

Annual Standards of Education in Hillingdon Report 2023/24



HILLINGDON
LONDON

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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
ESBA	Emotional Based School Avoidance
EBSNA	Emotional Based School Non-Attendance
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 2023-24 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

The Education Priorities for the next five years were identified in 2023-24. These are:

Priority 1:

Every Hillingdon child and young person benefits from high quality, supportive and inclusive learning in a good school or setting.

Priority 2:

Preparation for Adulthood: Supporting all our children and young people to reach their potential, understand their options, promoting independence and be ready for their future.

Priority 3:

Addressing the issues of the decade: Schools, settings and key partners collaborate to address the key issues that put some children & young people at risk of educational underachievement.

Currently these are:

- Closing the achievement gap for disadvantaged children and young people
- Closing the achievement gap for White British & Black Caribbean heritage students and other disadvantaged cohorts
- Improving outcomes at Key Stage 5
- Improving inclusion by improving attendance
- Addressing Emotionally Based School Non-Attendance (EBSNA)
- Reducing suspensions and exclusions

- No Early Years setting was OFSTED rated below 'Good' by the end of the academic year.
- Only 0.7% of PVI and childminders were rated below 'Good' in OFSTED inspections.
- Only 6% of our schools were rated by OFSTED as below 'Good'.
- For school places, Hillingdon was ranked the top London local authority on Primary National Offer Day, with 95.68 per cent of children being awarded their first-choice primary school place.
- On National Offer Day every Hillingdon child or young person was offered a secondary school place.

Part 2 – Vulnerable Children and Young People's Outcomes

- Looked After Children's attainment and progress in Key Stages 2, 4 and 5 continue to improve from previous years. Since the pandemic ended, there has been a notable drop in their school attendance with many of our children reluctant to attend school and displaying traits of Emotionally

Based School Avoidance (EBSA). There has been a significant drop in the number of LAC pupils receiving a suspension compared to previous years.

- For SEND children, there has been a decrease in growth of Education Health Care Plans (EHCP) in 2024, largely due to successfully ceasing EHCPs for post 16 and 19 years old who go on to university or find employment. The gap in attainment between SEND and non-SEND children has either been static or has widened from the previous year.
- During 2023-24, 615 children were electively home educated, a significant increase on previous years.
- During 2023-24, Hillingdon processed a total of 991 referrals for children missing education. 523 of these were referred by primary schools and 468 were referred by secondary schools.
- Attendance rates in schools improved in 2023-24 compared to the previous year.
- The number of permanent exclusions issued decreased by 22% compared to the previous year and is the lowest rate Hillingdon has seen since the COVID-19 pandemic, down to 40 exclusions.
- NEET (Not in Education, Employment, or Training) rates remained consistently low, between 0.8% and 2.6%, with early-year increases linked to transition challenges but stabilising after February 2024.
- The gap in achievement between non-disadvantaged and disadvantaged young people remains significant within Hillingdon, although positive compared to national figures. The gap in Early Years increases until the end of Primary schools and reduces by the end of Key Stage 4, but remains significant.

Part 3 – Educational Performance

- Early Years – 66.7% of children achieved a Good Level of Development (GLD), behind slightly national, regional and statistical neighbour outcomes.
- Phonics – Hillingdon children continue to achieve better than nationally, but worse than other London boroughs.
- Key Stage 2 Reading, Writing and Maths combined – Hillingdon outcomes continue to be better than national but are behind regional outcomes.
- Key Stage 4 – GCSE outcomes were similar to the previous year (49.3%), ahead of national (46.2%), but behind regional (50.9%) and statistical neighbours (52.7%). GCSE outcomes with English and Maths combined at Grade 5+ followed a similar national and regional pattern 53.3%, 46.6%, 55.3% and 58.3% respectively.
- Key Stage 5 – A Level results were slightly behind national and regional outcomes. The Average A Level grade for Hillingdon was C, compared to B- and C+ regionally and nationally. The Average Point Score for the best 3 A Level entries was C+ for Hillingdon and B- for national and regional. Statistical neighbour data was not available at the time of creation of the report.

Part 1

Education Improvement and Impact

Resetting Our Priorities – Building on Our Strengths Together to Tackle the Issues We Face

1. In 2023-24, we identified Hillingdon's Education Priorities for the next 5 years, 2025-30. These were based on a combination of hard and soft data: education outcome data; other data such as attendance and exclusions figures and feedback from young people about their education. Our education priorities are set out in the graphic below. Our priorities are also national issues across education. The priorities also align to the direction of travel from central government and His Majesty's Inspectors in the coming years.

Priority 1:

Every Hillingdon child and young person benefits from high quality, supportive and inclusive learning in a good school or setting.

Priority 2:

Preparation for Adulthood: Supporting all our children and young people to reach their potential, understand their options, promoting independence and be ready for their future.

Priority 3:

Addressing the issues of the decade: Schools, settings and key partners collaborate to address the key issues that put some children & young people at risk of educational underachievement.

Currently these are:

- Closing the achievement gap for disadvantaged children and young people
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- Improving inclusion by improving attendance
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- Reducing suspensions and exclusions

2. Hillingdon's schools, settings, academies and further education providers have many strengths, evidenced by some excellent outcomes for our young people. Our results are regularly above the national average and some of our settings have some of the best outcomes nationally. However, when we compare ourselves with other boroughs across London and with our statistical neighbours, our results are not as strong.
3. The reason for this can be seen in Priority 3, especially the educational achievement of young people from disadvantaged backgrounds. This is to say young people:
 - a. Eligible for Pupil Premium funding, due to receiving Free School Meals or because they are a Looked After Child. Children of armed forces personnel.
 - b. White British and Black Caribbean young people, who have been persistently underachieving before the pandemic and subsequently.
 - c. Other disadvantaged groups, such as those of Gypsy, Roma and Traveller heritage.

- d. Young people with SEND needs, including those on the SEN register and those with an Education, Health Care Plan (EHCP).
4. Our non-disadvantaged young people are generally performing very well, but the gap between the disadvantaged groups is large and starts at Early Years and continues into post-16 education. If we can improve this situation, Hillingdon's overall outcomes will increase, something which other London boroughs have been doing successfully.

Putting Our Residents First - Raising Standards in Education

5. 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.
6. 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.
7. 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.
8. 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.
9. It does this by:
 - a. 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.
 - b. Monitoring and challenging the performance of individual schools for all pupils, specific groups of pupils and individual pupils.
 - c. 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.
 - d. Brokering support for schools from other schools and national organisations where needed.
 - e. 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.

Priority 1: Every Young Person Benefits from a High Quality, Inclusive Education in a Good School or Setting

Ofsted Inspection of Early Years & Foundation Stage (EYFS)

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

We currently have a total of 93 PVI settings

Not yet inspected	Outstanding	Good	Requires Improvement	Inadequate
10	11	72	0	0

The following table demonstrates the percentage of Hillingdon's PVI Ofsted outcomes over the past 3 years in relation to national Ofsted data (published in August 2024):

	Summary (Good or better)		Outstanding		Good		Requires Improvement (RI)		Inadequate	
	National	LBH	National	LBH	National	LBH	National	LBH	National	LBH
2021/22	78%	93%	17%	16%	61%	77%	7%	3.5%	14%	3.5%
2022/23	96%	95%	18%	15%	78%	80%	3%	3%	1%	2%
2023/24	96%	100%	16%	11%	80%	89%	2%	0	2%	0

Source [Childcare providers and inspections charts and tables as at 31 August 2024 Accessible](#)

11. No setting was graded less than good by the end of the academic year.

12. Settings receive a range of support from the Early Years team. This includes:

- a. Targeted support for settings graded as Requires Improvement or Inadequate
- b. Encouraging settings to sign up to Early Years Professional Development Programme (EYPD), access DfE training online and attend EY training offered by the Education services at the Council or by the Hillingdon Learning Partnership (HLP).
- c. Focussing training and support for both schools and PVI's on meeting the needs of two-year-olds to support the expansion of early years entitlements.

13. Childminders

- a. We currently have 181 childminders in Hillingdon. Of these 149 cares for EYFS children.
- b. Those who do not have EYFS children are graded as met or not met at their Ofsted inspection. We currently have 25 Met and 3 Not met.
- c. We currently have 19 childminders awaiting their first inspection. 15 of whom care for EYFS children.
- d. The data for those childminders that have EYFS children in their provision is as follows:

Outstanding	Good	Requires Improvement	Inadequate
17	116	1	0

- e. For childminders who receive an Inadequate or RI judgement they receive one to one support from an EY adviser and support is given to work on the recommendations and actions.
- f. Newly registered Childminders are supported through our funded childminder buddy programme until their 1st inspection

Ofsted Outcomes from Childminder Inspections August 2024

	Summary (Good or better)		Outstanding		Good		Requires Improvement		Inadequate	
	National	LBH	National	LBH	National	LBH	National	LBH	National	LBH
2021/22	89%	99.5%	15%	10%	74%	89.5%	5%	0%	6%	0.5%
2022/23	96%	100%	12%	14%	84%	86%	2%	0%	1%	0%
2023/24	98%	99.3%	12%	12.7%	86%	86.6%	2%	0.7%	1%	0%

Source [Childcare providers and inspections charts and tables as at 31 August 2024 Accessible](#)

14. Bespoke training is provided in the evenings and at weekends for childminders. These have included:

- Preparing for your Ofsted inspection.
- Planning and assessment with the new EYFS
- Making the most of the outdoors
- Meeting the Safeguarding and Welfare requirements
- Understanding Prevent
- Supporting parent partnership
- Recognising patterns in play (schemas)
- Cross-curricular learning opportunities
- 5 to thrive – healthy brain development for young children

We also commission Learn Hillingdon to train and support initial childminder training.

15. Key Challenges

- a. The single most challenging issue in Early Years currently is recruitment and retention of high-quality staff. Staff turnover in settings is higher than ever before and this has a huge impact in supporting quality improvement. Added to this, with the changes to funding and uncertainty that these changes bring, staff morale and confidence is very low and reigniting a passion for young children's learning and supporting staff development remains a high priority.
- b. Within both PVI's and childminding, it has been recognised that a considerably higher number of children are starting their EY provision with SEND needs than before the pandemic. It is unclear if these are general delay or wider SEND needs. The main areas of concern are in Communication and Language and Personal, Social and Emotional development. We are hoping that our Inclusion

Pathways project will have a positive impact upon supporting these children. These two areas for development will remain a focus for staff development.

Ofsted Inspections of Schools

16. Ofsted continued their full inspection programme which have been a mixture of Section 8 and 5 inspections throughout 2023/24 academic year. Hillingdon received 38 inspections in the academic year 2023/24. Hillingdon's inspection data demonstrates an improvement when compared with the previous year, with 94% of schools overall now judged Good or better by the end of the 2023/24 academic year, compared to 92% of schools judged Good or better in 2022/23. The Council is working with all schools requiring improvement, including academies when requested.

17. The new Free School, rated as inadequate in 2021/22, is still awaiting its first inspection.

18. Summary of Schools in Hillingdon by Ofsted Judgement

Final inspection overview 2023/24 (by 31st August 2024)

Type of School	No.	% Outstanding	No. Outstanding	% Good	No. Good	% Requiring Improvement	No. Requiring Improvement	% Inadequate	No. Inadequate
Primary All	68	12%	8	84%	57	4%	3	0%	0
Academy	23	9%	2	87%	20	4%	1	0%	0
Maintained	45	13%	6	82%	37	4%	2	0%	0
Nursery	1	0%	0	100%	1	0%	0	0%	0
Maintained	1	0%	0	100%	1	0%	0	0%	0
Secondary All	18	22%	4	61%	11	17%	3	0%	0
Academy	16	25%	4	56%	9	19%	3	0%	0
Maintained	2	0%	0	100%	2	0%	0	0%	0
UTC/SC	4	0%	0	100%	4	0%	0	0%	0
Academy	4	0%	0	100%	4	0%	0	0%	0
Special All	7	14%	1	86%	6	0%	0	0%	0
Academy	5	20%	1	80%	4	0%	0	0%	0
Maintained	2	0%	0	100%	2	0%	0	0%	0
AP/PRU	1	0%	0	100%	1	0%	0	0%	0
Academy	1	0%	0	100%	1	0%	0	0%	0
Maintained	0	0%	0	0%	0	0%	0	0%	0
All State funded schools in Hillingdon	99	13%	13	81%	80	6%	6	0%	0

End of 2023-24 Inspection Summary - Hillingdon verses England

Judgement	2023-24		2022-23	
	Hillingdon	England	Hillingdon	England
Outstanding	13%	13%	14%	16%
Good	81%	77%	77%	72%
Requires Improvement	6%	8%	8%	9%
Inadequate	0%	2%	1%	3%

Monitoring and Challenging the Performance and Outcomes of Individual Schools

19. 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.
20. The Local Authority retains 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. Councils retain responsibility for intervention in maintained settings where standards decline or there adverse Ofsted judgements. The Regional Director in the Department for Education (DfE) retains responsibility for intervention in academies where there is underperformance.
21. 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 and feedback from Hillingdon's Regional Director's office and DfE
 - Education Advisor visits to maintained schools
 - The early identification of schools facing challenges and the brokering of support for school leaders and governors
 - Working with the Hillingdon Schools' Strategic Partnership Board to deliver improvement events and briefings for Head Teachers
 - Working in partnership with the Hillingdon Learning Partnership (HLP)

Performance Outcomes

22. There were 13 schools on the Council's 'Schools At Risk Register' (SARR) at the end of 2023/24. This is an increase of 4 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

- 6/13 schools are primary phase
- 7/13 schools are secondary phase

Primary schools

- 5/6 schools are maintained (2 are judged Good but at risk and 3 Requiring Improvement)
- 1/6 school is an academy (1 Requiring Improvement)

Secondary / Studio Colleges / UTCs schools

- 3/7 schools are maintained (all judged Good but at risk)
- 4/7 schools are academies (3 Requiring Improvement and 1 a new Free School converter previously rated Inadequate and still to be inspected)

There is regular and robust information sharing between the Council Education Improvement and Partnerships Service (EIP) 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.

23. In 2023/24 a Three-Tier Support Model for categorising schools for prioritising education improvement support continued:

- **Universal** - 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 are '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 EIP Service 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.

Good Practice from London Councils

24. 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.

Mental Health and Wellbeing

25. Addressing mental health and resilience for young people and for school staff continues to be a high priority. Education services work closely with health professions, social care and third sector providers to ensure there is a range of effective wrap around support to young people, their families and the schools who support them. In 2023-24, the range of support offered to young people and staff included:

- a. Government funded Mental Health Lead training for senior leaders in school.

- b. A mapping of mental health provision across all schools alongside Health to identify where new support needs to be deployed.
- c. Sharing the mental health support available to young people and their families with schools, close liaison with Stronger Families and now the Family Hubs and close working with the Thrive Network lead by Health. 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.
- d. Training for staff on trauma informed practice, mental health support strategies, emotionally based school non-attendance.
- e. The SEND Advisory Service (SAS) works within the SCERTS framework (Social Communication, Emotion Regulation, Transactional Support). The SCERTS® Model. SCERTS is also integral to the Inclusion Commitment school development programmes (a 1-year intensive package of CPD, provision review and support for settings).
- f. The Inclusion Commitment offers a Social, Emotional and Mental Health (SEMH) pathway which will cover 'trauma informed practice' and 'Adverse Childhood Experiences (ACEs)'.
- g. The use of 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.

School Place Planning Overview

26. 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. Key Headlines for 2023-24 are:

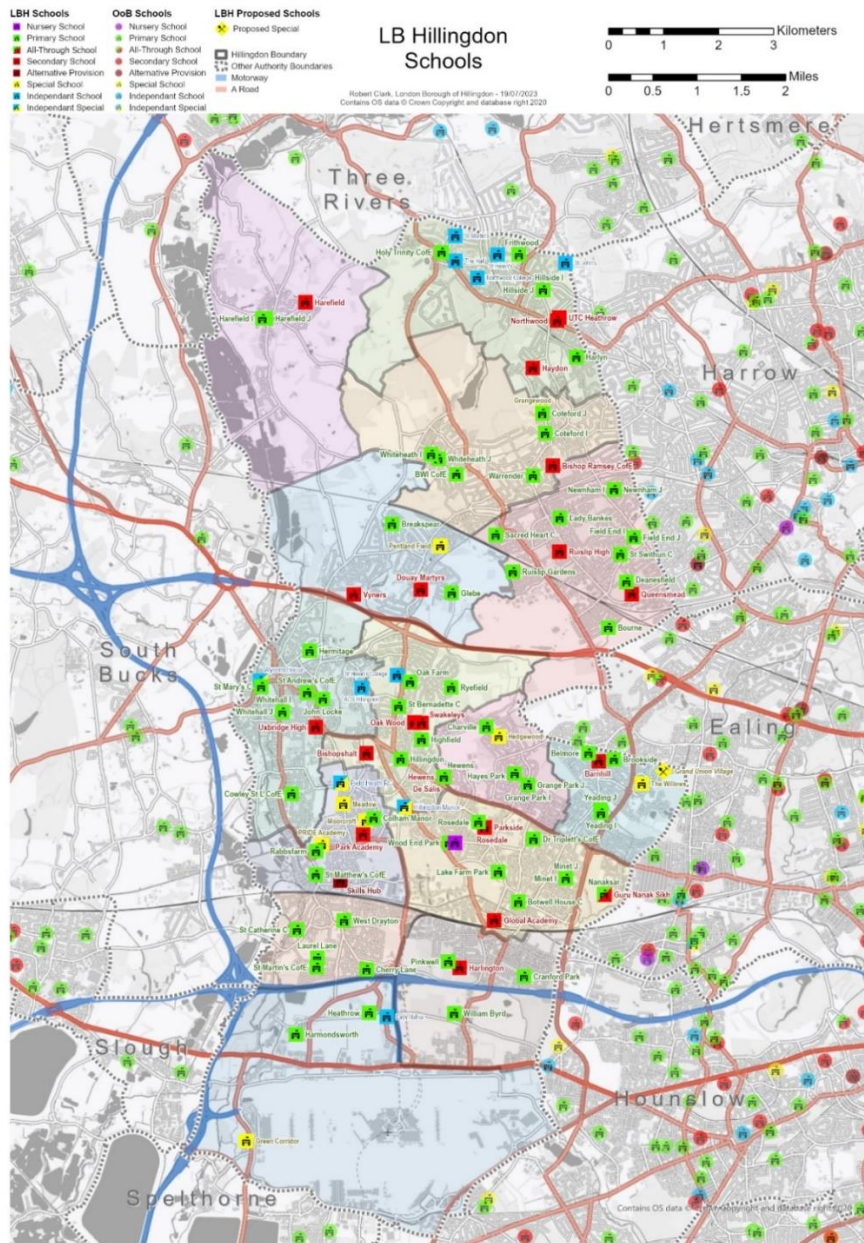
- a. Primary rolls overall have experienced a continued decline each year since 2019, a total 1.3% decline from October 2023 to October 2024. Reductions in primary schools Pupil Admission Numbers (PAN) have been actioned in multiple schools where there is a clear surplus of vacant places.
- b. At secondary, the number of children on roll has increased in line with projections, which predicted a peak in year 7 admissions in September 2023 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 Autumn 2023. Further expansions are not expected to be required due to the lower primary numbers coming through the system.
- c. 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 had been agreed.

