Hillingdon Education Strategy 2025-2030

Stronger Together

Contents

Foreword

I am pleased to introduce Hillingdon's Education Strategy 2025-2030. In formulating this Strategy, we have taken time to listen to and consult with our teachers, our parents and our young people to understand both our strengths and what we need to do to become even better.

We have looked at what our data tells us and have compared that to our data before the Covid-19 pandemic caused great disruption to our education provision, some of which we have dealt with and some whose effects are still being felt today, as reported by our schools and by our young people.

This Strategy is intended to give us a direction for the next five years to use our strengths to address the issues we face today. We constantly strive to improve, while recognising the excellent work of our schools and other settings. In identifying our priorities within this Strategy, we look to work together across Hillingdon to achieve them.

We are blessed with many excellent schools and teachers and very aspirational young people. We have a world-renowned higher education provider in Hillingdon and one of London's foremost providers of Further Education. We all need to work together to tackle our priorities; to learn from each other by sharing our ideas and ways of working; to pool our knowledge and expertise to tackle the big issues that face us; and to ensure that we are guided by the views and desires of our young people, because it is their futures we are helping them to prepare for.

In Hillingdon, we are stronger together and we must ensure that collaboration and mutual support across our education settings is the driver of our success!

Susan O'Brien
*Cabinet Member for Children,
Families & Education*

Resetting our priorities:

Building on our strengths together to tackle the issues we face

Hillingdon as a borough has many strengths: in its schools and Early Years settings; it's outstanding and innovative further education providers; a world-renowned university; outstanding children and adolescent social care provision; in the broad range of wrap around and support services that are available to support children, young people and families when they need extra help; a thriving local economy that looks to our students as their next employees, leaders, innovators and entrepreneurs.

However, we need to utilise these strengths more collaboratively to address the challenges that have arisen in this decade that threaten the ability of some of our young people to learn, progress, achieve and enter adult life with the skills and options that will enable them to lead varied, fulfilled lives as citizens in our democracy.

Our children and young people are ambitious and aspirational. The Education, Employment and Training opportunities available to them from post-16 are expanding rapidly and the choices are greater than ever before. We need to ensure all young people know the opportunities available to them, so they can make informed choices about their futures. Young people also tell us they are very anxious about their futures and some struggle to see how they will fit into the adult world. While many of our young people succeed at school, a growing number are not achieving their potential, either because of their own personal barriers to learning or because the curriculum is too narrow, not offering enough vocational pathways that young people say they want.

For young people and families from disadvantaged backgrounds, the pandemic and cost of living crisis worsened educational outcomes and widened inequalities[1]. Those who had access to fewer resources found it more difficult to learn at home and young people told us how it affected their social lives, physical and mental health and families' economic situations. This gap starts when they enter nursery education and it continues through to post-16.

At the same time, a growing number of children are being identified with Special Educational Needs and Disabilities (SEND). This is becoming more common when children enter nurseries and continues into formal schooling. As an education workforce, we will need to equip everyone with the tools and skills to address these challenges through mainstream and special provision.

The last few years have also shown our educators at their best. Our schools and settings were a focus of hope, strength and stability during uncertain times. They have supported families with breakfasts, lunches, laundry, warm spaces and kindness, as well as driving learning. They are at the heart of our communities and play a key role in supporting better outcomes. Our key partners, such as the Council, health services, public health and community organisations will need to work closely with education to ensure children and young people continue to progress despite the challenges they may face. We want to ensure every school or setting can share ideas and learn from the practice of their peers, as well as benefit from evidence-based approaches from key external partners, such as the Education Endowment Fund.

1. Education Endowment Foundation, (2022) The Impact of Covid-19 on Learning

The context for Hillingdon schools and settings

The population is diverse and people are living longer. Hillingdon's demographic includes more affluent areas (within the top 20% nationally) as well as areas of deprivation (within the lowest 20% nationally).

In 2019/20, there were 11,671 children under 16 living in low-income families in Hillingdon. In 2023, just under 25% of our children and young people were eligible for the Pupil Premium. Hillingdon's rate of Looked After Children is currently 48 per 100,000. This number has doubled in the last few years, mainly as a result of a high number of unaccompanied asylum-seeking children.

71,000 children under the age of 18 live in Hillingdon. There are over 7,700 children and young people aged 0-25 years with SEND in Hillingdon which constitutes approximately 10% of our children. During 2023-24, Hillingdon identified 15.4% of pupils who have either an EHC Plan or are receiving SEND support in school. In January 2024, there were 3503 EHCPs. The White British population in the borough has decreased by 20.7% and 51.8% of the borough population is from a global majority ethnic group.

Hillingdon has great schools, 94% judged Good or better, 13% Outstanding at time of publication. They are led by highly skilled and committed leaders and governors, who are managing a range of challenges, notably financial challenges in the current climate. Primary pupil numbers have been falling in the last few years impacted by lower birth-rates and high mobility. Secondary schools have predominantly been full, although some face competition for applications from cross-border schools. The lower number of pupils from primary schools will begin to be felt in secondary schools in the next two years.

School budgets have been more challenging in recent years, as a result of a combination of falling rolls, increasing staffing, energy, building and supply costs. This financial pressure will continue and the financial advice we give to schools will be crucial.

There are currently 99 state funded schools in Hillingdon. 50 are maintained schools and there are currently 49 academies or free schools. There are also 9 independent schools, 2 non-maintained special schools and Uxbridge College, part of Harrow, Richmond and Uxbridge College.

In a shifting policy landscape, the Local Authority (LA) still has a legal duty, 'to promote high standards and ensure that every child fulfils his or her educational potential'. Hillingdon Council sees our role as championing all children and young people, particularly those who are vulnerable and those with special educational needs and disabilities (SEND).

Improving education for our children and young people

We remain committed to supporting Hillingdon schools with the Council playing a brokering role amongst schools and settings and between schools and key partners. Evidence shows us that successful partnerships can drive up standards, promote inclusion and broaden opportunities for all. These partnerships are also crucial to keeping children and young people safe and well - physically and mentally. Therefore, promoting a range of effective partnerships to the benefit of our children and young people remains a primary objective.

Existing strategies working together

Education Strategy 2025-2030
Council corporate strategy 2022-26
SEND and AP strategy 2023-28
Stronger Families Early Help Strategy 2021-25
Attendance Strategy (in development)
Hillingdon Council Joint Health and Wellbeing Strategy 2022-2025
Hillingdon Safeguarding Children Education Inclusion Toolkit
Family Hub Strategy 2023-28
Youth Justice strategy 2024-29

Some of the broader aims for children and young people in Hillingdon are:

- A single access point for families and children for services so that children can access the right support more quickly, including emotional and mental health support, as well as wider family support.

- Development of Family Hubs.

- Systematically gathering the views of children and young people to inform our offer.

- Redesigning our local SEND system to improve outcomes for those with SEND around our five ambitions. These are:

Ambition 1

The right support, at the right time, in the right place

Ambition 2

Fully inclusive education for all

Ambition 3

Provision meets the needs of Hillingdon's children and young people

Ambition 4

Children and young people live **happy and fulfilled lives** where they are included in the community

Ambition 5

This is a **flexible offer** and **range of intervention** for children to access alternative provision

Co-production of the strategy

Hillingdon Education Strategy 2025-2030 has been developed in consultation with key stakeholders: children and young people; parents/carers; head teachers and governors; the local area SEND partnership board and wider Council services.

