London Borough Of Hillingdon

Report of the Children, Young People & Learning Policy Overview Committee 2016/17

Supporting Educational Aspiration for Disadvantaged Children

Members of the Committee

Cllr. Jane Palmer, (Chairman)
Cllr. Nick Denys (Vice-Chairman)
Cllr. Jem Duducu
Cllr. Dominic Gilham
Cllr. Becky Haggar
Cllr. Allan Kauffman
Cllr. John Oswell
Cllr. Jagit Singh
Cllr. Jan Sweeting
Mr Tony Little

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1. That Cabinet endorses the existing work undertaken by the Council in relation to school improvement and the support provided to schools and families, while acknowledging the potential for this to be enhanced through greater school to school support.

2. That the Cabinet Member for Education and Children's Services considers requesting officers to identify opportunities to further enhance partnership and collaborative working in order to:
    a. Consider how schools could be further assisted by school to school support to boost attendance of disadvantaged pupils.
    b. Consider how schools could support one another in relation to the recruitment and retention of staff.
    c. Identify whether schools can be further supported in their use of pupil premium funding and in the monitoring of the performance of pupils receiving pupil premium.
    d. Determine whether information can be provided to schools in order to ensure that schools are fully aware of which pupils are eligible for pupil premium.
    e. Explore the provision to schools of a directory of relevant services provided by the Council.
    f. Consider the strengthening of linkages between schools and Children's Centres in the Borough.

3. That the Cabinet Member for Education and Children's Services considers requesting officers to analyse data to identify areas of the Borough where there are the largest number of disadvantaged children and for this and other relevant data to be reported back to the Committee for future consideration.

4. That the Cabinet Member for Education and Children's Services recommends that the following areas be investigated further in light of the Committee's review:

    a. That the review of Child and Adolescent Mental Health Services (CAMHS) requested by the Committee as part of its previous review of Early Intervention Services be undertaken as soon as possible. It is further proposed that this be a joint review to involve the Children, Young People and Learning Policy Overview Committee, the External Services Scrutiny Committee and other bodies, if appropriate.

    b. That concerns raised in relation to the frequency with which some children and families are moved from one place of temporary accommodation be reviewed by officers and reported to the Cabinet Member as appropriate.

    c. That concerns with regard to the frequency of health checks for pupils and the availability of information relating to these be passed to officers in Public Health with a view to them raising these issues with the relevant bodies.

    d. Officers provide the Committee with an overview of the established links between schools and the business community, with a view to this being developed into a more comprehensive report or the subject of a future review. This would identify how the Council and its partners can help to support and strengthen existing joint

working between schools and the business community and seek to identify new opportunities.

BACKGROUND TO THE REVIEW

The Committee agreed to investigate how educational aspiration could be supported for disadvantaged children in order to improve attainment. This was due to concerns raised by Government provided data that demonstrated that children from disadvantaged backgrounds were far less likely to achieve good academic results. The Hillingdon School Improvement Plan acknowledges that the gap between key vulnerable groups, including disadvantaged children, and their peers in school is not closing quickly enough and does not compare favourably with the national picture for all children.

In Key Stages 1 and 2, while attainment of disadvantaged pupils has improved, a gap remains between them and their non disadvantaged peers, although this is closing. Combined reading, writing and mathematics scores for disadvantaged children in Hillingdon are improving at a faster rate than for disadvantaged children nationally. At Key Stage 1, the overall gap in attainment narrowed from 17% in 2013/14 to 15% in 2014/15. At Key Stage 2, the overall gap in attainment narrowed from 20% in 2013/14 to 17% in 2014/15. This demonstrates an overall improvement in outcomes for disadvantaged pupils across the primary sector in Hillingdon, although outcomes for these pupils still do not compare favourably with the national measures for all other pupils. Similarly, data shows that the average progress of disadvantaged children varies across schools in the Borough, indicating that additional in-school factors affect outcomes.

Attainment figures published in January 2015 showed that, nationally in 2013/2014, 33.5% of disadvantaged pupils achieved at least 5 A*- C GCSEs (or equivalent) grades, including English and mathematics, compared to 60.5% of all other pupils, a difference of 27%.[1]

Within Hillingdon, 39% of pupils who had been eligible for free school meals in the last six years achieved 5 A*- C GCSEs (including English and Maths), compared to 64% of other pupils. This represents a difference of 25% between the attainment of disadvantaged pupils and that of their non-disadvantaged peers. Although evidence of the attainment gap is greatest at secondary level, disadvantage is a key predictor of academic success at all stages of education.

