



ISLINGTON

# CHILDREN'S SERVICES SCRUTINY COMMITTEE

## 20 March 2017

### SECOND DESPATCH

Please find enclosed the following items:

**Item 2** The Educational Attainment of BME and White British Pupils

1 - 30

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Report of: **Corporate Director of Children's Services**

Meeting of:	Date	Ward(s)
Children's Services Scrutiny Committee	20 March 2017	All

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## SUBJECT: EDUCATIONAL ATTAINMENT OF BME AND WHITE BRITISH PUPILS

### 1. Synopsis

- 1.1 This report provides an update on the achievement of specific Black and Minority Ethnic (BME) groups and White British pupils eligible for Free School Meals in Islington schools and outlines the work of schools and the local authority in addressing areas of inequality in outcomes.
- 1.2 The School Improvement Service (SIS) works with individual schools, senior leaderships, middle leaders and teacher networks to support improved outcomes for individual pupils and groups of pupils and the development and continuation of outstanding provision across the Ofsted key judgement areas. LBI Children's Services also offer a range of services to schools that promote the achievement of disadvantaged groups of pupils. These include services that offer early help and social care to children and families as well as services that provide data around progress and attainment in school.
- 1.3 Equalities gaps by gender, ethnicity and disadvantage across the key stages have narrowed in recent years<sup>1</sup> and in most cases pupils outperform their counterparts nationally. The purpose of this report will be to set a baseline for future improvement and outline actions to address the inequality in pupil outcomes.

### 2. Recommendation

To note the contents of the report.

### 3. Narrowing the gap at Key Stage 2

- 3.1 All Year 6 pupils (11 year olds) are assessed at the end of Key Stage 2. Results for all of the main ethnic groups<sup>2</sup> within Islington schools have improved in recent years - the average improvement across the three key subjects of reading, writing and mathematics was 12% between 2009 and 2015.<sup>3</sup>

<sup>1</sup> With the exception being Early Years Foundation Stage Profile where there is a 5% point difference between the national gap and locally.

<sup>2</sup> Consisting of groups with a sufficient pupil size: African Other, Bangladeshi, Caribbean, Somali, Turkish and/or Cypriot, White UK

Somali pupils have made the most improvement. As the lowest performing group in two of the three main subjects from 2009-11 they completely closed the gap in mathematics and narrowed the gap in writing and reading with the LA 3-year average 2013-15 to just 0.4%pts and 0.9%pts respectively. Bangladeshi and White Other pupils continue to be among the highest performing groups in our schools. Alongside the progress we have seen for some, there remain a few persistent gaps.

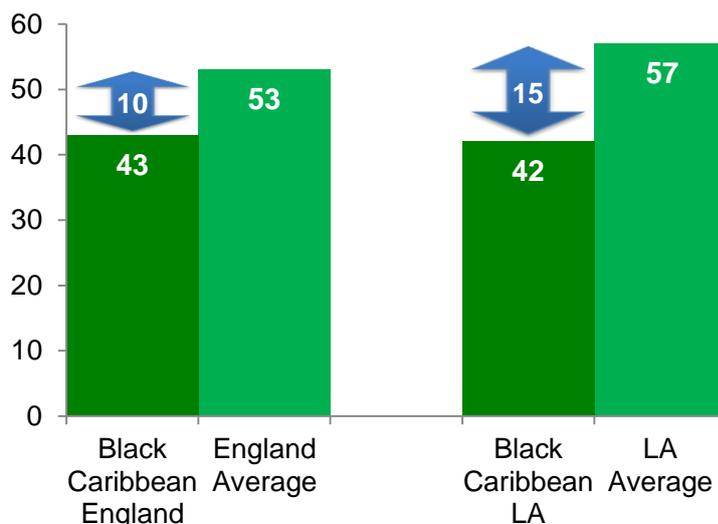
### 3.2 Equalities indicator (1.7): narrow the gap in attainment between Black Caribbean pupils and the LA average.

In 2016, the new more challenging national curriculum, which was introduced in 2014, was assessed by new tests and interim frameworks for teacher assessment. Results are no longer reported as levels: each pupil receives their test results as a scaled score and teacher assessments based on the interim framework.

*Please note: figures for 2016 are therefore not directly comparable to those for earlier years.*

In 2016, the latest year of results, 42% of Black Caribbean pupils in Islington achieved the new expected standard across the combined reading, writing and mathematics compared to 57% for all pupils - a 15% pts gap.

Nationally, 43% of Black Caribbean pupils met the expected standard. This compares to 53% of all pupils across the country reaching the new standard resulting in a smaller gap -10% points.



3.3 Across the three subjects, the gap between the Islington average and Black Caribbean pupils is widest in Reading (15% points). Historically the gap was widest in mathematics (11% points in 2016) and least in writing teacher assessments (10% points). This suggests that changes to assessment more adversely affected reading results for this group than in other subjects. However, this position may change as more years of results are gathered.

3.4 Boys underperform relative to their female peer. 31% of Black Caribbean boys reached the expected standard in Islington compared to 51% of Black Caribbean girls. The figures for Islington boys and girls overall are 53% for boys and 61.6% for girls. The national figure for Black Caribbean boys was 39%. 30% of Black Caribbean pupils eligible for free school meals (FSM) reached the expected standard.

3.5 As this is the first year of results, the combined effect across these factors should be treated with caution as it involves small numbers and the Black Caribbean cohort has declined in size (110 in 2013, 107 in 2014, 103 in 2015 and 90 in 2016). Appendix Ai shows the breakdown of performance at end of key stage 2 by ethnic groups, for boys, all pupils eligible for FSM; and boys eligible for FSM. Appendix Aii shows the same for girls. In some groups the deprivation effect outweighs that of gender, in other ethnic groups FSM pupils outperform their non-FSM peers.

### 3.6 Additional target proposed: close the gap in attainment between White British pupils eligible for FSM and the LA average for all pupils at key stage 2.

There is a substantial 17% pts gap between the attainment of White British pupils who are eligible for FSM (45%) and White British pupils not eligible for FSM (62%). There is a 12% pts gap between the attainment of White British pupils who are eligible for FSM and all pupils in Islington (57%). This target acknowledges that White British pupils eligible for FSM account for one in ten of the total pupil cohort (155 pupils in 2016), so improving their outcomes will also raise the LA average overall. It is notable

<sup>3</sup> Based on Level 4+ in reading, writing and mathematics for the three year averages 2009/11 to 2013/15 before the changes to assessment.

that the overall improvement to Somali pupil results comes alongside the distinct lack of a gap by FSM and gender whereas the gap between White British FSM boys (37.9) and girls (54.4) is 16.5% pts - see Appendix A.

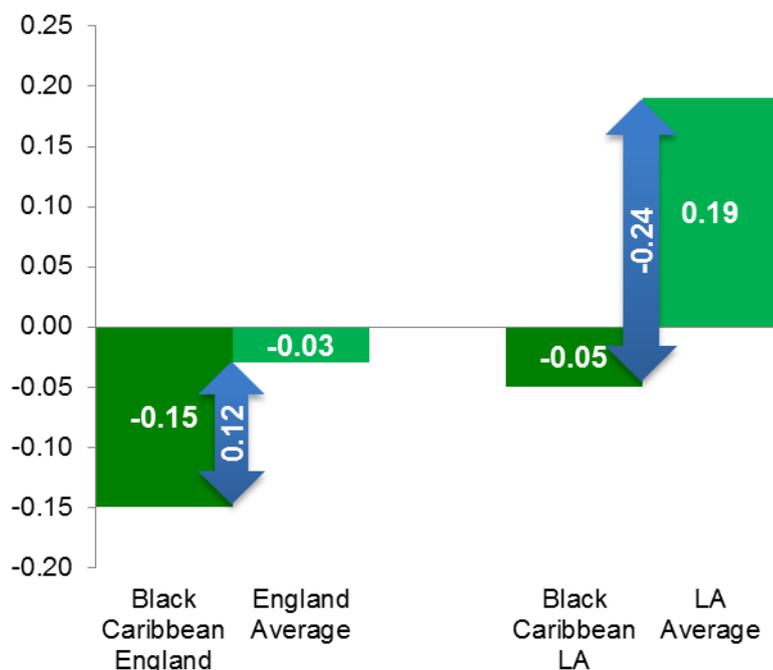
#### 4. Narrowing the gap at Key Stage 4

4.1 Progress 8 was introduced in 2016 as the new headline measure for secondary pupil performance. So, similar to key stage 2, there is no equivalent historical data. Progress 8 is a measure of the average academic progress pupils make across eight key qualifications between the end of primary school and finishing their GCSEs (KS4), compared to the national average of pupils who started secondary school at a similar academic level (KS2). A score of +0.5 means that, on average, every qualification included in a pupil's Attainment 8 score was half a grade higher than the national average of pupils who ended primary school with similar grades.

4.2 Progress 8 was positive with Islington pupils scoring 0.19 meaning that on average pupils achieved a fifth of a grade higher across eight key qualifications than pupils with a similar starting point (KS2). Islington ranked 18<sup>th</sup> best in the country for this new headline measure.

#### 4.3 Equalities indicator (1.12): narrow the gap in attainment between Black Caribbean pupils and the LA average for all pupils (progress 8).