27. School Place Planning (SPP) is reported annually via the School Organisation Plan for Hillingdon 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:



School Placements & Admissions

28. Secondary School Places

- Hillingdon council received 3,573 applications for entry into secondary school for September 2024.
- On National Offer Day every Hillingdon child or young person was offered a secondary school place.
- From those, 95 per cent were offered one of their top schools, with 70 per cent of pupils receiving their first choice and 90 per cent offered one of their top three schools.

29. Primary School Places

- a. Hillingdon was ranked the top London local authority on Primary National Offer Day, with 95.7 per cent of children being awarded their first-choice primary school place.
- b. Figures released by the PAN London Admissions Board show that the council has once again exceeded the London average of 89.1 per cent to give 3,212 pupils their first choice of primary school.
- c. Hillingdon also achieved best in west London for applicants being offered one of their top three preference schools at 99.3 per cent, compared to PAN London at 97.2 per cent.
- d. The council received 3,357 primary school applications, with 99.5 per cent allocated a school of their preference, which is also higher than the London average of 98.2 per cent.

30. 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).

Key Statistics:

- a. **2 primary referrals** to the IYFAP compared to **0** primary referral in 2022-2023
- b. **63% decrease - 132** total number of placements by the IYFAP in comparison to the academic year 2022-2023 where there were 201 placements.
- c. **63 Year 11** aged children were referred to the panel and this was **47% of the total placements**.
- d. **IYFAP placements in 2023-2024 - 92%** of placements were for children residing in the south of the borough
- e. **62% of the placements** have been for 'Children who have been out of education for four or more weeks where it can be demonstrated that there are no places available at any school within a reasonable distance of their home. This does not include circumstances where a suitable place has been offered to a child and this has not been accepted'.
- f. These statistics include July's placements however the children will not start until the following academic year (2024/25).

Year 11

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 Fair Access Panel.

Placements

The table below show the Fair Access placements from September 2023 - July 2024, 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
Total per year	1	15	27	24	63	11	119
Total	130					130	

Primary referrals									
Month/Year Group	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	North	South
Total per year	1	0	0	1	0	0	0	0	2
Total	2							2	

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:

Referral Reason	Total Number of Students
Children in alternative provision who need to be reintegrated into mainstream education or who have been permanently excluded but are deemed suitable for mainstream education.	18
Children who have been out of education for four or more weeks where it can be demonstrated that there are no places available at any school within a reasonable distance of their home.	82
Children for whom a place has not been sought due to exceptional circumstances.	3
Children of Gypsies, Roma, Travellers, refugees & asylum seekers.	15
Children either subject to a CIN/a CP Plan/having had a CIN/a CP Plan within 12 months	9
Children from the criminal justice system	1
Children with SEN (without an EHCP)	4
Total	132

Place Planning Areas

- Of the 130 secondary school placements made through Fair Access, 119 (92%) children lived in the South of the borough and 11 children lived in the North of the borough.
- 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.
- 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.

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 three academic years.

Month	2021-2022			2022-2023			2023-2024		
	Primary	Secondary	Total	Primary	Secondary	Total	Primary	Secondary	Total
September	1	43	44*	0	19	19	0	21	21
October	0	10	10	0	24	24	0	14	14
November	1	27	28	0	32	32	0	14	14
December	0	9	9	0	29	29	0	10	10
January	0	3	3	0	25	25	0	18	18
February	0	10	10	0	14	14	1	12	13
March	0	11	11	0	22	22	0	7	7
April	0	5	5	0	16	16	1	13	14
June	0	10	10	0	12	12	0	6	6
July	0	6	6	0	8	8	0	15	15
Total	2	134	136	0	201	201	2	130	132

*Three held in September 2021

Appeals

Our current Fair Access Policy provides schools with 5 days to contact us and supply factual evidence, that to admit additional children would prejudice the provision of efficient education or the efficient use of resources at their school. We will also consider information that we may not be aware of at the time of placement that may evidence the suitability of the placement and whether this would be in the best interests of the child.

We received 7 appeals received in the academic year 2023/24 from schools against placements. Of the 7 appeals that we received;

- 2 placements were pursued at the allocated school
- 1 pupil was allocated an alternative school
- 4 placements were withdrawn

31. Interim Provision

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

- 41 pupils were referred to the Interim Provision in 2023/24. Of this cohort, pupils have come from 17 different countries, speaking 10 different languages.

- Of the 41 pupils, 8 were Looked After Children and 7 were on Child Protection plans. This was 37% of the Interim cohort.
- All of this year's cohort, have been successfully placed at a school as an outcome of the FAP, moved on through the NTS program, accessing an alternative setting, left as they were no longer 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 Plan Needs Assessment, and Post 16 support for a pupil with Special Educational Needs.

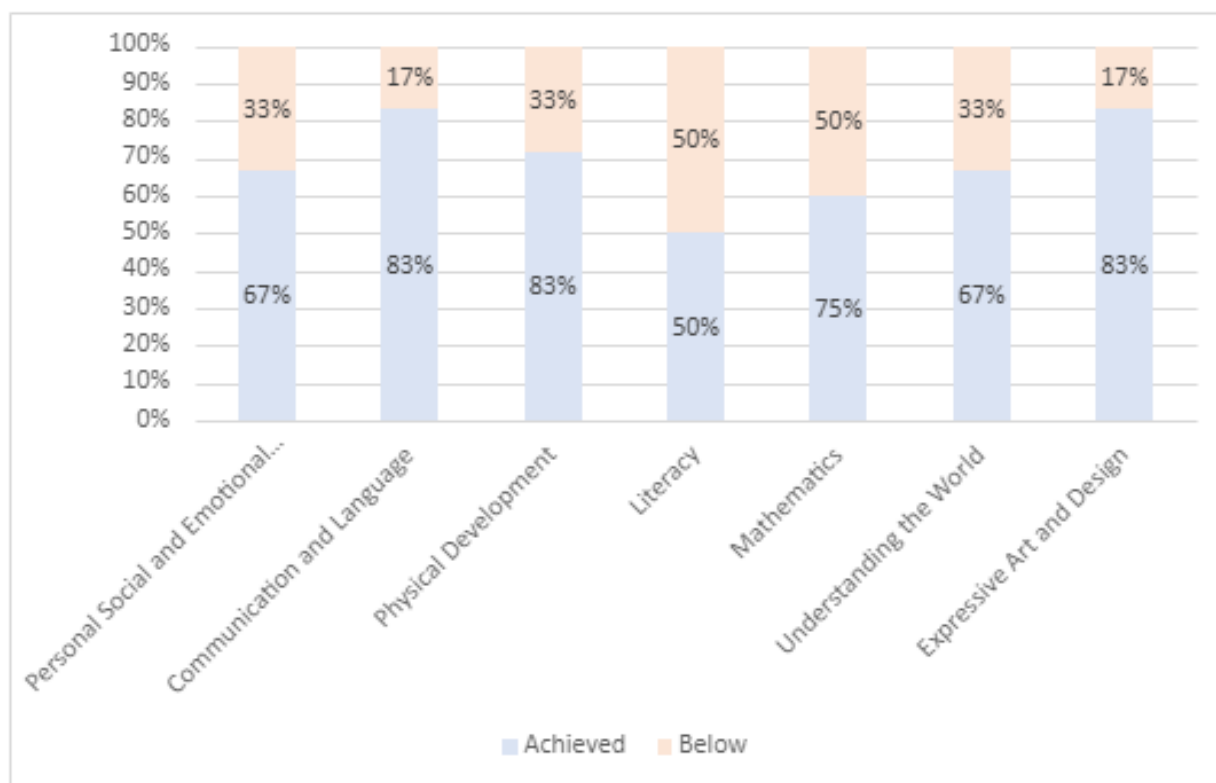
Part 2

Vulnerable Children and Young People's Outcomes

Outcomes for Vulnerable Children and Young People

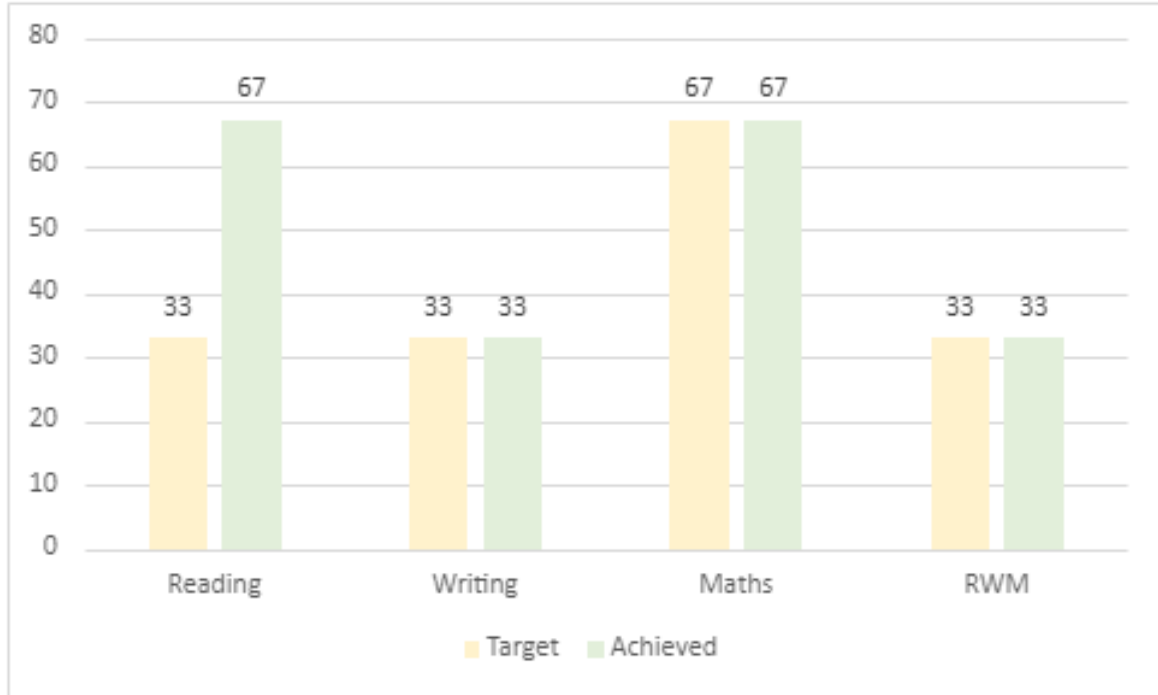
32. Looked After Children Attainment and Progress Summary

EYFS: The EYFS cohort consisted of ten children for this academic year, seven of whom count towards the national indicator. Of this national indicator group, 17% made a Good Level of Development across the prime areas and across all the Early Learning Goals. Within this group, all children were indigenous, three had SEND and two resided in Hillingdon.



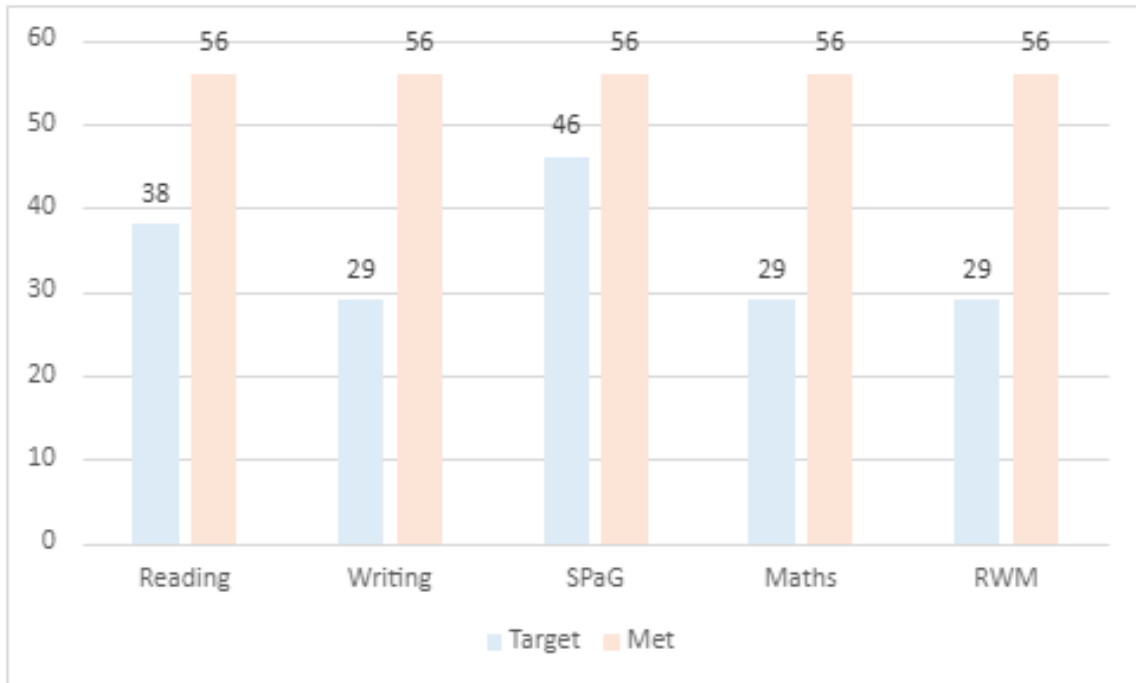
Source: Internal data

Key Stage 1: There were six children who completed Key Stage 1 in July 2024; within the cohort one of the children had a SEND, all were indigenous and four were residing in Hillingdon. Of the six children in this cohort, three were in the national indicator. Of these, the Virtual School had expected 33% to achieve Age Related Expectations (ARE) in Reading, Writing and Maths (RWM) based on their starting points from EYFS. Based on their SATs results, 33% met ARE in Reading, Writing and Maths.



Source: Internal data

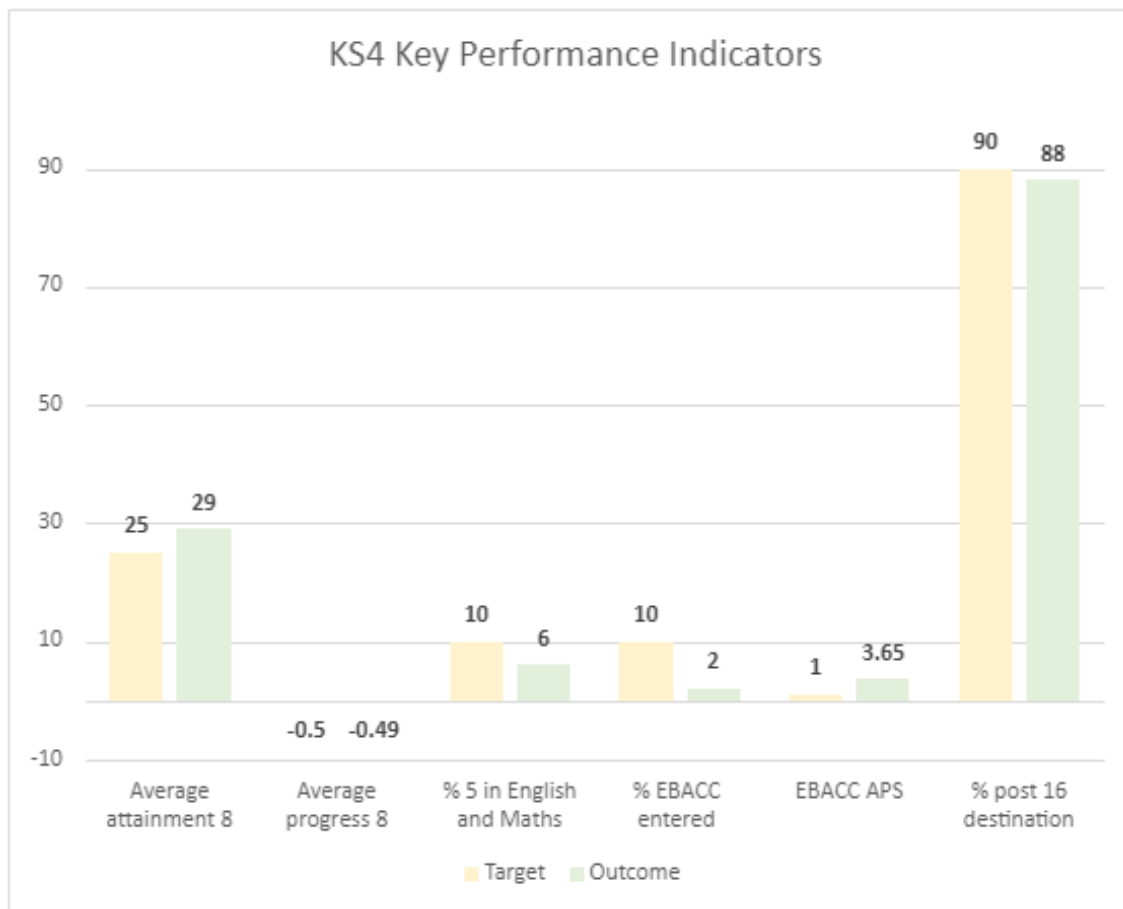
Key Stage 2: There were ten children who completed Key Stage 2 in July 2024. Within the cohort, four had an EHCP and one was receiving SEN Support, three were residing in Hillingdon and all were indigenous. Nine of the children were in the national indicator. The Virtual School had expected 29% of this cohort to achieve ARE in RWM at the end of the academic year. Based on their SATs results, 56% of this cohort met ARE in Reading, Writing and Maths.



