



AGENDA FOR THE CHILDREN'S SERVICES SCRUTINY COMMITTEE

Members of the Children's Services Scrutiny Committee are summoned to a meeting, which will be held in Committee Room 5, Town Hall, Upper Street, N1 2UD on, **9 March 2015 at 7.30 pm.**

John Lynch
Head of Democratic Services

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Despatched : 26 February 2015

Membership

Councillors:

Councillor Kaya Comer-Schwartz (Chair)
Councillor Nick Ward (Vice-Chair)
Councillor Alice Donovan
Councillor Michelline Safi Ngongo
Councillor Dave Poyser
Councillor Nurullah Turan
Councillor Diarmaid Ward
Councillor Nick Wayne

Co-opted Member:

Vacancy, Church of England Diocese
James Stephenson, Secondary Parent Governor
Erol Baduna, Primary Parent Governor
Mary Clement, Roman Catholic Diocese

Substitute Members

Substitutes:

Councillor Mouna Hamitouche MBE
Councillor Angela Picknell
Councillor James Court
Councillor Satnam Gill

Quorum is 4 Councillors

A. Formal Matters

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1. Apologies for Absence
2. Declarations of Interest

If you have a **Disclosable Pecuniary Interest*** in an item of business:

- if it is not yet on the council's register, you **must** declare both the existence and details of it at the start of the meeting or when it becomes apparent;
- you may **choose** to declare a Disclosable Pecuniary Interest that is already in the register in the interests of openness and transparency.

In both the above cases, you **must** leave the room without participating in discussion of the item.

If you have a **personal** interest in an item of business **and** you intend to speak or vote on the item you **must** declare both the existence and details of it at the start of the meeting or when it becomes apparent but you **may** participate in the discussion and vote on the item.

***(a) Employment, etc** - Any employment, office, trade, profession or vocation carried on for profit or gain.

(b) Sponsorship - Any payment or other financial benefit in respect of your expenses in carrying out duties as a member, or of your election; including from a trade union.

(c) Contracts - Any current contract for goods, services or works, between you or your partner (or a body in which one of you has a beneficial interest) and the council.

(d) Land - Any beneficial interest in land which is within the council's area.

(e) Licences- Any licence to occupy land in the council's area for a month or longer.

(f) Corporate tenancies - Any tenancy between the council and a body in which you or your partner have a beneficial interest.

(g) Securities - Any beneficial interest in securities of a body which has a place of business or land in the council's area, if the total nominal value of the securities exceeds £25,000 or one hundredth of the total issued share capital of that body or of any one class of its issued share capital.

This applies to all members present at the meeting.

3. Declaration of Substitute Members
4. Minutes of Previous Meeting
5. Chair's Report
6. Items for Call In (if any)
7. Public Questions

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B. Scrutiny Items	Page
1. Impact of Early Help on Preventing Escalation to Statutory Services: Witness Evidence	
2. Annual Report – Education in Islington 2014 (Learning and School Standards)	3 - 92
3. Families First Service Specification	93 - 116

C. Urgent Non-exempt items

Any non-exempt items which the Chair agrees should be considered urgently by reason of special circumstances. The reasons for urgency will be agreed by the Chair and recorded in the minutes.

D. Exclusion of press and public

To consider whether, in view of the nature of the remaining item on the agenda, it is likely to involve the disclosure of exempt or confidential information within the terms of the Access to Information Procedure Rules in the Constitution and, if so, whether to exclude the press and public during discussion thereof.

E. Exempt items for call in (if any)

F. Urgent Exempt Items (if any)

Any exempt items which the Chair agrees should be considered urgently by reason of special circumstances. The reasons for urgency will be agreed by the Chair and recorded in the minutes.

The next meeting of the Children's Services Scrutiny Committee will be on 28 April 2015.

Please note all committee agendas, reports and minutes are available on the council's website: www.democracy.islington.gov.uk

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Children's Services Scrutiny Committee - 19 January 2015

- 2) That, in addition to the Impact of Early Help on Preventing Escalation to Statutory Services scrutiny review, the Committee would receive one additional report at each meeting. This would be accompanied by a five minute presentation and questions from members. The report schedule would be as follows:
March 2015 – Annual Report on Learning and Schools Standards
April 2015 – Executive member presentation
May 2015 – Early Years report
- 3) That a vote of thanks be accorded to the Chair for her work in devising the work plan.

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IMPACT OF EARLY HELP ON PREVENTING ESCALATION TO STATUTORY SERVICES: PROPOSED NEXT STEPS (ITEM NO. B2)

The Chair outlined the proposed next steps for the Impact of Early Help on Preventing Escalation to Statutory Services scrutiny and explained that by identifying aspects of the local early help offer and partnership working, the scrutiny would be more focused. Similarly, identifying questions to focus on would help the committee scrutinise and provide useful recommendations. The questions in the Next Steps document focused on access and efficiency.

RESOLVED:

- 1) That the Next Steps document, including the six focus questions, be agreed.
- 2) That the decision on who would be invited to give evidence, be delegated to the chair, in consultation with officers.

MEETING CLOSED AT 7.55 pm

Chair



Report of: **Director of Learning and Schools**

Meeting of:	Date	Agenda item	Ward(s)
Children's Services Scrutiny	9 March 2015	B2	All

Delete as appropriate		Non-exempt
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SUBJECT: Annual Report – Education in Islington 2014 (Learning and School Standards)

1. Synopsis

- 1.1 This report provides members with a summary of the Annual Report on Education 2014, looking at how well the education service in Islington is performing and meeting our aspirations for all children and young people's educational outcomes and progression to adulthood. In brief, by ensuring that all our schools and services are of the highest quality and share high aspirations, we can help all young people in Islington to achieve their potential.

2. Recommendations

- 2.1 To note and support the priorities outlined below.

3. Background

3.1 Priorities for 2015

- 1) Variation in attainment and progress between schools and departments, both primary and secondary, masks underachievement for some groups – including more able pupils. The consistent and secure rates of progress achieved by some schools for all pupils including those with special education needs, needs to be replicated across the borough.
- 2) Changes to curriculum, examination and assessment arrangements proceed apace and there is much to do to maintain and improve quality and standards.

- 3) Senior leaders and governing bodies will need to carefully evaluate quality and standards at their schools or settings against the new framework and take timely action where it is required – including the behaviour and safety of pupils.
- 4) Ensuring the improvement at the end of the Early Years Foundation Stage continues remains a priority, as does a renewed focus on continuing to improve outcomes for the bottom 20% of children.
- 5) Critical to this is ensuring access to good quality universal and targeted Children's Centre services and high quality early years provision from the age of 2.
- 6) Attendance should be at or above 96% in every school.
- 7) More effort is needed to ensure that barriers to improvement are addressed quickly for Children in Need and the attainment and progress of Looked After Children must continue to be a focus.
- 8) The number of young people placed in Alternative Provision should be reduced and the focus on attainment for this group strengthened, with the aim of securing good destinations for all after Year 11.
- 9) Attainment by 19 needs to be at least as good as other Inner London boroughs and NEETs need to reduce.
- 10) Governors will need to continue to be supported as they focus on driving improvement and priority support will be provided where provision is either inadequate or requires improvement.
- 11) Development of additional school places, including for children with high needs, must be well-managed so that all children can access high quality provision.

