

Children and Education Policy and Accountability Committee

Agenda

Tuesday 22 April 2025 at 7.00 pm

145 King Street (Ground Floor), Hammersmith, W6 9XY

Watch live on YouTube: youtube.com/hammersmithandfulham

MEMBERSHIP

Administration	Opposition
Councillor Helen Rowbottom (Chair) Councillor Daryl Brown Councillor Mercy Umeh Councillor Trey Campbell-Simon	Councillor Aliya Afzal-Khan
Co-optees	
Nandini Ganesh, Parentsactive Representative Nadia Taylor, Parent Governor Representative	

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This meeting is open to members of the public and the building has disabled access.
If you'd like to attend, please contact Debbie.Yau@lbhf.gov.uk

Date Issued: 10 April 2025

Children and Education Policy and Accountability Committee Agenda

22 April 2025

<u>Item</u>		<u>Pages</u>
1.	APOLOGIES FOR ABSENCE	
2.	DECLARATIONS OF INTEREST <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>	
3.	MINUTES <p>To approve the minutes of the meeting on 21 January 2025 as an accurate record.</p>	4 - 8
4.	FAMILY HUBS REPORT <p>The purpose of this paper is to provide an update on the progress of the Family Hubs since its launch in April 2024. It provides an overview of the Family Hub launches, coproduction and marketing, explains the services available through the Family Hub offer and evaluate initial feedback from residents, identifying areas of improvement moving forward.</p>	9 - 20

5. VIRTUAL SCHOOL ANNUAL REPORT 2023/24 21 - 43

To receive Virtual School Annual Report 2023/24.

6. EDUCATION PERFORMANCE REPORT FOR ACADEMIC YEAR 2023/24 44 - 61

This annual school performance report is intended to update the Committee on the provisional outcomes of the 2023-2024 academic year's assessments and examinations across H&F primary and secondary schools. It includes an update on the current status of Ofsted inspections within the borough.

The report also provides a comparative analysis of H&F outcomes against national standards and outlines the key priorities for school improvement that guide the work of our education service

7. DATES OF FUTURE MEETINGS

To note the following dates of future meetings:

- 30 June 2025
- 3 Nov 2025
- 27 Jan 2026
- 15 April 2026
- 29 June 2026

Agenda Item 3

London Borough of Hammersmith & Fulham

Children and Education Policy and Accountability Committee Minutes



Tuesday 21 January 2025

NOTE: This was held as an informal meeting.

PRESENT

Committee members: Councillors Helen Rowbottom (Chair), Daryl Brown and Aliya Afzal-Khan

Co-opted members: Nandini Ganesh (Parentsactive Representative)

Other Councillors: Councillors Alex Sanderson (Deputy Leader) and Rowan Ree (Cabinet Member for Finance and Reform)

Officers:

James Newman (Assistant Director of Finance)

Tony Burton (Head of Finance – CHS and Education)

Jacqui McShannon (Executive Director of People)

Sarah Sanderson (Interim Operational Director, Children and Young People Services)

Peter Haylock (Operational Director for Education and SEND)

Debbie Yau (Committee Coordinator)

1. APOLOGIES FOR ABSENCE

Apologies for absence were received from Councillors Mercy Umeh and Trey Campbell-Simon, and Nadia Taylor (Parent Governor Representative).

Councillor Daryl Brown attended remotely.

2. DECLARATIONS OF INTEREST

There were no declarations of interest.

3. **MINUTES**

RESOLVED

That the minutes of the meeting held on 11 November 2024 were agreed as an accurate record.

4. **2025/26 REVENUE BUDGET AND MEDIUM TERM FINANCIAL STRATEGY (MTFS)**

Councillor Rowan Ree (Cabinet Member for Finance and Reform) gave an overview of the 2025/26 Revenue Budget, including the operating environment, additional central government funding and objectives of the financial strategy. He also briefed on the budget headlines, the provisional settlement of the draft budget and departmental service allocations, the investment and savings proposals, council tax considerations and residual risks in 2025/26. He further highlighted the earmarked reserves forecast and medium-term financial forecast showing the estimated budget gap until 2028/29 as well as the MTFS for 2026/27+. Councillor Ree said the Revenue Budget would be presented to the Cabinet and Full Council in February 2025 after briefing the Policy and Accountability Committees and Policy Oversight Board.

Jacqui McShannon (Executive Director of People) presented the budget proposals of the Children's Services (CHS). She outlined the People's directorate vision and the strategy of providing the right services at the right time to meet needs locally, and highlighted the CHS achievements, in particular the Safety Valve. She also noted the challenges and mitigations as well as the CHS priorities, including the Children's Social Care reform. Tony Burton (Head of Finance – CHS and Education) then introduced the CHS 2025/26 Controllable Budget and the summary of change on Children's and Education Net Controllable Budget.

NOTE: Information on the presentations are attached in Appendices A and B

In response to Nandini Ganesh's question about Upstream, Councillor Ree noted that Upstream was a local industrial strategy embarked by the Hammersmith and Fulham (H&F) Council in collaboration with the Imperial College to attract research and development in respect of life science technology into the area. The Council would continue to support the College's research by providing space for businesses. So far, the Upstream Strategy had generated £6bn inward investment with branded companies/organisations moving to the White City and created some 13,000 jobs. Councillor Ree said the Council would ensure the inclusiveness of this cutting-edge research hub such that all children growing up in H&F would be benefited.

The Committee noted that an additional £1.13bn of new funding was announced for local authorities targeted at adult and children social care (with £250m of this being a new Children's Social Care Prevention Grant, distributed using a new children's needs-based formula).

In reply to Chair's question about the impact of the Children's Social Care Prevention Grant, Jacqui McShannon said the Government announced the national Children's Social Care reforms, "Keeping children safe, helping families thrive" and the associated Prevention Grant around mid-December 2024 and the local authorities were still

awaiting information on the conditions of the new grant. She agreed to brief the Committee when more information was available.

Sarah Sanderson (Interim Operational Director of Children and Young People's Services) noted that meanwhile, the CHS would continue its work and implement family-led plans the spirit of which aligned with one of the key principles underpinning the reform agenda. For example, the work of the Safeguarding Family Group Conference had utilised the capacity within the social work teams to ensure the system was safe, stable and effective. It was the intention of the CHS to retain the strong social work workforce and implement the new reforms in a planned way to meet with the expectations.

Jacqui McShannon noted the agency usage of children's social care was about 5% to 6% which was extraordinarily low reflecting a good and adequate support to the in-house workforce. It was hoped that the reforms funding could bring about a different model under which a lead professional of high-level skills and nurtured standards would stay with a family. Sarah Sanderson also highlighted the strong partnership currently embedded in the multi-agency working with families. CHS was in the process of engaging different partners/agents to see how the partnerships could be further strengthened under the reform agenda.

Responding to the Chair's further question, Jacqui McShannon said she believed the initiative was based on the Government Consultation Response on "Children's Social Care: Stable homes, Built on love" published in 2023. It was about the development of resilient families so that children could safely remain at home and thrive with their needs met in the earliest optimal way. It was noted that the CHS current practice of supporting parents and families as well as the growth proposals were in line with the reform agenda. The Chair and officers exchanged views on becoming pilot/prime of government reforms, learnings from running piloted family/fostering networks, and issues around the capacity of partner agencies.

Councillor Aliya Afzal-Khan noted CHS proposed net budget for 2025/26 was £65.974m within which was £11.904m for budget lines over which the service had little direct control. She sought details on the non-controllable items and the movement, if any, of the budget lines.

Tony Burton noted that non-controllable items were not under the directorate's direct control such as capital charges which was an accounting adjustment relating to asset depreciation and corporate overheads which provided finance and human resources support. On the movement of budget line, Tony noted that asset depreciation increased with capital investment and the depreciation charges were spread over a number of years. James Newman (Assistant Director of Finance) also noted that the budget lines could also go up by pay inflation. They explained that in line with the best accounting practice, expenditures on non-controllable items would be re-charged to the public-facing services proportionally based on headcount.

Cllr Ree highlighted the difficulty in budgeting back in 2022 when the inflation rate stood at 11.1%. With the current rate of inflation kept at the Bank of England's target around 2%, the provision of pay inflation was also pitched at 2%. He was proud that this Council was still able to invest £12.3m for growth spending while making £5.1m

efficiency savings even at a time when public finances were tight. He also noted that the administration had made £133m of efficiency savings during its time of office, without cutting frontline services.

As regards Nandini Ganesh's concern about "Travel Care and Support" being an item under both growth and savings, Tony Burton clarified they were related to different aspects. On growth, the increase of £519,000 was led by the growth in statutory Education and Health Care Plans (EHCPs) for children and young people with special education needs and disability (SEND). The savings of some £200,000 was resultant from retendering of bus services and independent travel training. Peter Haylock (Operational Director for Education and SEND) noted that the Travel Care and Support service was also open for children and young people with SEND. Jacqui Shannon said that Travel and Care Support was kept under regular review as this area of needs had become increasingly complex and costly to meet.

Nandini Ganesh sought elaboration about Safety Valve arrangements. Jacqui McShannon noted that in refreshing the People's directorate vision, the SEND Transformation programme had been reviewed to see how early intervention services such as speech and language therapies could be provided more effectively and inclusively to help identify children with autistic spectrum condition. The formal Safety Valve partnership with Department for Education was an arrangement to "accelerate" the SEND Transformation programme yet without compromising its effectiveness in meeting children's needs at an early stage.

Nandini Ganesh asked about the impact of Safety Valve as reflected in the demand for EHCPs. Jacqui McShannon noted that the growth of EHCPs had slowed down reflecting a positive impact of the revised offers delivered by the H&F's schools. It was hoped that the needs of the children and young people could be identified and met by national Transformation programme. Peter Haylock acknowledged while the real number of EHCPs was reducing, the flatter slope might also be due to better casework particularly for young people. He said quality advice and guidance provided to schools and parents had ensured needs were met at an earlier stage.

Tony Burton noted the Safety Valve had allowed direct investment into the system leading to early intervention as part of the Transformation agenda. Jacqui McShannon said as she understood, Safety Valve was also a funding arrangement to deal with historic deficit. Nandini expressed concern that there was misunderstanding among service recipients that the mission of Safety Valve was to reduce EHCPs which led to difficult situations among some parents. Jacqui highlighted the need to differentiate Transformation from Safety Valve to preserve the former's quality of early year support. Peter Haylock added that in addition to the low percentage of children and young people in H&F with EHCPs and SEND, the rates of their involvement in tribunal or mediation/complaints cases were also very low.

In response to the Chair's enquiry, James Newman noted the Government had released on 18 December 2024 a consultation document on Funding Reform which had set out plans for three-year multiple settlements from 2026/27 onward representing a major overhaul of the funding system. The key stakeholders in bodies like Society of London Treasurers and finance directors in London councils and LGA would be engaged and involved in the consultation process. The local authority would have to be

ready in the next 11 months to meet this ambitious challenge for local government funding as the turnaround of budget cycle would be quite tight.

Summing up, the Chair expressed appreciation for the balanced budget in hard times and the high quality of CHS especially social care services delivered with great integrity.

RESOLVED

1. That the Committee noted the budget proposals and agreed to recommend them to the Cabinet as appropriate.
2. That the Committee noted the proposed changes to fees and charges and agreed to make recommendations as appropriate.

5. DATE OF NEXT MEETING

The Committee noted the next meeting would be held on 22 April 2025.

