

# Annual Standards of Education in Hillingdon Report 2022/23



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## Acronyms Used in Report

AP	Alternative Provision
CI	Critical Incident
CME	Children Missing Education
CYP	Children or Young Person
DfE	Department for Education
DU	Designated Unit
EBSA	Emotional Based School Avoidance
EET	Education, Employment or Training
EHCP	Education Health Care Plan
EHCNA	Education Health Care Needs Assessment
EHE	Elective Home Education
EHN	Early Health Notification
ELSA	Emotional Literacy Support Assistant
EPS	Education Psychology Service
ESF	Early Support Funding
ESOL	English for Speakers of Other Languages
EYs	Early Years
EYFS	Early Years Foundation Stage
EYQIT	Early Years Quality Improvement Team
FAP	Fair Access Panel
FSM	Free School Meals
GLD	Good Level of Development
HLP	Hillingdon Learning Partnership
IC	Inclusion Commitment
IYFAP	In Year Fair Access Panel
LAIT	Local Authority Interactive Tool
LAC	Looked After Child
MAT	Multi Academy Trust
MSP	My Support Plan
NASEN	National Association for Special Educational Needs
NEET	Not in Employment, Education or Training
OAP	Ordinarily Available Provision
PAN	Pupil Admission Numbers
PEP	Personal Education Plan
PVI	Private, Voluntary, or Independent
RI	Requires Improvement
SAO	School Attendance Order
SARR	Schools At Risk Register
SAS	SEND Advisory Service
SC	Studio College
SCERTS	Social, Communication, Emotional Regulation, Transitional Support
SEF	Self-Evaluation Framework
SEMH	Social, Emotional & Mental Health
SEND	Special Educational Needs & Disabilities
SENDIASS	Special Educational Needs Disabilities Information Advice & Support Service
SN	Statistical Neighbours
SRP	Specialist Resource Unit
SSP	School Place Planning
UASC	Unaccompanied Asylum-Seeking Children
UTC	University Technical College

# Executive Summary

The Annual Standards of Education in Hillingdon Report for 2022-23 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

Getting back to normal after Covid for schools has been a large focus of 2022-23 and the Council and Schools have responded positively and with resilience. There were no lockdowns or enforced virtual education during this period. Many Early Years settings and schools say they are still dealing with the impact of Covid: lower attendance and higher persistent absence; more speech and communication delays in younger children entering nurseries; increased challenges around social, emotional and mental health were some of the issues education settings have been facing. The Council continues to raise standards in education with monitoring, support and challenge, working with internal and external partners. Ofsted inspections have caught up with the backlog from Covid and Hillingdon remains in line with national outcomes. 9 schools were listed on the Council's 'Schools At Risk Register', compared to 16 in the previous year; this comprised of 5 academy schools and 4 maintained schools, 4 primary schools and 5 secondary schools. The Regional Schools' Commissioner is responsible for academy school performance and the Council worked closely with our 6 maintained schools to improve performance and outcomes. The Hillingdon Learning Partnership (HLP) launched this year, which is a joint enterprise between the Council and schools to deliver professional development from Early Years to Post-16. 52 out of 99 schools joined in the first year and feedback from schools was overwhelmingly positive. School Place Planning has seen a decline in demand for primary places and an increase in demand for secondary places. School Admissions has received a slight increase in secondary applications, a decrease in primary applications and elected home education applications remained steady.

## Part 2 – Vulnerable Children and Young People's Outcomes

Looked after children (LAC) have had good outcomes in KS2 & KS4. LAC not in Education, Employment or Training (NEET) is higher than the London average. There has been a growth in Education Health Care Plans (EHCPs) compared to the previous year. Closing the gap between disadvantaged pupils and their peers remains a key focus. Elective home education numbers were roughly the same as the previous reported year. Children Missing Education referrals were similar to the previous year. The borough is broadly in line with national data for absence, but significantly above national for persistent absence. There has been an increase in permanent exclusions compared with last year's data. Mainstream NEET figures have improved by 3% on the previous academic year.

## 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. Educational outcome data for 2022-23 now has not been impacted directly by Covid-related restrictions and can be used and shared openly. This means we have used the data to set a benchmark for how well we are performing since the pandemic and to plan to address any issues that the data identifies.

## Director of Education & SEND

Abi Preston

# Part 1

# Education

# Improvement and

# Impact

## 1.1 Moving on from Covid-19

Hillingdon schools were able to resume normal business post Covid-19.

Education services have been proactive in supporting schools with advice, guidance, training, listening to schools about their needs and putting in place initiatives to meet those needs.

All Education services have been reviewing hard and soft data in preparation for an area-wide Education Strategy to launch in April 2024. This will include continuing to ensure that all Hillingdon children and young people achieve their best outcomes in schools that are judged to be at least 'good' by OSFTED. It will also include a plan to address the potential threats to achieving their best outcomes, based on data and feedback from schools and settings. These include:

- The gap in early development at Early Years between children eligible for Free School Meals (FSM) and those that are not.
- The continued gap in attainment and progress in Primary and Secondary education of disadvantaged pupils (including FSM) and non-disadvantaged.
- The rise in persistent absence from schools among many pupils, which is part of a greater national issue.
- The increase in reported mental health related concerns among young people and families that affects their learning.
- The rise in the number of children with possible Special Educational Needs and Disabilities from a younger age.

The plan will also reflect the need to develop and make visible the expanding opportunities for young people at post-16, including more work-based employment with an education offer across all industries and more apprenticeships.

## 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.

The national education and employment landscape is going through a period of great change and the Council is working to ensure its residents have access to the very best education, employment and training opportunities. This is being realised by working closely with all settings, schools and further education providers to ensure they can offer cutting edge opportunities that continue to make Hillingdon a desirable place to study and learn.

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 particularly those children, young people and adults vulnerable to underachievement, including those with

special educational needs and/or disabilities and those from disadvantaged backgrounds. 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 Director of concerns in Academy schools to drive up standards.
- Working in partnership with the Regional Teaching School Hub and multi-academy trusts to build capacity within the schools-led improvement community in Hillingdon.

## 1.3 Ofsted Inspection of Early Years & Foundation Stage (EYFS)

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

We currently have a total of 94 PVI settings:

Not yet inspected	Outstanding	Good	Requires improvement	Inadequate
7	12	69	1	2

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 2023):

	Summary (Good or better)		Outstanding		Good		Requires Improvement (RI)		Inadequate	
	National	LBH	National	LBH	National	LBH	National	LBH	National	LBH
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%
<b>2022/23</b>	<b>96%</b>	<b>95%</b>	<b>18%</b>	<b>15%</b>	<b>78%</b>	<b>80%</b>	<b>3%</b>	<b>3%</b>	<b>1%</b>	<b>2%</b>

Source - Overall effectiveness of early years providers: 31 August 2023. Ofsted

Those settings that have been graded as Requires Improvement (RI) or Inadequate have a focussed 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 successfully supported the following settings to improve Ofsted outcomes over the last year:

- 4 settings moved from an inadequate judgement to a good judgement and 1 setting moved from requires improvement to good.

We recommended a total of 10 settings to join the experts and mentors programme, and a further 3 have self-referred. Of these 8 have participated in the programme.

In the first rollout of the Early Years Professional Development Programme we had 17 early years practitioners, working at Level 3 or above, signed up. They represented 6 settings/schools. Unfortunately, 4 have been withdrawn and 1 has been deferred, the remaining participants are either completed or near to completion.

The current issues in this sector are recruitment and retention of staff and the low-level skills that newly qualified staff have.

We continue to support settings in preparation for inspection and providing targeted support to any setting judged as less than good.

Alongside bespoke training for individual schools and settings and childminders, we also run a centralised training programme and offer a mix of on-line and face to face events, on-line courses are generally uploaded onto LEAP. Training offered is needs-led. Bespoke training is provided in the evenings and at weekends for childminders along with the courses we commission Learn Hillingdon to provide for us.

## Childminders

We currently have 185 childminders in Hillingdon. Of these, 136 care for EYFS children. Since last year, we have had a further 13 childminders resign from the sector and a reduction of those minding EYFS children of 34. The 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 29 Met and 6 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
14	19	117	0	0

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 2023):

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## Data Set 4 – Table: Ofsted Outcomes from Childminder Inspections August 2023

	Summary (Good or better)		Outstanding		Good		Requires Improvement		Inadequate	
	National	LBH	National	LBH	National	LBH	National	LBH	National	LBH
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%
<b>2022/23</b>	96%	<b>100%</b>	12%	<b>14%</b>	84%	<b>86%</b>	2%	<b>0%</b>	1%	<b>0%</b>

Source - Overall effectiveness of early years providers: 31 August 2023. Ofsted

Support provided for childminders includes:

- Termly childminder newsletter
- Hillingdon childminder Facebook page, with links to relevant research and information.
- What does a learning walk look like for Childminders? Leaflet.
- Safe recruitment of assistants for childminders. Booklet
- Attendance by an officer at childminder drop-in sessions
- Bespoke 1:1 support for newly registered, inadequate and requires improvement childminders.

### Key Challenges

The single most challenging issue in Early Years (EYs) now 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, 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 unclear if these are general delays 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 continued their full inspection programme. Hillingdon received 25 inspections in the academic year 2022/23. Hillingdon's inspection data demonstrates an improvement when compared with the previous year, with 92% of schools overall now judged Good or better by the end of the 2022/23 academic year, compared to 91% of schools judged Good or better in 2021/22.

Two schools were classified as 'coasting schools' under new guidance issued in 2022. This is because they were judged as requiring improvement twice in a row. One is a primary maintained school, where the Regional Director and the Education Improvement Team at the Council agreed a rapid improvement plan involving Council support. The other is a secondary academy, which was issued with a termination warning

notice by the DfE. The Council Education Improvement team is working closely with the multi-academy trust to ensure it takes advantage of the range of local support available.

The one school rated as inadequate in 2021/22 has had its designation changed to a new Free School awaiting its first inspection.

Ofsted visits have been a mixture of Section 8 and 5 inspections throughout 2022/23 academic year. School inspections have caught up with the backlog created as a result of Covid-19.

The Council is working with all schools requiring improvement, including academies when requested.

## Summary of Schools in Hillingdon by Ofsted Judgement

Data Set 1 - Table: Final inspection overview 2022/23 (by 31<sup>st</sup> August 2023)

Type of School	No.	% Outstanding	No. Outstanding	% Good	No. Good	% Requiring Improvement	No. Requiring Improvement	% Inadequate	No. Inadequate
<b>Primary All</b>	<b>68</b>	<b>13%</b>	<b>9</b>	<b>81%</b>	<b>55</b>	<b>6%</b>	<b>4</b>	<b>0%</b>	<b>0</b>
Academy	23	9%	2	83%	19	9%	2	0%	0
Maintained	45	16%	7	80%	36	4%	2	0%	0
<b>Nursery</b>	<b>1</b>	<b>100%</b>	<b>1</b>	<b>0%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>	<b>0</b>
Maintained	1	100%	1	0%	0	0%	0	0%	0
<b>Secondary All</b>	<b>18</b>	<b>17%</b>	<b>3</b>	<b>66%</b>	<b>12</b>	<b>17%</b>	<b>3</b>	<b>0%</b>	<b>0</b>
Academy	16	19%	3	62%	10	19%	3	0%	0
Maintained	2	0%	0	100%	2	0%	0	0%	0
<b>UTC/SC</b>	<b>4</b>	<b>0%</b>	<b>0</b>	<b>100%</b>	<b>4</b>	<b>0%</b>	<b>0</b>	<b>0%</b>	<b>0</b>
Academy	4	0%	0	100%	4	0%	0	0%	0
<b>Special All</b>	<b>7</b>	<b>14%</b>	<b>1</b>	<b>72%</b>	<b>5</b>	<b>0%</b>	<b>0</b>	<b>0%</b>	<b>0</b>
Academy	5	20%	1	60%	3	0%	0	0%	0
Maintained	2	0%	0	100%	2	0%	0	0%	0
<b>AP/PRU</b>	<b>1</b>	<b>0%</b>	<b>0</b>	<b>100%</b>	<b>1</b>	<b>0%</b>	<b>0</b>	<b>0%</b>	<b>0</b>
Academy	1	0%	0	100%	1	0%	0	0%	0
Maintained	0	0%	0	0%	0	0%	0	0%	0
<b>All State funded schools in Hillingdon</b>	<b>99</b>	<b>14%</b>	<b>14</b>	<b>78%</b>	<b>77</b>	<b>8%</b>	<b>7</b>	<b>0%</b>	<b>0</b>

**Data Set 2 - Table: End of 2022-23 Inspection Summary - Hillingdon versus England**

Judgement	2022-23		2021-22	
	Hillingdon	England	Hillingdon	England
Outstanding	14%	16%	16%	18%
Good	78%	73%	75%	70%
Requires Improvement	8%	9%	8%	9%
Inadequate	0%	3%	1%	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 Director in the Department for Education (DfE), 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 Director's office and DfE and, in the case of maintained schools only, through the provision of Education Advisor 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 2022/23 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 launched 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 9 schools on the Council's 'Schools At Risk Register' (SARR) at the end of 2022/23. This is a reduction of 7 on the previous year. The reasons schools could be at risk cover a range from: poor Ofsted judgements, poor pupil outcomes, leadership concerns (including governance), finance pressures, stakeholder complaints amongst others.

### Overall - all schools

- 4/9 schools are primary phase
- 5/9 schools are secondary phase

### Primary schools

- 3/4 schools are maintained (2 are judged Good/Outstanding but at risk and 1 Requiring Improvement)
- 1/4 schools are academies (1 Requiring Improvement)

### Secondary / Studio Colleges / UTCs schools

- 1/5 schools is maintained (Good but listed due to its deficit)
- 4/5 schools are academies (3 Requiring Improvement and 1 a new Free School converter previously rated inadequate)

There is regular and robust information sharing between the Council Education Improvement team and the Regional Director at the Department for Education. Evidence based confidence ratings are discussed for schools requiring improvement. The quality of information shared regarding all aspects of maintained or academy schools is strong.

In 2022/23 a Three-Tier Support Model for categorising schools for prioritising education improvement support continued:

- Self-Improving - schools with an Ofsted rating of 'Good' or 'Outstanding' with no key areas of concern.
- 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. Each maintained school is offered a range of universal support, including an annual education advisor visit, professional development opportunities led by the HLP or by the Education teams at the Council. Targeted and Intensive support schools receive regular, practical, school

improvement visits to ensure there is swift progress on their improvement plans. This may involve brokering support or direct education adviser support.

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 Lifelong 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 for supporting mental health, we have delivered:

1. Mental Health First Aid Training – accredited course for one MH staff lead in each school.
2. Wellbeing and Mental Health direct support to schools - one day of customised mental health support to each school (upskilling staff).
3. Special Yoga train the trainer programme for Special Schools.
4. Toolkit of resources, model policies and templates.
5. Trained Mental Health Support Workers to work in schools. Currently 15 schools are supported by these staff.

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 / Multi Academy Trust (MAT) to support the mental health provision Borough-wide.

To mitigate the impact of Covid-19, a central government funded Mental Health Lead provided a whole school approach review and support, such as policy and procedures development, guidance and training. This support upskilled each Mental Health lead in schools. While this has now finished, the Education Improvement Team continue to work closely with Health to map out provision across all Hillingdon schools to identify additional support needs. There is a comprehensive offer of mental health support available to children and young people through their school and from wider stakeholders.

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 Social, Emotional and Mental Health (SEMH) pathway which will cover 'trauma informed practice' and 'Adverse Childhood Experiences (ACEs)'.

SAS have appointed an Educational Psychologist with an SEMH/Behaviour specialism who will work as an SEMH advisor supporting pre-statutory SEMH needs in strong collaboration with Health Partners and the existing Education Psychology 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 was reshaped and started last year. However, this is currently going through a change in leadership and will resume early next year. This is led by Health partners. 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.

Primary rolls overall have experienced a slight decline seen each year since 2019, a total 3.5% decline from October 2019 to October 2022. To manage this, reductions in primary schools Pupil Admission Numbers (PAN) have been actioned in multiple schools where there is a clear surplus of vacant places. Officers continue to monitor the number on roll at each school on a regular basis for further action.

At secondary, the number of children on roll has increased in line with projections, which predict a peak in year 7 admissions in September 2024 followed by a gradual decline as smaller primary year groups age through. Temporary extra places above PAN have been offered by some schools for Year 7 each September since 2019 to ensure that all residents receive an offer of a place on National Offer Day. A planned permanent expansion opened at one school in 2023. Further expansions are not expected to be required due to the lower primary numbers coming through the system. A new School Organisation Plan is being created to support longer term planning.

To meet the growing demand for special school places, a programme of capital works to expand and create new special schools, mainstream Specialist Resource Provisions (SRPs) and Designated Units (DUs) in the Borough is being progressed, and inline with the DfE Safety Valve Agreement.

