

Annual Education Standards Report 2021/2022

Committee name	Children, Families and Education Select Committee
Officer reporting	Julie Kelly – Children and Young People's Directorate
Papers with report	None
Wards	All

HEADLINES

This report provides the Committee with an overview of the standards and quality of education across Hillingdon schools and settings for Hillingdon's children, young people and adults. The report focuses primarily on attainment, progress and achievement for the preceding academic year along with references to wider measures of educational success.

RECOMMENDATIONS

That the Committee:

1. Note the key findings set out in the report.
2. Provide comments to Cabinet for consideration.

SUPPORTING INFORMATION

Please see report below.

PERFORMANCE DATA

This is within the report.

RESIDENT BENEFIT

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

FINANCIAL IMPLICATIONS

There are no financial implications arising from this report.

LEGAL IMPLICATIONS

There are no specific legal implications arising from this report. Whenever necessary legal advice is given in relation to specific issues as they arise to ensure that the Council always meets its legal obligations.

BACKGROUND PAPERS

NIL.

Annual Education Standards Report 2021/22

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Executive Summary

The Annual Education Standards Report for 2021-22 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

Living with Covid for schools has been a large focus of 2021-22 and the Council and Schools have responded positively and with resilience. The Council continues to raise standards in education with monitoring, support and challenge, working with internal and external partners. Ofsted inspections resumed in full, and Hillingdon remains in line with national outcomes. 16 schools were listed on the Council's Schools At Risk Register; this comprised of 8 academy schools and 8 maintained schools (increased by 2). The Regional Schools' Commissioner is responsible for academy school performance and the Council worked closely with our 8 maintained schools to improve performance and outcomes. Various education initiatives have taken place with a continued focus on Wellbeing and Mental Health support and vulnerable children. School Place Planning has seen a decline in demand for primary places and an increase in demand for 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 data 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 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 suspension of data during the pandemic, the data will be hard to compare with the previous year, this will improve in next year's report of 2022/23.

Part 1

Education

Improvement and

Impact

1.1 Living with Covid-19

Hillingdon schools adopted the 'living with Covid-19' guidance well and are predominately stable.

The Education Improvement and Partnership Service Advisors have been proactive in supporting schools to resume to a 'business as usual' state with advice on how to deliver the new normal. Primary and Secondary schools supported the vaccination roll out and were commended by the NHS.

1.2 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 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 where there are concerns in our 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.

1.3 Ofsted Inspection of Early Years & Foundation Stage

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

We currently have a total of 90 PVI settings:

Not yet inspected	Outstanding	Good	Requires improvement	Inadequate
6	13	65	3	3

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 2022):

	Summary (Good or better)		Outstanding		Good		Requires Improvement (RI)		Inadequate	
	National	LBH	National	LBH	National	LBH	National	LBH	National	LBH
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%
2021/22	78%	93%	17%	16%	61%	77%	7%	3.5%	14%	3.5%

Source - Overall effectiveness of early years providers: 31 August 2022. Ofsted

Those settings that have been graded as RI or Inadequate have a dedicated and time bonded action plan that has been written in partnership with the owner/manager. Priorities are always identified with Safeguarding and Welfare first, followed by leadership and management and the quality of Education. Progress towards targets is monitored at least monthly, but often more regularly.

We have proactively encouraged the Inadequate and RI settings to sign up for the Experts and Mentors programme delivered through the DfE and Penn Green, as a part of the Covid Recovery plan.

The focus from the team has been to support settings in preparing for inspections with support in leading a learning walk, discussing curriculum intent, implementation and impact and developing staff confidence.

We are also reintroducing Five to Thrive across all providers – this is a partnership approach to working with Parents and Practitioners in recognising the importance of and supporting healthy Brain development.

Centralised Training Provided to Both Schools and PVI settings

Alongside bespoke training for individual schools and settings we also run a centralised training programme, many of these courses were run remotely over the last year, which has meant they have been recorded and uploaded onto LEAP for greater reach.

- An introduction to safeguarding x3
- Designated Safeguarding Lead update
- Preparing for the revised EYFS – PVI
- Preparing for the revised EYFS - Schools
- Planning and assessment requirements in the EYFS reforms
- Exploring the new curriculum guidance documents
- Ofsted Inspections from 2021 – PVI
- Developing a Language rich environment
- Developing continuous provision – outdoor spaces
- Developing continuous provision – Indoor spaces
- Developing the learning potential of your role play areas
- The Characteristics of effective Teaching and Learning the role of the adult
- Supporting children's Behaviour and emotional development
- Talk for writing in the EY
- Meeting the learning and development requirements – Mathematics
- Meeting the learning and development requirements – Understanding the World
- Using Philosophy for children to develop Communication and Language with 3–5-year-olds
- Monitoring and evaluating EYFS provision

Childminders

We currently have 198 childminders in Hillingdon. Of these 170 cares for EYFS children. Since the start of the Pandemic, we have had 56 childminders resign from the sector and uptake on training for entry to the profession is lower than pre-covid times. Those who do not have EYFS children are graded as met or not met at their Ofsted inspection. We currently have 23 Met and 5 Not met. The data for those childminders that have EYFS children in their provision is as follows:

Not yet inspected	Outstanding	Good	Requires improvement	Inadequate
19	15	135	0	1

The following table demonstrates the percentage of Hillingdon's Childminder Ofsted outcomes over the past five years in relation to national Ofsted data (published in August 2022).

Data Set 4 – Table: Ofsted Outcomes from Childminder Inspections August 2022

	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%
2021/22	89%	99.5%	15%	10%	74%	89.5%	5%	0%	6%	0.5%

For childminders who receive an inadequate or RI judgement they receive one to one support from an EY adviser and support is given to work on the recommendations and actions.

Bespoke training is provided in the evenings and at weekends for childminders along with the courses we pay adult education to provide for us. These have included:

- Preparing for your Ofsted inspection.
- Communication and language in the revised EYFS
- Using Development matters
- Planning and assessment with the new EYFS
- Making the most of the outdoors
- Developing phonological awareness.
- Meeting the Safeguarding and Welfare requirements
- Annual Safeguarding update for CM's
- Childminder Safeguarding for Newly registered childminders
- Understanding Prevent duty
- The Characteristics of effective Teaching and Learning the role of the adult

Key Challenges

The single most challenging issue in Early Years at the moment is recruitment and retention of staff to maintain high-quality provision. Staff turnover in settings is higher than ever before and this has had a huge impact in supporting quality improvement. Added to this, as we move out of the pandemic practitioner morale and confidence is very low and reigniting a passion for young children's learning and supporting staff development remains a high priority.

Within both PVI's and Schools it has been recognised that a considerably higher number of children are starting their EY provision with SEND concerns than pre-covid times. It is as yet, unclear if these are general delay or wider SEND issues, the main areas of concern are in Communication and Language and Personal, Social and Emotional development and the team are targeting support to settings accordingly.

1.4 Ofsted Inspections of Schools

Ofsted resumed their full inspection programme, following the previous year's Covid-19 partial inspection suspension. Hillingdon received 21 inspections, shown in the table below.

Hillingdon's inspection data demonstrates an improvement when compared with the previous year, with 91% of schools overall now judged Good or better by the end of the 2021/22 academic year, compared to 88% of schools judged Good or better 2020/21. This academic year, Hillingdon is 3% higher than the England average, which is 1% higher than last year.

With Outstanding schools inspections re-started, we have noticed a drop in our Outstanding schools that have not been inspected for many years. Their inspection outcomes were strong and have increased our Good school

Ofsted visits have been a mixture of Section 8 and 5 inspections throughout 2021/22 academic year. School inspections have been delayed for up to six terms from the usual four-year interval as a result of Covid-19.

Significant changes:

- One maintained secondary was upgraded from Requires Improvement to Good.
- One academy primary was upgraded from Requires Improvement to Good.
- One maintained Infant dropped from Outstanding to Good
- One academy secondary dropped from Outstanding to Good.
- One academy secondary dropped from Outstanding to Requires Improvement.
- One special secondary dropped from Good to Inadequate and was therefore put into special measures. The LA is working extremely closely with this school to drive improvements.

Summary of Schools in Hillingdon by Ofsted Judgement

Data Set 1 - Table: Final inspection overview 2021/22 (by 31st August 2022)

Type of School	No.	% Outstanding	No. Outstanding	% Good	No. Good	% Requiring Improvement	No. Requiring Improvement	% Inadequate	No. Inadequate
Primary All	68	13%	9	81%	55	6%	4	0%	0
Academy	23	9%	2	82%	19	9%	2	0%	0
Maintained	45	16%	7	80%	36	4%	2	0%	0
Nursery	1	100%	1	0%	0	0%	0	0%	0
Maintained	1	100%	1	0%	0	0%	0	0%	0
Secondary All	18	28%	5	55%	10	17%	3	0%	0
Academy	16	31%	5	50%	8	19%	3	0%	0
Maintained	2	0%	0	100%	2	0%	0	0%	0
UTC/SC	4	0%	0	75%	3	25%	1	0%	0

Academy	4	0%	0	75%	3	25%	1	0%	0
Special All	7	14%	1	72%	5	0%	0	14%	1
Academy	5	20%	1	60%	3	0%	0	20%	1
Maintained	2	0%	0	100%	2	0%	0	0%	0
AP/PRU	1	0%	0	100%	1	0%	0	0%	0
Academy	1	0%	0	100%	1	0%	0	0%	0
Maintained	0	0%	0	0%	0	0%	0	0%	0
All State funded schools in Hillingdon	99	16%	16	75%	74	8%	8	1%	1

Data Set 2 - Table: End of 2021-22 Inspection Summary - Hillingdon verses England

2021-22

2020-21

Judgement	Hillingdon	England* (not totalled to 100%)	Hillingdon	England* (not totalled to 100%)
Outstanding	16%	18%	20%	19%
Good	75%	70%	68%	67%
Requires Improvement	8%	9%	12%	10%
Inadequate	1%	3%	0%	3%

1.5 Monitoring and Challenging the Performance and Outcomes of Individual Schools

The schools' landscape in Hillingdon consists of 99 state-funded settings which include a mixture of Council maintained schools and other settings which have an alternative status - these settings including academies, 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) 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 Education Advisory 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 2021/22 officers continued to work closely with the Hillingdon school-led Schools' Strategic Partnership Board, to deliver education improvement events and regular briefings to Head Teachers. 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 the Regional Teaching Schools' Hub and central government.

To build on partnership working, Hillingdon Learning Partnership (HLP) was developed to provide 'school to school' support on curriculum development. There is a HLP Governance Board consisting of cross phase Headteachers and Local Authority Officers. HLP launched in September 2022.

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

1.6 Performance Outcomes

There were 16 schools on the Council's 'Schools At Risk Register' (SARR) at the end of 2021/22. This is 2 more than the previous year and there has been a steady number averaging 17 over the past few years. The reasons schools could be at risk cover a range from: declining data, leadership concerns (including governance), finance, serious and regular stakeholder complaints and more.

Overall - all schools

- 10/16 schools are primary phase
- 6/16 schools are secondary

Primary schools

- 7/10 schools are maintained (5 are judged Good/Outstanding but at risk and 2 Requiring Improvement)
- 3/10 schools are academies (2 Requiring Improvement and one academy converter creating a 'new' start with no judgement)

Secondary / Studio Colleges / UTCs schools

- 1/6 school is maintained (Good but listed due to its deficit and complaints)
- 5/6 schools are academies (Requiring Improvement and Inadequate)

There is an even split between the number of maintained schools and academies that are included in the SARR, with eight maintained schools and eight academies. The variable quality of information relating to leadership, management and governance in academy schools means that maintained schools are much more likely to be represented.

A breakdown of the maintained schools at risk is shown below:

Maintained Schools at risk	Outcomes
2 Requiring Improvement	Challenge Task Group meetings took place 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.
6 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 capacity2. Performance decline3. Risk of Requiring Improvement judgement4. Budget deficit5. Number of stakeholder complaints

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.

In 2021/22 the Four-Tier Support Model for categorising schools for prioritising education improvement support continued:

- 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.

This enabled 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 support and challenge documentation used by Advisors established a clearer focus on the impact of the support given to the schools. A Support Plan was 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 completed a termly impact report to detail the impact of their support on the schools' improvement journey.

Collectively, these documents had 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.

1.7 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 attended 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.

1.8 Mental Health and Wellbeing

The Education Improvement and Partnerships service have worked on a range of initiatives to support the Mental Health and Wellbeing of our children in the borough. Using the DfE's dedicated grant, we have delivered:

1. MH First Aid Training – accredited course for one MH staff lead in each school.
2. Wellbeing and MH direct support to schools - one day of customised MH support to each school (upskilling staff).
3. Special Yoga train the trainer programme for Special Schools.
4. Toolkit of resources, model polices and templates.

Mental Health and Wellbeing for schools continues to be a priority and by delivering these programmes our aim is to improve resilience by embedding these strategies. Hillingdon has one trained professional in each school / MAT to support the mental health provision Borough-wide.

The Education Improvement & Partnerships Service Wellbeing and Mental Health Lead provided a whole school approach review and support, such as policy and procedures development, guidance and training. This support has upskilled each Mental Health lead in schools.