Meeting started: 7.02 pm
Meeting ended: 8.06 pm

Chair

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Report to: Children's & Education Policy and Accountability Committee

Date: 22/04/2025

Subject: Family Hubs Report

Report author: Phil Tomsett, Head of Family Hubs, Children's Services
Alistair Ayres, Head of Programmes, Children's Services

Responsible Director: Jacqui McShannon - Executive Director - People

SUMMARY

The purpose of this paper is to provide an update on the progress of the Family Hubs since its launch in April 2024. It provides an overview of the Family Hub launches, coproduction and marketing, explains the services available through the Family Hub offer and evaluate initial feedback from residents, identifying areas of improvement moving forward.

Volume	2023/24	2024/25
Registrations	371	961
Children seen	5,565	10,234

Number of individual families	2023/24	2024/25
Old Oak Family Hub and Spoke	4,088	5,257
Tudor Rose Family Hub and Spoke	3,673	4,291
Stephen Wiltshire Family Hub	541	686
Randolph Beresford Children's Centre	2,545	2,732
Total	10,847	12,966

RECOMMENDATIONS

For the Committee to note and comment on the report

Wards Affected: All

Our Values	Summary of how this report aligns to the H&F Values
Building shared prosperity	Supporting all families to thrive by bringing together local partners, services and organisations to ensure the right support is provided at the right time

Creating a compassionate council	Fulfilling the strategic ambition of the Early Intervention Strategy, to work together as a local partnership to support all children, young people, and their families to thrive.
Doing things with local residents, not to them	Led by our co-production partner, the programme will involve residents and VCS partners from the start of the process, co-creating alongside them what they believe the Family Hub model should be, and ensuring community investment by utilising the expertise of families in H&F in co-producing the best family hub model possible.
Being ruthlessly financially efficient	Enhancing delivery of early intervention services, enabling possible cost savings to be released through more effective commissioning, reduced duplication between services and shared funding arrangements
Taking pride in H&F	Embedding the partnership principles established through the Early Intervention Strategy to support families to thrive, to provide the best opportunities to live, work and play in the borough.
Rising to the challenge of the climate and ecological emergency	Family Hubs will aim to reduce our asset footprint and emissions, maximising the use of existing resources to support delivery through co-production.

Background Papers Used in Preparing This Report

None

1.0 BACKGROUND

- 1.1 This has been an extremely busy and exciting time for Hammersmith & Fulham as all three Family Hubs and linked spoke sites have now launched across the borough.
- 1.2 Family Hubs are a one-stop-shop for resident support services, making it easier for families to access the support they need without visiting multiple sites and organisations. The hubs will also ensure partners can work together more effectively through improved communication and co-location.
- 1.3 The hubs have been created around Children's Centres sites. Two of the hubs, Old Oak and Tudor Rose already operated as Children's Centres but have now expanded to operate a full Family Hub model, utilising the whole building rather than just a Children's Centre space. We have created a network of linked Children's Centres across the borough to the hubs providing sessions for families wherever they may choose to attend.

- 1.4 Each hub offers a range of services, including activities for children and young people aged 0 to 19 (25 SEND), midwifery and maternity support, health visiting, mental health services, debt and welfare advice, youth clubs, drug and alcohol support, and intensive, targeted family support.
- 1.5 The Family Hubs have multiple functions, providing a place to meet and attend drop-in activities, find out more information about the support available in the local area, attend routine appointments, and access crisis support.
- 1.6 Extensive work has been undertaken to ensure the Family Hubs are a welcoming, comfortable, and supportive place at the centre of the community. This has included a refurbishment, new furniture, AV equipment, WIFI, and a network system. There is now a 'Changing places' accessible toilet at the Stephen Wiltshire Centre and CCTV and Intercom at Old Oak and Tudor Rose for increased security. All changes were proposed and agreed through co-production activities.

2.0 FAMILY HUB LAUNCHES

- 2.1 To mark the opening of each centre as a family hub, we held launch events from February to April. This was a great opportunity to introduce family hubs to the borough and really push the word out. Any organisation committed to delivering a service from either hub were invited to set up a stall, or run an activity, to engage with residents and promote their service.
- 2.2 There were 104 stalls held across the three launch events and a variety of activities on offer, such as t-shirt designing with Harrow Club, family yoga with HERE Mindfulness, interactive cooking with Nourish Hub and many more.
- 2.3 Over 300 people attended the Stephen Wiltshire Centre launch event, 203 people attended the Tudor Rose launch event and 190 people attended the Old Oak launch event.
- 2.4 Since launching as a Family Hub to the start of September, there have been 59 new registrations and 56 referrals from other organisations or services, such as GPs. In addition, there are a further 371 previously registered families in the Children's Centres.
- 2.5 Old Oak has the highest number of registrations whilst Tudor Rose has the least. Tudor Rose is based in an area which has been historically more challenging to engage with. This was one of the main reasons it was chosen as a location for a hub, and we believe through continued service delivery and promotion in this area that registrations should increase. Data for Old Oak also includes Randolph Beresford Children's Centre.
- 2.6 People are attending from across the borough in all the hubs. The hubs are in areas of most need, and this is reflected in the numbers of registrations from wards such as Old Oak & College Park, White City and Wormholt wards which make up 178 of new registrations at Old Oak Hub. Of the new registrations at Tudor Rose; 44 come from Munster, West Kensington and Walham Green wards. The specialist SEND Family hub at Stephen Wiltshire

Centre has an even spread of attendees from across the borough, but highest are from Hammersmith Broadway ward at 22 new registrations.

3.0 FAMILY HUB OFFER

3.1 There are currently 55 services that deliver regularly from the Family Hubs. There are around 85 sessions delivered weekly across the hubs and a further 23 delivered on a fortnightly or monthly basis. 43 of these sessions are delivered at Old Oak, 39 at Tudor Rose, and 26 at the Stephen Wiltshire Centre. Children's Centres in the hubs delivered 336 Learn & Play sessions across the year. Up to 25 parents attend each session.

3.2 Family Hub staff and Early Help Workers also work full time from the hubs to provide constant support to residents. Staff have completed an extensive variety of training to ensure they can provide that initial and continuous support with families as they navigate the individual services. A total of 25 training courses were delivered (see Appendix 2).

3.3 The full list of services is set out in Appendix 1 which matches against the Department for Education's guidance to what Family Hubs should offer. Although this demonstrates a wide range of support on offer already in the hubs, we will continue to strengthen this offer, particularly in the following areas:

- As shown in Appendix 1, there is a gap for Domestic Abuse Support. We are linked in with organisations that offer this support and can therefore confidently signpost families to these organisations. Family Hubs staff have also all completed Domestic Abuse training. However, we are working towards bringing in a consistent domestic abuse service into the timetable.
- There is also a gap for 'Birth Registration.' The Family Hubs team are attending a Family Hubs Network webinar in October on how to bring registrars into the Family Hubs.
- We are also keen to improve the number of attendees for youth activities. Harrow Club run youth provision from both Old Oak and Tudor Rose. However, there is still a gap for more consistent sessions for 7–11-year age range. We are working with Comms to create a social media account and will continue to work with the Youth Voice Coordinator and Youth Council to ensure the relationship between Family Hubs and young people continues to grow.
- Further Children's Centre services are available at the 8 spoke sites across the borough. Centres are based in White City, Masbro Brook Green Family Centre, Hammersmith Library and more. They are linked into the hubs as part of the wider network.

3.4 The Family Hub offer continues to strengthen with new services and activities regularly being added in. For example, services to be added into the Family Hub offer in the coming weeks:

- Chelsea FC exercise and wellbeing class at Tudor Rose
- Mama Haven coffee morning at Old Oak to support parents in poverty
- Flamingo Chicks SEND Dance Classes at SWC.

- 3.5 There are a further 125 organisations across the borough that we have contacted, and many are now built into our wider Family Hub network. Although they may not be delivering from the hubs directly, we have created that relationship, and we can signpost families to them for support. We have built relationships with other youth providers and community groups and have referral routes between the hubs and organisations such as SEPIA and Sulgrave Youth Club to ensure provision is met across the network.
- 3.6 There are also on average of 31 parents/residents per day footfall who are not attending a designated session but looking for advice and information. This is a 195% increase since introduction of Family Hubs.

Family Navigators

- 3.7 Family Navigators were created as a new role and are based within the hubs and provide support, advice and guidance to families on a range of different topics. The Navigators carry a caseload to provide support to families to access onward services. They attend the MDTs to advocate for the family and ensure the right services are linked into the family. They support with:
- Signposting to local support services in the community
 - Ensuring families need only tell their story once
 - Providing advice on support available
 - Support with accessing services
 - Supporting with step downs from services

See Appendix 3 for case study examples which detail some of the work the Family Navigators have helped families with since their arrival in the hubs.

4.0 COPRODUCTION

- 4.1 Through close collaboration with our co-production leads and residents, the development of the Family Hub offer has been embedded within an extensive co-production framework. Action on Disability, ParentsActive, and Young Hammersmith & Fulham Foundation delivery partners lead on this co-production activity.
- 4.2 Co-production for the development of Family Hubs involved engagement sessions with a diverse range of residents, such as an open evening at Old Oak, a Tudor Rose coffee morning, and Youth Picnic in the Park. Approximately 90 residents engaged across all sessions.

- 4.3 Residents were also encouraged to attend monthly meetings to communicate directly with professionals, offer their opinions and directly shape the offer. These meetings were well attended with approximately 30 attendees at each session.

Family Voices

- 4.4 To ensure continued, strong coproduction moving forward we have set up a Parent / Carer Panel called 'H&F Family Voices'. This group provides the opportunity to meet up, discuss, and feedback on how the Family Hubs are working for residents. This ensures that all who use the Family Hubs are continuously being listened to and can be fully engaged to improve and further develop the hubs moving forward.
- 4.5 There have been 4 Family Voices so far with the next due in October. We are pleased to have 13 residents on the group, and we encourage all users of the centres to join. Residents are mainly parents with children attending activities at the hubs. However, there is cross section of older residents without children. The coproduction partners and some of the organisations that work in the hubs also make up the Family Voices group.

5.0 MARKETING AND PROMOTION

- 5.1 As Family Hubs are a new concept in Hammersmith and Fulham, marketing and promotion is vital to ensure residents are aware of what is available.
- 5.2 The Family Hubs team have been working closely with the Marketing and Communications team to produce promotional materials such as posters, flyers, leaflets, signs, and t-shirts. These have been distributed across the hubs, at the launch events, and communal areas across the borough such as early years settings, schools, libraries, community centres, dentists and GPs.

Further communication activities include:

- Mailing list of 174 colleagues and partners which is used to provide updates on Family Hub services, as well as the wider Family Hub network.
 - A Family Hubs Newsletter, which is about to release its third edition. Family Hubs has also featured in other newsletters across the borough, such as the Old Oak and Park Royal Development Corporation (OPDC), Beat the Street, and GP Newsletters.
 - Local letter drops around the hubs.
 - School Staff Zone Newsletters.
- 5.3 The Family Hub team will continue to prioritise the need to promote the hubs, ensuring that residents are aware of what's on offer. We are currently working on a social media account to increase the scope of our reach and working with the Youth Council to explore how we can further promote the youth services to that age group.

6.0 Website

- 6.1 A new Family Hub website was launched alongside the opening of the hubs. This contains the most relevant information for the Family Hubs and up-to-date timetable of what's on at the hubs. We have had 84,317 views of the Family Hub website so far. The website was coproduced with families and young people to ensure they had an input on how the website should look and feel, and what information should be available.
- 6.2 The Family Hub team has received feedback regarding the website timetable and the need for more detailed information of what each individual service offers. We are reviewing the information online with the web team.
- 6.3 The council's innovative digital work (website and registration/case management Power Applications) has created interest from colleagues outside of the council and we have shared our work and findings with other boroughs at national networking events.

