

# Children and Education Policy and Accountability Committee

## Agenda

Monday 27 March 2023 at 7.00 pm

Main Hall (1st Floor) - 3 Shortlands, Hammersmith, W6 8DA

Watch live on YouTube: [youtube.com/hammersmithandfulham](https://www.youtube.com/hammersmithandfulham)

### MEMBERSHIP

Administration	Opposition
Councillor Helen Rowbottom (Chair) Councillor Daryl Brown Councillor Mercy Umeh Councillor Lucy Richardson	Councillor Aliya Afzal-Khan
Co-optees	
Eleanor Allen, London Diocesan Board for Schools Nandini Ganesh, Parentsactive Representative Nadia Taylor, Parent Governor Representative	

**CONTACT OFFICER:** David Abbott  
Governance and Scrutiny  
Tel 07776 672877  
E-mail: [david.abbott@lbhf.gov.uk](mailto:david.abbott@lbhf.gov.uk)

This meeting is open to members of the public and the building has disabled access.  
If you'd like to attend, please contact [David.Abbott@lbhf.gov.uk](mailto:David.Abbott@lbhf.gov.uk)

Date Issued: 17 March 2023

# Children and Education Policy and Accountability Committee Agenda

27 March 2023

<u>Item</u>		<u>Pages</u>
<b>1.</b>	<b>APOLOGIES FOR ABSENCE</b>	
<b>2.</b>	<b>DECLARATIONS OF INTEREST</b>	
	<p>If a Councillor has a disclosable pecuniary interest in a particular item, whether or not it is entered in the Authority's register of interests, or any other significant interest which they consider should be declared in the public interest, they should declare the existence and, unless it is a sensitive interest as defined in the Member Code of Conduct, the nature of the interest at the commencement of the consideration of that item or as soon as it becomes apparent.</p> <p>At meetings where members of the public are allowed to be in attendance and speak, any Councillor with a disclosable pecuniary interest or other significant interest may also make representations, give evidence or answer questions about the matter. The Councillor must then withdraw immediately from the meeting before the matter is discussed and any vote taken.</p> <p>Where Members of the public are not allowed to be in attendance and speak, then the Councillor with a disclosable pecuniary interest should withdraw from the meeting whilst the matter is under consideration. Councillors who have declared other significant interests should also withdraw from the meeting if they consider their continued participation in the matter would not be reasonable in the circumstances and may give rise to a perception of a conflict of interest.</p> <p>Councillors are not obliged to withdraw from the meeting where a dispensation to that effect has been obtained from the Standards Committee.</p>	
<b>3.</b>	<b>MINUTES</b>	4 - 8
	<p>To approve the minutes of the previous meeting as an accurate record and note any outstanding actions.</p>	
<b>4.</b>	<b>CO-PRODUCTION IN MENTAL HEALTH PROVISION FOR YOUNG PEOPLE</b>	9 - 15
	<p>This item gives an overview of how the Council works in partnership with the Integrated Care Board and the West London Trust to develop and improve mental health services for children and young people, including Child and Adolescent Mental Health Services, through co-production with young people.</p>	

**5. SCHOOL PERFORMANCE REPORT FOR ACADEMIC YEAR 2021/22** 16 - 26

This is the annual school performance report to inform the Committee of the provisional outcomes of the Summer 2022 assessments and examinations in Hammersmith and Fulham's schools, and an update on Ofsted inspections. The report provides an overview of the outcomes and how they compare with the national picture.

**6. DATES OF FUTURE MEETINGS**

To note the following dates of future meetings:

- 3 Jul 2023
- 13 Nov 2023
- 29 Jan 2024
- 25 Mar 2024

# Agenda Item 3

London Borough of Hammersmith & Fulham

## Children and Education Policy and Accountability Committee Minutes



**Monday 30 January 2023**

### **PRESENT**

**Committee members:** Councillors Helen Rowbottom (Chair), Daryl Brown, Mercy Umeh, Lucy Richardson and Aliya Afzal-Khan

**Co-opted members:** Eleanor Allen (London Diocesan Board for Schools), Nandini Ganesh (Parentsactive Representative) and Nadia Taylor (Parent Governor Representative)

### **Other Councillors**

Councillor Alex Sanderson (Cabinet Member for Children and Education)  
Councillor Rowan Ree (Cabinet Member for Finance and Reform)

### **Officers**

Jacqui McShannon (Strategic Director of Children's Services)  
Sukvinder Kalsi (Director of Finance)  
Tony Burton (Head of Finance, Children's Services and Education)  
Peter Haylock (Operational Director for Education and SEND)  
Amana Gordon (Operational Director, Children and Young People Services)  
Jo Pymont (Assistant Director, Performance and Improvement)  
Sarah Bright (Assistant Director, Children's Commissioning)  
David Abbott (Head of Governance)

## **1. APOLOGIES FOR ABSENCE**

No apologies for absence were received.

Councillor Daryl Brown, Councillor Lucy Richardson, and Eleanor Allen joined the meeting remotely.

## **2. DECLARATIONS OF INTEREST**

There were no declarations of interest.

### **3. MINUTES**

The minutes of the meeting held on 21 November 2022 were agreed as an accurate record.