The SEND Advisory Service (SAS) works within the SCERTS framework (Social Communication, Emotion Regulation, Transactional Support). [The SCERTS® Model](#). In addition to specific SCERTS training available to all schools, the SCERTS ethos is embedded into the SAS tiered

offers of support which include 1:1 support, training and whole school approaches. SCERTS is also integral to the Inclusion Commitment school development programmes (a 1 year intensive package of CPD, provision review and support for settings). For more specific support, the Inclusion Commitment offers a choice of 3 pathways. Settings have the option to select an SEMH pathway which will cover ‘trauma informed practice’ and ‘Adverse Childhood Experiences (ACEs)’.

SAS have recently appointed an Educational Psychologist with an SEMH/Behaviour specialism who will work as an SEMH advisor, in strong collaboration with Health Partners and the existing EP service. The previous pilot project ‘Early Intervention Prototype’ will be reviewed with Hillingdon CAMHS and other SEND partners and reinstated in a revised format.

The Thrive Network has been revived. This network will provide a holistic network of support across local authority SEND & Education services, health partners and third sector colleagues. Sharing of information enables effective collaboration and signposting for children, young people and their families

1.9 School Place Planning Overview

The Council has a statutory responsibility to secure sufficient early years and school places for children resident in Hillingdon. These places need to be appropriate, sustainable, viable and meet local and specialist needs.

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.

Primary rolls overall have continued the slight decline seen each termly census since October 2019, a total 3% decline in three years. To manage this, reductions in primary PAN of 30 places (one form of entry) have been proposed in one community school and in two foundation schools.

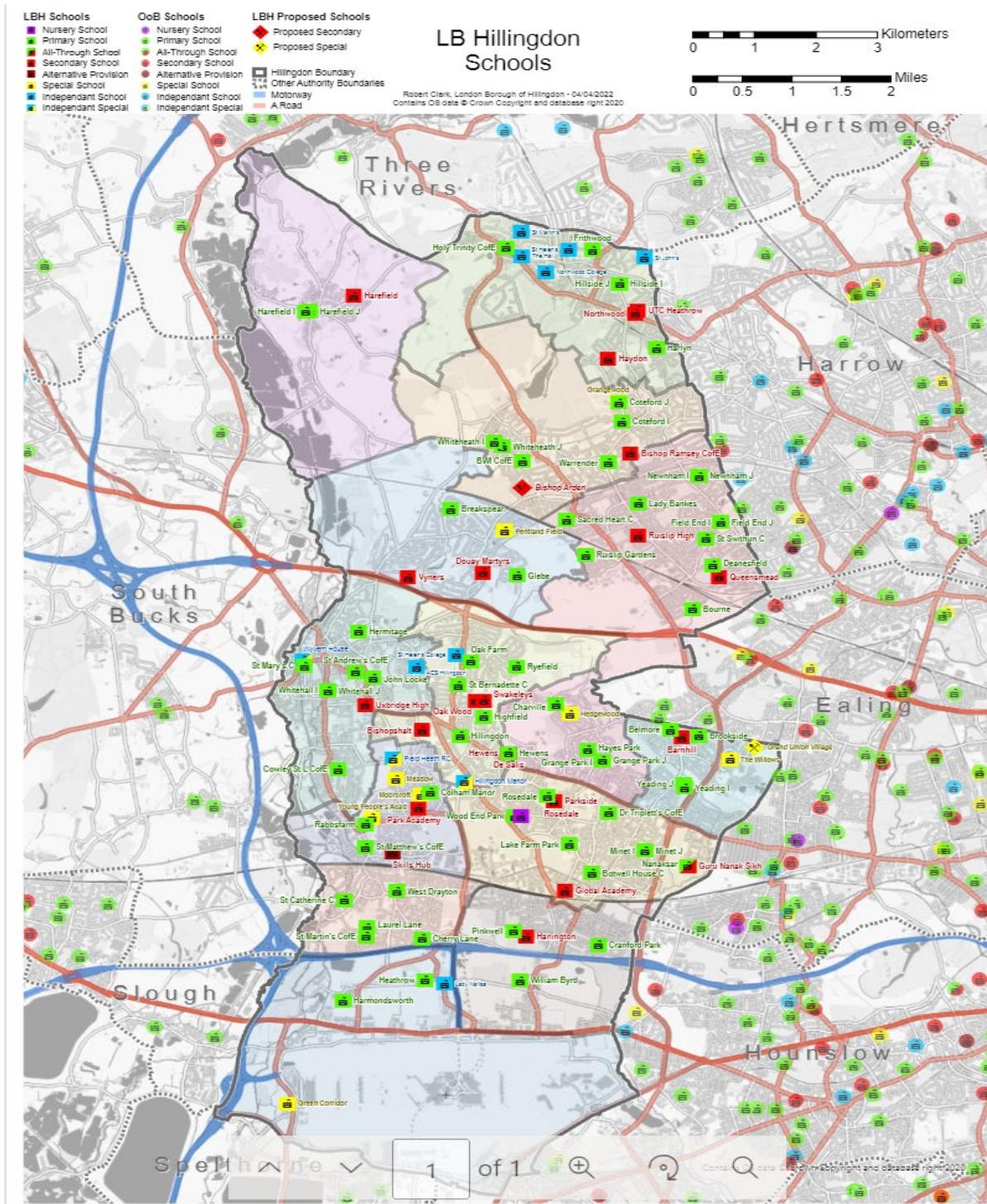
At secondary, the number of children on roll has increased in line with projections. Temporary extra places above Pupil Admission Numbers (PAN) will be added by some schools for Year 7 in September 2023 to ensure that all residents receive an offer of a place on National Offer Day. This is ahead of a planned expansion due to open in 2023. 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 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 twice a year, separately to this report, and Members can access further information through that route.

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



1.10 School Placements & Admissions

Secondary School Places

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

There has been a 1.1% decrease in secondary applications across London since 2021. However, Hillingdon experienced a 1.4% increase.

The LA still received a high number of applications; 3659 applications were submitted for pupils residing in Hillingdon for secondary school places.,

On National Offer Day every Hillingdon resident was offered a secondary school place. 89% of applicants received one of their top three preferred schools, an increase of 3% compared to 2021. 71% of Hillingdon pupils received their first choice – an increase of 4% when compared with 2021 admissions. This was also higher than the London average of 69.95%.

Primary School Places

There has been a 1.3% decrease in primary applications across London since 2021. Hillingdon experienced a 1.6% decrease in applications.

The LA received 3603 applications for pupils residing in Hillingdon for primary school places. Hillingdon Council was ranked first in the capital for offering children their parents' first preference and top in west London across all preferences.

On National Offer Day every Hillingdon resident was offered a primary school place. 99% of applicants were offered a place at one of their top three preferred schools. 94% of Hillingdon pupils received their first choice (both were the same when compared to 2021 admissions). This was also higher than the London average of 87.9%.

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

- **2 primary referrals** to the IYFAP. There is an increase of 1 placement compared to the previous two academic years 2019-2021.
- **1.5% decrease** - 136 total number of placements by the IYFAP in comparison to the academic year 2020-2021 where there were 138 placements.
- **71 Year 11** aged children were referred to the panel, 44 of these pupils started at the allocated provisions.
- **22% increase** in the total number of year 11 placements by the IYFAP into mainstream schools in comparison to the academic year 2020-2021. In real terms there have been 71 Year 11 referrals this year opposed to 58 in 2020-2021.
- **40% increase** in the total number of secondary school placements in the south of the borough in comparison to the academic year 2020-2021. In real terms there have been 125 placements this year opposed to 89 placements in 2020-2021.
- **29% increase** 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 2020-2021. In real terms 125 of 134 placements this year (93%) were in the south of the borough opposed to 89 of 138 placements (64%) in 2019-2020. This highlights the strengthening of equal distributions across the borough.
- **29% of the placements** have been for 'Children of Gypsies, Roma, Travellers, refugees and asylum seekers'.
- **22 additional children** were presented and had schools named as part of their school attendance orders.

These statistics include July's placements however they did not start until this academic year (2022/23).

Year 11 Pupils – The specific category for year 11 pupils was removed from the Fair Access Protocol following changes to the 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, the panel continue to place year 11 pupils through the FAP as they meet alternative eligibility criteria.

Pupils are also offered a place at Hillingdon's Interim Provision where they will complete a cognitive assessment and receive education whilst awaiting a school placement.

As there were only 2 primary referrals there are no specific observations.

Month/Year Group	Secondary referrals						North	South
	Year 7	Year 8	Year 9	Year 10	Year 11			
September	4	3	9	12	15		5	38
October	3	1	0	0	6		0	10
November	2	2	5	3	15		0	27
December	0	0	1	2	6		1	8
January	0	0	0	0	3		1	2
February	0	0	1	1	8		2	8
March	0	0	0	1	10		0	11
April	1	0	0	0	4		0	5
June	3	0	2	1	4		0	10
July	4	0	1	1	0		0	6
Total per year	17	6	19	21	71		9	125
Total	134							

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

Referral Reason

The highest number of referrals in the Secondary phase were made for children that had been out of education for four or more weeks and year 11 pupils as they cannot be easily assimilated into appropriate courses. Both primary aged pupils were referred to the panel as they were children with SEN (without an EHCP).

Place Planning Areas

For the 134 secondary school placements made through Fair Access, 125 children lived in the South of the borough and 9 children lived in the North of the borough. 93% of the children placed through Fair Access lived in the South. The panel are mindful of the volume of pupils residing in the south of the borough and will try to allocate a school in the north of the borough where a journey is deemed within a reasonable distance. Alternatively, if a parent has added a school as a preference which is within the north of the borough the panel will look to allocate this school. This assists with equal distribution and can justify the panel's decision for allocating a school not within a reasonable distance.

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

Year/Month	Year 7	Year 8	Year 9	Year 10	Year 11	Total
September	2	1	2	0	1	6
October	3	1	0	0	1	5
November	2	2	5	2	6	17
December	0	0	0	0	0	0
January	0	0	0	0	0	0
February	0	0	0	0	2	2
March	0	0	0	0	5	5
April	0	0	0	0	1	1
June	0	0	0	0	3	3
July	1	0	0	0	0	1
Total	8	4	7	2	19	40

In February 2022 a war in Ukraine began and families fled the country seeking asylum. In March 2022 the Government launched the 'homes for Ukraine' scheme. Homes for Ukraine is a sponsorship scheme that allows people and organisations in the UK to offer Ukrainians fleeing the war a home. This scheme lets individuals, charities, community groups and businesses offer a route to safety for Ukrainians, even if they have no ties to the UK. There were 144 pupils recorded in Hillingdon. As the majority of these pupils were offered places through the normal admissions process, we were not required to present them at FAP.

57% (23) of asylum seekers who were referred to the FAP were residing in hotels in the south of the borough. This has continued to have an impact on schools such as Harlington School.

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	2019-2020			2020-2021			2021-2022		
	Primary	Secondary	Total	Primary	Secondary	Total	Primary	Secondary	Total
September	0	52	52	0	32	32	1	43	44
October	0	5	5	0	8	8	0	10	10
November	0	10	10	0	15	15	1	27	28
December	0	10	10	0	12	12	0	9	9
January	1	12	13	0	9	9	0	3	3
February	0	7	7	0	14	14	0	10	10
March	0	7	7	0	16	16	0	11	11
April	0	0	0	0	17	17	0	5	5
June	0	0	0	0	6	6	0	10	10
July	0	11	11	1	8	9	0	6	6
Total	1	114	115	1	137	138	2	134	136

Fair Access Arrangements for Electively Home Educated Children

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.

Pupils who were previously EHE and wanted to return to mainstream education were therefore only referred to the Fair Access Panel if they met another eligibility criteria.

Once the pupil was referred to the panel it was taken into consideration whether the home education was judged to have failed in the view of the Local Authority. The panel agree that the pupil will be allocated a place at the previous school (where feasible, depending on location and phase).

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

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'.

1.11 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

2.1 Outcomes for Vulnerable Children and Young People

Looked After Children (LAC)

As in the previous academic year, our children and young people have continued to be faced with many challenges as a result of the global pandemic and it would not be inaccurate to describe this year as one of change and uncertainty.

Whilst schools and colleges resumed face-to-face learning during the autumn term, this return was fraught with challenge. The most impactful of these was the onset of the Omicron variant in the spring term which impacted the school attendance rates of all children nationally.

As is certainly true for adults, many children have struggled to readjust to 'normal' school life post pandemic and this has largely been demonstrated in a difficulty in engaging in education in a formal setting, particularly for younger learners who have spent a significant amount of their formative years in lockdown.

Some of the most notable successes during this year include:

- The significant achievement of learners making age related expectations in all subjects at Key Stages One and Two.
- The consistent trend of success for Attainment 8 scores for young people at the end of Key Stage 4.
- The reduction in the number of learning days lost as a result of suspensions.
- The continued reduction in the number of children recorded as Not in Education, Employment or Training (NEET).