Source: Internal data

Key Stage 4: 20 eligible children completed Year 11 in July 2024. Of this cohort, 50% had Special Educational Needs, 23% were unaccompanied asylum-seeking children (UASC) and 67% resided outside of Hillingdon. Of the 20 pupils, 18 were entered for level 2 examinations (GCSEs, BTEC) or equivalent at

the end of the academic year. The average attainment 8 score was 29, an increase from 21.7 in the previous year, and the average Progress 8 score was -0.49, also improved from the previous year (-1.4).



Source: Internal data

Key Stage 5: The Virtual School supported 188 Post 16 learners throughout the academic year 2023-24. 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: Among national indicator learners who had not achieved a grade 4 or above in English and Maths by the end of Year 11, 8% successfully attained these qualifications by the end of Year 12. Improving outcomes in this area will be a key focus for the 2024/25 academic year, with targeted support initiatives planned to enhance learner progress.

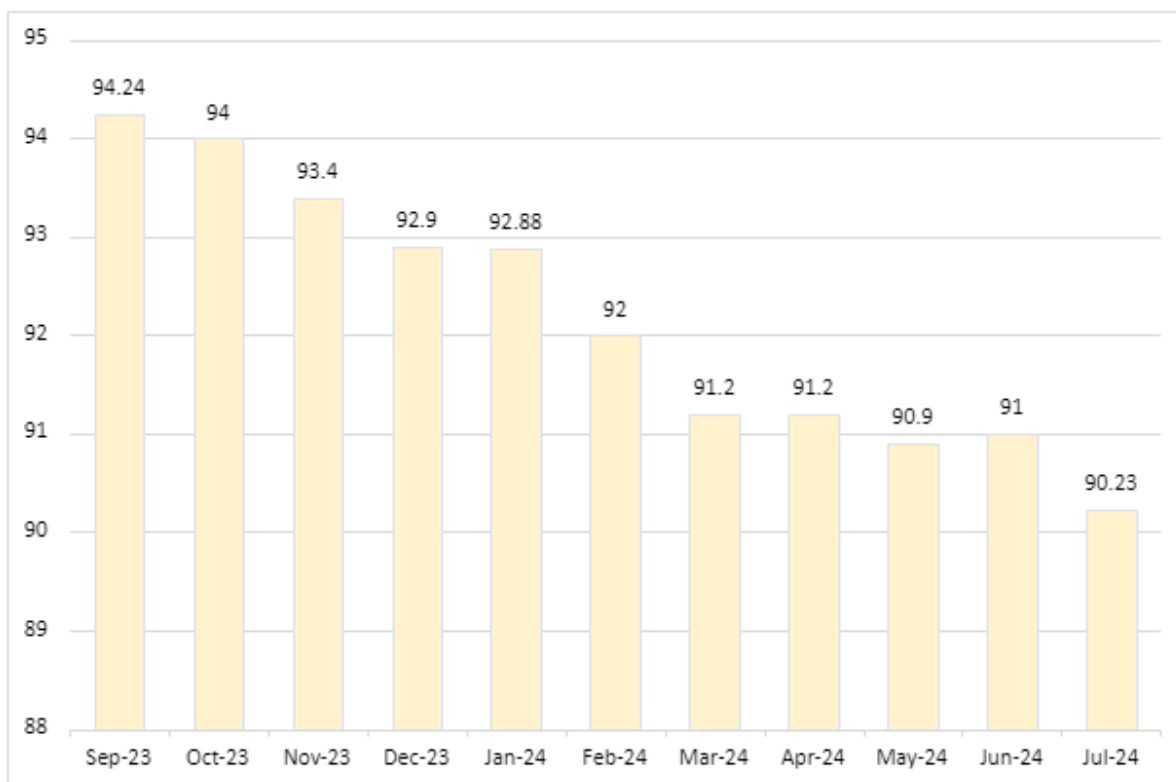
Year 13 Level 3 Outcomes: Among the 11 learners enrolled in the second year of their Level 3 course, eight (73%) successfully completed their final year. Of these, five (63%) have progressed to university, while the remaining three have opted for a gap year, pursuing full-time employment for various reasons.

33. Looked After Children Educational Engagement Summary

Attendance & Exclusions

Since the pandemic ended, there has been a notable drop in school attendance with many of our children reluctant to attend school and displaying traits of EBSA. The team continue to improve their knowledge and understanding of EBSA and the impact this has on our children. To address this, we provided training

sessions for the team, schools, and foster carers. The chart below shows the average attendance of our statutory school age cohort across the academic year:



Source: eGov Solutions

During the last academic year, 11 children received a suspension during their time in care. The total number of learning days lost was 22.5 days. Overall, this means there has been a significant drop in the number of pupils receiving a suspension compared to previous years.

	Days lost to suspension	Number LBH schools & days lost		Number OOB schools & days lost		Number SEND children
2020 - 2021	76.5	10	58.5	7	18	11
2021 - 2022	70.5	8	23.5	11	47	12
2022 - 2023	113.5	10	33.5	11	80	15
2023 - 2024	22.5	1	2	10	20.5	9

Source: Welfare Call Ltd / eGov Solutions

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

This year there has been a notable rise in the annual average of children on the Virtual School's roll reported as NEET for over one calendar month, which stands at 3% higher than the reported average for 2022-23.

	2020-21	2021-22	2022-23	2023-24
NEET Average %	12.3	10.09	17	20
Minimum %	8.6	10	13	15
Maximum %	17	15	23	25

Source: Internal data

Special Educational Needs and Disabilities (SEND)

35. In 2023 Hillingdon had an EHCP growth of 7% compared to the national growth of 11%. We have since seen a decrease in growth in 2024, this is largely due to successfully ceasing EHCPs for post 16 and 19 years old who go on to university or find employment.

36. 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 works closely with the SEND Advisory Service. EHCNAs advice adherence to 6 weeks deadline quarterly remains at 90%. As of 2023 – 2024, 72 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 EP, Specialist in SEMH (Social Emotional Mental Health) and currently have a live advert for Specialist EP in Early Years. Framework for EP delivery as well as Traded Offer for Early Years settings have been finalised and shared with the settings.

SEND EHCP Team - the existing SEND EHCP Team has is now fully staffed with permanent officers who will work to meet the requirements of the proposed new ways of working and ensure DSG Safety Valve Plan delivery.

37. 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 EHCP.

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 Senior 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.

38. Percentages of Attainment for Children with SEND

Please note Average Progress 8 scores will not be available for the years 2025 and 2026 because of the COVID years where KS2 testing was suspended.

	SEN Key Stage 4 2022 to 2024								
	English and Maths PASS						Average Progress 8 score		
	2022		2023		2024		2022	2023	2024
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	Avg. P8	Avg. P8	Avg. P8
Not SEN	80.9%	61.3%	77.2%	57.1%	77.0%	59.4%	0.48	0.37	0.37
SEN Support (311)	45.3%	27.4%	33.9%	19.0%	39.7%	21.1%	-0.34	-0.26	-0.28
LBH Gap between not SEN & SEN Support (Not SEN - SEN Support)	35.6%	33.9%	44.1%	38.1%	37.3%	38.3%	-0.82	-0.63	-0.65
National gap between Not SEN & SEN Support	36.7%	33.3%	35.2%	30.3%	35.0%	30.7%	-0.57	-0.55	-0.55
LBH EHCP (129)	15.2%	7.3%	11.4%	4.4%	17.8%	9.8%	-1.28	-0.98	-0.94
LBH Gap between Not SEN & EHCP (Not SEN - LBH EHCP)	65.7%	54.0%	65.8%	52.2%	59.2%	38.2%	-1.76	-1.35	-1.31
National gap between Not SEN & EHCP	62.3%	48.5%	60.7%	46.6%	54.9%	42.4%	-1.43	-1.22	-1.23

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

	SEN Key Stage 4 2022 to 2024					
	%Ebacc**					
	2022		2023		2024	
Hillingdon Pupils	Standard 9* to 4	Strong 9* to 5	Standard 9* to 4	Strong 9* to 5	Standard 9* to 4	Strong 9* to 5
Not SEN	33.4%	25.2%	57.1%	77.2%	24.5%	33.7%
SEN Support (311)	9.8%	7.1%	19.0%	33.9%	9.1%	5.3%
LBH Gap between not SEN & SEN Support Gap = Not SEN - SEN	-23.6%	-18.1%	23.6%	16.3%	-15.4%	-28.4%
National gap between Not SEN & SEN Support Gap = Not SEN - SEN	-22.2%	-18.0%	-21.2%	-30.1%	-15.8%	-20.9%
LBH EHCP (129)	1.3%	1.3%	11.4%	4.4%	1.2%	3.1%
LBH Gap between Not SEN & EHCP	-32.1%	-23.9%	-45.7%	-72.8%	-23.3%	-30.6%
National gap between Not SEN & EHCP Gap = Not SEN - EHCP	-28.8%	-22.0%	-44.4%	-59.4%	-27.3%	-19.7%

Source: NCER Nexus Service
Used Nova Report Standard vs Strong Gap

** English Baccalaureate

39. Key Headlines - SEND Advisory Service (SAS)

Early Years / Early Health Notification Panel:

- a. Early intervention is fundamental to SEND services. The Early Health Notification (EHN) process facilitates the early identification of significant SEND, ensuring timely support and efficient planning.
- b. The Panel's purpose is to enhance coordination and joint planning for children (0-5) with special needs and disabilities by leveraging EHNs and professional referrals to:
 - Identify and support children with complex needs.
 - Implement a robust tracking system for 2-year-olds with long-term SEND.
 - Strengthen joint planning and partnerships for improved outcomes and value for money.
 - Develop inclusive early learning environments and facilitate smooth transitions to compulsory schooling.
 - Utilise the LBH 'My Support Plan' to ensure children enter primary school with comprehensive support.
 - Review and monitor referrals for the Ruislip Gardens Early Years Assessment Centre.
- c. The panel ensures that children with complex and long-term SEND have equitable access to quality early years education by reviewing applications from professionals who identify children with significant needs and financial constraints.

40. SEND Reviews

SEND Reviews use NASEN's evidence-based framework for self-evaluating SEND provision. Settings assess their leadership, parent partnership, and management with support from their Senior SEND Advisor and the SEND Advisory Service. They may then undertake the Inclusion Commitment (IC), a 1-year programme to upskill the entire school, including training sessions, parent workshops, 'Learning Walks', and drop-in sessions. Progress is reassessed after a year, with follow-up support for those not engaging in development programmes.

Key objectives of SEND Reviews:

- Develop a consistent approach to inclusion across the borough.
- Align services to promote coordinated inclusion in mainstream schools.
- Generate sustainable solutions by empowering schools to own the review and improvement process.

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	Year 2 Data to March 23	Year 3 target	Q1 Apr-Jun 2023	Q2 Jul - Aug 2023	Q3 Sept-Nov 2023	Q4 Dec 23-Mar 24	Year 3 Cumulative Data Apr 22 - Mar 23	Total Cumulative Target	Total Cum.
PVI	8	7	18	22	24	8	1	14	7	30	50	59
Primary	6	10	19	19	28	4	0	6	12	22	53	51
Secondary	1	1	3	3	6	1	0	3	1	5	10	9

Development themes from 22 schools: Year 3 April 2023 – March 2024

Theme	%
Ordinarily Available Provision (OAP) /Quality First Teaching (QFT)	81%
Deployment and effective use of support staff	59%
Developing an evidence-based approach in relation to the identification of needs process and updating SEND register	33%

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 1.4 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 rated various aspects of the process on a scale of 1-6 (insufficient to excellent). The average score across five questions was 5.8, indicating high satisfaction. Feedback was collected on the overall experience, collaboration, developing OAP, accuracy in identifying strengths and next steps, and the relevance of next steps in developing SEND provision.

- The highest scores were for the overall experience and collaboration, achieving 89%.
- The second highest score was for the accurate identification of strengths, at 83%.

Development themes from PVI Settings: Year 3 April 2023 – March 2024

Theme	%
Developing Knowledge of Ordinarily Available Provision (OAP)	84%
Develop Visuals (timetable, now and next, lanyards) across the setting and within each room developmentally appropriate	87%
Developing learning environment that meets of sensory needs of children	67%

41. Early Support Funding (ESF)

ESF is the process used to allocate High Needs Block Funding to support schools with pupils who do not have an EHCP but have significant additional needs beyond those that might be expected to be funded from the SEND Notional Budget. This funding is intended for statutory school aged children with needs that exceed what SEND support can manage, providing short-term additional support to help close the gap for these pupils.

ESF is utilised as an effective early intervention funding to reduce the number of children and young people needing an EHCP by meeting their needs early.

Percentage of ESF recipients that went on to require an EHCP:

- **Baseline:** 35%
- **2023/2024:** 29%

This data indicates a positive trend, showing a 6% reduction in the percentage of ESF recipients who went on to require an EHCP from the baseline to the 2023/2024 period. This suggests that the early intervention provided by ESF is effectively reducing the need for EHCPs.

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
Outcome 1	0.08	1.31
Outcome 2	0.05	1.32
Outcome 3	0.03	1.25
Outcome 4	0.07	1.40
Average (Max score 2)	0.06	1.32

96% of respondents said ESF had supported the CYP to make progress towards their outcomes.

42. Education Psychology Service (EPS) Review

The improvements in the EPS statutory assessment timeframe adherence have continued at 85-95%.

Our traded service has continued to grow this year, and we are now actively trading with at least 75 of schools with more schools requesting additional time. There is now an established link EP to the Virtual School, Refugee Team, and close partnership with SAS Team. There is an agreed package supporting the Virtual School, Refugee Project and a pilot project with the Youth Justice Service.

We have also appointed a Senior EP, Specialist in SEMH (Social Emotional and Mental Health). A Specialist EP in Early Years role is currently vacant, and an advert is currently live.

During 2020 – 2024, 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 EP team has completed a needs analysis of how schools are experiencing Emotional-Based School Non-Attendance (EBSNA) and the in house 3-day training is offered to schools/settings, professionals each term.

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.

43. SEND EHCP Team

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	55.5%
2024	66%

Shown per calendar year

This performance was impacted by the periods of SEND Service being short-staffed. However, successful recruitment has been completed and we will continue to work on meeting the statutory deadline. We currently remain above the London and national average.

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.

44. Priorities for Children with SEND in Hillingdon 2024/25

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

- The implementation of the Hillingdon Local Area SEND & AP Strategy 2023-28.
- The implementation of the Hillingdon Local Area Partnership SEND& AP Improvement Plan post SEND Ofsted and CQC Inspection.
- Continue to build a culture of inclusion within mainstream settings to meet the needs of children and young people with SEND.
- Continue to develop new framework for banding for Special Schools in co-production with local leaders.

Priority 3: Closing the Gap between Disadvantaged Pupils and their Peers

45. 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 most disadvantaged 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.

46. Key Headlines:

- **Early Years: 51.9%** of our Disadvantaged cohort achieved a good level of development, 312 - out of 601, compared to **71%** of non-disadvantaged cohort nationally.

GAP TO:

National: Non-Disadvantaged	-19.2%
National: Disadvantaged	+0.4%
LA: Non-Disadvantaged	-17.5%

- **Key Stage 1: 68.1%** of our Year 1 Disadvantaged cohort achieved the expected standard in Phonics, 516 pupils out of 758, compared to national non-Disadvantaged cohort at 83.7%.

GAP TO:

National: Non-Disadvantaged	-15.6%
National: Disadvantaged	0.0%
LA: Non-Disadvantaged	-16.8%

52.0% of our Year 2 Disadvantaged cohort achieved the expected standard in Phonics, 159 pupils out of 306, compared to the national non-Disadvantaged cohort at **58.3%**.

GAP TO:

National: Non-Disadvantaged	-6.3%
National: Disadvantaged	+3.6%
LA: Non-Disadvantaged	-4.6%

- **Key Stage 2: 45.9%** of our Disadvantaged cohort achieved the expected standard in Reading, Writing & Maths, 472 pupils out of 1,029, compared to the national non-Disadvantaged cohort at 68.0%

GAP TO:

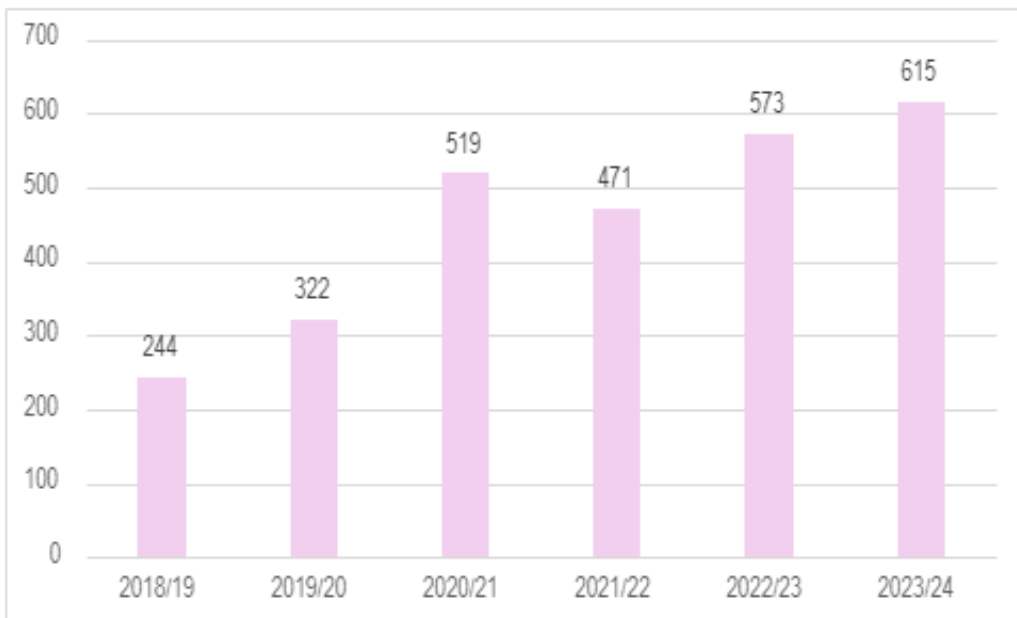
National: Non-Disadvantaged	-22.1%
National: Disadvantaged	-0.1%
LA: Non-Disadvantaged	-25.0%

- **Key Stage 4:** Our Disadvantaged cohort of 1,016 pupils have an average Attainment 8 Score of **39.8%**, **10.5%** lower than the national non-Disadvantaged cohort at 50.3%. Our Disadvantaged cohort of 928 pupils have an average Progress 8 Score of **-0.21**, **0.38** lower than the national non-Disadvantaged cohort at **+0.17**.