### **4. 2023 MEDIUM TERM FINANCIAL STRATEGY**

Councillor Rowan Ree (Cabinet Member for Finance and Reform) introduced the item. He noted the challenges of finding further efficiencies after years of austerity and the added pressure of high inflation. Despite this, he was proud of the budget which protected the Council's key priorities and included a £1m investment to support residents through the ongoing cost-of-living crisis. He thanked Cabinet Members and officers for their hard work.

Sukvinder Kalsi (Director of Finance) gave an overview of the financial context and the corporate budget, then Jacqui McShannon (Strategic Director of Children's Services) and Tony Burton (Head of Finance, Children's Services and Education) gave a presentation on the budget for Children's Services.

A resident in attendance asked why safeguarding numbers were increasing. Amana Gordon (Operational Director, Children and Young People Services) said there had been an increase pre-pandemic, then during the pandemic there was a reduction in referrals, and now the numbers had risen to their pre-pandemic level. She noted children were staying in the system longer and tended to have more complex issues. The service was working hard to support families to independence.

A resident asked if staff retention was an issue for the Children's Services department. Amana Gordon said there had been some movement following the pandemic but that had stabilised across social care, family support, and education.

Councillor Aliya Afzal-Khan asked if the increase in Special Educational Needs and Disabilities (SEND) spending matched the trend in cases and Education, Health and Care Plans. Jacqui McShannon said officers had seen an increase in need and the number of plans (EHCPs). Costs were also increasing due to inflation. Peter Haylock (Operational Director for Education and SEND) noted that the spend was to ensure quality of provision across services, it wasn't used for meeting the increase in plans. He added that there had been a small dip in new plans coming through this year. More detailed data on this would be available in the next couple of weeks.

Councillor Afzal-Khan asked what the increase in spend was for if not to match the trend. Tony Burton said the investment from the Council was to support capacity and quality across the system. The cost of EHCPs was met from education budgets through a grant from the Department for Education.

Councillor Afzal-Khan asked if the Family Hub was a digital or physical hub. Sarah Bright (Assistant Director, Children's Commissioning) said the hubs would be a mix to ensure there was flexibility in the offer. Officers were looking to co-produce the hubs with the community. She hoped the first hub would be open in the next 12 months.

Councillor Lucy Richardson asked if there were plans to use speech and language therapists to diagnose or flag potential cases of autism. She also asked how the service was using social workers to bridge the gap between the NHS and the Council when transitioning people into Adult Social Care. Jacqui McShannon said the service worked with schools and the Autism Education Trust to ensure they could meet the needs of neuro-diverse children and young people. Though, she added, it was important to hold the NHS to account for the services they provided.

Peter Haylock added that the SEND delivery group had a workstream on autism led by a health team and a social work team. Health partners had made a significant investment in autism diagnosis to reduce waiting lists and ensure children could access the support they needed. The social work team and health teams were also working on a transitions plan, though it was a complex area and would take some time to implement. Councillor Richardson requested more detail on these areas of work. The Chair said the next meeting would have a Health theme and suggested information be shared at that meeting.

**ACTION: Peter Haylock / David Abbott**

Nandini Ganesh asked what measures were being used to determine if the safety valve arrangement was working properly. Jacqui McShannon said officers were in constant consultation with stakeholders and received further feedback from partners through the SEND delivery group. Some of the measures included the timeliness of EHCPs. Some of the investment was to understand where there were blockages.

Nandini Ganesh asked if the Stephen Wiltshire Centre was being considered as one of the Family Hubs. Sarah Bright said there was a long list of buildings, but no decisions had been made. She added that the Stephen Wiltshire Centre was very successful and there was learning to take from it.

Nandini Ganesh asked if the SEND sufficiency review had the goal of reducing support budgets. Jacqui McShannon said the review was looking at what resources were available in the borough, and any gaps, to ensure there was capacity to meet the need in the borough. One of the goals was to reduce the number of children having to travel out of the borough to receive care.

Eleanor asked if there were plans to reduce the waiting list for educational psychologists. Peter Haylock at present, once a formal application was made, no children were waiting longer than 6 weeks. There were issues a year ago, but they had been addressed and the borough was now above the national average.

Nandini Ganesh asked if schools bought in educational psychologists. Peter said he had seen an increase in schools buying in educational psychologist time to supplement the statutory provision since the pandemic. It was a challenging area to recruit to, but officers had seen significant improvements in recent years.

Nadia Taylor asked how the increase in living costs had affected schools' ability to retain teachers. Peter Haylock said schools across the country were facing serious recruitment and retention problems. However, the borough's good schools (97 percent of schools were good or outstanding) helped with recruitment. The Learning

Partnership also helped with retention by offering professional development that helped teachers progress in their careers.

Nadia Taylor asked how schools planned to provide cover during the planned strikes. Peter Haylock said schools were responsible for managing strike action, but the Council would provide support where possible. Officers were concerned about special schools having to close due to strikes though, due to the health and developmental impacts on children.

Nadia Taylor asked what the 2% Adult Social Care precept was being used for. Sukvinder Kalsi noted that the Council was investing around £10m extra in Adult Social Care to protect commitments such as free Home Care and respond to demographic pressures. Councillor Alex Sanderson suggested watching the discussion at the Health and Adult Social Care Policy and Accountability Committee that went into this area in more detail.

The Chair asked if officers monitored providers that were under pressure due to the challenging financial environment and affect service delivery. Jacqui McShannon said the Council worked closely with the West London alliance to negotiate some contracts sub-regionally to ensure they were cost-effective and resilient. Officers also carried out regular horizon-scanning exercises and they were seeing changes in some third-sector providers and their business models which could impact delivery.