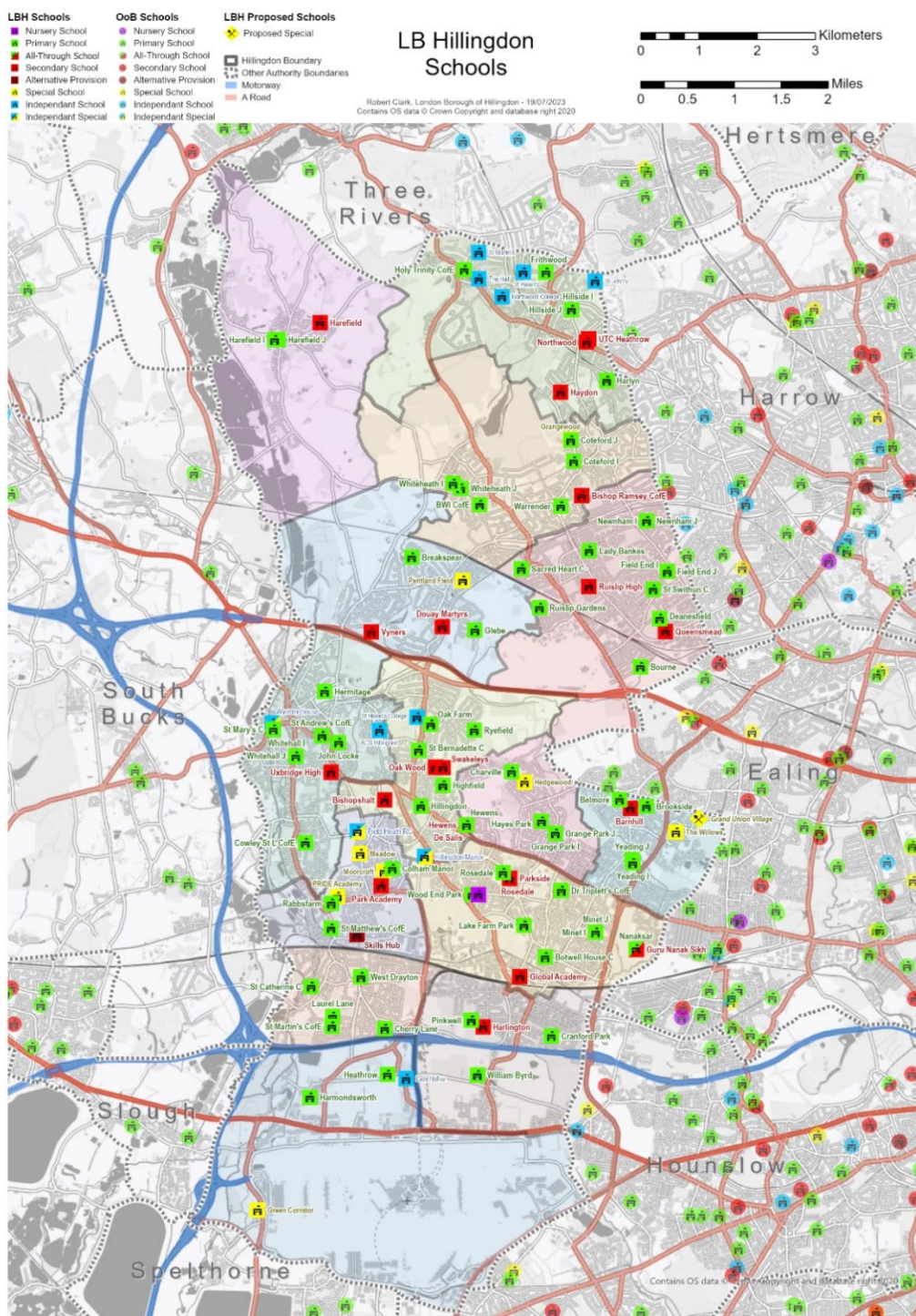
### Future School Place Planning Education Analysis

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. A

School Organisation Plan for Hillingdon will shortly be submitted for Cabinet approval and then shared which will present:

- An overview of the education landscape in Hillingdon
- A summary of current pupil numbers and projected demand in primary and secondary phases, including specialist provision
- Options in place for the Council to consider when determining the need to increase or reduce school places

The following map shows the local authority schools in Hillingdon in July 2023.



## 1.10 School Placements & Admissions

### Secondary School Places

Entry into secondary school for September 2023, Hillingdon council received 3,634 applications. On National Offer Day every Hillingdon child or young person was offered a secondary school place. From those, 69.37 per cent of Hillingdon pupils received their first choice. Hillingdon also achieved higher than the London average for applicants offered one of their top three preference schools at 89.45 per cent, compared to London's 89.26 per cent. Ninety-five per cent were offered one of their preferred places – a higher proportion than last year.

### Primary School Places

Hillingdon was ranked first in West London for offering children and their parents their first-choice school on Primary National Offer Day. The council is also third out of all London boroughs for offering families their first choice. In total, 94.93 per cent of children received their first choice in Hillingdon, which is significantly higher than the London average of 88.57 per cent. Furthermore, 99.36 per cent of applicants in Hillingdon were offered one of their top three schools, and 99.5 per cent were offered one of their top six schools.

### 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 (FAP). This is due to strong communication between the local authority (LA), school admissions officers and sufficient place planning. The LA are extremely grateful to our schools for their support with Year 11 pupils being placed in mainstream schools. The Panel is effective in ensuring that every child receives the best possible education in line with statutory guidance.

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

### Key Statistics

- **0 primary referrals** to the IYFAP.
- **47.7% increase - 201** total number of placements by the IYFAP in comparison to the academic year 2021-2022 where there were 136 placements.
- **150 of the 201 pupils** started at the allocated schools, this is due to pupils moving out of borough or starting an alternative school.
- **65 Year 11** aged children were referred to the panel, 48 of these pupils started at the allocated provisions.
- **8% decrease** in the total number of year 11 placements by the IYFAP into mainstream schools in comparison to the academic year 2021-2022. In real terms there have been 65 Year 11 referrals this year opposed to 71 in 2021-2022.
- **56% increase** in the total number of secondary school placements in the south of the borough in comparison to the academic year 2021-2022. In real terms there have been 195 placements this year opposed to 125 placements in 2021-2022.
- **4% 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 2021-2022. In real terms 195 of 201 placements this year (97%) were in the south of the borough opposed to 125 of 134 placements (93%) in 2021-2022. This highlights the strengthening of equal distributions across the borough.

- **28% of the placements** have been for ‘Children of Gypsies, Roma, Travellers, refugees and asylum seekers’.
- **34% of the placements** were for pupils in year 8.
- **4 additional children** were presented and had schools named as part of their school attendance orders.

These statistics include July’s placements however they will not start until the following academic year (2023/24).

### Year 11

All year 11 pupils that were referred to the FAP were covered by an alternative category and the panel agreed to place. The DfE confirmed the IYFAP must only be used to secure places for hard to place and vulnerable children, as set out in para 3.14 – 3.22 of the 2021 School Admissions Code. The general expectation is that mainstream education will be inclusive and that pupils with a wide range of needs will be able to access a mainstream school place. However, in recognition of the greater challenges for pupils in Year 11 who were seeking a new school where they are nearing post-compulsory school age, pupils were offered a place at Hillingdon’s Interim Provision, subject to availability. If a school place was required, the case was considered against the eligibility list for referral as a Fair Access placement. If eligibility was met the applicant was allocated a placement through the FAP.

### Placements

The table below show the Fair Access placements from September 2022 - July 2023, it also indicates where in the borough pupils were residing. For secondary schools, the north of the borough is determined as above the A40, and south as below the A40, primary schools are determined by planning areas. These referrals reflect all pupils that were taken to the panel, some pupils were not placed but have been included in the referrals.

Secondary referrals							
Month/Year Group	Year 7	Year 8	Year 9	Year 10	Year 11	North	South
September	0	4	4	4	7	0	19
October	2	8	0	5	9	0	24
November	0	12	1	6	13	3	29
December	2	9	2	3	13	0	29
January	4	6	4	5	6	0	25
February	0	7	0	4	3	0	14

<b>March</b>	0	14	0	1	7	0	22
<b>April</b>	1	4	1	3	7	0	16
<b>June</b>	3	3	3	3	0	0	12
<b>July</b>	1	2	1	4	0	3	5
<b>Total per year</b>	<b>13</b>	<b>69</b>	<b>16</b>	<b>38</b>	<b>65</b>	<b>6</b>	<b>195</b>
<b>Total</b>	<b>201</b>						

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

### Referral Reason

Below is a breakdown of the reasons each referral was made to the IYFAP. The additional eligible categories have not been included as there were no referrals. The highest number of referrals in the Secondary phase were made for children that had been out of education for 2 or more months and children of Gypsies, Roma, Travellers, refugees and asylum seekers.

### Place Planning Areas

For the 201 secondary school placements made through Fair Access, 195 children lived in the South of the borough and 6 children lived in the North of the borough. 97% 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	0	2	0	1	4	7
October	0	0	0	0	0	0
November	0	0	0	0	0	0
December	2	3	0	1	4	10
January	4	3	2	2	2	13
February	0	4	0	0	2	6
March	0	8	0	1	4	13
April	1	2	0	0	1	4
June	1	0	1	0	0	2
July	0	1	0	0	0	1
<b>Total</b>	<b>8</b>	<b>23</b>	<b>3</b>	<b>5</b>	<b>17</b>	<b>56</b>

Hillingdon saw an increase in applications for pupils of asylum-seeking families particularly from pupils placed in the contingency hotels by the Home Office.

- All of the 7 contingency hotels are located in the south of the borough
- 341 In-Year applications were received from pupils residing in these hotels. The majority of these pupils obtained school places through the normal admissions process, however, where this was not possible, these children were referred to FAP.

- 91% (51) of asylum seekers who were referred to the FAP were residing in hotels in the south of the borough.

In May, Local Authorities were advised by the DfE that they were beginning to disperse families who were living in hotel accommodation as the programme for hotels to accommodate Asylum Seekers was coming to an end. Whilst we are still receiving applications from certain hotels, the number has declined. We will continue to monitor the number of applications being received from hotels in the new academic year and will proceed to present these children at FAP where they meet the criteria.

### 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	2020-2021			2021-2022			2022-2023		
	Primary	Secondary	Total	Primary	Secondary	Total	Primary	Secondary	Total
September	0	32	32	1	43	44	0	19	19
October	0	8	8	0	10	10	0	24	24
November	0	15	15	1	27	28	0	32	32
December	0	12	12	0	9	9	0	29	29
January	0	9	9	0	3	3	0	25	25
February	0	7	7	0	10	10	0	14	14
March	0	16	16	0	11	11	0	22	22
April	0	17	17	0	5	5	0	16	16
June	0	6	6	0	10	10	0	12	12
July	1	8	9	0	6	6	0	8	8
<b>Total</b>	<b>1</b>	<b>137</b>	<b>138</b>	<b>2</b>	<b>134</b>	<b>136</b>	<b>0</b>	<b>201</b>	<b>201</b>

### Interim Provision

The Interim provision moved to a permanent location at the new Skills Hub site in Yiewsley. The provision has 10 places available.

- 56 pupils have come on roll since September 2022. Of this cohort, pupils have come from 19 different countries; speaking 20 different languages.
- Of the 56 pupils, 22 are Looked After Children and 2 were on Child Protection plans, this is 43% of the Interim cohort.
- 54 pupils, which is 96% of this year's cohort, have been successfully placed at a school as an outcome of the FAP, moved on through the NTS programme, accessing an alternative setting, they were end of statutory school age or moved out of the country/borough.
- The provision also provided extra support to pupils when a school was not allocated through the panel, or the pupil was at a point in year 11 where it was unreasonable to place them at a school. They supported a pupil who was going through an Education, Health and Care Needs Assessment, and sought Special Educational Needs Disability Exceptional (SENDEX) funding and post 16 support for a pupil with Special Educational Needs.

## **Fair Access Protocol 2023-24**

The School Placement and Admissions team are currently reviewing the Hillingdon's Fair Access Protocol for the academic year 2023-24, a consultation summarising the changes will be sent to every Headteacher to review and comment on. Once agreed with the majority of schools, the new protocol will be implemented for the next meeting. Until the new FAP is agreed we will continue to implement the process in the current FAP agreed in 2022-23.

# Part 2

## Vulnerable Children and Young People's Outcomes

## 2.1 Outcomes for Vulnerable Children and Young People

### Looked After Children Attainment and Progress Summary

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

**Key Stage 1:** There were five young people who completed Key Stage 1 in July 2023. 20% of this cohort met ARE in Reading, Writing and Maths.

**Key Stage 2:** There were six young people who completed Key Stage 2 in July 2023. Based on their SATs results 67% of this cohort met ARE in Reading, Writing and Maths.

**Key Stage 4:** Twenty-five eligible young people completed Year 11 in July 2023. Of this cohort, 65% had Special Educational Needs (35% had an EHCP; 30% SEN Support), 8% were unaccompanied asylum-seeking children (UASC) and 65% resided outside of Hillingdon. Of the 25 pupils, 23 were entered for level 2 examinations (GCSEs, BTEC) or equivalent at the end of the academic year. The average attainment 8 score was 21.7 and the average Progress 8 score was -1.4.

**Key Stage 5:** The Virtual School supported 228 Post 16 learners throughout the academic year 2022-23. Level 3 learners accounted for 12% of the cohort. The remainder of those in further education were primarily on ESOL pathways, Functional Skills, BTEC and GCSE qualifications ranging from Entry 1 to Level 2 and apprenticeships.

**English and Maths Progress:** The percentage of national indicator 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 was 6%. This is a key area of focus for the academic year 2023/24 with close working with key post-16 providers on how best we can support these learners to achieve core qualifications.

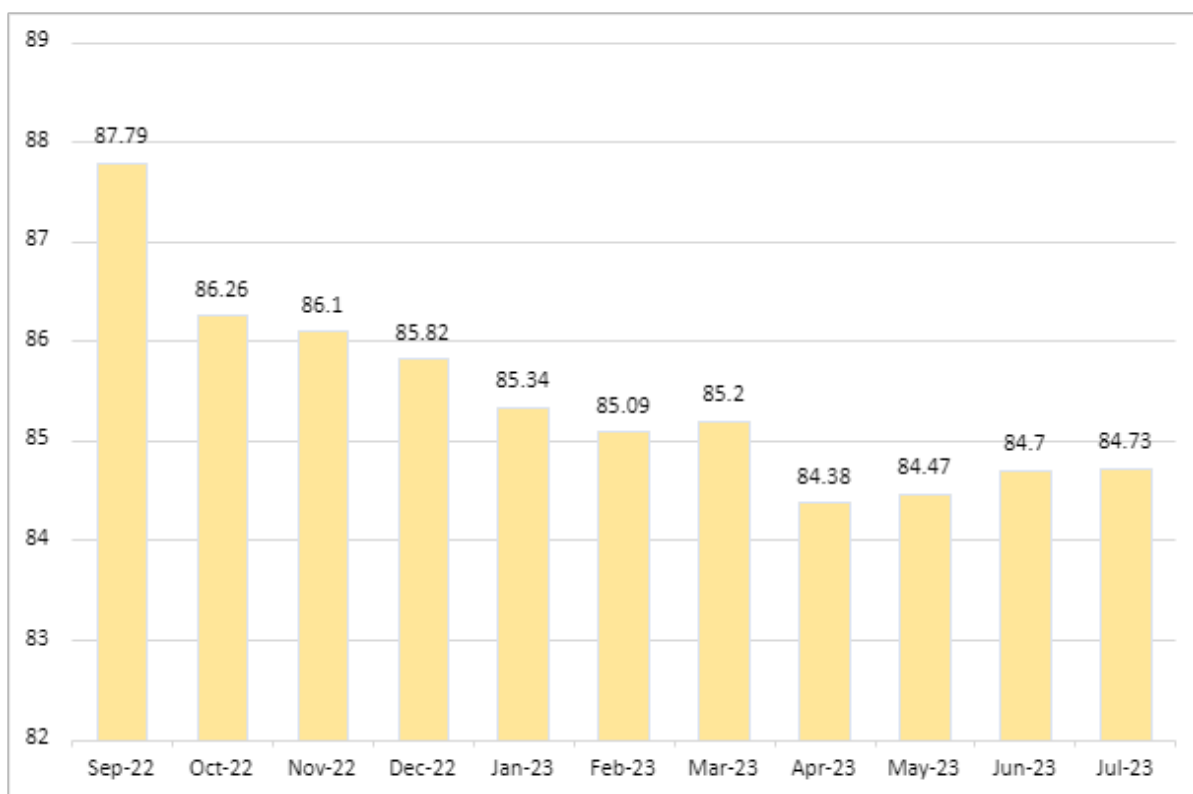
**Year 13 Level 3 Outcomes:** Of the eleven learners this year who were working towards Year 2 of their Level 3 course, seven (63%) successfully completed the final year. Of these five (71%) have moved on to university, whilst the other two, for different reasons, have decided to take a gap year to pursue full time employment. Of the five young people who went on the Higher Education, one gained a place at the University of Southampton (part of the Russell Group), to study Accounting and Finance.

### Looked After Children Educational Engagement Summary

#### Attendance & Exclusions

Since the pandemic there has been a notable drop in school attendance with many of our children reluctant to attend school and displaying traits of Emotional Based School Avoidance (EBSA). The team are working to improve their knowledge and understanding of EBSA and the impact this has on our children.

The chart below shows the average attendance of our statutory school age cohort across the academic year:



During the last academic year, 21 children received a suspension. The total number of learning days lost was 113.5 days. The increase in the number of suspensions served by our children from the last academic year has also been seen nationally. In the next year, the team will be focusing on reducing the number of children who received multiple suspensions and also those who received suspensions for three or more school days.

	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
<b>2020 - 21</b>	76.5	10	58.5	7	18	11
<b>2021 - 22</b>	70.5	8	23.5	11	47	12
<b>2022 - 23</b>	113.5	10	33.5	11	80	15

Source: Welfare Call Ltd

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

This year saw an increase in the 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 6.1% higher than the reported average for 2021/22.

	2019-20	2020-21	2021-22	2022-23
<b>NEET Average %</b>	12.04	12.3	10.09	17
<b>Minimum %</b>	9	8.6	10	13
<b>Maximum %</b>	15.8	17	15	23

Source: Welfare Call Ltd

There was a peak in NEET figures in April 2023. Virtual School Officers have been pro-active in working with the team around the child to overcome barriers to accessing education or training. The Virtual School Officers will continue to hold termly Personal Education Plan (PEP) meetings with the young person and the professionals supporting them to ensure everyone is working together towards them returning to Education, Employment or Training (EET).

## **Priorities for Looked After Children in Hillingdon**

Hillingdon Virtual School's School Improvement Plan has completed its three-year scope.

Compared to the previous years of the Virtual School's Improvement Plan, this year has seen a slower rate of progress, and this is most certainly directly linked to the longer-term impact of the COVID-19 pandemic. The biggest impact of this is evident in our rate of progress in the areas of attendance and educational provision where we have seen some of our children and young people struggle to re-engage with education.

Despite this struggle with re-engagement, it is positive to see that many of our Key Stage cohorts continued to make academic progress and achieve good outcomes. This has been supported by our continued robust and impactful PEP process and successful collaborative working with other professionals in the team around the child, both of which were target areas where we made good progress during this academic year.

Based on our target achievement for this year, we have made good progress in six of our eight school vision threads, with particular success being noted in the areas of adopted and Previously Looked After Children and Working with Others. This is particularly notable as these were areas of focus identified in the Virtual School Self Evaluation Framework for the last academic year.