With the exception of entry for the English Baccalaureate, for which outcomes for disadvantaged children have improved in the Borough in 2014/15 compared to the previous year, all other secondary measures show a decline in the performance and progress of disadvantaged children, with the national LAIT (Local Authority Interactive Tool) highlighting an overall downward trend for disadvantaged children in secondary schools in Hillingdon.

The Department for Education's Local Authority Interactive Tool shows that the number of pupils in the Borough of Hillingdon eligible for Free School Meals has increased each year for the past five years. The latest available figure is 12,190 (an increase of approx 4,000 children since 2010/11). By comparison, the number of children eligible for Free School Meals in neighbouring boroughs and across London has decreased in 2014/15.

At national level, attainment gaps have narrowed slightly in recent years. However, the attainment gap between pupils from low income families and those from wealthier backgrounds in the UK is one of the largest in OECD countries.

[1] Office for National Statistics, January 2015 - https://www.gov.uk/government/statistics/gcse-and-equivalent-attainment-by-pupil-characteristics-2014

Key Issues in relation to the attainment of disadvantaged Pupils

The 2015 annual HMI report ('Education, Children's Services & Skills'), which included a specific focus on disadvantaged children, included the following points:

- The performance of pupils and students from low-income backgrounds is the 'most troubling' weakness of the education system.
- The importance of achieving a good level of attainment in the early years before a child starts school.
- The attainment gap is a particular cause for concern at secondary level.
- Disadvantaged children suffer disproportionately where the quality of education is not good and where information and guidance on future pathways is poor.
- White British pupils continue to be the lowest performing of the larger ethnic groups.

It is widely recognised that some of the most successful intervention measures will be those that target disadvantaged pupils at the early stages of education, in order to reduce the risk of them falling behind their peers in the first place. The Committee has taken this into consideration in determining its recommendations.

A number of initiatives and funding streams are targeted towards disadvantaged children and young people, principally the pupil premium, which was first introduced in 2011. This funding is provided to schools by the Department of Education (DfE) to raise attainment and improve the progress of children and young people from disadvantaged backgrounds. The funding can be used by schools in any way that they choose, but must show an impact on outcomes for children from the poorest backgrounds. Schools are held to account for their 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.

Other measures targeting disadvantaged pupils include free school meals, the fifteen hours free early education entitlement for the most disadvantaged two-year-olds and the 16-18 bursary scheme.

The Committee has attempted to focus on these areas in its evidence gathering and to give particular consideration to whether existing mechanisms and resources, such as the pupil premium, could be better targeted. Schools in Hillingdon received approximately £8.5 million of pupil premium grant funding in 2014/15, which was used to support the attainment of more than 12,000 children. The funding equated to £1,320 per eligible primary pupil and £935 per eligible secondary pupil.

More detailed gap analysis of data across the Borough suggests that two particular groups of disadvantaged pupils in Hillingdon are most prone to underperformance and, therefore, poorer educational outcomes when compared to their peers. These groups are more able disadvantaged pupils and disadvantaged white British children. Evidence suggests that white British boys, in particular, are more likely to underachieve at Key Stage 2 and at secondary school in Hillingdon.

Defining the review

Children and young people experience educational disadvantage as a result of many different and sometimes multiple, adverse circumstances and factors. There is no single definition of a 'disadvantaged' child. However, the definition of 'disadvantaged' currently used by the

Government for allocation of the pupil premium and which is also used by Ofsted, is a pupil who is:

- Eligible for Free Schools Meals (FSM) in the last six years; or
- Looked after continuously for 1 day or more; or
- Adopted from care.

For the purposes of this review, the above definition of a disadvantaged pupil has been used.

Review Context

Government issued Statutory Guidance on the Role of the Director of Children's Services and Lead Member for Children's Services 2013 stated that - 'LAs should work with partners to promote prevention and early intervention and offer early help... This will help to...narrow the gaps for the most disadvantaged.' It is anticipated that the recommendations put forward by this review, along with the wider early intervention and prevention work undertaken by the Council, will help the Council to meet its statutory duty and, most importantly, help improve outcomes for disadvantaged pupils in the Borough.