Ambitious, aspiring learners in Hillingdon

Feedback from young people in the Health Education Survey report April 2024

- 78% primary age children say they have a trusted adult to talk to.
- 57% secondary age young people say they have a trusted adult to talk to.
- For young people with SEND it is 37%.
- For young people on Free School Meals, it is 36%.
- For young people in Hayes, it is 29%.20% of children and young people have a low resilience score.
- 48% for females in secondary.
- 29% worry about crime a lot

We asked young people in our primary and secondary schools what they want from their education. This is what they told us:

"I want to learn about credit and finance and taxes. I don't know anything about it."
Year 9 student

"I want to learn key life skills for the future."
Multiple students from years 9-12

"Too academic – not enough vocational options at school."
Year 10 student

"I want my voice to be heard, to be listened to."
Year 9 female student

"Having supportive and friendly teachers has really helped me develop confidence and self-esteem. That's what we want more of."
Year 12 student

"My teacher knows what I like. She asks me questions about my life.She pushes me to do well. I like that."
Year 6 student

"The reading programme really helped me be a better reader."
Year 5 pupil

"Bad Behaviour = punishment: reasons for behaviour not always looked at meaning you can't receive help. Teachers need to understand the reasons for the behaviour."
Year 9 student

"To feel safe at school, on the bus before and after school."
Year 9 girl

"I wish my school had more support for children who have special needs or disadvantages such as ramps to be placed round the school or elevators."
Year 8 student with SEND

"To treat all students the same. I was bullied a lot at school, hit and called names. I told the teachers, but they did nothing about it. In the end, I had to leave."
Year 10 student of Gypsy, Roma Traveller heritage

Ambitious, aspiring parents, carers and communities in Hillingdon

Parents and carers and the community are ambitious for their children. They told us that they want clear information to be able to make the best choices for them. They want good schools and colleges in Hillingdon where children from all backgrounds are included and do well. They value schools who are welcoming of their children, who can be sympathetic and adaptable when families are faced with adversity and work with them to ensure their children can continue to make progress at school and thrive.

They want more opportunities to work with schools; to have shared expectations of each other, particularly at secondary transfer when rules and expectations change.

They want schools to support them to help their children learn and develop skills they'll need in the world of work. In some schools, they want to know who they can go to when they have concerns and need help, for example with mental health worries.

Parents want schools to be fair and transparent in how they engage with them. Some families of children with SEND want more schools to be welcoming and adaptable to the needs of their children. Above all, parents, carers and communities want their children to be safe, well and able to thrive and learn so they are ready to embrace their futures.

Ambitious, aspiring school leaders in Hillingdon

School leaders have said that we need to attract and retain the next generation of leaders in a competitive education landscape. One way they said we can do this is by offering high quality continuing development to staff.

School leaders told us that we need to build on a model towards a self-sustaining system by strengthening and increasing collaborative partnerships, involving Hillingdon Learning Partnership and more school-to-school networking. School leaders recognise that, whilst schools are responsible for their own high performance and academic achievement, collaboration with other schools and settings is key to their success, alongside high-quality support services to schools. School leaders want to share good practice to help address common issues.

They also want to understand the full range of support services available to them when issues arise. They want to be part of clear strategic approaches that improve attendance, address growing mental health related concerns, address behaviour related issues and equip the education workforce to deal with these. They want the professional development opportunities to come from highly valued providers and lead to impact in their schools.

School leaders are asking for more clarity and support on supporting children with SEND and those with Education Health Care Plans. For some of our schools, leaders have said they deal with higher numbers of children and families with disadvantage, children with SEND and higher mobility than other schools. They want to work more collaboratively with local services to meet the support families need and they are also asking all schools to take an equitable share of children with particular needs. In Hillingdon, we need to continually ensure schools are aware of the range of local services that can support children and families and that services work closely with education to meet needs as they emerge. Education, Local Authority and multiagency partnerships need to further develop to promote good health and wellbeing, inclusion and positive cultures, with early help for those who need it.

The key principles that underpin the Hillingdon Education Strategy

Collective responsibility
Developing collective responsibility for the wellbeing and achievement of all our children and young people, wherever they are educated.

Collaboration
Harness collective capacity, share great practice, foster innovation to deliver excellent achievement.

Inclusion and Equity
An inclusive education system and inclusive schools where every child and young person knows they belong, are celebrated, and can fulfil their potential.
A culture which promotes respect and equality, actively recognises and tackles inequality and celebrates diversity.

The voice of children and young people
Putting the voice of our learners at the heart of our actions. Asking them the right questions, listening to their feedback, acting on what they tell us.

Proactivity, engagement and prevention
Identifying and anticipating issues early and working with key partners to ensure the right resources are utilised to promote young people's outcomes and wellbeing.

Sustainability
Provide structures that are financially sustainable over the course of the strategy, increasing resilience and maximising expertise to improve outcomes.

Our Education Priorities

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

Priority 1:

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

We want to ensure all schools and settings provide high quality learning opportunities for our broad range of learners. This includes learners with special educational needs and disabilities and those with known vulnerabilities at risk of educational underachievement.

We want to support all schools and settings to be strong, resilient, financially sustainable in order deliver high quality learning in the face of a changing and sometimes uncertain social landscape.

We want to ensure there are more opportunities to share practice between schools and settings and to learn from each other. We also want to engage all of our schools, settings and key partners in initiatives that address identified local issues that impact on the success of children and young people.

We want to equip all education leaders to be able to provide professional peer support and challenge to other schools and to work alongside nationally recognised key external partners. These include locally and nationally recognised education leaders, the independent sector, Brunel University, Harrow, Richmond and Uxbridge College, Hillingdon Learning Partnership and professional bodies for subject leadership (for example, National College, STEM, Education Endowment Fund).

We recognise that schools and settings should be able to choose the support and approach that best suits their children's needs. By providing a broad base of support and challenge, we can ensure Hillingdon schools have the tools to be truly inclusive to the diverse range of learners that the area has.

We will achieve this priority by:

01 Focusing school/setting improvement activity on teaching and learning; relevant curricula; inclusion and narrowing the attainment gap between identified groups of pupils and their peers.

02 Increasing and developing collaborative networks that engage leaders and governors to develop a self-sustaining, system led model.

03 Increasing and developing opportunities for more school-to-school collaboration, support and challenge: peer review and sharing effective practice across all phases of education.

04 Ensuring that schools who are at risk of being judged as Ofsted Requires Improvement/ Inadequate in any of the four OFSTED inspection areas are proactively supported to avoid this outcome.

05 Supporting and closely monitoring those schools already identified as requiring improvement, whether maintained school or academy.

06   Developing and disseminating a core body of self-evaluation tools for school leaders and governors to facilitate school/ setting led improvement.

07   Refining, further developing and sharing the intelligent use of LA and school level data to identify target areas for improvement (demographic/attainment groups and subjects) leading to collaborative working with schools to progress of key areas of need.

08   Working with schools/ settings to define an inclusive, equitable school and education service; developing and embedding a framework for self-evaluation and accountability.

09   Effective planning of high-quality school places (including for SEND) to meet demand through continuous monitoring and review of population projections.