3.2 Findings

3.2.1 Quality of provision

- Schools are maintaining Islington's position in the top quartile of all LAs with 91% of schools judged by Ofsted to be good or outstanding compared with 81% nationally.
- Progress in improving inspection outcomes in early years continues to be steady with over 76% of provision judged by Ofsted to be good or better, placing Islington in the middle of the local authority ranking. Within this overall figure, 92% of our children's centres are judged good or better, 25 percentage points above the national average; and 81% of non-domestic childcare is good or better, in line with the national average.

3.2.2 Outcomes for children and young people

- **In the Early Years Foundation Stage**, 58% of five year olds reached or exceeded the DfE benchmark; this is, however, 2 percentage points below national performance. The gap between the bottom 20% of children and the rest widened slightly to 34.7%, above the national average of 33.9%.
- **Phonics Year 1**, the national screening test has been in place for three years. For the past two years outcomes for Islington have been broadly in line with national. Over the past three years outcomes for pupils achieving the expected standard have risen by 19% points. The challenge for Islington schools is now to do better than Inner London schools.
- **KS1** has seen a consolidation of outcomes in reading, writing and mathematics over the previous year. A 2% point gain in reading and maths at 2b and a 5% point improvement in writing at 2b

have secured pupils readiness for the KS2 curriculum. At Level 3, pupils are achieving broadly in line with their peers nationally, with stronger gains in maths.

- **At Key Stage 2**, good progress has been made - 82% of eleven year olds attained at least the expected level (Level 4 or above in the reading, writing and maths assessments). 94% of all Islington schools met the national floor standards in 2014.
- **At Key Stage 4**, the rank position of Islington's Key Stage 4 results rose further in 2014 for the proportion of sixteen year olds attaining 5+A*-C including English and maths. Islington's results are above those for Inner London and England.
- **At the age of 19** steady progress has been made with 56 % (2013 figures) reaching Level 3 (equivalent to 2 A Level passes). Retention rates have gone up substantially at 16 plus (i.e. those in learning since 2009); and to a lesser extent at 17 and 18.
- The performance of disadvantaged pupils¹ compared with the rest at KS 2 is better than the national gap at 10 percentage points in 2014. At Key Stage 4, the gap remains the same as 2013 at 12 percentage points, which was well below the national gap at 26.9 points.
- The attainment of Children in Need at Key Stage 2 was 51.6% in 2013 (2014 data not yet available), which is below the Inner London average of 53.4%, but above national at 40.9%.
- The progress and attainment of Black Caribbean pupils remains an area of concern at key stages 2 and 4, while there has been some improvement in the attainment of White UK pupils at GCSE – this has previously been the lowest performing group for some time.

3.2.3 Attendance, Behaviour and Exclusions

- The rate of absence for primary aged pupils fell by about 1/5th in 2013/14 compared to the previous year and is for the first time close to the national rate (0.2% below England).
- The rate of absence of secondary aged pupils fell again in 2013/14 and was, for the second year, below the national rate.
- The proportion of primary school pupils in Islington who were persistently absent has been falling, and the gap between Islington and the Inner London and national averages has narrowed significantly.
- Permanent exclusions from secondary schools reduced considerably between 2007/8 and 2010/11 to below the Inner London (0.22%) and national (0.18%) averages but rose slightly in 2012/13 to 0.3%.

3.2.4 Sufficient good quality places

- There is still a shortage of places for 2 year olds although currently take-up (52%) appears to be running in line with places available (54%). Within the next 12-15 months, the percentage of new places available will rise to 74% of the estimated need.
- There are sufficient school places across the Borough for the immediate future to 2016; while the number of children living in Islington is set to rise, it will be at a slower rate than in the rest of London.

¹ Disadvantaged pupils were eligible for free school meals during the last six years or in care at any time in their school career.

- In order to ensure that we meet the target for participation for young people aged 18 by 2015, schools and other providers need to meet the diverse needs of learners, with a clear focus on helping young people to achieve a Level 2 in English and Maths as part of their post 16 programme. There continues to be a need to secure high quality, appropriate provision for some vulnerable and disadvantaged young people.

4. Conclusion and reasons for recommendations

4.1 School performance continues to improve, with more children achieving good outcomes at the end of reception, the end of primary school and at GCSE. Attendance has improved. Children make better progress than children nationally. Although the majority of our children attend schools that have good or better inspection outcomes, the changes to the inspection framework are making it more challenging for schools to retain these judgements. More vulnerable children make less progress than they should. The further development of the Islington Community of Schools to continue to secure a school led self-improving system, is a key strategic priority that is well supported through Schools Forum and the Education Improvement Strategy group. This work must continue.

Appendices

Background papers:

Annual Report 2014 <http://evidencehub.islington.gov.uk/family/universal/reports/Pages/default.aspx>

Final report clearance:

Signed by:

Director of Learning and Schools

Date

Received by:

Head of Democratic Services

Date

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Education in Islington

Annual Report 2014

Education in Islington: Annual Report 2014

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1. Introduction – Why an Annual Report?

This report is the fourth in an annual series which looks at how well the education service in Islington is performing and meeting our aspirations for all children and young people's educational outcomes and progression to adulthood. In brief, by ensuring that all our schools and services are of the highest quality and share high aspirations, we can help all young people in Islington to achieve their potential.

The report is one of the ways for informing councillors, governing bodies and the wider public about education performance in Islington.

The data in this report are drawn from a range of sources. Where available, comparisons have been made between performance in Islington and the Inner London and national performance. The analyses cover the most recent full academic year – 2013/14. Please note that all the 2014 data for Key Stage 2, Key Stage 4 and Key Stage 5 are provisional at the time of writing this report.

The report includes questions that governors and others might use to stimulate discussion on raising attainment and quality.

Key issues and priorities for 2015

The percentage of young people achieving 5 good GCSE's was 59.4% which placed Islington 34th out of 151 Local Authorities with published results. This is above both the national and inner London averages. However there is significant school and 'in school' variation in both attainment and progress which needs to be addressed.

This variation in attainment and progress between schools and departments, both primary and secondary, masks underachievement for some groups – including more able pupils. The consistent and secure rates of progress achieved by some schools for all pupils including those with special education needs, needs to be replicated across the borough.

Alongside this, changes to curriculum, examination and assessment arrangements proceed apace and there is much to do to maintain and improve quality and standards.

Attainment in phonics is not high enough in some schools. A strong focus on year 1 which does not rely on catch up in year 2, is important in those schools still not reaching at least national expectations.

The progress and attainment of more able pupils is too variable across schools.

Most of our schools achieve good or better inspection outcomes. Revisions to the Inspection Framework present increased challenges for schools and settings. Senior leaders and governing bodies will need to carefully evaluate quality and standards at their schools or settings against the new framework and take timely action where it is required – including the behaviour and safety of pupils.

The School Inspection Framework focusses on the progress of individual groups of children. Ensuring that all groups make good or better progress is critical to ensuring that outcomes continue to improve.

Achievement at the end of the Early Years' Foundation stage has improved. Ensuring this continues at or above both the national and inner London averages remains a priority, as does a renewed focus on continuing to improve outcomes for the bottom 20% of children.

Critical to this is ensuring access to good quality universal and targeted Children's Centre services and high quality early years provision from the age of 2. 12 primary schools have opened, or will soon open, places for 2 year olds; provision will be much improved if more schools offer high quality places.

There has been a strong drive on attendance, which is beginning to show impact. Persistence with the 'Approach to Attendance' is critical to success in this area. Attendance should be at or above 96% in every school.

Schools must continue to use the Pupil Premium effectively and be able to show how this has improved the quality of education and standards for targeted pupils in their school – this should be made explicit on school websites.