Power App

- 6.4 The Family Hub Power App was recently created inhouse by the BI Team and only selected individuals from the Family Hub team have received permission for access. The data will be connected to Power BI for reporting / feedback purposes. This continuous data collection and data analysis will allow us to monitor Family Hub progress and ensure they are always improving.
- 6.5 The Power App will also ensure families only have to tell their story once, and from that information captured, referrals can be made to the most appropriate service either internally or externally. This streamlining of appropriate referrals will make the overall pathway more efficient to:
- Identify needs in local populations and individual families.
 - Ensure all families known to be in need are receiving the support and advice required.
 - Enable multi-agency case discussions to coordinate support and avoid duplication.
 - Develop shared plans with relevant partner agencies and to evaluate whether relevant outcomes are being met for families in each locality.
 - Evaluate the effectiveness of integrated service provision

7.0 HOW ARE WE DOING?

- 7.1 Family feedback via the online Family Hubs Feedback Survey, was promoted around the hubs. Over 70 participants completed the survey between June and August 2024. To summarise the data from the feedback surveys:
- There is a general theme around a welcoming atmosphere at the hubs and the friendly staff. 99% of participants reported that they felt either welcome or very welcome at the Family Hubs.

- Expanding on the existing 0-5 offer derived from the previous Children's Centres, residents appreciated the variety of services with a common quote being "lots on offer." 95% of participants agreed that their needs were met by the Family Hub offer.
- However, participants have also highlighted a few areas in the offer that they would like to see more of including cooking / food-based sessions and music sessions. We will now work towards bringing this into the Family Hubs offer.
- Postnatal classes and Speech and Language Therapy for SEN has also been highlighted in the data above as services residents would like to see more of. These sessions are already being delivered from the Family Hubs and perhaps reflects the fact that this needs to be better communicated with residents.

8.0 NEXT STEPS

- 8.1 Moving forward the Family Hub team will continue to listen to feedback from partners and residents via the various coproduction groups set up to ensure the Family Hubs continue to move forward, together.
- 8.2 The service will also continue to work closely with our comms team to ensure residents are aware of Family Hubs and the services on offer. Officers will also work with the individual services to promote their offer and understand how we can better reach residents looking for targeted support, as mentioned previously for the SALT service offer.
- 8.3 The service will produce an annual report which will be supported by strong data collection and analysis available through our Power App.

LIST OF APPENDICES

Appendix 1 – Family Hub Offer
 Appendix 2 – Training
 Appendix 3 – Family Navigator Example

Appendix 1 – Family Hub Offer

Reducing Parental Conflict	- <i>Family Support</i>
Support for separating and separated parents	- <i>Family Support</i>
Debt and welfare advice	- <i>Welfare Benefit Advice</i> - <i>Citizens Advice</i> - <i>Debt Free Kiosks</i>
Mental health services (beyond Start for Life parent-infant mental health)	- <i>CAMHS 5+ clinics</i> - <i>CAMHS Under 5s</i> - <i>Hestia – Trauma Support Group</i>
Substance (alcohol/drug) misuse support	- <i>Turning Point: drug and alcohol wellbeing service</i>
Stop smoking support	- <i>Turning Point Stop Smoking Support</i>
Oral health improvement	- <i>Oral Health Support (CLCH)</i>
Nutrition and weight management	- <i>Nourish Hub</i> - <i>HENRY programme</i>
Local authority 0-19 public health services, based on local needs assessments	- <i>Family Hubs team</i> - <i>Roving Team Immunisation Support</i> - <i>Family Champions</i>
Intensive targeted family support services, including those funded by the Supporting Families programme	- <i>Early Years Practitioners</i>
Housing	- <i>H&F Housing Surgery</i> - <i>Hestia's HSIS Community Hub</i>
Youth services	- <i>Harrow Youth Club</i> - <i>Community Sexual Health Service</i> - <i>H&F Works Employability Drop-In session (16+)</i> - <i>QPR football sessions</i> - <i>Chelsea FC - free football session 8-18</i> - <i>After school club: Bubble and Squeak</i> - <i>Damiens Community Football</i> - <i>M&C Foundation Taekwondo</i> - <i>CAMHS – Mental health advice and support: Boys Club</i> - <i>Morgan Sindall Employability Support</i> - <i>Brainsparks Holiday Club</i> - <i>Bubble & Squeak Holiday Club</i>
Youth Justice Services	- <i>Gangs, violence and exploitation unit and youth justice service advice and support</i>
SEND support and services (inclusive of the Start for Life period)	- <i>Shaw Trust - SEND Employability Support</i> - <i>Action on Disability Welfare benefit advice for families with SEND</i> - <i>Fulham FC SWC football sessions</i> - <i>Stay and Play SEN Sessions Under 8</i> - <i>SENDIASS</i> - <i>Special Needs Support Sessions</i>

	<ul style="list-style-type: none"> - <i>Parentsactive – SEND information, coffee and chat, surgeries and focus sessions</i> - <i>Afterschool club</i> - <i>Weekend short break activities</i>
ECEC (Early Childhood Education and Care) and financial support (TFC, UC)	<ul style="list-style-type: none"> - <i>NatWest Finance Workshops</i> - <i>England Illegal Money Lending Team - Talk for Parents</i> - <i>Morgan Sindall Energy Advice Cafe</i>
Activities for children ages 0-5	<ul style="list-style-type: none"> - <i>Connect and babble baby group</i> - <i>Little Explorers</i> - <i>Baby Massage</i> - <i>OM:Pop Yoga and Wellbeing</i> - <i>Learn and Play</i> - <i>Giggles and Wiggles</i> - <i>Singing and Rhyme Sessions</i>
Birth registration	
Domestic abuse support	
Midwifery/maternity	<ul style="list-style-type: none"> - <i>Antenatal checks by midwives</i>
Health Visiting	<ul style="list-style-type: none"> - <i>Health Visitors (CLCH)</i>
Parenting Support	<ul style="list-style-type: none"> - <i>Family Support</i> - <i>IAPT- Improving Access to Psychological Therapies: Parents Group Workshop</i> - <i>Cygent parenting programme</i> - <i>UPG Parenting Groups</i> - <i>Perinatal Services music & wellbeing craft sessions.</i> - <i>Foodbank vouchers and Rose vouchers</i>
Parent-Infant Relationships and Perinatal Mental Health Support	<ul style="list-style-type: none"> - <i>Perinatal Mental Health Support</i> - <i>Homestart Therapist - Psychotherapy for parents with children under 5 years old</i>
Early Language and the Home Learning Environment	<ul style="list-style-type: none"> - <i>SALT</i> - <i>Pip Squeak</i>
Infant Feeding Support	<ul style="list-style-type: none"> - <i>Family Champions</i> - <i>Breast feeding support (Health Visitors)</i> - <i>Breast feeding support (Early Years Staff)</i>

Other services delivering from the Family Hubs:

- IT classes
- Friends Of Old Oak / The Sortie Project Community Groups
- Bingo
- Lumi Foundation chair based yoga
- Peabody Neighbourhood Surgery
- Zumba
- Mama Haven Coffee Morning and Canva Marketing course
- ESOL (English for speakers of other languages)
- HCGA gardening workshops
- Agewell - Pilates, Flexibility and Gentle Keep Fit and Falls Prevention
- FoodCycle Community Meals
- Chelsea FC community exercise and mobility sessions

Appendix 2 – Training

1. Multi-Agency Safeguarding and Child Protection Workshop (level 3).
2. Reducing Parental Conflict and Supporting Separated parents.
3. Debt & Welfare Training.
4. Trauma and child brain development training.
5. Systemic Training.
6. Conflict Resolution.
7. Mental Health First Aid.
8. Paediatric First Aid Training.
9. Infant Feeding Training.
10. The Cygnet parenting support programme.
11. Fire Warden Training
12. Resilience Training – Substance misuse & sexual health
13. Resilience Training – Gender identity & sexual identity
14. Gangs, Violence & Exploitation Training
15. Speech & Language Training
16. Domestic Abuse Training
17. Stop Smoking Training
18. Mental Health for Kids, Youth & Parents Training
19. Oral Health Training
20. Immunisation Training
21. Shelter's Housing Training. Introduction to housing and homelessness (for non-housing advisors)".
22. CIEH Foundation Certificate in Food Safety Level 2.
23. Virtual Interaction Guidance Training
24. Coproduction training
25. Perinatal Mental Health Training

Appendix 3 – Family Navigator Examples

Case Study 1

Circumstance:

A local mother called the Family Hubs to request advice and support with the relationship she has with her 10-year-old daughter. Mother reported that daughter can have outburst of anger resulting in her using abusive language. Also refuses to follow mothers' instructions, for example, getting up for school, washing herself, helping around the house, being dismissive of her mother and belittle her in front of strangers.

Social Care had also recorded allegations made by daughter at School in 2019 in relation to abuse committed on daughter by another pupil. NFA since 2019. No Information recorded or available between 2019 and present time.

Action from the Family Navigator:

Three meetings at Old Oak with Family Navigator
Referral to CAMHS for therapy sessions
Advice given to use CAMHS direct line 24/7
Introduction to West Zone youth club
Family support offer.

Case Study 2

Circumstance:

Family approved the Family Hubs who had arrived in the UK two years ago and they are asylum seekers. Family includes husband, wife, and 1 y/o child born in UK. They live in 1 bedroom flat and privately renting from an agency on behalf of the landlord. Husband reported the agency has issued an eviction notice in May 2024, however the family has never received a tenancy agreement. According to husband the agency has shown harassing behaviour against their family.

The agency told them their utilities will be switched off and they will be reported to social services if the family does not evacuate the accommodation, this has been done verbally and there is no evidence in writing. Due to the stress, the wife is losing hair and she has been seen by the GP, who said the hair loss may be as result of postpartum stress.

According to the husband, the Citizen advise Bureau applied to housing and the family were offered a 2-bedroom flat. The offer was declined by the husband as the rent requested was too high. The husband confirmed the family is recorded in the housing register, but he is not sure what the reference number is.

Actions from Family Navigator:

LBHF refugee team involved
LBHF Housing team involved (homelessness)
Family support provided to liaise with migrant help
Family hubs provide regular support with children sessions, clothing, rose vouchers, food bank, little village and other charities.

Education Performance CEPAC Report April 2025

Amelia Steele Head of The Virtual School
Georgina Herry Head of School Effectiveness



Virtual School Annual Report

Amelia Steele





Your age



- Nursery - 2
- School Aged (R-Y11) - 144
- Post 16 (16-18) - 74



What you learnt

- **66.7%** of you in Y2 achieved at least the expected standard in reading, writing, maths and science
- In Y6 **80%** of you achieved the expected standard in reading and **60%** achieved the expected standard in writing
- **66.7%** of you achieved at least **Grade 4** in English and Maths GCSE's
- **7** of you have started your apprenticeships



Virtual School Annual Report 2023/24 Young Person Summary



How we helped



- Supported you to attend the clubs and activities you enjoy like football, scouts, dance and music lessons
- Organised exciting enrichment activities to let you try new things like skiing
- Funded **2000 hours** of tuition to support your learning
- Provided over **65 laptops and tablets** to make sure you could access what you needed



What we will do next

- Give schools more support so that they can help you when you are struggling to attend school
- Work with you to plan new enrichment activities
- Organise at least 4 different open events at The Hub so you can explore different careers



Profile of Children Looked After

Cohort

- Over the 2023/24 academic year there were 220 children and young people on the Virtual School roll.