The Progress 8 score for Black Caribbean pupils in Islington schools was -0.05 - this is better progress than the national average for Black Caribbean pupils, at -0.15. The gap between Black Caribbean pupils in Islington schools and the Islington average was 0.24. This is a larger gap than the gap between the national average for Black-Caribbean pupils and the overall national average, because the overall Islington Progress 8 score was higher than the national average for all pupils. See Appendix B for a breakdown including gender and FSM eligibility.

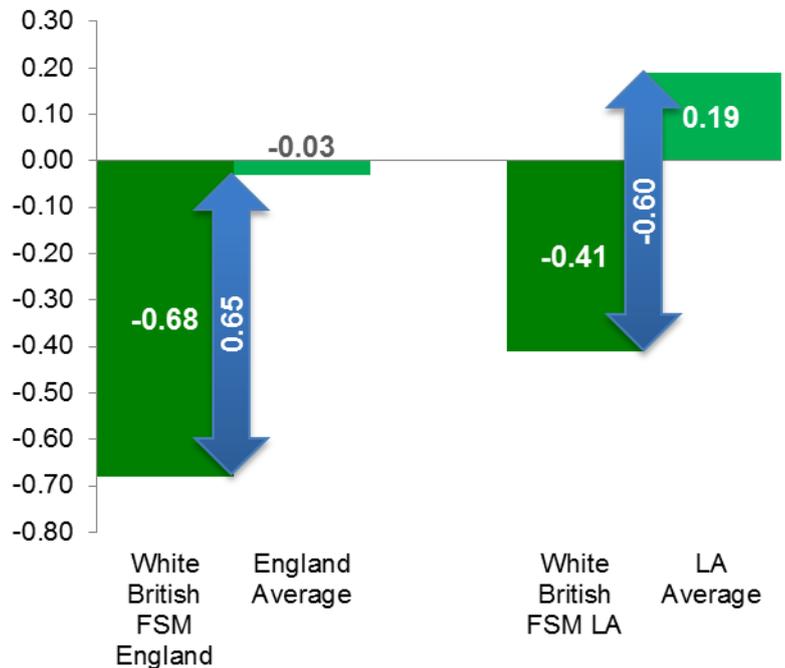


**Additional indicator proposed: to narrow the gap in Progress 8 between White British pupils eligible for Free School Meals (FSM) and the LA average for all pupils.**

4.4 Despite improvements, White British Pupils continue to be the lowest performing group in Islington by ethnicity, followed by Black Caribbean pupils. The highest performing group were Bangladeshi at 0.53.

4.5 Progress 8 for Islington White British pupils in 2016 was -0.23 meaning a quarter of a grade below on average across the eight qualifications compared to pupils with the same starting point.

4.6 Nationally, White British pupils underperformed relative to the total population with a Progress 8 of -0.11 compared to -0.03, and White British pupils eligible for FSM underperformed significantly at -0.68. In Islington the equivalent figure for White British pupils eligible for FSM was -0.41, which is better than their counterparts nationally. However the gap between White British pupils eligible for FSM and the LA average is 0.60, which is more than half a grade.



## 5. Early Years Foundation Stage

5.1 **How soon does a gap in pupil outcomes emerge?:** We can trace back a gap in the educational outcomes of Black Caribbean pupils as early as the foundation stage profile (aged 5) assessed at the end of a child's Reception year at primary school.

5.2 There is an 8.8% point gap between Black Caribbean pupils achieving the good level of development (GLD) measure and the borough average (2014-16 average) although the gap has been widening over recent years. When broken down by gender, we find that the gap is large for both Black Caribbean boys and girls.

5.3 The gap with the borough average is particularly noticeable again in the literacy and numeracy aspects of the EYFS profile: Reading, Writing, Numbers and Shape, Space and Measure. Black Caribbean pupils were between 10 and 14 percentage points below all pupils for these strands for the average of the 3 years from 2014 to 2016.

5.4 **Other key factors:**

**Special education needs, gender and ethnicity:**

"Pupils from the Black-Caribbean or mixed ethnic groups were around twice as likely to have a statement or EHC Plan for Social, Emotional and Mental Health difficulties compared to the general population of children and young people."

*Extract from the Islington SEND Needs Assessment 2015*

5.5 Three quarters of Black Caribbean girls who sat Key Stage 2 in Islington schools did not have a recorded Special Educational Need (SEN) category, compared to 44% of boys. Over half of boys were categorised as having SEN (56%, including 7.6% with a Statement or EHCP. This compares to 26% of Black Caribbean girls (2.0% with a Statement/EHCP) and 42% of Islington pupils on average (all ethnicities, with 5% Statement/EHCP). Please note: this includes small numbers.

- 5.6 A higher proportion of Black Caribbean boys are known to have SEN in the early years, 28% compared to 12% of girls and 20% overall (2013-15 averages).

## **6. Processes to highlight and address underachievement**

- 6.1 There are a number of systematic processes that allow SIS to challenge and support schools around the performance and underperformance of groups of pupils within their cohorts.. These are outlined in the Working in Support of Schools (WISS) document which sets out the approach to dealing with performance and underperformance of groups. The WISS document is attached as an appendix
- 5.2 Schools intervene to improve outcomes by making changes to their internal practice, through accessing good practice in other schools via school-to-school support or through engaging with external bodies – including SIS. The emphasis should always be on interventions that have been shown to be successful elsewhere.
- 5.3 A range of data supports this work: schools' internal data; the SMIF data set produced by the data team in Children's Services which allows for analysis at a fine level; the RAISEonline data set from Ofsted.
- 5.4 Along with these systems there are a number of ongoing development opportunities that allow SIS to train leaders so that they become skilled at looking for underachievement of pupil groups and at intervening effectively in their own school. These development opportunities include regular network meetings for heads of English, maths and science across primary and secondary as well as year network meetings in primary.
- 5.5 Specific use has been made of joint headteacher meetings to feedback on issues of underperformance and to publicise work being carried out to support schools to address these issues – most recently in March in relation to the forthcoming Islington Equalities Conference.
- 5.6 SIS also co-facilitates a middle and senior leadership professional development programme with the Angel Islington Teaching School Alliance centred around Elizabeth Garrett Anderson Teaching School. This programme is successful and has a focus on data-led intervention in underachievement.

## **7. Specific projects and activities that target Black Caribbean and White British FSM pupils**

- 7.1 A funding stream from Schools' Forum is being used to support and facilitate a range of school-based projects that target the needs of particular disadvantaged groups of pupils, including those of Black Caribbean heritage and White British FSM pupils. Current projects include:
- Work with secondary English departments to develop innovative approaches to raising the achievement of White British FSM pupils. This work is in its third year and has involved collaboration with 6 secondary schools. The projects have ranged from the development of schemes of work, through residential trips, to parent-student learning evenings. Ongoing evaluation of this work (such as through student and teacher questionnaires and attendance figures) shows a positive impact on promoting the engagement and achievement of the target group as well as other pupils. Another positive outcome has been the progress and engagement of the teachers leading the projects, as evidenced in a sharing event in Summer 2016. In the current year schools have been asked to widen the focus of the projects to include another subject area in an effort to extend impact across the curriculum. (see NATE article in Appendix for details)
  - A new piece of work aims to enable teachers and leaders from primary and secondary schools to engage in productive dialogue about improving the engagement and achievement of White British disadvantaged and Black Caribbean students. The first step is an Equalities Conference on 23<sup>rd</sup> March 2017 which will include presentations from outside speakers who have expertise in relation to improving outcomes for both of these groups. It will be followed by a series of network meetings to continue dialogue between Islington colleagues, starting in the first half of

the Summer Term. It is intended that identified Islington schools will showcase good practice and that a strategic approach will guide work in the following year.

- A focussed piece of work is planned over the next three years in conjunction with the Institute of Education UCL. This will engage with wider national and international research relating to the educational progress of White British disadvantaged pupils. It will involve one of the SIS team carrying out an extensive literature review and rigorously planning some school based research into the experiences of these students. The focus is on how engagement and achievement is affected by ethos and pedagogy and seeks to identify factors which inhibit and enable progress. Regular briefings for teachers and leaders will share findings, ensure they are linked to local contexts and promote good practice. Desired outcomes for this piece of work include: an increased number of Islington teachers actively involved in investigating engagement and achievement for these students; increased awareness about barriers and enablers; opportunities to make positive changes to practice; valuable insights about how to improve school wide and pedagogical practice in order to improve outcomes for these students.
- Working closely with Camden colleagues to ensure that knowledge and expertise is shared effectively.
- Primary and secondary school-based workshops which promote critical thinking skills and challenge stereotyping and prejudice-related bullying are available and have been taken up by several schools. These are predominantly delivered by Equaliteach, an organisation committed to the promotion of equality, diversity and inclusion. Islington schools who have received these workshops in previous years have evaluated their quality and impact as high, hence the decision to continue delivery.
- Work is planned with Turkish speaking community groups to encourage the take up of 2 and 3 year old places. This is in response to data which shows that many pupils from this group are not school ready when they arrive in reception. Data also reveals that they have often not taken up the 2 or 3 year old funded places which support pupils to develop the social and language skills needed to access learning most successfully at primary school age. If this work is successful, it may be used as a model to address similar EYFS gaps for White British FSM and Black Caribbean students.
- Support to run the Debate Mate programme in several secondary schools. This programme targets disadvantaged students and aims to promote skills in speaking, listening, critical thinking, verbal reasoning, cultural capital, confidence, self esteem and resilience. Evaluation demonstrates significant longitudinal impact as students are able to transfer skills and qualities such as resilience to mainstream learning.