The attendance, attainment and progress of Children in Need are not as good as they could be and more effort is needed to ensure that barriers to improvement are addressed quickly.

Children in alternative provision or 'looked after' must continue to be supported to achieve well and have a secure pathway for their education and training. Overall this number should be reduced and the focus on attainment should be strengthened.

The number of young people Not in Education Employment or Training (NEET) aged 16-18 has reduced, but it is still too high. Work to establish secure progression routes for these young people remains a priority.

Attainment by 19 needs to be at least as good as other Inner London boroughs.

Focused support must be provided to all schools and settings so that provision should be at least good or better. Priority support is also provided for schools and providers where provision is either inadequate or requires improvement. Where required the local authority should use its statutory powers to bring about

Childminder inspection outcomes have continued to improve over time with 71.6% now good or better. However this area needs to remain a focus for the future.

Ofsted inspections have rightly recognised the high quality governance in our schools. Governors will need to continue to be supported as they focus on driving improvement.

The further development of the Islington Community of Schools to continue to secure a school led self-improving system, is a key strategic priority that is well supported through Schools Forum and the Education Improvement Strategy group. This work must continue.

Ensure that the development of additional school places, including for pupils with high needs, is well-managed so that all children can access high quality places when needed.

Main Findings

Quality of provision

- Schools are maintaining Islington's position in the top quartile of all LAs with 91% of schools judged by Ofsted to be good or outstanding compared with 81% nationally.
- Progress in improving inspection outcomes in early years continues to be steady with over 76% of provision judged by Ofsted to be good or better, placing Islington in the middle of the local authority ranking. Within this overall figure, 92% of our children's centres are judged good or better, 25 percentage points above the national average; and 81% of non-domestic childcare is good or better, in line with the national average.

Outcomes for children and young people

- **In the Early Years Foundation Stage**, 58% of five year olds reached or exceeded the DfE benchmark; this is, however, 2 percentage points below national performance. 72% of 5 year olds achieved at least the expected level in the prime areas of learning, in line with national and inner London averages. The gap between the bottom 20% of children and the rest widened slightly to 34.7%, wider than the national average of 33.9%.
- **Phonics Year 1**, the national screening test has been in place for 3 years. For the past two years outcomes for Islington have been broadly in line with national. Over the past 3 years outcomes for pupils achieving the expected standard have risen by 19% points. The challenge for Islington schools is now to do better than Inner London schools. **Y2 Phonics** screening has been in place for two years and is designed to "catch up" those pupils who did not meet the standard at the end of Y1. This year the gap has widened between Islington and National outcomes.
- **KS1** has seen a consolidation of outcomes in reading, writing and mathematics over the previous year. A 2% point gain in reading and maths at 2b and a 5% point improvement in writing at 2b have secured pupils readiness for the KS2 curriculum. At Level 3, pupils are achieving broadly in line with their peers nationally, with stronger gains in maths.
- **At Key Stage 2**, good progress has been made - 82% of eleven year olds attained at least the expected level (Level 4 or above in the reading, writing and maths assessments). 70% of these pupils achieved a 4b in reading, writing and maths, which indicates that pupils leaving primary schools in Islington are better placed for their transition to secondary school. Pupils achieving L5+ in reading, writing and maths is broadly in line with national

figures. Exceptional pupils achieving a L6 in maths continued to improve for a consecutive year. Islington maintained its position above that for England for the main Key Stage 2 benchmark for the third year running. 94% of all Islington schools met the national floor standards in 2014.

- **At Key Stage 4**, the rank position of Islington's Key Stage 4 results rose further in 2014 for the proportion of sixteen year olds attaining 5+A*-C including English and maths. Islington's provisional results were 1 percentage point above those for Inner London and 7 percentage points above that for England – the largest lead ever recorded by the borough.
- **At the age of 19** steady progress has been made with 50 % (2013 figures) reaching Level 3 (equivalent to 2 A level passes) narrowing the gap with national performance by 5 percentage points since 2009/10. Retention rates have gone up substantially at 16 plus (i.e. those in learning since 2009); and to a lesser extent at 17 and 18.
- At **GCSE** Islington's performance in maths, at 69%, is more than 4 percentage points above the national. The borough's figure for the percentage at C+ for English Language rose to 75.7% which is more than 11 percentage points above the all England figure and more than 5 percentage points above Inner London.
- The proportion of pupils completing Key Stage 4 in Islington schools making the expected progress during their secondary education is 11 percentage points higher than that for England for English and 7% higher than the national figures for maths, this masks large differences between schools however.
- The performance of disadvantaged pupils¹ compared with the rest at KS 2 is better than the national gap at 10 percentage points in 2014. At Key Stage 4, the gap remains the same as 2013 at 12 percentage points, which was well below the national gap at 26.9 points.
- The attainment of Children in Need at Key Stage 2 was 51.6% in 2013 (2014 data not yet available), which is below the Inner London average of 53.4%, but above national at 40.9%.
- The progress and attainment of Black Caribbean pupils remains an area of concern at key stages 2 and 4, while there has been some improvement in the attainment of White UK pupils at GCSE – this has previously been the lowest performing group for some time.

¹ Disadvantaged pupils were eligible for free school meals during the last six years or in care at any time in their school career.

Attendance, Behaviour and Exclusions

- The rate of absence for primary aged pupils fell by about 1/5th in 2013/14 compared to the previous year and is for the first time close to the national rate (0.2% below England).
- The rate of absence of secondary aged pupils fell again in 2013/14 and was, for the second year, below the national rate.
- Absence levels from Islington's special schools have been below the Inner London average in the last 3 years for which data has been published and were below the national average in 2012/13. Absence has fallen further in 2013/14.
- Although education is not compulsory until the age of five, figures on attendance in reception, when children are aged between four and five, are now published by the Department for Education. Compared to 2012/13, Islington's 4 year olds' absence fell by 1.5 percentage points to 6%.
- The proportion of primary school pupils in Islington who were persistently absent has been falling, and the gap between Islington and the Inner London and national averages has narrowed significantly. The level of persistent absence amongst Islington's secondary school pupils has more than halved over the last 4 years and is now below the Inner London and national averages. The level of persistent absence amongst pupils at Islington's special schools has also fallen during this period.
- Permanent exclusions from secondary schools reduced considerably between 2007/8 and 2010/11 to below the Inner London (0.22%) and national (0.18%) averages but rose slightly in 2012/13 to 0.3%.

Sufficient good quality places

- There is still a shortage of places for 2 year olds although currently take-up (52%) appears to be running in line with places available (54%). Within the next 12-15 months, the percentage of new places available will rise to 74% of the estimated need. While a percentage of eligible children will already be in existing childcare places, more work is needed to create more new places and ensure that all eligible 2 year olds benefit from provision that is at least good.
- There are sufficient school places across the Borough for the immediate future to 2016
- Although the number of children living in Islington is set to rise, it will be at a slower rate than in the rest of London. As more parents from other boroughs choose Islington schools local parents who apply late may have difficulty accessing their preferred school
- In order to ensure that we meet the targets for participation for young people aged 17 by 2013 and for those aged 18 by 2015, schools and other providers need to meet the diverse needs of learners, with a clear focus on helping young people to achieve a level 2 in English and Maths as part of their post 16 programme. There continues to be a need to secure high quality, appropriate provision for some vulnerable and disadvantaged young people.