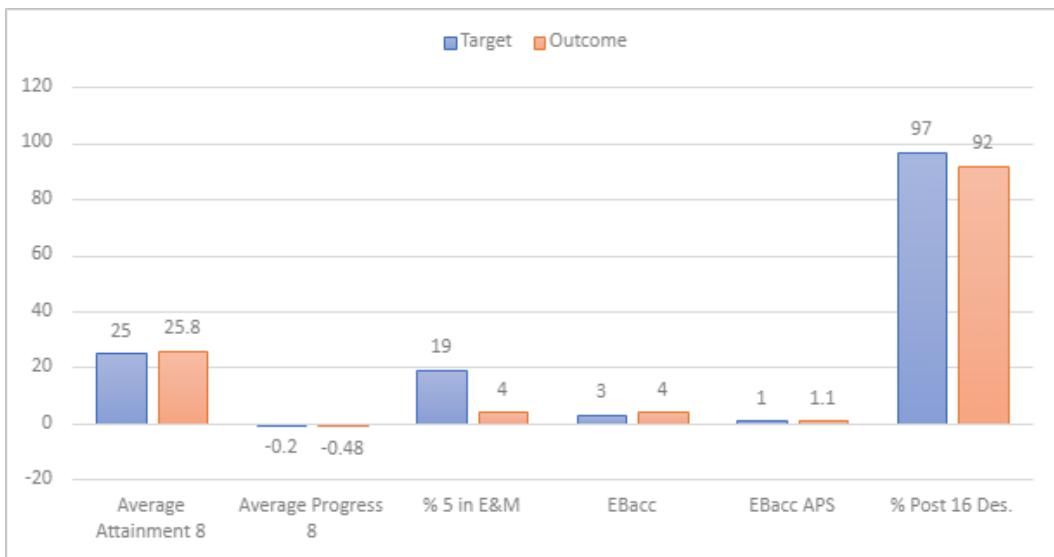
Looked After Children Attainment and Progress Summary

EYFS: The EYFS cohort consisted of five young people for this academic year. Of this group, 40% made a good level of development (GLD) across the prime areas and 20% made GLD across all the Early Learning Goals.

Key Stage 1: There were five young people who completed Key Stage 1 in July 2022. 50% of this cohort met ARE in Reading, Writing and Maths.

Key Stage 2: There were twelve young people who completed Key Stage 2 in July 2022. Based on their SATs results 37.5% of this cohort met ARE in Reading, Writing and Maths.

Key Stage 4: Twenty-six eligible young people completed Year 11 in July 2022. Of this cohort 42% had special educational needs, 32% were unaccompanied asylum-seeking children (UASC) and 61% resided outside of Hillingdon. Of the 26 pupils, 22 were entered for level 2 examinations at the end of the academic year. The average attainment 8 score was 25.8 and the average Progress 8 score was -0.48.



Source: Internal data

Key Stage 5: The Virtual School supported 307 Post 16 learners throughout academic year 2021-22; a 30% increase on 2020-21. The significant rise was mainly due to an increased number of English Speakers of Other Languages (ESOL) learners many of whom were transferred to other local authorities throughout the year via the National Transfer Scheme (NTS).

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 English & Maths at the end of Year 12 increased from 12.5% to 22%.

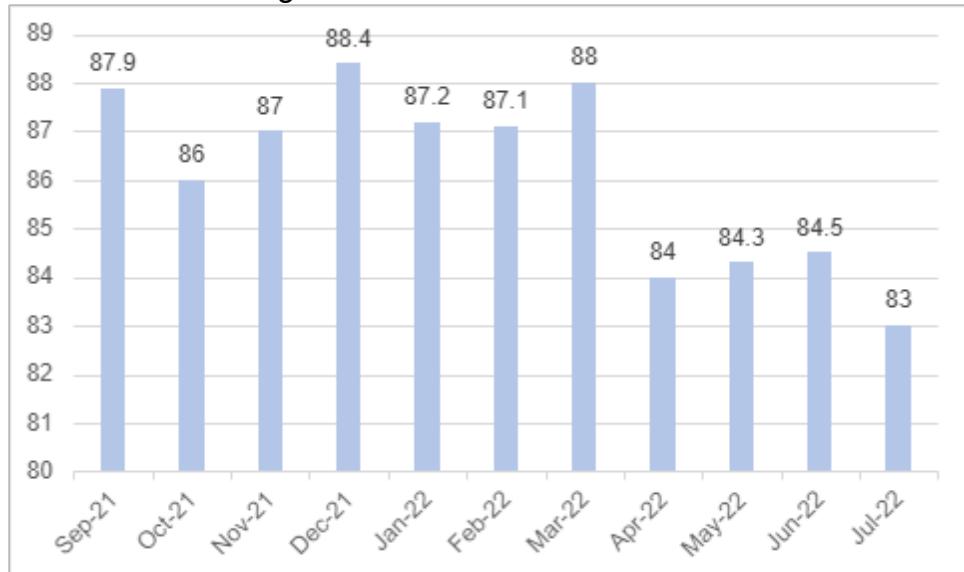
Year 13 Level 3 Outcomes: Of the ten learners this year who were working towards a Level 3 course, 60% successfully completed the final year. Of these, 50% have moved on to university, whilst the others have decided to take a gap year to pursue full time employment and volunteering opportunities.

Looked After Children Educational Engagement Summary

Attendance & Exclusions

The pandemic continued to impact our attendance during this academic year, particularly after the spring term and the onset of the Omicron variant, resulting in the average attendance of our SSA cohort being slightly lower than expected.

The chart below shows the average attendance of our SSA cohort across the academic year.



Source: Welfare Call Ltd

During the last academic year, 21 children in our care received a suspension. The total number of learning days lost was 70.5 days.

Overall however, there has been a reduction in the number of days lost to suspensions compared to the last academic year which follows a positive trend since 2019. This year there have also been fewer in-borough schools issuing suspensions highlighting the positive working relationships with the local authority.

	Days lost to exclusion	Number of in borough schools and days lost	Number of out of borough schools and days lost	Number of SEN children
2019 - 2020	88.5	12	55	9
2020 - 2021	76.5	10	58.5	7
2021 - 2022	70.5	8	23.5	11

Source: Welfare Call Ltd

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

This year saw our lowest ever annual average for 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) at 10%.

	2019-20	2020-21	2021-22
NEET Average %	12.04	12.3	10.09
Minimum %	9	8.6	10
Maximum %	15.8	17	15

Source: Welfare Call Ltd

We saw a spike in our NEET figures in January 2022, especially for our UASC who were new to our care. Whilst the number of 16-17 NEET young people in Hillingdon remains good and currently better than many other London boroughs, the number of young people in our care who are NEET remains proportionally higher.

Priorities for Looked After Children in Hillingdon

Hillingdon Virtual School's School Improvement Plan (SIP) is now moving into the final year of its three-year scope.

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

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

- Less progress was made in the areas of attendance and educational provision as part of our SIP. These are therefore areas of priority for 2022/23 with a particular focus on children who are persistently and severely absent from school and children achieving school places in a timely manner when placed out of borough.
- The DfE has this year continued its extension to the remit of the VSH who is required to work with all children with a social worker and not just the children in our care. 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. During this year, the VSH appointed an Advanced Lead Practitioner to lead on this role and provide expert information, advice and guidance to our schools and colleagues in social care.

2.2 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 multi-disciplinary team of professionals. The service comprises of 4 teams: Sensory team, SEND Keyworking, Early Years advisory team and the Schools/Post-16 advisory team. The service provides a tiered level of intervention, from 1:1 support to whole school, SEND development programmes.

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 to meet the requirements of the proposed new ways of working and ensure DSG Safety Vale Plan delivery. Roles were enhanced to provide greater advice and guidance to schools pre and post-statutory thresholds for EHCPs.

The SEND 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. A SEND Education Improvement Advisor is being appointed to work closely with the SEND services and the post holder will oversee data and progress of children with SEND.

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.

Percentages of Attainment for Children with SEND

DfE recommend not using 2019/2020 (CAGS) and 2020/2021 (TAGs) for comparative purposes due to the Centre Assessed Grades and Teacher Assessed Grades used in the respective years..

Data Set 15c - Table:	SEN Key Stage 4 2021 to 2022								
	English and Maths PASS							Average Progress 8 score	
	2019		2020		2022		2020	2021	2022
Hillingdon Pupils	Standard 9* to 4	Strong 9* to 5	Standard 9* to 4	Strong 9* to 5	Standard 9* to 4	Strong 9* to 5			
Not SEN	81.2	61.1	80.2	56.1	80.8	60.2	N/A	N/A	0.46
SEN Support (311)	42.4	20.6	42.8	20.9	45.3	26.7	N/A	N/A	-0.34
LBH Gap between not SEN & SEN Support	38.8	40.5	37.4	35.2	35.5	33.5	N/A	N/A	0.80
National gap between Not SEN & SEN Support	38.1	35.3	36.9	35.8	37.9	34.0	N/A	N/A	0.67
EHCP (129)	16.8	4.0	12.4	7.0	15.2	7.3	N/A	N/A	-0.62
LBH Gap between Not SEN & EHCP	64.4	57.1	67.8	49.1	65.6	53.9	N/A	N/A	1.76
National gap between Not SEN & EHCP	49.3	48.1	63.2	50.2	62.5	53.9	N/A	N/A	1.48

Data Set 15d - Table:	SEN Key Stage 4 2019 to 2021						
	%EBacc**						
	2020		2021		2022		
Hillingdon Pupils	Standard 9* to 4	Strong 9* to 5	Standard 9* to 4	Strong 9* to 5	Standard 9* to 4	Strong 9* to 5	
Not SEN	37.7	27.2	38.5	28.3	33.3	25.1	
SEN Support (311)	8.4	5.1	8.7	5.5	9.5	6.8	
LBH Gap between not SEN & SEN Support	29.3	22.1	29.8	22.8	23.8	18.3	
National gap between Not SEN & SEN Support	24.8	18.8	24.5	19.1	22.3	18.3	
EHCP (129)	1.6	1.6	0.8	0.8	1.3	1.3	
LBH Gap between Not SEN & EHCP	37.7	27.5	37.7	27.5	32.0	23.8	
National gap between Not SEN & EHCP	31.6	22.8	31.4	23.3	28.5	21.9	

** English Baccalaureate

SEND Advisory Service (SAS) Headlines

Early Years / Early Health Notification panel

Early intervention is central to SEND services. Multi-agency work has focused on developing an Early Health Notification (EHN) process which enables early identification of significant SEND, thus enabling the right support at the right time, and more efficient sufficiency planning.

The Purpose of the Panel is to improve co-ordination and joint planning of services for children (0-5) with special needs and/or disabilities and their families. The Multi-Disciplinary panel will do this by effectively utilising the Early Health Notifications (Section 23 C&FA) and referrals from supporting professionals:

- To identify children (0-5) with more complex needs and move them through to appropriate pathways of support.
- To ensure a robust tracking system is in place to formulate trajectories for 2-year-olds with long-term SEND
- To strengthen joint planning and partnerships between key stakeholders and ensure value for money and improved outcomes across services for young children and their families
- To advise, plan, support and develop inclusive early learning environments making the links between education, health, and social care to facilitate appropriate transition to compulsory schooling.
- To further utilise the LBH 'My Support Plan' in the Early Years, ensuring that children attend primary school with a robust plan of support in order to aid smooth transitions.
- To maintain an overview of the needs of cohorts of children emerging across the borough to inform strategic planning of services and provision.

In addition to this, the purpose of the panel is to ensure children with complex and long-term SEND have the same opportunity to access good quality EY education alongside their peers, at the earliest opportunity:

- To review applications from supporting SEND professionals who have identified a child with significant and complex needs, who is disadvantaged from attending an EY educational setting due to financial constraints. Additional family factors will be considered.

SEND Reviews

SEND Reviews employ the evidence-based framework developed by NASEN and form a supported self-evaluation of the educational setting's SEND provision. As part of the review, settings self-evaluate their leadership, parent partnership, and management - all guided by support from their Principal SEND Advisor and the Send Advisory Service. Subsequently, they may undertake the newly revised Inclusion Commitment (IC): a 1-year programme of support which upskill the entire school and enable them to better support CYP with SEND. The IC includes a combination of whole school training sessions, parent workshops, 'Learning Walks', and parent drop-in sessions. After this year-long programme of support, the areas for development are re-assessed according to the SCERTS model. Those who do not engage in a development programme will be provided with follow up support and interim review of agreed targets for development.

The key objectives of SEND Reviews are to:

- Develop a consistent approach to inclusion across the borough where learning environments are conducive to facilitating active engagement of all learners
- Align services and initiatives (ISOS) to work together to promote a co-ordinated approach to Inclusion in mainstream schools
- Generate sustainable solutions by allowing upskilled schools to own the review and improvement process. This will ultimately form part of Hillingdon's wider education transformation

The aim is that all educational settings within Hillingdon will undertake a self-evaluation of their SEND provision, verified by external professional services e.g. SAS, IQM etc. These will be completed by 2026.

Completed SEND Reviews – (reviews completed & financial year)						
Setting Type	Yr 1 target	Yr 1 completed	Yr 2 target	YTD Cum. Data Apr - Nov 2022	Total Cum. Target (Inc. Yr.1)	Total Cum. Data (Inc. Yr.1)
PVI	8	7	18	14	26	21
Primary	6	10	19	19	25	29
Secondary	1	1	3	2	4	3

The table shows that targets for Primary schools are being exceeded and only 5 more PVIs and 1 more Secondary school need to be completed within the next 4 months to remain on target. These have already been booked; therefore, it is anticipated that this target will be achieved.