## 8. Implications

8.1 **Financial implications:** None

8.2 **Legal Implications:** None

8.3 **Environmental Implications:** None

7.4 **Equality Impact Assessment:** Both maintained schools, academies and the council must, in the exercise of their functions, have due regard to the need to eliminate discrimination, harassment and victimisation, and to advance equality of opportunity, and foster good relations, between those who share a relevant protected characteristic and those who do not share it (section 149 Equality Act 2010). They have a duty to have due regard to the need to remove or minimise disadvantages, take steps to meet needs, and encourage people to participate in public life. Schools and the council must have due regard to the need to tackle prejudice and promote understanding.

This report does not include any recommendations that will have any adverse impact on equality groups. By the actions described in this report schools and the council are working to improve the attainment and progress of all groups of pupils, including BME groups, where there is underachievement.

## 9. Conclusion and reasons for recommendations

- 9.1 The holding to account of schools in relation to the achievement of different groups within their population is important to ensure that there are high expectations and appropriate high quality provision for all pupils. Data from other parts of Children's Services and from national outcomes indicates that this is a cross agency issue and more work needs to be done to focus our efforts into areas that can make the most difference. This makes systematic approaches to support and challenge which help schools and other agencies to identify and address underachievement as part of a self-improving school system and in the wider societal context all the more important.

**Appendices** A – Primary school data  
B – Secondary school data  
C – Working in Support of Schools (WiSS) document  
D – White British Project NATE article

**Background papers:** None.

Final report clearance:

**Signed by:**



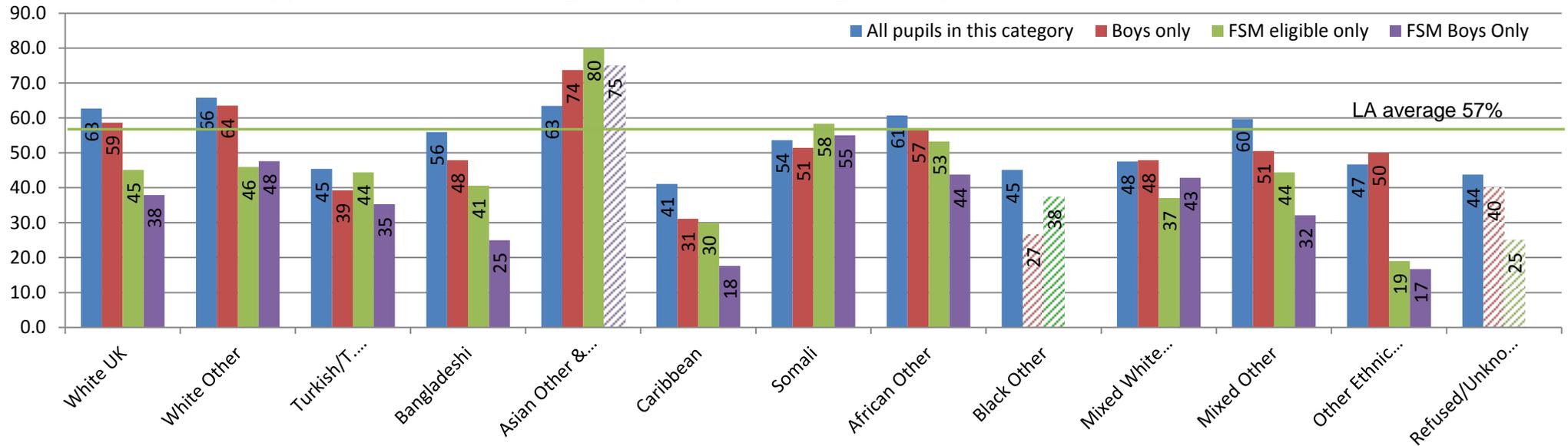
13/03/17

Carmel Littleton  
Corporate Director of Children's Services

Date

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## Appendix A: Percentage of pupils reaching the expected standard at KS2, 2016

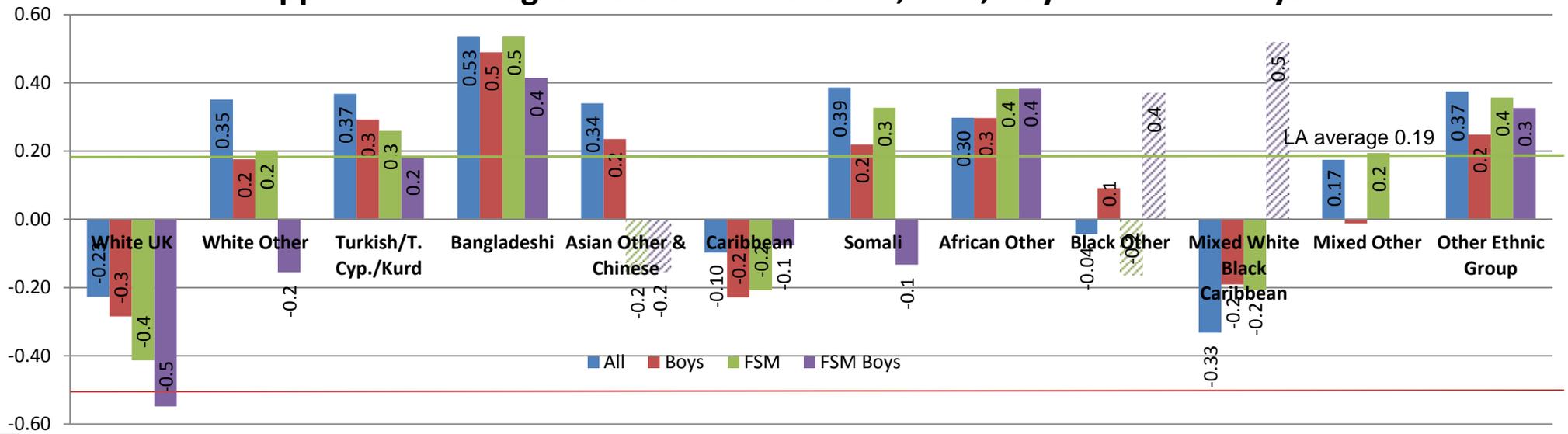


Please note: pupil groups with fewer than ten pupils are shaded rather than block filled and must be treated with caution. Figures below 5 are suppressed in the table below

	All Pupils			Boys			FSM			FSM Boys		
	Roll	B'mark	%	Roll	B'mark	%	Roll	B'mark	%	Roll	B'mark	%
White UK	514	322	62.6	271	159	58.7	155	70	45.2	87	33	37.9
White Other	184	121	65.8	96	61	63.5	37	17	45.9	21	10	47.6
Turkish/T. Cyp./Kurd	119	54	45.4	56	22	39.3	36	16	44.4	17	6	35.3
Bangladeshi	109	61	56.0	48	23	47.9	32	13	40.6	12	-	25.0
Asian Other & Chinese	41	26	63.4	19	14	73.7	10	8	80.0	-	-	-
Caribbean	90	37	41.1	45	14	31.1	30	9	30.0	17	-	17.6
Somali	125	67	53.6	72	37	51.4	36	21	58.3	20	11	55.0
African Other	178	108	60.7	83	47	56.6	62	33	53.2	32	14	43.8
Black Other	31	14	45.2	15	-	-	8	-	-	-	-	-
Mixed White Black Caribbean	80	38	47.5	48	23	47.9	27	10	37.0	14	6	42.9
Mixed Other	191	114	59.7	95	48	50.5	63	28	44.4	28	9	32.1
Other Ethnic Group	90	42	46.7	46	23	50.0	21	-	-	12	-	16.7
Refused/Unknown	16	7	43.8	10	-	-	-	-	-	-	-	-
<b>All Pupils</b>	<b>1768</b>	<b>1011</b>	<b>57.2</b>	<b>904</b>	<b>479</b>	<b>53.0</b>	<b>521</b>	<b>233</b>	<b>44.7</b>	<b>270</b>	<b>100</b>	<b>37.0</b>

Figure in the above may differ from the headline published data as they include additional pupils in the Family School – free school AP provision

## Appendix Bi: Progress 8 score in 2016 All, FSM, Boys and 'FSM Boys'



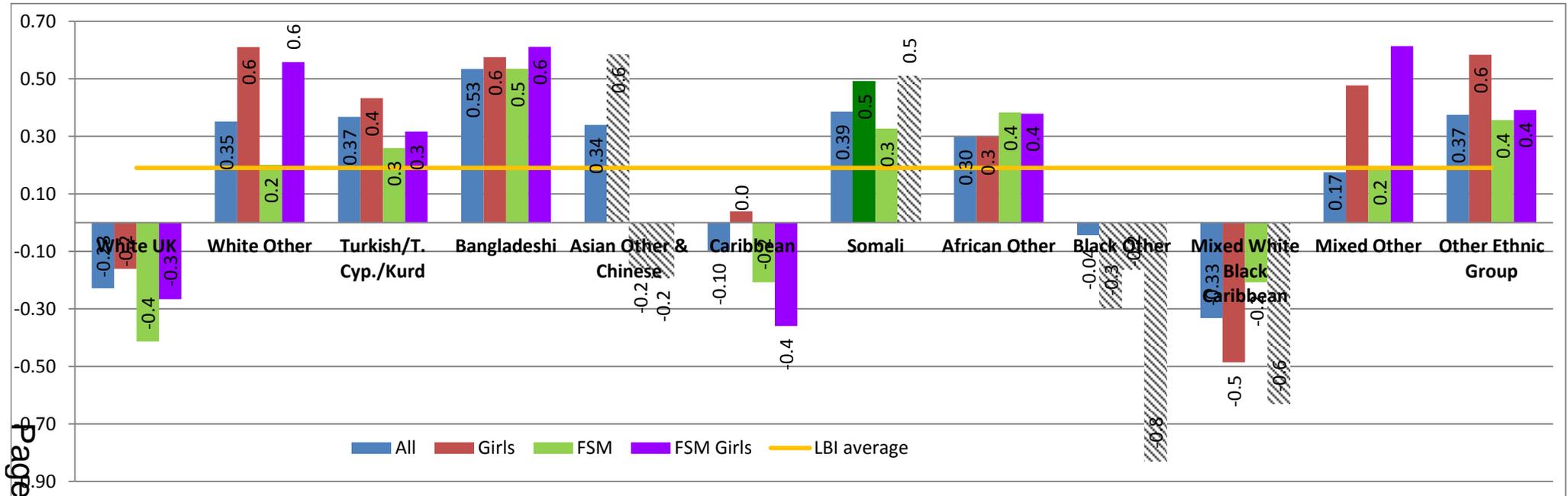
Please note: pupil groups with fewer than ten pupils are shaded rather than block filled and must be treated with caution. Figures below 5 are suppressed in the table below