10   Ensuring post -16 provision in Hillingdon reflects the wider offer available to young people nationally.

11   Amalgamating infants and junior schools to create sustainable primary schools that serve their local communities

12   Working with key partners to provide schools/ settings with access to a broad range of high impact, evidence based professional development (Hillingdon Learning Partnership, Harrow, Richmond and Uxbridge College, Brunel University, Educational Endowment Foundation, STEM) and use of research that brings impact in schools and settings.

13   Working with schools around financial sustainability to ensure they can deliver a high- quality education offer.

14   Continuing to evolve the Hillingdon Learning Partnership to meet the needs of our schools and to respond to trends in our pupil population/ outcomes.

15   Developing governor training, support and guidance to ensure they are aware of their roles and responsibilities in supporting inclusion and holding leaders to account.

16   Local SEND cluster groups will be formed to bring local schools together to work closely to meet their area's needs, including an improved approach to transition for children with SEND needs.

Our success criteria:

✔ An increase in the number of schools/ settings rated good or better in the OFSTED inspection areas and a reduction in the number of schools or academies causing concern.

✔ An increase in engagement and professional practice sharing opportunities through Hillingdon Learning Partnership, Local Authority or school led hubs, clusters and networks.

✔ An increase in school lead peer review and peer support across Early Years, primary and secondary phases of education leading to improved outcomes.

✔ New resources to support schools to have core quality assurance documents to support school improvement and school self-evaluation.

✔ Mainstream schools are more confident in meeting the range of needs of learners with SEND.

✔ The local post-16 offer reflects the national offer and students at secondary school are aware of the range of options available to them from Year 7.

✔ Schools/ settings and academies work closely with the Local Authority and partners to address area-wide priorities, such as closing the disadvantage gap.

✔ School places available reflect learner demand.

✔ Successful amalgamation of most infants and junior schools.

✔ A reduction in the number of schools in financial difficulty.

Priority 2:

Preparation for Adulthood: Supporting all our children and young people to reach their potential and be ready for their future

Our children and young people need to be prepared for their adult life in a rapidly changing world. This must involve more than purely academic learning to include key skills they will need to use to function in adult life.

In their early education, we need to ensure all children develop their communication, self-regulation and socialisation skills. Children and their families need to understand the importance of physical activity and good diet on their long-term health and wellbeing. If we embed this early, there is a greater chance that this will impact positively a child's health and wellbeing as they progress towards adulthood. In early education, we need to ensure every child is working towards at least functional literacy, numeracy and digital skills to prepare them for their next steps.

In secondary education, young people tell us they want to understand more about their role as future voters, managing credit and finance, understanding renting and mortgages and developing key skills for the future. They also tell us they are interested in entrepreneurship and employability skills and do not want to wait until they are 18 to learn them. Young people in Hillingdon have also told us there aren't enough

vocational options available in school. This causes a significant number to lose interest too early. We need to support our young people see the connection to what they are learning and its application in the adult world.

Preparation for adulthood needs to be a universal offer for all learners, not just those with Education, Health Care Plans. We need to ensure that a child's development does not stall at the sign of problems, that they are excluded from a chance to work through this and reach their potential. As educators, we all have a collective responsibility to work together to ensure each individual child or young person is progressing and can be as ready as possible for their futures. We need to start this journey from early years, so settings and schools are preparing Hillingdon's children and young people for their futures to build independence, confidence and knowledge to succeed in adulthood.

We will achieve this priority by:

01 Creating a universal Preparation for Adulthood strategy to set out its key components for all schools and settings.

02 Building upon Early Years partnerships to support home learning, personal, social and emotional, communication and physical development and ensuring conversations start early to focus on future aspirations throughout the education journey.

03 Ensuring Early Years settings increase the numbers of children achieving a Good Level of Development.

04 Strengthening information sharing to support effective transitions from EY settings in to primary school and primary/ secondary transfer.

05 Tracking all children to intervene early if they are at risk of not making progress due to learning, wellbeing or behavioural factors.

06	Supporting school leavers to be equipped with the skills needed to progress onto meaningful post-16 pathways that they have chosen.
07	Providing early identification and pathways for learners at risk of Not being in Education, Employment of Training (NEET).
08	Consulting more systematically with children and young people about what they want from education and acting on their feedback.
09	Facilitating best practice sharing around strategies to support parents to engage in their children's learning, working in partnership with community and parent groups.
10	Providing curriculum and other opportunities to develop skills for adulthood, e.g. credit and finance, key skills for the future.
11	Creating a clear multi-agency process to support a family where a child's progress is in danger of stalling.

Our success criteria:

✔ | The universal Preparation for Adulthood policy sets out the aims and components of PfA with a common self-evaluation tool for all stakeholders.

✔ | An increase in the number of schools and settings that can evidence activities that achieve PfA objectives.

✔ | All schools and settings are committed to the need for PfA and engagement with local support services where needed to ensure a child's progress does not stall.

✔ | PfA goals are tracked for all children and young people.

✔ | PfA plans are in place for children and young people with SEND.

✔ | Evidence of the increase in activities identified in the PfA policy across schools and settings and within the local offer for residents.

✔ | Positive feedback from a range of young people that we heard their views and acted upon their wishes.

✔ | An increase in employer and external stakeholder engagement to provide some of this PfA work.

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

---

The issues might change over the course of the decade and we must be adaptable in order to respond to any changes and shape our priorities around any emerging need.

Pre and post the pandemic, our data tells us that the achievement gap for young people who are disadvantaged in Hillingdon due to eligibility for free school meals, SEND needs or social care involvement is wide and has become wider over the last four years. Disadvantaged young people in Hillingdon achieve better than their disadvantaged counterparts nationally, but less well than other London boroughs and statistical neighbours. In Hillingdon, roughly one quarter of our schools' population is eligible for Pupil Premium funding due to disadvantage. If we can close this gap for many of our disadvantaged young people, it will have a significant impact on outcomes. *(Please see Appendix 1, part A for data on pupil outcomes)*.

In terms of ethnicity, the large achievement gap is also true for white British, black Caribbean heritage children and those from Gypsy, Roma and Traveller heritage backgrounds. For many identified in this way, their ethnicity overlaps with their disadvantage and disaffection with education, as a result of feeling unjustly labelled, stereotyped and unfairly treated. For Gypsy, Roma and Traveller children, they are not merely marginalised in education terms, but also in health, housing and other local support services.

If we can shine a torch on these groups of learners and use our collective expertise to understand their barriers to achievement, we can be forensic about tackling this gap. By closing this gap, we improve life chances, give young people options, we improve results and we deliver on school improvement priorities. Some of our other priorities likely overlap with the causes of the gaps: school attendance and persistent absence; emotionally based school non-attendance; a high number of school suspension and exclusions. We need to use our collective knowledge to creatively tackle these issues that affect all of our schools. As a local area, we must all be part of providing the solution.

3.1   Closing the achievement gap for disadvantaged children and young people

3.2.   Closing the achievement gap for white British, black Caribbean heritage and other disadvantaged cohorts

We will achieve these priorities by:

01 Launching an area wide programme to close the gap for disadvantaged students, including white British, black Caribbean heritage & other disadvantaged cohorts.

02 Partnering with Brunel University, Hillingdon Learn Partnership and the Education Endowment Fund (EEF) to engage schools, Early Years settings and other stakeholders in taking action to close the gap.