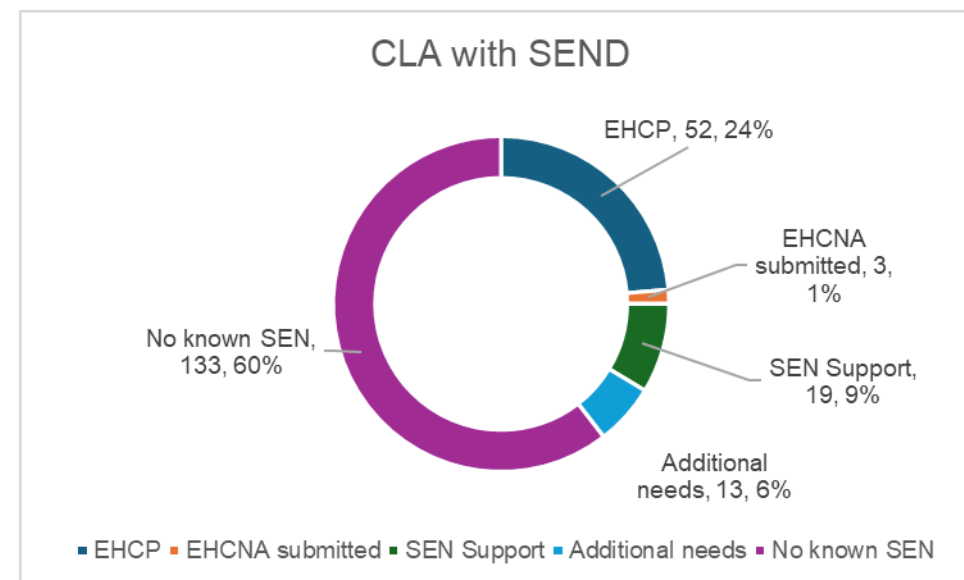
Special Educational Needs and Disabilities

- A significant proportion of our children and young people have some form of Special Educational Need or Disability (SEND). This mirrors the national profile of Children Looked After (CLA), as pupils in all social care groups are twice as likely to have a SEND compared to the overall pupil population. Research shows that children with SEND often have lower average attainment, which helps explain, in part, the attainment gap between CLA and the wider pupil population.

Schools

- During the 2023/24 academic year, our children and young people were enrolled in 130 schools. Of these, 37 were located in Hammersmith and Fulham, serving 64 of our children. While one school was ungraded due to an academy conversion, 122 (94%) of these schools were rated *Good* or *Outstanding*. Seven schools (5.4%) were rated as *Requires Improvement*, and none were graded *Inadequate*.

Category	2023/24 Academic Year	Number CLA less than 12 months at 31 st March 2024
All Children & Young People on Roll	220	78 (35.5%)
Early Years	2	0 (0%)
Reception – Y11	144	51 (35.4%)
Post 16	74	27 (36.5%)



PEP Completion and QA

- The Virtual School Teacher leads the Personal Education Plan (PEP) process for all our children and young people, which enables us to maintain high completion rates while ensuring that an education specialist oversees the entire process.
- Personal Education Plan completion rates for the 2023/24 academic year were:

Autumn	Spring	Summer
99.4%	99%	98.5%

- Ofsted has commended the PEP process, noting:

“Personal Education Plans (PEPs) are of high quality and are completed in a timely way. School leaders within and outside the local authority, with one voice, comment positively about the PEP process, describing it as well-organised, meaningful, and efficient.” — Ofsted, March 2024

Educational outcomes – Key Stage 4

There were 16 young people at the end of Key Stage 4 in the reporting cohort.

Complex cohort with a wide range of needs and experiences and due to this 4 young people were not on a GCSE pathway.

Four of the young people have an EHCP with two attending a Special day School, one under SEN Support and two Unaccompanied Asylum-Seeking Children.

One young person completed an ESOL qualification, one a bespoke Functional Skills and ASDAN curriculum and two were not on school roll at the time of GCSE's due to significant health concerns and a placement move.

KS4	% achieving grades 5 or above in English and mathematics	% achieving grades 4 or above in English and mathematics
2023/24 LBHF CLA 16 pupils	31.25%	50%
2022/23 LBHF CLA 13 pupils	23%	23%
National CLA (22/23) *	4.2%	9.9%

*National data for 2023/24 is not yet available


Enrichment

- This past year has been particularly impactful, as we provided an array of unique and exciting opportunities for our young people. These included:
 - Creative writing workshops
 - Week-long drama projects
 - Residential trips
 - Camping excursions
 - Kayaking adventures
 - Skiing
 - Bike-building sessions
- For many, these enrichment activities represented not only their first exposure to new experiences and environments but also their only "holiday" for the year. These experiences have proven transformative, allowing young people to develop meaningful relationships with staff and peers, strengthening their sense of belonging, and increasing their emotional support network.



Children with a Social Worker

“The borough has expanded the role of the virtual school particularly well to support all children who have a social worker. This has brought valuable additional support for schools and is having a positive impact for children and for those who work with them. This includes training for social workers on school attendance, and positive behaviour initiatives such as the ‘attachment aware schools’ programme.” Ofsted, March 2024

- **Advisory Teacher Appointment (Sept 2023)**
 - Strengthened support for children with a social worker and implemented responsibilities to promote education for children with a social worker in the last 6 years.
 - **Training and Collaboration**
 - Delivered training on safeguarding, SEND, exclusions, attendance, and education targets. Modules available in-person, online, and as e-learning; part of new social workers' induction (from Sept 2024).
 - **Attendance Initiatives**
 - Improved attendance through Advisory Teacher's participation in key meetings (Attendance Alliance, SEND Forums).
 - Enhanced education and social care connection; empowered professionals to support children better.
 - **Network Support and Resources**
 - Termly Designated Teacher Network Meetings for sharing best practices.
 - Toolkits and booklets for social care and education practitioners, including community service directories.
 - **Data Monitoring and Future Plans**
 - Introduced StudyBugs for real-time attendance monitoring.
 - Collaborative approach across Local Authority teams (SEND, social care) for supporting vulnerable young people.
- 

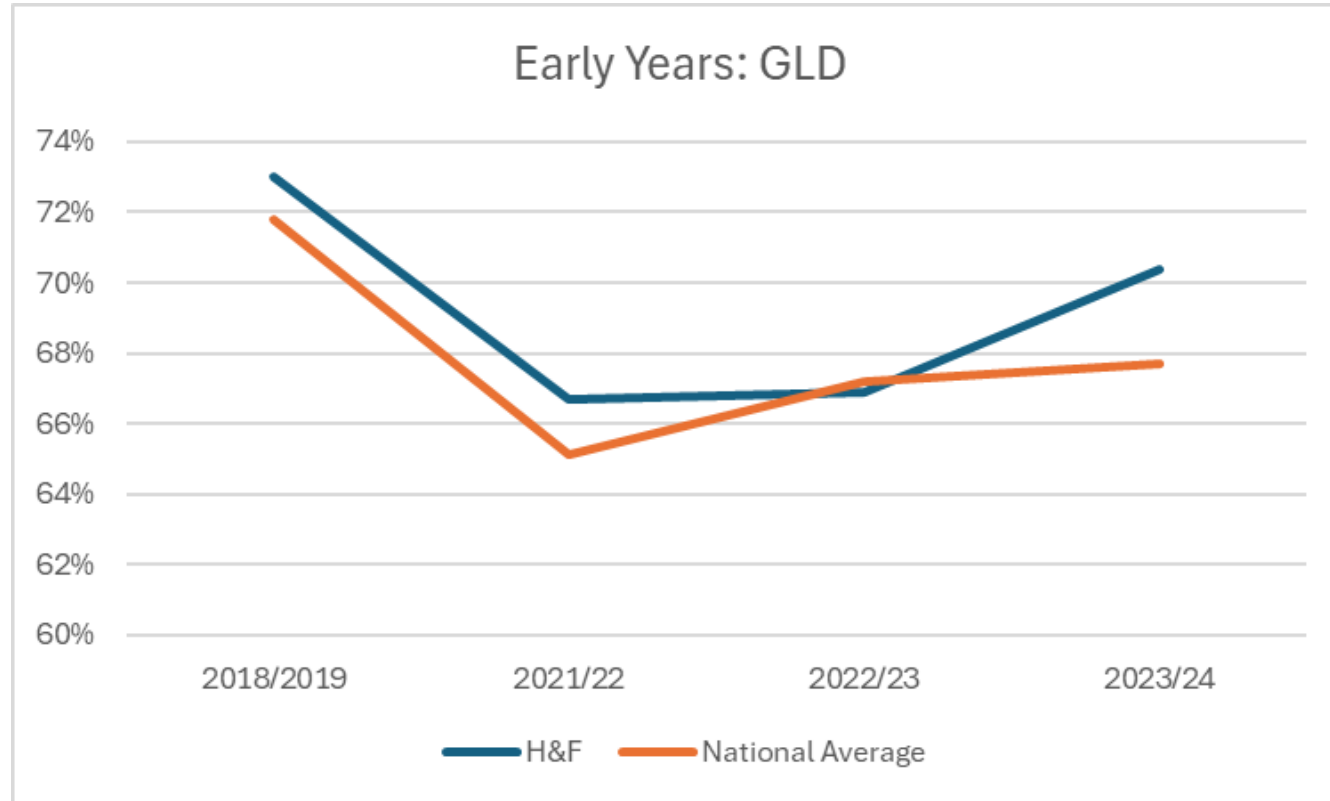
Priorities for 2024/25

- To continue refining our strategies for improving attendance
- Reducing exclusions through enhanced support, training and development for education settings
- Continue to enhance collaboration between education and social care
- Build on the successes of this year by expanding our outreach and enrichment activities, fostering strong partnerships, and ensuring that every young person in our care has access to the opportunities they need to thrive, both in education and beyond

Education Performance Report for Academic Year 2023-2024 Annual Report

A positive picture for outcomes in H&F at every Key Stage.

Early Years:

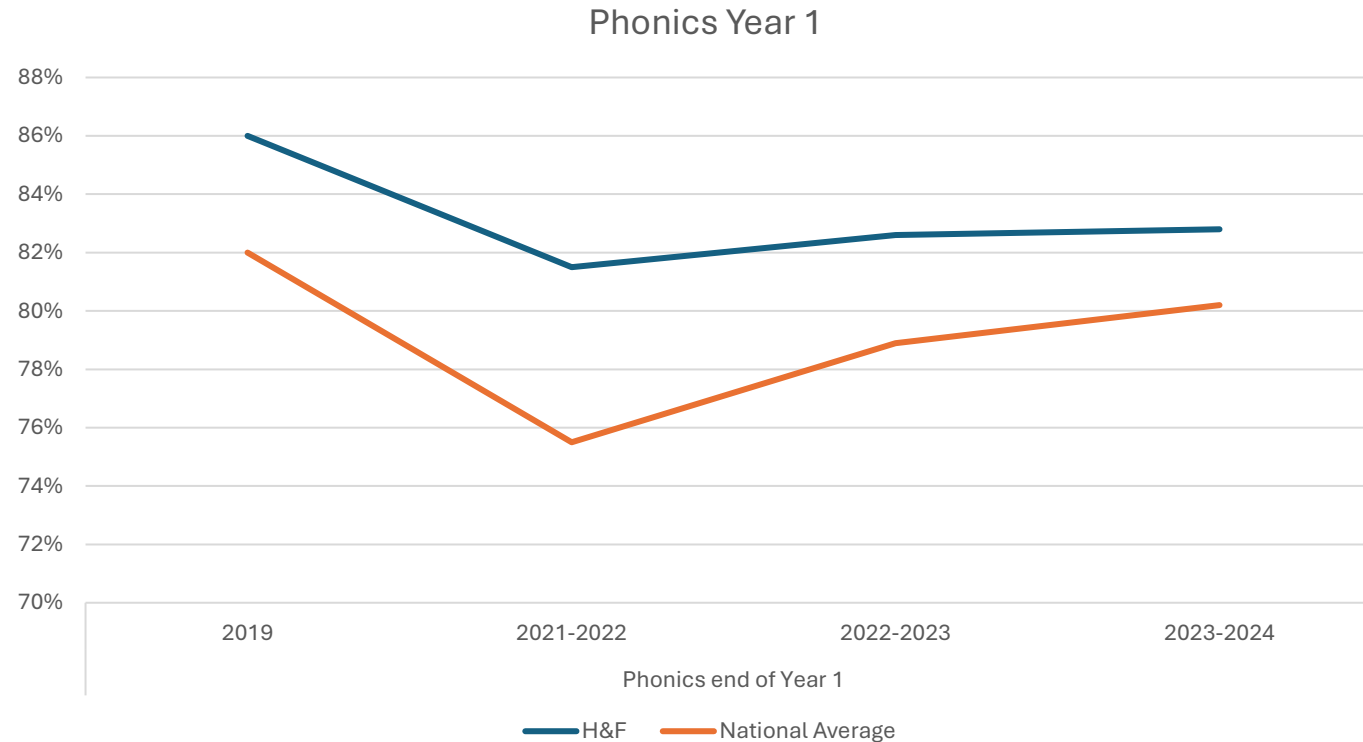


Overall, the good level of development has **increased by 3.5%** from **66.9%** in 2022/23 to **70.4%** in 2023/24.