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	All Pupils			Boys			FSM			FSM Boys		
	Roll	P8 sum	P8	Roll	B'mark	%	Roll	B'mark	%	Roll	B'mark	%
White UK	257	-58.49	-0.23	139	-39.58	-0.3	88	-36.39	-0.4	46	-25.19	-0.5
White Other	129	45.32	0.35	77	13.56	0.2	30	6.04	0.2	15	-2.33	-0.2
Turkish/T. Cyp./Kurd	97	35.65	0.37	45	13.16	0.3	44	11.40	0.3	19	3.49	0.2
Bangladeshi	151	80.70	0.53	72	35.25	0.5	57	30.51	0.5	22	9.13	0.4
Asian Other & Chinese	20	6.80	0.34	14	3.29	0.2	6	-0.97	-0.2	5	-0.77	-0.2
Caribbean	102	-9.94	-0.10	52	-11.91	-0.2	41	-8.50	-0.2	22	-1.67	-0.1
Somali	82	31.65	0.39	32	7.02	0.2	28	9.15	0.3	8	-1.06	-0.1
African Other	197	58.59	0.30	126	37.40	0.3	52	19.91	0.4	35	13.47	0.4
Black Other	23	-1.01	-0.04	15	1.37	0.1	9	-1.47	-0.2	5	1.84	0.4
Mixed White Black Caribbean	44	-14.60	-0.33	23	-4.39	-0.2	19	-3.94	-0.2	7	3.62	0.5
Mixed Other	110	19.24	0.17	68	-0.81	0.0	38	7.37	0.2	26	0.01	0.0
Other Ethnic Group	101	37.83	0.37	63	15.65	0.2	39	13.91	0.4	21	6.86	0.3
Refused/Unknown	-	-	-	-	-	-	0	n/a	n/a	0	0.00	n/a
<b>All Pupils</b>	<b>1316</b>	<b>234.51</b>	<b>0.18</b>	<b>728</b>	<b>73.43</b>	<b>0.10</b>	<b>451</b>	<b>47.02</b>	<b>0.10</b>	<b>231</b>	<b>7.39</b>	<b>0.03</b>

Figure in the above may differ from the headline published data as they include additional pupils in the Family School – free school AP provision

# Appendix Bii: Progress 8 score in 2016 All, FSM, Girls and 'FSM Girls'



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	All Pupils			Girls			FSM			FSM Girls		
	Roll	P8 sum	P8	Roll	B'mark	%	Roll	B'mark	%	Roll	B'mark	%
White UK	257	-58.49	-0.23	118	-18.91	-0.2	88	-36.39	-0.4	42	-11.20	-0.3
White Other	129	45.32	0.35	52	31.75	0.6	30	6.04	0.2	15	8.37	0.6
Turkish/T. Cyp./Kurd	97	35.65	0.37	52	22.49	0.4	44	11.40	0.3	25	7.91	0.3
Bangladeshi	151	80.70	0.53	79	45.45	0.6	57	30.51	0.5	35	21.39	0.6
Asian Other & Chinese	20	6.80	0.34	6	3.50	0.6	6	-0.97	-0.2	1	-0.19	-0.2
Caribbean	102	-9.94	-0.10	50	1.97	0.0	41	-8.50	-0.2	19	-6.83	-0.4
Somali	82	31.65	0.39	50	24.63	0.5	28	9.15	0.3	20	10.21	0.5
African Other	197	58.59	0.30	71	21.19	0.3	52	19.91	0.4	17	6.44	0.4
Black Other	23	-1.01	-0.04	8	-2.38	-0.3	9	-1.47	-0.2	4	-3.31	-0.8
Mixed White Black Caribbean	44	-14.60	-0.33	21	-10.21	-0.5	19	-3.94	-0.2	12	-7.56	-0.6
Mixed Other	110	19.24	0.17	42	20.05	0.5	38	7.37	0.2	12	7.36	0.6
Other Ethnic Group	101	37.83	0.37	38	22.18	0.6	39	13.91	0.4	18	7.06	0.4
Refused/Unknown	3	2.78	0.93	1	-0.62	-0.6	0	n/a	n/a	0	0.00	n/a
<b>All Pupils</b>	<b>1316</b>	<b>234.51</b>	<b>0.18</b>	<b>588</b>	<b>161.09</b>	<b>0.27</b>	<b>451</b>	<b>47.02</b>	<b>0.10</b>	<b>220</b>	<b>39.63</b>	<b>0.18</b>







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## 1 Introduction and context

The local authority has a **statutory duty** to **promote high standards** in schools and other providers so that children and young people **achieve well and fulfil their potential**.

Section 72 of the Education and Inspections Act 2006 places a statutory duty on all local authorities in England, in exercising their functions in respect to schools causing concern, as set out in Part 4 of the 2006 Act, to have regard to any guidance given by the Secretary of State. Local authorities must have due regard to this guidance. The 'due regard' is set out in this document, the WiSS.

'Schools', in this instance, means all Islington Nursery, Primary, Secondary and Special Schools and provision through Pupil Referral Units and the Virtual school.

Section 1 of the Childcare Act 2006 places a duty on local authorities to improve the wellbeing of young children, reduce inequalities between them and continue to improve outcomes and the quality of provision for children and young people is a key priority for the Council and a critical element of the wider corporate priorities of 'Fairness' and 'Reducing Poverty'. There is strong corporate leadership within the council to support this. Working in partnership with all schools and settings, the Council is continuously ambitious for the young

people of Islington, and the revised WiSS document sets out proposals and procedures to support the delivery of this ambition. The document embraces all schools within Islington's Community of Schools, though precise arrangements will differ according to the status of the school.

The Council is committed to providing a school and early years improvement service and a strong infrastructure of pupil support services to all schools and settings in Islington. These services are accountable to the Council and the Education Improvement Strategy Group (EISG).

The WiSS has been developed in conjunction with EISG and is updated annually, involving members from the School Improvement Service (SIS) and EISG. Schools Forum and EISG have high expectations that the number of schools in Category 2 and 1 will reduce over time and where there are risks identified with individual schools, a coherent plan is in place to secure outcomes.

The Local Authority engages with the Department for Education and the Regional Schools Commissioner in order to facilitate an effective dialogue regarding the progress of schools who are judged as Requiring Improvement or in Special Measures.

## 2 Expected outcomes from the revised WiSS document 2016-2017

- 100% of schools are judged good or outstanding
- All schools are above national floor standards at each Key Stage. Where progress measures are released, the local authority is at or above the inner London average. Outcomes in the Early Years Foundation Stage meet or exceed national expectations
- 65% or more of pupils achieve the expected standard in RWM **and/or** pupils make sufficient progress in **all** three subjects. Sufficient progress in maths and reading is not below -5 and in writing is not below -7.
- At Key Stage 4, all schools consistently meet and exceed expected attainment 8 and progress 8 measures
- From 2016 the DFE will define schools as potentially "coasting". This is determined by the following criteria:
  - ▶ For secondary schools, a coasting school will be one where fewer than 60% of children achieve 5A\* - C including English and mathematics and they are below the median level of expected progress (2014-2015) and in 2016 they fall below a level set against the new progress 8 measure. By 2018 the definition of "coasting" will be set entirely on progress 8 and will not have an attainment element
  - ▶ For primary schools, the definition will apply to those schools (2014-15) who have seen fewer than 85% of children achieving level 4, the secondary ready level for reading,

writing and maths, and which have also seen below average proportions of pupils making expected progress between ages 7 – 11, followed by a year (2016) below the defined sufficient progress judgement as previously stated: reading and maths below -5 and writing below -7

- ▶ Outcomes for Behaviour, Attendance and Inclusion are at least good in all schools
- ▶ Attendance: 96% + over 3 terms
- ▶ Persistent Absenteeism: 11% or below over 3 terms
- ▶ Inclusion: All schools have a secure capacity to promote inclusion as set out in the SEND Code of Practice. All schools effectively support the progress and attainment of Looked After Children (LAC)

- All schools meet their duty to promote personal development and wellbeing
- All schools meet their duty to safeguard children, including the safe recruitment of staff and volunteers
- Schools are committed to ensuring the future employability of pupils and take action to ensure that young people do not become NEET
- Schools benefit from, and contribute to, the Islington Community of Schools. Where required, there are effective arrangements in place to ensure school-to-school support