2. About Islington

There were 2,988² live births in 2012 to resident mothers; this represents a 12% increase since 2003 when the number of live births was 2,671. On average, the live birth rate has increased by 2% per year over the last 10 years. The GLA estimate that there are 8,430 0-2 year olds and 5070 3-4 year olds living in Islington. However, it is anticipated that the birth rate will rise over the next few years, with projected growth in the under 5s population of approximately 4% by 2017 (GLA 2013 Round Demographic Projections).

There is good provision for early years learning with 16 Children's Centres, 66 Private, Voluntary and Independent (PVI) nurseries and 38 primary schools with nursery classes. The number of children in places, aged 2, 3 and 4 in 2014 is set out in Table 1. Given that the majority of 3 and 4 year olds are in school nursery classes, ensuring high quality provision in schools is a priority. Support for all settings is undertaken by the Early Years Foundation Stage Team.

About 52% of the eligible 2 year old cohort are now benefitting from good quality early years provision. The entitlement was extended in September 2014 from children whose families are eligible for free schools meals and children looked after to those on very low working incomes attracting working tax credit and to children with a disability or who are looked after. The number of 2 year olds taking up all places in each setting is shown in Table 1.

Table 1: Number of 2, 3 and 4 year olds in early years settings in Oct 2014

Age	Children's Centres	PVIs	Schools	Total
2 year olds	222	400	443	1,065
3 year olds	255	668	1,441	2,364
4 year olds	19	154	2,129	2,302
Total	496	1,222	4,013	5,731
Number who are Islington Residents	478	929	3,491	4,929
% who are Islington Residents	96%	76%	87%	86%

Source: Early Years and School Census Oct 2013

Approximately 87% of resident 3 and 4 year olds are in some funded early years' provision in the borough. Some of the remainder may be using out-borough settings or have private provision.

² ONS Vital Statistics

2.1 School population compared with resident population of school age

There are 21,340 school-age children (5-15 year olds) living in Islington of whom 77% attend Islington schools³. The GLA estimates that the 5 year old population is approximately 2,360⁴ in 2014. There were 2,078 applications for a primary school place for September 2013 (at offer day). Local data identifies 2,150 5 year olds; the difference implies some outward migration of families before children reach statutory school age as well as other families using the independent sector. The number of resident 10 year olds in 2013 was estimated to be 1,837³. There were 1,590 applications for admission to secondary school in September 2015 from Islington residents as at 25 November 2014. The difference between the estimated population and this figure is likely to relate to a combination of late applications; parents choosing the independent sector and possible slight over-projecting by the GLA.

³ DfE National Statistics, Schools, pupils and their characteristics: January 2014

⁴ GLA 2013 Round Demographic Projections

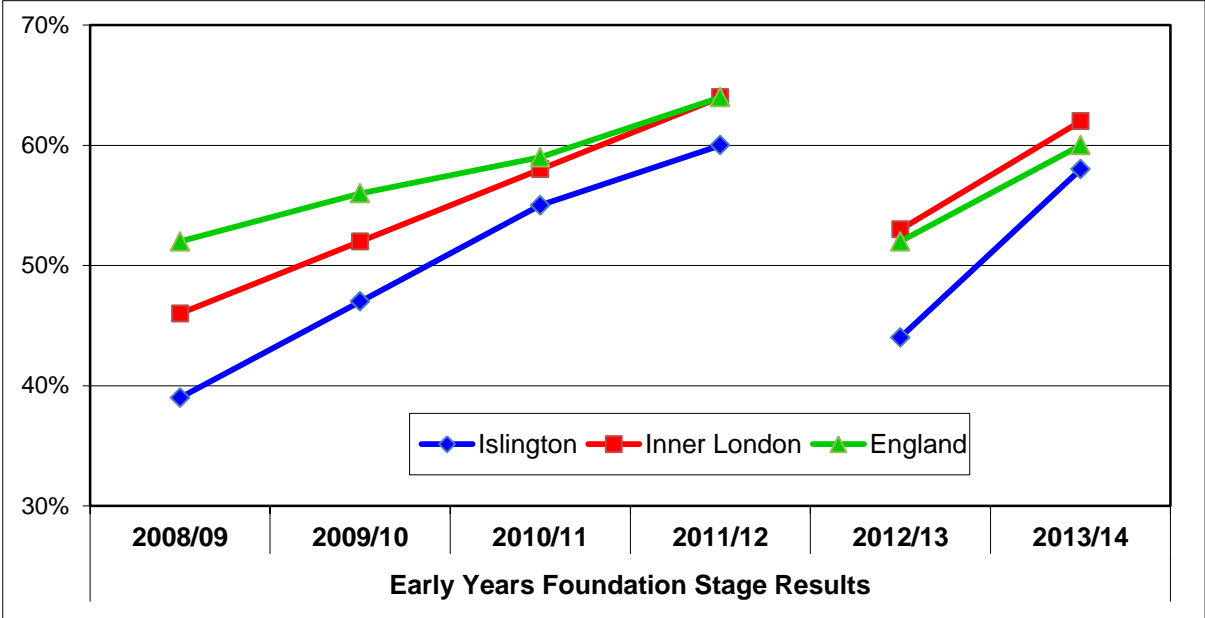
3. Promoting good and outstanding provision in Islington schools

3.1 Educational Performance – how well are our children progressing and attaining?

3.2.1 Early Years Foundation Stage (EYFS)

Up to 2012, the proportion of Islington children achieving a good level of development⁵ (GLD) at the end of reception (aged 5) was increasing in line with the country as a whole. In 2012/13 a new method of assessing EYFS was introduced. As a consequence, the proportion defined as having reached a good level of development nationally was less than in previous years and Islington’s GLD percentage also fell substantially. In 2013/14 there was an increase in the proportion of pupils attaining a GLD, and this was particularly marked in the borough which is now only two percentage points below that for England as a whole.

Graph 1: Percentage of pupils achieving a good level of development in the EYFS at age 5 from 2008/09 to 2013/14