Feedback was requested from schools who have participated in a Local Authority supported SEND Review. Schools/Settings were asked to rate aspects of the process using a scale of 1-6 (insufficient – excellent). The average scores for each question are detailed below:

- How would you rate your overall experience of the SEND Review? = **5.58**
- Did you feel the SEND Review was approached in a collaborative manner? (SENDCo and Principal Advisor worked alongside throughout the day). = **5.67**
- Did the SEND Review support you in developing or further embedding OAP in your setting? = **5.25**
- Did the SEND Review gather enough information from your setting to obtain an accurate picture of what your strengths and needs are? = **5.42**
- Did you feel that the next steps were relevant in developing your SEND Provision further? = **5.50**

All qualitative comments were positive e.g. '*The team was professional and very aware of the challenges. The audit was a collaborative piece of work between the team and school staff. An excellent experience with valuable feedback and next steps.*' 38% of respondents used the word 'collaborative'.

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 last six months have been at 100% adherence.

Our traded service has continued to grow this year and we are now actively trading with at least 66% of schools with more schools requesting additional time. We are continuing to explore other commissioning routes within the Local Authority, e.g., Virtual School, Youth Justice Service (YJS) and Early Years. The extent of commissioned work will lead to an increase in our establishment so that we can develop all of the work being explored. We have agreed to a package of days with the Virtual School and a pilot project, part funded by the DSG Recovery work with the YJS. The DSG Recovery work has also part-funded an Early Years Specialist Senior EP role that we will recruit to soon. Two EP roles have been created by the DSG Project.

During 2020 - 2022 we have completed three cohorts of the Emotional Literacy Support Assistant (ELSA) Training Programme. Our first cohort of ELSAs are now qualified and maintaining this via regular supervision with the EP team.

The EPS have continued to provide a Critical Incident (CI) Service to all Hillingdon provisions and the work offered varies according to the provision and the incident that occurs. We are currently looking to devise a shared policy with wider representatives in the Local Authority to ensure that there is no confusion on the steps to be taken by schools when critical incidents arise. We have also provided training to all schools on devising a Critical Incident Policy for their own schools should a CI occur.

Recent work of the EP team has involved a needs analysis of how schools are experiencing Emotional-based School Avoidance (EBSA) and the creation of a leaflet to support schools with top tips and relevant research. This will be distributed to schools shortly, as well as the leaflet, this will be further developed this year with a training/intervention package to support schools.

We have recently employed a Specialist SEMH EP who is located in the SAS Team primarily. This EP will work at the systemic level, as well as group and individual level. A lot of the work will be strategic, and we are really excited with the development of this first cross-SEND Service role.

Lastly, the EP Service have been providing support for schools with a large number of students who are refugee and asylum seekers. Support has involved providing drop ins and training, as well as working across Education and SEND to provide more targeted support for these children and where appropriate, their families.

SEND Review

All requests for an Education Health Care Needs Assessment (EHCNA) are presented to the SEND weekly Panel and decisions 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 increased in the calendar year (2022) from 22.7% in 2019, 34.1% in 2020 and 85% in 2021 to 52% in 2022. This performance was impacted by the periods of SEND Service being short-staffed, however successful recruitment has been completed and will continue to work on meeting the statutory deadline.

Engagement and communication with educational settings have been improved through regular liaison between these settings and SEND officers (termly or half termly meetings), school visits and through a Meet the SEND Team meetings as well as through SENCO Forum and Parent Carer Forums. Workshops 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 the Annual Review process. There are monthly meetings between SEND Service management and parent carer forum representatives and other parent/carer organisations - Hillingdon Autistic Care and Support (HACS), Special Educational Needs Disabilities Information Advice and Support Service (SENDIASS). This ongoing partnership has resulted in better collaboration between the Council and these organisations.

Priorities for Children with SEND in Hillingdon 2021/22

Strategic 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 in line with the new Ofsted SEND Inspection Framework. 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 Heath 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.

2.3 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.
- The gap between disadvantaged pupils and their peers has widened slightly during the Covid years. The data gaps are shown in the education outcomes section. There are likely to be multiple causes and this is a focus for the Council in the next few years. Issues with teacher illness, absence and recruitment gaps will disproportionately affect disadvantaged pupils.
- 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 boys and Black Caribbean disadvantaged children will be a continued focus for the Council and all schools.

2.4 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. At the end of this academic year, Hillingdon had the following children registered as EHE.

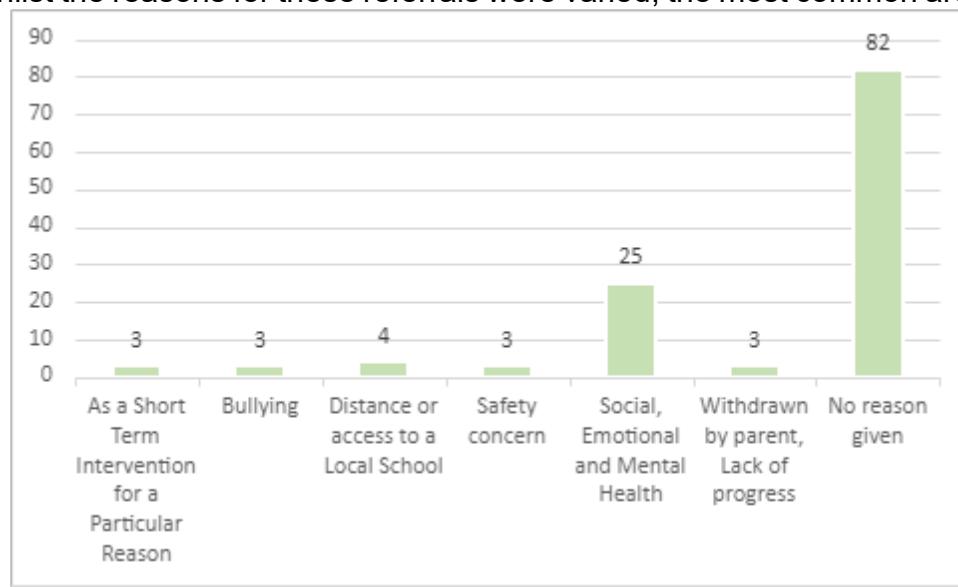
Primary	Secondary
115	200

Female	Male
180	135

Source: Internal data

The academic year 2021/22 saw a significant decrease in EHE cases in Hillingdon as well as nationally. This is as a result of the decline in COVID-19 and many families choosing to return their children to formal education settings.

During this academic year 177 new referrals were received for children to receive EHE in Hillingdon. Whilst the reasons for these referrals were varied, the most common are shown below.



Source: Internal data

In the next academic year, one area of focus will be to improve our communication with our parents and families so we can gain a greater understanding of their reasons for choosing to electively home educate. We will work alongside colleagues in School Improvement to explore what developments regarding the mental health offer in our schools could support our children and families to remain in a formal education setting.

2.5 Children Missing Education

The Local Authority has 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 2021/22 Hillingdon processed 1224 new referrals for children missing education in Hillingdon of which 1682 were successfully closed by the end of the academic year. By comparison in the previous academic year Hillingdon received 1125 new referrals for children missing education and closed 1121.

During this year, Hillingdon saw a general increase in the numbers of CME referrals being received as a result of the Home Office's use of asylum hotels in the borough. The CME team has worked with colleagues both within the local authority and the Home Office to improve communication with schools so they are informed when and where children are being moved to reduce unnecessary referrals into the team.

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 In Year Fair Access Panel to ensure equal distribution to Hillingdon schools.

The Participation team name schools on the parent's second warning letter. 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.

The data in the table below shows the number of SAO placements per month during the last academic year. Unfortunately, the Participation team were unable to progress with any SAOs from January 2022 due to resourcing pressures.

	Primary	Secondary	Total
Sept 21	0	5	5
Oct 21	0	0	0
Nov 21	1	4	5
Dec 21	2	11	13
Jan 22	0	0	0
Feb 22	0	0	0
Mar 22	0	0	0
Apr 22	0	0	0

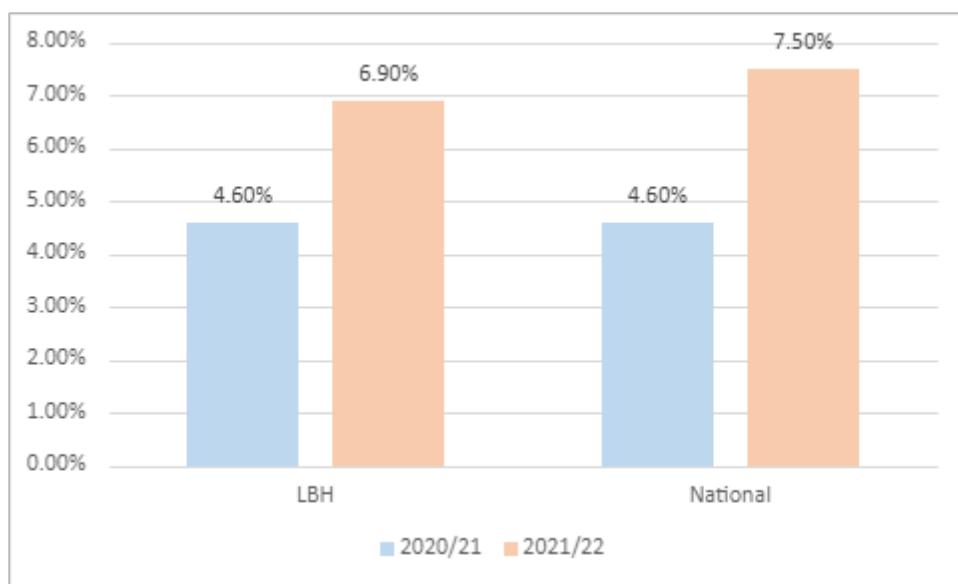
May 22	0	0	0
Jun 22	0	0	0
Jul 22	0	0	0
Total	3	20	23

Source: Internal data

2.6 Absence and Exclusions

Absence and exclusion issues are managed collaboratively by the Participation and Exclusion & Reintegration teams with a view to ensuring all young people access their full educational entitlement. This work constitutes a combination of activities including seeking to monitor attendance, absence and exclusion rates to provide support and challenge to schools and families to ensure optimum levels of participation.

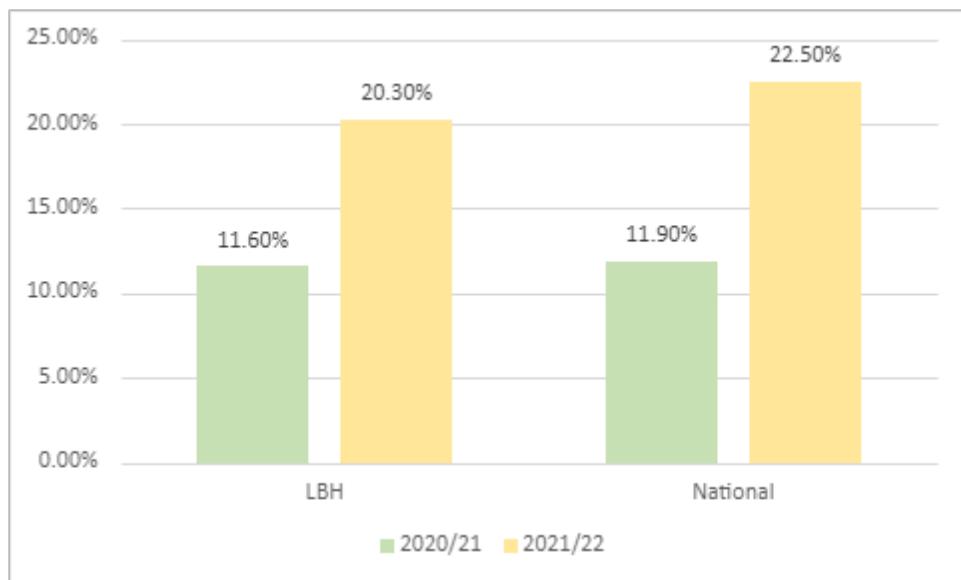
During the last academic year, the rate of absence from schools in Hillingdon rose as shown in the chart below.