GAP TO:		GAP TO:	
National: Non-Disadvantaged	-10.5	National: Non-Disadvantaged	-0.38
National: Disadvantaged	+5.1	National: Disadvantaged	+0.36
LA: Non-Disadvantaged	-13.2	LA: Non-Disadvantaged	-0.62

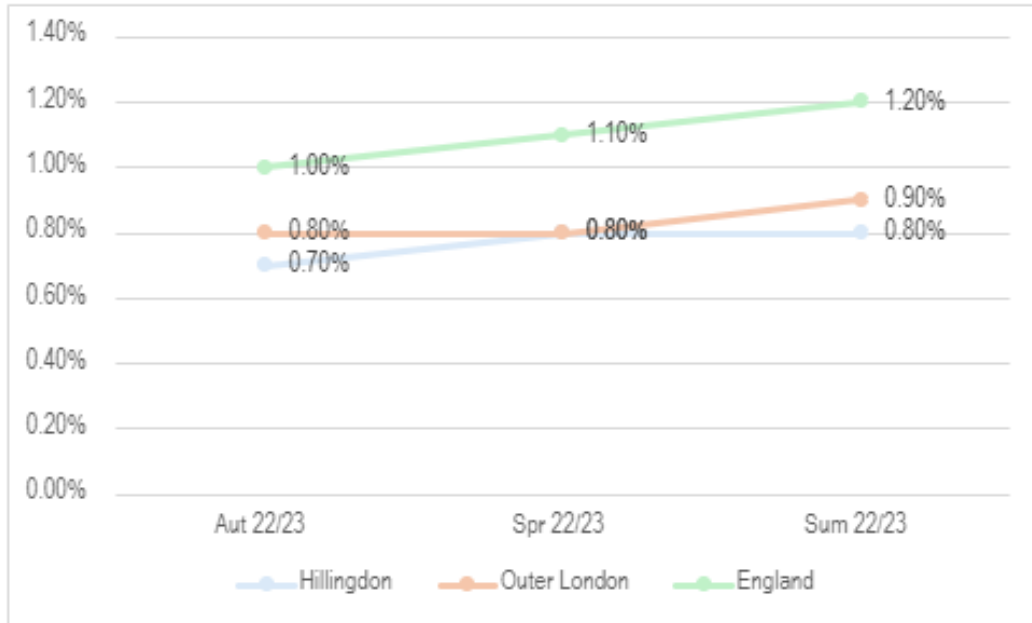
Elective Home Education

47. 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. During academic year 2023/24, Hillingdon’s EHE team worked with 615 children in receipt of Elective Home Education. This is a significant increase from previous academic years.



Source: internal data

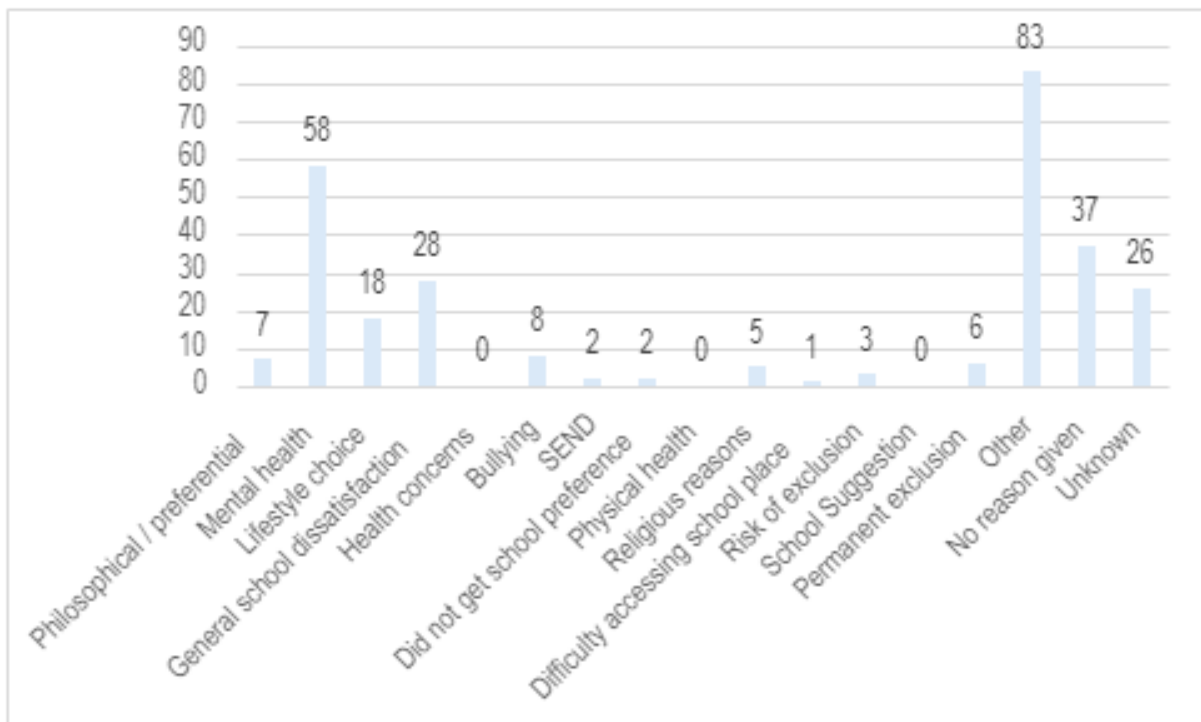
48. Whilst data for this academic year has not yet been published, the graph below shows how Hillingdon’s numbers of children in receipt of EHE compares to other Outer London boroughs and England.



Source: DfE data: EHE in England. 2022/23

This data highlights that Hillingdon’s rate of children in receipt of EHE has largely risen at the same rate as figures nationally.

49. During academic year 2023/24, Hillingdon processed a total of 251 referrals for children receiving EHE. 87 of these were referred by primary schools and 112 were referred by secondary schools. The chart below shows the reasons stated for choosing EHE by parents for the referrals received during this academic year.



Source: internal data

The most common reason for an EHE referral in Hillingdon was related to mental health (20%) followed by dissatisfaction with school (10%). A focus for the team in the next academic year will be to try to reduce the number of parents who choose not to share their reasons for EHE so a greater understanding of the cohort can be built.

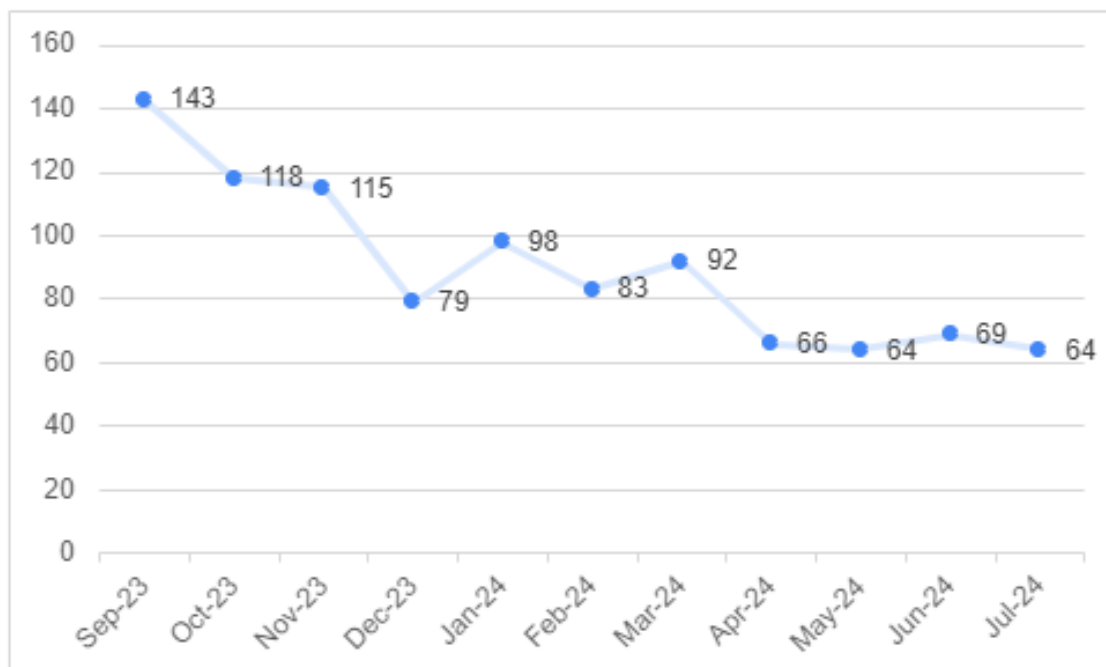
50. The EHE team has strengthened their collaboration with various partners, including the Virtual School, Safeguarding Partnership, Children Missing Education (CME) team, and other relevant services. This collaboration helps ensure that home-educated children receive suitable education and are safeguarded effectively. They have also made significant progress in updating and refining their policies and procedures. This includes the Elective Home Education Policy 2024, the Elective Home Education Service Improvement Plan 23-26, and various procedures related to SEND, Social Care, and the YJS.

Children Missing Education

51. 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.

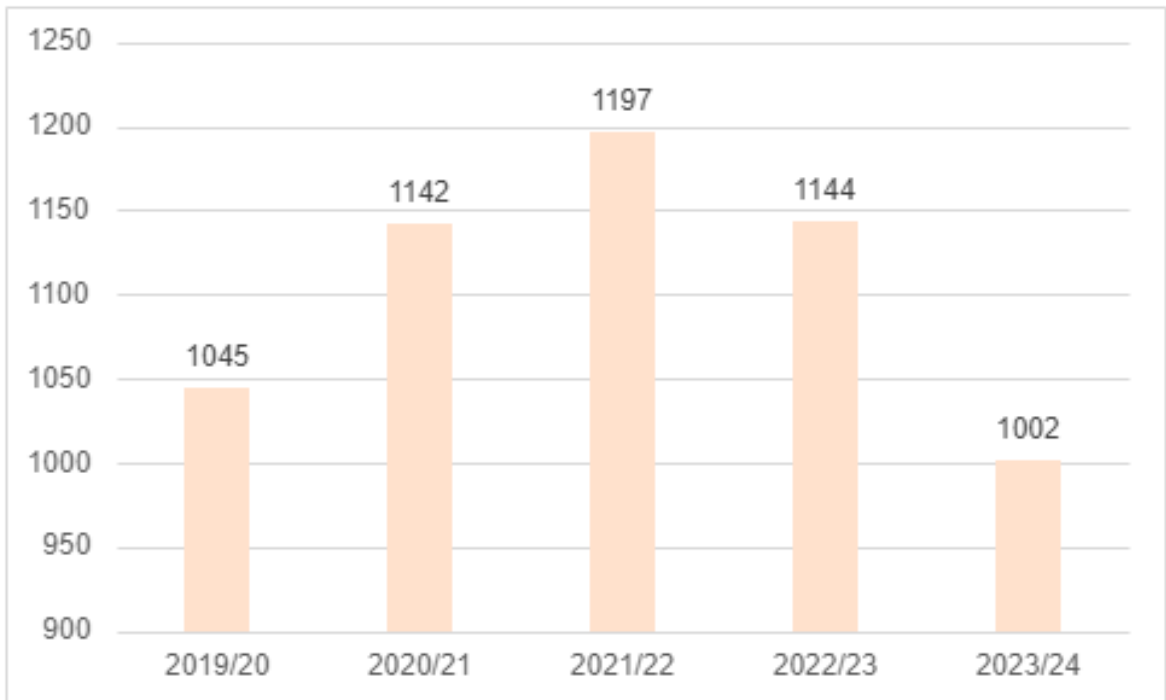
52. During academic year 2023/24, Hillingdon processed a total of 991 referrals for children missing education. 523 of these were referred by primary schools and 468 were referred by secondary schools. The chart below shows the breakdown of referrals received across the year.



Source: Internal data

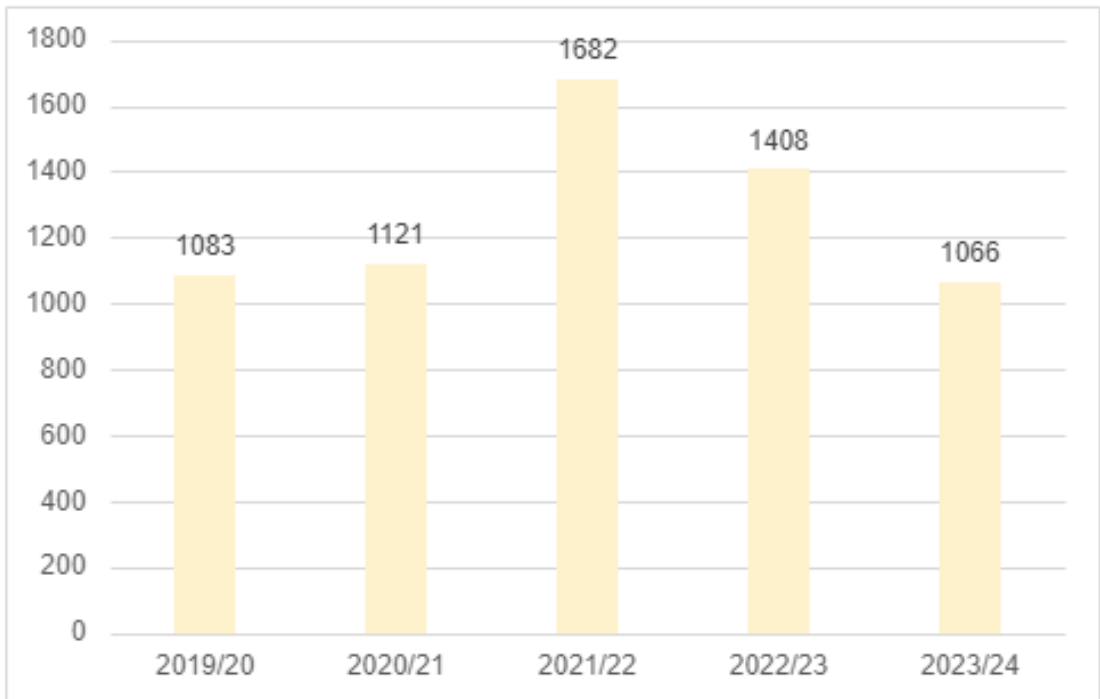
53. The chart below shows the number of referrals received over the last five years. Whilst numbers are largely consistent, they are decreasing slightly in more recent years. This could be attributable to the

strengthened partnership working and increased training being offered to ensure schools are conducting all reasonable checks themselves before making a referral.



Source: Internal data

54. During academic year 2023/24, Hillingdon closed 1077 cases of children missing education. The chart below shows the number of closures made over the last five years, the decline of which is in line with the overall decline in the numbers of CME known to the team.



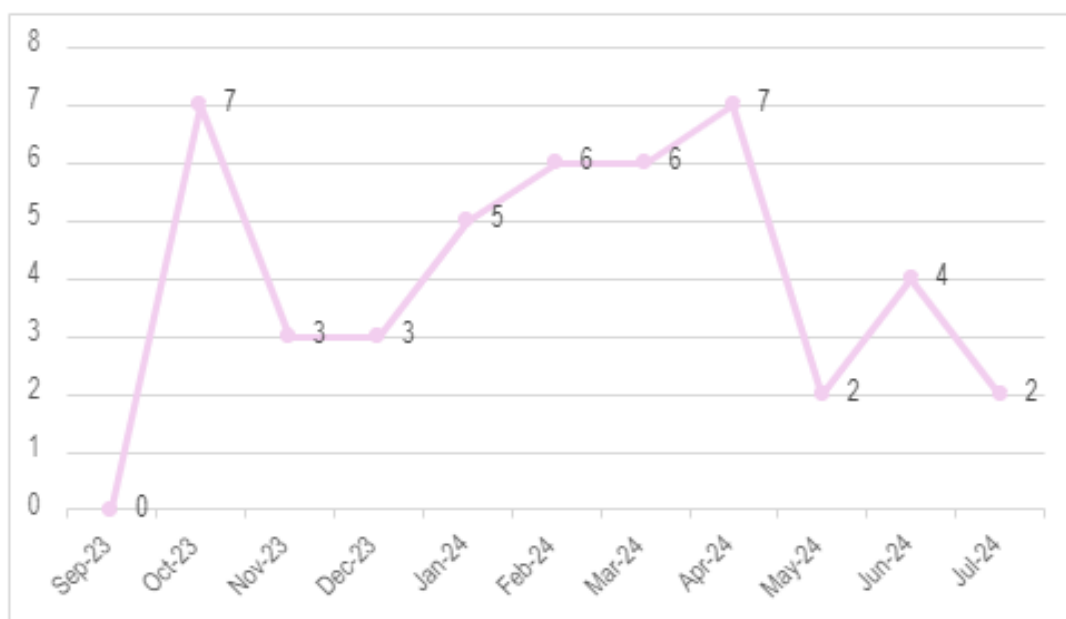
Source: Internal data

55. The Hillingdon CME team has made significant progress in updating and refining their policies and procedures during the academic year 2023/24. This includes the Children Missing Education Policy 2024 and the Service Improvement Plan 23-26. These documents outline responsibilities, procedures, and strategies to ensure all children receive suitable education. The policy emphasises effective information sharing between parents, schools, and the local authority, and highlights the importance of safeguarding children.