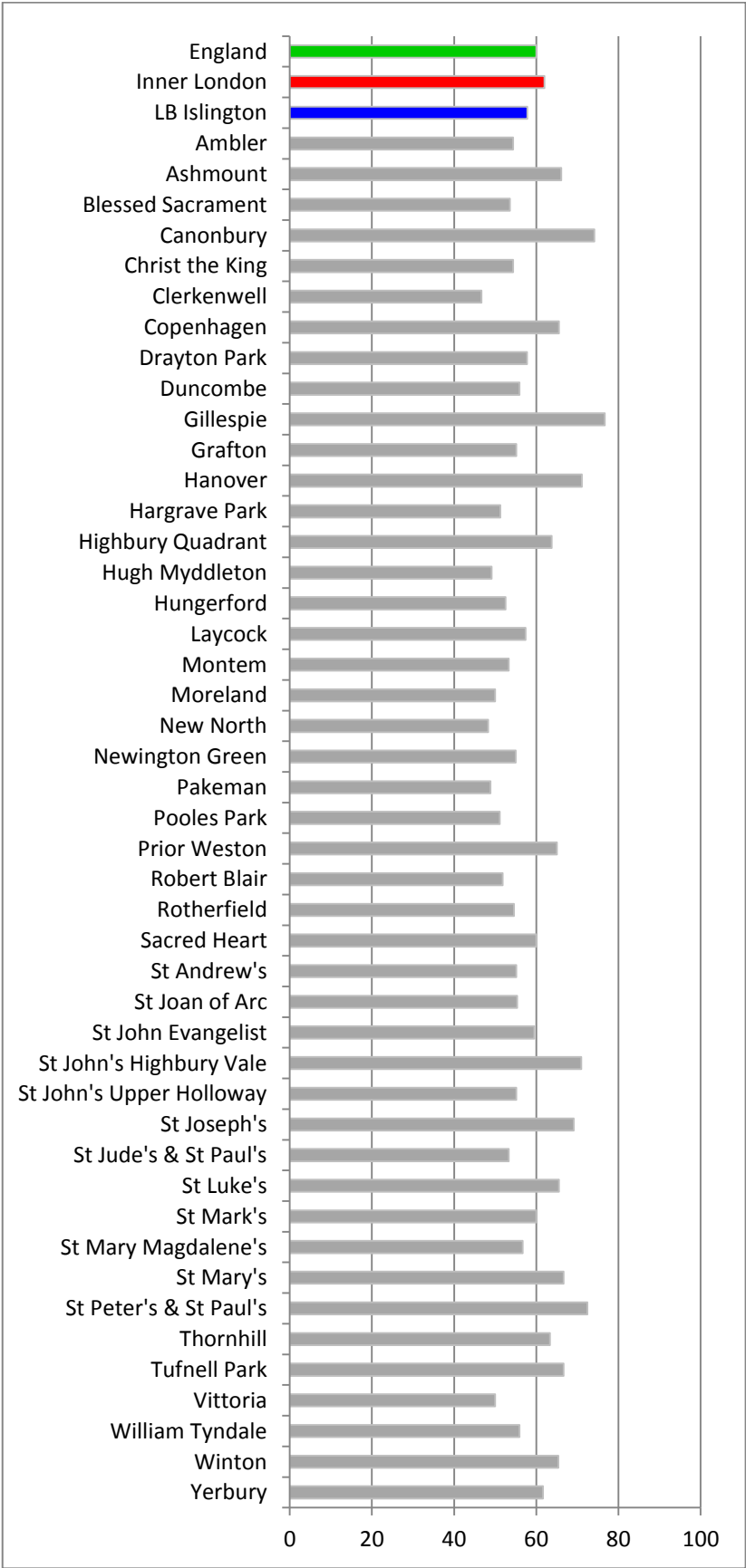
Source: DfE Statistical First Release

Graph 2 overleaf plots the performance of Islington schools based on the percentage of children achieving a good level of development in 2014. Performance at school level on this measure ranges from 30% to 77%, which suggests that there are wide variations in the ability of children on entry to Islington primary schools. There is a challenge for Islington schools and early year settings to achieve greater consistency in outcomes for five year olds at the end of the Early Years Foundation Stage.

It is expected that the difference between the best performing school and the worst will close a little in 2015 as teaching staff become more familiar with the new assessment and how to administer it.

⁵ Up to 2012, a good level of development (GLD) was a score six or more points for all of the components of PSD and CLLD and a total score of at least 78 points for the Early Years Foundation Stage (EYFS) Profile. In 2013 a new system for assessing the EYFS was introduced that defined GLD as attaining a score of 2 or 3 for the main 12 areas to be assessed.

Graph 2: Percentage of pupils achieving a good level of development in the EYFS at age 5 by school in 2013/14

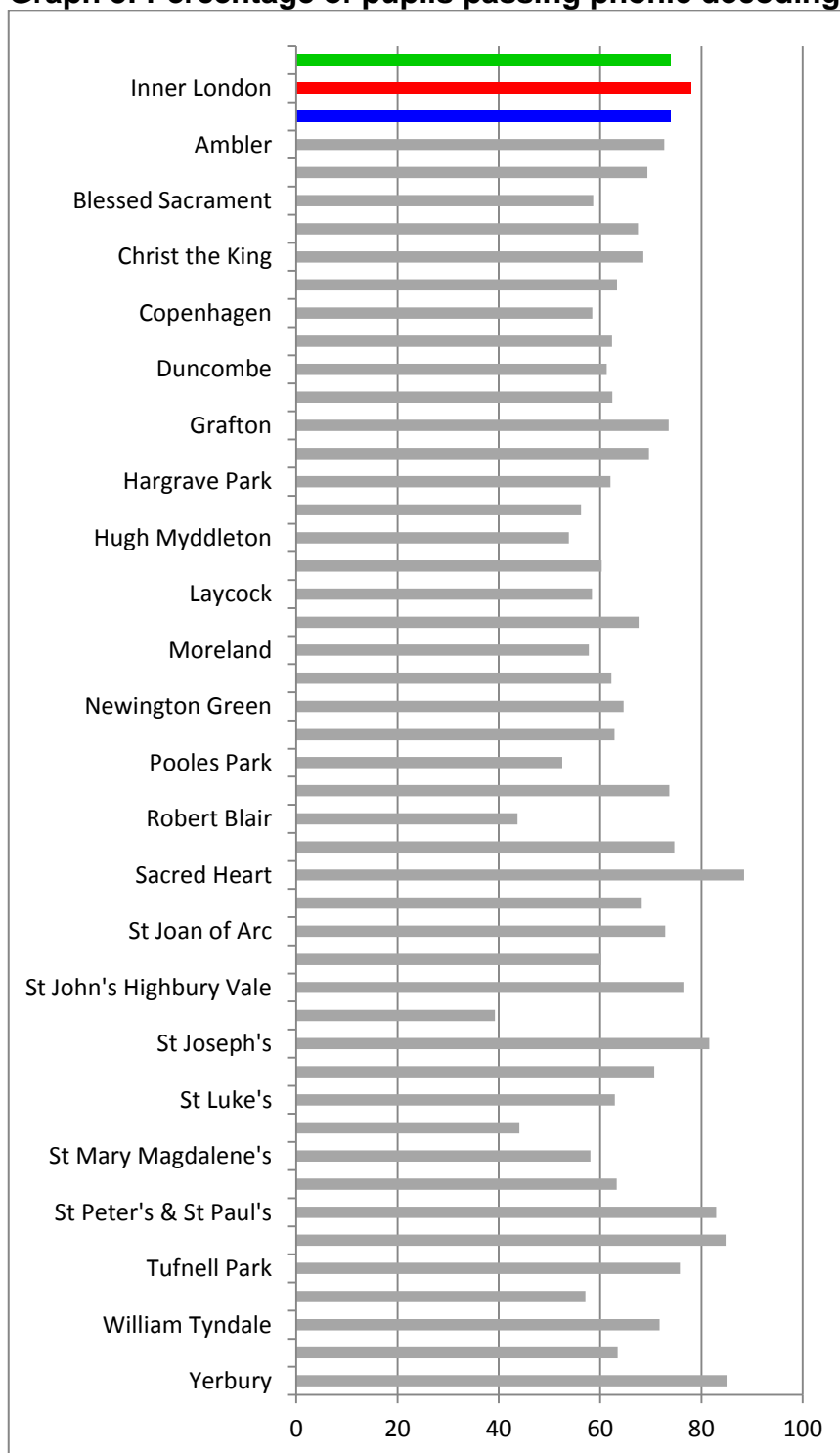


Source: Islington Children's Services & DfE

Phonics in Year 1

In 2011/12, the Department for Education introduced a new phonics⁶ test (in reading) for Year 1 pupils. Graph 3 shows the proportion of pupils who reached the required standard by school. Islington's 2013-14 performance, at 74%, was below that for Inner London (78%) but level with England's. The borough's performance has improved both in absolute terms and in relation to its comparators since 2012 – see Graph 4 overleaf.