03 Setting up a partnership board to work with the EEF to understand the causes of the disadvantage gap, how many students it affects and to drive the direction of the 'Achievement for All Young People' in Hillingdon Programme (AfA).

04 Launching the findings of the Hillingdon Gypsy, Roma & Traveller research and set up a cross phase, multi-agency working party to enact the recommendations from that research as part of the AfA Programme.

05 Use the EEF Research School Programme in year 1 to understand the causes of white British and black Caribbean underachievement and to produce a Hillingdon based learning document for schools and wider teams.

06 Inviting schools with identified gaps to commit to being part of the AfA Programme and engage in the evidenced-based learning and implementation process.

07 Engaging children, young people and families the gap affects to contribute to the discussion about what is needed and will work.

08 Identifying, disseminating and tracking the use of evidenced-based high impact approaches from Early Years to post-16.

09 Identifying the wrap around support across the area that can be utilised to support schools and settings to close the achievement gap.

10 Tracking the careers advice, guidance and progression of these groups to ensure they progress on to meaningful education, employment or training pathways at post-16.

11 Reviewing the use of Pupil Premium funding in light of its impact in closing the achievement gaps and making recommendation for its use.

12 Developing a Hillingdon based good practice resource for schools and settings to exemplify effective practice and influence future practice.

13 Utilising lead schools and settings to lead localised professional development hubs.

Our success criteria:

✓ At least two thirds of schools and settings with identified gaps participate in the AfA Programme.

✓ Evidence-based effective practice is identified across Hillingdon and shared across all schools and settings.

✓ National evidence-based approaches and shared and utilised by Hillingdon schools and settings.

✓ The current causes of the gap are identified and there is a clear plan of action to address these.

✓ Local hub activities lead to measurable improvements across the AfA action plan.

✓ An increase in the achievement of children and young people eligible for Free School Meals and Pupil Premium funding, those with SEND needs and Education Health Care Plans and those with known social care involvement.

✓ An increase in the achievement of children and young people from white British, black Caribbean heritage and other disadvantaged cohorts.

✓ An increase in uptake of Education, Employment and Training pathways at post-16 for the identified groups.

✓ A body of high impact successful approaches are embedded in the approaches of schools and settings work with these vulnerable groups.

✓ The achievement gap closes in Hillingdon between disadvantaged and non-disadvantaged students.

3.3   Improve outcomes at Key Stage 5

Key Stage 5 outcomes have been on a downward trend since the pandemic started. This has mainly focussed on A Level results. In 2023, Hillingdon attainment was significantly below other London boroughs and national outcomes. *(Please see Appendix 1, part B for KS5 outcome data)*. While the pandemic may have contributed to this, it would have also affected other areas of the country. Our schools have many strengths and this provides an opportunity to review the quality of education at Key Stage 5, particularly teaching and learning, as a collaborative exercise. This would possibly reveal common themes and issues across our schools and college, identify good practice so this can then be used by schools to make improvements. The pandemic provides us an opportunity to look at our outcomes with fresh eyes and supports closer school collaboration.

We will achieve this priority by:

01 Undertaking a review of teaching and learning at Key Stage 5 to include schools' own findings of strengths and weaknesses.

02 Setting up a series of network events to share the findings of the review with the support of the Hillingdon Learning Partnership and the 14-19 strategy group. This can then feed into their subject themed networks for secondary provision.

03 Using the events to allow schools to share identified good practice and encourage collaborative working across the key stage.

04 Asking schools to identify areas of focus that they will work on over the next few years with built in tracking of implementation and impact.

05 Using peer reviews to evaluate the progress of the development work.

Our success criteria:

✓ At least two thirds of the schools and college commitment to working together to review teaching and learning.

✓ The review identifies a clear series of actions that inform the network events.

✓ Schools and the college engage in peer review and professional sharing of practice.

✓ The attainment and progress outcomes of students at Key Stage 5 improves.

✓ An evidence-based tool is produced that exemplifies the successes and learning from the focus on this area.

3.4 Improving inclusion by improving attendance

3.5 Addressing Emotionally Based School Non-Attendance (EBSNA)

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

The rate of absence in schools in England has increased significantly since the pandemic. This is a national problem, not merely a Hillingdon problem. *(Please see Appendix 1, part C for attendance data)*. However, in Hillingdon we need to work together to understand the barriers to better attendance and work together to address this. Missing half a day a week of school equates to one

full year of schooling missed by the end of Year 11. Increased non-attendance is a type of exclusion from learning and has a huge impact on outcomes.

There has also been a growing trend of emotionally-based school refusers who are referred in increasing numbers to Child and Adolescent Mental Health Services (CAMHS). Children describe extreme anxiety and even suicidal thoughts when thinking about being in school. We need to explore ways of tackling this issue in order to ensure we can help young people progress on their journey to adulthood.

We will achieve this priority by:

01 Producing a Hillingdon attendance strategy to reflect the new statutory guidance on attendance that goes live in September 2024.

02 Working with our schools (maintained, academy, independent) to better understand the key causes of poor attendance, persistent absence and severe attendance. Ensure all settings participate in termly attendance meetings with the attendance teams to intervene early and work collaboratively to improve outcomes.

03 Working with parents to understand their views on attendance and to reinforce he importance of good attendance in educational outcomes.

04 Offering a broader range of wrap around support to families and schools to address emerging attendance issues.

05 Creating a protocol for the early identification of possible Emotionally-Based School Non-Attendance with support materials for schools and Council teams.

06 Increasing the professional development offer around attendance and EBSNA for settings and schools.

07 Monitoring, supporting and challenging emerging attendance issues through the use of live data dashboards.

08 The LA to consider a traded offer for attendance to further support settings with improving their attendance outcomes

Our success criteria:

✓ | Overall attendance increase year on year.

✓ | Persistent absence and severe absence decreases.

✓ | Good practice approaches to reducing absence are widely promoted to schools and utilised by them.

✓ | A Team around the Child approach has high impact in addressing the most complex cases.

3.6 Reducing suspensions and exclusions

During academic year 2022/23, Hillingdon processed a total of 51 permanent exclusions, with a further 20 being either overturned or rescinded with the support of the Exclusions and Reintegration team. This has increased year on year since 2020.

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

The breakdown of all suspensions was as follows:

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

(Please see Appendix 1, part D for exclusions and suspensions data)

The outcomes for children who are suspended and permanently excluded are poor. Statistically, young people who are permanently excluded from school are more likely to be victims of criminal and sexual exploitation, being drawn into gangs and known to the police and young justice system.

Nationally, young people on free school meals are 4 times more likely to be excluded than non-free school meals students. Young people from Gypsy, Roma, Traveller backgrounds have the highest exclusion rate, mirroring a national trend.

We believe everyone is better served if we can work together with schools and settings to reduce the number of suspensions and exclusions.

We will achieve this priority by:

01   Proactively increasing early support for children at risk of permanent exclusion or suspension through developing our offer of early intervention packages and supportive alternative education.

02   Continuing to develop a 'Team Around the Child' pilot for any child with a social worker placed at The Skills Hub.

03   Developing alternative support pathways for some primary age children at The Skills Hub.

04   Further developing the Alternative Provision (AP) offer and rollout of a directory of alternative providers schools can commission to support children at risk.

05   Increasing the use of bespoke training and behaviour related consultancy to schools and settings to equip them to support children to remain in their school or setting.

