During 2020, we started our Emotional Literacy Support Assistant (ELSA) Training Programme. Our first cohort of ELSAs are just about to qualify and we have a further cycle (2nd cohort) mid-process. We have had expressions of interest for our 3rd cohort which will start in the second half of the spring term.

The EPS have continued to provide a Critical Incident Service to all Hillingdon provisions and the work offered varies according to the provision and the incident that occurs. We are currently sharing our policy with wider representatives in the Local Authority to ensure that there is no confusion on the steps to take by schools when critical incidents arise.

SEND Review

All requests for an Education Health Care Needs Assessment (EHCNA) were presented to the SEND weekly Panel and decisions were made within the statutory 6 weeks' timeframe.

The cumulative average in Hillingdon for completing assessments and issuing an Education Health and Care Plan (EHCP) within 20 weeks has significantly increased in the calendar year (2021) from 22.7% in 2019 and 34.1% in 2020 to 85% in 2021 (national average 55.6%).

Engagement and communication with educational settings have been improved through regular liaison between these settings and SEND officers (termly or half termly meetings) and through a Special Schools' Forum as well as a Special Education Needs Coordinator (SENCo) Forum and

school visits. Training and drop- in sessions focused on SEND statutory processes have been offered to settings.

Communication with parents and carers has also been improved through coproduction meetings and regular liaison with parents/carers through EHCNA process as well as through Annual Review process. There are monthly meetings between SEND Service management and parent carer forum representatives and other parent/carers organisations - Hillingdon Autistic Care and Support (HACS), Special Educational Needs Disabilities Information Advice and Support Service (SENDIASS). This ongoing partnership resulted in better collaboration between LA and these organisations as well as in holistic approach to guiding parents/carers through SEND processes.

Priorities for Children with SEND in Hillingdon 2021/22

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

- The implementation of a refreshed Hillingdon SEND Strategy.
- The development of a SEND Local Area self-evaluation form (SEF) and data dashboard is underway. This will support monitoring and evaluating performance of the area's ability to identify, assess and improve outcomes for children and young people with SEND. The SEF will then feed into the priorities and outcomes for the five Priority Groups. The SEF will be reported to the Hillingdon Health and Care Partners (HHCP) Children and Young Peoples (CYP) Transformation Board.
- Continue to build a culture of inclusion within mainstream settings to meet the needs of children and young people with SEND.

3.3 Closing the Gap between Disadvantaged Pupils and their Peers

- All schools continue to receive additional funding from the 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 The English Baccalaureate (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 Education Improvement & Partnerships Service 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.
- White British and Black Caribbean disadvantaged children will be a continued focus for the Council and all schools.

3.4 Elective Home Education

Elective Home Education (EHE) is a right for all parents to provide education for their children at home, or elsewhere, which does not involve them being registered on a school’s roll. Hillingdon registered the following EHE pupils any one period between 1 September 2020 - 31 August 2021.

Total Number of children registered between the above dates – 634.

Primary	Secondary
232	402

Female	Male
333	301

The academic year 2020/21 saw a significant rise in EHE cases in Hillingdon as well as nationally. The team have utilised existing resource and additional agency workers in the form of qualified teachers to support the increase in demand.

- Implemented the new EHE Policy from February 2021 following a full public consultation.
- LA officers attend all Social Care meetings for children who are EHE and work with Social Care to collectively review risk associated with EHE. Families have been supported to reintegrate children back into education via this partnership approach.
- Implemented School Attendance Orders for families who refuse to engage where there is no evidence of suitable education. Schools have been incredibly supportive of this route and equal distribution is agreed via the Fair Access Panel.
- Implemented a clear procedure for children who are EHE and have an EHCP interface. This process has been approved as effective practise by Jake Butterworth from the EHE team at the DfE.
- Termly Newsletters.

- Education Safeguarding Task and Finish group reviewed processes in 2020/21. Following which bitesize training was rolled out across partnerships including school governors and Designated Safeguarding Leads in schools. In addition, briefing sheets have been developed for schools, Police, health.
- Notification forms from schools have been strengthened to capture vulnerabilities more effectively. This allows officers to quickly identify broader vulnerabilities including exploitation concerns.
- Developed intelligence sharing protocols with Youth Justice colleagues including AXIS. This ensures clarity around responsibilities for young people who are EHE amongst professionals.
- Developed a suitability checker to consistently review suitable education with a balance of safeguarding.
- Linked in with charities and organisations to support the Gypsy Roma Traveller (GRT) EHE community. This has helped the GRT community build trust and access educational support and advice from within their community.
- Developed a clear pathway of support for CME cases that cross over with children registered as EHE.

3.5 Children Missing Education

As set out in statutory Education guidance (Children Missing Education 2016 and the Education Act 1996) the Local Authority have a duty to identify children not registered at school or receiving suitable education otherwise. All Local Authorities should have robust policies and procedures in place to enable them to meet their duty in relation to these children including ensuring there are effective tracking and enquiring systems in place including a named person other agencies can make referrals to. Children missing education are categorised as follows:

- A child of statutory school age (5-16) not on roll at a registered school.
- A child allocated a place at a school but has not attended.
- A child listed as being educated at home but not receiving an education.

In 2020/21 Hillingdon processed 1125 new referrals for children missing education in Hillingdon of which 1121 were successfully closed by the end of the academic year.

By comparison in 2019/20 Hillingdon received 1044 new referrals for children missing education and closed 1077.

For 2020/21 an Education Safeguarding Task and Finish group was developed to ensure that safeguarding is at the centre of policies and procedures for monitoring and supporting children in Elective Home Education (EHE) arrangements and Children Missing Education (CME). The group scrutinised CME and EHE data and current practice in Hillingdon. The group also sourced and disseminating good practice with regard to understanding trends and patterns and strengthening partnership working to improve joint working for vulnerable children.

School Attendance Orders

Since March 2021, the School Placement and Admissions Team and Participation Team worked in partnership with Hillingdon's Legal Services to introduce proceedings of School Attendance Orders (SAO) for children who are not in receipt of education (i.e., Children Missing Education & unconfirmed suitable Elective Home Education). It was agreed with the Panel that cases for SAO's can be considered alongside the IYFAP to ensure equal distribution to Hillingdon schools. The Participation team name schools on the parent's 2nd warning letter and both parents and the named schools, have 15 days to comment on the decision. This process is legally binding and allows Hillingdon Council to escalate legal proceedings to safeguard children not in receipt of education.

From September, due to the changes to the School Admissions Code these placements will be considered under the Fair Access Protocol Category 'children for whom a place has not been sought due to exceptional circumstances. Although the DfE proposal suggests that they will not allow for additional categories, we will be asking Hillingdon Headteachers to agree a caveat to allow the above criteria in regard to naming schools on School Attendance Orders for the purpose of equal distribution.

Data per Month on SAO Placements

Month	Primary	Secondary	Total
March	1	1	2
April	7	24	31
June	0	1	1*
July	0	4	4**
Total	8	30	38

No SAO process prior to March 2021, due to the pandemic, and changes to statutory school attendance

*This child's placement was reconsidered following a previous months IYFAP

**One of these child's placements was reconsidered following a previous months IYFAP

3.6 Absence and Exclusions

Absence and exclusion issues are managed collaboratively by the Participation Team, Access and Admissions and Education Improvement & Partnership 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.