56. The CME team has also further developed its partnerships with various agencies, including social care, health services, and the police, to locate, support, and safeguard children missing education. The CME team collaborates with the Elective Home Education (EHE) team, the Safeguarding Partnership, the Virtual School, SEND services, Border Force, health partners, and the police to ensure children receive suitable education and are protected from harm.

57. 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 graph below shows the number of referrals the team made to the Children Missing Education (CME) team across the year.



Source: Internal data

58. It is worth noting that no referrals to the CME team this year resulted in an SAO being applied. In all cases, parents either worked collaboratively with officers to enrol their child at school or sufficient evidence was provided of the education being provided at home.

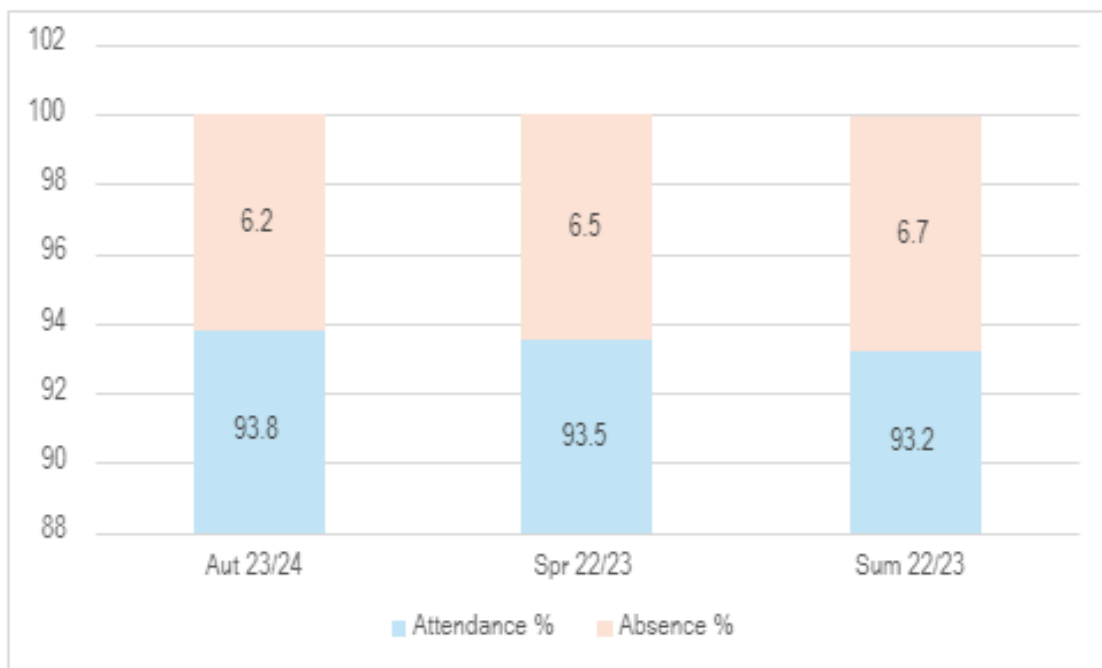
Absence and Exclusions

59. 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 only more recently started to reduce since the pandemic. The most recent full-year statistics

(which cover the 2022/23 academic year) showed an overall absence rate of 7.4%, up from around 4.7% pre-pandemic but lower than 2021/22 (7.6%).

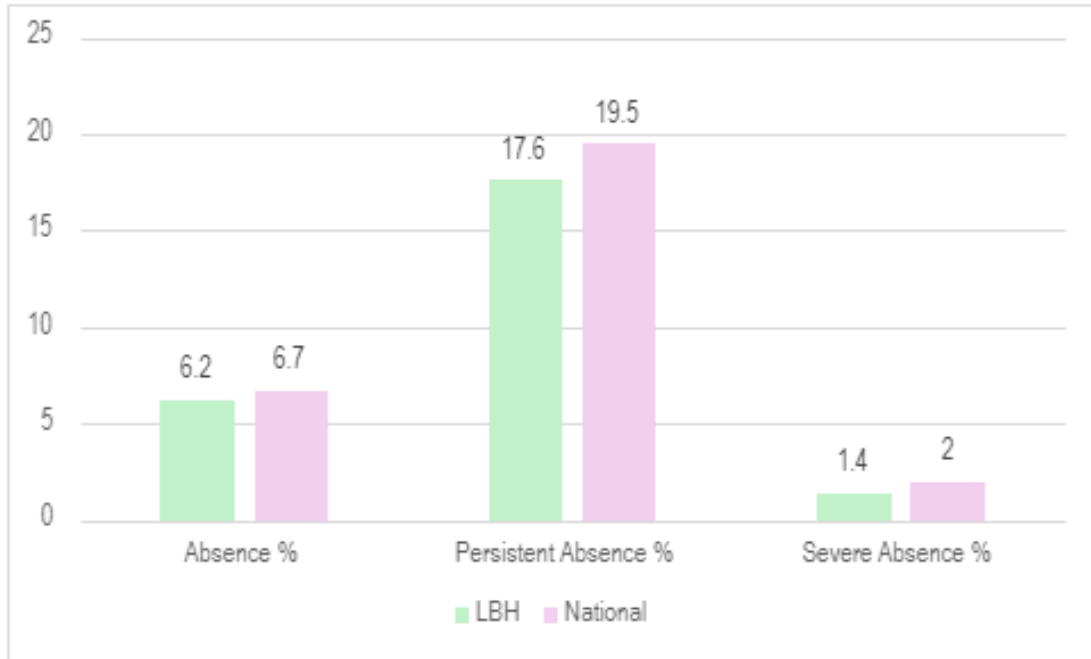
60. Absence and exclusion issues are managed collaboratively by the Attendance Support and Exclusion & Reintegration teams with a view to ensuring all children access their full educational entitlement. This work constitutes a combination of activities including seeking to monitor attendance, absence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

61. The graph below shows the rates of attendance and absence across the three terms of the last academic year and indicates the rates remained broadly consistent across the year:



Source: NCER January 2025

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



Source: NCER January 2025

The data shows that great improvement has been made across all three metrics in Hillingdon and that the rate of absence for our children is lower than the national average in all categories.

63. From August 2024, the DfE’s guidance ‘Working Together to Improve School Attendance’ became statutory. In addition to the new expectations which were highlighted in last year’s report, this new guidance also requires all state schools to share their daily attendance registers with the DfE, councils, and trusts. This data will be used to create a comprehensive attendance dataset to help identify and support students with persistent absence issues. The framework for fines related to unauthorised absences has also been standardised. Parents may face fines if a child misses five days of school without authorisation, with increased fine amounts.

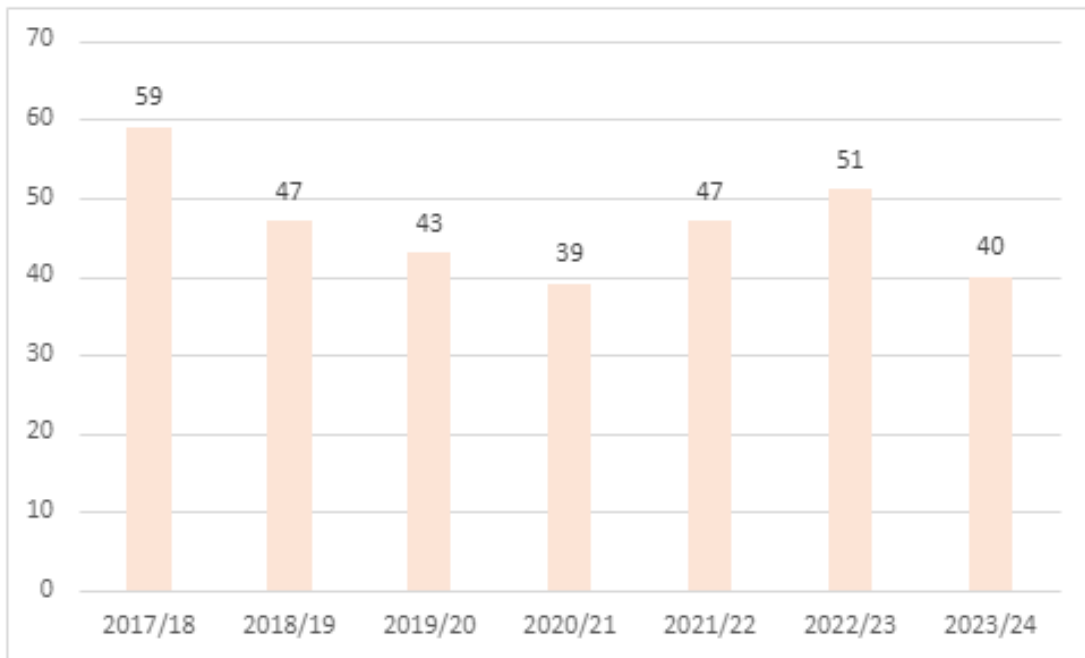
Significant work has been undertaken by the Attendance Support team during this academic year in preparation for this guidance implementation which has also contributed to our improving attendance metrics. Work has included:

- A revised borough-wide code of practice for penalty notices being launched following consultation.
- The launch of an Attendance Support team data dashboard.
- The team undertaking training via the Virtual School in how to work with children who have suffered complex trauma.
- Launch of locality-based Attendance cluster groups.
- Development of a Walking Bus initiative.

64. Key Figures for Permanent Exclusions

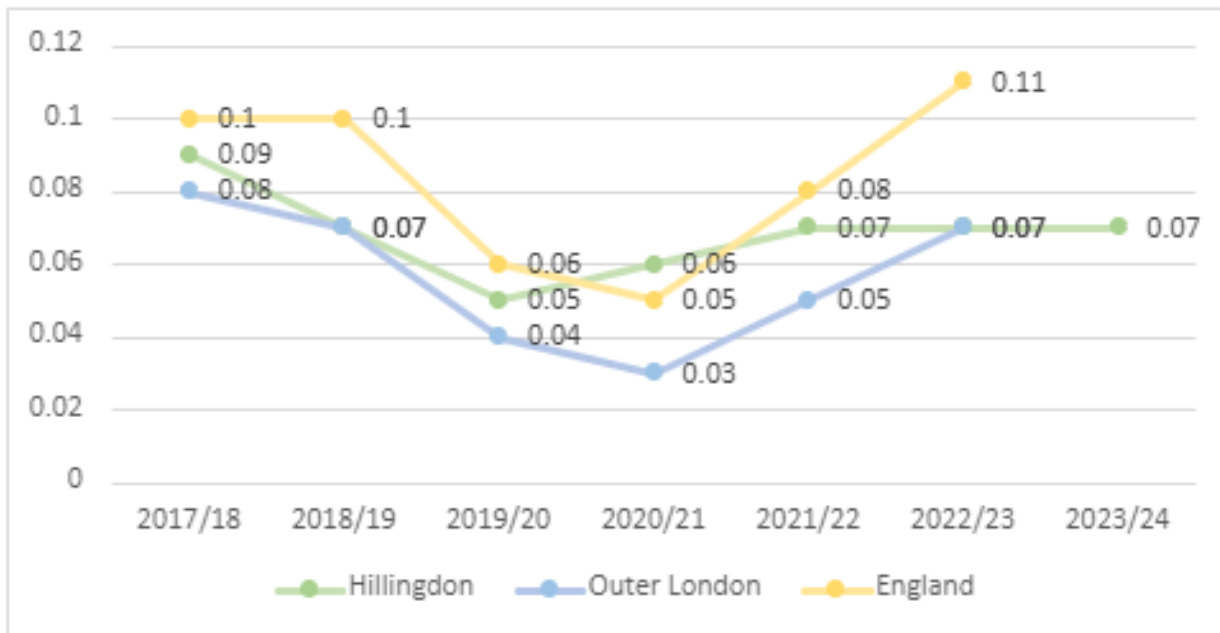
During academic year 2023/24, Hillingdon’s Exclusions and Reintegration team received a total of 53 permanent exclusions. 47 of these were issued by Hillingdon schools and 6 were from out of borough (OOB) schools but the child was resident in Hillingdon. Of the 53 permanent exclusions, 13 were either rescinded or retracted by the school, meaning Hillingdon recorded a total of 40 exclusions for this academic year.

The number of permanent exclusions issued this year has therefore decreased by 22% compared to the previous year and is the lowest rate Hillingdon has seen since the COVID-19 pandemic.



Source: Internal data

Whilst data for this academic year has not yet been published, the graph below shows how Hillingdon's rate of permanent exclusion compares to other Outer London boroughs and England.

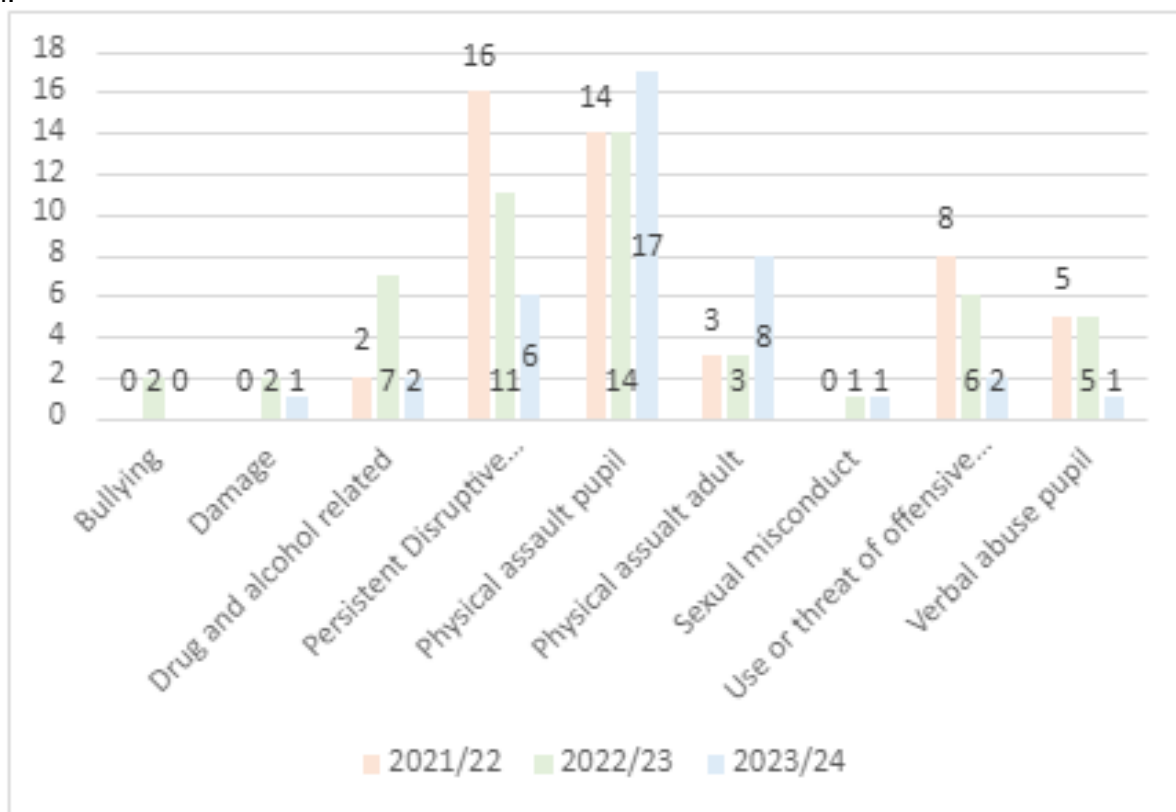


Source: DfE data: Permanent exclusions and suspensions in England. 2022/23

This data clearly highlights that whilst all other demographics have seen an increase in the number of permanent exclusions being issued, Hillingdon's figure has remained stable.

The graph below shows the reasons provided by schools in Hillingdon for the permanent exclusions issued during this academic year. Following a similar trend for the last two years, and differing from national

patterns, the most common reason for a permanent exclusion in Hillingdon was physical assault against a pupil.



Source: Internal data

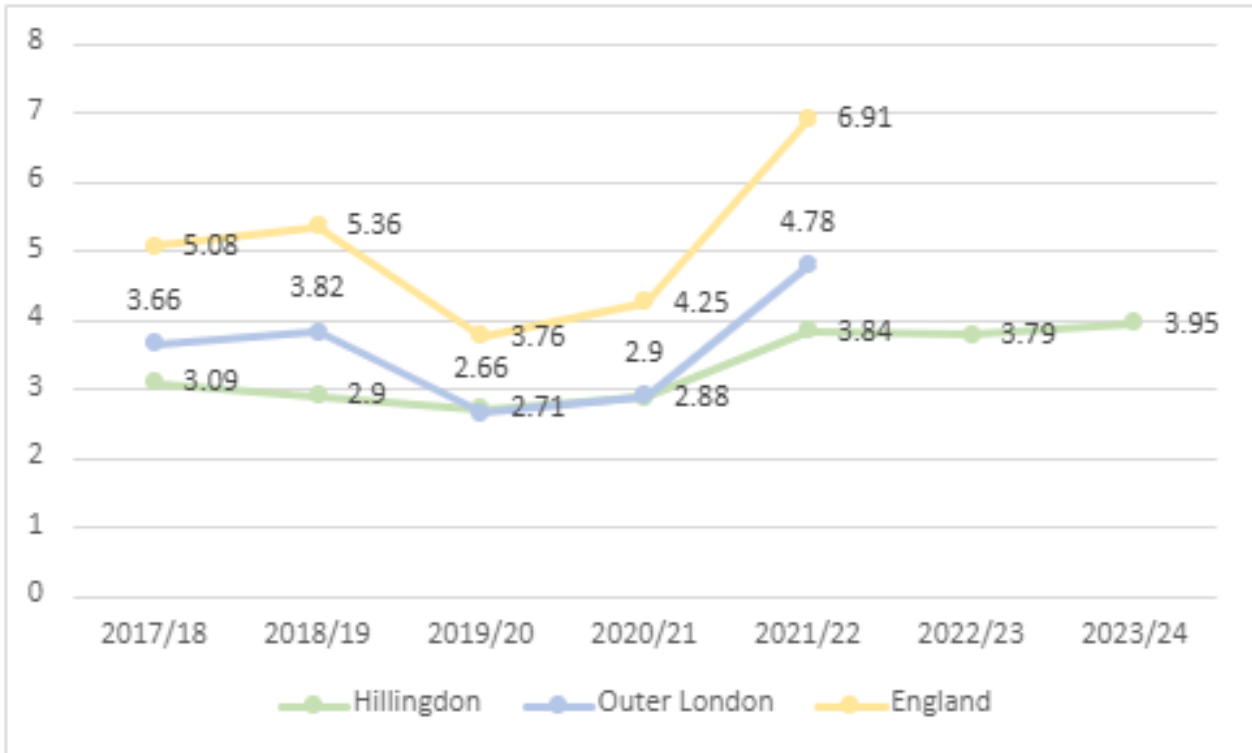
It is positive to see the rates of exclusion for persistent disruptive behaviour continue to decline, with this year's figure showing a 63% decrease since 2022. This is testament to the work done by the Exclusions and Reintegration team and our schools to identify patterns of behaviour early and implement effective support. Similarly, the rate of exclusions for the use or threat of use of offensive weapons has reduced by 75% since 2022, the rate of exclusions for verbal abuse has reduced by 80% and the rate of exclusions for drug or alcohol related offences has reduced by 71% since 2023.