This year was the third and final year of the Virtual School's first School Improvement Plan and reviewing our progress has provided a valuable opportunity to reflect on the many achievements our children have had despite the unique challenges they and the professionals supporting them have faced.

Looking to the future, it is clear we need to focus our attention on the areas of Attendance and Educational Provision without losing sight of other vision threads which will remain in place for our next three-year plan.

## **2.2 Special Educational Needs and Disabilities (SEND)**

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 120% in EHCPs since the reforms of 2014 to 2022. Over the past year (January 2022- December 2022) There has been a 12% increase in EHCPs in Hillingdon compared to the national growth rate of 14%.

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 (SAS)** – 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 professional development programmes and a wide breadth of universal and targeted training for parents/carers and professionals. There is a large focus on early intervention although some elements require input into the EHCP process and provision for children with plans.

**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. EHNAs advice adherence to 6 weeks deadline quarterly remains at 90 – 100%. As of 2023 – 2024, 71 schools within Hillingdon signed SLAs (Service Level Agreement) with EPS. Additionally, 2 out of borough schools have signed, as they felt support from EPS in their LAs was not remotely possible. EPS have appointed a Senior Specialist EP in Early Years. Framework for EP delivery as well as Traded Offer for Early Years settings have been drafted, soon to be shared.

**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 Valve Plan delivery.

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.

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 2019 to 2023 (Excludes Covid Years 2020 & 2021)								
	English and Maths PASS						Average Progress 8 score		
	2019		2022		2023		2019	2022	2023
Standard 9* to 4	Strong 9* to 5	Standard 9* to 4	Strong 9* to 5	Standard 9* to 4	Strong 9* to 5				
Hillingdon Pupils									
Not SEN	75.2%	52.8%	80.9%	61.3%	77.1%	56.9%	0.24	0.48	0.37
SEN Support (311)	34.9%	16.3%	45.3%	27.4%	33.9%	18.7%	-0.36	-0.34	-0.26
LBH Gap between not SEN & SEN Support	40.3%	36.5%	35.6%	33.9%	43.2%	38.2%	0.60	0.82	0.63
National gap between Not SEN & SEN Support	40.9%	32.5%	37.9%	34.0%	36.4%	30.8%	0.72	0.67	0.64
LBH EHCP (129)	15.3%	8.4%	15.2%	7.3%	11.4%	4.4%	-1.12	-1.28	-1.18
LBH Gap between Not SEN & EHCP	59.9%	44.4%	65.7%	54.0%	43.2%	38.2%	1.36	1.76	1.35
National gap between Not SEN & EHCP	60.0%	42.6%	37.9%	34.0%	59.2%	44.0%	1.30	1.48	1.27

Source NCER Nexus Service  
Used Nova Report Standard vs Strong Gap and KS4 Att8 Prog8 School List

Data Set 15d - Table:	SEN Key Stage 4 2019 to 2023 (Excludes Covid Years 2020 & 2021)					
	%EBacc**					
	2019		2022		2023	
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

<b>Not SEN</b>	<b>31.5%</b>	<b>22.8%</b>	<b>33.4%</b>	<b>25.2%</b>	<b>30.8%</b>	<b>21.4%</b>
<b>SEN Support (311)</b>	<b>6.0%</b>	<b>3.7%</b>	<b>9.8%</b>	<b>7.1%</b>	<b>7.6%</b>	<b>5.3%</b>
<b>LBH Gap between not SEN &amp; SEN Support</b>	<b>25.5%</b>	<b>19.1%</b>	<b>23.6%</b>	<b>18.1%</b>	<b>23.2%</b>	<b>16.1%</b>
<b>National gap between Not SEN &amp; SEN Support</b>	<b>21.9%</b>	<b>15.6%</b>	<b>22.3%</b>	<b>17.6%</b>	<b>20.0%</b>	<b>14.7%</b>
<b>LBH EHCP (129)</b>	<b>2.3%</b>	<b>1.5%</b>	<b>1.3%</b>	<b>1.3%</b>	<b>1.9%</b>	<b>0.0%</b>
<b>LBH Gap between Not SEN &amp; EHCP</b>	<b>29.2%</b>	<b>21.3%</b>	<b>32.1%</b>	<b>23.3%</b>	<b>28.9%</b>	<b>16.1%</b>
<b>National gap between Not SEN &amp; EHCP</b>	<b>26.3%</b>	<b>18.3%</b>	<b>28.6%</b>	<b>21.9%</b>	<b>25.8%</b>	<b>18.4%</b>

Source NCER Nexus Service  
Used Nova Report Standard vs Strong Gap

\*\* 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.

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 early years 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 early years educational setting due to financial constraints.

## 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 the child or young person 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 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										
Setting Type	Year 1 target	Year 1 Data To March 22	Year 2 target	Q1 Apr-Jun 2022	Q2 Jul - Aug 2022	Q3 Sept-Nov 2022	Q4 Dec22 - Mar23	Year 2 Cum. Data Apr 22 - Mar 23	Total Cum. Target (Inc. Yr.1)	Total Cum. Data (Inc. Yr.1)
PVI	8	7	18	4	4	6	11	25	26	32
Primary	6	10	19	9	1	9	0	19	25	29
Secondary	1	1	3	0	0	2	1	3	4	4

The table shows that targets for PVIs and Primary schools are being exceeded with the target for Secondary Schools also being met.

### Development themes from 22 schools: Year 2 April 2022 – March 2023

Theme	%
OAP/QFT	64%
Developing whole school approach to classroom environments including development of working walls	59%
Developing an evidence-based approach in relation to the identification of needs process and updating SEND register	41%

#### Progress checks towards developmental targets:

- at the start of the SEND Review, schools scored an average of 0 out of 2
- at the midterm review settings scored an average of 1.5 out of 2

This indicates that SEND reviews are supporting the identification of school development needs and ensuring attention is directed towards making changes, thus resulting in positive progress scores.

#### Quantitative feedback on SEND Review process:

Settings were asked to rate aspects of the process using a scale of 1-6 (insufficient – excellent). The average score across 5 questions was 5.7, which indicates that schools are extremely pleased with the overall process. Feedback was requested on five areas of the process. The highest scoring question was collaboration as 83% of settings felt the SEND review was approached in a collaborative manner. The second highest scoring question was based on the overall experience with 75% of settings rating the experience at excellent.

### Development themes from PVI Settings: Year 2 April 2022 – March 2023

Theme	Number of PVI's	%
Developing Knowledge of Ordinarily Available Provision (OAP)	12	48%
Develop Visuals (timetable, now and next, lanyards) across the setting and within each room developmentally appropriate	11	44%
Transition time for children	8	32%

48% of PVI's received a developmental target relating to OAP, which largely aligns to what is seen within the schools' sector. OAP training and delegated sections of the EY SENCO forum will continue to address knowledge and skills. 44% of PVI's received a developmental target relating to the effective use of visuals. A 'Visual Supports' training has been developed and a shared resource platform is being developed to share good practice.

#### Early Support Funding (ESF)

A small number of children and young people will need a higher level of support than early years, schools and post 16 settings feel they can provide from their normal (notional) budget. These will be children and young people who have already received a high level of support within the setting (SEN support) but are not progressing - or not progressing sufficiently well. Where it is thought that targeted and intensive support can enable better progress through intervention, then short/mid-term, non-statutory top-up funding can be applied for.

ESFs	End of Year 1	End of Year 2	Total Year 1 & Year 2 Cumulative
<b>Projected SV Target</b>	126	141	267
<b>Actual</b>	85 (67%)	131 (93%)	<b>216 (81%)</b>

Two full years of ESF have been completed. There has been a significant increase in applications in Year 2, with 131 out of a target of 141 being accepted. The percentage figures show the proportion of accepted applications in relation to the target. It is clear that utilisation of ESF is increasing as this form of funding becomes more established. The 'My Support Plan' is being reviewed and is the provision map to support the application process.

### ESF Impact Form

The impact of ESF on desired outcomes is monitored:

- Completed by the referrer at the end of ESF Funding
- Measures the impact of ESF Funding on the CYPs progress towards their outcomes listed in their 'My Support Plan'
- Scores are measured at the start and end of academic year

	Term 1 Pre	Term 3 Post
<b>Outcome 1</b>	0.02	1.22
<b>Outcome 2</b>	0.05	1.38
<b>Outcome 3</b>	0.03	1.19
<b>Outcome 4</b>	0.08	1.3
<b>Average (Max score 2)</b>	0.04	1.27

91% of respondents said ESF had supported the CYP to make progress towards their outcomes.

### 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 98% adherence. Statutory adherence for psychological advice as part of the EHCN assessment process remains at 98-100%.

Our traded service has continued to grow this year and we are now actively trading with at least 68% of schools with more schools requesting additional time. There is now an established link EP to the Virtual School.

We have also appointed a Senior Specialist EP in Early Years, who has developed a working Framework and Traded Offer for Early Years settings.

There is an agreed package supporting the Virtual School, Refugee Project and a pilot project with the Youth Justice Service.

During 2020 - 2023 we have completed four cohorts of the Emotional Literacy Support Assistant (ELSA) Training Programme. All four cohorts, a total of 50 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 settings, the work offered varies according to the setting and the incident. We have devised 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 was distributed to schools in June 2023, 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 Casework**

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 is:

2019	22.7%
2020	34.1%
2021	86.7%
2022	66%
2023	66%

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/carers 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. The new Hillingdon SEND and Alternative Provision Strategy 2023-2028 describes our vision and the outcomes we want for our children and young people with SEND and those who access Alternative Provision (AP).

It describes the context within which we work, the principles underlying how we will work and our strategic priorities for the next five years to help deliver improved outcomes for children and young people with SEND and children accessing Alternative Provision. The strategy builds on the work of the previous

strategy and has been jointly developed by the London Borough of Hillingdon, the NHS in collaboration with children and young people, Hillingdon Parent Carer Forum and other key stakeholders.

### Priorities for Children with SEND in Hillingdon 2023/24

Strategic priorities for the SEND & Education Service for the coming year include:

- The implementation of the new Hillingdon Local Area SEND & AP Strategy 2023-28.
- The development of a SEND Local Area self-evaluation framework (SEF) and data dashboard in line with the new Ofsted SEND Inspection Framework.
- Continue to build a culture of inclusion within mainstream settings to meet the needs of children and young people with SEND.
- Create a new framework for banding for mainstream schools and SEND Schools in co-production with local leaders.

## 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, namely pupils eligible for Free School Meals (FSM) and Looked After Children (LAC). 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. Below is a summary of available data. Different key stages record slightly different baseline data, which explains the variability in the language in the statements below.
  - **EYFS:** 73% of non-FSM children made a good level of development (GLD) across the prime areas. For FSM children, this number was 53.4%, compared to 64% in 2019. In 2023, the gap between non-FSM and FSM children was 19.6%.
  - **Key Stage 1:** In 2023, the Phonics Decoding score for all children was 80%. Phonics decoding is the key measure of future literacy development. For FSM children, the score was 67% compared to 75% in 2019. In 2023, the gap between non-FSM and FSM children was 13%.
  - **Key Stage 2:** In 2023, the percentage of non-disadvantaged children achieving the expected level of Reading, Writing and Maths was 69%. The progress these children made between KS1 and KS2 was better than expected. The percentage of disadvantaged children achieving the expected level of Reading, Writing and Maths was 47%, compared to 56% in 2019. The progress these children made between KS1 and KS2 was much lower than expected in Reading and Maths. In 2023, the gap between non-disadvantaged and disadvantaged pupils was 22%.
  - **Key Stage 4:** In 2023, the KS4 Attainment 8 score for non-disadvantaged students score 52%. Their Progress 8 score, which shows expected progress between KS2 and KS4, was +0.42. (0.00 is the national average expectation). For disadvantaged students, their Attainment 8 score was 39.5, compared to 40.2% in 2019. Their Progress 8 score was -0.21 compared to -



0.13 in 2019. In 2023, between non-disadvantaged and disadvantaged students, the gap in attainment is 12.5%, the gap in progress is +0.63.

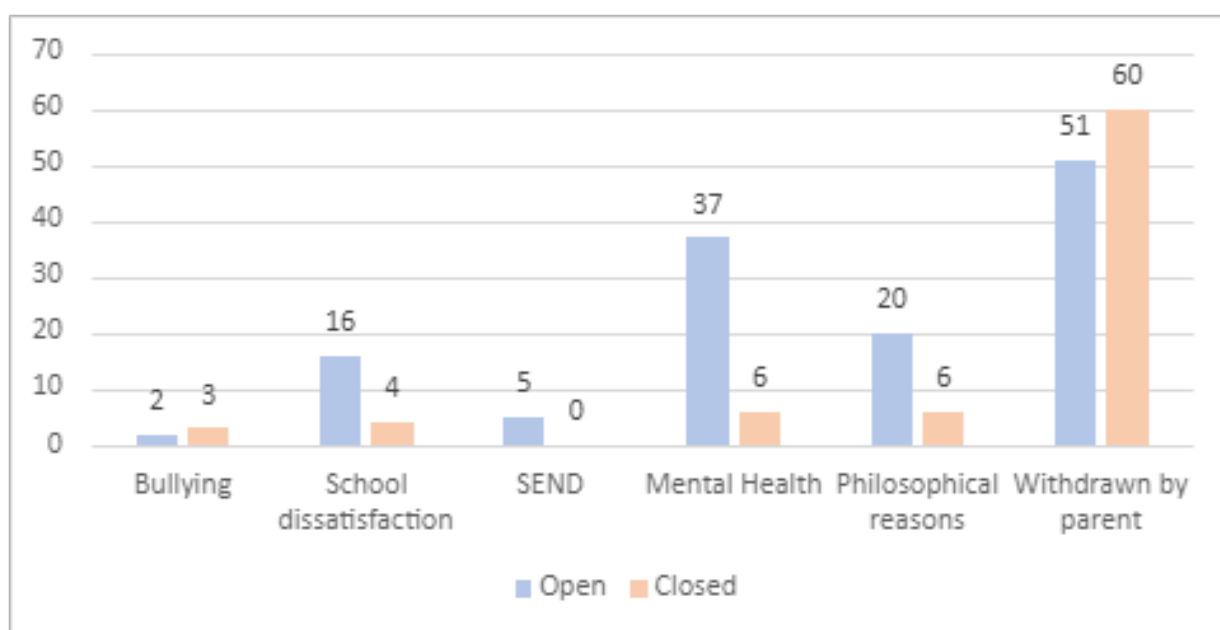
- There are likely to be multiple causes, and this is a focus for the Council in the next few years. Issues with teacher illness, absence and recruitment gaps will also disproportionately affect disadvantaged pupils.
- Schools whose outcomes for disadvantaged learners are consistently significantly poorer 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:

	Total
<b>Male</b>	157
<b>Female</b>	187
<b>Primary age</b>	141
<b>Secondary age</b>	203

The academic year 2022/23 saw the numbers of EHE children remain largely steady in Hillingdon. During this academic year, 262 new referrals were received averaging 22 each month, with a spike in figures in March. A number of these referrals also closed within the academic year. Whilst the reasons for these referrals were varied, the most common are shown below:



The most common reason is 'withdrawn by parent'; whilst all decisions to EHE are made by the parent(s), this category is often selected when a parent(s) does not wish to disclose their reasons for choosing to EHE. The EHE team are working on further developing our relationships with our EHE families so we can reduce the number who choose this category so we can gain a better understanding of parental motivation for EHE.

This academic year has seen the EHE team make significant steps forward in terms of developing data tracking and the support on offer to families who are EHE. This has included:

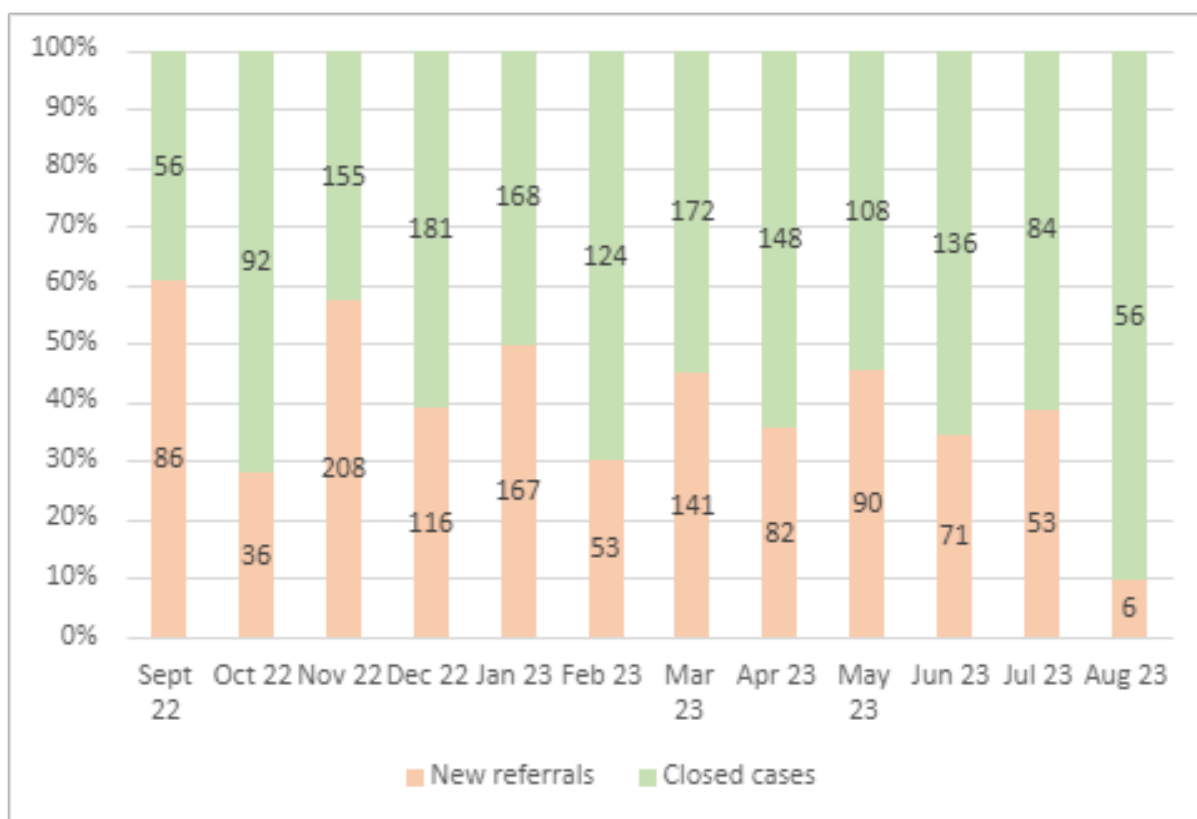
- Developing a new automated referral system for in borough schools to inform the service of children who are being EHE and highlighting where there may be safeguarding concerns
- Developing a new automated referral system for out of borough schools and other partners to inform the service of children who are being EHE
- Publishing a redesigned EHE newsletter for parents and partners
- Creating '5-minute guides' for professionals to aid in understanding of EHE and how to refer to the service
- Furthering partnership working with the GRT Project, including off-site co-location to support GRT families providing home education
- Arranging for EHE Officers to be co-located with social care on a part-time basis to provide information, advice and guidance to colleagues working with children who are electively home educated
- Agreeing sharing processes with key partners such as SEND, Youth Justice Service and Social Care

## 2.5 Children Missing Education

The Local Authority has a duty to identify children not registered at school or otherwise receiving suitable education. 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. Children Missing Education (CME) 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 2022/23 Hillingdon processed 1,109 new referrals of CME. In the same year, 1480 referrals were closed. The chart below shows the breakdown of opened and closed referrals across each month of the year.