Reviewing the last available data, Hillingdon is broadly in line with national averages in terms of absence levels across primary and secondary schools and persistent absence figures overall. Where an increase has been noted from the previous year, the increase is smaller than that recorded nationally.

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 concerning attendance to the Participation Team so that Participation Officers may undertake targeted casework 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. For 2021/22 the monthly returns contain data about current attendance rates and numbers of fixed term exclusions. This data is being collated through reports developed by the Participation team that will demonstrate trends and patterns that will help services be developed and to be targeted according to need.

Hillingdon received 127 Holiday Penalty Notices from schools due to unauthorised holidays from school. The Council only pursued with 22 notices following a thorough review of circumstances in 2020/21. From 20 March 2020 to 1 September 2020 & from 1 January 2021 to 7 March 2021 school attendance was not a statutory requirement due to the Pandemic. Some penalty notices had to be disregarded due to the attendance no longer being statutory during national lockdowns.

Hillingdon received 50 Penalty Notice requests in 2020/21. 17 of which were waiting to be heard in court for a single justice procedure at the end of the academic year due to non-compliance with the notice.

Very few Penalty Notices were received in this academic year due to the withdrawal of statutory legislation surrounding school attendance. It was also a key focus for both the schools and the local authority to work with families to encourage engagement prior to enforcement during 2021/21.

From September 2020 to July 2021, 312 attendance referrals were made to the Participation service from schools. An additional 67 individual attendance Panels were carried out by officers with families and concerned schools. It is worth noting that one Panel meeting will include all children with poor attendance within the same family.

7 truancy sweeps were carried out in line with the Councils Targeted Problem Solving Days. During these sweeps over 100 children were visited to support participation in education, employment and training as appropriate to age.

In order to support education 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. Unfortunately, due to Covid officers were unable to meet in person but instead carried out some virtual events with schools.

Exclusions Data for Schools in Hillingdon

Key Figures for Permanent Exclusions

In total Hillingdon Council processed 39 permanent exclusions during academic year 2020/21. The breakdown was as follows:

- 37 were from Hillingdon schools. 5 of which were for pupils who resided outside of the Hillingdon borough and their alternative placements were arranged by their home authorities.

- 2 were from out borough schools but the children resided in Hillingdon.

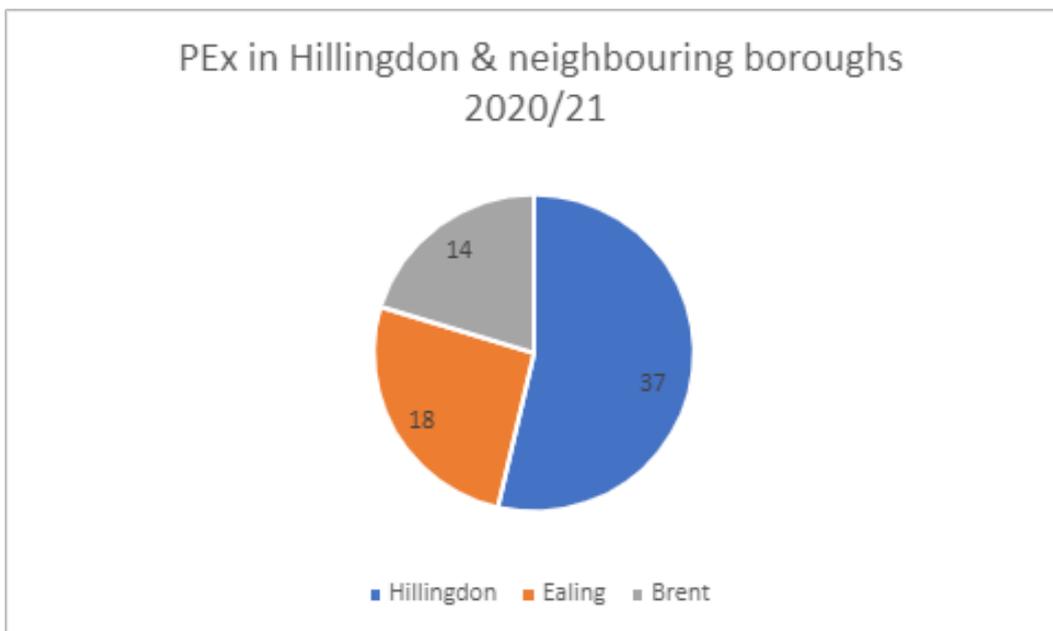
Of the 34 Hillingdon residents who received a permanent exclusion in the academic year 2020/21;

- 32 attended The Skills Hub
- 1 attended the Young People’s Academy as the child had an Education Health Care Plan (EHCP)
- 1 child chose to become electively home educated as an alternative to The Skills Hub.

Of the 39 permanent exclusions:

- 2 permanent exclusions were overturned at a governor's review panel.
- 4 permanent exclusions were quashed at an independent review panel.
- 1 school withdrew the permanent exclusion prior to a governor’s review and sought a commissioned alternative provision placement for the child.
- 4 additional permanent exclusions will be recorded in the next academic year as the review panels have not yet concluded.

A London exclusions network group has been created by Hillingdon officers with the support of neighbouring boroughs. It is useful to understand exclusion data within local areas, so that officers can understand common trends and practices. Information has been requested from Brent, Ealing, and Hounslow. Responses have been provided by Ealing and Brent Councils.



Data taken from information held internally by and shared with the Exclusions and Reintegration Officer

When comparing the overall data provided by other local authorities, there has been a considerable difference in the number young people being permanently excluded from Hillingdon authority schools.

- Hillingdon make up 53.7% of the overall figures between the three boroughs.
- Ealing: Highest recorded reason for permanent exclusion is for ‘drug and alcohol related’ offenses (7).

- Ealing: 3 permanent exclusions are from primary schools for persistent disruptive behaviour.
- Brent: Highest recorded reason for permanent exclusion is for 'use or threat of an offensive weapon or prohibited item' (9)
- Brent: 1 permanent exclusion from a primary school for persistent disruptive behaviour.

The DfE **has not released data on permanent exclusions rates nationally** for academic year 2020/21 so it is not possible to conduct an analysis on this scale.

Key Figures for Fixed Term Exclusions

In total, there were 1350 Fixed Term Exclusions (FTE) issued by Hillingdon schools in 2020/21. The breakdown was as follows:

- 1205 FTE were issued by secondary schools, 108 by primary schools with the remainder being issued by Alternative Provision or all-through schools.
- 71% of FTE were issued to boys.
- 24.8% of FTE were issued to children with SEN.
- 38.7% of FTE were issued to children of a white British background.
- The most common reason for a FTE being issued was physical assault against a pupil (432 incidences). This is followed by persistent disruptive behaviour (386).
- The year group receiving the highest number of FTE is Year 10 (292) followed by Year 11 (214).

COVID-19 has had a significant impact on children and young people as well as schools and local authorities nationally. When schools returned in March 2021, Hillingdon experienced a worrying rise of young people with offensive weapons within school, which has meant that there may be necessary links to exploitation and online grooming. Further to this, the London exclusions network group has expressed a shared increase in issues surrounding substance use/misuse, offensive weapons and peer on peer violence. These demand increases represent a significant risk to children, schools and LBH.