The Chair asked if the commissioning environment was responsive enough to respond to the pressures on contractors. Jacqui McShannon said it was and there had been evidence of it over the past year. She noted that partnerships were increasingly important.

Councillor Afzal-Khan asked how the budget allocated to addressing educational inequalities would be spent. Tony Burton said the money would be used to develop and enhance the school effectiveness team to improve the advice and guidance they gave to schools. Jacqui McShannon noted it also linked to the Council's Industrial Strategy.

The Chair asked how officers thought about financial forecasting and modelling over the longer term. Sukvinder Kalsi said the Medium-Term Financial Plans had a four-year horizon. Officers looked at all relevant data the Council had access to and did scenario planning to produce a range of potential outcomes. The Chair said it would be interesting to see what data informed the budget setting process and what additional data would help. She suggested this as an item for the next meeting.

**ACTION: David Abbott**

The Chair thanked officers and members for their work on the budget and their contributions to the discussion.

## **RESOLVED**

1. That the Committee considered the budget proposals and made recommendations to Cabinet as appropriate.

2. That the Committee considered the proposed changes to fees and charges and made recommendations as appropriate.

**5. DATE OF NEXT MEETING**

The Committee noted the date of the next meeting, scheduled for 27 March 2023.

The Chair noted that the next meeting would have a Health theme and would build on discussions at Health & Wellbeing Board about how the Council could work with the Integrated Care Partnership to improve services for children and young people in the borough.

Amana Gordon suggested the Young Carers Offer as an item for the work programme.

**ACTIONS: David Abbott**

Meeting started: 7.00 pm  
Meeting ended: 8.41 pm

**Chair** .....

**Contact officer** David Abbott  
Governance and Scrutiny  
Tel 07776 672877  
E-mail: david.abbott@lbhf.gov.uk

## LONDON BOROUGH OF HAMMERSMITH & FULHAM

**Report to:** Children and Education Policy and Accountability Committee

**Date:** 27/03/2023

**Subject:** Co-production in Mental Health Provision for Young People

**Report author:** Angela Caulder, CYP Programme Delivery Manager ICB

### SUMMARY

As an integral part of the H&F Borough Based Partnership, the Local Authority works closely with Integrated Care Board (ICB) colleagues, and West London Trust (WLT) as our main provider of mental health services for children and young people including Child and Adolescent Mental Health Services.

Listening to and working with young people to develop and improve services is a key priority in our partnership approach. As such we have established a range of mechanisms for obtaining feedback and involving young people. This paper sets out the range of co-production activity undertaken in relation to developing emotional wellbeing and mental health provision for young people as well as how this feedback is reflected in the way these services are delivered.

### RECOMMENDATIONS

1. That the Committee note the ongoing work and achievements to date.

**Wards Affected:** All

Our Values	Summary of how this report aligns to the H&F Values
Building shared prosperity	Working in partnership to strengthen services for better outcomes for our young people using them.
Creating a compassionate council	Ensuring that we are able to provide the right support at the right time to enable our families and communities to ensure all children are safe, healthy and thrive to achieve their best outcomes.
Doing things with local residents, not to them	Ensuring that the child's voice is the centre of the decision-making process and continue to use their feedback as a way of developing the service.
Being ruthlessly financially efficient	Ensuring support is provided at the earliest point possible to prevent escalation resulting in high-level, high-cost care placements.
Rising to the challenge of the climate and ecological emergency	Working to keep services and provision locally to avoid the need for travel.

---

## Background Papers Used in Preparing This Report

None.

---

### DETAILED ANALYSIS

1. The North West London Children and Young People's Mental Health and Wellbeing Local Transformation Plan Sets out plans to affect whole system change, and address gaps in provision that remain and any emerging areas of need. The plan is both designed to create equitable services across North West London and improve parity across the Integrated Care System (ICS) footprint, and also ensure that local provision is tailored to local needs and voices.
2. As well as remaining focused on Children and Young People and all-age crisis care, there is now an increased emphasis on developing local integrated community models of mental health care. We have high ambitions for better mental health and wellbeing for every Child and Young Person living in North-West London. This means developing inclusive, fair and equitable services that are reasonably adjusted to support more complex needs, including learning disabilities and autism.
3. Collaboration with commissioners, providers, clinicians, Local Authority, and wider system partners sits behind the development of this plan. In North West London, we are committed to developing our Children and Young People's mental health and wellbeing services in a way that addresses local inequalities and gets the best possible outcomes for our service users whilst achieving value for money for our system.
4. This transformation plan is a live document that reflects the views of our local stakeholders and system level priorities for delivery in North West London, in the context of the increased demand and acuity experienced during the COVID-19 period.
5. Hammersmith and Fulham are also one of the areas in which the Mental Health in Schools Teams (MHST) programme has been established and now embedded to expand early access to emotional wellbeing and mental health interventions for children and young people in schools and colleges across England.
6. Our established MHST teams are currently supporting young people in approximately 270 education settings across NW London, with 25 of these in Hammersmith & Fulham. Within these teams Education Mental Health Practitioners (EMHPs) and Child Wellbeing Practitioners (CWP) provide:
  - Evidence based interventions such as guided self-help and group interventions for the parents of primary school-aged children with anxiety or challenging behaviour and work directly with secondary-school aged children with low mood or anxiety.
  - Offer interventions such as Friends for Life for building resilience, or STEPS to help tackle exam stress.