06   Create a multi-disciplinary team of professionals to support settings with behaviour challenges for children with EHCPs.

Success measures:

✓   Reduced permanent exclusions at primary and secondary school.

✓   Rate of suspensions at both primary and secondary decrease.

✓   Improved collaborative working with schools and settings that provide better interventions and alternative options.

Appendix 1: Data

This document was produced using data up to the end of the academic year 2022-23.
As soon as the full dataset for academic year 2023-24 becomes available, this will be updated.

A. Pupil outcomes for disadvantaged pupils

A key measure of pupil progress is how many months behind non-disadvantaged white British pupils another group is at key transitions in their education: end of Early Years provision; end of Key Stage 2 and end of Key Stage 4.

The table below sets out the extent of the gaps in terms of months behind other pupils.

Number of months behind group and non-disadvantaged white British pupils at the end of each Key Phase						
Pupil group	**EY**		**KS2**		**KS4**	
	2019	2023	2019	2023	2019	2023
National – Non-disadvantaged white British	0	0	0	0	0	0
National – Disadvantaged	4.2	4.6	9.3	10.3	18.1	19.2
National – SEN (non EHCP)	11.8	12.5	18.4	17.1	24.4	22.1
National – SEND EHCP	19.7	19.9	28.1	27.5	41.1	39.9
National – Disadvantaged white British		6		11		23
National – Black Caribbean	1.1	1.9	5	5.2	7.5	10.9
National – Gypsy, Roma, Traveller	8.9	8.2	19.2	18.2	34	30.3
London – Disadvantaged	2.6	3.4	5.2	6.3	10.4	10.4
Hillingdon – Disadvantaged	2.9	4.2	8.9	8.9	13	12.9

This table sets out the attainment, gaps and progress for key groups in Hillingdon.
Progress score is a measure of whether an individual pupil has met expected progress based on their earliest baseline assessments.
Red indicates below expected progress. **Blue** exceeds expected progress.

Attainment, gap and progress score: LBH Group and LBH non-disadvantaged white British								
Pupil group	**EY**		**KS2**			**KS4**		
	2023	Gap %	2023	Gap%	Progress	2023	Gap %	Progress
National – all pupils	67.2	0	60	0		64	0	
London – all pupils	69.1	1.9	67	7		71.2	7.2	
Hillingdon – all pupils	68.7	1.5	62	2	0.8	70.1	6.1	0.25
LBH Non-Disadvantaged	73	0	68	9	1.4	76	0	0.42
LBH Disadvantaged	53.4	-19.6	46	-18	-0.7	54	-18	-0.2
LBH SEND Support	24.9	-48.1	26	-42	-0.4	34	-42	-0.26
LBH SEN EHCP	3.7	-69.3	10	-58	-3.5	11	-65	-0.98
LBH Black Carribbean	n/a	n/a	45	-23	-1.2	56	-20	-0.29
LBH White	67.9	-3.1	57	-11	0.2	63	-13	-0.17

KEY Stage 2 data 2023

LA KS2 higher and lower performing pupil groups 2023

	Higher performing	Lower performing
Overall achievement *pupil progress*	Other Asian (293) ⊕ Indian (647) ⊕ First language not English (1778) ⊕ Not FSM (ever) (2622) ⊕ ↑ Pakistani (235) ⊕	EHC Plan (180) ⊖ Black Caribbean (135) ⊖ FSM (888) ⊖ FSM (in last 6 years) (990) ⊖ FSM (ever) (1015)

Pupil groups

LA KS2 pupil groups performance 2023

		Pupils	Actual results		Pupil progress		High-to-low chart
			Average Scaled Score (Re, Ma)	% Expected standard+ (Re, Wr, Ma) DFE	Average Scaled Score (Re, Ma)	% Expected standard+ (Re, Wr, Ma)	
Summary	All Pupils	3993	105.4 ⊕	62% ⊕	+0.8 ⊕	+3% ⊕	
Gender	Male	2066	105.5 ⊕ ↑	59% ⊕	+1.0 ⊕ ↑	+3% ⊕	
	Female	1927	105.3 ⊕	65% ⊕	+0.6 ⊕	+4% ⊕	
DFE Prior Attainment	Higher attainers	1126	111.3 ⊕ ↑	94%	+0.7 ⊕	+1%	
	Middle attainers	1769	105.0 ⊕ ↑	66% ⊕ ↑	+0.9 ⊕	+4% ⊕	
	Lower attainers	746	97.5 ⊕ ↑	16% ⊕	+0.7 ⊕ ↑	+4% ⊕	
Pupil Premium	FSM (in last 6 years)	1085	102.6 ⊕	46%	-0.7 ⊖	-4% ⊖	
	Not FSM (in last 6 years)	2880	106.4 ⊕	68% ⊕	+1.4 ⊕	+6% ⊕	
FSM	FSM	982	102.4 ⊕	45%	-0.8 ⊖	-4% ⊖	
	Not FSM	2983	106.4 ⊕	68% ⊕	+1.3 ⊕ ↑	+6% ⊕	
FSM Ever	FSM (ever)	1110	102.6 ⊕	47%	-0.7 ⊖	-3% ⊖	
	Not FSM (ever)	2855	106.5 ⊕	68% ⊕	+1.4 ⊕	+6% ⊕	
Term of Birth	Autumn Term	1350	106.2 ⊕	66%	+0.4 ⊕	+2%	
	Spring Term	1252	105.4 ⊕	63% ⊕	+0.7 ⊕ ↑	+3% ⊕	
	Summer Term	1391	104.6 ⊕	57% ⊕	+1.3 ⊕	+4% ⊕	
SEN Group	SEN Support	560	99.5 ⊕	26%	-0.4	-9% ⊖	
	EHC Plan	188	97.9	10%	-3.5 ⊖	-4%	
	No SEN	3218	106.6 ⊕	72% ⊕	+1.3 ⊕	+6% ⊕	
EAL	First language not English	2058	105.7 ⊕	63% ⊕	+1.3 ⊕	+6% ⊕	
	First language English	1897	105.1 ⊕	61%	+0.3 ⊕ ↑	+1%	
Mobility	Joined in Y5 or Y6	359	101.7 ↓	37% ↓	-0.4	-6%	
	Joined before Y5	3634	105.7 ⊕ ↑	64% ⊕	+0.9 ⊕	+4% ⊕	
Ethnicity	White	1405	104.4	57%	+0.2	-1%	
	Black Caribbean	142	101.6	45%	-1.2 ⊖	-5%	
	Black African	354	104.8	62%	+0.4	+3%	
	Indian	734	107.1 ⊕	71% ⊕	+1.7 ⊕	+7% ⊕	
	Pakistani	251	106.6 ⊕	69% ⊕	+1.2 ⊕	+7% ⊕	
	Bangladeshi	59	106.8	73%	+0.3	+5%	
	Other Asian	317	107.5 ⊕	73% ⊕	+2.3 ⊕	+10% ⊕	
	Chinese	15	109.1	80%	+4.8 ⊕	+29%	
	Any Other	631	105.3	61%	+1.1 ⊕	+4% ⊕	
	Unknown	57	102.2	56%	+0.1	+6%	
	No Ethnicity Data	28	97.3	11%	+2.9	-0%	