It is worth noting that schools have been unable to use inclusion rooms or informal managed moves with neighbouring schools due to the challenges of mixing bubbles. This has reduced schools' access to additional resources to effectively manage behaviour and avoid permanent exclusions.

It was inevitable that many young people have experienced significant disruption in their personal lives which has been displayed via behaviours that challenge in school. The local authority has promoted openness and transparency with schools when a young person is at risk of permanent exclusion. This ensures that the LA can identify options that could be available to prevent and reduce this impact on the schools, young people and the London Borough of Hillingdon. As a local authority it is important that we work together in reducing school exclusions and this is what we will continue to achieve in academic year 2021/22.

Hillingdon officers will continue to create support packages for children and young people at risk of permanent exclusion. The School Placements and Admissions Team are actively working with Participation Officers to look at fixed term exclusions data in 'real time'. Officers will review the monthly returns information that is sent to the Participation Team from schools to further examine pupils at risk of exclusion. By extracting this information, officers will be able to establish specific

pupils who are at risk of permanent exclusion, and we will work with schools to support these pupils.

Priorities to Reduce School Exclusion and Improve School Attendance

Exclusions

The Exclusions and Reintegration Officer has looked at the strategic, operational, governance and protocols around exclusions. Key elements include working with schools to embed changes to increase accountability around exclusions, provide alternatives and incorporate systematic changes around this area. The Council has seen a 7% reduction in permanent exclusions from 2019/20 as a result of schools actively seeking guidance and support for those at risk. Hillingdon officers have also implemented a systematic change in drug and alcohol offenses which continues to be developed.

Below are a few examples of work that was underway in 2020/21 and progressing in 2021/22 to improve the outcomes of young people at risk of exclusion or who have been excluded.

- A London exclusion network group developed by Hillingdon officers (currently involving 11 local authorities) and 32 active members from a number of different organisations which includes The Children's Society, Communities Empowerment Network and the National Governance Association. The group will continue to scope wider funding opportunities from the Department for Education.
- Training needs have been met through bitesize sessions with internal and external officers, creating partnership progress through developing toolkits for schools.
- Currently working with services, to introduce an offensive weapons protocol for schools, services, and local authorities. This protocol will involve a strategic response to young people bringing offensive weapons onto school grounds and look at ways to manage cases with a partnership response to these specific behaviours. This is due to be launched in 2022 following a thorough consultation process.
- A substance misuse/use policy template was written in partnership within the adolescent development service. This was on the back of analysing data which showed us the number of young people being fixed/permanently excluded for these offenses and look to educate around this area, supporting schools and young people. A programme was rolled out to two schools who also received training, workshops and an immediate support package when these young people were referred into the service. This programme will be rolled out further in 2022.
- The Exclusions and Reintegration officer undertook a review within the service, to look at permanent and fixed term exclusions for drug and alcohol offenses, to better understand if schools were utilising Hillingdon's local offer.
- The local authority undertook a review of the notification forms received from schools following a permanent exclusion. It was noticeable that information of pupils was limited. Therefore, officers consulted with several different services within Hillingdon including The Skills Hub, Parent Carer Forum, Health, Social Care and Police to make improvements to data collection to support the pupils ongoing education journey. This allows greater scope for future work that can be undertaken with young people and allows the Local Authority to understand trends and patterns to school exclusions, in much more detail.
- Hillingdon officers have developed an Exclusions Guidance and Support document for schools and governors.
- The School Placement and Admissions team have also worked with the Education Psychology Service and a variety of different services within Hillingdon to develop '11 good options guides for schools' to encourage alternative interventions and support for children and young people with low level disruptive behaviour.

Attendance

Hillingdon had 52,000 children across 100 schools. School attendance applies across all schools in Hillingdon.

The Participation Service, amongst other things, is a statutory service provided by the Local Authority. This work is concerned primarily with supporting schools and academies to optimise pupil attendance to support attainment, safeguard children and ensure that children access their full educational entitlement.

The team enforce the relevant legislation with the issuing of Penalty Notices and prosecutions of parents for non-school attendance. They also issue Penalty Notices to parents when their children are seen in public during school hours during the first five days of Exclusion.

They deliver this work through the Attendance Panel process, gathering evidence and in cases that progress to Court, are Witnesses to the child or young person's poor attendance on behalf of the school.

Additionally, the Participation Service deliver effective case work with vulnerable families where poor attendance is an entrenched key feature and Social Care is not involved due to thresholds not triggering access. This may be through using the Early Help Assessment to access the Stronger Families Service.

Below are a few examples of work that was underway in 2020/21 and progressing in 2021/22 to improve school attendance:

- The team have secured 37 SLAs for non-maintained schools to deliver additional functions until the end of the financial year. This translates into 1022 funded hours across non maintained schools.
- Ensure schools have clear and effective policies and practises that balance sanctions and rewards and which are intended to change behaviour: not just punish.
- Training – continued training is offered to internal and external staff on the children missing education. School governor training has recently been delivered for the second year running.
- Developed a professional briefing sheet for social workers to support attendance during the Pandemic.
- Scrutiny of monthly submissions from schools.
- Produced school attendance advice for schools during the pandemic including a framework to support vulnerable pupils.
- The team are developing a Hillingdon School Attendance Strategy which is intended to provide the framework for continuous improvement in school attendance and attainment in all educational establishments in Hillingdon, by drawing skills and expertise from schools and all relevant agencies together to provide cohesive support for all learners.
- Promoted an 'early help' model of support across agencies to work together to identify risks and holistic support. Referrals now come into the Council via the Stronger Families Service to promote this partnership approach.
- Created an interface for Participation Team and SEND Team to manage attendance concerns for pupils with EHCP's.
- Ensured local protocols (managed moves, fair access) provide alternatives to placement breakdowns.

- In 2021 the Participation Team identified a gap in support/enforcement regarding School Attendance Orders, so we worked with Legal Services and Hillingdon’s Fair Access Panel to create a process of legal enforcement. As a result of this, 89 SAO processes have begun since March 2021.
- The Participation Team delivers annual Attendance Practitioner Network events for Key Workers and school colleagues.

Key Attendance Figures 2020/21

It is worth noting that during this academic year, attendance monitoring was based on schools self-reporting via the DfE Portal daily. The Participation Team contacted schools weekly to prompt engagement with this data capture, however not all schools did so consistently.

The attendance data captured for this academic year is therefore not fully accurate and is based only on those schools self-reporting. It does however provide an average snapshot of attendance across the academic terms.

	Autumn Term 2020	Spring Term 2021	Summer Term 2021
Average daily attendance of all pupils in state schools	84.7%	76.1%	85.6%
Average daily attendance of pupils with an EHCP	81.3%	72.8%	87.7%
Average daily attendance of pupils with a social worker	77.4%	74.6%	84.7%

This data shows that attendance in the autumn and summer terms was consistent and in line with figures reported nationally. Whilst data for the Spring term was also in line with national figures, it is clear attendance was lower during this period across all cohorts. This is due to the second lockdown which came into force from 1st January 2021 until 7th March 2021. During this year, the Government disappplied the statutory enforcement element for school attendance from 1 September 2020 until 7 March 2021. This meant schools and LA officers worked collaboratively to encourage and support pupils’ engagement in education. As a LA, we were not able to prosecute poor attendance during this period.