In the next academic year, the team will be focusing on how to reduce the number of exclusions for physical assault against a pupil or adult, both of which have increased this year.

65. Key Figures for Suspensions

During academic year 2023/24, Hillingdon's Exclusions and Reintegration team received a total of 2172 notifications of suspensions. This compares to 2084 in the previous academic year. The number of suspensions issued this year has, therefore, increased by 4% compared to the previous year. This is likely to be attributable to improved reporting via schools rather than a notable increase in the number of suspensions issued.

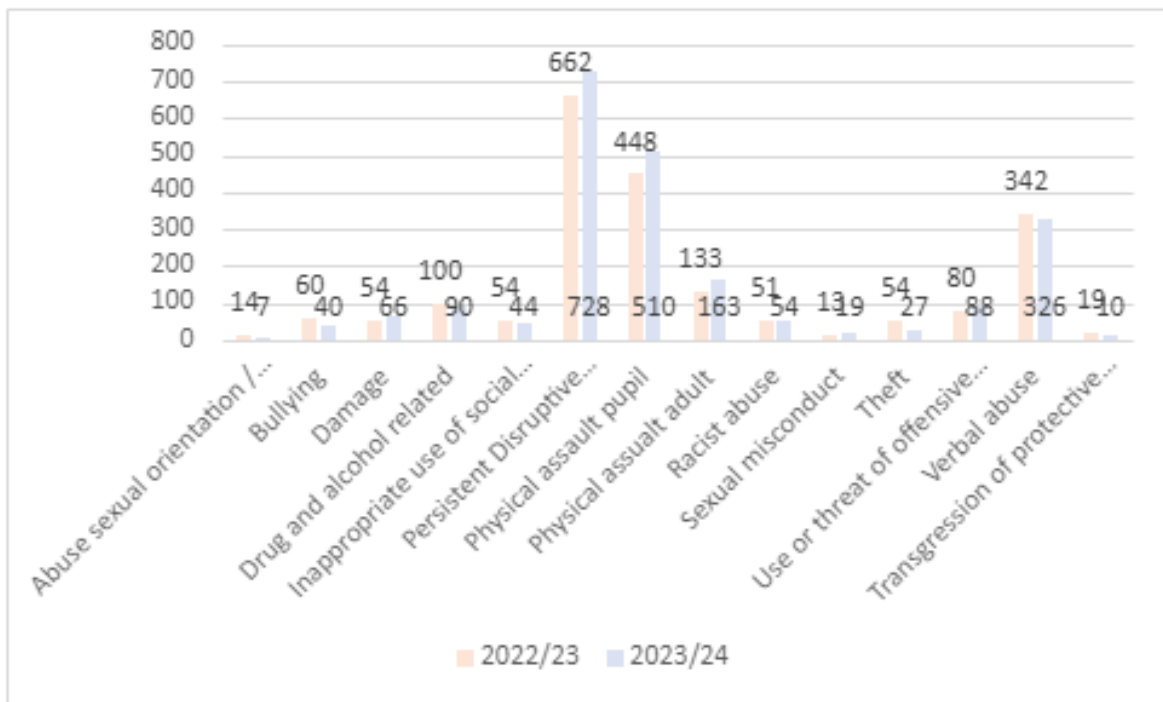
Whilst data for the last two academic years has not yet been published, the graph below shows how historically Hillingdon's rate of suspensions compares to other Outer London boroughs and England.



Source: DfE data: Permanent exclusions and suspensions in England. 2022/23

This data clearly highlights that whilst all other demographics have seen an increase in the number of suspensions being issued, Hillingdon's figure has remained stable and is not rising at the same rate as being seen nationally.

The graph below shows the reasons provided by schools in Hillingdon for the suspensions issued during this academic year. As is the case nationally, the most common reason for a suspension in Hillingdon was Persistent Disruptive Behaviour, followed by Physical Assault against a Pupil and Verbal Abuse.



Source: Internal data

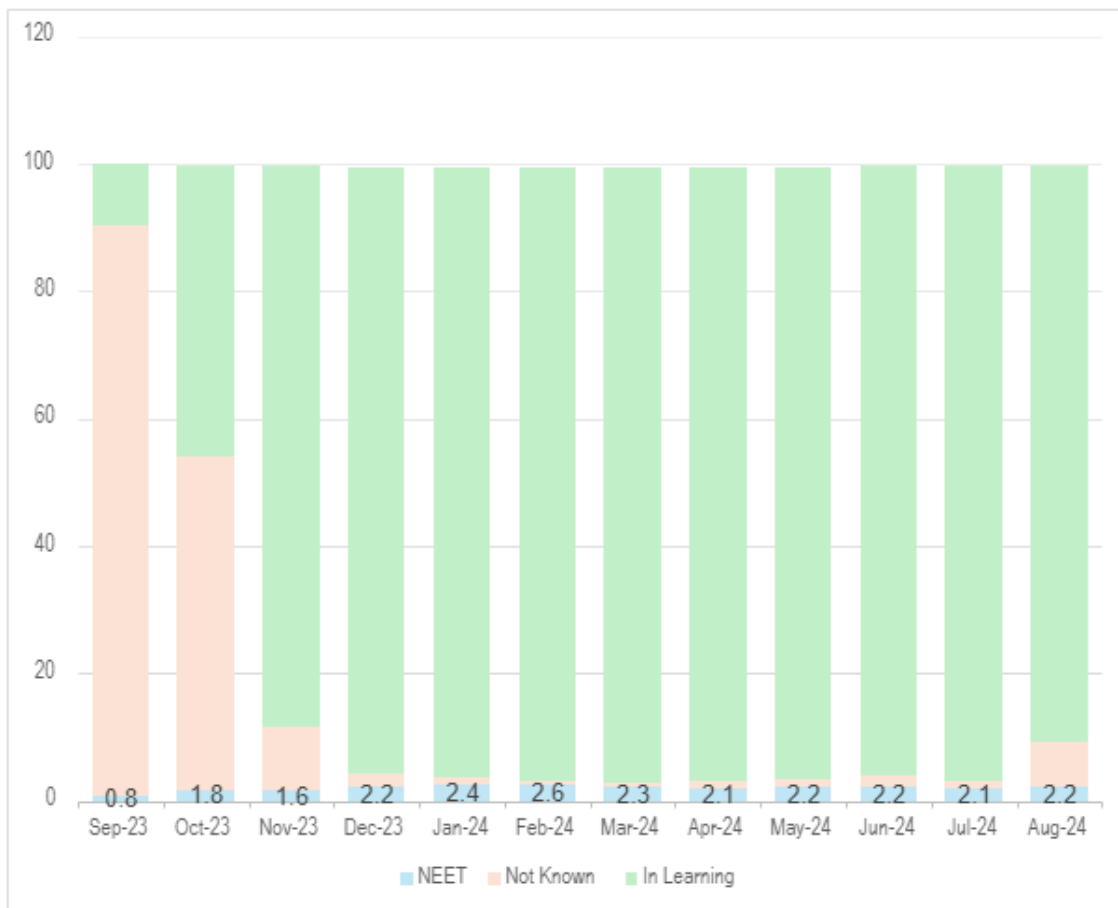
It is positive to see the rates of suspension in categories such as bullying (33%), abuse against sexual orientation/gender identity/disability (50%) and theft (50%) have reduced since the previous year. Similarly, the rate of suspensions for drug and alcohol related incidents (10%) has also reduced in line with the reduction of permanent exclusions in the same category. However, the rate of suspensions for Persistent Disruptive Behaviour (9%) and Physical Assault against a Pupil (12.5%) and Adult (18%) have all increased since the previous year. This will be an area of focus for the team in the next academic year.

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

66. 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 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

67. 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 for this academic year demonstrates significant improvements in student engagement and tracking. The proportion of pupils categorised as "Not Known" dropped sharply from 89.6% in September 2023 to 0.6% by February 2024, reflecting enhanced administrative processes and tracking systems. A slight increase to 7% in August 2024 was due to challenges in data collection during the transitional end-of-year period. The percentage of pupils "In Learning" steadily rose, peaking at 96.5% in April 2024, highlighting successful engagement strategies and improved retention, with a minor dip in August 2024 attributed to the summer break and delays in confirming next steps. NEET (Not in Education, Employment, or Training) rates remained consistently low, between 0.8% and 2.6%, with early-year increases linked to transition challenges but stabilising after February 2024 due to targeted re-engagement efforts of the team.

68. Overall, the data highlights effective interventions and a strong focus on reducing disengagement and uncertainty among pupils. NEET remains low and stable, indicating consistent participation in learning or known activities, however there are areas for improvement especially during early transitions in the academic year.

69. The September Guarantee statistics for 2024 were an impressive 96.8%, reflecting a very positive outcome and emphasise the continued commitment to supporting students in securing positive next steps. While this represents a slight decrease from 2023, it remains a strong indicator of the ongoing success in ensuring the vast majority of students transition smoothly into education, employment, or training.

70. Post 16 Partnerships

- 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 third year, students are in receipt of various videos as well as a 10-minute infographic cartoon.
- 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.
- The prospectus has double the number of views as Croydon and Luton at this moment. At this stage last year, it had 948 views.
- A Vocational Carousel was implemented last academic year which consisted of 55 young people taking part in a variety of vocational courses on a 1 day a week x 6-week basis. 2025 will see the re-launch of the carousel due to demand – with a GCSE masterclass course to help the young people who are gifted and talented and are quite often missed within schools (as stated by a young person in a recent steering group)
- A Post 16 transition document is nearing completion which was co-produced with the NHS and schools to help young people with transition into post 16. The document will feature guidance on what to do with certain groups/risk categories – aided with a risk of NEET indicator tool.
- A preparation for adulthood guidance document is nearing completion which provides parents/schools and young people with SEND an understanding on what to do at certain milestones. The document will include AI case studies (verified by colleagues) to help parents relate to certain problematic areas.
- 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. Bishopshalt and HRUC students make up the numbers of 10 pupils attending this programme.
- 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.
- 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.
- A SEND Young Persons Voice Network has been established where departments meet to discuss survey findings and how these are going to be disseminated down to team meetings. Recent activity has seen HRUC put in place First Aid and Money Management sessions based on the feedback of their students.

71. 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

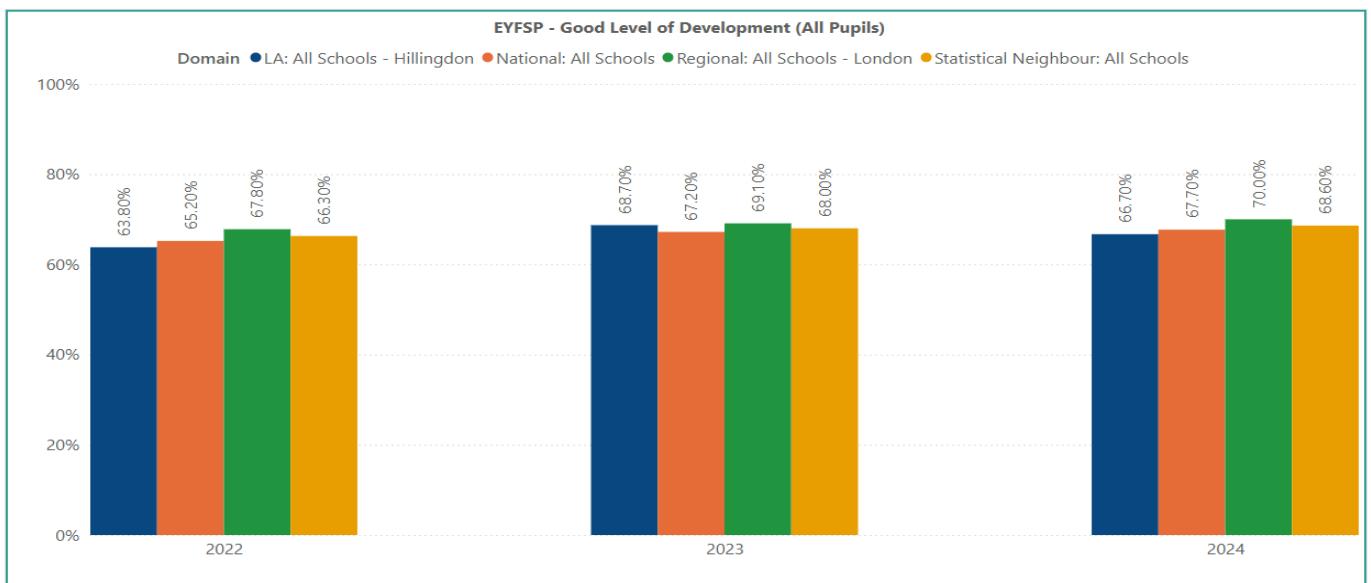
Educational Performance

Educational Performance Overview

72. This section focuses primarily on attainment, progress and achievement for the academic year 2023-24. The Local Authority Indicator Tool (LAIT) used to identify much of this data in a timely fashion has been discontinued. This means some data is only available at the end of February, while LA ranking data is no longer easily available.

Early Years & Foundation Stage Education

73. Early Years Good Level of Development (GLD) 2023/24



Graph 3.1: 2024 EYFSP Good Level of Development

Source: Nexus EYFSP Performance Summary

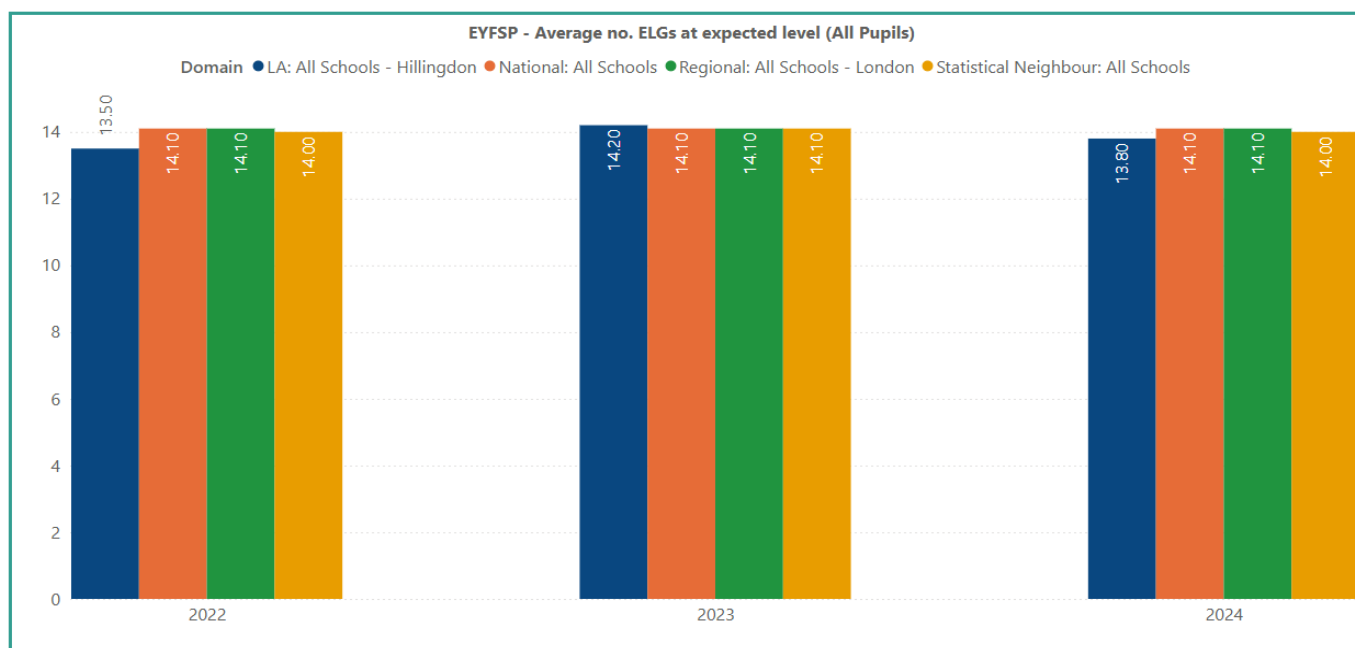
Year	2023		Year	2024	
Good Level of Development	Value	YOY% Change	Good Level of Development	Value	YOY% Change
LA: All Schools - Hillingdon	68.70%	7.68%	LA: All Schools - Hillingdon	66.70%	-2.91%
National: All Schools	67.20%	3.07%	National: All Schools	67.70%	0.74%
Regional: All Schools - London	69.10%	1.92%	Regional: All Schools - London	70.00%	1.30%
Statistical Neighbour: All Schools	68.00%	2.56%	Statistical Neighbour: All Schools	68.60%	0.88%

Source: Nexus

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 and table above show the GLD outcomes for Hillingdon and other areas.

The graph below shows the average number of Early Learning Goals achieved by all pupils.



Source: Nexus

74. Key Headlines - Early Years Outcomes

- Hillingdon children are underperforming against both national and London children in all areas of learning. There has been a noticeable drop in standards this year.
- Reception teachers note significantly higher numbers of children with SEND and communication and language issues.
- Almost half of disadvantaged children do not achieve a GLD.
- Without LA statutory moderation, it has been difficult to engage some schools in professional dialogue around their outcomes and since it is no longer considered an accountability measure for schools in terms of inspection, there may have been a lowering of expectations.
- When looking at individual early learning goals Hillingdon is broadly only slightly below national outcomes, the most notable areas for development being speaking, comprehension and both maths ELG's where the difference ranges between 2.2 to 4.2 below national outcomes.