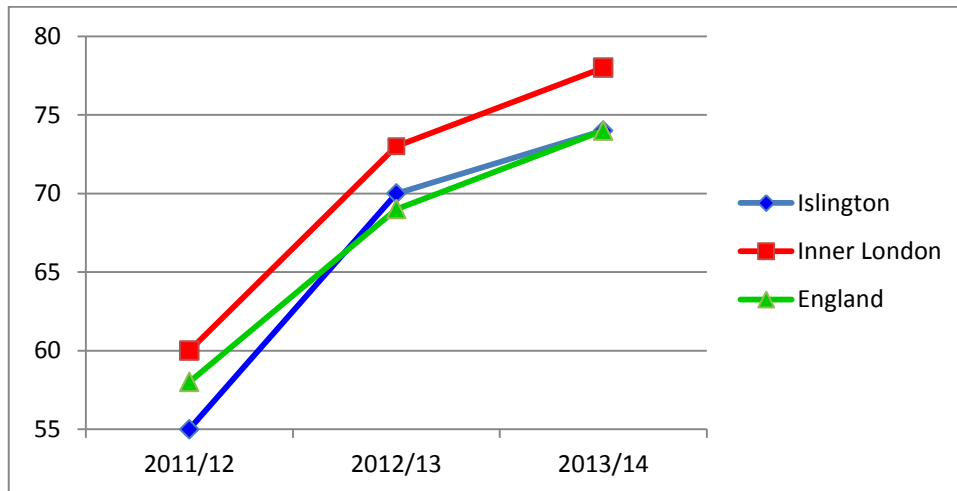
Graph 3: Percentage of pupils passing phonic decoding by school 2013/14



Source: Islington Children's Services & DfE

⁶ Marks range from 0 and 40 and a pupil gaining 32 or more is considered to have reached the required standard.

Graph 4: Percentage of pupils passing phonic decoding 2011/12 to 2013/14



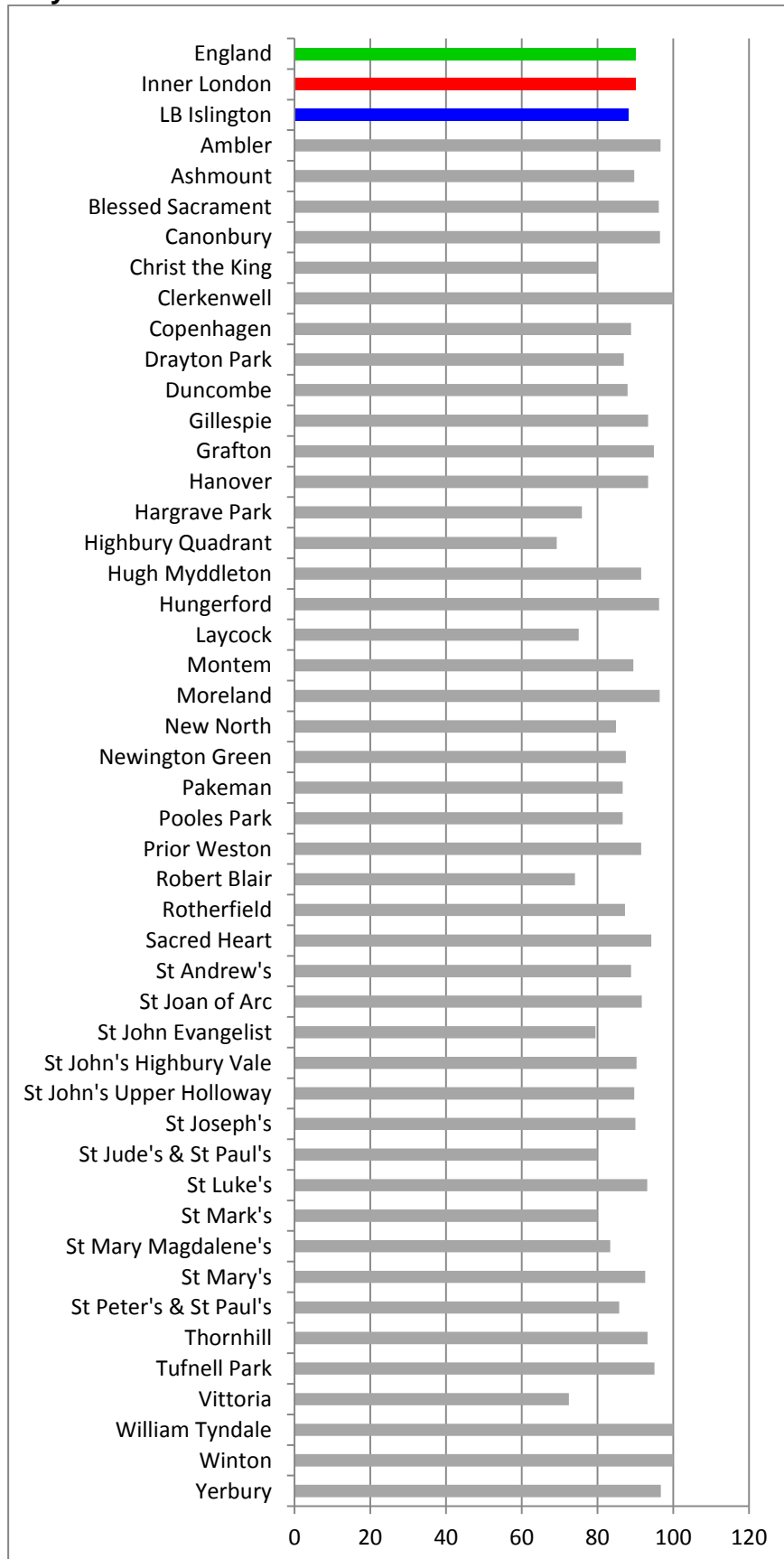
Source: DfE

3.2.3 Key Stage 1

All Year 2 pupils (7 year olds) are assessed at the end of Key Stage 1. Teacher assessments are moderated by the local authority to ensure consistency and accuracy. The gap between Islington's performance and that for Inner London and England has closed over the last four years. In 2013 the borough's performance for mathematics was the same as that for Inner London and England for the first time. In 2014 the average gap between Islington and Inner London and England widened a little.