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

The NEET 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. In January 2021 they have been restructured under the Education and Improvement Service.

The NEET team 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 data is tabled below contains up to date statistics (to the end of July 2021 with comparisons to 2020) produced in collaboration with the West London Partnership.

Data Set 18a - Table:	Hillingdon		Regional (West London Partnership)		National (England)	
	July 2020	July 2021	July 2020	July 2021	July 2020	July 2021
NEET	2.4% (164)	1.6% (111)	1.70%	1.4%	3.3%	3.0%
Not Known	1.8% (123)	2% (138)	1.1%	1.1%	2.9%	2.3%
In Learning Level	96.3% (6763)	95.6% (6470)	96.8%	97.3%	91.7%	92.5%

Source - West London Partnership Figures July 2021

1. The 2020 Activity Survey EET figure is 95.9%. This is in line with the 2019 figure which is a considerable improvement on the 92.7% recorded in 2018.
2. September Guarantee statistics for 2021 were 96.8%, a 5.1% increase on 2020. This is a huge achievement considering the difficulties faced by schools, providers, officers and young people's heightened anxiety surrounding Covid.
3. NEET levels have remained consistently low and expected to come in below target (2.5%) at 1.6%. 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 have been invited to virtual 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.
4. A NEET tracker tracks NEETs and 'not-knowns'. 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. The team is awaiting two NEET caseworkers, who will be able to accelerate the placement of young people in EET.
5. Where appropriate NEET young people are referred to specialist agencies including P3, BUILD, JGA group and SPEAR to receive additional support. The NEET 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)

1. Strategy development by the Education Improvement & Partnership Service's Post-16 Partnership Coordinator.
2. Seek new provision within the borough offering a diverse range of programmes, which are available continuously throughout the year – potentially like 'Skills Training'.
3. Implement a year 11 forum. Partnering with schools to identify YP that are at risk of becoming NEET and working with them to try to place them prior to the next academic year.
4. Establishing a NEET Team. With trackers and officers continuing to reduce NEET and Not Known levels through dedicated tracking and joint work with relevant council officers and external agencies.
5. Create better links with local employers, leading to the creation of job opportunities for our YP.
6. Targeted intervention in specific wards in the borough with a higher proportion of NEET YP.

Part 3

Educational Performance

4.1 Educational Performance Overview

Due to the Covid-19 Pandemic the DfE cancelled the 2021 statutory examinations for both Primary and Secondary phases for the second year. In light of this, there is reduced attainment data in this report compared to a standard year. We will resume this reporting following the reinstatement of the various Key Stage exams next year. Business Performance will work on methods to report on Progress and Trends in next year's report, which will take account of the missing data.

Data is compared with London and national. Information about rankings refers to Hillingdon's performance against 10 DfE-identified statistical neighbours. 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.

4.2 Early Years & Foundation Stage Education

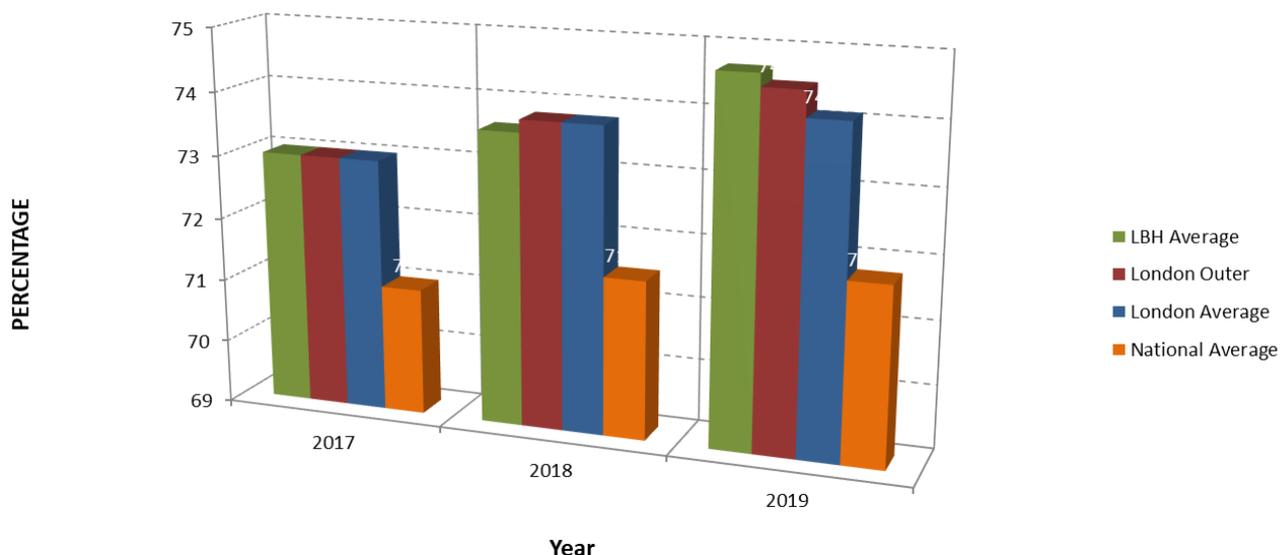
Early Years Good Level of Development (GLD) 2020/21

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

Assessments were cancelled in both 2019/20 and 2020/21. They are scheduled to resume in the summer of 2022. In the summer of 2019 74.7% of Hillingdon Reception Year pupils achieved a Good Level of Development (GLD); for the first time we overtook both all London and Outer London averages. We were also above the national average of 71.8%.

In 2018/19 we ranked 14th of 33 in London, 3rd of 11 Statistical Neighbours and 25th of 153 Nationally. We increased GLD at a greater rate than both London and National.

EYFSP - percentage of pupils achieving GLD 2017 to 2019



Reporting on the 5 key elements of GLD will resume in Summer 2022. These are Communications and Language, Physical Development, Personal Social and Emotional Development, Literacy and Mathematics. Rates for Understanding the World and Arts Design & Making will also be included.

Until school closure to all but vulnerable children and key worker families in March 2020 the EYQT had been offering targeted support to 11 schools in Hillingdon that had had the lowest EYFSP outcomes in 2019. Ongoing tracking of attainment of cohorts within these schools were showing quality improvement and we were confident that we would have seen an improvement of the GLD again in 2021 had the profile assessments been carried out.

During the whole academic year the key focus for the Early Years Qualified Teachers (EYQT) were to be able to support schools in remote learning, children's Personal, Social and Emotional Development and Communication and Language development, along with safe opening support for all children and how to provide a safe and engaging learning environment in line with government guidelines.

A key work programme undertaken during the Spring and Summer terms of 2021 was to support schools in being ready to implement the new Revised Early Years Foundation Stage, which became statutory in September 2021. Training on all aspects of the changes and their implications was delivered, recorded and uploaded onto the Local Education Area Partnership (LEAP) platform for both senior Leaders and all school staff. Planning and assessment documents were updated in-line with the changes and shared with all schools. We updated our Early Years Ofsted Health Check documents for schools to use and developed a range of audit tools for schools to use to assess the quality of their provision, including the Hillingdon Early Years Self-Evaluation document.

Priorities

- With no Early Years Foundation Stage Profile (EYFSP) data for summer 2021, support will be focused on ensuring our schools are in the best possible place to provide Covid-19 recovery - narrowing the gaps and supporting learners' engagement.