### 3 Procedures to achieve the outcomes

There are a number of principles underpinning the procedures:

- A commitment to working as a partner within the Islington Community of Schools. This includes a shared commitment across all Islington schools to participate in Strategic Partnerships at some point of their school improvement journey. Schools will share a range of practice and expertise. This may also involve any of the following:
  - a. Accredited Teaching schools
  - b. National Leaders in Education
  - c. Ofsted trained Head teachers who can provide challenge and support to schools, brokered by the local authority
  - d. Clear service agreements and effective quality assurance procedures to ensure high quality services
  - e. Formal support arrangements between governing bodies to support individual governors and share expertise
  - f. School Business support: short or long term
- A commitment to securing high quality support and challenge in order to further raise standards and improve the quality of provision, including provision for young people's safety and wellbeing
- Transparency in the procedures that are in place to achieve these outcomes
- A commitment to ensuring that support and challenge are planned in partnership with schools and are consistent and coherent in delivery
- A commitment to working in partnership with schools, Head teachers, EISG, Schools Forum and other advisory groups to ensure that resources are used effectively to support those most in need
- A commitment to ensuring that support and challenge, including the use of formal powers of intervention, is robust, timely and proportionate
- A commitment to monitoring and evaluating the impact and effectiveness of these procedures
- A commitment to looking outside the school gate to establish effective school-to-school partnerships, purposeful and effective cluster arrangements based on a premise of sharing good practice with all schools and settings in Islington. This will include:
  - ▶ formal Strategic Partnerships
  - ▶ Accredited Teaching schools
  - ▶ National Leaders in Education
  - ▶ Ofsted trained Head teachers who can provide challenge and support to schools, brokered by the local authority

- ▶ Clear service agreements and effective quality assurance procedures to ensure high quality services

### Evidence base and process for notification

The category of support will be formally agreed with the Head teacher and Chair of Governors in the Autumn term each academic year. This process will be led by the Heads of School Improvement. The category of support will be based on evidence and an evaluation of the overall performance of the school. It will be mindful of the current Ofsted framework, the guidance provided to inspectors and the outcome of the school's last Ofsted inspection. The expectation is that the category of support will reflect the school's own evaluation of its performance. Schools will receive notification in writing from the Heads of School Improvement of the category of support by the 31 October each academic year. The processes will normally be annual but the category of support can be reviewed at any time during the academic year.

The evidence base for the categorisation will include:

- A scrutiny of pupil progress, attainment and achievement. This will include data sets provided by the local authority including the School Management Information File (SMIF), RAISE, the Ofsted data set and any other available data including school based data. It will focus on:
  - ▶ End of Key Stage outcomes, annually and over time
  - ▶ Performance in relation to floor standards at the end of each Key Stage
  - ▶ An analysis of achievement gaps and the performance of particular groups including Looked After Children (LAC)
  - ▶ Progress measures for individual pupils and groups of pupils
  - ▶ The outcomes for children at the end of the Early Years Foundation Stage, in particular the gap between the lowest 20% of children and the rest
  - ▶ The evidence base of projections for the progress, attainment and achievement of future cohorts
- An evaluation with the school of the quality of teaching and the arrangements that are in place to improve teaching, particularly in relation to securing good or better teaching in every lesson
- The most recent Ofsted report or letter after a subject inspection and progress against key issues identified
- An evaluation with the school on outcomes in relation to behaviour and safety, particularly behaviour for learning and the steps the school takes to eliminate low level disruption
- Evidence of the school's capacity to improve further, including the impact of the leadership on improving teaching and achievement, issues relating to financial management, the management of personnel and the effectiveness of governance
- An analysis with the school of other key indicators, for example attendance, persistent absence and exclusions
- Schools will, as part of the categorisation process, complete an audit of good practice that will then be shared across all Islington schools
- Additional data trends which might, in some circumstances, prompt the local authority to investigate the leadership in and management of a school. These may include:
  - ▶ Outcomes over a 3 year period as defined by the DFE for "coasting" schools. Outcomes at all Key Stages will be reviewed
  - ▶ Declining school popularity, possibly revealed through school rolls falling more rapidly than might reasonably be expected from demographic changes
  - ▶ High or increasing absence or truancy rates
  - ▶ High rates of staff turnover, or numbers of staff grievances
  - ▶ Feedback from parents, or significant or increasing numbers of parental complaints
  - ▶ Review of school balances and the use of resources which may indicate that the school is not achieving value for money. This would include the school's ability to meet an arrangement that is in place to eliminate a deficit
  - ▶ Review of recent financial audits and the current categorisation of the school's financial procedures. Schools with no or limited assurance will become project group schools for a limited time until the school has a follow up audit
  - ▶ The support for schools is funded from Schools De-delegating DSG from the schools block. Schools were thoroughly consulted on the proposals to provide additional financial and management

support to support schools who are, or are at risk of being in a category. The support is also extended to those schools who require or support Strategic Partnerships or those who are reorganising. There are 10-15 schools per year who fall into this category. All schools receive a termly visit from the Head of School Improvement and those schools in priority support receive additional support from finance, capital, ICT and HR management teams

- ▶ Any safeguarding concerns, including what actions the school has undertaken to meet the new “Prevent Duty” and the actions undertaken by the school to eliminate and/or reduce the risk of pupils and the community to radicalisation and extremism
- ▶ Where schools opt to buy services from external providers, where the local authority is the responsible body, the council will reserve the right to check that such external providers are fulfilling their responsibilities. This would apply to services such as Health and Safety and Payroll providers
- In most instances the Head teacher, Chair of Governors and Heads of School Improvement will be able to agree the recommendation for categorisation. Where there is disagreement, the local authority will reserve the right to determine the categorisation. Recommendations for categorisation will be reviewed, and formally agreed, by Children’s Services Management Team (CSMT)

## The Categories of Support

There will be 3 differentiated categories of support.

These categories are not based solely on the most recent Ofsted report. The WiSS encompasses a range of performance information, both hard and soft to inform the overall categorisation of a school.

To support schools an Evaluation Tool has been included to guide school leaders and the local authority to identify the most appropriate categorisation that best support a school led improvement system. The Evaluation Tool for nursery school, primary and secondary schools is located **in Appendix A (Nursery School), Appendix B (Primary) and Appendix C (Secondary).**

This process does not apply to Academies and Free Schools.

## Category 3

- ▶ Schools judged grade 2 (Good) or grade 1 (Outstanding) at the last Ofsted inspection and, where evidenced from the analysis of outcomes, school arrangements for self-evaluation and improvement planning demonstrate that the capacity to continue to improve is secure and effective
- ▶ Where schools were judged to be grade 1 (Outstanding) at the last inspection, but since the inspection the provision of teaching is judged grade 2 (Good), there must be secure and substantial evidence that measures to secure an outstanding judgement for teaching are in place

### Support provided

- ▶ Category 3 schools will receive a core entitlement from the School Improvement Service and other services, for targeted schools or where the school requires specific support for a particular issue, there will be additional resourcing or support from other services
- ▶ As part of the Islington Community of Schools they will be able to fully access any resource or programme that is in place
- ▶ Schools will be able to purchase additional support from a range of services

## Category 2

- ▶ Schools where significant areas for improvement have been identified and agreed with the Head teacher and Governing Body, but there is substantial evidence that the school has the capacity to improve and is moving quickly to address the areas for improvement. This is particularly in relation to:
  - pupil attainment and progress
  - the quality and consistency of teaching
  - the performance of vulnerable groups
  - behaviour and attendance
  - any issues relating to the leadership in the school or the management of the school, or any issues in relation to safeguarding

- schools where a new Head teacher has been appointed will be Category 2 schools for a defined period

- ▶ Where a school Requiring Improvement is judged in a HMI monitoring visit to be making good or better progress and the capacity for further improvement is secure, it may become a Category 2 school
- ▶ Schools in this category will be expected to work effectively with the local authority. Where progress is too slow, schools will become Category 1 schools
- ▶ These schools will have a Project Group and will receive support proportionate to the areas for improvement that have been identified. This will include those services indicated in Category 1
- ▶ At times schools that have been previously judged as Good or Outstanding may be placed in this category. The WiSS clearly outlines the criteria for reaching this judgement

### Support provided

- ▶ The Director of Learning and Schools and the Head of School Improvement, in discussion with the Head teacher and Chair of Governors, will come to a view as to whether a Project Group will be required to support a Category 2 school in bringing about improvement. The effectiveness of the School Improvement Plan will be scrutinised and where this is not sufficiently robust the school will be required to produce an Action Plan to specifically address areas of concern
- ▶ Where a Project Group is required it will operate as in Category 1. The Project Group, and in its absence the Head of School Improvement, will monitor and evaluate the progress of the school in addressing weaknesses and the progress on the actions identified in the Action Plan. Where progress is too slow or other significant areas of weakness are identified, the school will become a Category 1 school
- ▶ The Head of School Improvement will report on progress in addressing the school's key issues to CSMT through the formal reporting mechanisms. The

categorisation of the school will be kept under review

- ▶ The School Improvement Service and all other services within the local authority will prioritise the school for support
- ▶ Through the Project Group, or through the agreement of the Head of School Improvement and the Director of Learning and Schools, the school will be able to bid for additional resources; for example: teaching and learning consultant days, support from other services including HR and Finance, specific support from within the Islington Community of Schools, support from local and national initiatives or other projects which they have identified
- ▶ A proforma will be issued to schools in order to ensure that funding applications are robust and detailed. Costs for consultancy support or specific projects will be agreed with providers prior to the bid being submitted. The use of funds or a defined resource will be monitored by the school and an evaluation of impact will be provided as required to Project Group meetings
- ▶ Schools are encouraged to purchase the School Improvement Service Annual Support Package and other support packages including Early Years, HR, Finance and Governance where they are likely to enhance the school's capacity to improve and ensure that both challenge and support are delivered coherently