During this year, the number of referrals and closures processed by the CME team remained broadly unchanged from the previous academic year (1224 referrals and 1682 closures).

This academic year has seen the CME team make significant steps forward in terms of rates of closure and developing a more joined up approach with colleagues to locate children. This has included:

- A review and update of all processes and policies to ensure they are fit for purpose
- Strengthening the referral process via the Stronger Families hub to ensure as much information is captured from schools thus reducing drift and delay
- Providing training to all schools on how and when to refer to the CME team
- Building on links with the Home Office to ensure children who are moved from hotels can be located swiftly
- Developing links with Border Force to enable checks on children who may have left the country
- Working regularly with colleagues in EHE, Virtual School, Social Care, Admissions and Post 16 to ensure no child ‘falls through the gap’

### School Attendance Orders

During this year, Hillingdon has continued to use the School Attendance Order (SAO) mechanism to support children who are not in receipt of education either because officers have been unable to establish the suitability of home education or because the child has been reported as missing education and has subsequently been located in the borough.

The Children Missing Education team has responsibility for issuing all SAOs on behalf of the council and continues to use Hillingdon’s Fair Access Panel to name a school; this ensures equal distribution across settings.

The data in the table below shows the number of SAO placements per term during the last academic year.

	Primary	Secondary	Total
<b>Autumn Term 22</b>	1	9	10
<b>Spring Term 23</b>	3	0	3
<b>Summer Term 23</b>	0	0	0

It is clear from the data that as the academic year progressed, the team were required to use the SAO mechanism less and less. This is largely due to the improved joined up working across Children's Services which has ensured all options are being explored to support the child (and their family) back into education before a legal route is considered.

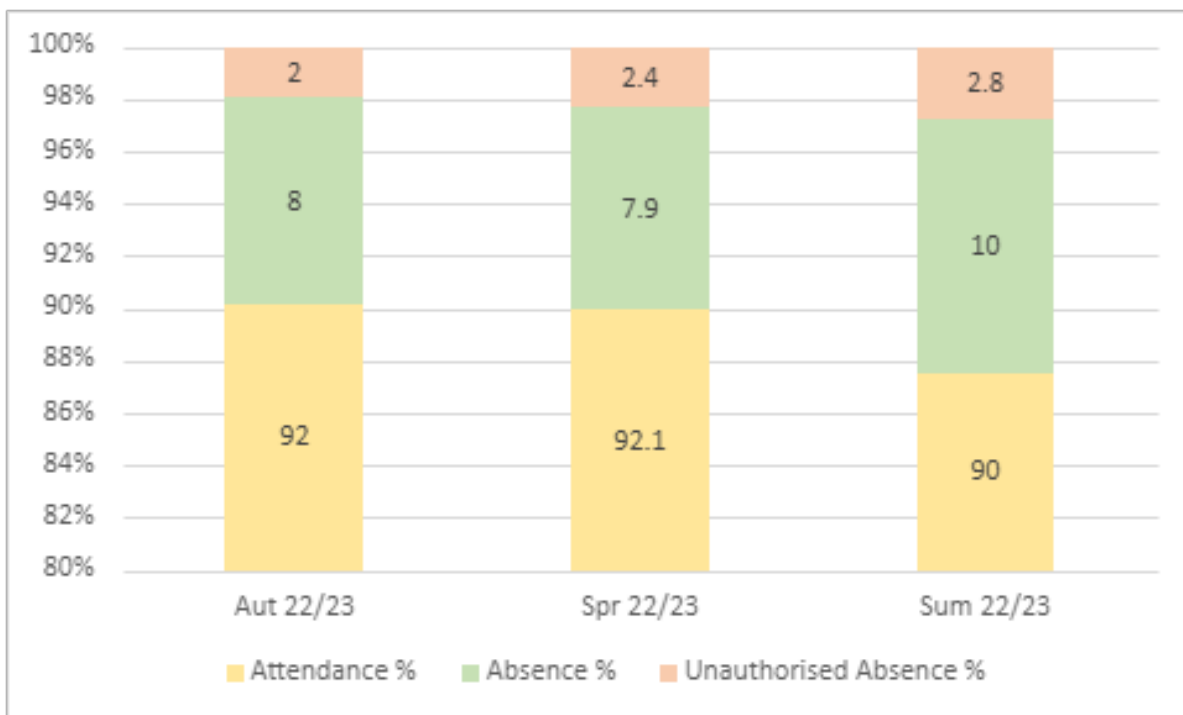
## 2.6 Absence and Exclusions

Government statistics have shown that COVID-19 and its aftermath has had a damaging effect on school attendance, which has lasted longer than originally anticipated.

The rate of absence in schools in England has increased significantly since the pandemic. The most recent full-year statistics (which cover the 2021/22 academic year) showed an overall absence rate of 7.6%, up from around 4–5% pre-pandemic.

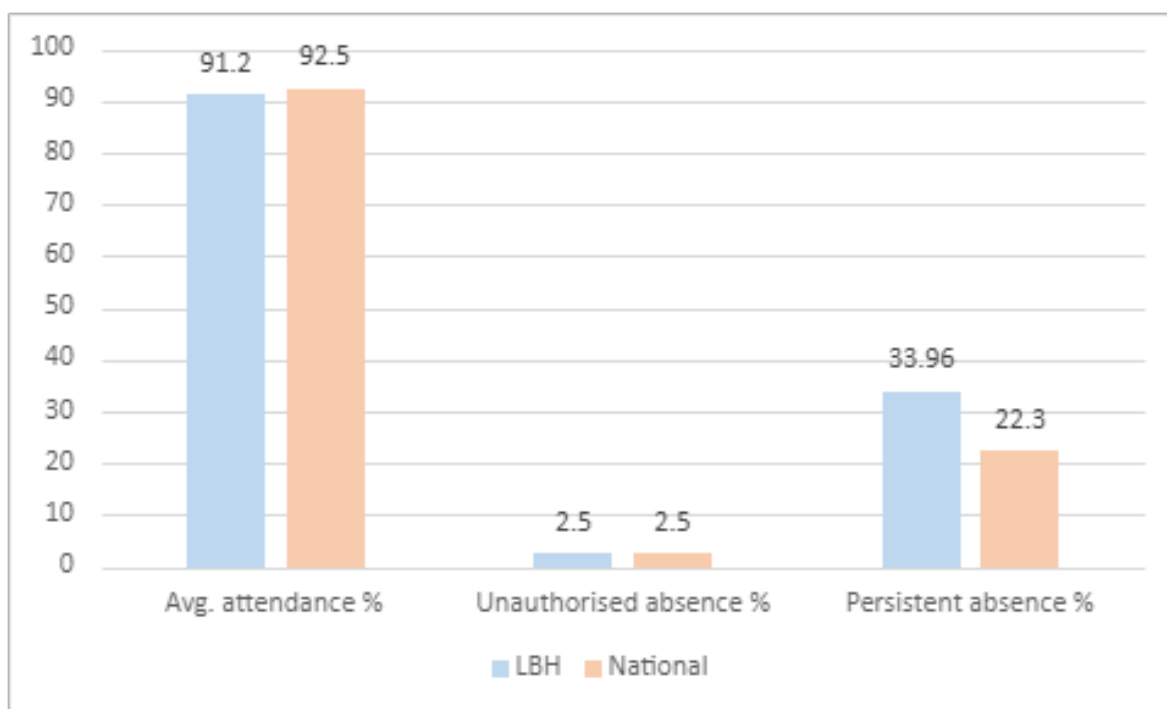
Absence and exclusion issues are managed collaboratively by the Attendance Support and Exclusion & Reintegration teams with a view to ensuring all young people access their full educational entitlement. This work constitutes a combination of activities including seeking to monitor attendance, absence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

The graph below shows the rates of attendance and absence across the three terms of the academic year and indicates the rates in all three metrics remained broadly consistent across the year:



Source: Department for Education Aug 23

The graph below shows Hillingdon's Statutory School Age attendance rates during the last academic year compared to those nationally.



Source: Department for Education Aug 23

The data shows that whilst Hillingdon's overall attendance and rate of unauthorised absence is broadly in line with figures recorded nationally, the rate of persistent absence is higher. At this stage the reason for this is unclear and will remain a focus for the Attendance Support team in the next academic year.

In May 2022, the DfE published new guidance for attendance in schools 'Working together to improve school attendance' which came into effect from September 2022. The guidance marks a significant change to previous government expectations in regards to school attendance, including offering all core services to independent school settings. It will therefore take some time for these new working practices to be embedded and become well established. Broadly speaking, the new guidance highlighted:

- Improving attendance is everyone's business. Attendance is never 'solved' and is part of a continuous process.
- The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude, and any special educational need they may have. It is the legal responsibility of every parent or carer to make sure their child receives that education either by attendance at a school or by education otherwise than at a school.
- Where parents decide to have their child registered at school, they have an additional legal duty to ensure their child attends that school regularly.

In order to meet this new guidance, officers undertook much work during the academic year, including:

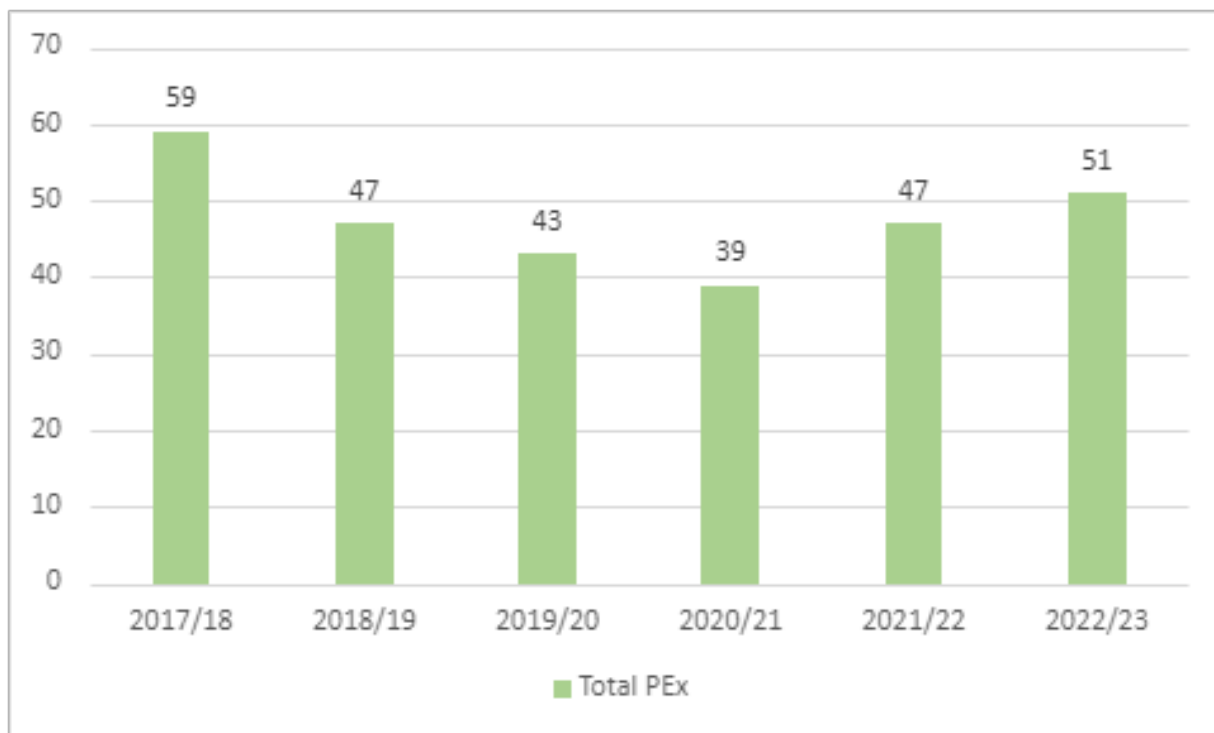
- Re-aligning the Participation service to Attendance Support
- Developing a new practice model to meet the revised guidelines from the DfE for allocated officers to use when conducting termly meetings with schools. These meetings will focus on overall attendance and persistent and severe absence, as well having a greater emphasis on the attendance of vulnerable cohorts and those children placed on part-time timetables or in alternative provisions
- Publishing revised guidance on attendance, part-time timetables and alternative provision for all schools
- Successfully delivering a series of webinars and provided training and resources to all schools in the borough to support with the implementation of the new guidance
- Creating a more robust system to track and process unauthorised exceptional leave
- Creating and shared an attendance self-evaluation form for schools to utilise
- Taking part in refresher training with legal colleagues in the use of Education Supervision Orders.

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

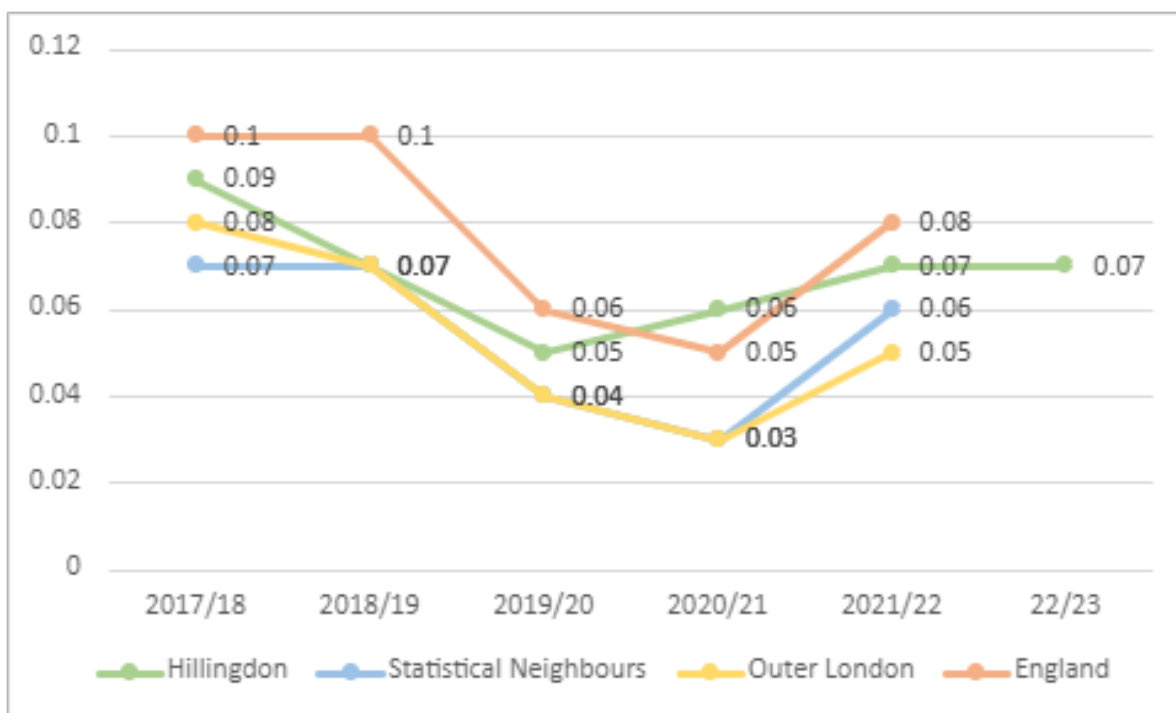
### **Key Figures for Permanent Exclusions**

During academic year 2022/23, Hillingdon processed a total of 51 permanent exclusions, with a further 20 being either overturned or rescinded with the support of the Exclusions and Reintegration team.