- To maintain and build on improvements made during the past four years, targeting resources from within the Early Years Quality Improvement Team.
- To continue to support teachers in making secure and consistent judgments against national standards through offered moderation events, targeted support, networking opportunities and centralised training, building confidence in the delivery of the revised EYFS.
- To focus support and challenge for schools and Private, Voluntary and Independent (PVI) on the Prime areas of learning and the specific areas of Literacy and Mathematics particularly, to support the continued rise in attainment of the Good Level of Development.
- To continue to support all Early Years settings including PVI, childminders and schools in providing effective and appropriate interventions based on learning needs for children, to continue to narrow the disadvantage gap.
- To provide detailed advice, support, and training on the teaching of Mathematics, Literacy and the Prime areas of learning 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 ensure that PVI settings are up-skilled 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 PVI settings to be Ofsted ready, in particular, those that are overdue their inspections due to the suspension of Ofsted Inspections during 2020/21 and those settings still awaiting their first inspection.
- To support settings that have reached a 'Good' Ofsted judgement to work towards 'Outstanding' to raise the percentage of outstanding provision in Hillingdon to securely above national levels.

4.3 Primary Phase Education 2020/21

Key Stages 1 & 2 and the Phonics Screening checks were cancelled therefore we have reduced the reporting of attainment data. Year 2 pupils were required to sit the Phonics Screening Checks in the Autumn Term 2021, the collection of results closed in January and we have included an update on both Hillingdon and National preliminary results. Pupils that didn't achieve the pass score will re-sit the check in June 2022.

Key Stage 1

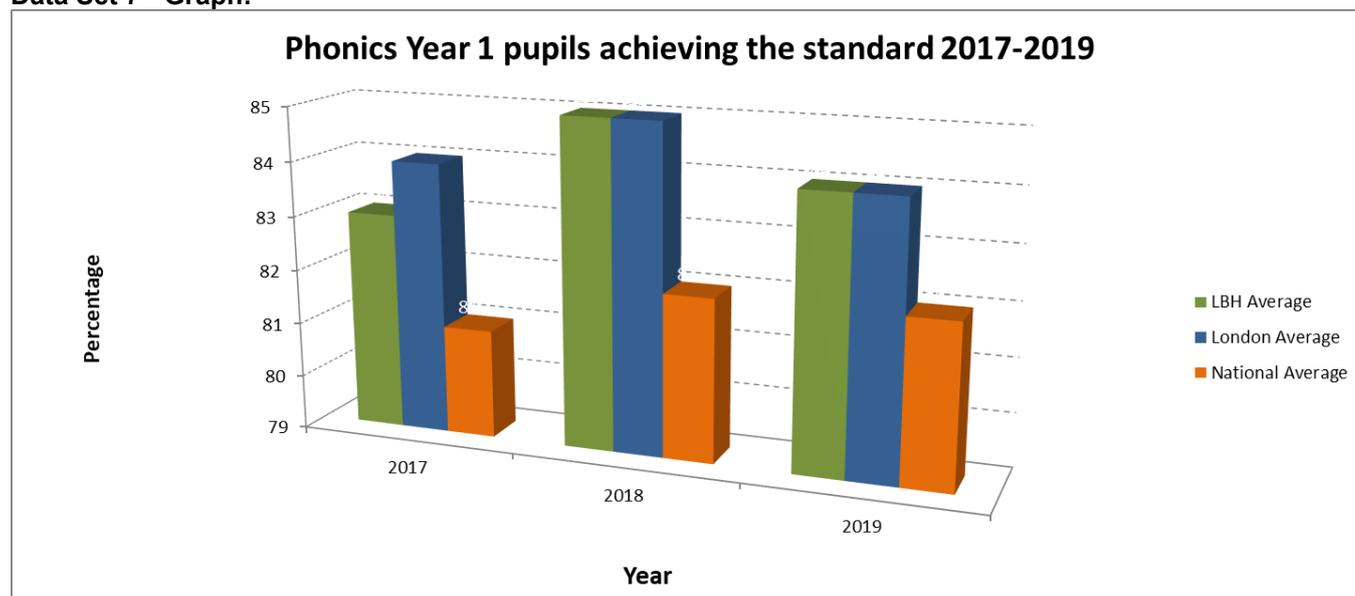
Phonics Outcomes in Hillingdon

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 (last available data), the borough remained level with the All-London Year 1 Phonics attainment average. A greater proportion of Hillingdon's children achieved the expected standard than their peers nationally. Overall Phonics achievement by the end of Year 2

was in line with all London (ranked 14th of 33). It had moved above national averages (ranked 21 of 153) and we ranked 5th of 11 statistical neighbours.

Data Set 7 - Graph:



Source - Phonics 2019 Tables (DfE) *Note - Figures shown are percentages. NB – no result is available for overall Statistical Neighbours in Year 1

In Autumn 2021 all eligible Year 2 pupils were required to undertake the Phonics screening check. 3873 Hillingdon pupils (3938 in 2020) participated and 83% were found to be working at the required standard compared to 79.5% nationally. This compares to 81.8% for Hillingdon and 78.5% nationally in Autumn 2020.

Key Stage 1 Outcomes in Hillingdon

The position at the end of the last published set of results was as follows:

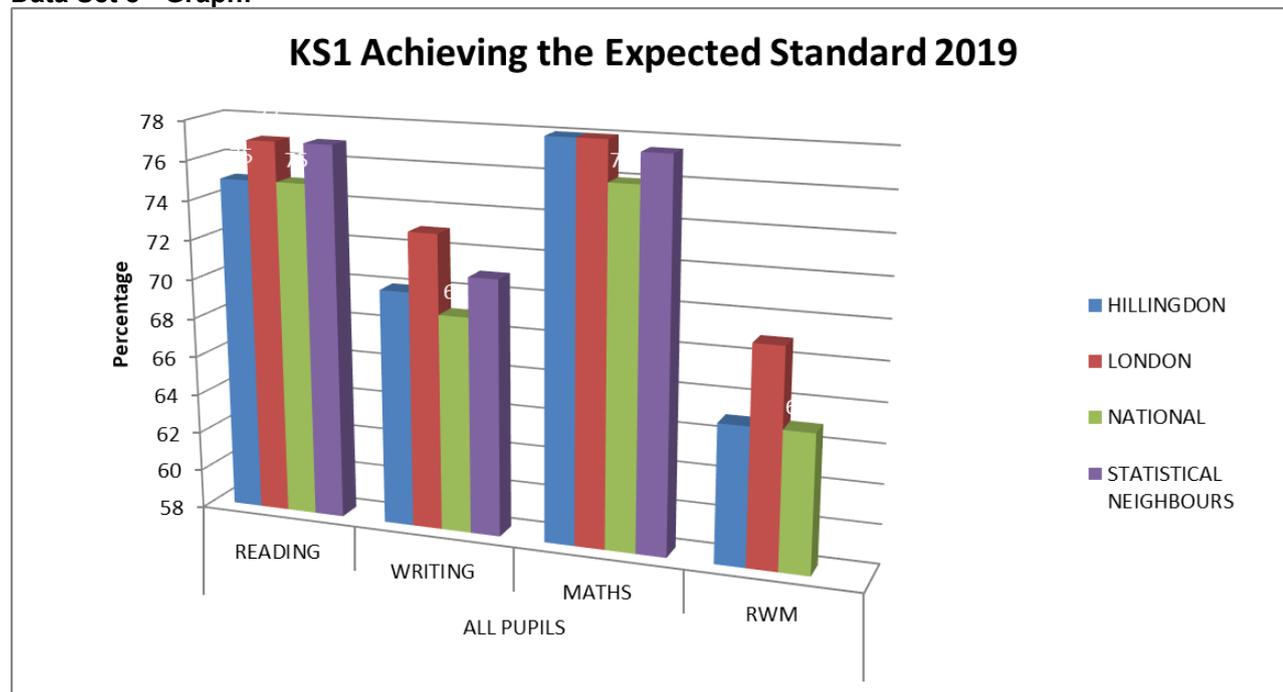
- Overall outcomes at Key Stage 1 for 2018/19 showed that children in Hillingdon achieved the expected standard for each key area and for the combined result in line with the national average. Whilst attainment in Key Stage 1 in Hillingdon, therefore, remained satisfactory overall, it should be noted that this measure had improved less strongly than London and National for the combined subjects.
- Outcomes at the higher standard for Reading, Writing and Maths were in line with the national average for each individual area, with a dip for the overall combined result. All subjects had 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.