- Work with schools to develop a ‘whole school approach’ to mental health and provide support to a designated Senior Lead for Mental Health and/or Link Worker in the school; and
  - Work with the borough’s school nursing teams to ensure a joined-up approach to early intervention in Mental Health.
7. As the reach of MHST’s is not in every school, the local ICB have funded Hammersmith & Fulham MIND to offer every state school in the borough access to ‘Be Kind to Your Mind’ and ‘Learnwell’ programmes which offer workshops for year groups, psychoeducation sessions for teachers and parent; and partnership work with Educational Psychology colleagues for the SEND Children and Young People cohort.
  8. We work in partnership with Young Minds and Rethink Mental Illness to ensure that the voices and perspectives of people who have used local services are embedded in our work, and we are expanding service user representation to ensure that delivery is guided by experts by experience.
  9. The Rethink project, ‘Coproducting Coproduction’, sets out to explore and define Children and Young People’s vision for emotional wellbeing and mental health coproduction over the next two years. The aim of the project is to create a strong youth voice presence within the ICB. More details can be found in appendix 2.
  10. The table in appendix 1 sets out the range of ongoing co-production activity.

## **List of Appendices**

Appendix 1 – Health CYP Coproduction Work  
Appendix 2 – Rethink Project Outline

## Appendix 1 – Health CYP Co-production Work

Agency/Provider	What do they do	Next Steps
NWL ICB/Rethink	Rethink work with Young People to create a Youth Voice within the ICB, that will be taken to the ICS	Working with YP to map all co production to avoid duplication and work on identified gaps
NWL ICB /Young Minds for Mental Health	Young Minds currently recruiting young Champions to work with the Mental Health Trusts and the 8 borough MHST's to make sure the voice of YP is heard to develop and transform services.	Young Minds are linking with the local MHST borough Teams to increase take up of support to Young People in schools (mainly the 5 outer boroughs) to shape the participation and co -production opportunities for children and YP.
NWL ICB Key ASD Keyworker/People Participation	Working with Young people to co design and co-producing what LDA key-working should look like.	Young champions will carry out workshops with YP, families and wider network to capture the views and develop a charter for the LDA service.
PBSC/ NWL ICB	PBSC Keyworker Plus Working with YP and families to offer training on positive behavioural approaches, LDA keyworker programme lead engaging an expert by experience to be involved in the training sessions	LDA /PBS approaches training will be tailored to include examples of lived experiences and promote successful delivery
West London Trust CAMHS	CAMHS Parent-facilitators joining the Local Authority NVR team to co-deliver the NVR group to parents	Parents hear from other parents who have been through similar experiences. Parents feel involved in the development and running of the group and service and can use their personal experiences to support others.
West London Trust CAMHS	CAMHS Clinicians joining LGBTQ+ peer support & Service User Involvement group	Involving LGBTQ+ identifying young people in the active improvement of the service for the LGBTQ+ community – e.g., changing options and wording on the demographic registration forms; talking about how they would like clinicians to ask about pronouns/gender identity/sexual orientation; talking about how to improve the service that CAMHS provides for gender diverse YPs considering the changes at GIDS. Young people feel they are making a difference for both themselves

Agency/Provider	What do they do	Next Steps
		and other service users who identify similarly. This is also experience they can put on their CVs.
NWL Provider Collaborative	NWL CAMHS Provider Collaborative work with a service user/expert by experience who has interviewed applicants for positions within the PC, attended team meetings and West London NHS Trust board meetings, visited hospital sites with PC colleagues and advised on potential improvements to the service.	NWL Provider Collaborative meeting with Young People to further develop coproduction projects.
Imperial/CLCH /Child Development Service (Cheyne)	The resources hub brings together a wide collection of practical advice, guidance and toolkits on how to ensure effective participation with children, young people and their families.	Cheyne will continue to co-produce the majority of their resources with children and young people.
NWL ICB/ H&F Mental Health Support Team (MHST). H&F MIND	<p>Young people are working with H&amp;F MIND to test and evaluate Wysa a digital health mental health self-help app.</p> <p>3 Young Advisors have been selected to be trained to be on the interview panels. Training will be delivered by H&amp;F Youth Voice Lead.</p> <p>Young advisers met Circle Ambassadors, Commissioners and were involved in filming for the site and social media posts</p>	<p>To improve emotional and wellbeing support in schools</p> <p>Once trained the Young Advisors will have a say on who is recruited into the Youth Services</p>
Mencap /NWL ICB	Creating paid work experience opportunities for Young People with the support of other YP and their involvement in creating the role. Eg: reasonable adjustments they required in place, hours they felt they can cope with, role built in a way so they can	<p>Currently working on creating a social hub project with the young people we support.</p> <p>A lot of young people who are struggling with their mental health were unable to find work that could make the reasonable adjustments they required. The role</p>

Agency/Provider	What do they do	Next Steps
	<p>access work.</p> <p>Helping tuition company cater to the needs of the young person, by creating a support plan with the young person where they voiced how they would like their education to be delivered by the tuition company.</p>	<p>Mencap has created has helped YP build confidence.</p>
<p>NWL ICB / Mencap</p>	<p>H&amp;F Mencap's Parent /Carer Active – working with parents in focus groups holding sessions and informal coffee sessions.</p>	<p>Parents and carers co produce how this group serves them best to get the most out of focus groups. They share experience to have a voice to influence change where their experience was negative and learn from the positive experiences.</p>