A research project undertaken by the National Foundation for Educational Research (commissioned by the Department for Education (DfE)), entitled 'Supporting the attainment of disadvantaged pupils: Articulating success and good practice' (November 2015) investigated the differences between schools when comparing the performance of pupils from disadvantaged backgrounds. The study found that between one and two-thirds of the variance between schools in disadvantaged pupil attainment could be explained by school-level characteristics. The study identified seven key components that could help to close the attainment gap:

- An ethos of attainment for all pupils, rather than stereotyping disadvantaged pupils as a group with less potential to succeed.
- An individualised approach to addressing barriers to learning and emotional support at an early stage, rather than providing access to generic support and focusing on pupils nearing their end-of-key-stage assessments.
- High quality teaching first rather than bolt-on strategies and activities outside school hours.
- A focus on outcomes for individual pupils, rather than on providing strategies.
- Deploying the best staff to support disadvantaged pupils; developing the skills and roles of teachers and teaching assistants, rather than using additional staff who do not know the pupils well.
- Decisions to be based upon data and should respond to evidence, using frequent, rather than one-off, assessment and decision points.
- Clear, responsive leadership: setting ever higher aspirations and devolving responsibility for raising attainment to all staff, rather than accepting low aspirations and variable performance.

Anecdotal feedback from across the Borough indicates that schools are currently using their funding primarily to provide interventions to boost learning and to tackle underachievement; to support programmes designed to raise aspiration for targeted pupils and to work at a pastoral/family level with disadvantaged children who are displaying vulnerability to social exclusion. Some schools are also using a proportion of the funding to improve the quality of teaching and learning across the whole-school.

During 2015/16, the Committee undertook a review entitled 'The Effectiveness of Early Help to Promote Positive Outcomes for Families.' This focused on the Council's Early Intervention and Prevention Services. The current review has aimed to build upon and compliment the findings of this previous review, with recommendations that target disadvantaged pupils and suggest actions that can be undertaken by the Council, schools and other partners.

Evidence Gathering

A witness session was held at the Committee meeting on 16 March 2016. This heard evidence from Ann Bowen-Breslin, Headteacher of Hillingdon Primary School and Liz Horrigan, Headteacher of Harlington School. A written submission was provided by Laurie Cornwell, Headteacher of The Skills Hub and Young People's Academy. The Committee also heard from Deborah Bell, representing the Key Working Service within the Council's Early Intervention and Prevention Service.

Data in relation to closing the attainment gap for disadvantaged pupils was provided to assist the review, with officers providing an overview to the Committee.

A written submission that had been submitted by Ann Bowen-Breslin was considered at the Committee meeting held on 13 April 2016, with a further witness session being held at the Committee meeting on 14 June 2016. This heard from Laurie Cornwell, Headteacher of The Skills Hub and Young People's Academy and Richard Yates, Headteacher of West Drayton Primary School.

CONTEXT OF THE RECOMMENDATIONS

It is evident from the information received by the Committee during the review and the details included in the scoping document, that a wide variety of work is already undertaken by the Council in relation to school improvement and the support provided for disadvantaged families.

In relation to School Improvement, the Hillingdon School Improvement Plan 2015-18 refers to the school community working together to demonstrate 'that we are closing the gap rapidly for young people from our most vulnerable groups, including those who are disadvantaged.' Outcomes for vulnerable children, including disadvantaged children, have been placed at the heart of the Plan, with the School Improvement team analysing data relating to outcomes for disadvantaged children in order to identify schools that may be in need of support or intervention.

Work is ongoing in this area, with the School Improvement team having worked in partnership with the Primary Head Teachers' Forum in Hillingdon to hold a working conference in November 2015. This focused on closing the gap for disadvantaged children.

The Schools Strategic Partnership Board, established by the Council, acts as a central leadership forum for school development by ensuring that the School Improvement Plan is effectively developed, quality-assured and promoted and shared effectively with schools and other partners. The Board has been working to make support and training available to school governors to enable them to feel confident in being able to offer robust challenge to the attainment of disadvantaged pupils.

The Council aims to promote the highest possible education standards. It does this in a variety of ways including[2]:

- Monitoring of the performance and effectiveness of all schools in the Borough and sharing this information with stakeholders regularly to scrutinise Hillingdon's school provision against London and national averages.
- Collaborating with partners to tackle key barriers to school improvement at Borough, phase/setting and individual school level.
- Encouraging head teachers and school leadership teams to set and achieve aspirational targets for all.
- Identifying and challenging underperformance in the earliest stages.
- Sign-posting and, where necessary, brokering appropriate support in a timely and effective manner.
- Intervening without delay where schools require rapid improvement.
- Identifying and assisting vulnerable young people so that they may sustain their engagement in education, employment and training.
- Securing sufficient high quality early years provision, in support of children's development and readiness for school.