### Category 1

- ▶ Category 1 schools are schools judged by Ofsted as grade 4 (Inadequate) and therefore requiring Special Measures or having serious weaknesses, schools judged by Ofsted as grade 3 (Requiring Improvement), or schools where a Warning Notice has been issued. These schools would be deemed to be a 'School Causing Concern' and would be eligible for intervention under the 'Schools Causing Concern Guidance' for local authorities

► Schools in this category are also schools about which the local authority has serious concerns, which include the following:

- outcomes at the end of Key Stages remain consistently below floor standards
- where performance has declined over a significant period
- where there is evidence that teaching is not consistently good or outstanding
- where there are concerns over the leadership in the school, the management of the school and the capacity to bring about improvement quickly enough
- where there is breakdown of discipline
- where the safety of pupils or staff at the school is threatened
- where a financial audit outcome is judged as inadequate or through financial monitoring the local authority and the school identify an unplanned deficit

These schools may be at risk of a grade 4 or grade 3 judgement at the next inspection. In this instance the local authority may issue a Warning Notice.

- These schools will have a Project Group and receive priority support from all appropriate services including School Improvement, Early Years, HR, Finance, Governance and Data/Performance
- The local authority may put in place, or propose that an Interim Executive Board (IEB) or a Strategic Partnership be formed in order to secure strong governance and continued rapid and sustained improvement. The Strategic Partnership arrangements will vary depending on the needs of the school. Further guidance on this is published in conjunction with this document

### Support provided

- These schools will have a Project Group, chaired by the Head of School Improvement or the Director of

Learning and Schools. The Project Group will monitor and evaluate the progress of the school in addressing weaknesses and the progress on the actions identified in the school Action Plan and the local authority Action Plan. Progress will be reported to CSMT every 6 weeks and the categorisation will be reviewed by the Corporate Director of Children's Services

- The school must put in place an Action Plan to quickly address the key issues and indicate what the evidence will be for improvement (this will include issues set out in the most recent Ofsted inspection and must take account of any issues raised in a Warning Notice where that has been issued). Where practicable this will form part of the School Improvement Plan
- The local authority will put in place an Action Plan which will state clearly the action that the local authority will take to support and challenge the school, what the expected outcome of that action will be and by when, any specific arrangements that the local authority intends to make, for example in brokering school to school support or strengthening governance and any action the local authority intends to take in relation to the use of its formal powers. The school will be expected to cooperate fully with the actions set out in the local authority Action Plan, including arrangements for school to school support
- The School Improvement Service and other identified local authority services will prioritise the school for support and challenge
- Through the Project Group the school will be able to bid for additional resources, for example: teaching and learning consultant days, support from other services including HR and Finance, specific support from within the Islington Community of Schools, support from local and national initiatives or other projects which they have identified. A proforma will be issued to schools in order to ensure that funding applications are robust and detailed. Costs for consultancy support or specific projects will be agreed

with providers prior to the bid being submitted. The use of funds or a defined resource will be monitored by the school and an evaluation of impact will be provided as required to Project Group meetings. There will also be generic reporting to Schools Forum

- ▶ It is expected that the school will purchase the School Improvement Service Annual Support Package and other support packages including Early Years, HR, Finance and Governance, where they are likely to enhance the school's capacity to improve and ensure that both challenge and support are delivered coherently

### Additional resources in each category

- Through Schools Forum, additional resources have been identified to support schools in Categories 1 and 2. Schools will be able, through the Project Group, to bid for specific resources to support improvement. The impact of these additional resources will be monitored by a subcommittee of the Schools Forum and reported generically to the full Forum
- The bids will make clear why the additional resources are needed (this will include a scrutiny of the school's current budget position), what the impact will be for children and young people and how the school will know. The Project Group will monitor the impact of the resource allocation reporting back to the Schools Forum on the outcomes. Where there is a clear need, schools in Category 3 will also be considered for additional resource

### Strategic Partnerships

- To maximise school improvement and long term sustainability of a school led self-improving system, schools will have the option of entering into a partnership with another school or schools. These partnerships can include hard and soft Federations, partnership with a similar school or schools to develop leadership and management and/or teaching, learning and the curriculum. Guidance on these partnerships and the timeline for implementation can be obtained from School Improvement Service. Further information is published in conjunction with this document

- In light of the new DFE definition of "coasting" schools, the use of Strategic Partnerships are a legitimate and preferred option for the local authority and schools within Islington
- Strategic Partnerships will consist of a Strategic Board which will monitor and evaluate the effectiveness of the partnership. The Board will report to the respective governing bodies involved in the partnership. The Board will meet in line with governing body meetings and consist of representatives from all schools involved and a local authority representative.

### Project Groups

- Schools in Category 1, and where required Category 2, will have Project Groups. The Project Group will consider, monitor and evaluate actions taken by the school, the local authority and any other services or agencies used to bring about improvement. It will hold to account all those services or agencies employed or brokered to provide support
- The Project Group will normally meet once each half term or more frequently if that is required. The Project Group will be chaired by either the Head of School Improvement (who will make arrangements for a formal note of each meeting to be kept) or the Director of Learning and Schools. This note will specify the actions to be taken when and by whom
- Where a school is in Category 1, the Head teacher and Chair of Governors will meet with the Director of Learning and Schools and the Head of School Improvement every six weeks to evaluate progress. If required, there will be a summary evaluation meeting with the Corporate Director of Children's Services
- At the first meeting the Project Group will agree the key issues to bring about improvement at the school. This will be formalised and set down in the School Improvement Plan, or a separate Plan in a format agreed at the Project Group. At each meeting the Head teacher or a designate will report back on progress against these key issues, and identify other key issues as they emerge. The Project Group will agree the support to be provided by the local authority and other services to bring about improvement. There is a generic agenda for Project Groups which can be modified for a specific school. This is to ensure that progress can be consistently tracked, monitored and evaluated

- The core members of the Project Group will be the Head teacher, Chair of Governors, Head of School improvement and Director of Learning and Schools
- Other senior staff at the school, officers from the local authority or other internal and external providers will attend as required by the Project Group
- All Projects Groups are evaluated on a yearly basis. The evaluation is completed by all stakeholders and will help to inform the following:
  - value for money
  - effectiveness in bringing about change
  - impact of key actions agreed and undertaken by stakeholders

## 4 Formal powers of intervention

Part 4 of Schedule 6 of the 2006 Act sets out that a school causing concern is one which is 'eligible for intervention'. This is where a:

1. **Performance standard and safety warning notice has been given and the school has failed to comply.**
2. **Teacher's pay and conditions warning notice has been given and the school has failed to comply.**
3. **A school requires significant improvement.**
4. **A school requires special measures.**

However the DfE guidance to local authorities on schools causing concern is clear that:

*... 'schools causing concern' are not just those schools 'eligible for intervention' within the meaning of Part 4 of the 2006 Act but are also those about which the local authority has other serious concerns, such as those consistently below the floor standards where the local authority may want to consider using their intervention powers and give those schools a warning notice.*

### Performance standards and safety warning notices – DfE guidance

The DfE guidance states:  
Performance standards and safety warning notices

*should be used as an early form of intervention where standards are unacceptably low and other tools and strategies have not secured improvement.*

*A performance standards and safety warning notice may be given by a local authority in one of three circumstances. Where:*

1. *The standards of performance of pupils at the school are unacceptably low and are likely to remain so unless the authority exercise their powers under Part 4 of the 2006 Act; or*
2. *There has been a serious breakdown in the way the school is managed or governed which is prejudicing, or likely to prejudice, such standards of performance; or*
3. *The safety of pupils or staff at the school is threatened (whether by a breakdown of discipline or otherwise).*

*The definition of what constitutes low standards of performance is set out in section 60 (3) of the 2006 Act. This is where they are low by reference to any one or more of the following:*

1. *The standards that the pupils might in all circumstances reasonably be expected to attain*
2. *Where relevant, the standards previously attained by them; or*

3. *The standards attained by pupils at comparable schools.*

*Cases where schools are performing below the floor standard would be covered by point 1 above.*

Additionally the DfE guidance states that:

*If following an inspection under section 5 of the Education Act 2005, Ofsted considers a school to be inadequate (Grade 4), it will give a judgment that the school requires either 'significant improvement', or 'special measures'. If the school has already been given a warning notice by a local authority, this judgment means that the school is eligible for intervention whether or not the period of compliance in the warning notice has expired or the governing body has made representations to Ofsted.*

Also the guidance states that:

*The Secretary of State now has the power to direct a local authority to give a warning notice in specified terms where he has previously directed the local authority to consider doing so, but the local authority has decided not to.*

*If after considering the reasons of the local authority the Secretary of State still believes one is necessary he may direct the local authority to give such a warning notice in those terms.*

### **Powers and types of intervention where a school is 'eligible for intervention'**

The DfE guidance states that:

*Where a school is eligible for intervention there are a number of powers the local authority or the Secretary of State may use to drive school improvement. These interventions are set out in sections 63-66 of the 2006 Act in respect of*

*local authorities and sections 67-69 in respect of the Secretary of State. Local authorities must give reasonable notice that they propose to exercise their powers under any one or more of sections 63 to 66.*

### **Local authority - powers of intervention**

1. To require the Governing Body to enter into arrangements:
  - a) to enter into a contract or other arrangement for specified services of an advisory nature with a specified person (who may be the Governing Body of another school)
  - b) to make arrangements to collaborate with the Governing Body of another school
  - c) to make arrangements to collaborate with a further education body
  - d) to take specified steps for the purpose of creating or joining a federation
2. The appointment of additional Governors.
3. The appointment of an IEB.
4. The suspension of delegated authority for the Governing Body to manage a school's budget.