High-to-low chart

Pupil progress in Average Scaled Score (Re, Ma) *visually from high to low*

Chinese (8) · Other Asian (293) · Indian (647) · Not FSM (in last 6 yea… · Not FSM (ever) (2622) · First language not En… · Not FSM (2749) · Summer Term (1270) · No SEN (2917) · Pakistani (235) · Any Other (542) · Male (1895) · Middle attainers (1769) · Joined before Y5 (34… · All Pupils (3641) · Higher attainers (1126) · Lower attainers (746) · Spring Term (1147) · Female (1746) · Autumn Term (1224) · Black African (319) · Bangladeshi (57) · First language Englis… · White (1349) · Unknown (52) · Joined in Y5 or Y6 (166) · SEN Support (540) · FSM (ever) (1015) · FSM (in last 6 years) (… · FSM (888) · Black Caribbean (135) · EHC Plan (180)

-5   0   5

Above/below national progress

Key Stage 4 data

KS4 higher and lower performing pupil groups 2023

Overall achievement pupil progress	Higher performing	Lower performing
	Bangladeshi (63)	Joined in Y10 or Y11 (80) ↓
	Indian (434) ↓	EHC Plan (141)
	Other Asian (294)	Black Caribbean (141)
	First language not English (1310) ↓	SEN Support (332)
	Pakistani (154)	FSM (729)

Pupil groups

KS4 pupil groups performance 2023

		Pupils	Actual results		Pupil progress	
			Attainment 8 (Overall)	% English & Maths (Grade 4+)	Progress 8 (Overall)	% English & Maths (Grade 4+)
Summary	All Pupils	3510	4.9	70%	+0.25	+4%
Gender	Male	1771	4.7	69%	+0.18	+5%
	Female	1739	5.0	71%	+0.32	+3%
DFE Prior Attainment	Higher attainers	736	6.8	97%	+0.20	+1%
	Middle attainers	1744	5.0	78%	+0.32	+5%
	Lower attainers	717	2.9	27%	+0.13	+4%
Pupil Premium	FSM (in last 6 years)	946	4.0	54%	-0.20	-3%
	Not FSM (in last 6 years)	2559	5.2	76%	+0.42	+6%
FSM	FSM	792	3.9	52%	-0.21	-3%
	Not FSM	2713	5.2	75%	+0.38	+6%
FSM Ever	FSM (ever)	1252	4.2	57%	-0.10	-2%
	Not FSM (ever)	2256	5.3	77%	+0.45	+7%
Term of Birth	Autumn Term	1194	4.9	71%	+0.11	+4%
	Spring Term	1081	4.9	71%	+0.30	+5%
	Summer Term	1235	4.8	68%	+0.33	+3%
SEN Group	SEN Support	342	3.4	34%	-0.26	-9%
	EHC Plan	158	1.4	11%	-0.98	-5%
	No SEN	3007	5.2	77%	+0.37	+6%
EAL	First language not English	1515	5.2	74%	+0.68	+9%
	First language English	1972	4.6	66%	-0.05	+0%
Mobility	Joined in Y10 or Y11	142	3.5	49%	-1.09	-10%
	Joined before Y10	3365	4.9	71%	+0.28	+4%
Ethnicity	White	1320	4.5	63%	-0.17	-1%
	Black Caribbean	154	4.1	56%	-0.29	-4%
	Black African	357	4.8	70%	+0.36	+7%
	Indian	505	5.5	80%	+0.74	+10%
	Pakistani	177	4.9	71%	+0.55	+9%
	Bangladeshi	68	5.4	79%	+0.89	+14%
	Other Asian	315	5.7	83%	+0.74	+8%
	Chinese	12	6.0	83%	+0.52	-4%
	Any Other	520	5.0	72%	+0.46	+6%
	Unknown	80	5.0	75%	+0.50	+11%
	No Ethnicity Data	2	2.8	50%	+1.35	+43%

High-to-low chart

Pupil progress in Progress 8 (Overall) visually from high to low

Bangladeshi (63), Indian (434), Other Asian (294), First language not En…, Pakistani (154), Chinese (9), Unknown (64), Any Other (454), Not FSM (ever) (2021), Not FSM (in last 6 yea…, Not FSM (2467), No SEN (2724), Black African (329), Summer Term (1129), Middle attainers (1744), Female (1577), Spring Term (984), Joined before Y10 (3…, All Pupils (3197), Higher attainers (736), Male (1620), Lower attainers (717), Autumn Term (1084), First language Englis…, FSM (ever) (1175), White (1254), FSM (in last 6 years) (…, FSM (729), SEN Support (332), Black Caribbean (141), EHC Plan (141), Joined in Y10 or Y11 (…

Above/below national progress

Secondary and Post-16 Attainment

			Hillingdon					London			England					
			2020^	2021^	2022	2023	Trend	Latest Avg.	LA vs London		2020^	2021^	2022	2023	LA vs London		Trend
									Rank	Latest Diff.					Rank	Latest Diff.	
										-5% 0% +5%						-5% 0% +5%	
KS4	Headline	Attainment 8	52.1	52.8	51.8	48.9	▼	50.6	20th	■	50.2	50.9	48.9	46.4	36th	■	▲
		Progress 8	-	-	+0.33	+0.24	▼	+0.27	18th	▮	-	-	-0.03	-0.03	23rd	▮	▲
		9-4 English & Maths	75%	74%	75%	70%	▼	71%	18th	■	71%	72%	69%	65%	34th	■	▲
		9-5 English & Maths	55%	54%	56%	51%	▼	54%	21st	■	50%	52%	50%	45%	33rd	■	▲
	EBacc	English Baccalaureate APS	4.6	4.6	4.6	4.3	▼	4.6	22nd	■	4.4	4.5	4.3	4.1	40th	■	▲
		English Baccalaureate Entries	44%	44%	42%	44%	▲	55%	30th	■	40%	39%	39%	39%	44th	■	▲
		English Baccalaureate (9-4)	34%	34%	30%	27%	▼	34%	25th	■	30%	30%	27%	24%	48th	■	▲
		English Baccalaureate (9-5)	24%	25%	23%	19%	▼	25%	25th	■	21%	22%	20%	17%	45th	▮	▲
Post-16	KS5	A Level APS per entry	37.4	39.5	36.6	31.6	▼	35.0	26th	■	38.4	40.4	37.9	34.2	119th	■	▼
		Academic APS per entry	37.5	39.6	36.6	31.7	▼	35.0	26th	■	38.4	40.4	37.9	34.3	119th	■	▼
		Tech Level APS per entry	30.8	34.1	28.1	27.4	▼	29.0	23rd	■	29.8	31.7	30.5	28.5	100th	■	▲▼
		Applied General APS per entry	28.8	31.0	29.2	28.1	▼	28.6	23rd	■	31.2	32.8	31.9	29.5	120th	■	▼
		AAB at A Level, at least 2 facilitating	19%	24%	16%	10%	▼	18%	25th	■	21%	25%	21%	16%	117th	■	▼
		Three A*-A grades or better at A Level	17%	23%	16%	9%	▼	15%	26th	■	20%	25%	20%	14%	117th	■	▼
	KS5	Qualified to Level 2 by 19 - All pupils	84.2%	85.5%	87.9%	-	▲	86.3%	9th	▮	81.3%	81.6%	81.7%	-	13th	■	▲
		FSM Eligible	70.1%	71.9%	78.2%	-	▲	77.1%	13th	■	62.2%	62.5%	63.4%	-	14th	■	▲
		Not FSM Eligible	86.3	87.6%	89.5%	-	▲	88.4%	13th	▮	84.2%	84.4%	84.7%	-	18th	■	▲
		Level 2 incl. Eng & Maths by 19 - All pupils	70.4%	73.4%	74.8%	-	▲	76.1%	21st	▮	68.3%	70.4%	71.9%	-	43rd	■	▲
		FSM Eligible	51.3%	53.5%	64.9%	-	▲	62.6%	24th	■	44.0%	46.8%	49.1%	-	30th	■	▲
		Not FSM Eligible	73.3%	76.2%	78.1%	-	▲	79.2%	20th	■	72.0%	73.9%	75.6%	-	43rd	■	▲
		Qualified to Level 3 by 19 - All pupils	62.2%	66.8%	67.7%	-	▲	70.9%	21st	■	57.4%	59.8%	60.7%	-	30th	■	▲
		FSM Eligible	43.9%	46.8%	49.0%	-	▲	57.8%	27th	■	35.9%	38.2%	39.0%	-	29th	■	▲
		Not FSM Eligible	64.9%	69.6%	70.8%	-	▲	73.8%	22nd	■	60.7%	63.0%	64.2%	-	30th	■	▲