## Appendix 2: Rethink Project Outline

### Co-producing Co-Production - This Project Sets Out to Explore and Define CYP's Vision for Emotional Wellbeing and Mental Health Co-Production for the Next 2 Years

#### Why?

- To create a Youth Voice within the ICB, that will be taken to the ICS
- To allow CYP to evaluate current co-production approaches; find strengths, gaps and make recommendations
- To allow CYP to develop their own strategy and framework for Co-production

#### How?

- Young Champions aged 14-25 with lived experience of low to moderate mental health will be recruited, trained and supported by Rethink Mental Illness
- A mapping process to be carried out to capture current co-production approaches and processes
- CYP will co-chair Advisory Group meetings to work collaboratively with the borough's co-production leads; LA, CAMHS, Youth Council
- CYP will create and chair a research steering group; teachers, social workers, health practitioners, voluntary workers etc.
- CYP will have the opportunity to co-chair the NHS CYP Emotional Wellbeing and Mental Health Partnership Group and create a feedback loop with ICS

#### Outcomes:

- Young Champions to have increased confidence in accessing Mental Health services, increased Mental Health literacy and awareness, as well as reduced stigma of Mental Illness (via pre and post measures)
- A co-produced report of recommendations for current Emotional Wellbeing and Mental Health CYP co-production approaches
- A co-produced framework and strategy for CYP Emotional Wellbeing and Mental Health co-production
- A co-produced and co-delivered Success and Learnings conference to share the project's success and CYP key learnings
- Co-produced and co-delivered Emotional Wellbeing and Mental Health workshop/s to consult wider young people
- A co-produced guidance document for the CYP vision for EWMH co-production

# Agenda Item 5

## LONDON BOROUGH OF HAMMERSMITH & FULHAM

**Report to:** Children and Education Policy and Accountability Committee

**Date:** 27/03/2023

**Subject:** School Performance Report for Academic Year 2021/22

**Report author:** Georgina Herry, Lead for School Improvement

**Responsible Directors:** Peter Haylock, Director of Education  
Jacqui McShannon, Strategic Director of Children Services

---

### SUMMARY

This is the annual school performance report to inform members of Committee of the provisional outcomes of the Summer 2022 assessments and examinations in the London Borough of Hammersmith and Fulham schools, and an update on Ofsted inspections.

The report provides an overview of the outcomes and how they compare with the national picture.

---

### 1. RECOMMENDATIONS:

1. That the Committee review and comment on the school performance details in the report and the school improvement priorities identified.
2. To note that outcomes should be viewed within the context of the pandemic and the effect of school closures, pupil & staff absences, staff well-being and the resulting effect of the pandemic on pupils' social, emotional and mental health.

---

### 2. EXECUTIVE SUMMARY:

The overall performance in Hammersmith and Fulham schools is positive and published outcomes continue to be above national averages in our schools at EYFS, Primary, KS4 and KS5.

The proportion of schools rated good or outstanding has improved since January 2022 and is currently 96%.

### 3. INTRODUCTION

This years' examination and assessment results as well as the school performance tables have still been impacted by the COVID-19 pandemic. The impact of this has been the following:

- No national performance has been published for early years, phonics or primary outcomes at either key stage 1 or key stage 2.
- Performance data has been published for individual schools for key stage 4 and 5 but this has not been published in league tables to enable ranking of schools to take place.
- Attendance data is still impacted by changes to attendance regulations during the pandemic.

### 4. EYFS OUTCOMES

	Good level of development (GLD)	
	2019	2022
H and F	73%	66.7%
National Average	71.8%	65.1%

The percentage of children who secured the Good Level of Development at the end of reception is above the national average at 66.7%, the National average is 65.1% This is the equivalent of 20 more pupils in Hammersmith and Fulham achieving a good level of development compared to the national average. This figure represents a significant decrease from EYFS outcomes in 2019 (73%) however the two figures are not comparable, as schools and settings are now using a revised EYFS framework which became statutory in September 2021. The COVID-19 pandemic would also have had an impact on this data. Hammersmith and Fulham are at the 37<sup>th</sup> percentile when compared to all LAs nationally for a good level of development.

### 5. PHONICS OUTCOMES (KS1)

	Phonics	
	2019	2022
H and F	86%	82.6%
National Average	82%	75.5%

From a Year 1 phonics cohort of 1,245 pupils in Hammersmith and Fulham, 82.6% achieved the expected standard at the end of Year 1 in Phonics. This is significantly above the national average of 75.5%. Hammersmith and Fulham are in percentile 5 when compared to all LAs nationally for the Year 1 expected standard. This

represents a rise of 6 places in the percentile rankings between 2018/19 and 2021/22, from 11 to 5. New arrivals to Primary schools who are yet to complete a phonics assessment and pupils who did not achieve the expected standard in phonics at the end of Year 1 have an opportunity to take the phonics assessment at the end of Year 2. By the end of Key Stage 1, in July 2022, 90.5% of pupils had achieved the expected standard in phonics. This is above the national average of 87.7% placing Hammersmith and Fulham in percentile 8 when compared to all LAs nationally for the end of Key Stage 1 expected standard. This represents a rise of 45 places in the percentile rankings between 2018/19 and 2021/22, from 53 to 8.