Source: National Consortium of Examination Results (NCER)

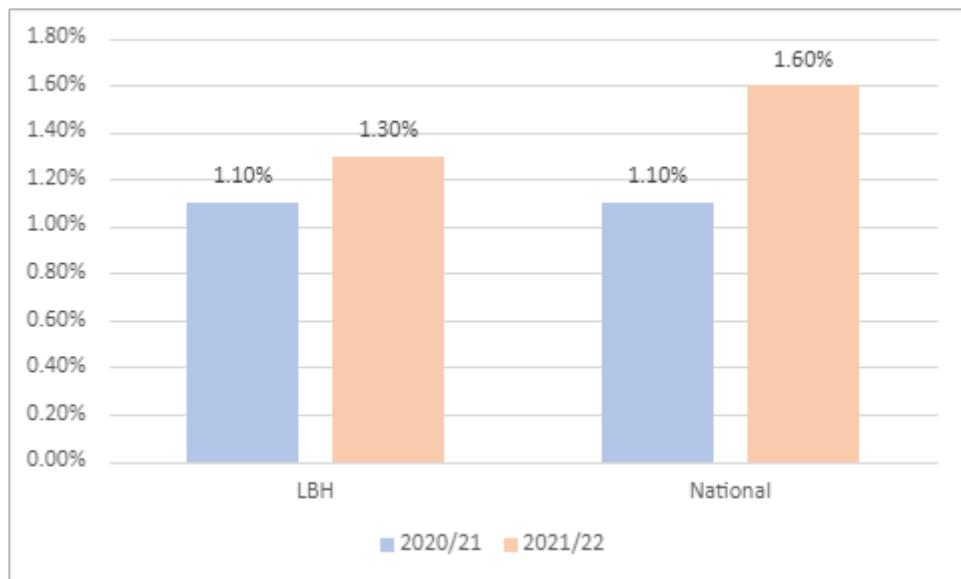
This is likely attributable to the adverse effects of the Omicron variant of COVID-19 which was experienced during the spring term whilst students were still expected to attend their education settings. What is reassuring is that the rate of increase in Hillingdon's absence rates was less than the increase seen nationally. Overall, this has meant Hillingdon has risen from 56th place in the national rankings to 31st for overall absence.

A student who has missed more than 20% of their possible sessions during an academic year is classed as persistently absent. Hillingdon saw an increase in the rate of persistent absenteeism during the last academic year; however our rates remain less than those seen nationally. Around 3,844 more students became persistently absent during this year. Overall, this has meant Hillingdon has risen from 38th place in the national rankings to 22nd for persistent absenteeism.



Source: NCER

A student who has missed more than 50% of their possible sessions during an academic year is classed as severely absent. The rate of severe absenteeism only increased marginally during the last academic year and again remains less than that seen nationally. The equivalent of around 74 more students became severely absent during this year. Overall, this has meant Hillingdon has risen from 57th place in the national rankings to 35th for severe absenteeism.



Source: NCER

11 truancy sweeps were carried out in line with the Council's Targeted Problem Solving Days. During these sweeps 112 children were visited to support participation in education, employment

and training as appropriate to age, 61 of whom were CME. From these visits, 60 successful contacts were made of which 31 were CME.

Exclusions Data for Schools in Hillingdon

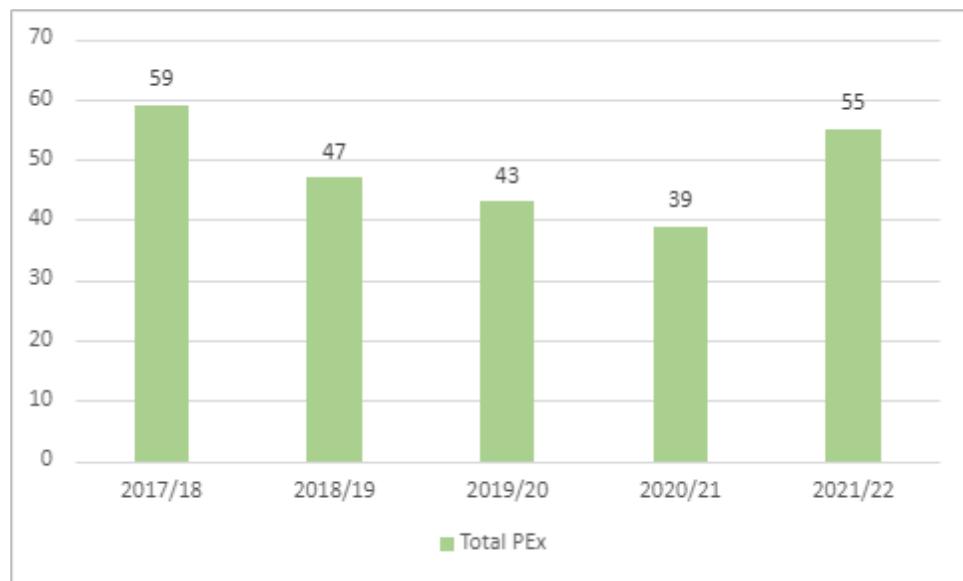
Key Figures for Permanent Exclusions

During academic year 2021/22, Hillingdon processed a total of 55 permanent exclusions. 43 of these were issued by Hillingdon schools and 12 were from out of borough (OOB) schools but the child was resident in Hillingdon.

Of the 55 permanent exclusions:

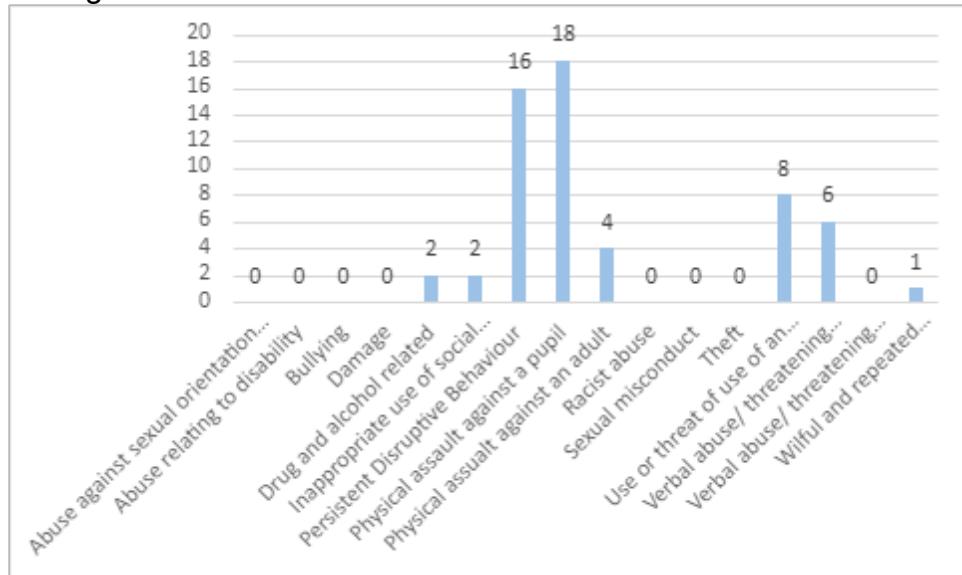
- Three were rescinded and the pupil returned to school
- Five were rescinded and the pupil started on roll with another school through the managed move process
- Two were referred to an Independent Review Panel. Both cases were quashed, however were then upheld a second time by the school's governing panel.

Whilst the rate of permanent exclusions during this academic year was higher than in the previous two years, as previously noted, this is due to the effects of COVID 19 on schools. When compared to pre-pandemic rates, the number of exclusions processed this year is broadly in line with previous figures.



Source: Internal data

The graph below shows the reasons provided by schools in Hillingdon for the permanent exclusions issued during this academic year. Unlike previous years, the highest recorded reason for 2021/22 was physical assault against a pupil, with persistent disruptive behaviour being the second highest recorded reason.



Source: Internal data

Whilst the numbers of incidents relating to physical assault have increased, the data for exclusions in other areas is encouraging based on the previous academic year and when taking into consideration the COVID 19 context:

- The rate of exclusions relating to drugs and alcohol has reduced by 18%
- The rate of exclusions relating to persistent disruptive behavior has decreased by 3%
- The rate of exclusions relating to abuse against sexual orientation and gender identity, abuse relating to disability, bullying, damage, racist abuse and sexual misconduct all remain at 0.

The notable reduction in the rate of exclusions relating to drugs and alcohol can be directly linked to work undertaken by the Lead Officer for Exclusions and Reintegration in 2021. As part of this, a review was conducted to better understand if schools were utilising Hillingdon's local offer relating to drugs and alcohol. This review extended to the officer working in partnership with the Adolescent Development Service to write a substance misuse/use policy template for schools. Officers also looked at ways to develop supportive interventions for schools and pupils rather than the route of permanent exclusion. Hillingdon officers launched a pilot programme with three secondary schools, which involved training, workshops, and prioritised referrals. This pilot programme resulted in zero permanent exclusions for substance misuse from the schools involved in the programme. The wider effects of this programme being broadened to all schools in September 2021 is evidenced in the overall reduction in exclusions relating to drugs and alcohol. The two permanent exclusions issued both came from the same school and both pupils were involved in the same incident.

Key Figures for Suspensions

In total, there were 2062 suspensions issued by Hillingdon schools in 2021/22. The breakdown was as follows:

- 85% of all suspensions were issued by secondary school settings
- 66% were issued to boys
- 33.2% were issued to children with SEND
- 44% were issued to children eligible for Free School Meals
- The most common reason for a suspension being issued was persistent disruptive behaviour (740). This is followed by physical assault against a pupil (484).

COVID-19 has had a significant impact on children and young people as well as schools and local authorities nationally. Trends seen in Hillingdon during this academic year are replicated nationally, with many children struggling with their behaviour often as a consequence of an issue relating to their mental health.

Hillingdon officers will continue to create support packages for children and young people at risk of permanent exclusion or receiving multiple suspensions. In the next academic year, this will be greatly assisted by a new data system which requires to alert the local authority daily of any suspensions issued to children on their roll.

2.7 Young People Not in Education, Employment or Training (NEET) and Increasing Pathways for Young People into Education, Employment or Training (EET).

The Post 16 team undertakes several functions concerned with ensuring children and young people access their education entitlement, through informing and increasing the number of pathways available so that young people access their education entitlement and benefit from sustained participation in education, employment, or training.

Specific areas of work by the post 16 participation officer includes the ongoing tracking of young people's participation so that targeted support can be undertaken, by case officers who come from the Department of Work and Pension (DWP) and Youth Justice Service (YJS) to support these young people back into EET.

The Post 16 Participation Officer leads on assuring the 'September Guarantee', a process whereby 16- and 17-year-olds are enabled to find and secure education and training 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 identified placements. Participation data will fluctuate at points in the year, particularly during the summer, which is a key transition point where destinations change in year 11 and year 12.

The data below contains up to date statistics (to the end of July 2022 with comparisons to 2021 and 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 2022	July 2020	July 2021	July 2022	July 2020	July 2021	July 2022
NEET	2.4% (164)	1.6% (111)	0.8% (58)	1.7%	1.4%	1.1%	3.3%	3.0%	2.9%
Not Known	1.8% (123)	2% (138)	3.6% (263)	1.1%	1.1%	1.8%	2.9%	2.3%	2.3%
In Learning Level	95.6% (6470)	96.3% (6763)	95.6% (6994)	96.8%	97.3%	96.7%	91.7%	92.5%	91.9%

Source – West London Partnership Figures July 2022

There has been a 0.8 decrease in the number of NEETS in comparison from July 2021 to July 2022. This could be down to several factors, such as targeted programmes being initiated and building in tailored early intervention and prevention approaches through the team utilising internal and external resources. Mental health related support, new providers offering bespoke packages into the council and having a ‘no wrong door’ approach, has enabled us to fall below the average this year.

September guarantee statistics for 2022 were 93.8%, a 3.0% decrease from 2021. We worked to ensure that we were able to gather this information from schools at an early stage, to enable the figures to be achievable. Although we have had a decrease in this year, in comparison to neighbouring authorities, resources were more stretched than the previous year where we were able to gather resources from the covid team, to support with this area of work.

Post 16 Partnership Coordinator

- The Post 16 digital [prospectus](#) has been launched with a communication strategy in place to ensure that it reaches all year 11 students.
- Plans are in place to maximise the prospectus in the second year, for students to be informed around other pathways available which include the world of work and employers embedded into it.
- The internal Partnership Forum and Careers Leaders' Network has continued with an increase in attendance. More members within the council are now part of the internal forum, which includes Learning and Development and the Axis service.
- Hillingdon Council is part of the West London Careers Hub cornerstone employment group. This allows us a platform through the Start profile to showcase the opportunities as well as run careers sessions about the variety of areas students can be aware of within the council.
- The ongoing work with the college has seen T levels being offered within the council. Post 16 strategic education has offered to take one of these placements from the college.
- The good working relationship between the Post-16 Coordinator and the Careers Cluster, and the LEAN Network within the borough.
- The maintained relationship with the schools and academies within the borough, offering local authority support and understanding and minimising the challenges that exist within provisions.

- Mapping out providers available to offer traineeship opportunities for our NEET (Not in Education, Employment or Training) cohort, there is now a broader range that NEET case officers can signpost to.
- NEET and at risk of NEET events have been run both virtually and face to face for students, to signpost to providers offering a variety of different programmes.
- Hillingdon council is part of the wider PAN London operational and improving the offer for young Londoner's subgroup. Attending forums such as Skills London and the Green Skills event, ensures there is an emphasis on bringing national initiatives into the council.

Priorities for Young People to Access Education, Employment or Training

1. Increase the relationship with the college and our alternative provisions to support the disadvantaged groups who are at risk of NEET. We are to progress with a post 14 – 19 strategy, alongside the Harrow, Richmond and Uxbridge College (HRUC).
2. Embed a digital prospectus for year 2, increasing alternative pathways which are available for young people through raising this awareness
3. Hillingdon council as an employer, promoting these areas within the council to better increase our talent pipeline within and provide a range of opportunities post 16.
4. Build on the providers that we currently use within the borough for our NEET cohort, outlining a vast number of programmes which lead from traineeships into employment
5. Continue the strong relationship with Education Development Trust (EDT) to build on the existing work we have progressed with in schools.