The rate of permanent exclusion over the previous five academic years can be seen in the chart below:



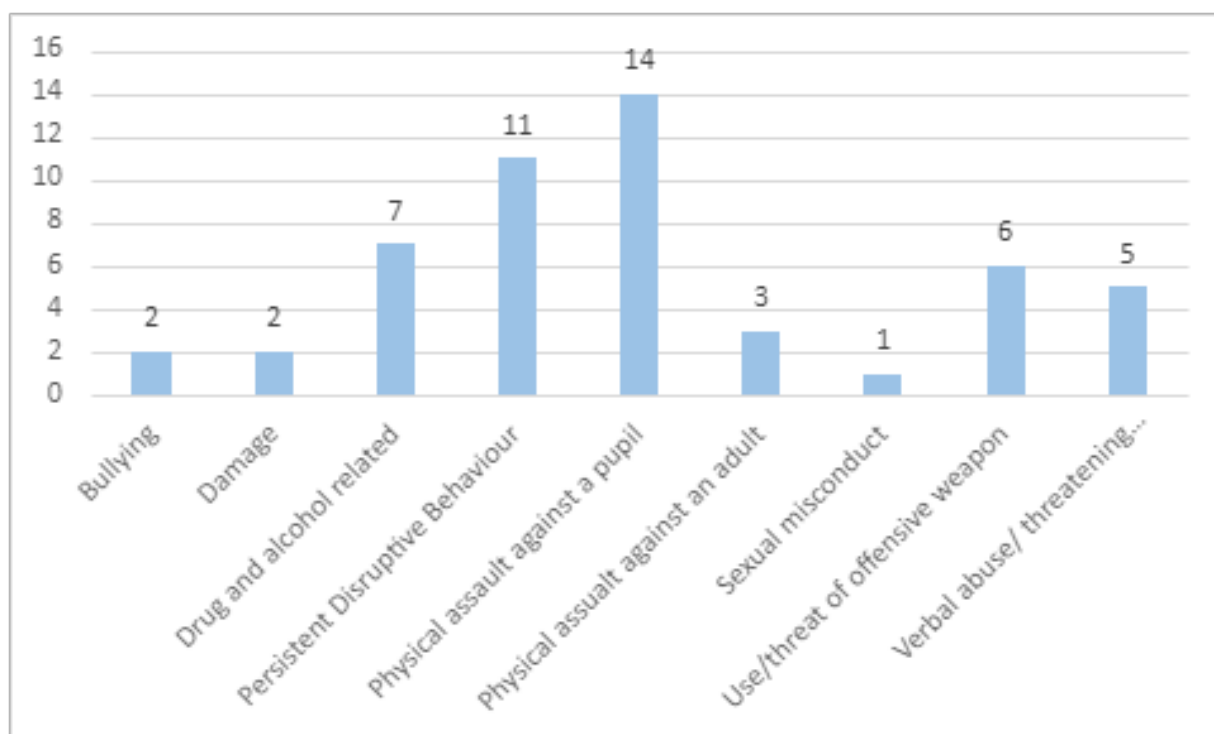
It is clear the rate of permanent exclusions in the borough is slowly returning to the numbers seen pre-pandemic which is similar to what is being experienced nationally. The graph below shows Hillingdon's rate of permanent exclusion across the last five academic years compared to national figures, statistical neighbours and other boroughs in Outer London (it is important to note comparative data for the last academic year is not yet available).



Source: Department for Education Aug 23

The graph below shows the reasons provided by schools in Hillingdon for the permanent exclusions issued during this academic year. As was the case in the previous year, the most common reason for a

permanent exclusion was physical assault against a pupil, with persistent disruptive behaviour being the second highest recorded reason.



Whilst the Exclusions and Reintegration team have worked to build strong relationships with our schools so that collaborative approaches can be explored to avoid permanent exclusion where possible, this is not always achievable with exclusions resulting from physical assault. Due to the nature of the offence, many are considered to be 'one-off' incidents which are serious breaches of a school's behaviour policy; in these cases, little or no early help or preventative work could have been explored between Officers and the school to avoid the permanent exclusion.

During this academic year, the team have developed collaborative working practices with schools and internal colleagues by:

- Working with colleagues in the Virtual School to launch a 'Team Around the Child' pilot for any child with a social worker placed at The Skills Hub. The pilot focuses on bringing key professionals together when children are placed at The Skills Hub to create a bespoke plan. This will focus on establishing any unmet needs, identifying the ways these needs can be met and with the goal of reintegrating the child back into the mainstream environment. If successful, it is hoped this model can be rolled out to all children permanently excluded.
- Supporting the opening of a Primary Provision at The Skills Hub
- Working more closely with SAS and School Improvement colleagues to champion and support the use of effective early intervention; team around the child meetings have become a regular feature of the work the team undertakes as well as encouraging schools to engage with the My Support Plan process. This provides more joint working between internal teams and the support provided to schools.
- Undertaking a review of Alternative Provision and work is underway to establish a Dynamic Purchasing System which will allow for a directory of Alternative Provisions to be created.
- Continuing to use the expertise of a Behaviour Consultant commissioned from the London Borough of Ealing. This role provides additional support to the team around the child when behaviour is



becoming a concern, a child has been issued with multiple suspensions or may be in danger of exclusion but offering one-to-one sessions with children (where appropriate) as well as advice and guidance to staff working with them.

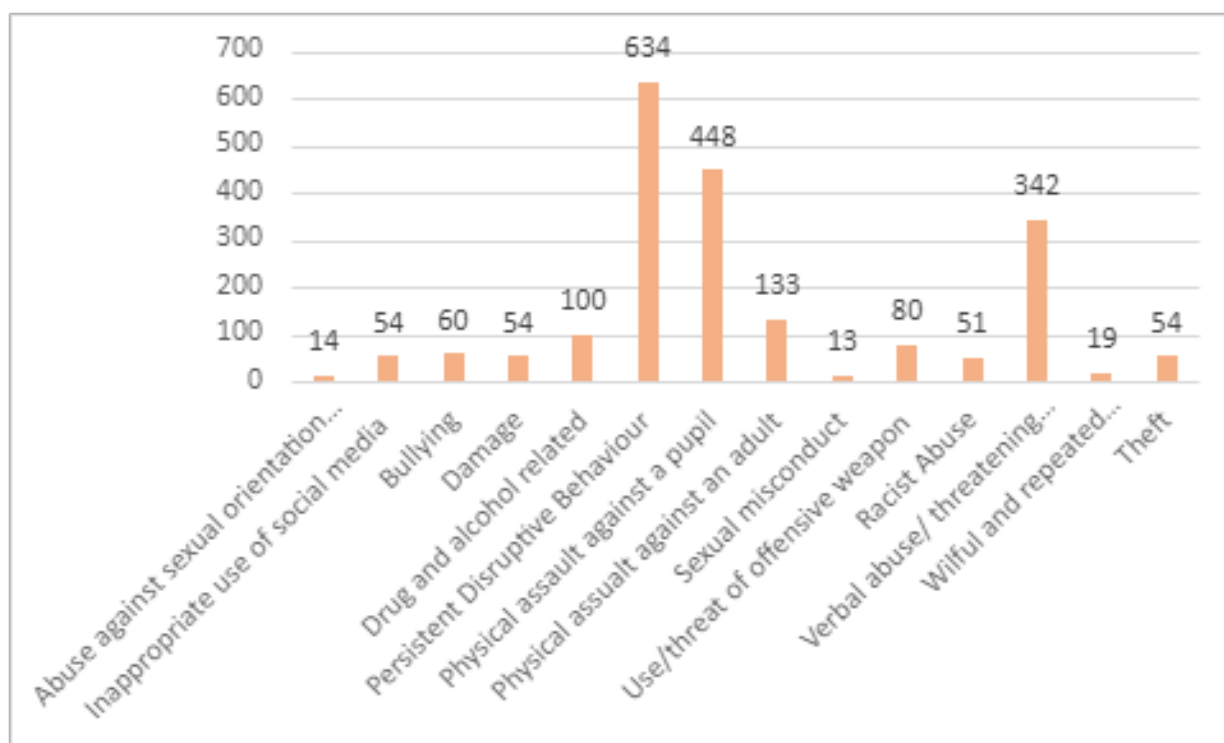
### Key Figures for Suspensions

In total, there were 2,084 suspensions issued by Hillingdon schools in 2022/23 compared to 2,062 in the previous academic year. These suspensions were issued to 1,176 unique children, meaning 908 children received more than one period of suspension during this academic year.

The breakdown of all suspensions was as follows:

- 91% of all suspensions were issued by secondary school settings
- 66% were issued to boys
- 37% were issued to children with SEND

The reasons for suspensions across the year were:



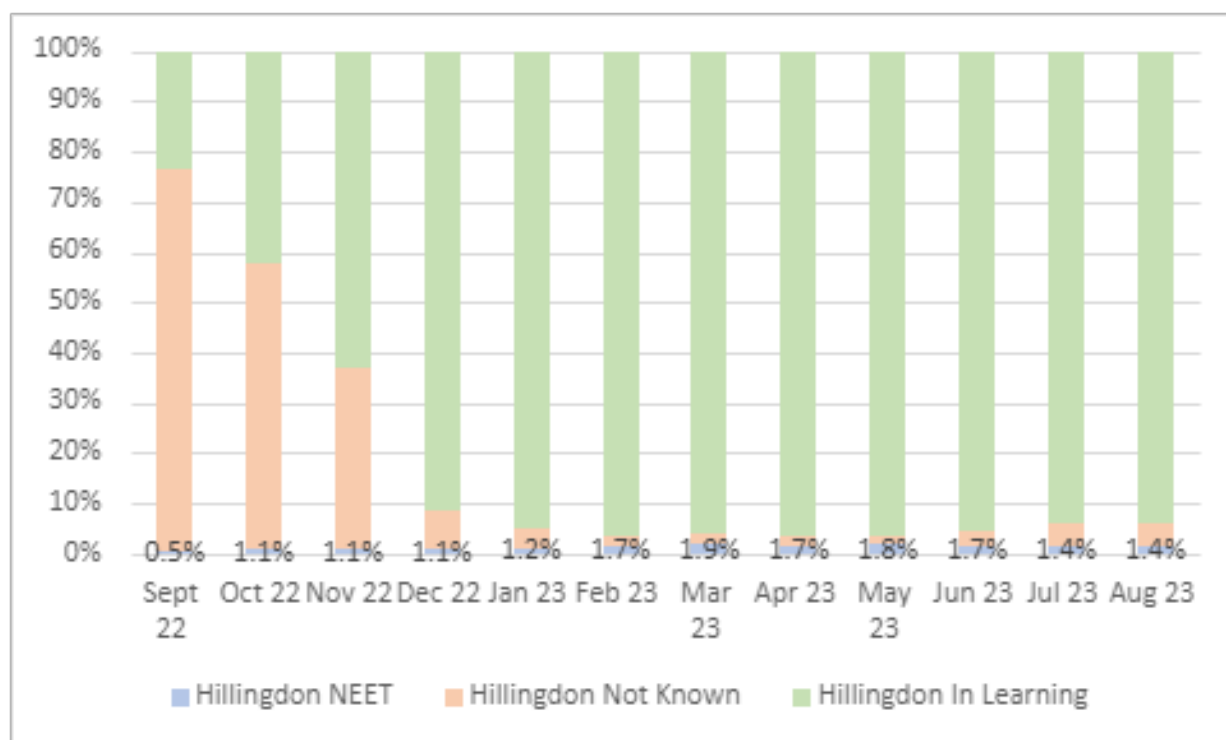
Hillingdon officers will continue to create support packages for children and young people at risk of permanent exclusion or receiving multiple suspensions. In the next academic year, this will be greatly assisted by a new co-produced panel with colleagues in the SEND Advisory Service which will allow professionals or schools working with children with complex behaviours to seek further advice and support from a panel consisting of relevant Hillingdon officers and Headteachers from different settings in the borough.

## 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. Specific areas of work include:

- the ongoing tracking of young people's participation so that targeted support can be undertaken by case officers to support young people back into EET
- Assuring the 'September Guarantee' is completed within statutory timescales
- Ongoing destination tracking is completed between September and January to ensure young people have found suitable education and training provision and sustained their identified placements

The data below shows the number of young people in Hillingdon Not in Education, Employment or Training (NEET) across the last academic year, alongside the number of young people whose destination was unknown and those who were in EET.



Source: West London Partnership

The data shows the number of young people who were NEET was at its highest during the Spring term; this is a common time for young people to leave courses and placements because they feel they may have made the wrong choice at the start of the year. Where possible, the team will target these students to re-engage them with an EET placement before the end of the academic year and ensure they have ongoing plans for their next year of study.

September Guarantee statistics for 2023 were 97.5%, a 3.0% increase from 2022. This is a significant achievement for the team as it is the highest figure achieved in Hillingdon for nine years.

This academic year has seen the Post 16 team make significant steps forward in terms of developing data tracking and the support on offer to young people who are NEET. This has included:

- A review and update of all processes and policies to ensure they are fit for purpose
- Working regularly with colleagues in EHE, Virtual School, Social Care, SEND, Admissions and CME to ensure as many young people as possible are captured in the data
- The team has placed 96 NEET young people into provisions since September 2023
- Ongoing partnership working with the Post 16 Co-Ordinator to share data and trends to inform the overall strategic work in this area
- Development of a Complex NEET Panel consisting of colleagues from across teams in Hillingdon who can provide information, advice and guidance to officers working with complex cases of young people who are NEET

### **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.
- In its second year, students are being informed around other pathways available which include the world of work amongst other industry insight information.
- Due to a positive round of focus groups and consent gained from ASK Amazing Apprenticeships, a company associated with our partner Education Development Trust (EDT), has provided permission to showcase videos for young people to see personal journeys with apprenticeships, T-Levels, and Internship/Traineeships. There will also be an interactive lesson plan with links to websites like; Skills Builder and Prospects to help with career planning and support with soft skills.
- To support SEND students, the prospectus will not only include more videos, but a 360 tour of Harrow Richmond Uxbridge College (HRUC) and personal testimonials from students who have completed foundation courses at HRUC, and students that have left Orchard Hill College.
- To support vulnerable young people who are at risk of NEET, a vocational carousel has been created in collaboration with HRUC which will be a 6-week 1 day a week programme for year 11's to access on a variety of vocational courses. This will also be featured as good working practice on the DfE's newly formed RONI protocol guidance.
- Following on with 14-16 support - a mentoring programme will be piloted funded by EDT, working in partnership with SPARK!, to support vulnerable cohorts who may require a more 'hand holding' approach to journey planning. Skills Hub, Harlington, Park Academy and 10 LAC pupils will be chosen to take part. The impact of this may see more schools using this approach, as well as services if proven successful.
- 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**

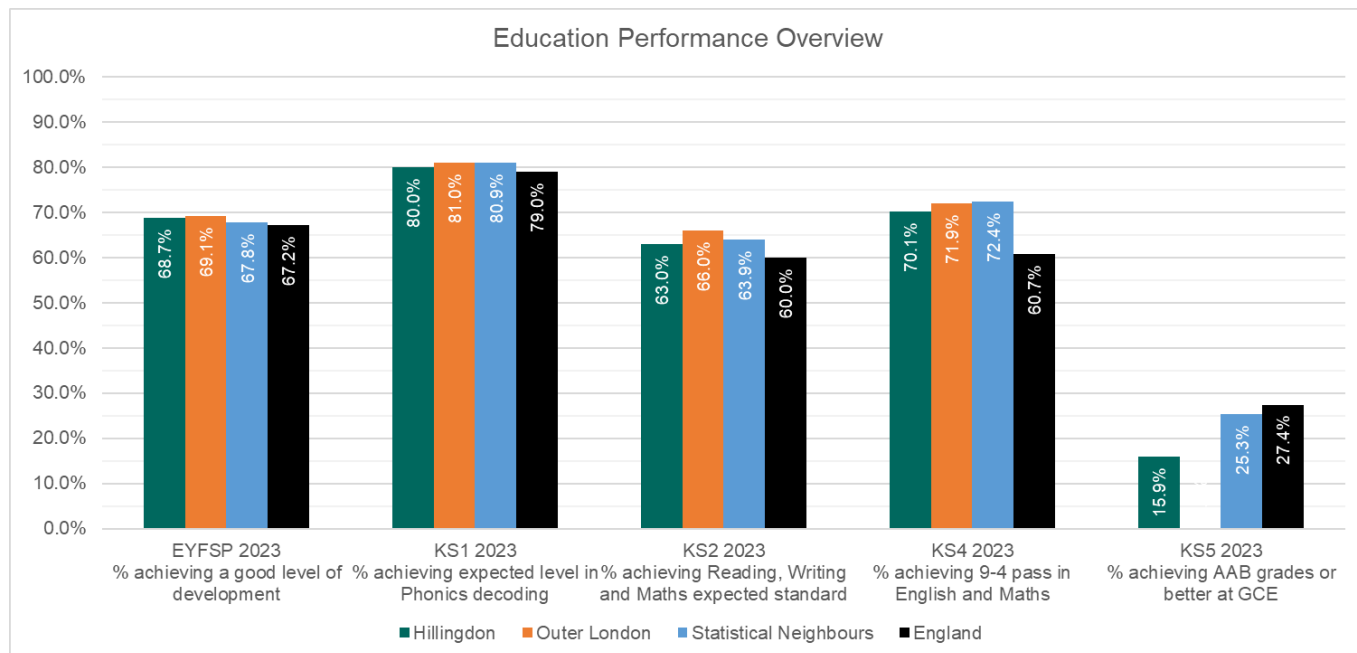
1. Increase the relationship with the college and our alternative provisions to support the disadvantaged groups who are at risk of NEET. We are to progress with post 14 – 19 strategies, alongside HRUC.
2. Embed a digital prospectus for year 3, increasing alternative pathways which are available for 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 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.



The Local Authority Interactive Tool (LAIT) 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) 2022/23

The Good Level of Development (GLD) 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 graph in Appendix A 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.

Overall attainment of children has increased at a greater rate in Hillingdon, than London and National – greater understanding of expected levels through moderation events organised and run by the Early Years Quality Improvement Team (EYQIT) has contributed considerably.

GLD	2022	2023	% change
Hillingdon	63.8	68.7	+4.9
National	65.2	67.2	+2
London	67.2	69.1	+1.9

## 2023 Areas of Learning

	GLD	C&L	PSED	PD	LIT	MATHS	UTW	EAD
HILLINGDON	68.7	80.2	84.6	86.9	71.0	77.2	81.3	85.6
NATIONAL	67.3	79.7	83.2	85.2	69.8	77.2	80.3	85.0
	+1.4	+0.5	+1.4	+1.7	+0.2	=	+1	+0.6
HILLINGDON	68.7	80.2	84.6	86.9	71.0	77.2	81.3	85.6
LONDON	69.1	79.2	83.4	85.5	71.4	78.0	79.6	84.7
	-0.4	+1	+1.2	+1.4	-0.4	-0.8	+0.7	+0.9

Hillingdon outcomes are marginally higher than National in all areas except maths, where we are in line with national data.

When comparisons are made with London outcomes, our attainment in Maths and Literacy are fractionally below London and therefore have impacted us in being below London in the GLD outcome.