The Council's Early Intervention and Prevention Service provides a variety of support to schools, including the provision of training and support for schools to undertake Early Help Assessments for pupils who have been identified as being at risk of achieving poor outcomes. Between April 2014 and March 2016, 126 persons in the Borough working with children (excluding Council staff) had received training in relation to Early Help Assessments and the

[2] Hillingdon School Improvement Plan 2015-18, p5

associated Team Around the Family (TAF) initiative. The Key Working Service, part of Early Intervention and Prevention, supports the TAF process. However, it should be noted that one of the teacher witnesses felt that they were not able to access the type of holistic planning support that would benefit the school and were also concerned that the school was required to pay £6,000 before being entitled to the provision of any intervention services.

Although there is much evidence of the positive contribution towards improving educational attainment already made by the Council, the witnesses that have presented evidence to the Committee during the review highlighted areas where they felt that further support could be provided. These suggestions, which will be explored more fully within the context of the other recommendations set out in this report, have included the provision of additional information to ensure that schools are able to maximise their use of pupil premium funding.

Schools have raised concerns regarding the accurate identification of disadvantaged children. They have requested the support of the Council to ensure that information and funding received is correct and reflects the profile of the children that they have on roll.

The fact that there remains a significant gap between the overall attainment of disadvantaged pupils and that of their non disadvantaged peers, albeit one that is closing at most Key Stages and subject areas, demonstrates that there is no room for complacency.

It is therefore recommended:

1	**That Cabinet endorses the existing work undertaken by the Council in relation to school improvement and the support provided to schools and families, while acknowledging the potential for this to be enhanced through greater school to school support.**

It is evident that poor school attendance can have a detrimental effect on pupil attainment and that this is often a factor in cases that the Council's preventative / intensive key workers or Team Around the Family become involved in. Poor school attendance is a characteristic in 35% of such cases, although it is acknowledged that attendance is related to other challenges.

Although not statutorily required to do so, the Council's Participation Key Working Team is available for commissioning by academies in the Borough with regard to improving school attendance. 96% of secondary academies and 100% of primary academies have a Service Level Agreement with the Council to cover this work, which includes the Council receiving an alert for pupils whose school attendance falls below 90%.

Teacher witnesses generally considered that they had a good working relationship with relevant Council services, such as the Safer Schools team, the Participation Team and the Youth Offending Service, with students that had a poor attendance record, or for whom there were other issues of concern, being signposted to youth service programmes.

Schools were already undertaking pupil attendance tracking and were also encouraging pupil attendance through initiatives such as non-uniform days, by forging strong relationships with parents and by disallowing holiday absence during term time.

It is clear that much positive work is already being undertaken in order to maximise pupil attendance. However, schools remained concerned by the attendance of some of pupils and its impact on their attainment and development.

It is therefore recommended:

2a	*That the Cabinet Member for Education and Children's Services considers requesting officers to identify opportunities to further enhance partnership and collaborative working in order to:* **Consider how schools could be further assisted by school to school support to boost attendance of disadvantaged pupils.**

This review has highlighted the importance of schools being able to recruit and retain high quality staff. This is seen as being critical to the success of pupils. Witnesses have highlighted that recruitment is becoming increasingly difficult due to the relatively high cost of housing in the Borough and asked whether more could be done to provide affordable housing for school staff. This issue was exacerbated by Hillingdon's close proximity to schools in other boroughs that paid an inner London allowance to staff.

The Council already encourages schools to work together to tackle recruitment and retention issues, with a Strategy Group having been set up, comprising local headteachers. It was acknowledged that although pay levels were a factor, from a teacher retention perspective, it was also important that new recruits, particularly those new to the profession, were provided with a package of support and continuous professional development opportunities. It was noted that at least one school in the Borough was providing a year long support package to new teaching staff in order to encourage them to remain in teaching.

The support that was already being provided by the Council was welcome, but it was felt that further opportunities could be explored given the importance of recruitment and retention.