### **Schools Regional Commissioner on behalf of the Secretary of State - powers of intervention**

1. Power to appoint additional Governors.
2. Power to direct closure of a school.
3. Power to provide for the Governing Body to consist of interim executive members.
4. Power to make an Academy order.

Where appropriate the local authority will make full use of the powers embodied in the Act and any further amendments to those powers.

## **5 Review**

The document will be reviewed in August 2017.

## Appendix A - Nursery School Evaluation Tool 2016

Category	1 High performing and self-improving	2 Self improving	3 Challenge and possibly intervention required	4 Serious concerns - intervention
EYFS specific areas of learning and development	75%+ children have achieved competence in the 30-50 month age band and are working in the 40-60 month age band by end of nursery	The percentage of children achieving competence in the 30-50 month age band and working in the 40-60 month age band is increasing year on year, moving towards the 75% target	Below 60% of children achieve competence in the 30-50 month age band and/or are working in the 40-60 month age band by the end of nursery and attainment shows a decrease over time	Attainment shows a decrease over time and/or is a serious concern with less than 50% of children achieving age related expectations by the end of nursery
EYFS Primes	80%+ children are working with competence in the 30-50 month age band and are working in the 40-60 month age band by end of nursery	The percentage of children working with competence in the 30-50 month age band and working in the 40-60 month age band is increasing year on year, moving towards the 80% target	Below 65% of children achieve competence in the 30-50 month age band and/or are working in the 40-60 month age band by the end of nursery and attainment shows a decrease over time	Attainment is a serious concern with less than 50% of children achieving age related expectations by the end of nursery
Progress	Very precise tracking across the school which shows very good and accelerated progress from children's starting points; gap is narrowing between groups of children	Effective tracking shows good progress by individuals and all groups of children from their starting points	Tracking system does not allow detailed analysis of progress. Progress inconsistent across areas of learning and groups.	Poor tracking in place. Limited or no progress evident.
Welfare requirements	Very effective, no concerns or complaints	Effective; very occasional complaints made to Ofsted or the LA	Some concerns and more than 3 concerns raised by Ofsted or the LA in 1 year	Ineffective
Attendance	Attendance is well above the national average ( 2% or more above the national average)	Attendance is broadly in line with national average (1% below/1% above the national average)	Attendance is below the national average (between 2% and 5% below the national average)	Attendance is well below the national average (6% or more below the national average)
Governors	Governors are effective	Vacancies exist within the governing body – committee members or leadership	Number of parental complaints is a concern	Statutory duties are not being undertaken and the governing body is ineffective
Ofsted report	School is good or better	School requires improvement to be good	School is inadequate – Serious Weakness but leadership is judged as a 3	School is inadequate – Special Measures
Previous WiSS	Light touch	Additional support	Intensive support	Warning Notice issued
Finance	School budget is balanced and monitoring is responsive to financial challenges	School budget is now balanced following organisational change and is responsive to financial challenges	School budget is at risk of being in deficit.	School budget is in deficit and the LA meets regularly with the school to monitor progress
Safeguarding	Is effective; LA audit shows very strong practice with very effective early help strategies in place	Is effective – LA audit shows good practice with effective early help strategies in place	Is not consistently effective; LA audit raises areas for development	Is not consistently effective; LA audit raises up to 3 areas for development and concerns raised by Ofsted or the LA in 1 year; audit reveals serious weaknesses
SEND	UFAG funding used effectively; early identification of other children with SEND; high quality practice with evidence that children with SEND make very good progress from their starting points.	UFAG money used effectively; early identification and good practice with evidence that children with SEND make good progress from their starting points	Setting not consistently identifying or meeting the needs of children with SEND	Setting not identifying or meeting the needs of children with SEND Serious concerns about quality of practice for children with SEND.
HR (Recruitment / Payroll / Casework)	General issues. Little or no HR involvement in recruitment / casework.	Casework with regular involvement from HR advisers	High volume of casework and HR issues, with additional HR support  Serious / complex casework, including organisational change	High volume of serious and complex casework and HR issues  Serious long term / ongoing casework

## Appendix B - Primary Evaluation Tool 2016

Category	1 High performing and self-improving	2 Self improving	3 Challenge and possible intervention	4 Serious concerns – intervention required
Combined KS2	Combined attainment at Key Stage 2 is well above the national average (5% or more above the national average)	Combined attainment at Key Stage 2 is broadly in line with national average (1% below to 4% above the national average)	Combined attainment at Key Stage 2 is below the national average (between 2% and 5% below the national average)	Combined attainment at Key Stage 2 is well below the national average (6% or more below the national average)
KS2 progress	Progress in reading, writing and mathematics is within the expected range and the confidence levels are above zero.	Progress in reading, writing and mathematics is within the expected range and the confidence levels are at/above zero.	Progress in reading, writing and mathematics is within the expected range for RWM and the confidence levels are at/below zero.	Progress in reading, writing and mathematics are below the expected range for RWM.
KS1 outcomes	Attainment at Key Stage 1 is well above the national average (5% or more above the national average)	Attainment at Key Stage 1 is broadly in line with national average (1% below to 4% above the national average)	Attainment at Key Stage 1 is below the national average (between 2% and 5% below the national average)	Attainment at Key Stage 1 is well below the national average (6% or more below the national average)
Phonics Y1	Attainment is well above the national average (5% or more above the national average)	Attainment is broadly in line with national average (1% below to 4% above the national average)	Attainment is below the national average (between 2% and 5% below the national average)	Attainment is well below the national average (6% or more below the national average)
EYFS GLD	Attainment is well above the national average (5% or more above the national average)	Attainment is broadly in line with national average (1% below to 4% above the national average)	Attainment is below the national average (between 2% and 5% below the national average)	Attainment is well below the national average (6% or more below the national average)
EYFS Primes	Attainment is well above the national average (5% or more above the Islington average)	Attainment is broadly in line with national average (1% below to 4% above the Islington average)	Attainment is below the national average (between 2% and 5% below the Islington average)	Attainment is well below the national average (6% or more below the Islington average)
Attendance	Attendance is well above the national average ( 2% or more above the national average)	Attendance is broadly in line with national average (1% below/1% above the national average)	Attendance is below the national average (between 2% and 5% below the national average)	Attendance is well below the national average (6% or more below the national average)
Governors	Governors are effective	Vacancies exist within the governing body – committee members or leadership	Number of parental complaints is a concern	Statutory duties are not being undertaken and the governing body is ineffective
Ofsted report	School is Good or better	School Requires improvement to be Good or is currently Good with increasing capacity to improve.	School Requires improvement to be Good but leadership is judged as good as there is capacity to improve	School is inadequate – Special Measures
Previous WiSS	Light touch	Additional support	Intensive support	Warning Notice issued
Finance	School budget is balanced and monitoring is responsive to financial challenges	School budget is now balanced following organisational change and is responsive to financial challenges	School budget is at risk of being in deficit.	School budget is in deficit and the LA meets regularly with the school to monitor progress
Safeguarding based on Safeguarding Report	No current safeguarding concerns	Some concerns identified but school working with the LA to resolve matters	Challenge and possibly intervention needed	Current and serious safeguarding concern under investigation
SEN identification	SEND identification is in line with the borough average (15%)	SEND identification is broadly in line with borough average 15% (6% below/8% above the borough average)	SEND identification is well above/below the borough average 15% (12% below/18% above)	Not applicable
HR (Recruitment / Payroll / Casework)	General issues. Little or no HR involvement in recruitment / casework.	Casework with regular involvement from HR Advisers	High volume of casework and HR issues, with additional HR support  Serious / complex casework, including organisational change	High volume of serious and complex casework and HR issues  Serious long term / ongoing casework