## 6. KEYSTAGE 1 ASSESSMENTS

	Expected standard	Greater Depth
	2022	2022
H and F	63.9%	11.4%
National Average	53.4%	n/a

At the end of Key Stage 1, 63.9% achieved the expected standard in Reading, Writing & Maths. The National average in 2022 is 53.4%. 11.4% achieved a greater depth in Reading, Writing & Maths.

Hammersmith and Fulham are in percentile 6 when compared to all LAs nationally for the expected standard in Reading, Writing & Maths at the end of Key Stage 1.

## 7. KEYSTAGE 2 ASSESSMENTS

	Expected standard		Greater Depth	
	2019	2022	2019	2022
H and F	73%	70.2%	14%	13.1%
National Average	65%	58.7%	11%	7%

At the end of Key Stage 2, 70.2% achieved the expected standard in Reading, Writing & Maths. This is 11.5% higher than the National average of 58.7%. 13.1% of pupils achieved a higher standard in Reading, Writing & Maths, with a scaled score equal to or greater than 110. This is significantly higher than the national average which has dropped from 11% in 2019 to 7% in 2022.

Hammersmith and Fulham schools are in percentile 3 when compared to all LAs nationally for the expected standard in Reading, Writing & Maths at the end of Key Stage 2.

Progress schools for Hammersmith and Fulham on average are as follows:

At the end of Key Stage 2, LBHF schools achieved a progress score of +1.5 on average in Reading. LBHF schools achieved a progress score of +1.7 in Writing. At the end of Key Stage 2, LBHF schools achieved a progress score of +1.5 in Maths. These are above the national averages for progress scores.

## 8. KEY STAGE 4 PERFORMANCE

In addition to other measures, Secondary schools are measured on the number of pupils that take GCSEs in core subjects. Schools are also measured on how well their pupils do in these subjects.

### Overall Hammersmith and Fulham results:

	H and F	National
Progress 8	0.37	-0.03
Attainment 8	57.4	48.9
Grade 5 E and M	66%	50%
EBAC entry	68%	39%

Please note the detailed tables showing the school results in appendix 1. As noted on the DfE website for comparing school performance it states that direct comparisons should not be made between schools or between academic years due to the impact of the COVID-19 pandemic. It should be noted that in several schools, the percentage of candidates achieving Maths or English GCSE at 9-4 rose in 2022 including at Fulham Cross Academy, Fulham Girls School, The Hurlingham Academy and Fulham Boys School. The percentage of candidates achieving grade 4 or above at Maths GCSE in 2022 was above the 2021 national average of 65% in all H&F mainstream schools reporting results.

To calculate a pupil's average point score, an average of the points scored in 5 **English Baccalaureate** subject areas are taken. GCSE results (KS4) performance in Hammersmith and Fulham was positive in the 2021/22 academic year. Progress 8 performance was 0.37 compared to a national average of -0.03. Attainment 8 results are strong at 57.4 compared to a national average of 48.9. 66% of pupils achieved a Grade 5 in English or Maths at the end of KS4 compared to a national average of 50%. 68% of pupils were entered for the EBACC in comparison to 39% nationally. KS5 results for the borough were equally as strong.

## 9. KEY STAGE 5 PERFORMANCE

The detail on individual school performance is contained within appendix 1. As is the case with the key stage 4 results the DfE has stated that comparisons should not be made between schools or academic years.

	H and F	National
--	---------	----------

APS	39.27	39.04
Average grade	B	B

The average point score (APS across the best 3 subjects) in 2021/22 was 39.27. The average A Level grade achieved was a Grade B. Entries between 2021 and 2022 are broadly in line resulting in 2524 entries in 2022. The percentage of A level entries achieving A\*-C grades in 2022 is 82% below the national average of 87.9%. A\*-C Grade outcomes were broadly in line for most schools in 2022.

A\*-A grade outcomes were a mixed picture in 2022. Some schools reported a small increase such as Lady Margaret School. Others stayed the same such as The London Oratory School with 62% of pupils achieving a grade A\* or A.

The most popular subjects remain areas such as Biology, Chemistry, Physics, Economics, History, Mathematics, Psychology, Sociology and English Literature.

## 10. ATTENDANCE

### Autumn 2021 Data:

	Attendance Autumn		Persistent absence	
	2019	2021	2019	2021
H and F	95.0%	93.7%	11.4%	11.3%
National Average	95.1%	93.1%	13.1%	23.5%

Overall, across all schools there has been a drop in attendance. The most up to date available data is from the autumn term 2021. This shows that attendance dropped from 95.1% nationally to 93.1%. Attendance in H and F schools was slightly above the national average at 93.7%.

Persistent absence has increased significantly between 2019 and 2021 as a result of the COVID-19 pandemic. Nationally it has increased by over 10% from 13.1% in 2019 to 23.5% in 2021. We have not seen the seem trend in Hammersmith and Fulham schools where persistent absence has actually dropped slightly from 11.4% to 11.3%.

## 11. EXCLUSIONS

### Autumn 2021 Data:

	Pupils excluded	%	Pupils suspended	%
H and F	3	0.0%	380	1.8%
Inner London	n/a	0.1%	n/a	1.50%
England	n/a	0.3%	n/a	2.21%

This is the most recently available comparable data for exclusions. As you will note from the table Hammersmith and Fulham compares well in terms of permanent exclusions. Suspensions are slightly above the inner London average and below the England average.