It is therefore recommended:

2b	*That the Cabinet Member for Education and Children's Services considers requesting officers to identify opportunities to further enhance partnership and collaborative working in order to:* **Consider how schools could support one another in relation to the recruitment and retention of staff.**

The pupil premium is additional funding available to publically funded schools in England. It was introduced by the Government in 2011 and is designed to help raise the attainment of disadvantaged pupils and to close the gap between them and their non disadvantaged peers.

Teacher witnesses participating in the review advised that they currently spent pupil premium funding on a wide variety of initiatives, such as dedicated support for disadvantaged pupils and the provision of educational trips and extracurricular activities. One witness felt that there was sometimes too much focus on academic results when schools were determining how to spend pupil premium funding. It was suggested that other outcomes, such as wider pupil development, were equally important, if not more so. In relation to the monitoring of progress of both disadvantaged and non disadvantaged pupils, teacher witnesses advised that baseline data was important in order to demonstrate how pupils had progressed from their starting point when they had first become a pupil at a particular school.

Strong governance at school and, where appropriate, at local authority level, was seen as being key to ensuring that the maximum possible benefits of pupil premium funding were realised. Schools currently had a variety of mechanisms through which they monitored the use of pupil premium and it was recognised that, while some schools might benefit from additional support, it would not be sufficient to use a single model across all schools, either in terms of advising schools regarding spending of funding or when advising with regard to mechanisms through which the associated outcomes could be monitored.

The Council already provides advice to schools and encourages engagement with parents to help ensure that schools are able to make the best use of pupil premium funding. Taking this into consideration and also the need to ensure that existing sources of advice and support available to schools, such as the Sutton Trust and Education Endowment Foundation Toolkit, are not duplicated, it is therefore recommended:

2c	*That the Cabinet Member for Education and Children's Services considers requesting officers to identify opportunities to further enhance partnership and collaborative working in order to:* **Identify whether schools can be further supported in their use of pupil premium funding and in the monitoring of the performance of pupils receiving pupil premium.**

School representatives have expressed concerns that they are often not aware of all the pupils who are eligible for pupil premium and that as a result, their schools may not be receiving all the funding that they are entitled to. In addition, a number of parents who had children eligible for free school meals did not take them up. This made it difficult to rely on this measure to determine which pupils were disadvantaged and therefore eligible for pupil premium funding.

Whilst acknowledging that it would be difficult, if not impossible for schools or the Council to have a fully accurate picture of which pupils were eligible for pupil premium funding, it was requested that the Council provides support to ensure that information and funding received is correct and reflects the profile of children that a school has on its roll.

It is therefore recommended:

2d	*That the Cabinet Member for Education and Children's Services considers instructing officers to identify opportunities to further enhance partnership and collaborative working in order to:* **Determine whether information can be provided to schools in order to ensure that schools are fully aware of which pupils are eligible for pupil premium.**

Although the school representatives participating in the review had generally had positive experiences of engagement with the Council, it was considered that schools did not always have a clear picture of which Council services were available, either for direct access by the schools themselves or for use by parents of school pupils. This could result in schools and parents missing out on services available to them. It was requested that the Council should consider compiling a directory of all the relevant services available and for this to be provided to schools.

It is therefore recommended:

2e	*That the Cabinet Member for Education and Children's Services considers requesting officers to identify opportunities to further enhance partnership and collaborative working in order to:* **Explore the provision to schools of a directory of relevant services provided by the Council.**

The teacher witnesses felt they did not have a good awareness of the role of Children's Centres in helping families and children, particularly those from disadvantaged backgrounds. While it was recognised that Children's Centres may already be undertaking a variety of work in this area, the witnesses had not had any direct engagement with the Children's Centres.

Concerns were raised that poor comprehension skills amongst pupils were partially due to some parents not spending time reading with their young children. It was suggested that positive parenting classes could be provided to new parents and that attendance at such classes could be incentivised in some way. A further suggestion made was that Children's Centres could consider undertaking audits within specific geographic areas of the Borough, in order to review services currently being provided and to identify the scope for changes or additional provision.

Witnesses saw the potential benefits of the Children's Centres engaging directly with all schools to promote and share opportunities available and to ensure that awareness of the services amongst parents is maximised. Such promotion could be linked in to the directory of services proposed as part of recommendation 2a v.