^Due to cancellation of exams in response to COVId-19 and the change to using teacher assessments, 2020 and 2021 exam results and qualification levels by age 19 are not directly comparable with other years. London rank is generally out of 32. Englan rank is generally out of 151 (varies if some LA data is suppressed). '-' means data is unavailable. '*' means no data or that data is suppressed for data protection reasons.

C. Attendance data for Hillingdon schools

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

	Aut 22/23	Spr 22/23	Sum 22/23
Attendance %	2	2.4	2.8
Absence %	8	7.9	10
Unauthorised Absence %	92	92.1	90
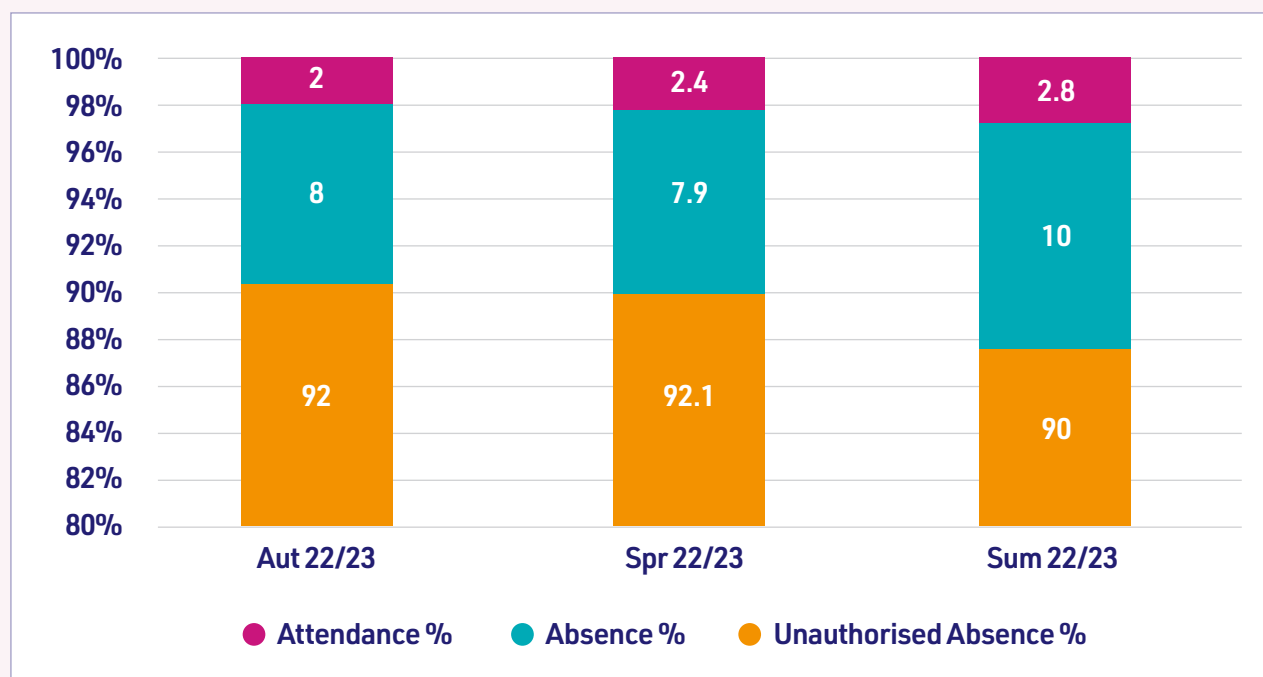
Source: Department for Education Aug 23

The graph below shows Hillingdon's Statutory School Age attendance rates during the last academic year compared to those nationally.
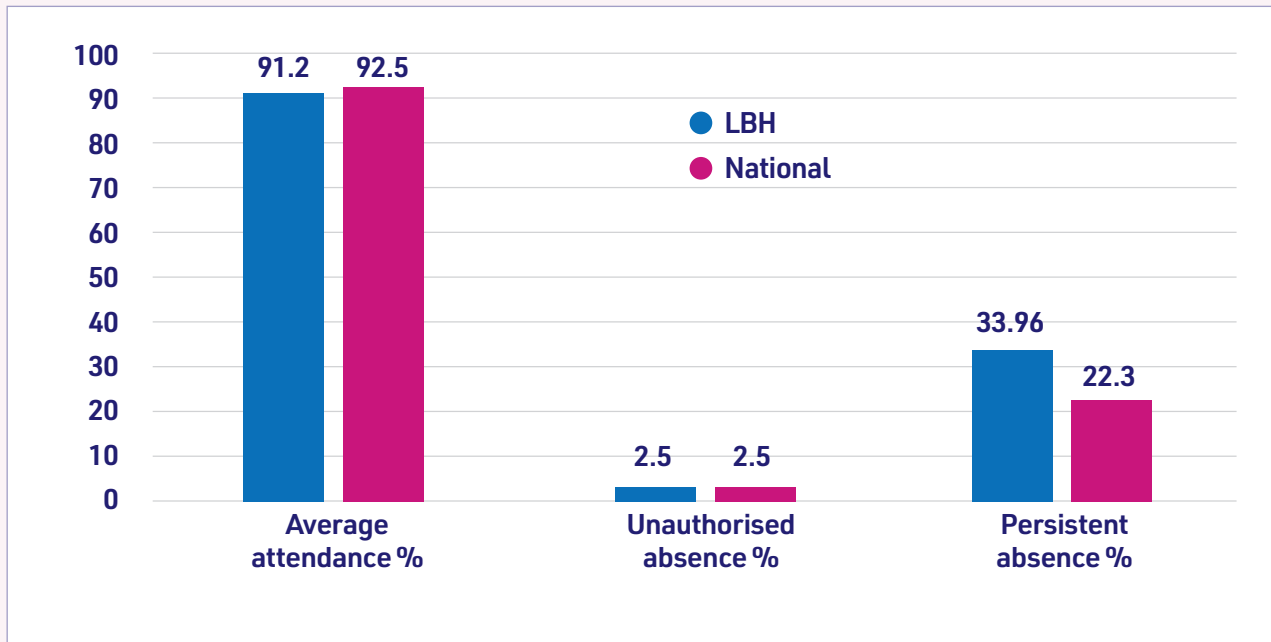
Source: Department for Education Aug 23

The data shows that whilst Hillingdon's overall attendance and rate of unauthorised absence is broadly in line with figures recorded nationally, the rate of persistent absence is higher.