## 2023 Individual goals

	LA U	Spe	SR	MS	BR	GM S	FM S	Co m	WR e	Wri	Nu m	NP	P& P	PC C	TN W	Cw M	BIE
Hill	83.0	82.2	86.4	87.3	88.7	92.3	87.7	79.9	78.2	72.8	78.8	78.6	82.5	82.4	85.0	87.9	86.8
Nat	82.2	82.8	85.1	87.2	88.4	92.1	86.0	80.6	76.2	71.1	78.9	78.3	82.1	81.8	85.4	87.5	87.0
	+0.8	-0.6	+1.3	+0.1	+0.3	+0.2	+1.7	-0.7	+2	+1.7	-0.1	+0.3	+0.4	+0.6	-0.4	+0.4	-0.2
Hill	83.0	82.2	86.4	87.3	88.7	92.3	87.7	79.9	78.2	72.8	78.8	78.6	82.5	82.4	85.0	87.9	86.8
London	81.5	81.7	85.3	87.1	87.9	91.8	86.3	79.8	77.3	73.0	79.8	79.1	81.1	81.2	84.1	87.2	86.5
	+1.5	+0.5	+1.1	+0.2	+0.8	+0.5	+1.4	+0.1	+0.9	-0.2	-1.0	-0.5	+1.4	+1.2	+0.9	+0.7	+0.3

When looking at individual Early Learning goals Hillingdon is broadly in line with National data. However, we fall slightly below in Speaking, Comprehension and Number which brings our GLD down.

Comparison with London demonstrates that we achieve better outcomes in the prime areas than London, but fractionally below in Writing, Number and Number patterns.

During the academic year 2022/23 the EYQIT 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.

Other support offered to all schools included:

- Ofsted health checks and support programmes
- Action planning with senior management
- Audit tools to identify strengths and areas for development.
- In school training, demo lessons
- Planning guidance

- Support in tracking and monitoring pupil progress
- Support for schools in the of analysis of data, tracking anomalies, trends, gaps etc
- EYFSP agreement trialling/training
- FS manager meeting

### **Priorities for 2022/23**

1. To continue 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 raise attainment to bring us back in line with London outcomes and specifically to investigate and support improvements in maths.
3. 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.
4. To continue to provide intensive support to less than good settings to bring us back to 100% good or better Ofsted outcomes and to support our consistently good settings to strive to be outstanding to increase our percentage of outstanding settings.
5. To support the Early Years Strategy group to successfully implement the expansion offer and to work with the sector to build our capacity.

## **3.3 Primary Phase Education 2022/23**

### **Key Stage 1 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. Please see Appendix B.

- Hillingdon's KS1 Phonics Decoding achieving the expected standard in 2023 was 80.0%, above the national figure of 79% and slightly below our statistical neighbours at 80.90%. Hillingdon's national rank was 42 (out of 153), London ranking 8 (out of 32) and Statistical neighbour (SN) ranking was 7 (out of 11).
- The Phonics decoding score for pupils with FSM was 67%, significantly below national and statistical neighbour outcomes. National ranking was 67, London ranking was 9 and SN ranking was 9.
- KS1 Reading attainment at the expected standard was higher, 70%, than both national and statistical neighbour scores. National ranking was 36, London was 6, SN was 6.
- KS1 Writing attainment at the expected standard, 62%, was slightly higher than national and in line with statistical neighbours. National ranking was 42, London was 6, SN was 6.
- KS1 Maths attainment at the expected standard, 74%, was higher than national and statistical neighbour outcomes. National rank was 16, London was 4, SN was 3.
- KS1 Science attainment at the expected standard, 79%, was in line with national and statistical neighbours. National ranking was 72, London was 6, SN was 6.



Indicator	LBH Outcome	National Outcome	Statistical Neighbour Outcome	National Rank	London Rank	Statistical Neighbour Rank
KS1 Reading - Expected Std	70.00%	68.00%	69.90%	36	6	6
KS1 Writing - Expected Std	62.00%	60.00%	62.20%	42	6	6
KS1 Maths - Expected Std	74.00%	70.00%	72.00%	16	4	3
KS1 Science - Expected Std	79.00%	79.00%	79.20%	72	6	6
Phonics Decoding - All Pupils	80.00%	79.00%	80.90%	42	8	7
Phonics Decoding - FSM	67.00%	66.00%	70.80%	67	9	9

**Table 3.2 Comparison of LBH against Statistical Neighbours and National by Indicator**

Source: LAIT tables for each Assessment Type

## Key Stage 2 Outcomes in Hillingdon

Overall results for Hillingdon's children at Key Stage 2 at the end of 2022/23 were positive with the borough performing well against national averages for all key measures and for the combined Reading, Writing and Maths outcome. Please see Appendix C.

- Combined Reading, Writing and Maths at the expected standard was 63%, above national and in line with statistical neighbours. National ranking was 37, London was 14 and SN was 7.
- Reading attainment at the expected standard was 75%, in line with national and statistical neighbour outcomes. National ranking was 46, London was 13 and SN was 6.
- Writing attainment at the expected standard was 75%, above national and statistical neighbours. National ranking was 34, London was 14 and SN was 6.
- Maths attainment at the expected standard was 78%, significantly above national and in line with statistical neighbours. National ranking was 26, London was 12 and SN was 7.
- Grammar, Punctuation and Spelling (GPS) attainment at the expected standard was 80%, significantly above national and above statistical neighbours. National ranking was 14, London was 8 and SN was 5.
- Science attainment at the expected standard was 83%, above national and in line with statistical neighbours. National ranking was 79, London was 10 and SN was 6.

Indicator	LBH Outcome	National Outcome	Statistical Neighbour Outcome	National Rank	London Rank	Statistical Neighbour Rank
KS2 RWM - Expected Std	63.00%	60.00%	63.90%	37	14	7
KS2 Reading - Expected Std	75.00%	77.00%	76.00%	46	13	6
KS2 Writing - Expected Std	75.00%	71.00%	74.40%	34	14	6
KS2 Maths - Expected Std	78.00%	73.00%	78.20%	26	12	7
KS2 GPS - Expected Std	80.00%	72.00%	78.50%	14	8	5
KS2 Science - Expected Std	83.00%	80.00%	82.90%	79	10	6

**Table 3.3 Comparison of LBH against Statistical Neighbours and National by Indicator**

Source: LAIT tables for each Assessment Type

## Evaluation & Priorities for Primary Phase Key Stages 1 & 2 Education

### Evaluation:

- Key Stage 1 & 2 outcomes in Hillingdon were robust, generally above or in line with national and statistical benchmarks.
- While Phonics Decoding outcomes were in line with national outcomes and are a foundation for literacy development, the outcomes for disadvantaged pupils are an area of concern. Without this solid foundation, their literacy development will be behind their peers and affect their learning in all areas.
- The gap in attainment between disadvantaged pupils and their peers averages about 15% at both primary Key Stages and must be addressed if the gap is to be closed through all phases of learning.
- Some white British pupils do least well in Primary outcomes. This needs further exploration to see how it overlaps with the disadvantaged gap.

**Priority areas for development:**

1. KS1: Review of phonics provision – effectiveness of programmes in use.
2. KS1: To close the gap between boys learning versus girls
3. KS1 & 2: To close attainment gaps for disadvantaged pupils
4. KS1 & 2: To close the gap in the achievement of some white pupils
5. Reading: review impact recovery premium strategies and support – more analysis needed on ethnic groupings - reading champions and hub leaders

### 3.4 Key Stage 4 Secondary and Post-16 Education

In 2023, performance outcome data for Key Stage 4 and Post-16 is to be used in the same way as pre-pandemic by all internal and external scrutinising bodies. Please see Appendix D.

**Key Stage 4 Outcomes in Hillingdon**

- Per pupil Attainment 8 score was 48.80, significantly above national outcomes, but significantly below statistical neighbours and the previous years' outcomes. National ranking was 36, London was 13 and SN was 9.
- 69.90% of students gained standard passes in English and Maths (9-4), significantly above national outcomes, but below statistical neighbours. National ranking was 32, London was 11 and SN was 8.
- 50.80% of students gained strong passes in English and Maths (9-5), significantly above national outcomes, but significantly below statistical neighbours. National ranking was 33, London ranking was 13 and SN was 8.
- The percentage of Hillingdon students entered for the English Baccalaureate was 43.80%, lower than statistical neighbours, but significantly above national. National ranking was 44, London was 17 and SN was 8.
- The percentage of students achieving the English Baccalaureate was 27.20%, significantly above national but significantly below statistical neighbours. National ranking was 46, London was 15 and SN was 9.
- **Excellent news!** The Progress 8 score for Hillingdon students was 0.25, well above national, but below statistical neighbours. National ranking 21, London was 11 and SN was 7.
- However, for those Hillingdon students identified as disadvantaged, the Progress 8 score was -0.21.

Indicator	LBH Outcome	National Outcome	Statistical Neighbour Outcome	National Rank	London Rank	Statistical Neighbour Rank
Average Progress 8 score/pupil	0.25	-0.06	0.33	21	11	7
Average Attainment 8 score/pupil	48.80	44.60	51.55	36	13	9
% Pupils Achieving 9-5 pass in Eng & Maths	50.80%	42.20%	55.39%	33	13	8
% Pupils Achieving 9-4 pass in Eng & Maths	69.90%	60.50%	72.17%	32	11	8
% Pupils Entered for English Baccalaureate	43.80%	36.20%	48.96%	44	17	8
% Pupils Achieving Eng Bacc incl. 9-4 pass in Eng & Maths	27.20%	22.30%	33.30%	47	15	9
% Pupils Achieving Eng Bacc incl. 9-5 pass in Eng & Maths	18.90%	15.70%	25.25%	45	15	9

**Table 3.4 Comparison of KS4 LBH against Statistical Neighbours and National by Indicator**

Source: LAIT tables for each Assessment Type

## Evaluation & Priorities for Secondary Education Key Stage 4

### Evaluation:

- The performance outcomes of Hillingdon students have been solid coming off the back of the pandemic years. Results compare favourably to national outcomes.
- However, compared to other London boroughs, especially Hillingdon's statistical neighbours, there is still work to do across the area.
- The large attainment and achievement gaps with disadvantaged students, including those on Free School Meals, SEND support, some white British and Black Caribbean students need more forensic localised exploration to identify the causes of the gap. Certainly, groups of students are identified clearly in national research on underachieving groups.
- Any programme to address this must start long before KS4, in Early Years and involve every phase of education to address a long-term problem, not a quick fix.

### Priorities:

- To address the discrepancies in the achievement gap between disadvantaged and non-disadvantaged students.
- To tackle the continued underperformance of Black Caribbean students.
- To review the performance of students on SEND support.
- 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 Outcomes

### 2022/23: Please see Appendix E.

- In 2022/23, 9% of students achieved 3+ A Levels or Double Awards, significantly below statistical neighbours and national outcomes. National ranking was 116, London was 16 and SN was 9.
- Cohort APS per A-Level Entry score was 31.47, slightly below national and SN. National ranking was 119, London was 16 and SN was 9.

- 10.10% of students achieved AAB grades at GCE A Level or better, just under 10% lower than statistical neighbours and national. LA national ranking was 119, London ranking 15 and SN ranking was 9.
- The average point score (APS) per entry based on best 3 A Levels was 31.86, lower than statistical neighbours and national. National ranking was 118, London ranking and 16 and SN ranking was 9.
- The Tech Level Average Point Score was 27.34, lower than statistical neighbours and national. National ranking was 101, London was 14 and SN was 7.

Indicator	LBH Outcome	National Outcome	Statistical Neighbour Outcome	National Rank	London Rank	Statistical Neighbour Rank
Tech Level - Av Point Score	27.34	28.51	29.24	101	11	7
Cohort APS per A-Level Entry	31.47	35.16	34.84	119	16	9
3+ A grades at GCSE/Applied GCE a-Level & Double Awards	9.00%	15.70%	15.92%	116	16	9
% of Students gaining AAB or better	10.10%	18.10%	19.74%	119	15	11
APS per entry - Best 3 A-Levels	31.86%	35.63%	35.33%	118	16	9

**Table 3.5 Comparison of KS5 LBH against Statistical Neighbours and National by Indicator**

Source: LAIT tables for each Assessment Type

### 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 that 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.

91% of learners live in the borough, 7% live in other London boroughs and 2% live outside London. Most have low prior educational attainment levels and face socio-economic disadvantage; both are target groups for the service.

<b>Data Set 23 - Table: Key data</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Learners</b> <i>Individual residents</i>	1589	1681	1505
<b>Enrolments</b> <i>People can enrol for more than one class</i>	3298	3639	3417
<b>Retention</b> <i>Proportion of those enrolled who stay until end of course</i>	92.1%	93.4%	94.7%
<b>Attendance</b> <i>Important because they can't learn if they don't attend</i>	92.9%	94%	95%
<b>Pass</b> <i>Of those retained, what proportion passed their course?</i>	94.1%	92.5%	96%
<b>Achievement</b> <i>Of those who started, what proportion passed the course?</i>	86.6%	89.5%	91%

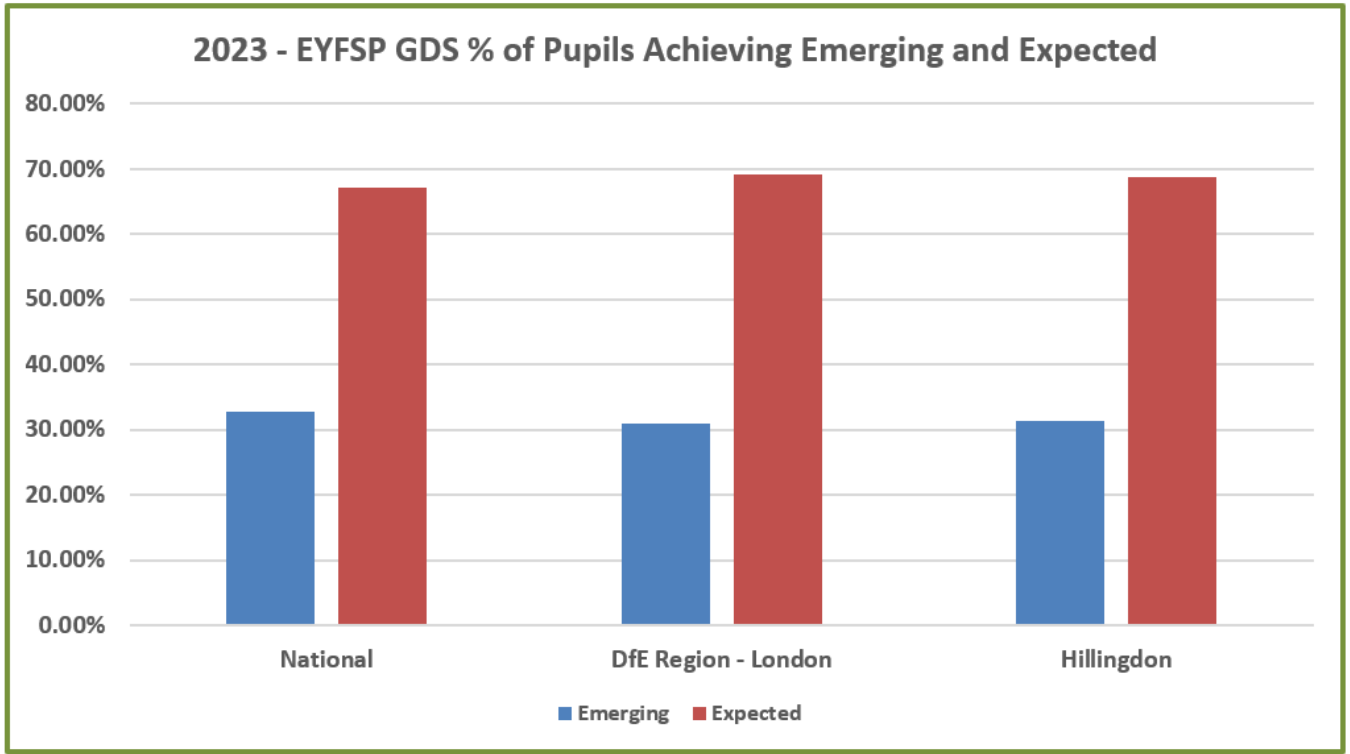
Overall, learners are more likely to be female, of white heritage and 35-49 years of age. Most learners (67%) live in the south, in Lower Super Output Areas (LSOAs) that are ranked 2 to 5 on the Index of Multiple Deprivation (IMD) scale, most of whom are low skilled, low waged/unemployed and study English for Speakers of Other Languages (ESOL), English and maths.

Full details can be found in the service's Self-Assessment Report.