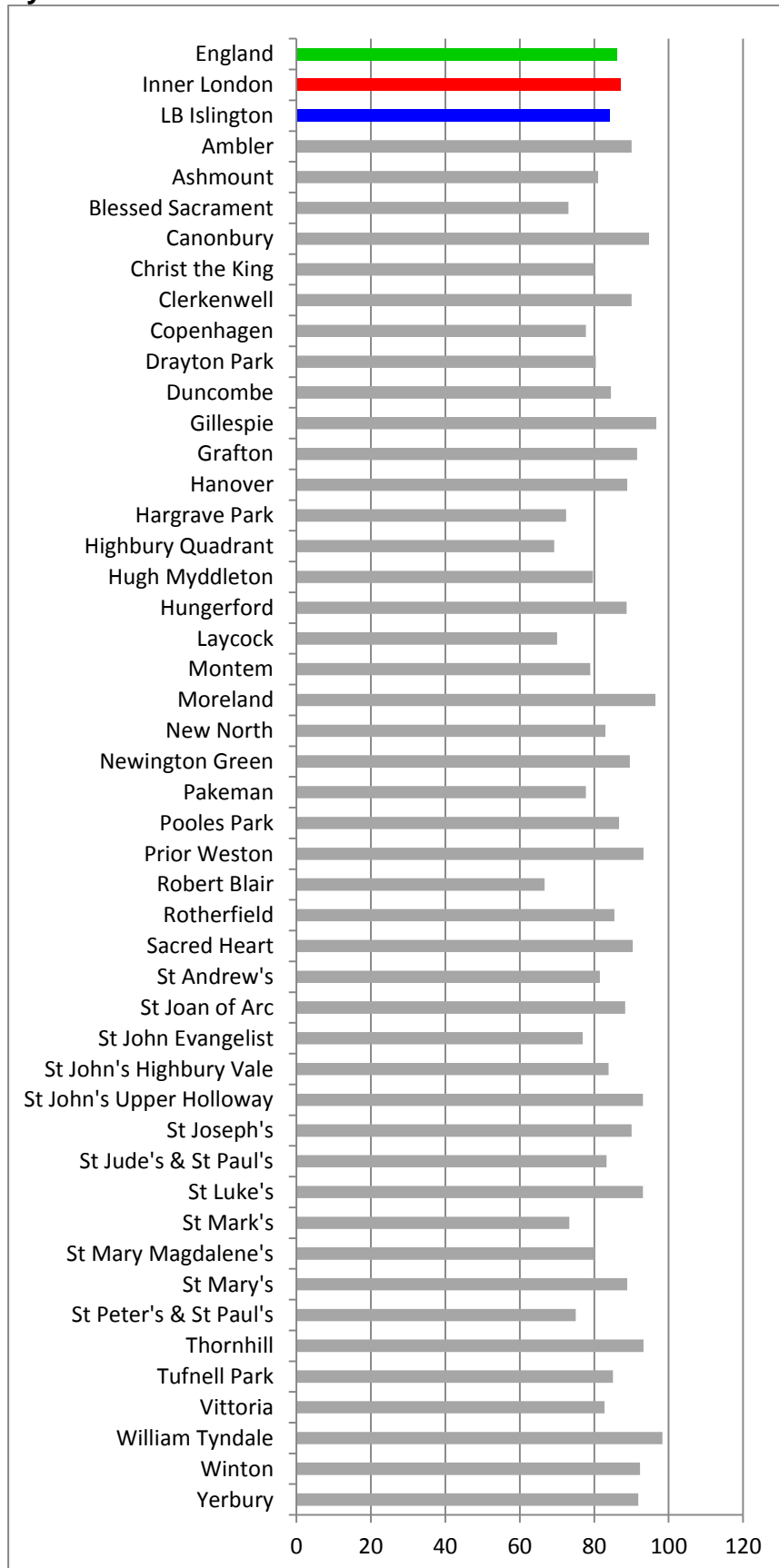
Graphs 5 to 7 overleaf show schools' performance for KS1 for reading, writing and mathematics at Key Stage 1 in 2014.

Graph 5: Percentage of pupils attaining Level 2 or above in Reading at Key Stage 1 by school in 2013/14



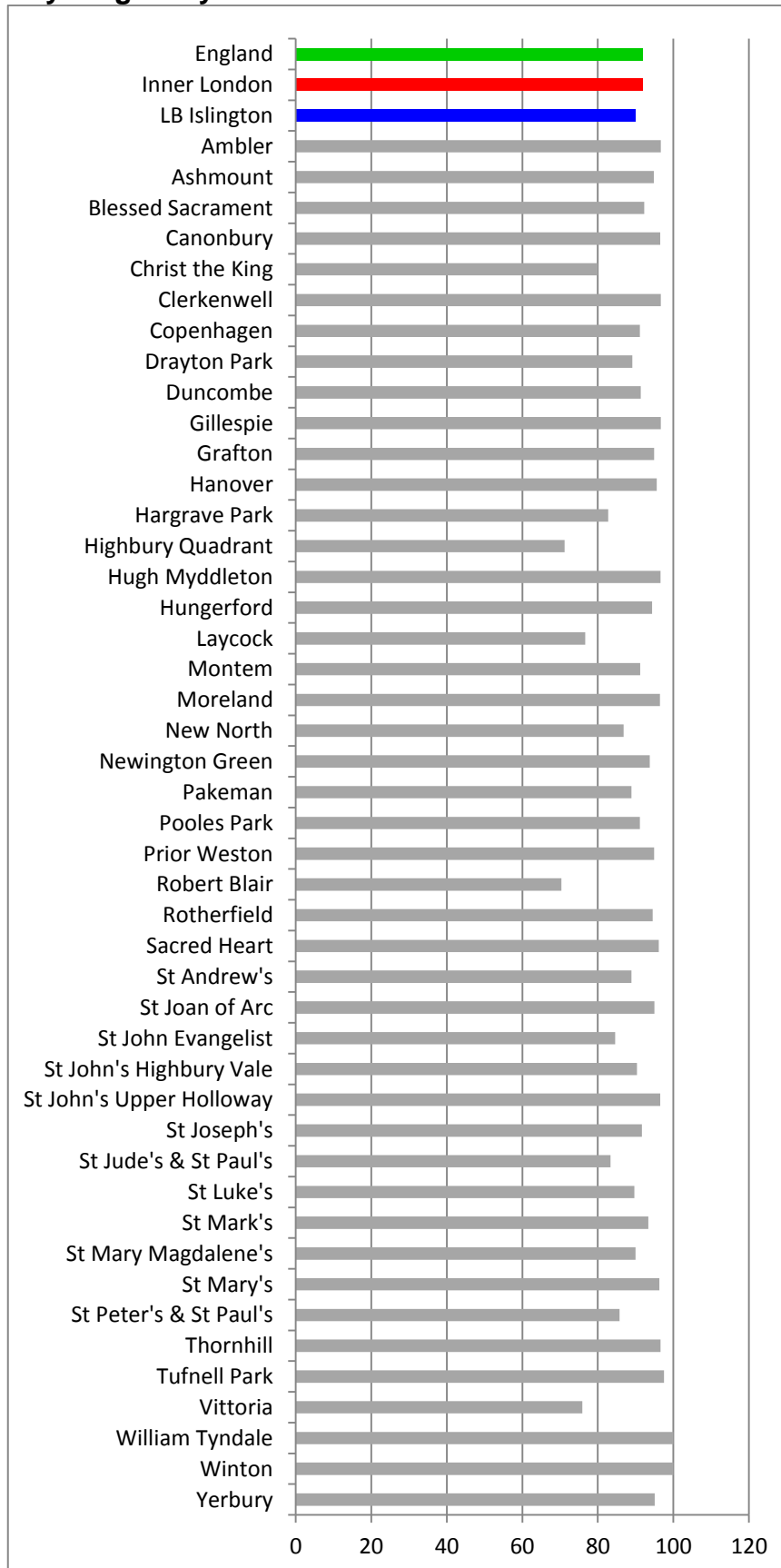
Source: Islington Children's Services & DfE

Graph 6: Percentage of pupils attaining Level 2 or above in Writing at Key Stage 1 by school in 2013/14