What is GLD?

GLD stands for 'Good Level of Development' – the measure of attainment at the end of early years before year 1.

Phonics: Year 1



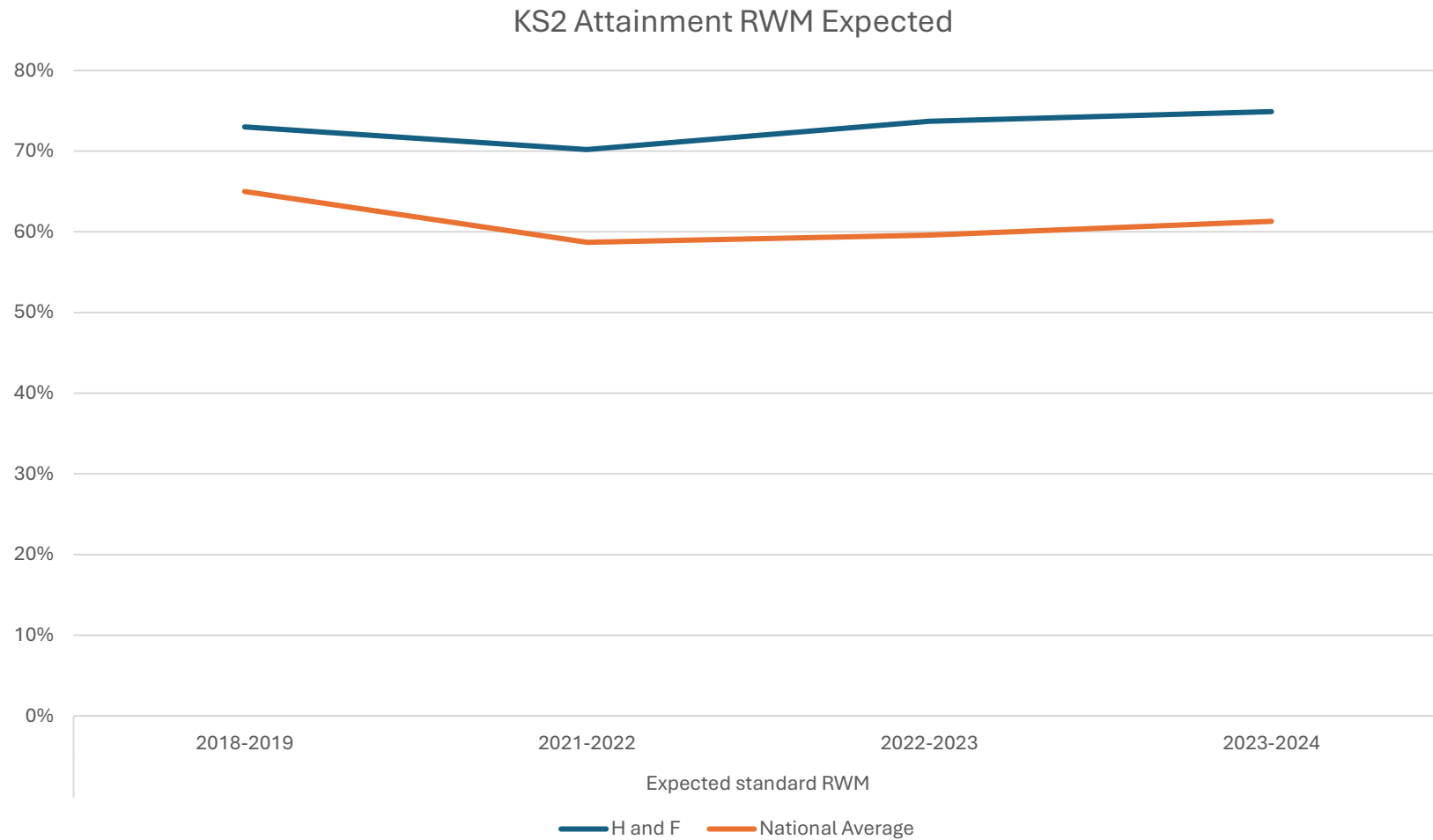
Strong outcomes in Phonics in Year 1- a continued trend.

What are Phonics?

Phonics is how children are taught to read and write, recognising sounds and letters.

KS2 Attainment:

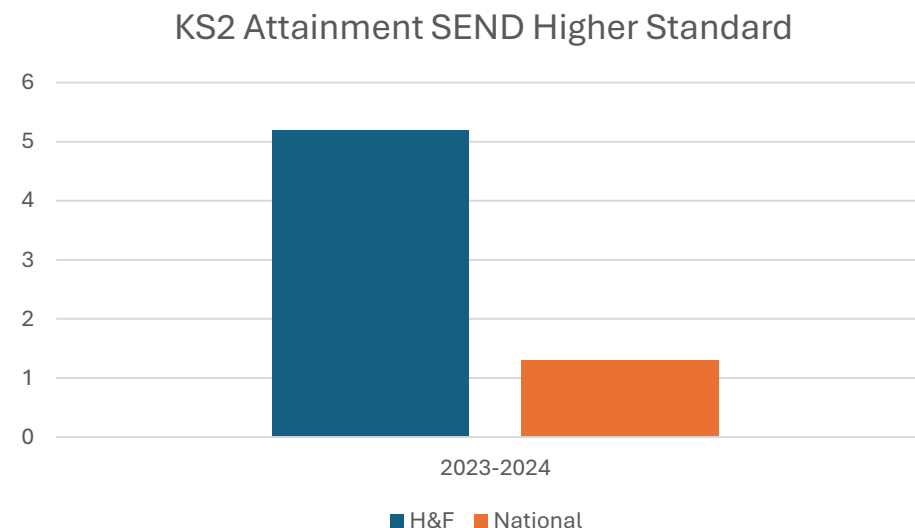
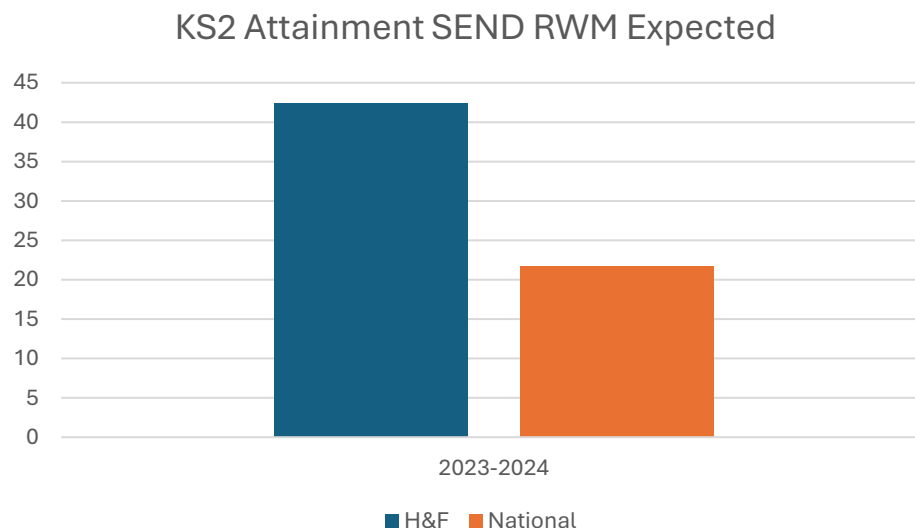
H&F performance is above national for attainment at the end of KS2.



KS2 SEND Attainment:

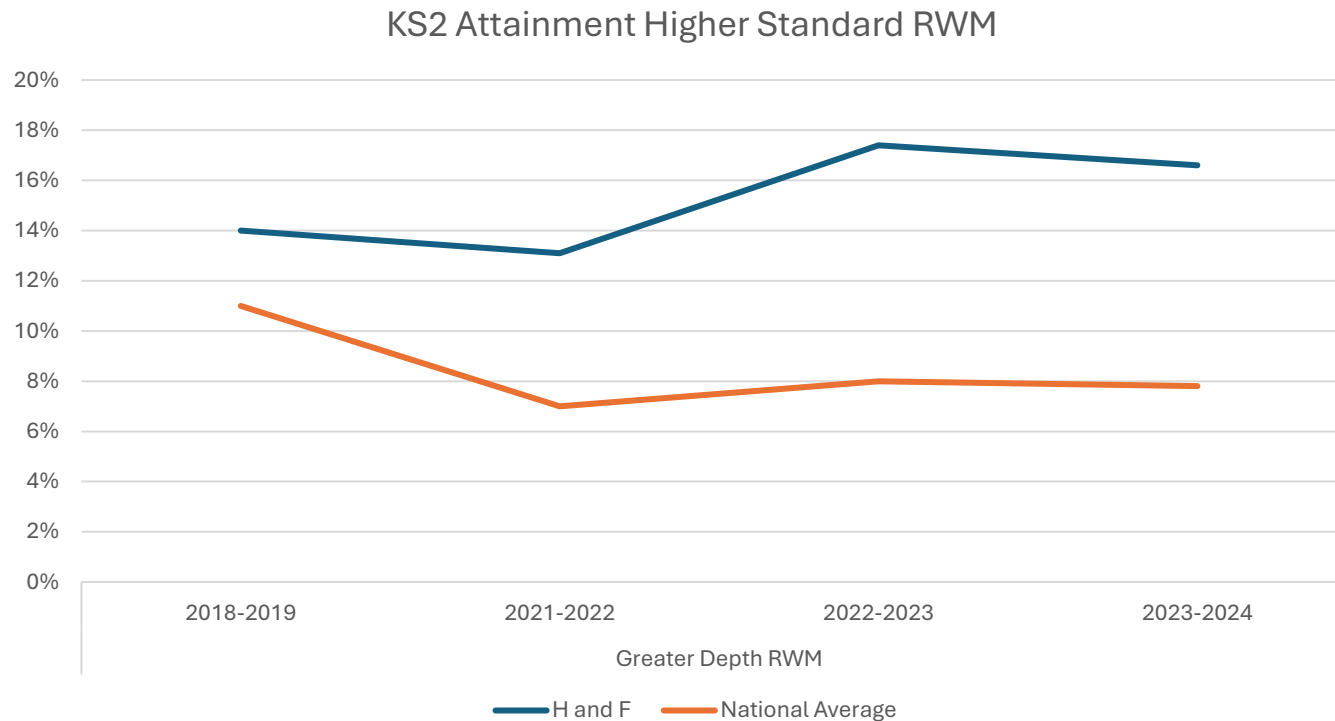
Overall, primary schools in Hammersmith and Fulham have performed strongly in comparison to the national average. Children and young people with Special Educational Needs and Disabilities (SEND) in H&F have outperformed their peers both nationally and in London, with 42.4% achieving the expected standard at KS2, compared to 21.7% nationally.