Part 3

Educational

Performance

3.1 Educational Performance Overview

This section 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 suspension of data during the pandemic, the data will be difficult to compare with the previous year and this will improve in next year's report of 2022/23.

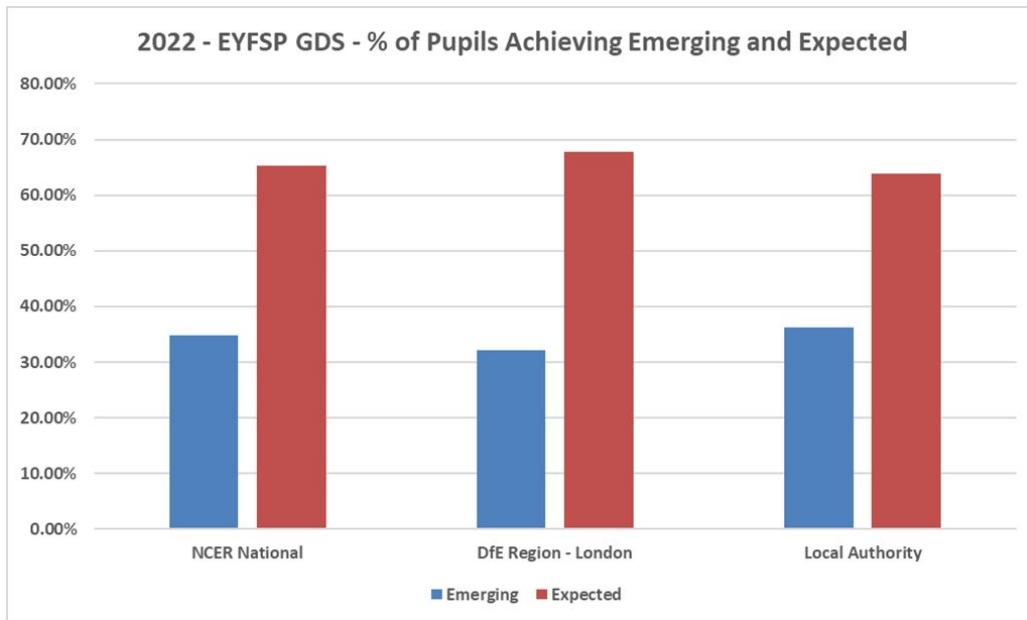
The Local Authority Interactive Tool has been partially updated with this years' attainment data. Some tables such as % of Reading, Writing & Maths meeting Expected Standard have been updated, others have not. Information about rankings refers to Hillingdon's performance against 10 DfE-identified statistical 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.

3.2 Early Years & Foundation Stage Education

Early Years Good Level of Development (GLD) 2021/22

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.

The following graph has been generated from Nexus; this is software that London Borough of Hillingdon is part owner of. It captures attainment data from as many local authorities as possible and then compares us to the London Region and Nationally.



Data taken from Nexus. Recorded in a new format, therefore cannot relate to previous years. LAIT does not contain this data.

- Attainment of children in Hillingdon has dropped below national and London percentages for the first time in several years. This could well be because it is the first year for Reception Year teachers to be assessing against the new Early Learning Goals (ELG'S) within the Early Years Foundation Stage Reforms. Comparisons should not be made with this data to previous years and in relation to specific ELG's or areas of learning, as a revised Early Years Foundation stage was introduced in September 2021 with a completely new set of ELG's and changes to the educational programme. The Early Years Advisory Teacher Team (EYTT) provided some moderation events but as moderation is no longer a statutory requirement, we only had around 40% of schools attending and teachers were making final assessment judgements against a whole new set of attainment criteria, with limited exemplification materials provided. Traditionally, in Hillingdon, whenever new assessment procedures have been introduced, teachers have been extremely cautious in making judgements and this may be indicative with this year's data.
- It is important to recognise that the Covid 19 Pandemic will have greatly impacted these young children. Many children within this cohort will have missed, or had disrupted, pre-school provision and had limited early learning opportunities prior to starting school in September 2021.

Source: Early years foundation stage profile results for the 2021 to 2022 academic year at national and local authority level

	National	London	Hillingdon
Good level of development (GLD)	65.2%	67.8%	63.9%
Communication and Language (C&L)	79.5%	79.1%	77.0%
Personal, social and Emotional development (PSED)	83.0%	83.3%	81.0%
Physical development (PD)	84.9%	85.6%	84.8%
Literacy (LIT)	68.0%	70.4%	65.9%
Mathematical development (MD)	75.9%	77.2%	74.1%
Understanding the World (UW)	79.6%	78.9%	74.8%
Expressive arts and design (EAD)	84.5%	84.4%	80.4%

- During the academic year 2021/22 the EYTT worked with 12 schools that had been identified as requiring support through the school improvement team and detailed action plans and reviews were established. All schools that were offered support took up the offer and all agreed actions were implemented.
- The EYTT worked with 6 schools on an impact lead Communication and Language project to raise standards in Communication and Language and in these schools, there was a positive impact on Literacy outcomes. We are widening this project to further 12 schools across the current academic year

Priorities for 2022/23

1. To focus on supporting 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.
2. To focus support and challenge for schools and Private, Voluntary and Independent (PVIs) on the Prime areas of learning and the specific areas of Literacy and Mathematics particularly, to support a rise in attainment of the Good Level of Development.
3. To provide detailed advice, support, and training on effective learning environments both indoors and outside to promote the teaching of Mathematics, Literacy and the Prime areas to ensure they are reflective of the learning needs of children.
4. 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.
5. To continue to support development of effective Communication and Language skills through delivery of the Communication Champions Project.
6. To support the wider Local Authority, roll out of the Five to Thrive approach to ensure all Teachers and Practitioners are upskilled in promoting healthy early brain development and can share this information with parents and carers.

3.3 Primary Phase Education 2021/22

Key Stage 1

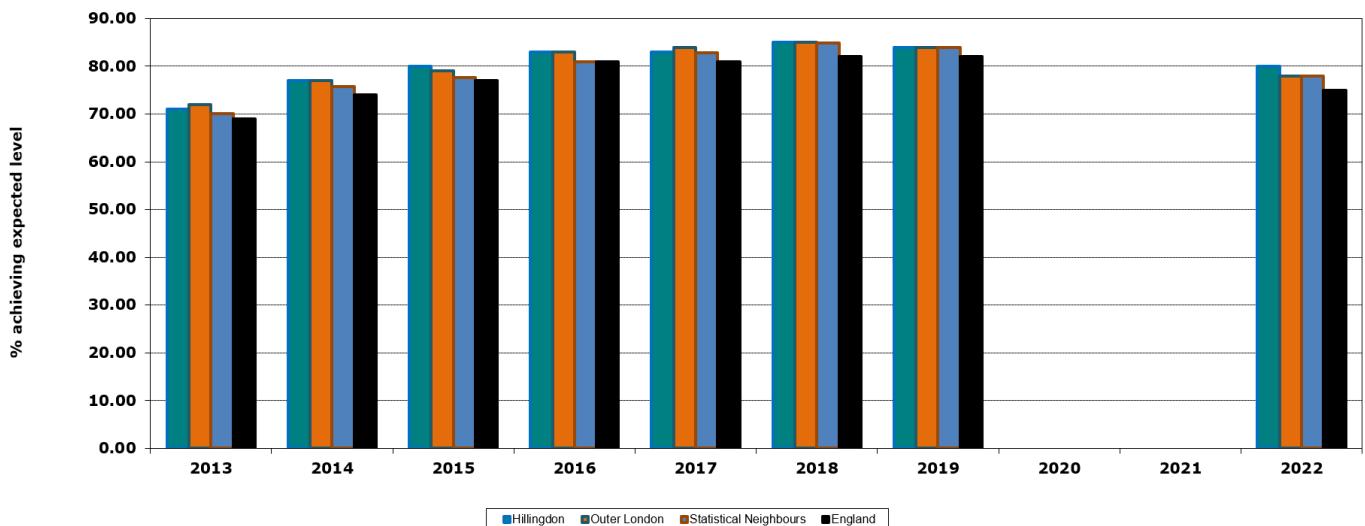
Phonics Outcomes in Hillingdon

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.

Percentage of pupils achieving the expected standard in 2022 was 87.7% (3405 pupils out of 3881), slightly above the national figure of 87%.

Data Set 7 - Graph:

% of pupils achieving expected level in Phonics decoding - all pupils



Source - Phonics 2022 Tables (DfE) *Note - Figures shown are percentages. NB – no result is available for overall Statistical Neighbours in Year 1

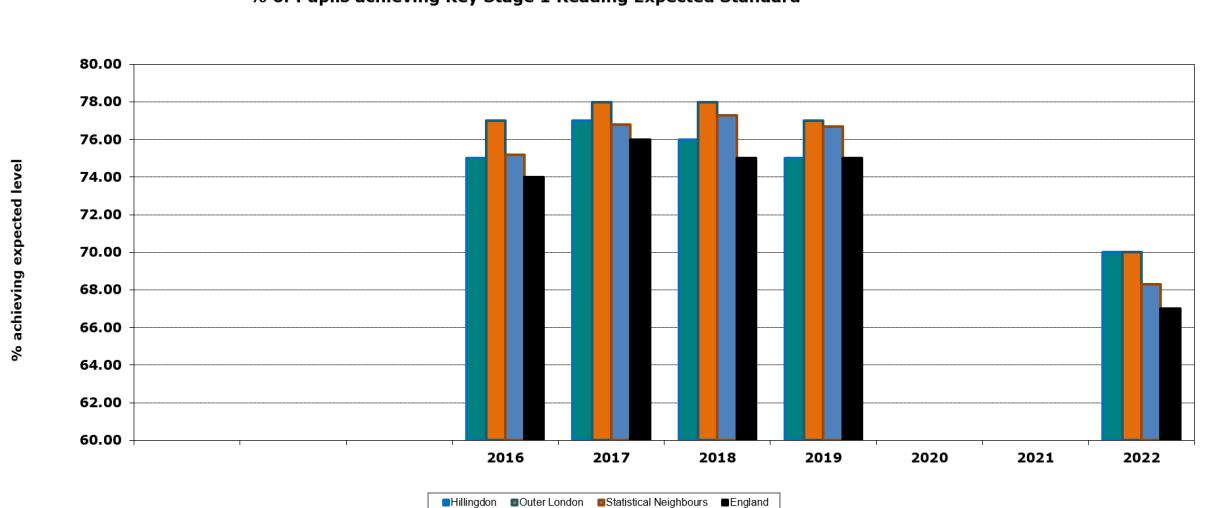
Key Stage 1 Outcomes in Hillingdon

In 2021/22:

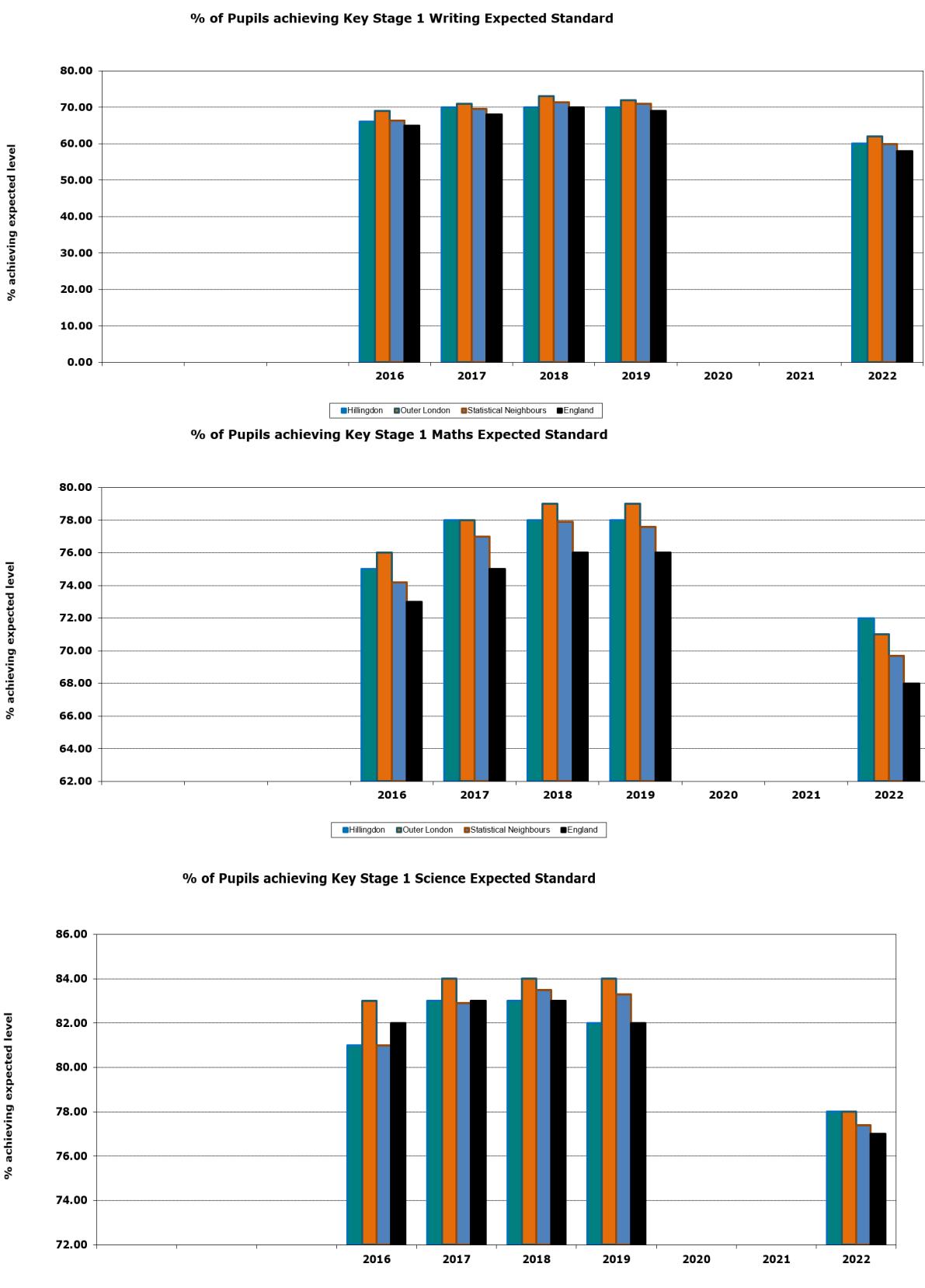
- Hillingdon's KS1 Reading attainment at the Expected Standard was ranked 5th of 11 in relation to statistical neighbours. Against National the ranking was 27th of 153.
- Hillingdon's KS1 Writing attainment at the Expected Standard was ranked 9th of 11 statistical neighbours, and 38th of 153 Nationally.
- Hillingdon's KS1 Maths attainment at the Expected Standard was ranked 4th of 11 statistical neighbours and 18th of 153 Nationally.