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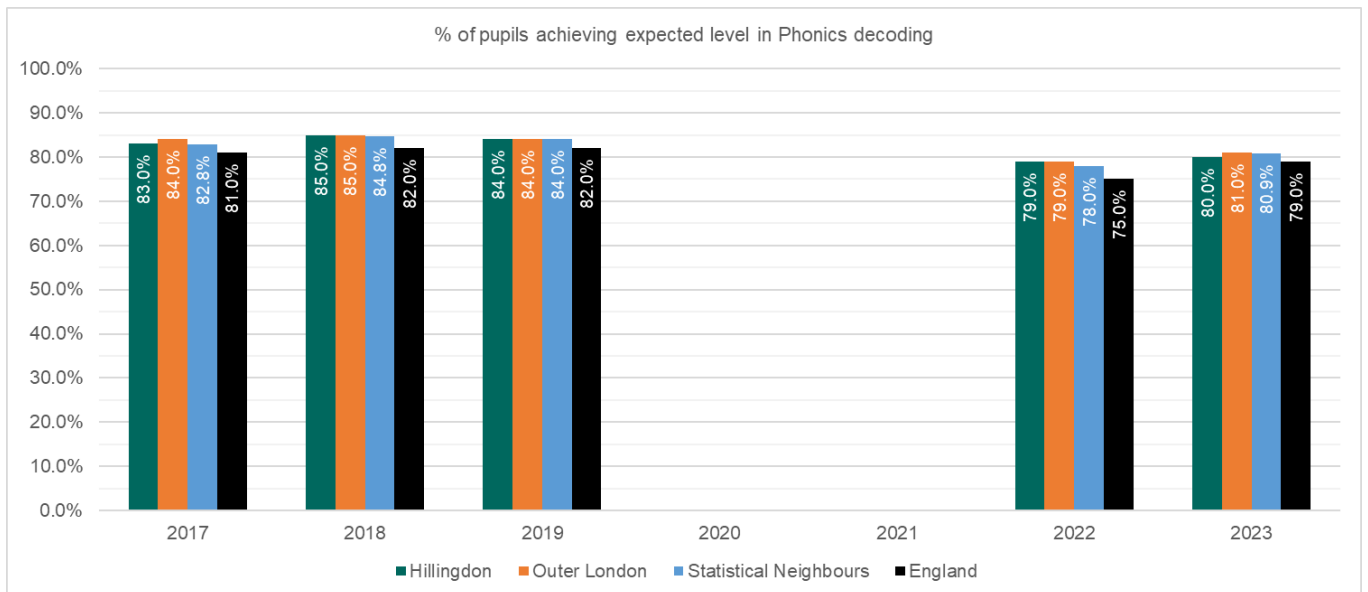
# Appendix

## Appendix A - Early Years Good Level of Development (GLD) 2022/23

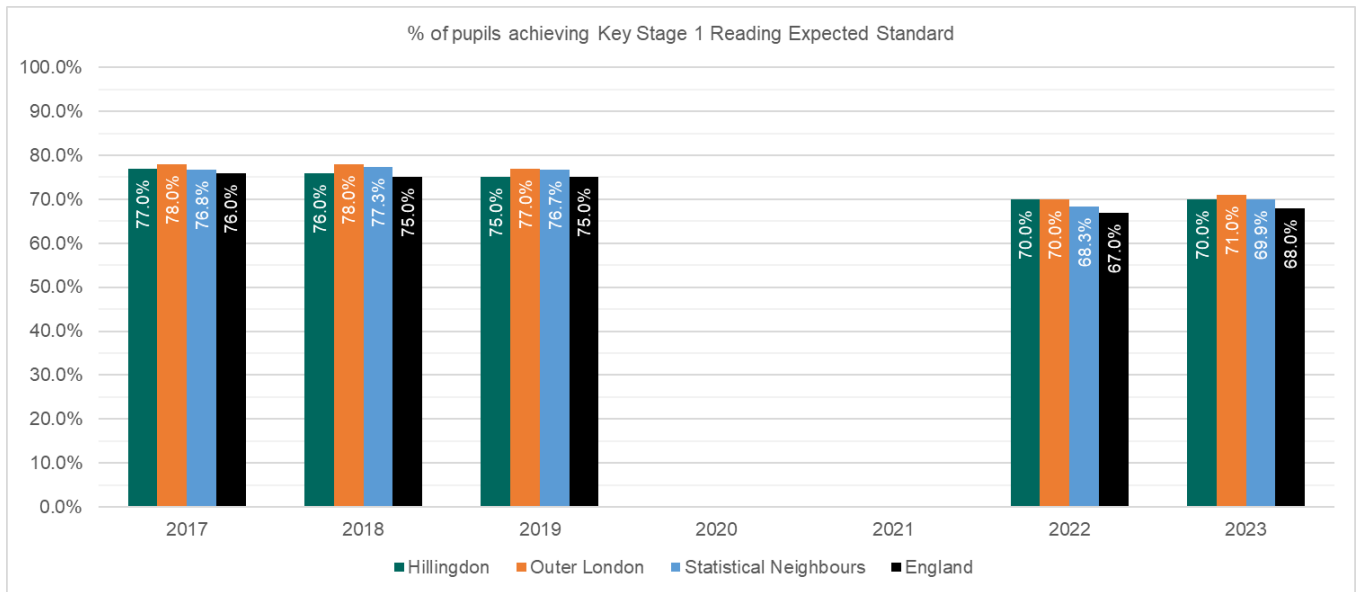


**Graph 3.1: 2023 EYFSP Good Level of Development**  
Source: Nexus EYFSP Performance Summary

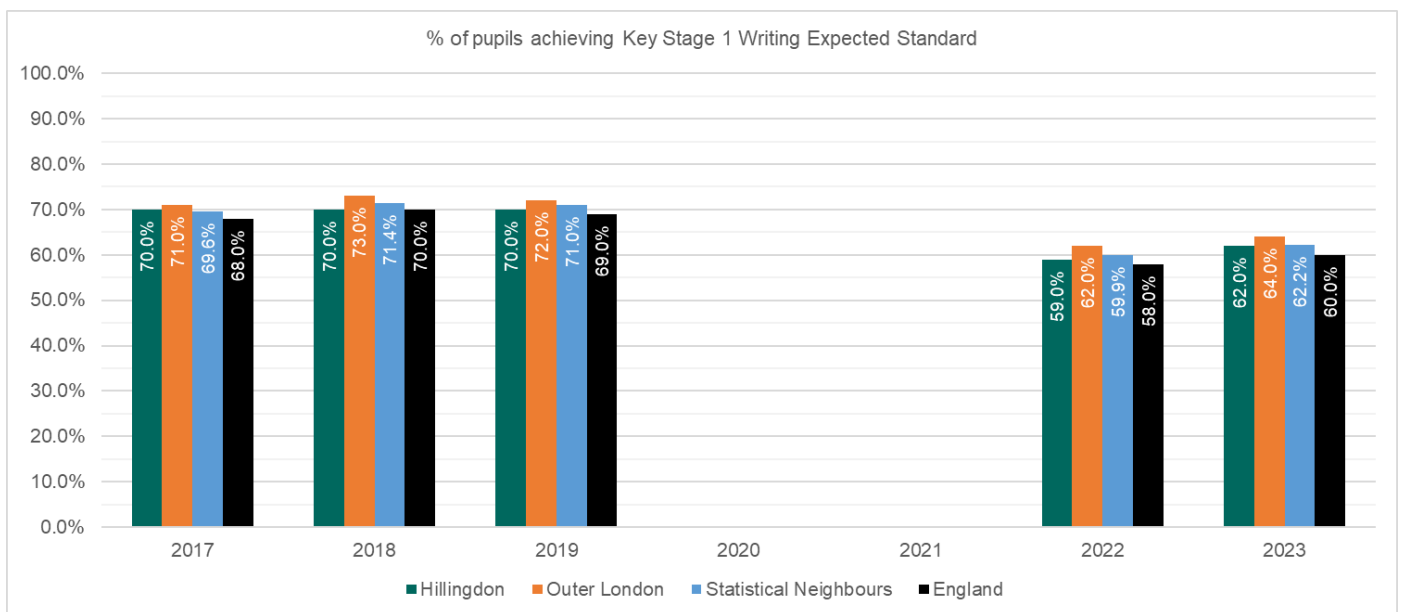
## Appendix B - Key Stage 1 Outcomes in Hillingdon



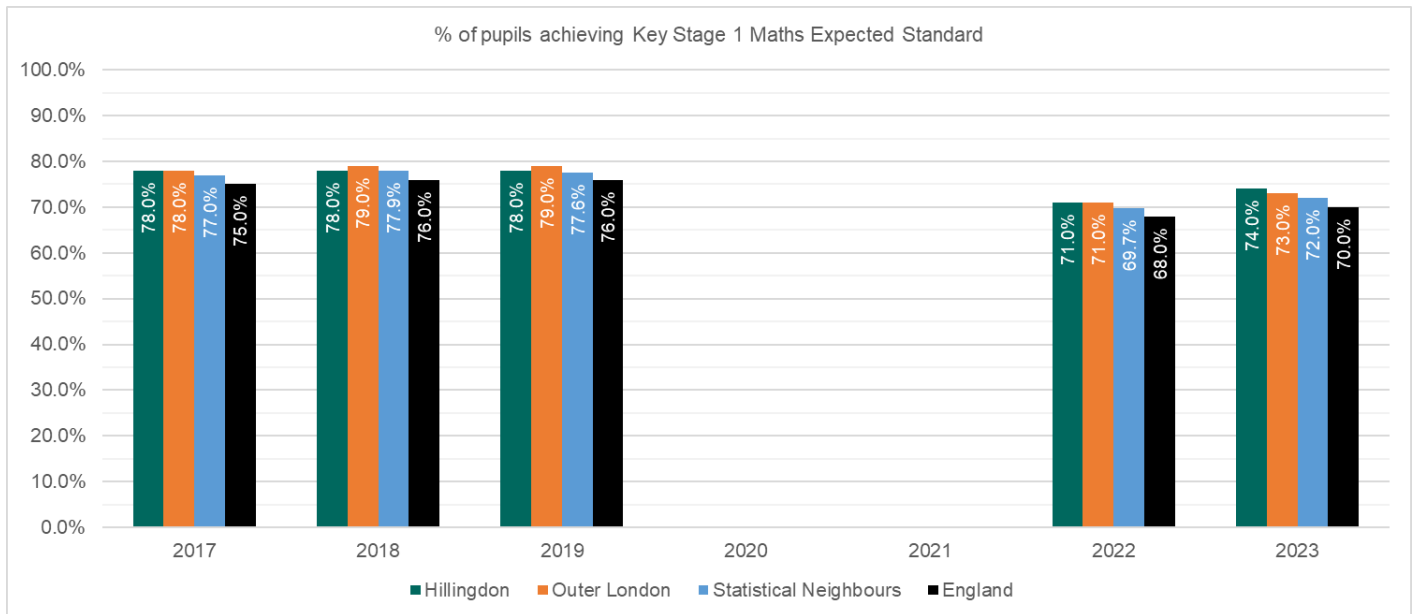
**Graph 3.2: % Pupils Achieving Phonics Expected Level (2017 to 2023)**  
Source: LAIT KS1 Phonics Decoding All Pupils



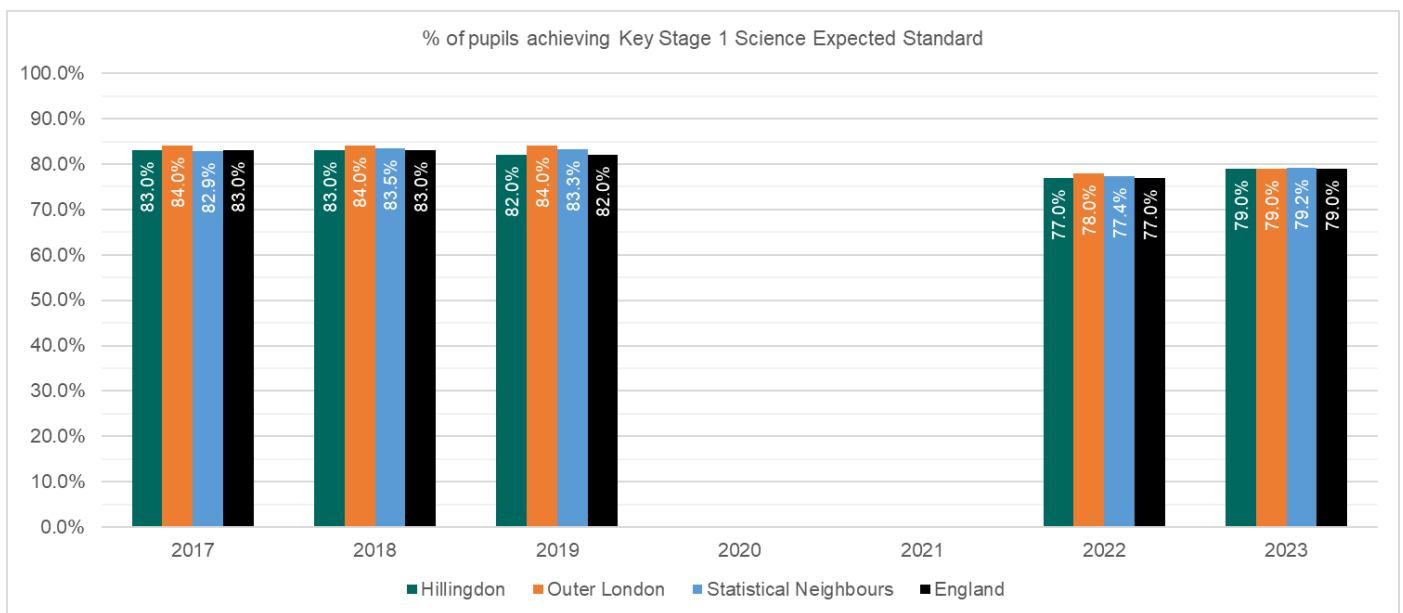
**Graph 3.3: % Pupils Achieving KS1 Reading Expected Standard (2017 to 2023)**  
Source: LAIT KS1 Reading Expected Standard



**Graph 3.4: % Pupils Achieving KS1 Writing Expected Standard (2017 to 2023)**  
Source: LAIT KS1 Writing Expected Standard



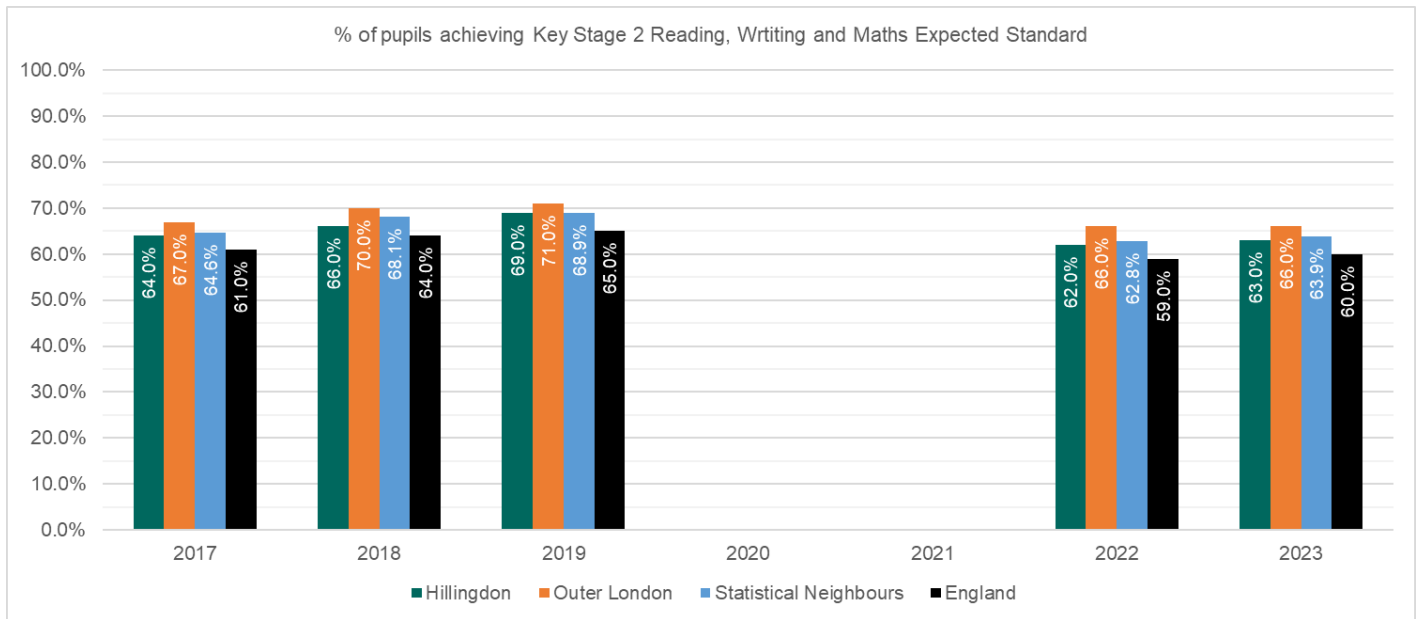
**Graph 3.5: % Pupils Achieving KS1 Maths Expected Standard (2017 to 2023)**  
Source: LAIT KS1 Maths Expected Standard



**Graph 3.6: % Pupils Achieving KS1 Science Expected Standard (2017 to 2023)**  
Source: LAIT KS1 Science Expected Standard