D. Exclusions Data for Schools in Hillingdon
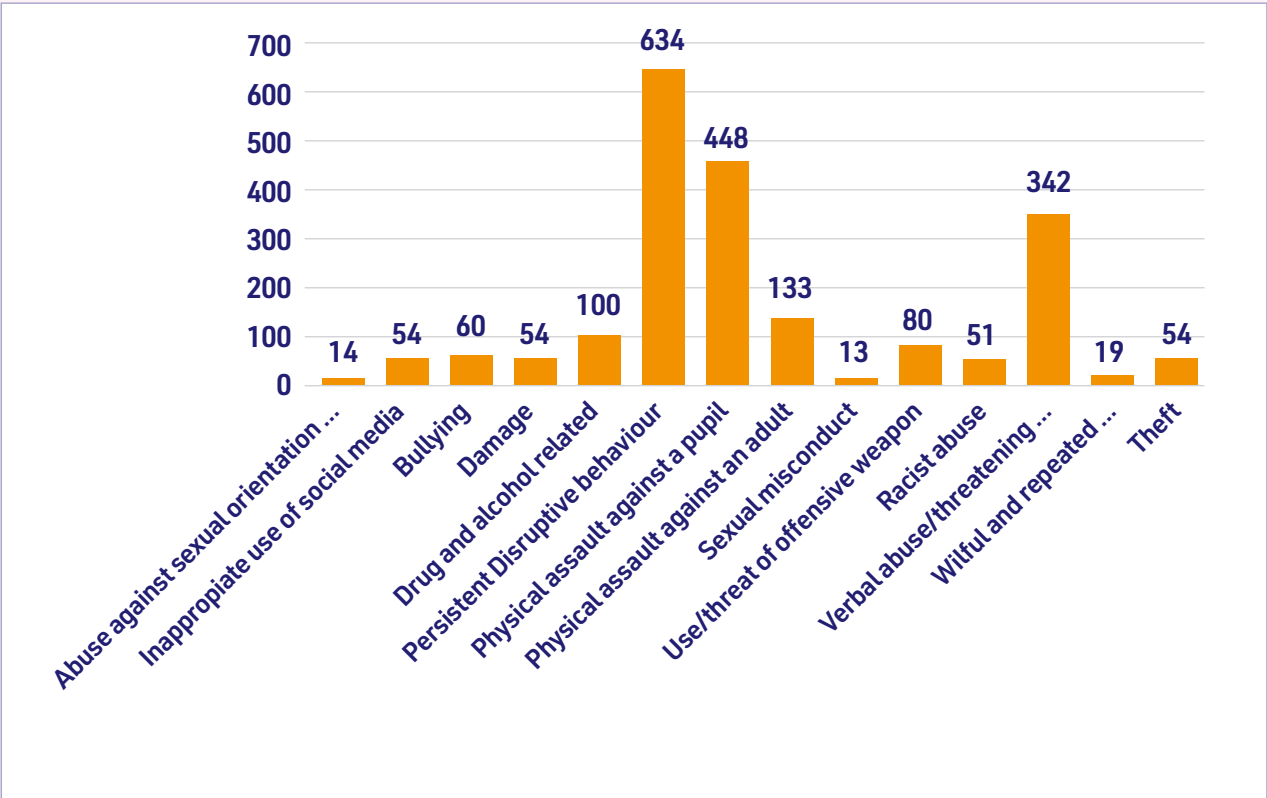
Key Figures for Permanent Exclusions
The rate of permanent exclusion over the previous five academic years can be seen in the chart below:
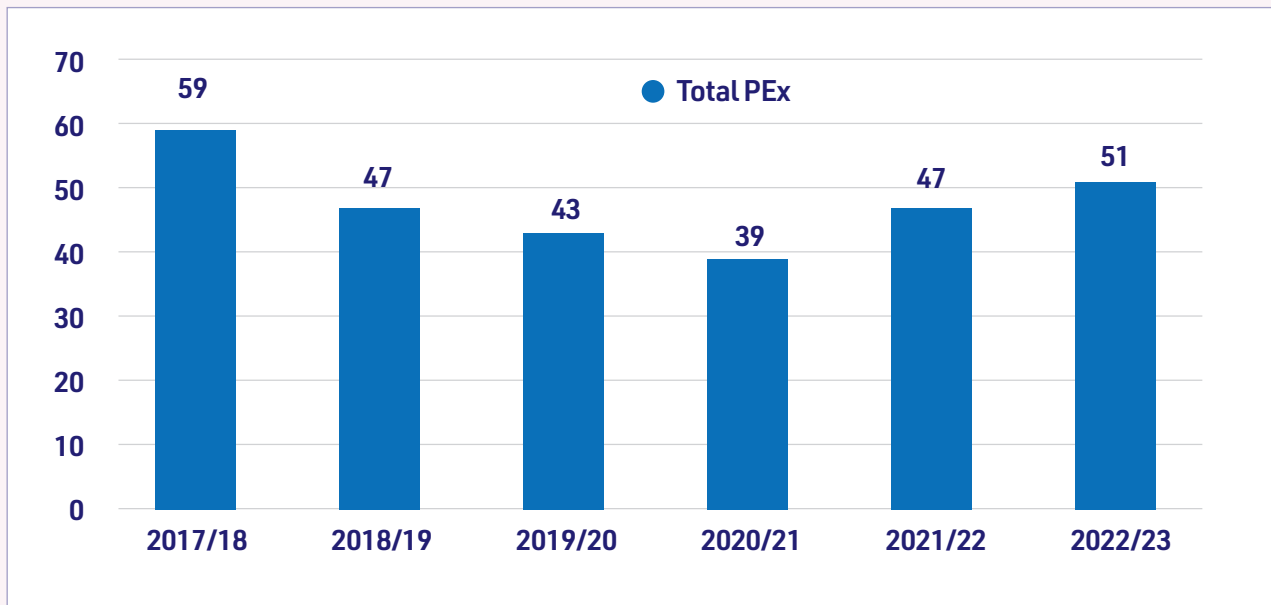
Source: Department for Education Aug 23

E. Key Figures for Suspensions

The reasons for suspensions across the year were:

Bar chart of suspension reasons:

Reason	Value
Abuse against sexual orientation …	14
Inappropiate use of social media	54
Bullying	60
Damage	54
Drug and alcohol related	100
Persistent Disruptive behaviour	634
Physical assault against a pupil	448
Physical assault against an adult	133
Sexual misconduct	13
Use/threat of offensive weapon	80
Racist abuse	51
Verbal abuse/threatening …	342
Wilful and repeated …	19
Theft	54

Hillingdon Education Strategy 2025-2030

Priority 1:

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

Priority 2:

Universal preparation for adulthood

Priority 3:

Addressing the issues of the decade

Closing the disadvantaged gap

Reducing suspensions and exclusions

Improving outcomes at Key Stage 5

Improving attendance

Stronger Together