Additionally, 5.2% of SEND pupils in H&F achieved the higher standard, well above the national figure of 1.3%. These results reflect the effective support in place within H&F schools



KS2 Attainment:

H&F performance is above national for attainment at the end of KS2.



What is Attainment?

Attainment is the academic standard that pupils reach, at the end of key stage 2 it is recorded by a scale score.

Key Stage 4 Performance:

	H & F	National
Progress 8	0.52	-0.02
Attainment 8	55.9	46.2

The performance of H&F schools at key stage 4 is exceptional.

What is Attainment 8?

The Attainment 8 score is a measure of a pupil's average grade across eight subjects.

What is Progress 8?

Progress 8 shows the progress a school's pupils make between primary school and the end of GCSEs.

Key Stage 4 Performance:

	H & F	National
Grade 5 E & M	64.4%	46.3%
EBacc entry	69.2%	40.6%

The performance of H&F schools at key stage 4 is exceptional.

What is Grade 5 E&M?

Grade 5 E&M is the number of students getting a level 5 grade in English and maths.

What is EBacc entry?

EBacc entry is the percentage of pupils starting the English Baccalaureate (equiv. to 5 GCSEs in English, maths, science, languages and humanities)

SEND KS4 performance

2023-2024	H&F	England
% of pupils with an EHCP achieving 9-4 in English and Maths GCSEs	15.5%	13.0%
% of pupils with SEN Support achieving 9-4 in English and Maths GCSEs	61.4%	37.7%
Average Attainment 8 score for pupils with an EHCP	15.1	14.2
Average Attainment 8 score for pupils with SEN Support	44.3	33.1
Progress 8 score for pupils with an EHCP	-0.86	-1.13
Progress 8 score for pupils with SEN Support	0.22	-0.45

SEND performance is strong at all key stages including KS4.

Key Stage 5 Performance:

	H and F	National
APS	37.78	36.21
Average grade	B-	B-

A level
performance
is above
national
average

	H and F	National
APS	24.26	28.14
Average grade	Merit	Merit+

Vocational performance is
below national average.

Attendance:

Persistent absence has decreased in H&F but remains high.

	Attendance Overall		Persistent Absence	
	2022-2023	2023-2024	2022-2023	2023-2024
H&F	92.7%	93.8%	21.6%	17.9%
National Average	92.6%	93.3%	21.3%	19.4%

Increasing attendance and reducing persistent absence remains a priority.
Persistent absence is classified as anyone missing over 10% of school.

Elective Home Education and Children Missing in Education

- In Hammersmith and Fulham, local processes and procedures are in place to maximise identification of home educated children and to have some oversight of their education provision.
- There are robust systems in place to track and monitor all CME until education provision is secured led by the work of Local Authority officers in the ACE team.
- The following table indicates the current numbers of EHE and CME pupils in the borough:

Year	Number of known EHE children	Number of EHE children with an EHCP	Number of known CME children
Summer 2019	102	N/A	10
Summer 2020	114	N/A	8
Summer 2021	190	10	11
Summer 2022	130	16	19
Summer 2023	134	13	10
Summer 2024	152	9	6

Exclusions:

		2022/23 Autumn term	2023/24 Autumn term
H&F	Permanent exclusions (rate)	0.02	0.04
England	Permanent exclusions (rate)	0.04	0.05
H&F	Suspension (rate)	1.73	2.39
England	Suspension (rate)	2.96	4.04

Exclusions and suspension in H&F are below national. Figures continue to be monitored against national and London figures.

Priorities for 2024/25

- To work in collaboration with stakeholders across the local area to increase attendance and reduce persistent absence.
- To further embed the work to reduce NEET and Unknown levels and further increase post 16 participation.
- To contribute to the Industrial Strategy ensuring all young people in the borough have access to wide-ranging local opportunities and skill development to prepare them for their next steps in education, employment and training.
- To support governors and school leaders to explore options for long-term financial stability.
- To support young people leaving Alternative Provision to transition to sustainable destinations in education, employment or training.
- To continue to work in partnership with school leaders on school inclusion, practice and behaviour support.
- To support the H&F Climate Team in their work on Climate Education in the borough including supporting schools to respond to the new DfE legislation on Climate Education and Sustainability.
- To ensure school partners have access to high quality workforce training and development via the H&F Learning Partnership.

Agenda Item 6

Report to: Children and Education Policy and Accountability Committee

Date: 22.04.25

Subject: Education Performance Report for Academic Year 2023/24

Report author:

Georgina Herry, Head of School Effectiveness

Responsible Director:

Peter Haylock, Operational Director for Education and SEND

SUMMARY

Hammersmith and Fulham benefits from a vibrant and cohesive community of schools, with pupil achievement consistently meeting or surpassing national averages at key assessment points.

Strong partnerships between schools and the Local Authority foster a shared commitment to improving outcomes for all students.

This annual school performance report is intended to update Members of the Children and Education Policy and Accountability Committee on the provisional outcomes of the 2023-2024 academic year's assessments and examinations across H&F primary and secondary schools. It also includes an update on the current status of Ofsted inspections within the borough.

The report provides a comparative analysis of H&F outcomes against national standards and outlines the key priorities for school improvement that guide the work of our education service.

We would like to express our sincere appreciation to the dedicated staff and school leaders who have worked tirelessly to achieve these positive outcomes. Their resilience and commitment are central to ensuring every learner reaches their full potential.

1. RECOMMENDATIONS:

1.1 Members of the Policy and Accountability Committee review and comment on the school performance details in the report and the school improvement priorities identified.

1.2. Outcomes must be considered within the context of the lasting impact of the pandemic on pupils' social, emotional, and mental health, alongside the ongoing challenges facing the education sector both nationally and locally. These challenges include strained school budgets, persistent pupil absence, and issues related to staff well-being, recruitment, and retention.

2. EXECUTIVE SUMMARY:

2.1 The overall performance in Hammersmith and Fulham schools is positive and published outcomes at all key stages continue to be at or above national averages.

3. EYFS OUTCOMES (RECEPTION)

	Good level of development (GLD)			
	2019	2021-2022	2022-2023	2023-2024
H&F	73%	66.7%	66.9%	70.4%
National Average	71.8%	65.1%	67.2%	67.7%

3.1 The above table shows the percentage of children who achieved a good level of development at the end of reception. In the Early Years Foundation Stage (EYFS), the "Good Level of Development" (GLD) is a summative assessment conducted at the end of the Reception year (ages 4-5) to determine whether a child has achieved the expected level for the Early Learning Goals (ELGs) across key areas of learning.

3.2 GLD is a measure of a child's attainment, not progress, and is used to assess whether they are meeting the expected developmental milestones in both prime and specific areas of learning.

3.3 The prime areas include Personal, Social and Emotional Development, Communication and Language, and Physical Development, while the specific areas are Literacy, Mathematics, Understanding the World, and Expressive Arts and Design.

3.4 A child is considered to have achieved GLD if they reach the expected level for the ELGs in both the prime and specific areas.

- 3.5 The good level of development has **increased by 3.5%** from **66.9%** in 2022/23 to **70.4%** in 2023/24. In H&F, 27.4% of pupils with Special Educational Needs and Disabilities (SEND) in the area reached this milestone, compared to 22.4% across London and 19.8% nationally. This demonstrates a higher attainment rate for SEND pupils locally when compared to both the regional and national averages.

4. PHONICS OUTCOMES (KS1)

	Phonics end of Year 1			
	2019	2021-2022	2022-2023	2023-2024
H&F	86%	81.5%	82.6%	82.8%
National Average	82%	75.5%	78.9%	80.2%

- 4.1 The above table shows the phonics results at the end of year 1.
- 4.2 In July 2024, 82.8% of Year 1 pupils in Hammersmith and Fulham met the expected standard for phonics decoding, a slight increase from 82.6% in 2022. This is notably higher than the national average of 80.2% for the same year. In H&F, 54.3% of pupils with Special Educational Needs and Disabilities (SEND) achieved the Year 1 phonics check, outperforming both the London average of 50.1% and the national average of 44.2%. This highlights that a higher proportion of SEND pupils in H&F are meeting the phonics standard in Year 1 compared to their peers across London and nationally, demonstrating the success of targeted school -based strategies.

5. KEYSTAGE 2 ASSESSMENTS

	Expected standard RWM					Greater Depth RWM			
	2018-2019	2021-2022	2022-2023	2023-2024		2018-2019	2021-2022	2022-2023	2023-2024
H and F	73%	70.2%	73.7%	74.9%		14%	13.1%	17.4%	16.6%
National Average	65%	58.7%	59.6%	61.3%		11%	7%	8%	7.8%

- 5.1 At the end of Key Stage 2, 74.9% of pupils in Hammersmith and Fulham achieved the expected standard in Reading, Writing, and Maths, significantly outperforming the national average of 61.3%. Additionally, 16.6% of pupils reached a higher standard in these subjects, with a scaled score of 110 or above. This is notably higher than the national average of 7.8%, which has seen a slight decrease in 2024. These results highlight the strong academic performance of pupils in H&F, particularly in comparison to national trends.

- 5.2 Overall, primary schools in Hammersmith and Fulham have performed strongly in comparison to the national average. Children and young people with Special Educational Needs and Disabilities (SEND) in H&F have outperformed their peers both nationally and in London, with 42.4% achieving the expected standard at KS2, compared to 21.7% nationally. Additionally, 5.2% of SEND pupils in H&F achieved the higher standard, well above the national figure of 1.3%. These results reflect the effective support in place within H&F schools

6. KEY STAGE 4 PERFORMANCE

- 6.1 Progress 8 and Attainment 8 are two key measures used in the secondary education system in England to assess the performance of schools and students at Key Stage 4.
- 6.2 Attainment 8 looks at the actual academic performance of students across a set of subjects. It calculates the average score of a student's best eight qualifications, including English and Maths. The higher the score, the better the attainment. It reflects how well students have performed in their exams.
- 6.3 Progress 8 focuses on the progress a student has made from the end of Key Stage 2 (when they complete primary school) to the end of Key Stage 4 (when they finish their GCSEs or equivalent qualifications). It compares a student's actual GCSE results to the results of students with similar prior attainment, based on their Key Stage 2 scores. A score of 0 in Progress 8 means that, on average, students have made the expected level of progress, while a positive score indicates above-average progress, and a negative score indicates below-average progress.
- 6.4 Attainment 8 shows the academic achievements of students. Progress 8 shows how much students have improved compared to their starting point.
- 6.5 EBacc entry refers to whether students take a set of specific subjects, known as the English Baccalaureate (EBacc), during their secondary education. The EBacc is a performance measure introduced by the government to encourage schools to offer a well-rounded academic curriculum.

6.6 It includes the following key subjects: English (Literature or Language), Mathematics, Sciences (including Biology, Chemistry, Physics, or Combined Science), a Modern Foreign Language (e.g., French, Spanish, German), History or Geography. A student is considered to have entered the EBacc if they take all of these subjects during their Key Stage 4 (GCSE) studies. The goal of the EBacc is to ensure that students have a broad, academic education that covers a range of subjects, particularly those that are seen as foundational for further study and future career opportunities.