## 12. NEETs

In Hammersmith & Fulham the trajectory over the last three years continues to show that the borough has a low level of **NEETS** (Young people who are Not in Education, Employment or Training). The number of '**not known**' destinations had increased in 2021 but due to considerable work by LA Officers and commissioned services this has been significantly reduced. Regarding support for NEET young people, the network of supportive organisations continues to grow so that career leads in schools have more options for referrals. These for example include Action West London, SPEAR, START and Catch 22. Additional organisations such as Founders for Schools have delivered online events promoting green careers, STEM careers and apprenticeships for H&F schools. The Careers Leaders network, led by a School Improvement LA Officer continues to enable the sharing of good practice, links schools to other groups and supports schools to meet Gatsby benchmarks improving employability of young people.

Hammersmith & Fulham 16-17	NEET average %	Not Knowns average %	NEET & Not Known average %
2022-23 (NB. Current, but only Dec & Jan finalised)	1.0%	3.6%	4.6%
2021-22	0.7%	8.5%	9.2%

## 13. VIRTUAL SCHOOL OUTCOMES

The reporting cohort for Children Looked After applies to those who became Looked After prior to the 1<sup>st</sup> April 2021. The small number of pupils within the reporting cohort makes the percentages an unreliable measure.

### Progress and attainment at Key Stage 1

There were 4 children in the reporting cohort 25% of children achieved the expected standard in in Reading, Writing & Maths at the end of Key Stage 1 - 75% achieved the expected standard in Reading, 50% in Writing and 25% in Maths. The National rate for Children Looked After is 26%. This is the reflective of the disruption in education throughout COVID and 75% of the children have made progress at a greater rate than expected.

### Progress and attainment at Key Stage 2

There were 7 children in the reporting cohort at the end of Key Stage 2, 5 of these children have an EHCP and 2 are placed in a 52-week residential setting. 42.9% (3 children) achieved the expected standard in Reading, Writing and Maths, with one child working at greater depth across all subjects this is significantly higher than the National attainment of 26% for Children Looked After. 57.2% achieved the expected standard in Reading and Writing and 6 of the 7 children made at least the expected levels of progress in line with their learning needs.

### Progress and attainment at Key Stage 4 and 5

There were 17 children at the end of Key Stage 4 in the reporting cohort. Due to the complexity of this cohort and the wide range of needs and experiences 12 of the cohort were on a GCSE pathway. 2 young people are working at early P levels and therefore not entered for GCSEs, 1 completing an ESOL programme, 1 completing a bespoke functional skills programme and 1 on remand. Of the entire cohort 29.4% achieved Grade 4 or above in English and Maths (of the 12 on a GCSE pathway this was 41.6%) this is slightly higher than the National attainment of 28.2%. 17.6% of the entire cohort achieve Grade 5 or above in English and Maths (25% of the 12 on a GCSE pathway), the National attainment for Children Looked After at this level is 12.6%.

There were 23 young people completing Key Stage 5 in the reporting cohort. 16 were Unaccompanied Asylum-Seeking Children (UASC) and completed ESOL/vocational qualifications at the level appropriate to them (below L3), 1 achieved an excellent grade in a BTEC L3 Extended Diploma and 6 completed an A Level pathway with strong results across all 3 subjects studied. 5 of these young people were offered places at university and 1 has chosen to take a gap year.

## **14. OFSTED INSPECTION OUTCOMES**

The percentage of schools in Hammersmith and Fulham rated Outstanding or Good by Ofsted is 96%.

The following schools have been inspected by Ofsted between January 2022 – February 2023:

- Primary: Brackenbury, Flora Gardens, Kenmont, Wendell Park, Wormholt
- Secondary: Fulham Cross Girls, Fulham Academy, Fulham Boys School, The London Oratory, Hammersmith Academy, Hurlingham Academy, West London Free School

The current Ofsted ratings are distributed as follows:

<b>2022 OFSTED Outcomes Overall Effectiveness</b>	<b>Hammersmith and Fulham (February 2023)</b>	<b>National Figures (As of August 2022)</b>
<b>Outstanding/Good</b>	96%	88%
<b>Breakdown of judgements:</b>		
<b>Outstanding</b>	38%	18%
<b>Good</b>	58%	70%
<b>Requiring Improvement</b>	2%	9%
<b>Inadequate</b>	2%	3%

### **List of Appendices**

Appendix 1 – KS4 & 5 Data Tables

## APPENDIX 1: KS4 & 5 DATA TABLES

---

### DFE NOTE:

Use 2021/22 school performance data with caution

Following the COVID-19 pandemic, most exams, tests and assessments resumed in academic year 2021/22. Pupils included in the 2021/22 KS2 and KS4 school performance data may have experienced varying levels of disruption to their schooling due to the pandemic. We do not recommend making direct comparisons with data from previous years or between schools or colleges. The KS2/KS4 school data should be used with caution. It reflects a school's results in 2021/22 but cannot provide information about the factors which may have influenced these results. Comparisons with local and national averages should be made cautiously to put an individual school's results into context.

For KS4 specifically: Several changes were made to exams and grading. These include advanced notice of exam topics and GCSE, AS and A level grading being based around a midpoint between 2021 and pre-pandemic outcomes. Changes were also made to the way school and college performance measures were calculated. Results achieved between January 2020 and August 2021 by pupils included in this year's measures are not included in the calculations. For a full explanation of all the factors affecting these results please see the KS4 2021/22 technical guide.