Data Set 8 - Graph:

% of Pupils achieving Key Stage 1 Reading Expected Standard



Data Source – LAIT – all statistical groups showed a drop in attainment. Hillingdon performed well against the statistical neighbours and better than Outer London and National England.



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

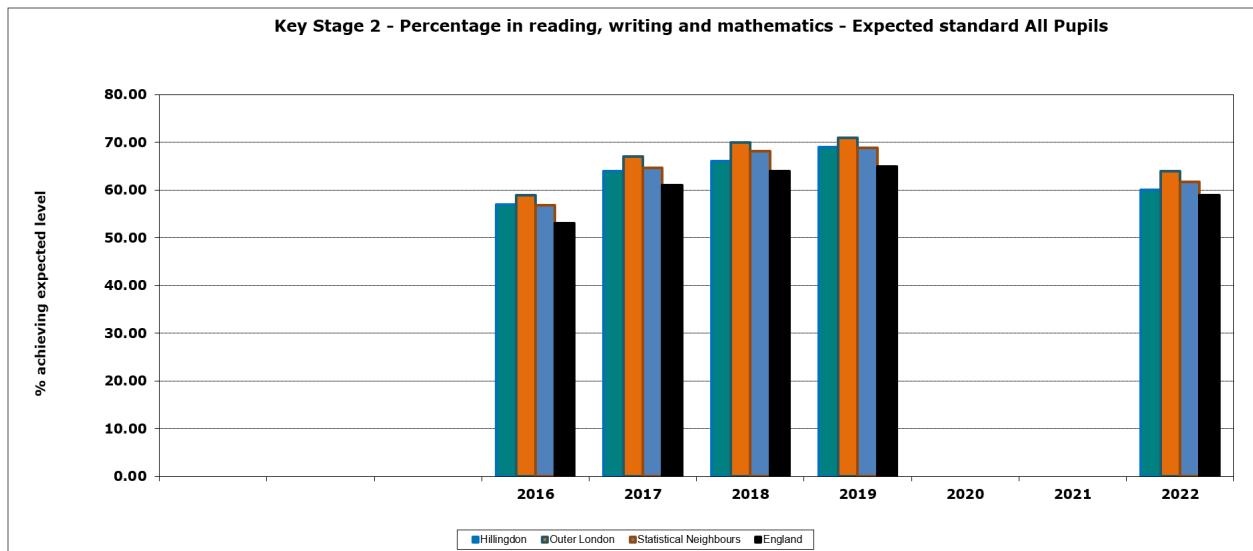
Key Stage 2

Key Stage 2 Outcomes in Hillingdon

Overall results for Hillingdon's children at Key Stage 2 at the end of 2021/22 were positive with the borough performing well against national averages for all key measures and for the combined Reading, Writing and Maths outcome.

2021/22 Performance in Hillingdon

- £ Reading attainment at the Expected Standard was 76%, in line with outer London and statistical neighbours and above national. Hillingdon national rank was 51 out of 153 LAs.
- £ Writing attainment at the Expected Standard was 73%, in line with outer London and statistical neighbours and above national. National ranking was 29.
- £ Maths attainment at the Expected Standard was 76%, in line with outer London and statistical neighbours and above national. National ranking was 28.
- £ Grammar, Punctuation and Spelling (GPS) attainment at the Expected Standard was 78%, in line with outer London and statistical neighbours and above national. National ranking was 22.
- £ Combined Reading, Writing and Maths at the Expected Standard was 62%, below outer London, in line with statistical neighbours and above national. National ranking was 37.



Data Set 9 - Graph: Source – Key Stage 2 published November 2022. Compares Hillingdon to National, Statistical Neighbours and Outer London

Priorities for Primary Phase Key Stages 1 & 2 Education

Priority areas for development:

KS1:

- Ensuring that outcomes across all areas return to pre-Covid levels
- Support school leaders in tracking and analysis of data to ensure they target support appropriately for Key Stage 1 combined outcomes
- Supporting the progress of children from disadvantaged backgrounds, those with SEND and children from White and first language English and Black Caribbean backgrounds from Early Years to Key Stage 1 to reduce the gaps in attainment and progress accentuated by Covid.

KS2:

- Ensuring that outcomes across all areas return to pre-Covid levels
- Support school leaders in tracking and analysis of data to ensure they target support appropriately for Key Stage 2 combined outcomes
- Supporting the progress of children from disadvantaged backgrounds, those with SEND and children from White and first language English and Black Caribbean backgrounds from Early Years to Key Stage 2 to reduce the gaps in attainment and progress accentuated by Covid.
- Focus on improving reading attainment overall, through enhanced links with providers of local literacy improvement support, including Regional Teaching Schools, hubs and national organisations.

3.4 KS4 Secondary and Post-16 Education

The Key Stage 4 and 5 outcomes

In 2022, Students sat exams in KS4 & 5 again after a 2 year break. Official results this year do come with a ‘caution’ from the Department for Education. Namely, that results may still be depressed as a result of the impact of the last 2 years.

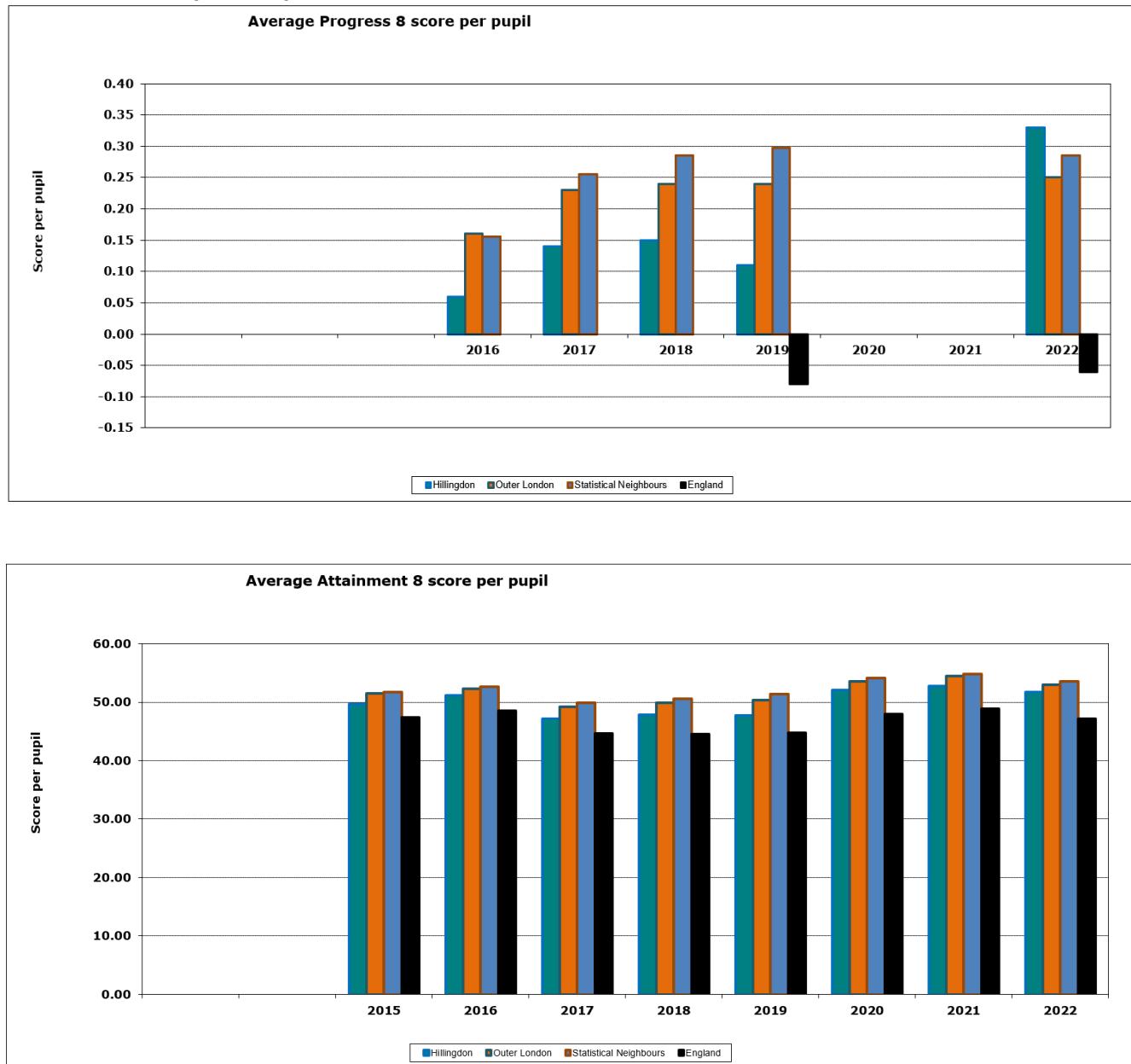
Key Stage 4 Outcomes in Hillingdon: Percentage of overall results including performance measures for progress and attainment

2022:

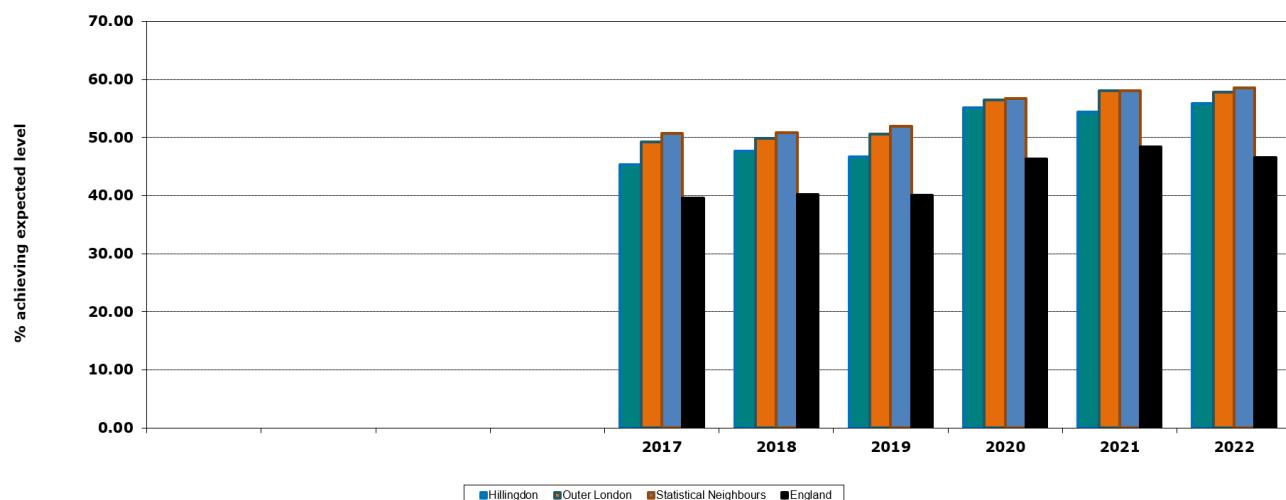
- Overall attainment 8 score was 51.70, in line with outer London and statistical neighbours and above national. Hillingdon national rank was 36 out of 153 LAs.
- 74.40% of students gained standard passes in English and Maths, almost identical to outer London and statistical neighbours and significantly above the national average. Hillingdon national ranking was 31.
- 22.50% of students gained strong passes in English and Maths, 6% below outer London and statistical neighbours, but 4% above national average.
- The percentage of Hillingdon students entered for the English Baccalaureate was 42.20%, lower than outer London and statistical neighbours, but above national. The percentage of students achieving the English Baccalaureate was 29.80%, above national but below outer London and statistical neighbours.
- The Progress 8 score for Hillingdon students was 0.33, above outer London and statistical neighbours and well above national (-0.03). However, for those Hillingdon students identified as disadvantaged, the Progress 8 score was -0.10 and -0.20 for students eligible for Free School Meals.