6.7 Overall Hammersmith and Fulham results at Key Stage 4 are excellent and as follows:

2023-2024	H and F	National
Progress 8	0.52	-0.02
Attainment 8	55.9	46.2
English and Maths Grade 5+	64.4%	46.3%
EBAC entry	69.2%	40.6%

6.8 The below table shows the performance of children and young people with SEND at Key Stage 4:

2023-2024	H&F	England
% of pupils with an EHCP achieving 9-4 in English and Maths GCSEs	15.5%	13.0%
% of pupils with SEN Support achieving 9-4 in English and Maths GCSEs	61.4%	37.7%
Average Attainment 8 score for pupils with an EHCP	15.1	14.2
Average Attainment 8 score for pupils with SEN Support	44.3	33.1
Progress 8 score for pupils with an EHCP	-0.86	-1.13
Progress 8 score for pupils with SEN Support	0.22	-0.45

6.9 In the 2023-2024 academic year, H&F schools outperformed the national averages for students with Special Educational Needs (SEN) and Education, Health, and Care Plans (EHCP). 15.5% of pupils with an EHCP in Hammersmith and Fulham achieved 9-4 in English and Maths GCSEs, compared to 13.0% nationally. Their average Attainment 8 score was 15.1, slightly higher than the national average of 14.2. While their Progress 8 score of -0.86 was better than the national figure of -1.13.

6.10 A significant 61.4% of pupils with SEN Support in Hammersmith and Fulham achieved 9-4 in English and Maths, well above the national average of 37.7%. Their average Attainment 8 score was 44.3, notably higher than the national average of 33.1. These pupils also made positive progress, with a Progress 8 score of 0.22, outperforming the national average of -0.45.

7. KEY STAGE 5 PERFORMANCE

7.1 The detail on individual school performance is contained within appendix 1.

	H and F	National
APS	37.78	36.21
Average grade	B-	B-

7.2 The average point score (APS across the best 3 subjects) in 2023/24 was 37.78 in Hammersmith and Fulham. The percentage of A level entries achieving A*-A grades increased in 2024 from 16.7% to 19.4%. This is above the national average of 14.5% for state funded pupils.

7.3 Pupils with SEND needs outperformed their peers nationally at KS5. 20% of this cohort with an EHCP achieved a A*-A grade compared to 9.7% nationally. The APS across the best three subjects are:

	H and F	National
APS EHCP pupils	32.67	30.65
APS SEND Support pupils	38.37	33.08
APS EHCP pupils' average grade	C+	C
APS SEND Support pupils' average grade	B	C+

7.4 In terms of vocational performance Hammersmith and Fulham schools have performed slightly below the national average except for our EHCP cohort:

	H and F	National
APS	24.26	28.14
Average result	Merit	Merit+

	H and F	National
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APS EHCP	29.74	26.44
APS SEND	20.00	25.84

8. Participation in Employment 16–17-year-olds

- 8.1 Participation in employment, education, or training in Hammersmith & Fulham remains strong, with 94% of young people currently engaged in these activities. However, in 2024 1.7% of 16-17-year-olds are not in education, employment, or training (NEET), and 4.3% had "Not Known" destinations. The NEETs data is broadly in line with National and London figures however, the "Not Known" figure in H&F is higher than the National and London averages, which is being addressed through a more focused effort on improving data collection in this area to ensure more accurate tracking of young people's destinations.
- 8.2 In Hammersmith & Fulham, 2.4% of 16-17-year-olds with an EHCP were classified as NEET, and 4.5% of pupils with SEND support were not in education, employment, or training in 2024. Both figures are lower than the national averages, with 8.5% of pupils with an EHCP and 6.4% of pupils with SEND support nationally classified as NEET but higher than London figures.
- 8.3 The Careers Leaders network, led by a LA Officer continues to enable the sharing of good practice, links schools to other organisations and supports schools to meet Gatsby benchmarks improving employability opportunities for young people.
- 8.4 Hammersmith & Fulham schools benefit from strong partnerships with local businesses through the Hammersmith & Fulham Upstream Pathway Bond, which provides a range of opportunities for businesses to engage meaningfully with the community. This initiative enables businesses to actively contribute to inclusive growth and support the development of the future workforce.
- 8.5 Aligned with the borough's Industrial Strategy, the bond places a strong emphasis on promoting STEMMM (Science, Technology, Engineering, Maths, Medicine, Media) fields as key drivers of employment. Through this collaboration, local businesses work alongside schools to support young talent, offering mentoring, guidance, and inspiration to help nurture the next generation of professionals in the community.

Hammersmith & Fulham 16-17	NEET average %	Not Knowns average %	NEET & Not Known average %
2023-2024	1.7%	4.3%	6%
2022-2023	1.0%	3.1%	4.1%

2021-2022	0.7%	8.5%	9.2%
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9. ATTENDANCE

- 9.1 Tackling persistent absence and increasing attendance remains a significant focus area for H&F schools. Multi-agency work is underway to continue to address this key area.

	Attendance Overall		Persistent Absence	
	2022-2023	2023-2024	2022-2023	2023-2024
H&F	92.7%	93.8%	21.6%	17.9%
National Average	92.6%	93.3%	21.3%	19.4%

10. EXCLUSIONS

- 10.1 The following table shows the exclusion and suspension rates for Hammersmith and Fulham schools. Exclusions and suspensions have increased in the local area. Hammersmith and Fulham remain below national figures and above London figures.

		2022/23 Autumn term	2023/24 Autumn term
H&F	Permanent exclusions (rate)	0.02	0.04
London	Permanent exclusions (rate)	0.02	0.02
England	Permanent exclusions (rate)	0.04	0.05
H&F	Suspension (rate)	1.73	2.39
London	Suspension (rate)	1.41	1.87
England	Suspension (rate)	2.96	4.04

11. ELECTIVE HOME EDUCATION (EHE) and CHILDREN MISSING EDUCATION (CME)

- 11.1 The Local Authority is responsible for ensuring that all children resident in the borough are in receipt of a suitable education. In Hammersmith and Fulham, local processes and procedures are in place to maximise identification of home educated children and to have some oversight of their education provision. These are designed to ensure, as far as possible, engagement and cooperation with parents/carers, be satisfied education provision is suitable and take account of safeguarding implications. Local procedures exceed the minimum expectations stipulated in the DfE guidance, while remaining legally compliant.
- 11.2 CME are children who have no known education provision, either through being on roll at a school or through EHE. There are robust systems in place to track and monitor all CME until education provision is secured led by the work of Local Authority officers in the ACE team.
- 11.3 The following table indicates the current numbers of EHE and CME pupils in the borough:

Year	Number of known EHE children	Number of EHE children with an EHCP	Number of known CME children
Summer 2019	102	N/A	10
Summer 2020	114	N/A	8
Summer 2021	190	10	11
Summer 2022	130	16	19
Summer 2023	134	13	10
Summer 2024	152	9	6

12. Unregistered schools

- 12.1 The local authority works with Ofsted to investigate any unregistered schools that might operate within Hammersmith and Fulham.
- 12.2 At present we have no unregistered schools highlighted.

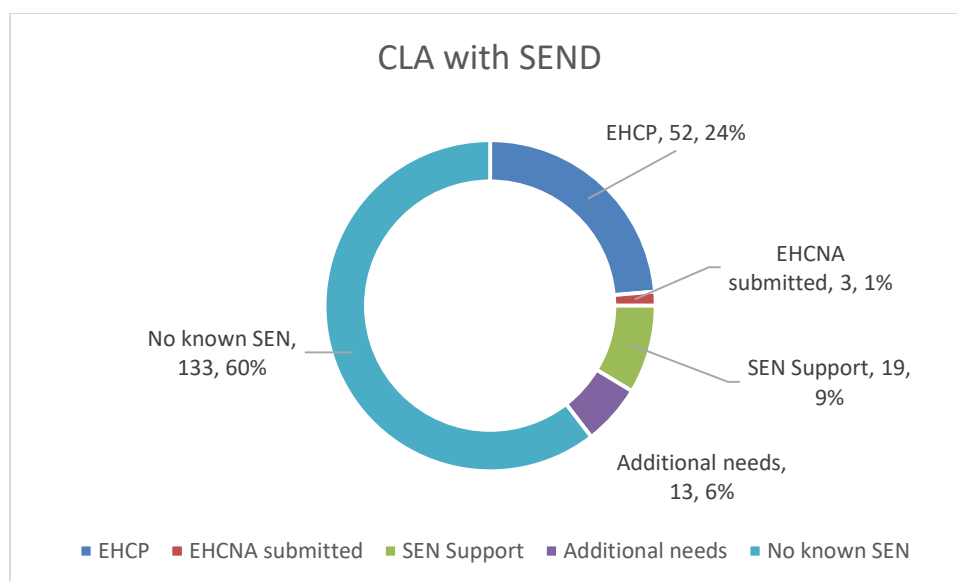
13. VIRTUAL SCHOOL OUTCOMES

13.1 The Virtual School is the key educational advocacy service for Hammersmith and Fulham Children Looked After regardless of where they are placed. Its role is to promote the educational achievement of Children Looked After, and challenge schools and other education providers to ensure that our young people have the best possible education. It does not itself provide education. The Virtual School is ambitious for its children and ensures that our partner schools have high expectations and aspirations for the educational outcomes of our children to ensure that the life chances of each child are improved.

Category	2023/24 Academic Year	Number CLA less than 12 months at 31 st March 2024
All Children & Young People on Roll	220	78 (35.5%)
Early Years	2	0 (0%)
Reception – Y11	144	51 (35.4%)
Post 16	74	27 (36.5%)
		28

13.2 Over the 2023/24 academic year there were 220 children and young people on the Virtual School roll.

13.3 A significant proportion of our children and young people have some form of Special Educational Need or Disability (SEND). This mirrors the national profile of Children Looked After (CLA), as pupils in all social care groups are twice as likely to have a SEND compared to the overall pupil population. Research shows that children with SEND often have lower average attainment, which helps explain, in part, the attainment gap between CLA and the wider pupil population.



13.4 The Hammersmith and Fulham Virtual School works in close collaboration with a range of services to ensure that CLA with SEND receive timely and effective support.

13.5 There were 5 children in the reporting cohort at the end of Key Stage 2, one of these children has an EHCP and attends a special day school and two of the children have additional needs but are below the threshold for SEN Support. 40% (2 children) achieved the expected standard in Reading, Writing and Maths. 80% (4 children) achieved the expected standard in Reading and science. Despite the cohort's small size, which limits statistical analysis, all five children made at least the expected progress in line with their learning needs.

KS2	Reading	Writing	Math	Reading, Writing and maths (combined)	Grammar, punctuation, and spelling	Science
2023/24 LBHF CLA 5 pupils	80%	60%	40%	40%	60%	80%
2022/23 LBHF CLA 8 pupils	75%	75%	50%	50%	75%	88%
National CLA (22/23) *	55%	48%	51%	37%	50%	59%

**National data for 2023/24 is not yet available*

13.6 There were 16 young people at the end of Key Stage 4 in the reporting cohort. This is a complex cohort with a wide range of needs and experiences and due to this 4 young people were not on a GCSE pathway. Four of the young people have an EHCP with two attending a Special day School, one under SEN Support and two Unaccompanied Asylum-Seeking Children. One young person completed an ESOL qualification, one a bespoke Functional Skills and ASDAN curriculum and two were not on school roll at the time of GCSE's due to significant health concerns and a placement move. The situation for those not on roll was further complicated by them being supported under an EHCP and requiring an educational setting that would be able to meet their needs, each of them has been in receipt of tuition in the interim with destinations secured for September.