In 2018/19:

- Hillingdon's KS1 Reading attainment at the Expected Standard was ranked 27th of 33 in London. 7th of 11 in relation to statistical neighbours. Against National the ranking was 66th of 153
- Hillingdon's KS1 Writing attainment at the Expected Standard was ranked 25th of 33 in London, 7th of 11 statistical neighbours, and 59th of 153 Nationally

- Hillingdon's KS1 Maths attainment at the Expected Standard was ranked 20th of 33 in London, 6th of 11 statistical neighbours and 29th of 153 Nationally

Data Set 8 - Graph:



Source - KS1_2019_LA Tables. NB - (Reading, Writing, Maths (RWM) combined score is not available for Statistical Neighbours

Key Stage 2

Key Stage 2 Outcomes in Hillingdon

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.

2018/19 Performance in Hillingdon

Comparison with London:

- Key Stage 2 combined Reading, Writing and Maths (RWM) attainment was ranked 25th of 33. (Pupils need to pass in all 3 subjects to achieve this)
- Reading – was ranked 26th of 33
- Writing – was ranked 22nd of 33
- Maths – was ranked 23rd of 33

Comparisons with Statistical Neighbours:

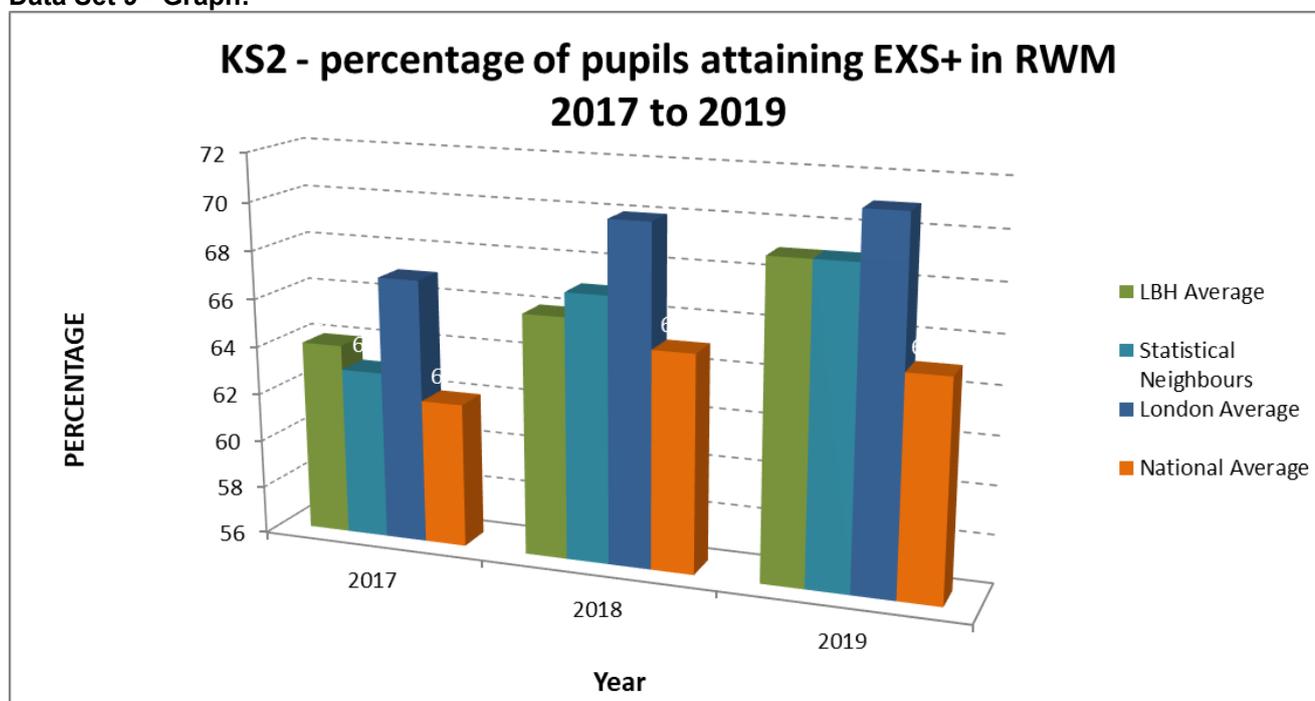
- Reading attainment at the Expected Standard was ranked 9th of 11
- Writing attainment at the Expected Standard was ranked 6th of 11

- Maths attainment at the Expected Standard was ranked 8th of 11
- Grammar, Punctuation and Spelling (GPS) attainment at the Expected Standard was ranked 8th of 11
- Combined Reading, Writing and Maths at the Expected Standard was ranked 8th of 11

Comparison with National:

- Key Stage 2 RWM attainment was ranked 31st of 153 local authorities
- Reading – ranking was 58th of 153
- Writing – ranking was 53rd of 153
- Maths – ranking was 28th of 153

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 RWM

Priorities for Primary Phase Key Stages 1 & 2 Education

To reflect the disruption to children's learning over 2 years, primary performance data will not be published as the DfE withdrew statutory assessment for all primary year groups, including the use of teacher assessment. This presents a challenge when exploring data trends to prioritise support to schools, as the data will be two years out of date. The impact on the students in Hillingdon because of COVID-19 is a challenge shared nationally, however, the Council will be using the last available data along with any interim baseline data schools have implemented in order to focus support with the most appropriate settings. An added focus will be given to supporting schools with appropriate use of Catch-Up funding, to ensure that targeted support is given to the most

disadvantaged cohorts and ensuring teachers are adapting teaching to meet the needs of the children. A priority area for development will be focused on improving outcomes in maths and progress scores for Key Stage 1 and supporting leaders with tracking of data to ensure schools target support appropriately to improve outcomes for Key Stage 1 combined outcomes.

Furthermore, children from disadvantaged backgrounds, those with SEND and children from White and first language English and Black Caribbean backgrounds will be a key focus for supporting improvement with progress from Early Years to Key Stage 1, across Hillingdon.