## Appendix C - Key Stage 2 Outcomes in Hillingdon

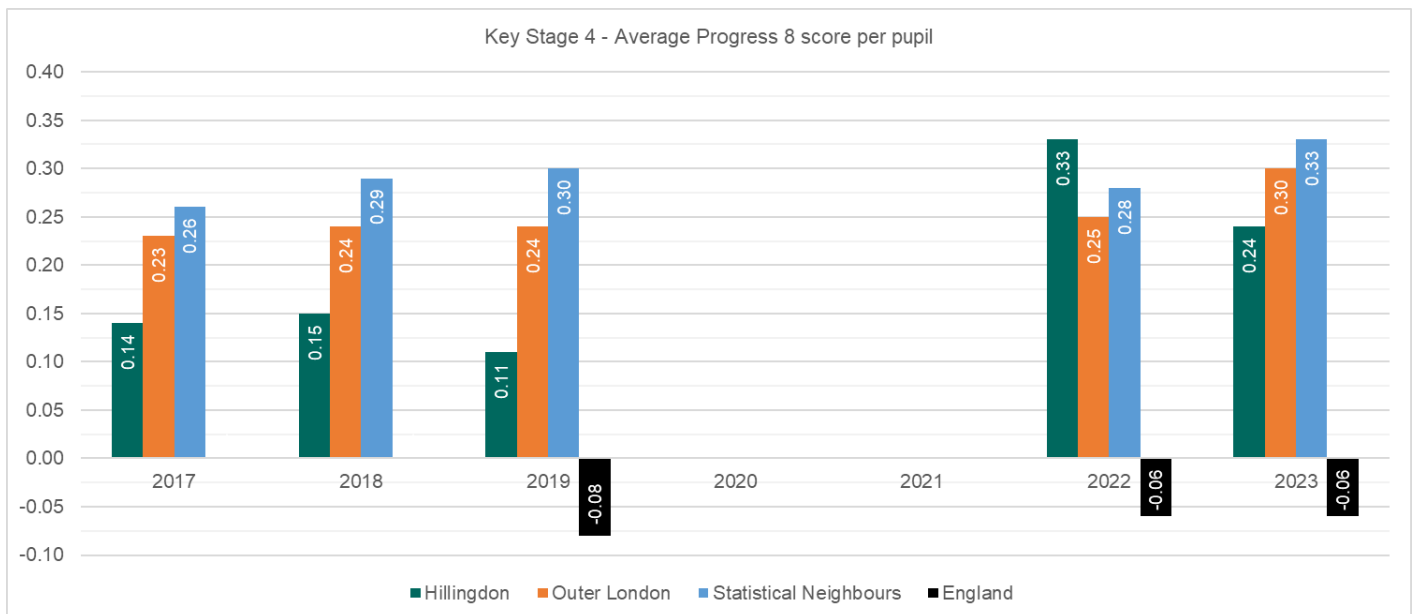


**Graph 3.7: % of KS2 Pupils Reaching Expected Standard in RWM (2017 to 2023)**

Source: LAIT KS2 RWM Expected Standard

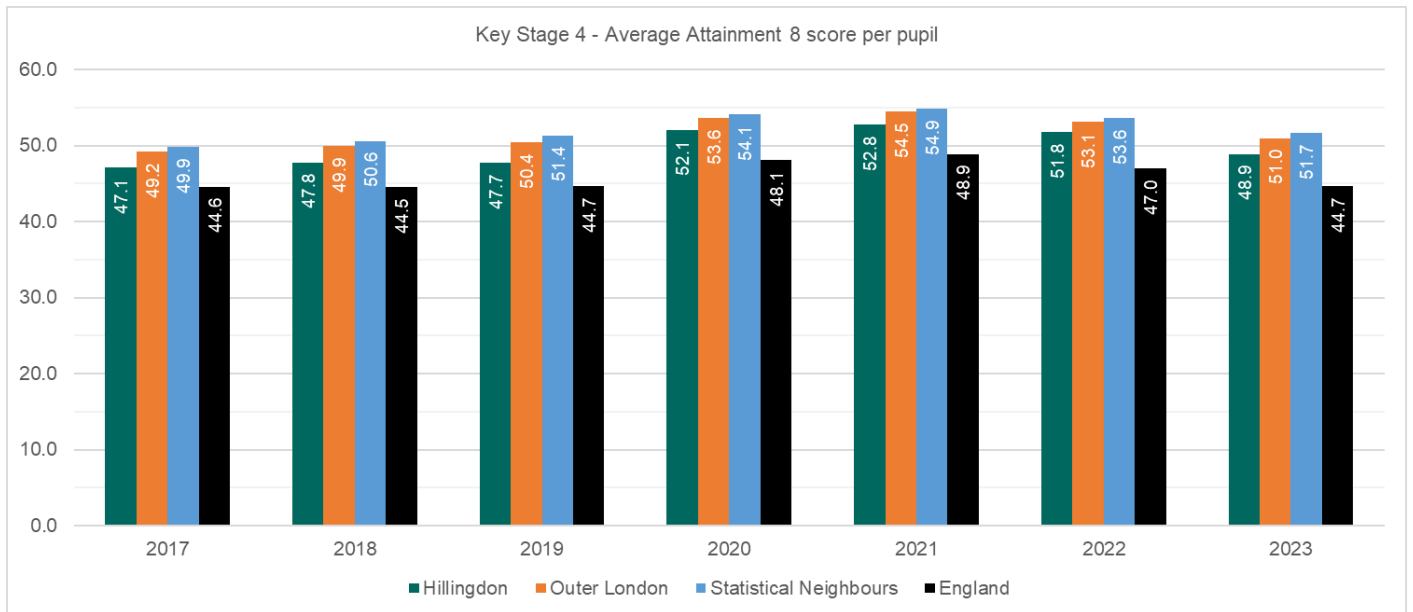
As at November 2023 only Provisional Results are available in LAIT

## Appendix D - Key Stage 4 Outcomes in Hillingdon

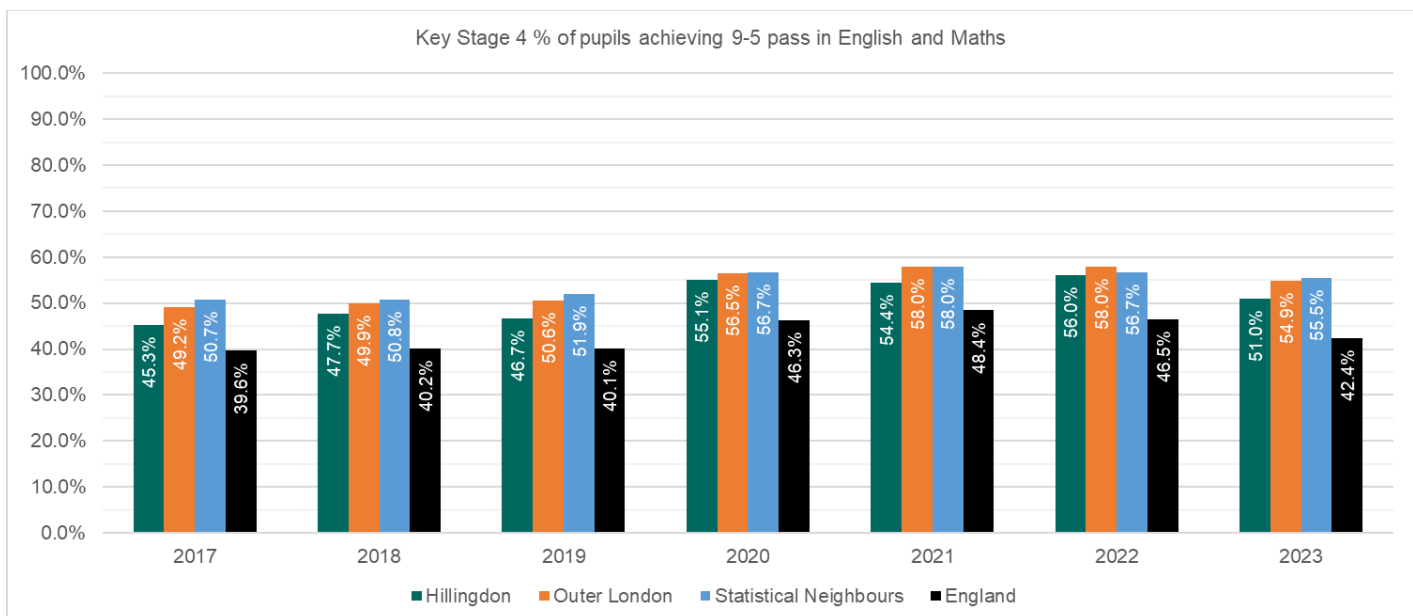


**Graph 3.8: Average Progress 8 Scores (2017 to 2023)**

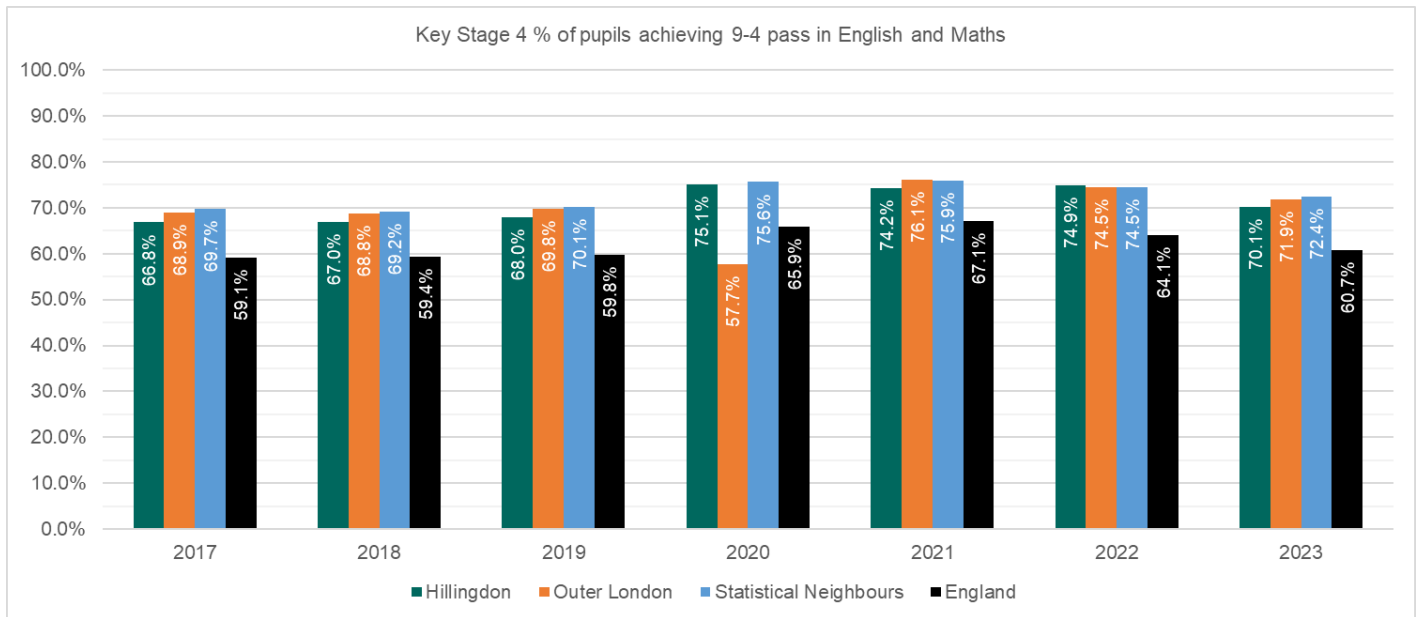
Source: LAIT KS4 Average Progress 8



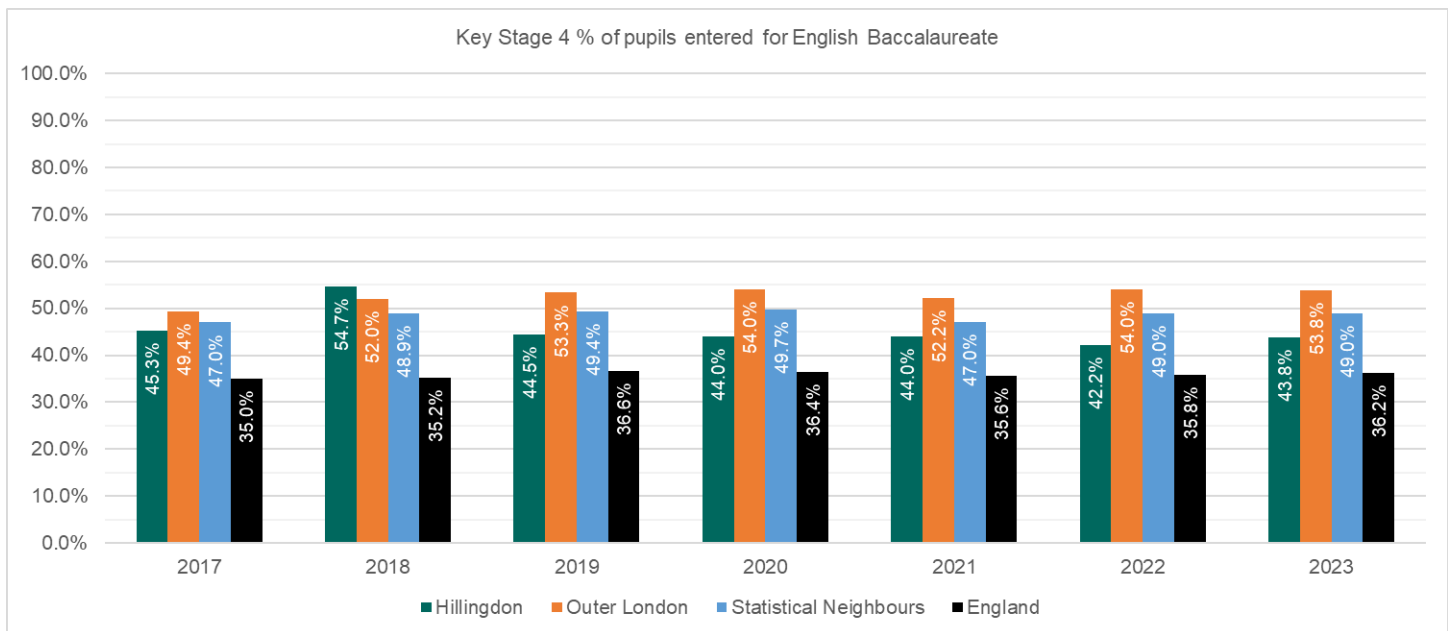
**Graph 3.9: Average Attainment 8 Scores (2017 to 2023)**  
Source: LAIT KS4 Average Attainment 8



**Graph 3.10: % of Pupils Achieving 9-5 in English & Maths (2017 to 2023)**  
Source: LAIT KS4 9-5 in English and Maths

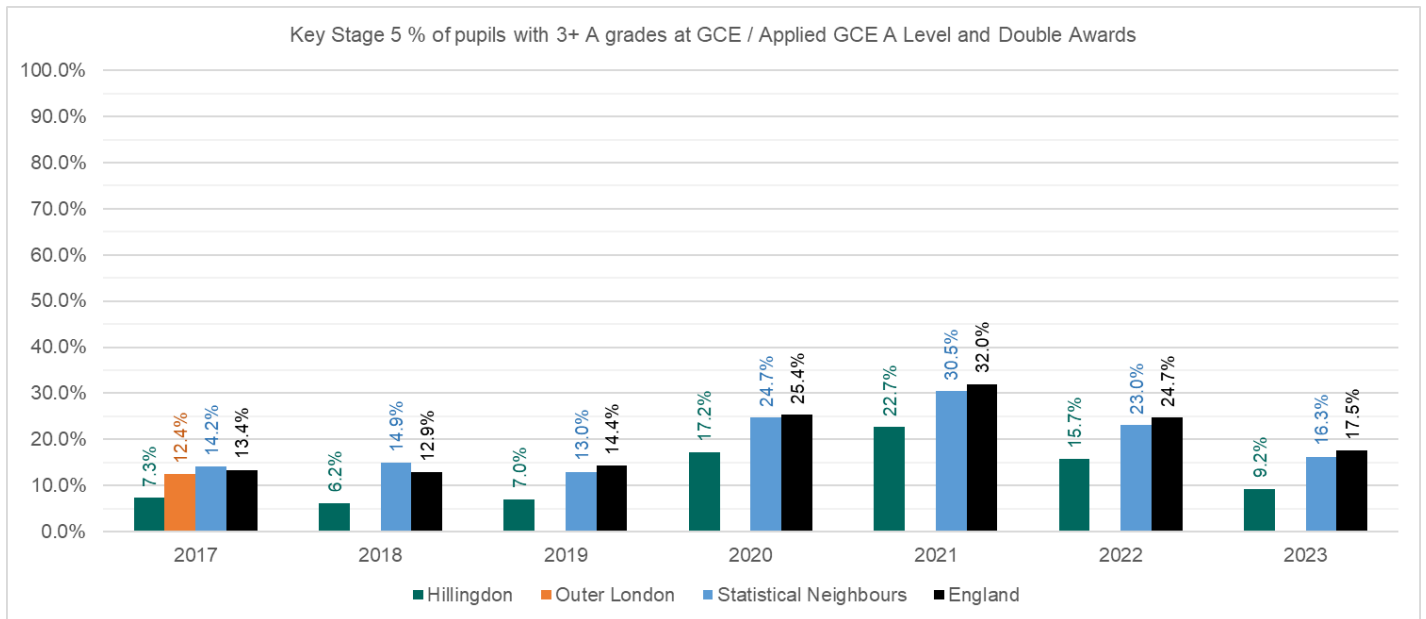


**Graph 3.11: % of Pupils Achieving 9-4 in English & Maths (2017 to 2023)**  
Source: LAIT KS4 9-4 in English and Maths

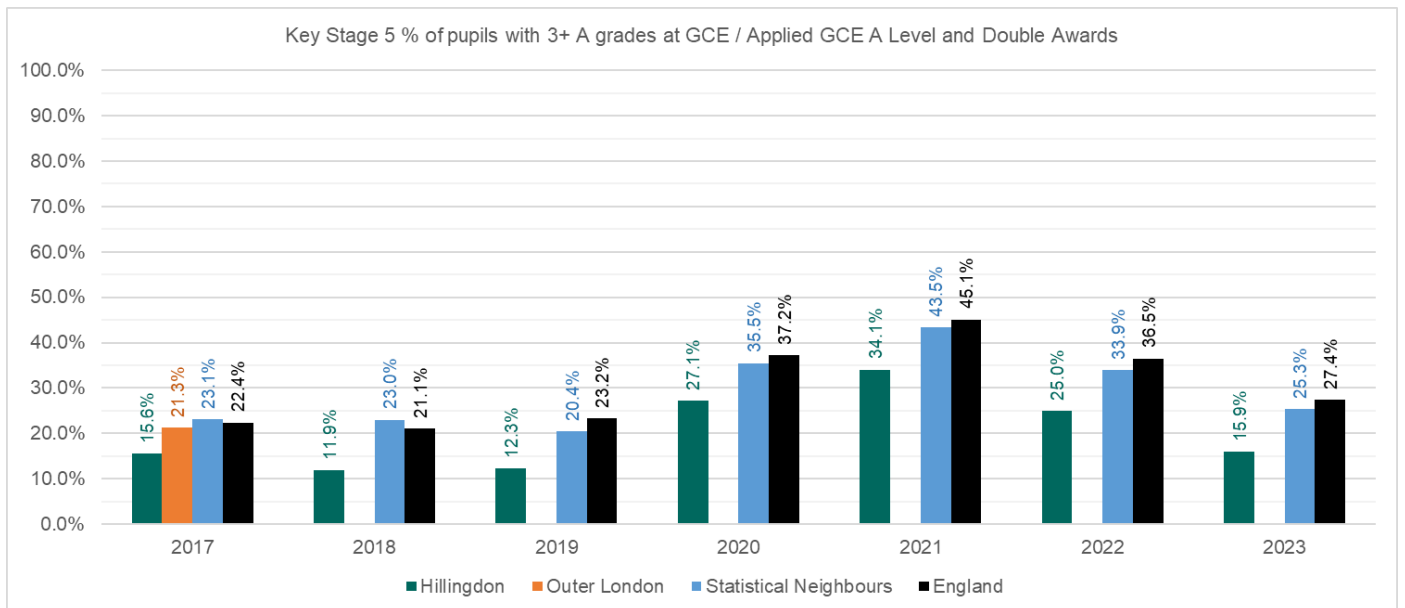


**Graph 3.12: % of Pupils Entered for English Baccalaureate (2017 to 2023)**  
Source: LAIT KS4 Pupils entered for English Baccalaureate

## Appendix E - Key Stage 5 Outcomes



**Graph 3.13: % of Pupils Achieving 3+ A grades at GCE (2017 to 2023)**  
 Source: LAIT KS5 Pupils Achieving 3+ A Grades at GCE A Level & Double Awards



**Graph 3.14: % of Pupils Achieving AAB or Better at A-Level (2017 to 2023)**  
 Source: LAIT KS5 % Pupils Achieving AAB or better at A Level

End of Report