## HAMMERSMITH & FULHAM GCSE results 2022 (Final)

2022	Cohort	Progress 8	Attainment 8	9-4 EBACC	9-5 EBACC	9-4 in English & Maths GCSE	9-5 in English & maths GCSE	9-4 English GCSE	9-5 English GCSE	9-4 Maths GCSE	9-5 Maths GCSE
Fulham Cross Academy	47	0.32	47.7	21%	15%	66%	49%	74%	68%	70%	51%
Fulham Cross Girls School	112	0.17	54.8	32%	24%	79%	65%	92%	81%	92%	68%
Hammersmith Academy	139	-0.1	54.1	45%	33%	80%	58%	92%	85%	82%	60%
The Hurlingham Academy	97	1.3	66.2	56%	48%	92%	87%	97%	95%	93%	88%
Lady Margaret	115	0.55	64.1	71%	55%	90%	73%	97%	91%	90%	73%
The London Oratory School	178	0.75	66.9	66%	56%	93%	80%	99%	94%	94%	82%
Ormiston Bridge (AP)	No data published	No data published	No data published	No data published	No data published	No data published					
The Fulham Boys School	112	0.9	66	63%	51%	92%	74%	96%	91%	94%	77%
West London Free School	129	0.6	63.1	62%	53%	84%	70%	94%	86%	86%	71%
Westside Academy (AP)	No data published	No data published	No data published	No data published	No data published	No data published					
Woodlane High School	17	-1.34	13.2	0%	0%	12%	6%	12%	6%	12%	6%
Sacred Heart High	195	0.95	68.1	78.%	65%	95%	86%	99%	97%	95%	86%
Ark Burlington Danes	171	0.1	49.7	34%	23%	68%	50%	88%	69%	70%	53%
Phoenix Academy	90	0.31	47.8	11%	10%	66%	53%	84%	70%	70%	58%
Queensmill (Special School)	26	-1.78	1.6	0%	0%	0%	0%	0%	0%	4%	4%
Jack Tizard (Special School)	No data published	No data published	No data published	No data published	No data published	No data published					
Cambridge (Special School)	No data published	No data published	No data published	No data published	No data published	No data published					
<b>Hammersmith &amp; Fulham</b>	<b>1453</b>	<b>0.37</b>	<b>57.4</b>	<b>90%</b>	<b>82%</b>	<b>80%</b>	<b>66%</b>	<b>89%</b>	<b>82%</b>	<b>81%</b>	<b>68%</b>
<b>NATIONAL 2021-22 All state funded schools (DfE)</b>	<b>587,660</b>	<b>-0.03</b>	<b>48.8</b>	<b>79%</b>	<b>66%</b>	<b>69%</b>	<b>50%</b>	<b>79%</b>	<b>65%</b>	<b>73%</b>	<b>55%</b>

## HAMMERSMITH AND FULHAM Final A Level YR 13 results, 2022

### A Levels: 2022 (2021/22 academic year)

School Name	A*	A	B	C	D	E	U	Total	A*	A*-A	A*-B	A*-C	A*-D	A*-E
Ark Burlington Danes	12	25	35	37	18	6	3	136	9%	27%	53%	80%	93%	98%
The Fulham Boys	20	39	50	42	22	14	1	188	11%	31%	58%	80%	92%	99%
Fulham Cross Academy	0		6	8	5	12	10	41	0%	0%	15%	34%	46%	76%
Lady Margaret	75	85	91	35	15	2	2	305	25%	52%	82%	94%	99%	99%
London Oratory	154	199	147	58	20	6	2	586	32%	62%	85%	96%	99%	99%
Sacred Heart	33	35	53	51	31	9	2	214	15%	32%	57%	80%	95%	99%
West London Free School	53	97	95	60	19	9	1	334	16%	45%	73%	91%	97%	100%
William Morris	8	22	48	80	64	53	26	301	3%	10%	26%	52%	74%	91%
Hammersmith Academy	22	59	92	109	48	27	5	362	6%	22%	48%	78%	91%	99%
Phoenix Academy	2	6	21	16	7	4	1	57	4%	14%	51%	79%	91%	98%
<b>H&amp;F - no</b>	<b>379</b>	<b>567</b>	<b>638</b>	<b>496</b>	<b>249</b>	<b>142</b>	<b>53</b>	<b>2524</b>	<b>379</b>	<b>946</b>	<b>1584</b>	<b>2080</b>	<b>2329</b>	<b>2471</b>
<b>H&amp;F - %</b>	<b>15.0%</b>	<b>22.5%</b>	<b>25.3%</b>	<b>19.7%</b>	<b>9.9%</b>	<b>5.6%</b>	<b>2.1%</b>	<b>100.0%</b>	<b>15.0%</b>	<b>37.5%</b>	<b>62.8%</b>	<b>82.4%</b>	<b>92.3%</b>	<b>97.9%</b>
<b>National (2022 Provisional)</b>	<b>7.8%</b>	<b>19.7%</b>	<b>32.8%</b>	<b>27.6%</b>	<b>9.3%</b>	<b>2.5%</b>	<b>0%</b>	<b>100%</b>	<b>7.8%</b>	<b>27.5%</b>	<b>60.3%</b>	<b>87.9%</b>	<b>97.2%</b>	<b>99.7%</b>