75. Priorities for 2024/25

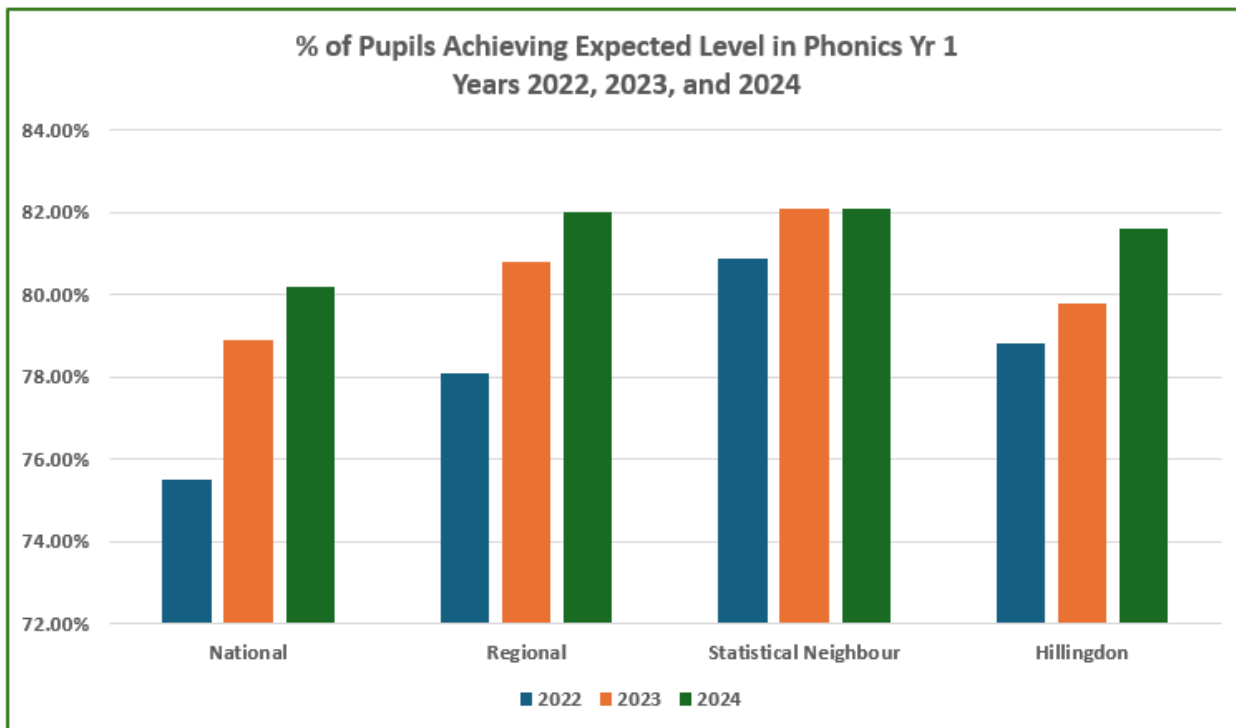
- To continue to focus on supporting teachers in making secure and consistent judgments against national standards through offered moderation events, targeted support, networking opportunities and centralised training, building confidence in the delivery of the revised EYFSP handbook and making final judgements.
- To be proactive in encouraging schools to engage in moderation events to ensure consistency of final judgement assessments.
- To raise attainment to bring us back in line with National and London outcomes and specifically to investigate and support improvements in maths, comprehension and speaking
- To continue to ensure that PVI settings are up skilled in effective teaching of the Prime Areas of Learning and the core subjects of Maths and Literacy so that children who access their 30 hours in

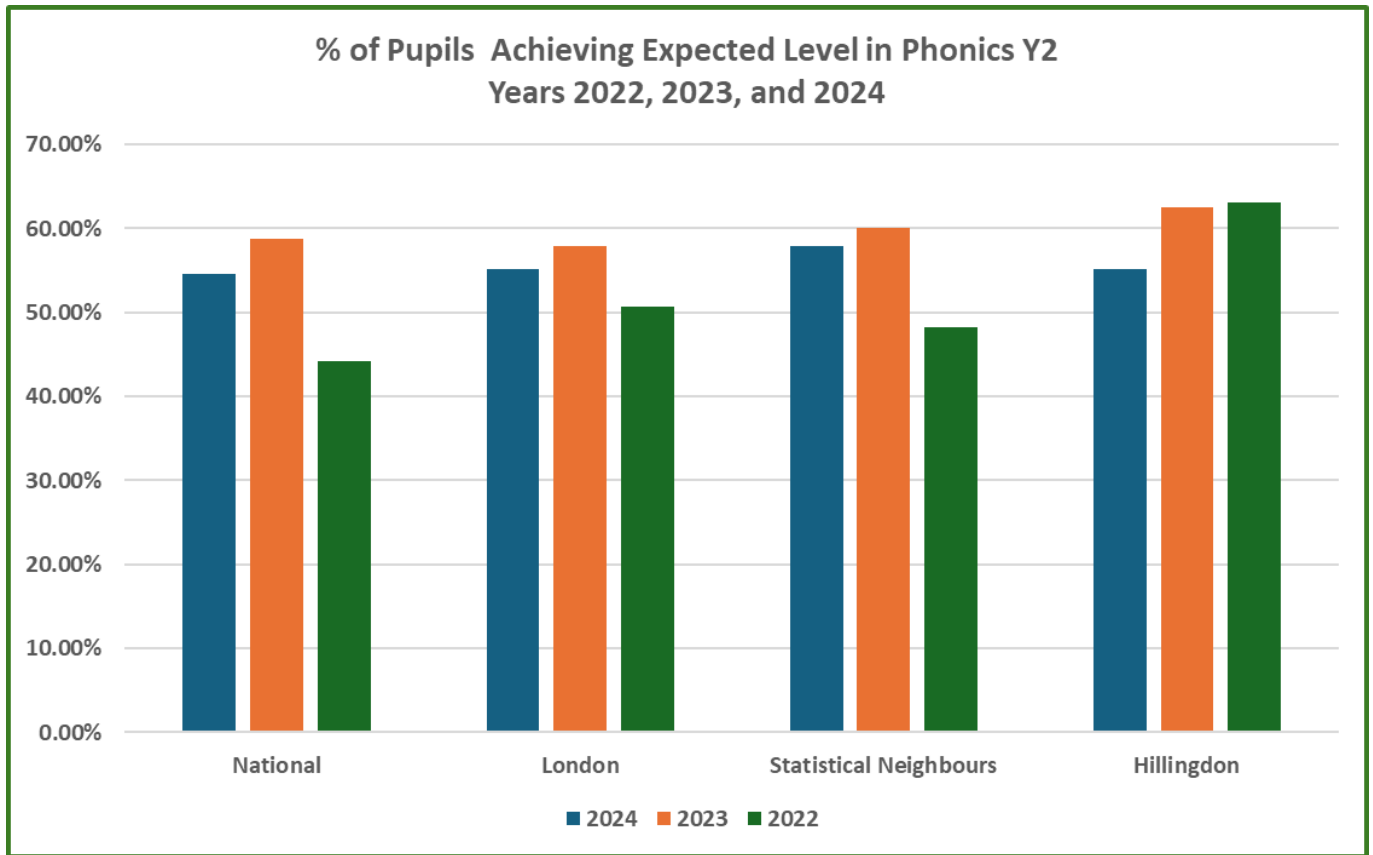
day-care make appropriate progress to begin their Reception Year at the level needed to attain their GLD and support their future learning.

- To support the Early Years Strategy group to successfully implement the expansion offer and to work with the sector to build our capacity. To establish a cluster group for schools offering two-year old provision to support best practice and understanding of the needs of younger children to ensure best outcomes.
- To narrow disadvantage gaps as this will have a huge impact on overall outcomes, not just for disadvantaged children but those non disadvantaged children who fail to achieve their Early Learning Goals.

Primary Phase Education 2023/24

76. Key Stage 1 Outcomes in Hillingdon





Graph 3.2: % Pupils Achieving Phonics Expected Level (2022 to 2024) for Year 1 & 2
Source: Nexus

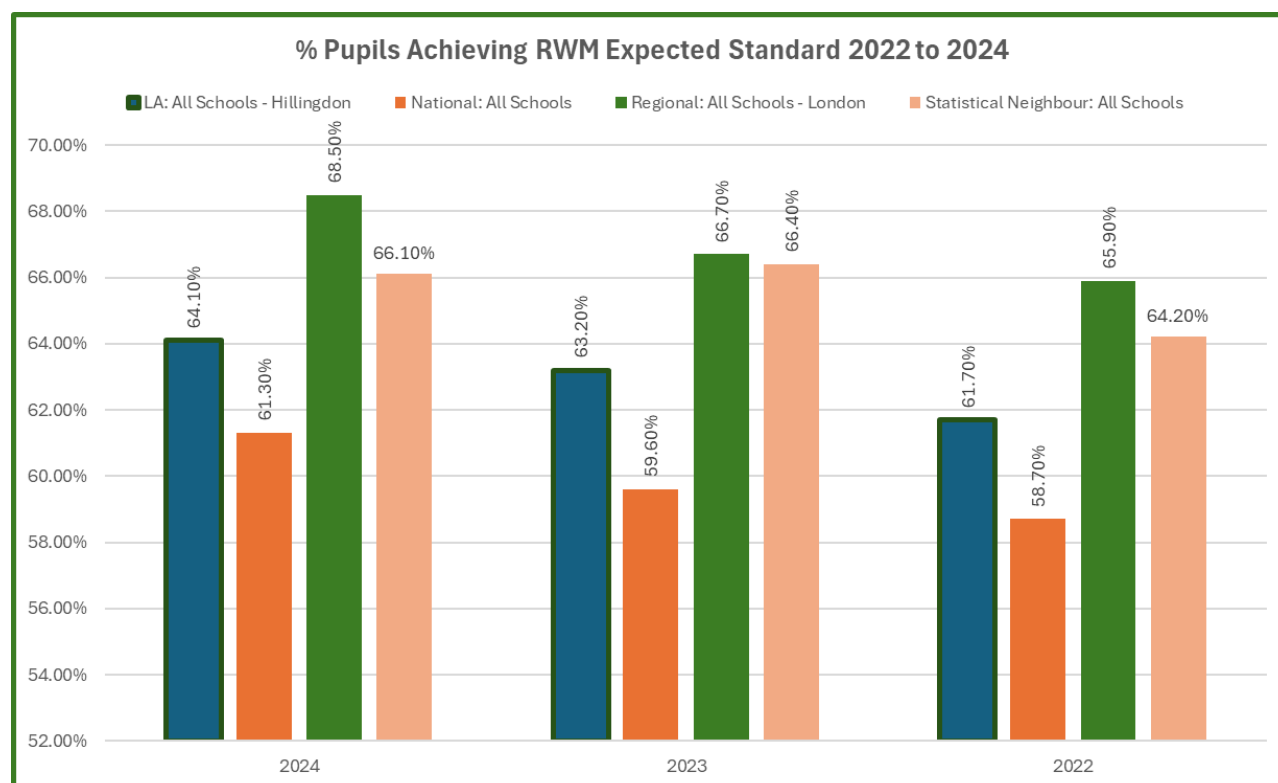
77. Key Headlines – Key Stage 1 Outcomes

The mandatory reporting duty on Key Stage 1 has ended with the exception of phonics. Hillingdon’s performance in Year 1 and Year 2 phonics is outlined below.

The percentage of pupils achieving expected phonics levels by the end of Year 1 continues to be much higher than the national level but is behind other London boroughs and statistical neighbours. This is a pattern repeated in outcome data across all phases of education.

The percentage of pupils achieving expected phonics levels by end of Year 2 in 2023-34 is much better than national, regional and statistical neighbours.

78. Key Stage 2 Outcomes in Hillingdon



Graph 3.3 % of KS2 Pupils Reaching Expected Standard in RWM (2022 to 2024)

Source: Nexus

Comparison of LBH against Statistical Neighbours and National by Indicator - KS2

Subcategory	LA: All Schools - Hillingdon	National: All Schools	Regional: All Schools - London	Statistical Neighbour: All Schools
GPS Expected Standard	77.60%	72.60%	78.80%	
Maths Expected Standard	76.60%	73.40%	79.40%	
Reading Expected Standard	76.70%	74.70%	78.70%	
RWM Expected Standard	64.10%	61.00%	67.80%	
Writing Expected Standard	74.00%	72.10%	76.60%	

Table 3.4 Comparison of LBH against Regional and National by Indicator

Source: Nexus

79. Key Headlines – Key Stage 2 Outcomes

- Hillingdon continues to perform above the national average for Key Stage 2 outcomes but is below London regional and statistical neighbour performance.
- Across all reporting measures, the gap between the performance of London boroughs and Hillingdon is not significant, but significant enough to wonder what Hillingdon schools can learn from the regional approach.
- The disadvantaged pupil gap is a significant factor in overall achievement and must be tackled.

80. 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. The picture has not really changed since the previous year: two thirds of pupils achieve expected levels and a third don't. This has a cumulative impact on the life chances of children, especially (but not exclusively) those from disadvantaged backgrounds.
- We must be absolutely aspirational for our children and also forensic. We must leave no stone unturned in examining whether we are using the biggest impact approaches in raising core achievement.

Priority areas for development:

1. Utilise the Achievement for All Young People Programme to address the issues present here. This means a forensic focus on early literacy, phonics, evidenced-based approaches for quality first teaching proven to have high impact.

Key Stage 4 Secondary and Post-16 Education

81. 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.

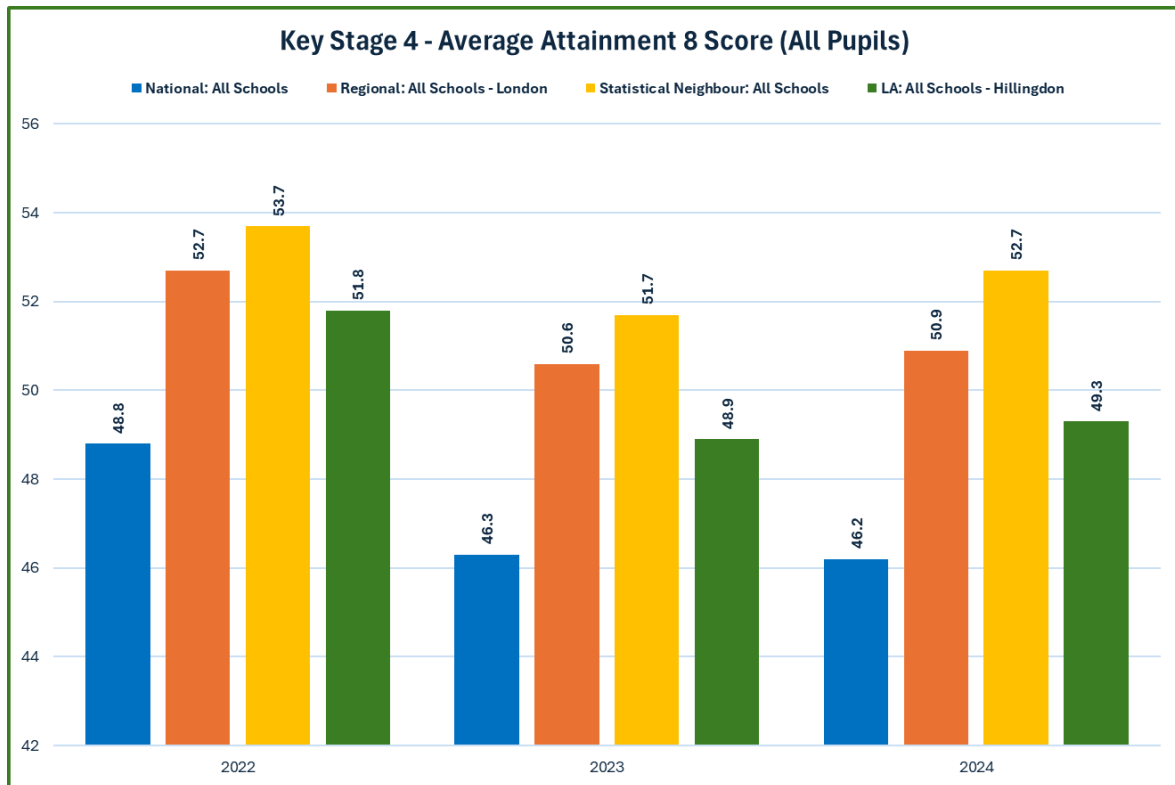
Attainment 8 data is the best 8 GCSEs taken by a young person aggregated to an overall score. This is then calculated for all students.

Progress 8 is the progress young people have made, measured by people like them, based on their score when they left primary education. A positive score, e, g, +0.1 means they did better than expected, a negative -0.1 means they didn't do as well predicted they would, based on their achievement at primary education.