(Source = LAIT – Local Authority Information Tool)

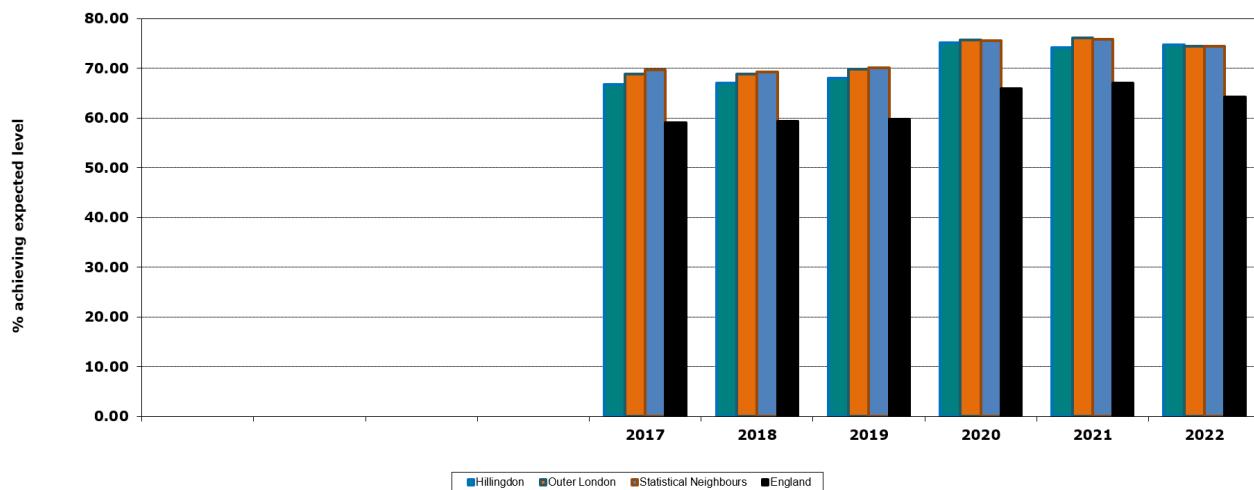
Data Set 10 – Graph 1: Updated for 2022



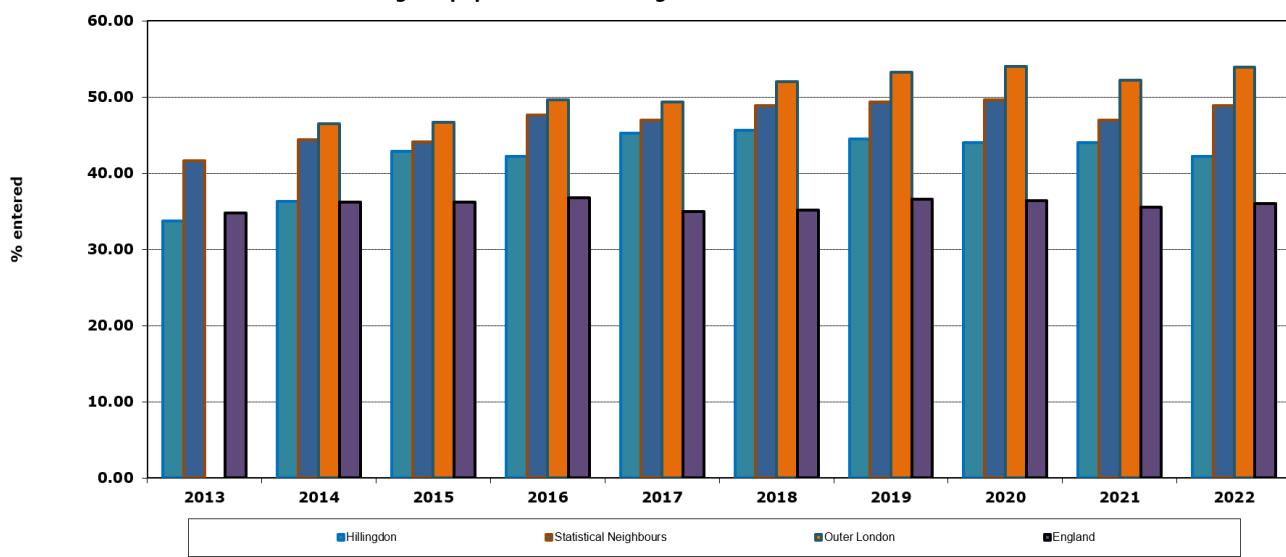
Percentage of pupils achieving 9-5 pass in English and Maths



Percentage of pupils achieving 9-4 pass in English and Maths



Percentage of pupils entered for English Baccalaureate



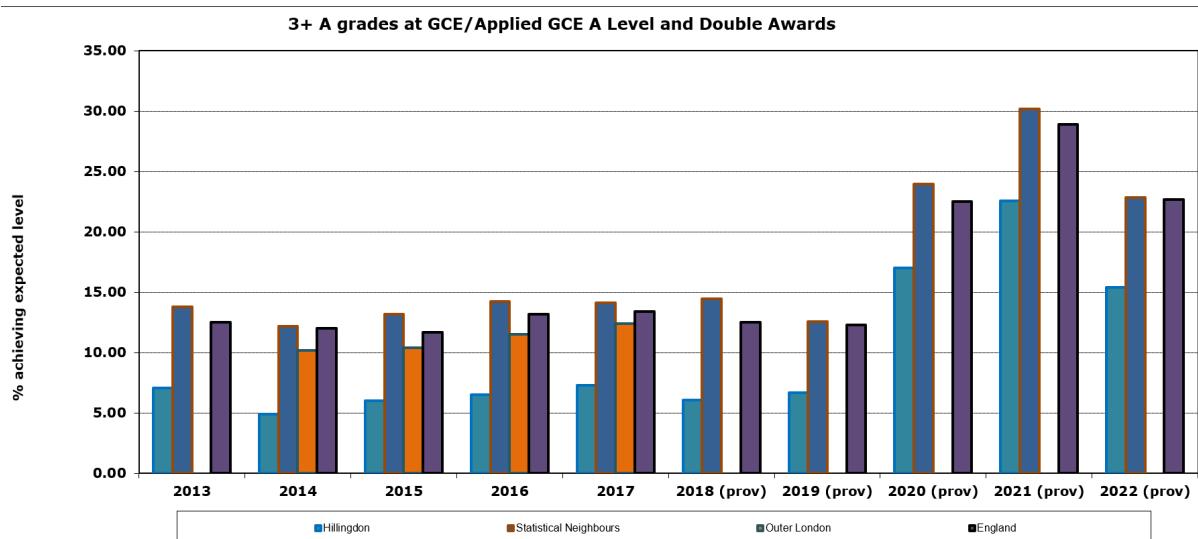
Indicator	National Ranking
Average Progress 8 score per pupil	18
Average Attainment 8 score per pupil	36
% of pupils achieving 9-5 pass in English & Maths	31
% of pupils achieving 9-4 pass in English & Maths	31
% of pupils entered for English Baccalaureate	47

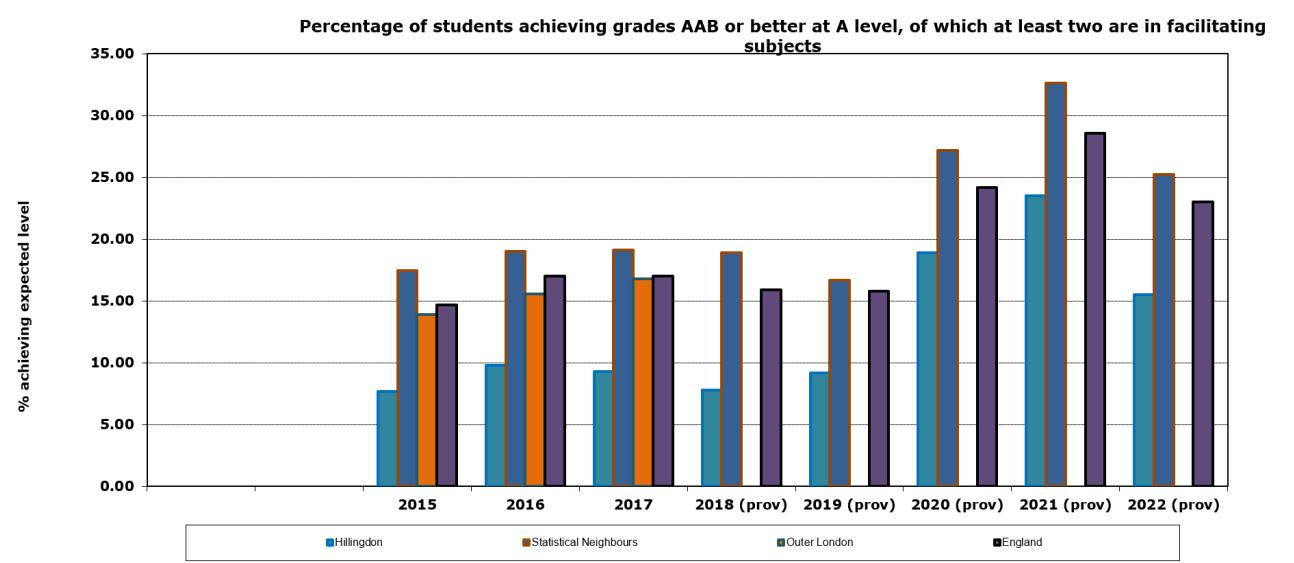
Priorities for Secondary Education Key Stage 4

- To address the discrepancies in the achievement gap between disadvantaged and non-disadvantaged students,
- 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

LAIT has been updated with provisional KS5 Attainment data. Full data is expected to be published by the DfE in January 2023. There is still a possibility that Appeals are still being processed. there is no outer London comparison data in 2023. The impact of CAGs and TAGs is obvious in 2020 and 2021.





Our national ranking is as follows:

Indicator	National Ranking
Tech Level – Average Point Score	123
Cohort APS per A–Level Entry	91
3+ A grades at GCE/Applied GCE A–Level & Double Awards	104
% of students gaining AAB or better	106
APS per entry – Best 3 A–Levels	97

These are provisional rankings.

2021/22 Key Stage 5 Outcomes in Hillingdon

- In 2021/22, 15.4% of students achieved 3+ A Levels or Double Awards, 7% lower than our statistical neighbours and 6% below the national average.
- 24.70% of students achieved AAB grades at GCE A Level or better, 9% lower than statistical neighbours and just under 10% below national.
- The average point score (APS) per entry based on best 3 A Levels was 36.60, slightly lower than statistical neighbours and about 3.0 points lower than national.
- The Tech Level Average Point Score was 27.98, 3.0 points lower than statistical neighbours and national.
- Hillingdon schools remained below the London and National average attainment levels for APS. However, Hillingdon had made positive progress compared with both.

Priorities for Secondary Key Stage 5 and Post-16 Education

The Council needs to prioritise support for Key Stage 5, to ensure as a Borough we are providing the best possible outcomes for these cohorts. This needs to sit alongside the Post-16 strategy has been developed to ensure a broad range of Education, Employment & Training opportunities exists in Hillingdon and work towards lowering the number of children who become NEET.

- To work with secondary Head Teachers to review borough-wide performance at Key Stage 5 A Level and to identify themes to address to raise outcomes to at least national standards.

- 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 develop a 14-19 strategy group and a Key Stage 5 development group to identify areas for school improvement that 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.
- To develop sufficiency in the NEET team to ensure speedier placement of students on EET programmes.

3.5 Standards and Quality of Education for Adult Learners

Learn Hillingdon Adult Community Education (ACE) 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 the Council'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	19-20	20-21	21-22
Learners <i>Individual residents</i>	2182	1589	1681
Enrolments <i>People can enrol for more than one class</i>	4183	3298	3639
Retention <i>Proportion of those enrolled who stay until end of course</i>	84.7%	92.1%	93.4%
Attendance <i>Important because they can't learn if they don't attend</i>	87.8%	92.9%	94%
Pass <i>Of those retained, what proportion passed their course?</i>	92.9%	94.1%	92.5%
Achievement <i>Of those who started, what proportion passed the course?</i>	78.6%	86.6%	89.5%

Overall, learners are more likely to be female, of white heritage and 35-49 years of age. Most learners (57.3%) live in the south, in Lower Super Output Areas (LSOAs) that are ranked 2 to 5 on the Index of Multiple Deprivation (IMD) scale, most of whom are low skilled, low waged/unemployed and study English for Speakers of Other Languages (ESOL), English and maths.

Full details can be found in the service's Self-Assessment Report (SAR) ([Learn Hillingdon ACE SAR 21-22 - DS.docx \(sharepoint.com\)](#)).