## Appendix C - Secondary Evaluation Tool 2016

Category	1 High performing and self-improving	2 Self improving	3 Challenge and possibly intervention required	4 Serious concerns - intervention
Attainment 8	Attainment 8 is well above the national average	Attainment 8 is broadly in line with national average	Attainment 8 is below the national average	Attainment 8 is well below the national average
Progress 8	Progress 8 is well above the national average	Progress 8 is broadly in line with or above national average	Progress 8 is below the national average	Progress 8 is below the floor target
EBacc	EBacc is well above the national average	EBacc is broadly in line with national average	EBacc is below the national average	EBacc is well below the national average
GCSE English and mathematics at C+	Attainment is well above the national average	Attainment is broadly in line with national average	Attainment is below the national average	Attainment is well below the national average
Attendance	Attendance is well above the national average ( 2% or more above the national average)	Attendance is broadly in line with national average (1% below/1% above the national average)	Attendance is below the national average (between 2% and 5% below the national average)	Attendance is well below the national average (6% or more below the national average)
Governors	Governors are effective	Vacancies exist within the governing body – committee members or leadership	Number of parental complaints is a concern	Statutory duties are not being undertaken and the governing body is ineffective
Ofsted report	School is Good or better	School Requires improvement to be Good or is currently Good with increasing capacity to improve.	School Requires improvement to be Good but leadership is judged as good as there is capacity to improve	School is inadequate – Special Measures
Previous WiSS	Light touch	Additional support	Intensive support	Warning Notice issued
Finance	School budget is balanced and monitoring is responsive to financial challenges	School budget is now balanced following organisational change and is responsive to financial challenges	School budget is at risk of being in deficit.	School budget is in deficit and the LA meets regularly with the school to monitor progress
Safeguarding	No current safeguarding concerns	Some concerns identified but school working with the LA to resolve matters	Challenge and possibly intervention needed	Current and serious safeguarding concern under investigation
SEN identification	SEND identification is in line with the borough average (15%)	SEND identification is broadly in line with borough average 15% (6% below/8% above the borough average)	SEND identification is well above/below the borough average 15% (12% below/18% above)	Not applicable
HR (Recruitment / Payroll / Casework)	General issues. Little or no HR involvement in recruitment / casework	Casework with regular involvement from HR Advisers	High volume of casework and HR issues, with additional HR support  Serious / complex casework, including organisational change	High volume of serious and complex casework and HR issues  Serious long term / ongoing casework

For more information on the **Work In Support of School (WiSS)** document, please contact:

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# Is Anybody Listening?



Engaging and promoting achievement for white working class students

A group of Year 7 girls from Elizabeth Anderson School celebrate the success of their *Midsummer Night's Dream* performance.

From *A Midsummer Night's Dream* to issues of identity, **Emma Simpson** explores a project designed to see what works in English for under-achieving white working class students in a multicultural borough.

The engagement and achievement of white working class students has been a national concern for some time. In Islington, a multicultural inner London borough, White British students make up roughly 20% of the secondary school population. Most of these students, according to both crude and more subtle measures, are working class. And year after year, across the curriculum, they are one of the lowest performing social groups. A couple of years ago, the Heads of English did more than throw up their hands in despair; they asked me to research on their behalf and use my findings to do something, at least in English.

I found that quite a lot is known about the factors which affect educational success for this (non-homogenous) group. From these insights derive a

number of possible strategies, but no magic wand. It is, of course, part of a much wider social issue about equality and justice, about the class ridden history of our country, about competition for ever scarcer resources, about social fragmentation and changes in labour markets, about the reproduction of dominant social structures.

A daunting context. Yet what we do in our classrooms does impact on individual students and make a difference to their educational experience. With this in mind we formed a project group, found some funding and put together a programme which involved teacher training, inspirational talks from practitioners who had made significant headway in this field, and a series of collaborative planning sessions.



### A Midsummer Night's Dream

Fast forward to the summer term when Year 7 in one school embarked on their study of *A Midsummer Night's Dream*. Parental engagement comes up again and again in research into white working class achievement and is more complex than might first appear. All parents want the best for their children but many may not have the skills, knowledge, confidence or resources to support academic endeavour. England's school system embodies middle class values such that working class students can experience a disjunction between their school and home lives. If compounded by parents' own negative school experience, it can lead to a feeling of alienation for both generations.

Yasemin Hazine, the teacher heading the *Midsummer Night's Dream* unit, wanted all participants to feel that Shakespeare is fun, relevant and accessible. So at the heart of the unit she designed a homework booklet to be completed with a parent/carer which encouraged a joint learning journey and acted as a bridge between home and school. In the classroom, Royal Shakespeare Company approaches were used to enable students to inhabit the language and world of the play, to actively engage and find individual meaning. Ultimately, each class took responsibility for one scene and the unit culminated in a promenade performance of the play, across various sites within the school, to which parents and carers were invited.

It was a great success and has become a highlight of the school calendar. But not without challenges. Not all students completed the homework booklet consistently and, in the evaluations, even some students who wrote about how much they had enjoyed the scheme maintained that they were not looking forward to studying Shakespeare in the future: ingrained expectations stronger than lived experience. This year, Yasemin will consult both current Year 8 and 7 students to find out how the homework booklet idea could be improved. All students' feedback will be taken on board but the comments from white working class students will be particularly noted and acted on if possible. This year, each teacher will also complete a case study of one or two of the target group students in their class to capture what they notice about when they are most engaged and any visible barriers.



EGA girls capture a delicate moment in *A Midsummer Night's Dream*.

**“All parents want the best for their children but many may not have the skills, knowledge, confidence or resources to support academic endeavour.”**

### A sense of identity

One headteacher has observed: *‘If a Muslim girl goes to university, she is still a Muslim girl. If a white working class girl goes, she risks losing her working class identity.’* Issues of identity are frequently complex, as is the thorny issue of social mobility and, with it, the discourse surrounding aspirations. Whilst all students, regardless of their background, should have the right, and be supported, to aim for any career, it is important that the academic route isn't automatically privileged over other options; that in seeking to 'aim high' the system doesn't implicitly criticise those who may choose not to. As Tawney put it, education should be a space that *‘people seek out not in order that they may become something else but because they are what they are’*. The system should allow students to internalise a positive sense of a working class identity, not just seek to escape it.

One school worked with Year 10 students on an *Identity* scheme of work which encouraged reflection about influences and values as well as personal history. For 14 selected students (over 50% of who were from the target group), it culminated in an Arvon residential creative writing trip to Devon.

This was a high cost, but extraordinarily high impact part of the project: when the lead teacher shared the poems, pictures and anecdotes from the trip, tears welled around the table. The students are now setting themselves up as writing mentors for younger students and teachers are working out how to widen impact when the whole project runs again.

*A poem written by a Year 10 student who had become increasingly withdrawn since the divorce of his parents. He had not spoken about it until the Arvon creative writing residential trip when he wrote this poem.*

### The Divorce

Before the divorce I was a lighthouse,  
a building that walking on water.  
But something changed, my mother  
no longer matching her sentence to his.  
Secretly losing faith in the order of things,  
like pleading with a traffic warden.  
Arguments would hide what he was really thinking.  
Writing things that sound like the future,  
that stopped yesterday morning,  
after nine hours of sleep. My face blank  
in the sun's glare. I interrogate diaries,  
labels, lists and old photographs for a man  
more father than my father, but I am at sea  
as I watch these former lover birds in our kitchen,  
dancing like two cracked eggs in a source pan.  
Before the divorce I was a lighthouse,  
a building that walked on water, but now I just sink.

**“It feels like a real conversation has started, as though teachers are thinking in proactive and creative ways, as if the voices of these students are beginning to be heard.”**

Identity was also the focus of a Year 7 project in another school, where white working class students are very much a minority. The scheme equipped students to interview people from the local community, including family. Work on questioning asked ‘what questions encourage people to open up about their experience?’ which helped students think about and share their own narratives, as well as those they went on to interview outside the classroom. The unit culminated in a crafted narrative in which the interviewee was descriptively introduced and their words then shared through both direct and indirect speech, as does the Gentle Author of *Spitalfields Life*.

### Collaboration, agency and voice

This year we have widened the scope of the project to encompass other subject areas. Whilst English still predominates, there is a maths parent/student evening planned which aims to give parents a taste of forward thinking, thought provoking maths teaching, make maths feel accessible and fun and provide a goody bag of maths puzzles which families can take away to do together at home. Importantly, the preparation of this evening will be done through careful consultation with students and parents, ensuring that their voice is heard in how the evening is promoted and organised.

For me, agency is a thread which runs through all the factors identified by research; if people feel they have power, control, a valued voice, they are more like to engage. A few years ago, researchers at Royal Holloway developed a model for collaboratively writing a book. It began as a project between IT and psychology experts but its success has resulted in the formation of a charity which uses the process to promote social equality as well as to make available transformative writing experiences for all. A key finding was the generative power of giving students the locus of control, as well as the social and emotional benefits of working intensively and creatively as a group to overcome challenge and celebrate success.

Several Islington schools ran this Collaborative Writing Project when the model was first made available, often with startling success. This year therefore, one school is using the white working class funding to work with this charity to run a project with a mixed group of KS3 students who are all bright, but lacking in confidence with the written word. They start with just their ideas on Monday and have a published book, available on Amazon, by the time they go home on Friday. Apparently, no student who stays to the end of the first day is absent for the rest of the week, not even those with attendance issues.

Two other schools are planning schemes of work which place agency, choice, responsibility and relevance, at their core (*Romeo and Juliet* for Year 10 and *Point of View*, a non-fiction writing scheme, for Year 9). Yet another intends to set up a Community Writing Group, involving parents/carers as well as students, facilitated by skilled practitioners but led by the interests of the group. This is partly inspired by NATE's own National Writing Project which has given rise to Teacher Writing Groups all over the country, seeking to change the way we relate to writing, to see it as a tool of agency and voice, and enable teachers to take part in that journey alongside their students.

### And finally...

Forward thinking education and social policies are critical if the widespread underachievement of white working class students is to be addressed. However grassroots movements such as this, and the various projects which Islington teachers have embraced, shape our understanding through lived experience and do have an impact on students' relationship with learning. We are still a long way from making white working class students a group which thrive in English across the borough and across the curriculum. But it feels like a real conversation has started, as though teachers are thinking about it in proactive and creative ways, as if the voices of these students are beginning to be heard.

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### Emma Simpson

is a Secondary English Consultant for Islington

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