In Key Stage 2, similar cohorts of children identified for improving Key Stage 1 outcomes will be a focus for Key Stage 2 across Hillingdon. Those children whose first language is English and those of Black Caribbean heritage along with those disadvantaged or vulnerable including those with SEND cohorts will be a focus for the Education Improvement and Partnerships team. Further developments will be considered for prioritising progress for boys in reading and writing, along with girls in maths. A continued focus on children achieving above the expected standard will promote further improved outcomes for these cohorts also.

- 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 Regional Teaching Schools, hubs and national organisations.
- Allocating Education Improvement 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 education 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 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 are maintained in the landscape of local and national education 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.

4.4 KS4 Secondary and Post-16 Education

The Key Stage 4 and 5 examinations were replaced by the following system:

Students scheduled to sit GCSE and A/AS level exams in 2020 were awarded either a centre assessment grade (based on what the school or college believed the student would most likely have achieved had exams gone ahead) or their calculated grade using a model developed by Ofqual - whichever was the higher of the two.

This led to results which were in the main several percentage points higher than in previous years, much higher than usual expectations. This makes any assessment of year-on-year trends and improvements in reducing the gaps for disadvantaged groups difficult.

The summer exam series for the 2020/21 academic year was also cancelled. Instead, pupils were only assessed on the content they had been taught for each course. Schools were given flexibility to decide how to assess their pupils' performance, for example, through mock exams, class tests, and non-exam assessment already completed. GCSE grades were then determined by teachers based on the range of evidence available and they are referred to as teacher-assessed grades, or TAGs. This is a slightly different process to that of 2019/20.

The changes to the way GCSE grades have been awarded over the last two years (with CAGs and TAGs replacing exams) mean 2020/21 pupil attainment data should not be directly compared to pupil attainment data from previous years for the purposes of measuring year on year changes in pupil performance.

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

2020/21 Comparison with London

- In 2020/21, the standard pass measure was ranked 15 out of 32 London local authorities, an improvement on 20th to 2018/19. For strong passes Hillingdon ranked 15th which was down from 19th in 2018/19. For Attainment 8 Hillingdon was ranked 21st. Progress 8 measure was not reported that year.

2020/21 Comparison with Statistical Neighbours

- Hillingdon was ranked 7th of 11 for standard passes in English and Maths (9 to 4). We were 8th of 11 for strong passes in English and Maths (9 to 5 - strong). No ranking has been provided for the Progress 8 measure.

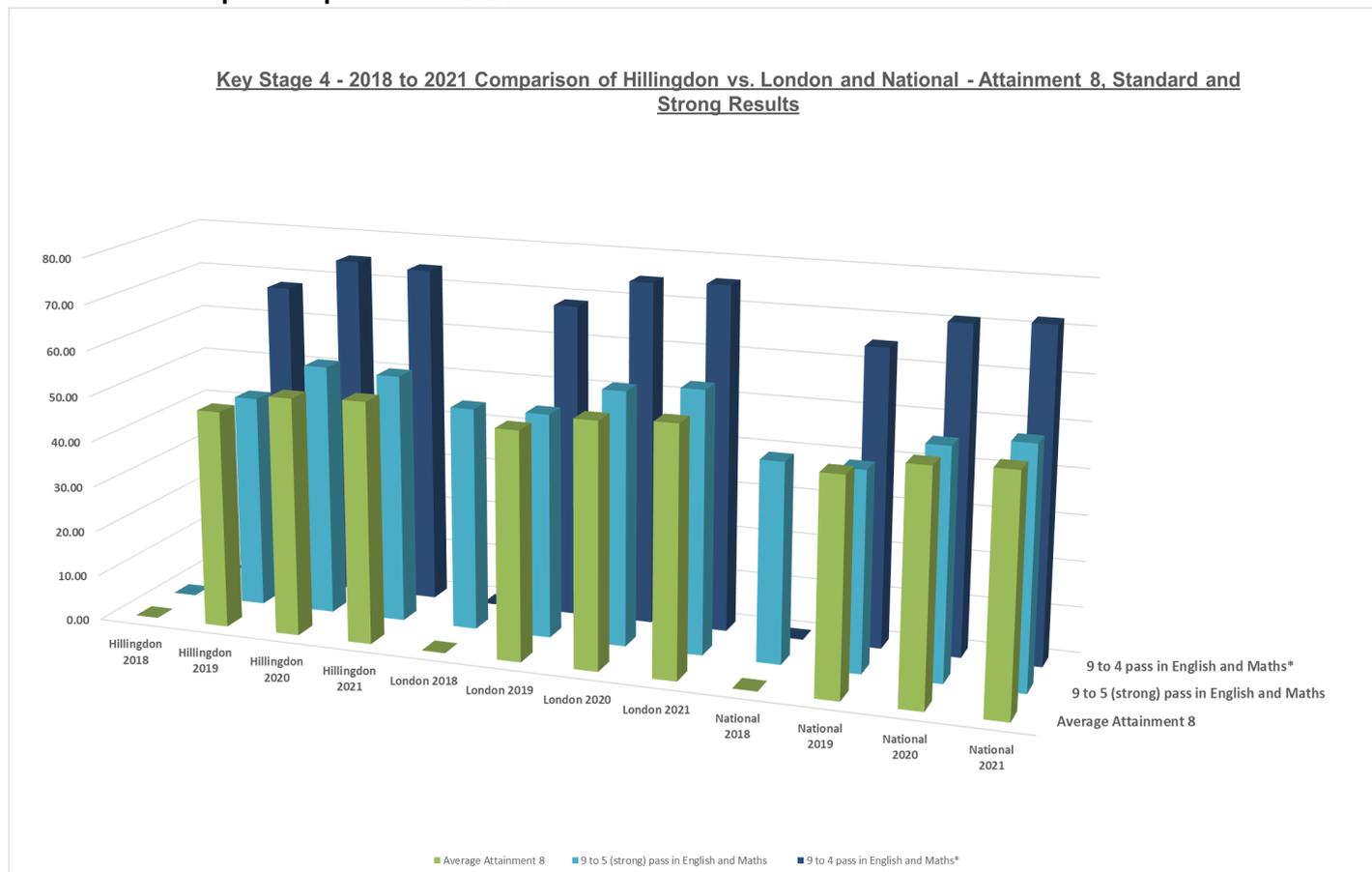
2020/21 Comparison with National

- Hillingdon's standard pass outcomes for English and Maths ranked 49th of 150. For strong passes the rank was 45th of 150, a drop from 26th the previous year.
- For Progress 8 measure, Hillingdon was ranked 32nd of 153 national authorities in 2018/19, compared to 29th in 2017/18. Progress was not reported for the 2019/20 and 2020/21 scores.