KS4	% achieving grades 5 or above in English and mathematics	% achieving grades 4 or above in English and mathematics
2023/24 LBHF CLA 16 pupils	31.25%	50%
2022/23 LBHF CLA 13 pupils	23%	23%
National CLA (22/23) *	4.2%	9.9%

**National data for 2023/24 is not yet available*

13.7 Despite these challenges, 31.25% of the cohort achieved Grade 5 or above in English and Maths (41.2% of the six young people on the GCSE pathway), significantly outperforming the national CLA attainment of 4.2% from 2022/23. Additionally, 50% of the cohort achieved Grade 4 or above in English and Maths (66.7% of those on the GCSE pathway), compared to 9.9% nationally for CLA. One student, who repeated Year 11 due to mental health difficulties, achieved six GCSEs, including Grade 4 or above in English and Maths.

13.8 It is well-documented that CLA, particularly those with SEND, often progress at a slower rate compared to their peers. However, children in long-term care tend to demonstrate higher progress scores, particularly those who have been in care for over four years. While the small cohort size limits statistical analysis, the progress and individual achievements of these young people are remarkable. All students have secured post-16 placements, with many pursuing vocational pathways aligned with their aspirations and strengths.

13.9 In the 2023/24 academic year, 30 young people were in the reporting cohort at the end of Key Stage 5. Among them, four had an Education, Health, and Care Plan (EHCP), and 12 were Unaccompanied Asylum-Seeking Children (UASC), reflecting the diversity and complexity of the cohort.

Situation	Number
2nd year A Level Pathway	2
1st year A Level Pathway	2
ESOL Pathway	10
L1 Vocational Pathway	2
Specialist Provision	2
Apprenticeship	2
Full Time Employment	1
Part Time Employment	1
Custody	2
Not in Education, Employment or Training (NEET)	4
Education paused due to ill health	2

The two young people completing their A Level pathway achieved strong results across all three subjects but have chosen to retake some exams to meet the requirements of their first-choice universities.

All students have been provided with support to plan for their next steps in education or employment. The vast majority have confirmed destinations for September, including those who paused their studies due to ill health. Those not currently engaged in education, employment, or training (NEET) are receiving tailored support from the Virtual School team to explore further education and employment options and are encouraged to take advantage of ongoing services for care-experienced young people.

14. The Virtual School: University and Employment

14.1 The Virtual School continues to provide support and oversight for young people beyond age 18, even after completing Year 13, ensuring their successful transition into higher education or employment. Some of the key achievements over the last academic year include:

- Four students graduating in August 2024 in the fields of Journalism, Fashion, Social Work (Personal Assistant), and Data Analysis/HMP.
- One student progressing well in their final year of study in Japan.
- Four new first-year students beginning university in September 2024, bringing the total number of Higher Education students to 27.
- Seven young people successfully securing apprenticeships over the last year, including three in construction, one in plumbing, one in the Civil Service, one

with Hammersmith and Fulham Council, and one with Transport for London (TfL).

14.2 The Pathway Coordinator plays a pivotal role in supporting the success of young people in Higher Education. Collaborating closely with social workers and Higher Education professionals, the Pathway Coordinator ensures each student is on the right course, accessing the necessary resources and support to succeed. This individualised approach can be seen in the following successes:

- One young person successfully completed the 2023/24 academic year despite significant mental health challenges, with inter-agency collaboration ensuring the necessary support.
- Another young person, who became a parent in December 2023, was supported in continuing their studies on a condensed programme, successfully completing their second year of university with the help and understanding of various agencies.

These stories highlight the resilience of care-experienced young people and the critical support provided by the Virtual School team to help them overcome challenges and achieve their goals.

	2019/20	2020/21	2021/22	2022/23	2023/24
Average attendance R-11	92%	85%	89%	90%	89.6%
Number with one or more fixed term exclusion	11	5	10	10	19
Number with permanent exclusion	0	1	0	0	2

14.3 The attendance figures for 2023/24 reflect both the ongoing emotional challenges many of our children have faced and the broader national issues schools are experiencing with attendance. Despite targeted efforts, there has been a slight dip in the overall average attendance across key stages, reflecting the complexities of the cohort.

	Primary 94.6%		Secondary 85.4%		
EY 95.97%	KS1 95.38%	KS2 94.36%	KS3 94.95%	KS4 76.48%	KS5 77.34%

14.4 Our primary school attendance remained stable at 94.6%, in line with the previous year. However, the most significant area of concern lies in our secondary attendance, particularly in Key Stage 4, where attendance dropped

to 76.5%. This decline is largely driven by a small number of students whose attendance fell below 40%, with contributing factors including mental health issues, trauma, and placement disruptions. All of these young people exhibited signs of Emotional Based School Avoidance (EBSA), and we have implemented targeted interventions. Early indicators suggest these interventions are starting to have a positive impact.

14.5 In 2023/24, two young people were permanently excluded. Both had recently entered care and experienced their exclusions within the first month of their placements. These exclusions were the result of serious incidents. Despite the extensive efforts made by the schools and the Virtual School team to explore alternative solutions, the students were unable to succeed in a mainstream setting. Without an Education, Health, and Care Plan (EHCP), the exclusion route became the only option for these young people to access smaller, more therapeutic provision.

14.6 There was a notable increase in suspensions during the past academic year. Nineteen students received a total of 29 suspensions, mainly due to persistent disruptive behaviour or verbal abuse/threatening behaviour. Among these, six young people are supported by an EHCP, and five were newly looked after. The Virtual School team attended all reintegration meetings, working closely with schools and other professionals to implement tailored interventions aimed at reducing the likelihood of further exclusions.

14.7 The Virtual School continues to provide comprehensive support to schools, helping them understand the unique challenges faced by looked-after children and how to address these barriers effectively. This includes 36 days of dedicated support from the Hammersmith and Fulham Educational Psychology Service, which offers bespoke assessments, consultations, and advice. These resources are directed toward children whose behaviour or academic progress raises concerns, ensuring that schools are well-equipped to offer the appropriate support. Through this ongoing collaboration, we aim to improve attendance and reduce exclusions, while helping our young people thrive in their educational environments.

15 OFSTED INSPECTION OUTCOMES

15.1 All schools have now been inspected at least once under the new Ofsted framework introduced in September 2019. Judgements for schools remain strong with all schools reporting an outstanding or good judgement for their quality of education. Ofsted are currently consulting on a new framework to be

introduced in November 2025. All schools will be reinspected under this new framework and evaluation criteria, once finalised.

16 EDUCATION PRIORITIES IN H&F

16.1 The Education team continue to work on the following priorities:

- To work in collaboration with stakeholders across the local area to increase attendance and reduce persistent absence.
 - To further embed the work to reduce NEET and Unknown levels and further increase post 16 participation.
 - To contribute to the Industrial Strategy ensuring all young people in the borough have access to wide-ranging local opportunities and skill development to prepare them for their next steps in education, employment and training.
 - To support governors and school leaders to explore options for long-term financial stability.
 - To support young people leaving Alternative Provision to transition to sustainable destinations in education, employment or training.
 - To continue to work in partnership with school leaders on school inclusion, practice and behaviour support.
 - To support the H&F Climate Team in their work on Climate Education in the borough including supporting schools to respond to the new DfE legislation on Climate Education and Sustainability.
 - To ensure school partners have access to high quality workforce training and development via the H&F Learning Partnership.
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Appendix 1:

Hammersmith and Fulham GCSE Results 2024 (Final)

School Name	Cohort	Progress 8	Attainment 8	Standard	Strong	Standard	Strong
				9-4 EBACC	9-5 EBACC	9-4 in English & Maths GCSE	9-5 In English & Maths GCSE
Ark Burlington Danes Academy	170	-0.03	49	31.2%	21.2%	73.5%	52.4%
Cambridge School	20	NE	NE	NE	NE	NE	NE
The Fulham Boys School	122	0.93	62	60.7%	47.5%	90.2%	73.0%
Fulham Cross Academy	49	-0.14	45.4	22.4%	12.2%	71.4%	44.9%
Fulham Cross Girls' School and Language College	131	0.44	56.3	45.8%	35.1%	74.8%	59.5%
Hammersmith Academy	140	0.25	52.6	44.3%	29.3%	77.1%	57.1%
The Hurlingham Academy	119	0.86	58.3	52.9%	42.0%	84.0%	78.2%
Jack Tizard School	6	NE	NE	NE	NE	NE	NE
Lady Margaret School	118	0.75	65.4	69.5%	54.2%	93.2%	79.7%
The London Oratory School	182	0.62	62.5	69.2%	47.8%	92.3%	75.3%
Phoenix Academy	106	0.87	53.9	29.2%	20.8%	67.9%	53.8%
Queensmill School	19	-1.5	1.9	0.0%	0.0%	0.0%	0.0%
Sacred Heart High School	197	0.78	63.1	69.0%	57.4%	88.3%	76.6%
West London Free School	130	0.96	63.8	64.6%	50.0%	85.4%	73.1%
Woodlane High School	21	-1.13	6.2	0.0%	0.0%	0.0%	0.0%
Hammersmith & Fulham	1528	0.52	55.9	51.2%	38.5%	79.2%	64.4%
NATIONAL 2023-24 All state funded schools (DfE)	629207	-0.03	45.9	25.2%	18.0%	65.0%	45.9%

Hammersmith and Fulham A-Level Results 2024 (Final)

School Name	A*	A	B	C	D	E	F	U	Total	A*	A*-A	A*-B	A*-C	A*-D	A*-E
Ark Burlington Danes	7	38	43	43	33	8	5	0	177	4.0%	25.4%	49.7%	74.0%	92.7%	97.2%
The Fulham Boys	38	51	84	54	25	9	3	3	267	14.2%	33.3%	64.8%	85.0%	94.4%	97.8%
Fulham Cross Academy	0	5	6	15	28	27	23	2	106	0.0%	4.7%	10.4%	24.5%	50.9%	76.4%
Lady Margaret	34	80	66	34	21	5	4	1	245	13.9%	46.5%	73.5%	87.3%	95.9%	98.0%
London Oratory	130	219	224	126	39	19	5	0	762	17.1%	45.8%	75.2%	91.7%	96.9%	99.3%
Sacred Heart	13	40	68	59	20	4	1	0	205	6.3%	25.9%	59.0%	87.8%	97.6%	99.5%
West London Free School	71	147	132	49	13	1	4	1	418	17.0%	52.2%	83.7%	95.5%	98.6%	98.8%
William Morris	5	22	60	123	92	74	41	3	420	1.2%	6.4%	20.7%	50.0%	71.9%	89.5%
Hammersmith Academy	4	29	67	77	69	41	33	1	288	1.4%	11.5%	34.7%	61.5%	85.4%	99.7%
Phoenix Academy	4	7	15	16	10	4	1	5	62	6.5%	17.7%	41.9%	67.7%	83.9%	90.3%
H&F - no	306	638	765	596	350	192	120	16	2950	306	944	1709	2305	2655	2847
H&F - %	10.37%	21.63%	25.93%	20.20%	11.86%	6.51%	4.07%	0.54%	100.0%	10.4%	32.0%	57.9%	78.1%	90.0%	96.5%
National (2024 Final)*	9.24%	19.62%	26.10%	22.91%	14.52%	6.99%	4.00%	0.60%	100.00%	9.24%	28.87%	54.96%	77.88%	92.40%	99.40%

Data for A- Levels sourced from the Department for Education