It is therefore recommended

2f	*That the Cabinet Member for Education and Children's Services considers requesting officers to identify opportunities to further enhance partnership and collaborative working in order to:* **Consider the strengthening of linkages between schools and Children's Centres in the Borough.**

According to the Terms of Reference of this review, one of its aims was 'to consider what the available data tells us about needs within the Borough and the identification of opportunities for further investigation.' Some gap data, showing the performance of disadvantaged pupils compared to their non disadvantaged peers, was presented to the Committee. The data demonstrated that the overall attainment of disadvantaged pupils was and remains significantly lower than that of other pupils. Although the overall trend is of a narrowing gap, particularly at Keys Stages 1 and 4, the Committee is concerned that the attainment gap for Key Stage 2 in 2016 had widened when compared to 2014 against overall attainment, reading and writing.

While the Committee anticipates that the existing work of the Council and its partners and the implementation of the recommendations set out in this report will contribute towards the improved attainment of disadvantaged pupils, it considers that the data analysed as part of the review did not provide enough detail to enable it to make a full assessment of the performance of disadvantaged pupils and the areas where there is particular scope for improvement. Committee Members are particularly interested in identifying the attainment of disadvantaged pupils in the relatively deprived parts of Hillingdon, such as Hayes, West Drayton and Yiewsley,

in order to consider how this could affect the targeting of services and measures to improve the attainment of disadvantaged pupils. One of the review witnesses was particularly troubled by the attainment of white British pupils. With this in mind, the Committee considers that more detailed data analysis is required in relation to the performance of disadvantaged pupils as a whole and of particular cohorts within this group.

It is therefore recommended:

3	**That the Cabinet Member for Education and Children's Services considers requesting officers to analyse data to identify areas of the Borough where there are the largest number of disadvantaged children and for this and other relevant data to be reported back to the Committee for future consideration.**

Other Recommendations

This section covers issues that have been raised during the course of the review that do not directly relate to educational improvement or to the areas covered by the Children, Young People and Learning Policy Overview Committee's Terms of Reference. The Committee considers that it is important that these issues are not overlooked and has, therefore, made recommendations that these concerns are referred to the relevant Council Committees for them to further investigate what action they consider to be appropriate.

Difficulties in making referrals to Child and Adolescent Mental Health Services (CAMHS) or other providers and in obtaining effective support in relation to mental health issues have been highlighted as concerns previously, including by the Committee's previous review of Early Intervention services and by an earlier review of youth crime and anti-social behaviour.

This review has identified similar concerns, with teacher witnesses stating that they found it challenging to meet the thresholds required in order to obtain CAMHS support for their pupils. This was identified as being an on-going issue that had not been addressed significantly for a number of years. It was also worrying that cases referred to CAMHS could be closed for non-attendance at an appointment as this could be caused by the particular mental health issues that the referral was attempting to address. One witness also felt that there was a need for the provision of additional training in relation to CAMHS and stated that there was anecdotal evidence that the work of CAMHS was not attempting to address pupil behaviour. Waiting lists for referrals to the service were long and there could be a significant gap between referral and provision of an initial appointment, which could exacerbate problems further. Notwithstanding the issues raised, the overall working relationship with CAMHS was seen as being positive.

The Committee has previously considered, on more than one occasion, recommending the undertaking of a joint review of CAMHS, which would also involve the External Services Committee and other bodies, as appropriate. This was based upon the numerous concerns that have previously been expressed in relation to CAMHS.

There have been delays with regard to taking forward this recommendation. However, the Committee has been frustrated by these delays and considers it to be of paramount importance that a review of CAMHS provision within Hillingdon is progressed without delay.

It is therefore recommended:

4a	**That the review of Child and Adolescent Mental Health Services (CAMHS) requested by the Committee as part of its previous review of Early Intervention Services be undertaken as soon as possible. It is further proposed that this be a joint review to involve the Children, Young People and Learning Policy Overview Committee, the External Services Scrutiny Committee and other bodies, if appropriate.**

Witnesses who presented evidence to the Committee were concerned about the frequency with which some children were moved from one place of temporary accommodation to another. Upon starting at a new school, children tended to gradually establish themselves and make progress as they gained confidence. This progress could be jeopardised if the child was then re-housed in another area within the Borough. Student mobility was considered to be a key factor that influenced pupil attainment, with mid-year admissions often requiring intensive support outside of the mainstream environment.

It was questioned whether more could be done to consider the needs of children experiencing several moves and the impact that this was likely to have on their educational attainment and general wellbeing. It was also suggested that the Council could audit temporary accommodation locations in order to identify where there were specific problems.