(Source = LAIT – Local Authority Information Tool)

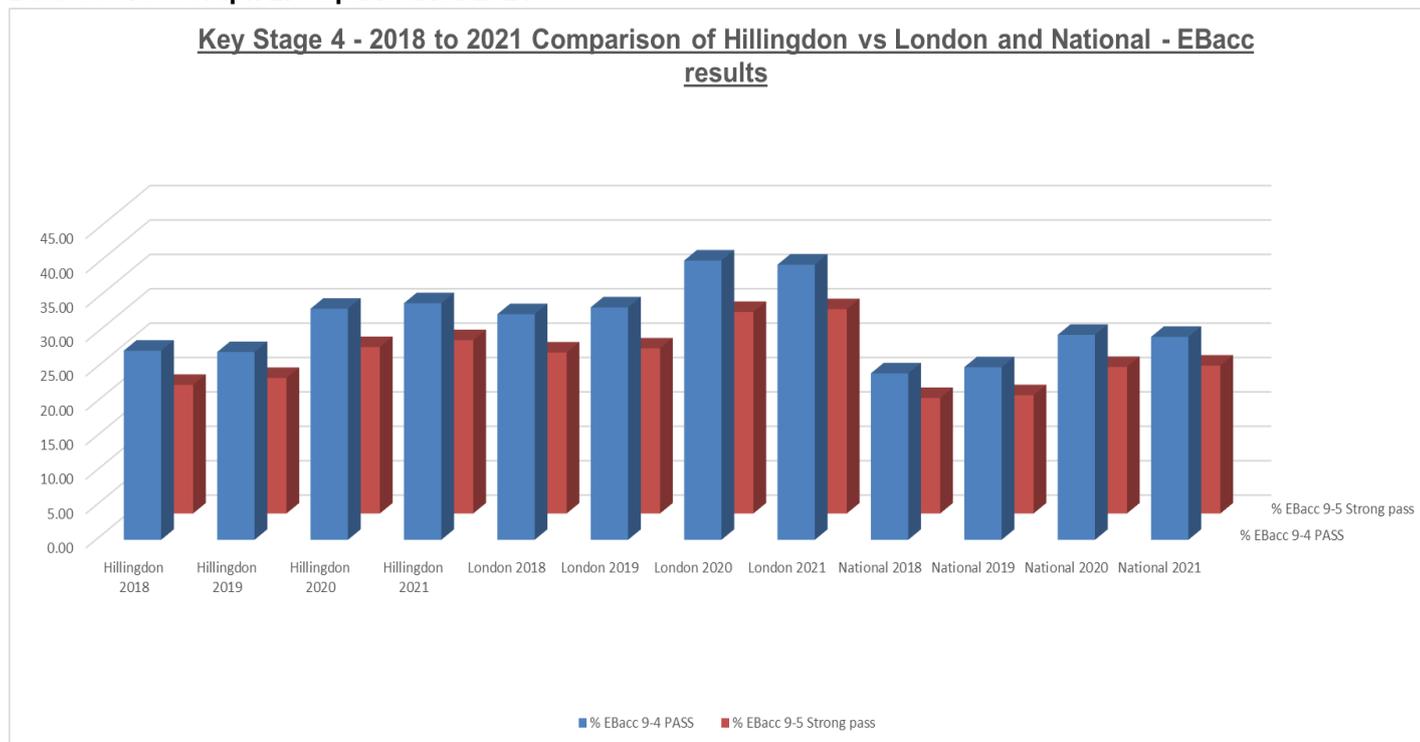
NB due to mergers there are now 150 Local Authorities compared to 153 previously.

Data Set 10 – Graph 1: Updated for 2021



NB – some of the data in Table 1 was not available in 2018

Data Set 10 – Graph 2: Updated for 2021



Source – DfE Key Stage 4 Performance 2020-21

There is no change in 2021 as Key Stage 4 exams were cancelled – will resume in Summer 2022, however the DfE have produced some statistics for 2021 which contain the following caveat:

“Given the unprecedented change in the way GCSE results have been awarded in the summers of 2020 and 2021 and the resulting significant changes to the distribution of the grades received (in comparison to exam results), pupil level attainment in 2020/21 is not comparable to that in 2019/20 and to that of the previous exam years for the purposes of measuring changes in pupil performance. The increases seen in the headline statistics likely reflect the changed method for awarding grades rather than demonstrating a step change improvement in standards”

Priorities for Secondary Education Key Stage 4

- 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

In both 2019/20 and 2020/21 attainment shows increases compared to 2018/19, higher than would be expected in a typical year. This likely reflects the changes to the way GCSE and A/AS and VTQ grades were awarded rather than improvements in student performance. **This means the 2019/20 and 2020/21 data should not be directly compared to attainment data from previous years for the purposes of measuring change in student performance.** Normal reporting of Key Stage 5 attainment will resume following the Summer 2022 examinations.

2018/19 Key Stage 5 Outcomes in Hillingdon

- In 2018/19, Hillingdon schools remained below the London and National average attainment levels for APS. However, Hillingdon had made positive progress compared with both of them.
- In relation to the percentage of A level students achieving higher grades (AAB or better), in 2017/18 this decreased in Hillingdon, London and Nationally. 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 showed an improvement London-wide and nationally in the percentage of students achieving the highest grades at A level, but this improvement was better in Hillingdon.

Priorities for Secondary Key Stage 5 and Post-16 Education

The Council is prioritising support for Key Stage 5, to ensure as a Borough we are providing the best possible outcomes for these cohorts. A new Post-16 strategy has been developed to support the quality of provision in Hillingdon and work towards lowering the number of children who become NEET.

- 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 and other Level 3 courses 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.
- To work with all schools, colleges and other education providers to ensure there is a broad academic and vocational offer at post-16, and that young people are offered the right advice and guidance to find the course or employment or training opportunity that is right for them.

4.5 Standards and Quality of Education for Adult Learners

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 GLA Skills for Londoners Strategy. The service is graded as 'good' by Ofsted.

90% of learners live in the borough, 8% live in other London boroughs and 2% live outside London. Most have low educational attainment levels and face socio-economic disadvantage; both are target groups for the service.

Data Set 23 - Table: Key data	18-19	19-20	20-21
Learners <i>Individual residents</i>	2917	2182	1589
Enrolments <i>People can enrol for more than one class</i>	5170	4183	3298
Retention <i>Proportion of those enrolled who stay until end of course</i>	92.6%	84.7%	92.1%
Attendance <i>Important because they can't learn if they don't attend</i>	88.82%	87.8%	92.9%
Pass <i>Of those retained, what proportion passed their course?</i>	96.6%	92.9%	94.1%
Achievement <i>Of those who started, what proportion passed the course?</i>	89.5%	78.6%	86.6%

- 85% of our enrolments are by women
- 58% of enrolments are by those who live in the south of the borough
- Learners often undertake more than one enrolment per year.
- 40% are studying at entry (beginners) level
- 46% are unemployed and looking for work
- 26% are unemployed and not looking for work (low level English, looking after young children, cultural reasons)
- Of those who are working, 51% are earning the London Living Wage or less.

2020-21 was the second academic year of Covid-19 disruption and learner numbers fell as a result. Some target groups were either reluctant to engage in learning or faced additional barriers in doing so, such as older learners and those with learning difficulties and disabilities who were the least able to adapt to online learning. Further, the mandatory closure of established delivery sites meant that running some courses was impossible, for instance horticulture at the Rural Activities Garden Centre.

However, the staff training and additional support measures that were developed during the first lockdown enabled those residents who enrolled to stay the course, resulting in high attendance, retention and pass rates, and improving achievement rates.

Despite these challenges, the service reported 97% achievement against grant funding targets, against a GLA minimum requirement of 90% that reflected the additional challenges brought about by the pandemic.