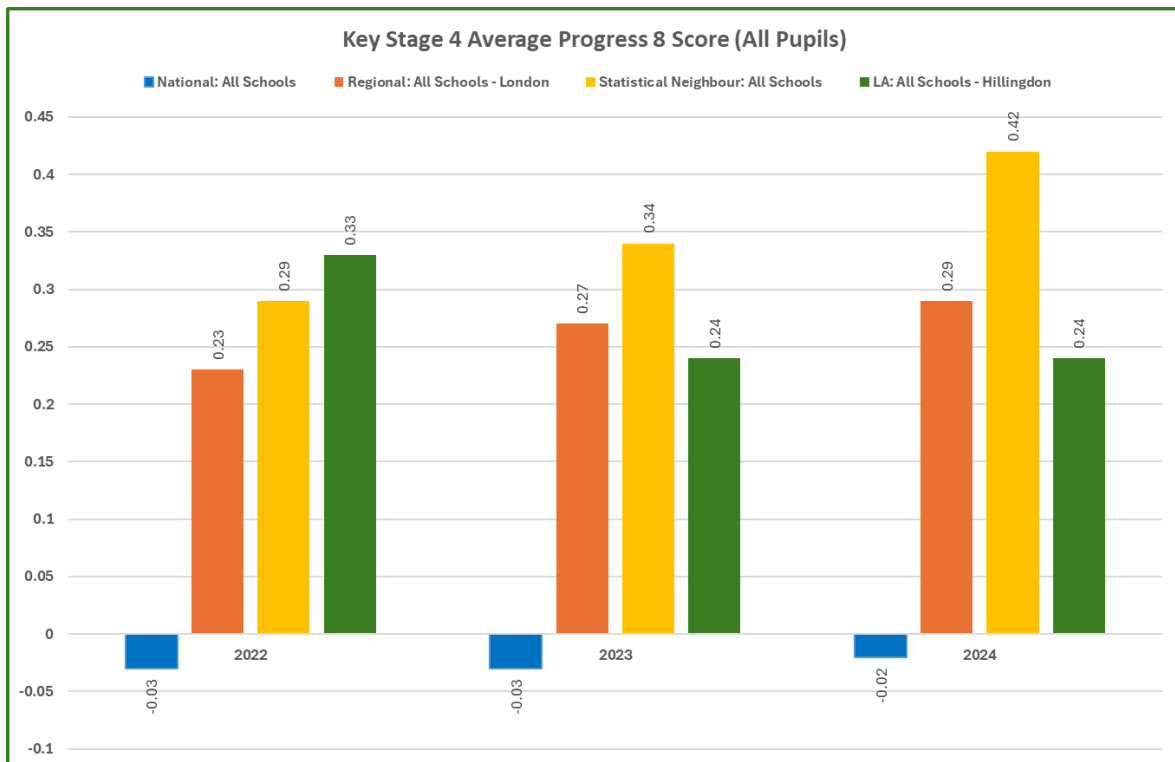
Five good outcomes plus good outcomes in English and Maths combined. Having sufficiently good English and Maths results is a pathway which opens lots of basic opportunities for young people. As an example, teachers must show they have achieved a Level 2 measure in English and Maths in order to train as teachers. It is measured here as an important currency tool for choice and options post-16.

English Baccalaureate (Ebacc) is an academic accountability measure. It is a combination of English Language and English Literature, Mathematics, Science (either Combined Science or three single sciences: Biology, Chemistry, Physics, and Computer Science), either a Modern or an Ancient Foreign Language and finally Geography or History. Points are awarded for the grades in each subject. Average points score and numbers of students entered for the Ebacc are the standard measures.

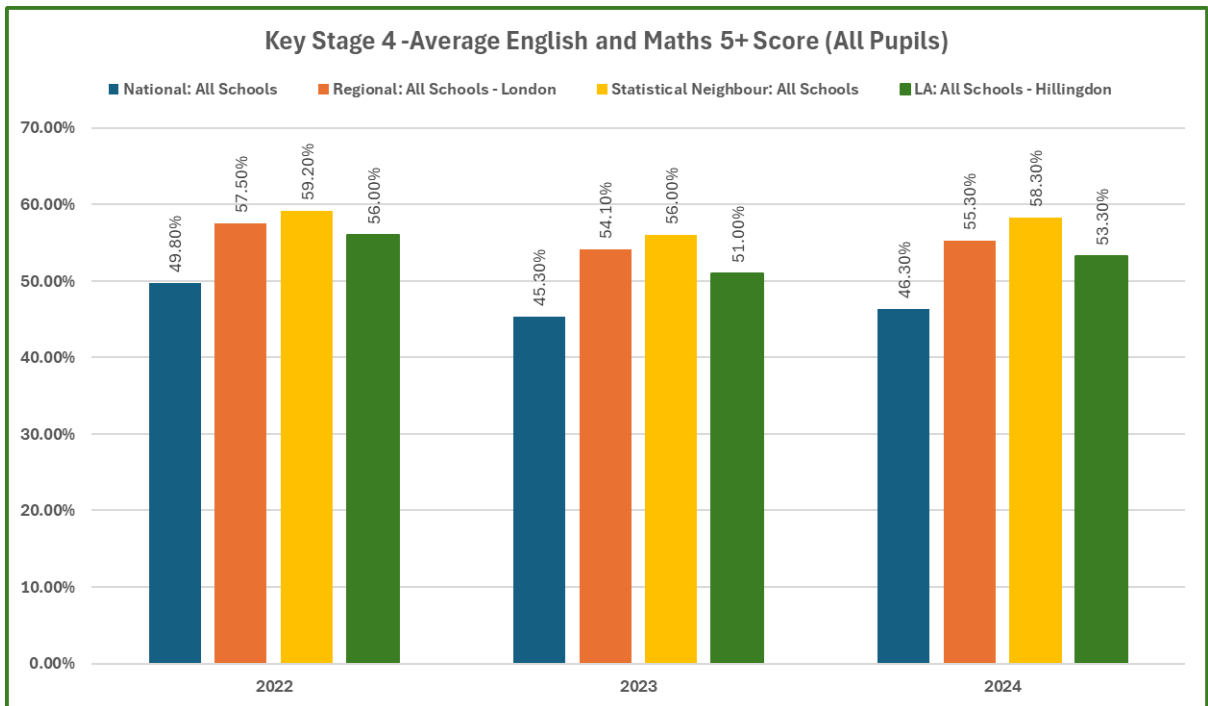
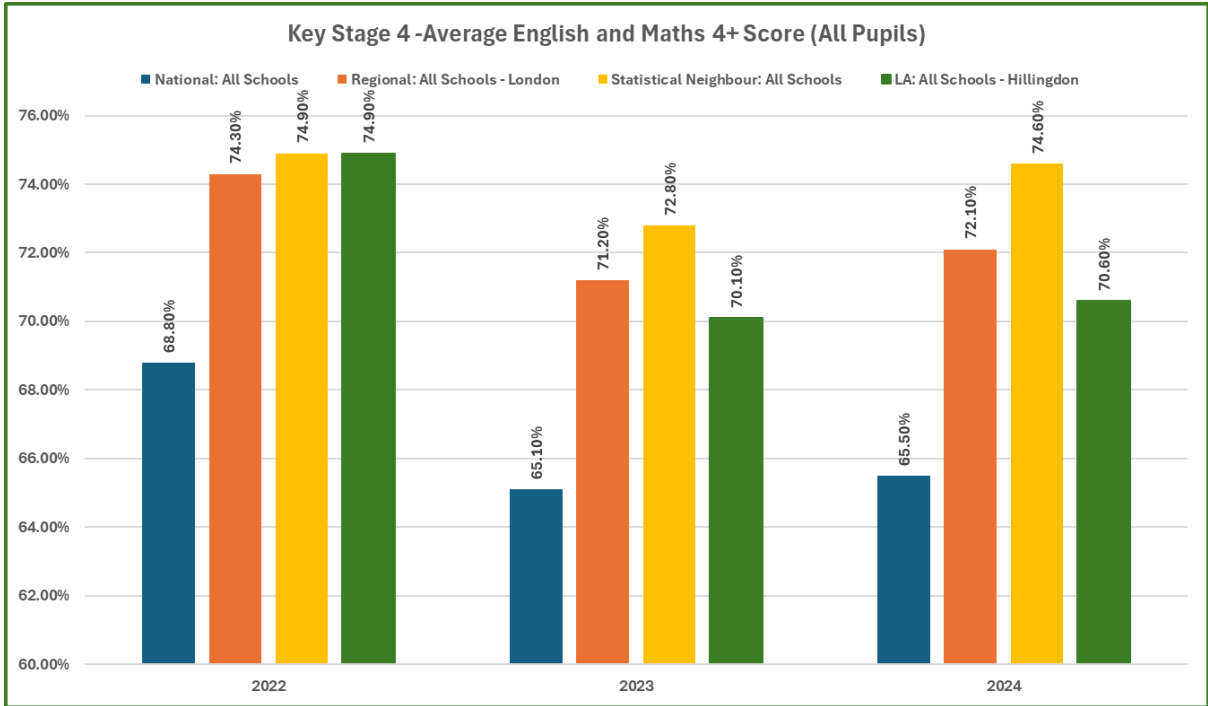
Key Stage 4 Outcomes in Hillingdon



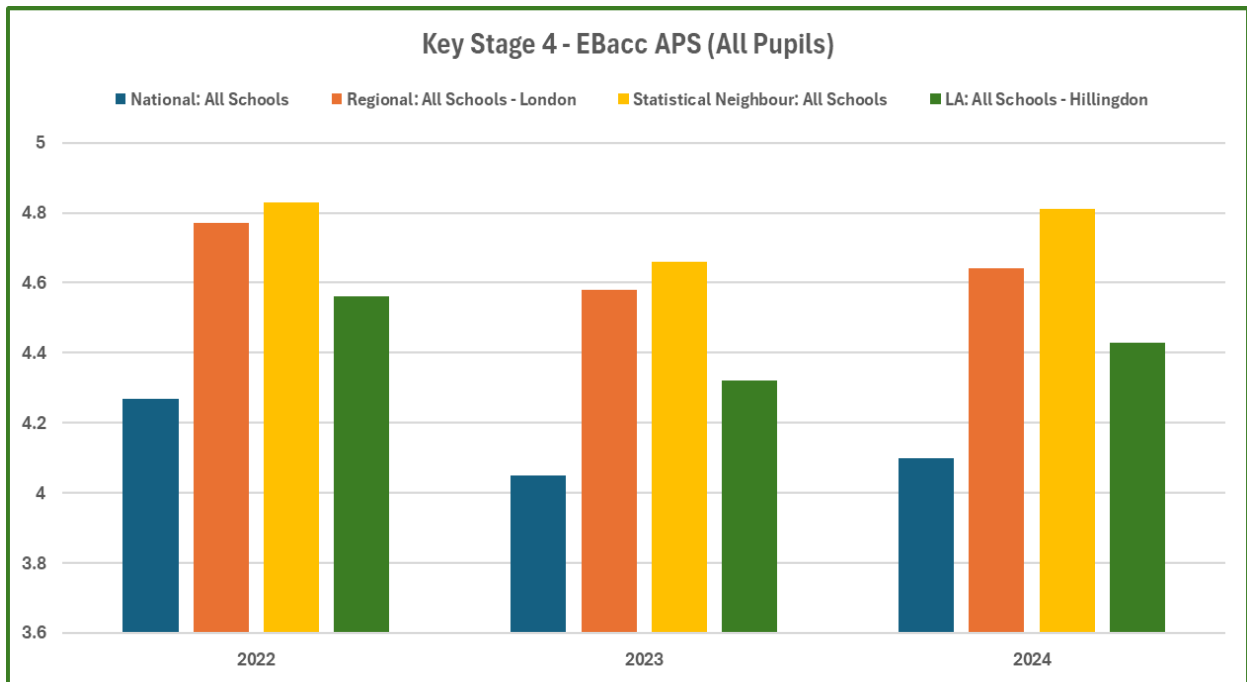
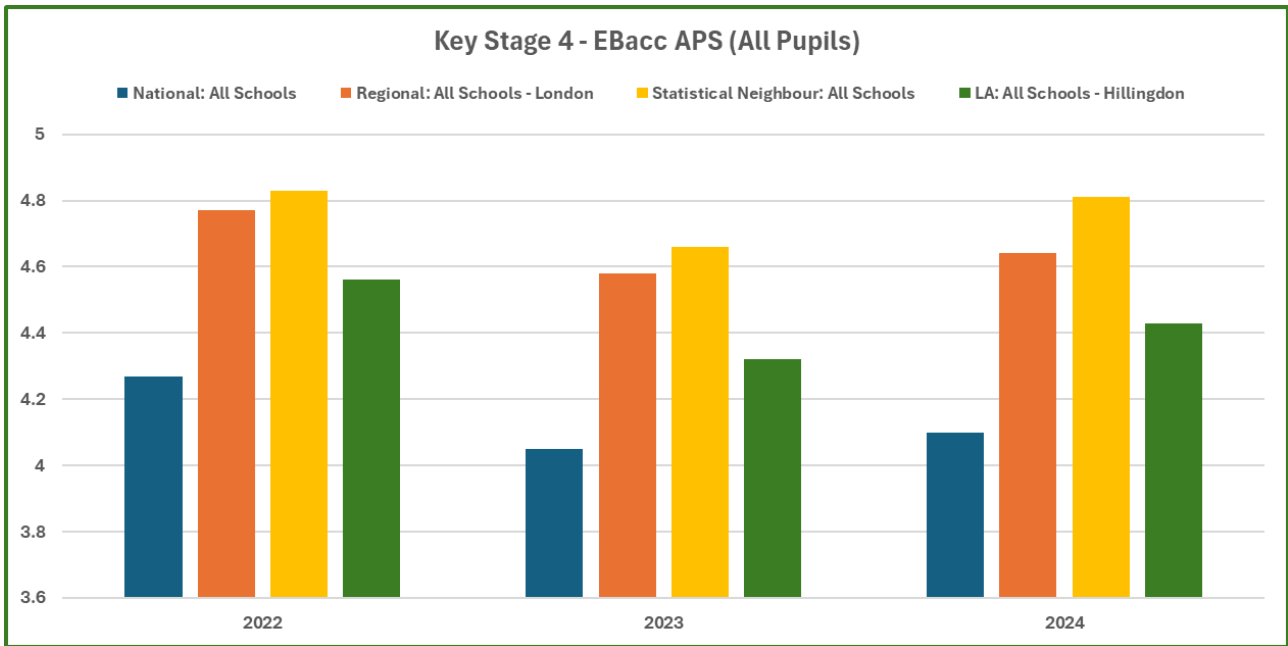
Graph 3.5: Average Attainment 8 Score (2022 to 2024)
Source: Nexus



Graph 3.6: Average Progress 8 Score (2022 to 2024) Source: Nexus



Graphs 3.7 & 3.8: % of Pupils Achieving 9-5 in English & Maths & Pupils Achieving 9-4 English & Maths (2022 to 2024)
Source: Nexus



Graphs 3.9 & 3.10: EBacc Average Points Score All Pupils and % Pupils Entered for EBacc (2022 to 2024)
Source: Nexus

82. Key Headlines – Key Stage 4

- The trend in 2023-24 was Hillingdon performs significantly better than national outcomes in every measure, but lags behind both regional and statistical neighbour outcomes. The Attainment 8 score was comparable to the previous year at 49%. Other attainment measures were slightly better in Hillingdon than the previous year.
- The progress measure, Progress 8, was +0.2 overall, which was positive in that Hillingdon students exceeded their expectations compared to when they left primary education. Hillingdon still lags behind other London boroughs and statistical neighbours in progress though. The

regional progress score was +0.29 and SN was +0.42.

Priorities for Secondary Education Key Stage 4

- To address the discrepancies in the achievement gap between disadvantaged and non-disadvantaged students. The Progress 8 score of non-disadvantaged students was +0.4 compared to -0.27 for disadvantaged students. Improving the achievement of disadvantaged students through quality first teaching and improving attendance will benefit all students and improve overall outcomes.

83. Key Stage 5 Outcomes

A-Level Entries and Results

Geographic Level	APS per A level entry	Average A level result	% achieving ≥ 2 A levels	% achieving ≥ 2 academic results
Local authority	31.47	C	85.33%	85.25%
Regional	35.31	B-	88.56%	87.41%
National	34.38	C+	85.29%	84.27%
	APS per 'Best 3' entries	APS per 'Best 3' entries (grade)	% achieving 3 A* to A	% achieving \geq AAB
Local authority	32.39	C+	8.81%	15.57%
Regional	35.64	B-	16.18%	25.17%
National	35.08	B-	14.53%	23.41%

Table 3.11 A-Level Entries and Grade Summary

Source: Explore Education Statistics Website – Release Date 13/02/2025

Vocational Results

Geographic Level	APS per Academic entry	Average Academic result	APS per Applied General entry	Average Applied General result	
Local authority	31.53	C	26.06	Merit	
Regional	35.36	B-	28.40	Merit+	
National	34.44	C+	29.09	Merit+	
Geographic Level	APS per Tech Level entry	Av Technical Result	APS per Technical Level Entry	APS per Technical Certificate Entry	Av Tech Certificate Level Result
Local authority	26.69	Merit+	88.31	5.40	L2Pass+
Regional	28.43	Merit+	91.94	5.18	L2Pass+
National	28.11	Merit+	90.09	5.63	L2Merit-

Table 3.12 Academic, Applied General & Technical Results

Source: Explore Education Statistics Website – Release Date 13/02/2025

84. Key Headlines - Secondary Key Stage 5 and Post-16 Education

- Attainment data is broken down into outcome measures for A Level courses and those for vocational courses. There is an Average Point Score per student based on their grades, an overall A Level grade (e.g. C) for the area, alongside an overall vocational grade (e.g. Merit). Statistical neighbour data is not available.
- Hillingdon A Level outcome data is slightly below national and London outcomes in most measures and slightly above national in a couple of measures in the tables above. Hillingdon is graded a 'C' in Average A Level results and a 'C+' in best three entries combined.
- In Vocational outcomes, Hillingdon outcomes are slightly behind national and London. In Technical courses, Hillingdon is in line with both national and London.
- Improving outcomes at Key Stage 5 has been identified as a priority in the new Education Strategy, and we will be working with secondary schools and further education providers to examine how to improve outcomes even further.

Standards and Quality of Education for Adult Learners

85. 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.

86. 91% of learners live in the borough, 8% live in other London boroughs and 1% live outside London. Most have low prior educational attainment levels and face socio-economic disadvantage; both are target groups for the service.

Data Set 23 - Table: Key data	21-22	22-23	23-24
Learners <i>Individual residents</i>	1681	1505	1582
Enrolments <i>People can enrol for more than one class</i>	3639	3417	4451
Retention <i>Proportion of those enrolled who stay until end of course</i>	93.4%	94.7%	93.7%
Attendance <i>Important because they can't learn if they don't attend</i>	94%	95%	94%
Pass <i>Of those retained, what proportion passed their course?</i>	92.5%	96%	97.1%
Achievement <i>Of those who started, what proportion passed the course?</i>	89.5%	91%	91%

87. 77% of learners are female, most are of white heritage and 35-49 years of age. 65% 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, and many progress into and within vocational qualifications that lead to work.

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

End of Report