It is therefore recommended:

4b	**That concerns raised in relation to the frequency with which some children and families are moved from one place of temporary accommodation be reviewed by officers and reported to the Cabinet Member as appropriate.**

This review has identified some concerns with regard to pupil health checks. Acknowledging budgetary constraints and the limits of the remit of the Council, it was proposed to the Committee that the frequency of health checks should be increased. It was also proposed that the checks should be compulsory and that results of checks should be communicated directly to school, in addition to General Practitioners continuing to receive them. The Committee appreciates that, for reasons of parental choice and the protection of personal data, it may not be possible, or even desirable, for all these suggestions to be implemented. However, it does consider that the issues raised are worthy of further discussion.

It is therefore recommended:

4c	**That concerns with regard to the frequency of health checks for pupils and the availability of information relating to these be passed to officers in Public Health with a view to them raising these issues with the relevant bodies.**

The limitations of this review have not facilitated the exploration of the links between schools in the Borough and the local business community and the importance of mentoring and aspiration

raising. This is an area of work for which the Council has had discussions with partner organisations and it is one that the Committee believes should be explored further.

It is therefore recommended that

4d	**Officers provide the Committee with an overview of the established links between schools and the business community, with a view to this being developed into a more comprehensive report or the subject of a future review. This would identify how the Council and its partners can help to support and strengthen existing joint working between schools and the business community and seek to identify new opportunities.**

Appendix A - Terms of Reference

The following Terms of Reference were agreed in the review scoping report.

1. To explore how the attainment of the most disadvantaged pupils in Hillingdon is affected and to investigate how this gap could be closed.

2. To investigate the measures that the Council, schools and other providers have in place to address the barriers to attainment, either caused by, or contributed to by disadvantage.

3. To consider evidence from officers, schools / teachers and other key stakeholders.

4. To review national research and evidence of good practice in other areas and to investigate how this is being applied in Hillingdon and what improvements can be made.

5. To investigate the promotion of Council and partner provided services and whether this could be increased or better targeted.

6. To consider whether the effectiveness of spending of pupil premium funding could be improved.

7. To consider what the available data tells us about needs within the Borough and the identification of opportunities for further investigation.

8. To propose ways in which the Council could work effectively with schools and other partners to reduce the impact of disadvantage on educational attainment, within its School Improvement remit.

Appendix B - Witnesses

Witness sessions for the review took place at the meetings of the Children, Young People and Learning Policy Overview Committee meeting held on 16 March 2016 and 14 June 2016. These sessions heard from the following witnesses:

Witness Session 1 *(16 March 2016)*
Ann Bowen-Breslin, Headteacher of Hillingdon Primary School (written submission presented to Committee separately at meeting on 13 April 2016)
Liz Horrigan, Headteacher of Harlington School
Laurie Cornwell, Executive Headteacher of The Skills Hub and Young People's Academy (Written evidence only)
Deborah Bell, LBH Key Working Service within the Early Intervention and Prevention Service.
Naveed Mohammed, Service Manager - Business Performance, LBH
Dan Kennedy, Head of Business Performance, Policy & Standards

Witness Session 2 *(14 June 2016)*
Laurie Cornwell, Executive Headteacher of The Skills Hub and Young People's Academy*
Richard Yates, Headteacher of West Drayton Primary School

* Laurie Cornwell submitted additional information following the Committee meeting. This was circulated to the Committee Members for consideration.

Appendix C - Background Reading

To assist with the writing of this review, reference has been made to the following background information.

- **Minutes and witness statements from the March 2016 witness session**
  http://modgov.hillingdon.gov.uk/ieListDocuments.aspx?CId=323&MId=2449&Ver=4

- **Minutes and witness statements from the April 2016 Committee meeting**
  http://modgov.hillingdon.gov.uk/ieListDocuments.aspx?CId=323&MId=2450&Ver=4

- **Minutes and witness statements from the June 2016 witness session**
  http://modgov.hillingdon.gov.uk/ieListDocuments.aspx?CId=323&MId=2769&Ver=4

- **Support for Disadvantaged Children in Education in England**
  http://researchbriefings.parliament.uk/ResearchBriefing/Summary/SN07061#fullreport

- **Ofsted Annual Report 2014/15: Education and Skills**
  www.gov.uk/government/publications/ofsted-annual-report-201415-education-and-skills

- **Poor white British boys and girls educationally underperforming**
  www.parliament.uk/business/committees/committees-a-z/commons-select/education-committee/news/white-working-class-report/