Source: Islington Children's Services & DfE

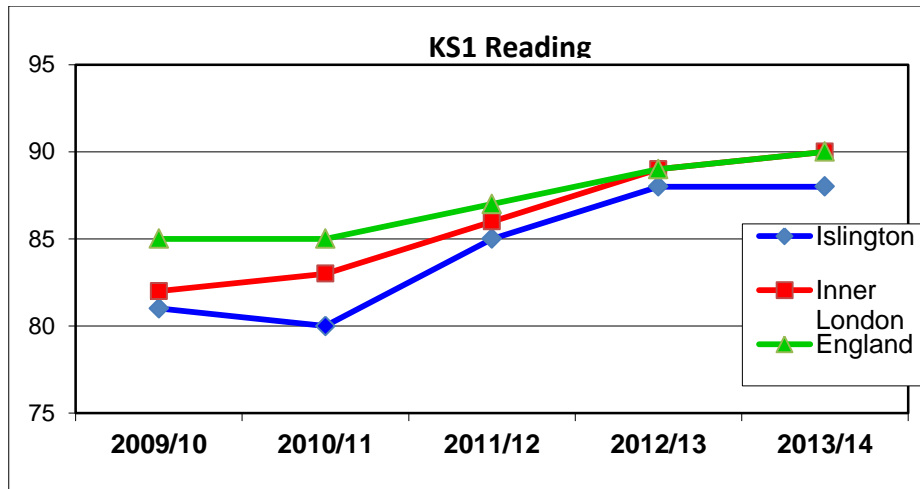
Graph 7: Percentage of pupils attaining Level 2 or above in Mathematics at Key Stage 1 by school in 2013/14



Source: Islington Children's Services & DfE

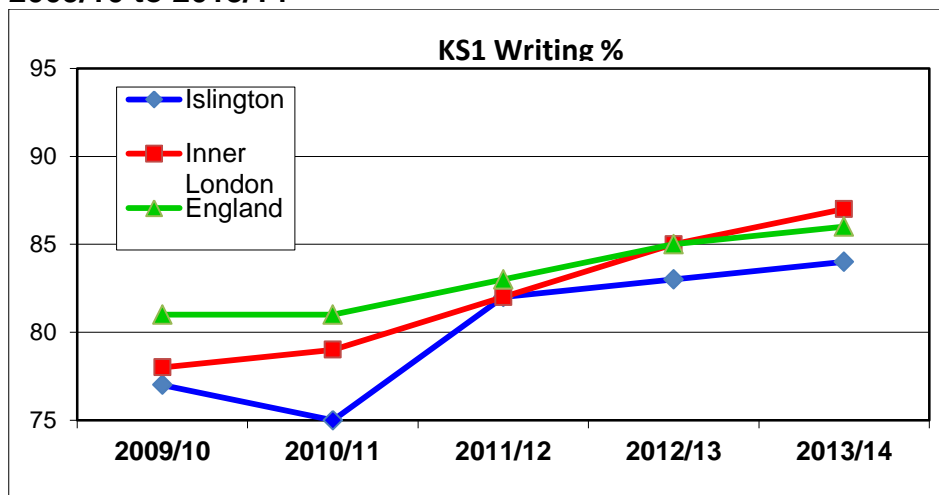
Graphs 8 to 10 show Islington's Key Stage 1 performance in reading, writing and mathematics from 2009/10 to 2013/14, against that for Inner London and England.

Graph 8: Percentage at Level 2 or above for Key Stage 1 Reading from 2009/10 to 2013/14



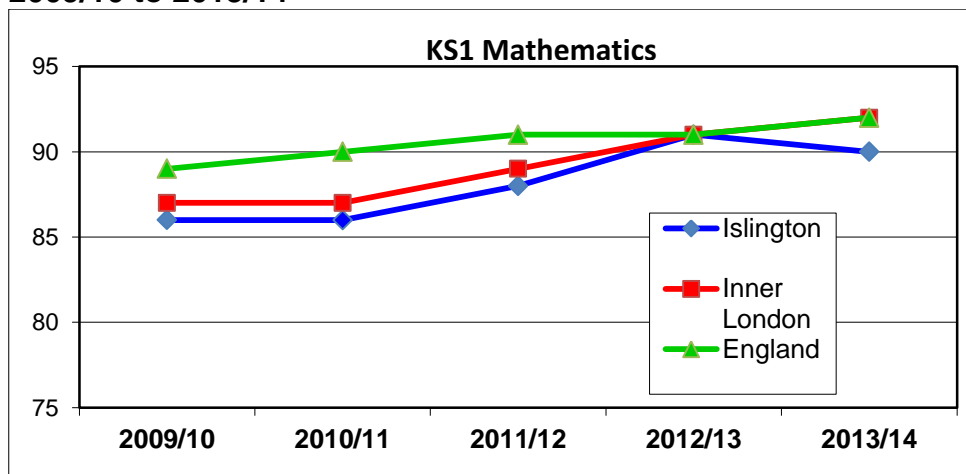
Source: DfE Statistical First Release

Graph 9: Percentage at Level 2 or above for Key Stage 1 Writing from 2009/10 to 2013/14



Source: DfE Statistical First Release

Graph 10: Percentage at Level 2 or above for Key Stage 1 Mathematics from 2009/10 to 2013/14

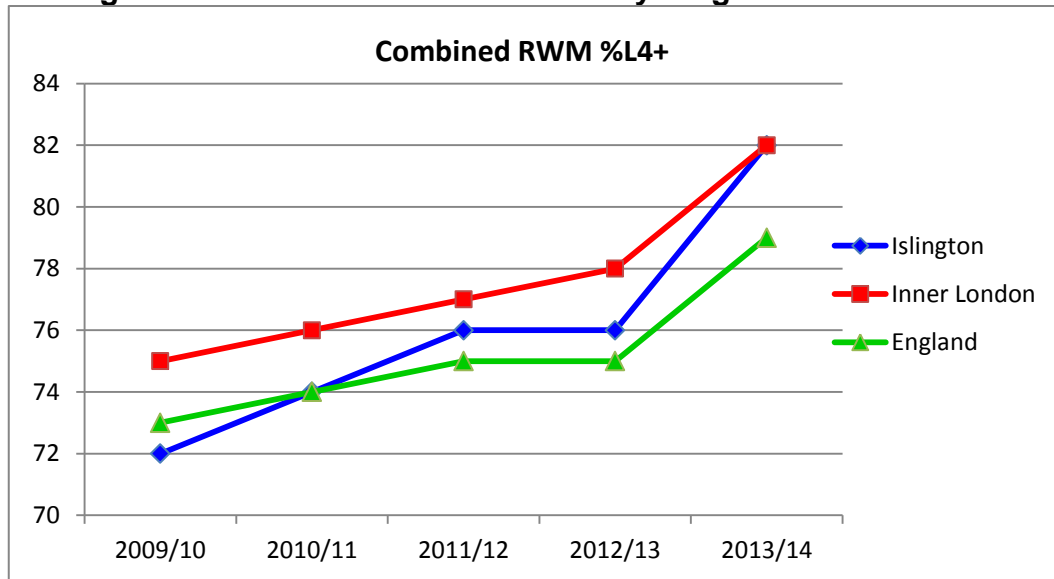


Source: DfE Statistical First Release

3.2.4 Key Stage 2

All Year 6 pupils (11 year olds) are assessed at the end of Key Stage 2. Islington's Key Stage 2 performance in 2014 was substantially better than 2013 for reading, writing and mathematics and for the first time, the borough was equal to the average for Inner London for the combined Level 4 or above for reading, writing and mathematics. Graph 11 shows that in 2014 Islington was 3 percentage points above the national average for reading, writing and maths combined, the second year we have been 3 percentage points above the national figure.

Graph 11: Percentage of pupils attaining Level 4 or above in Reading, Writing and Mathematics combined at Key Stage 2 from 2009/10 to 2013/14



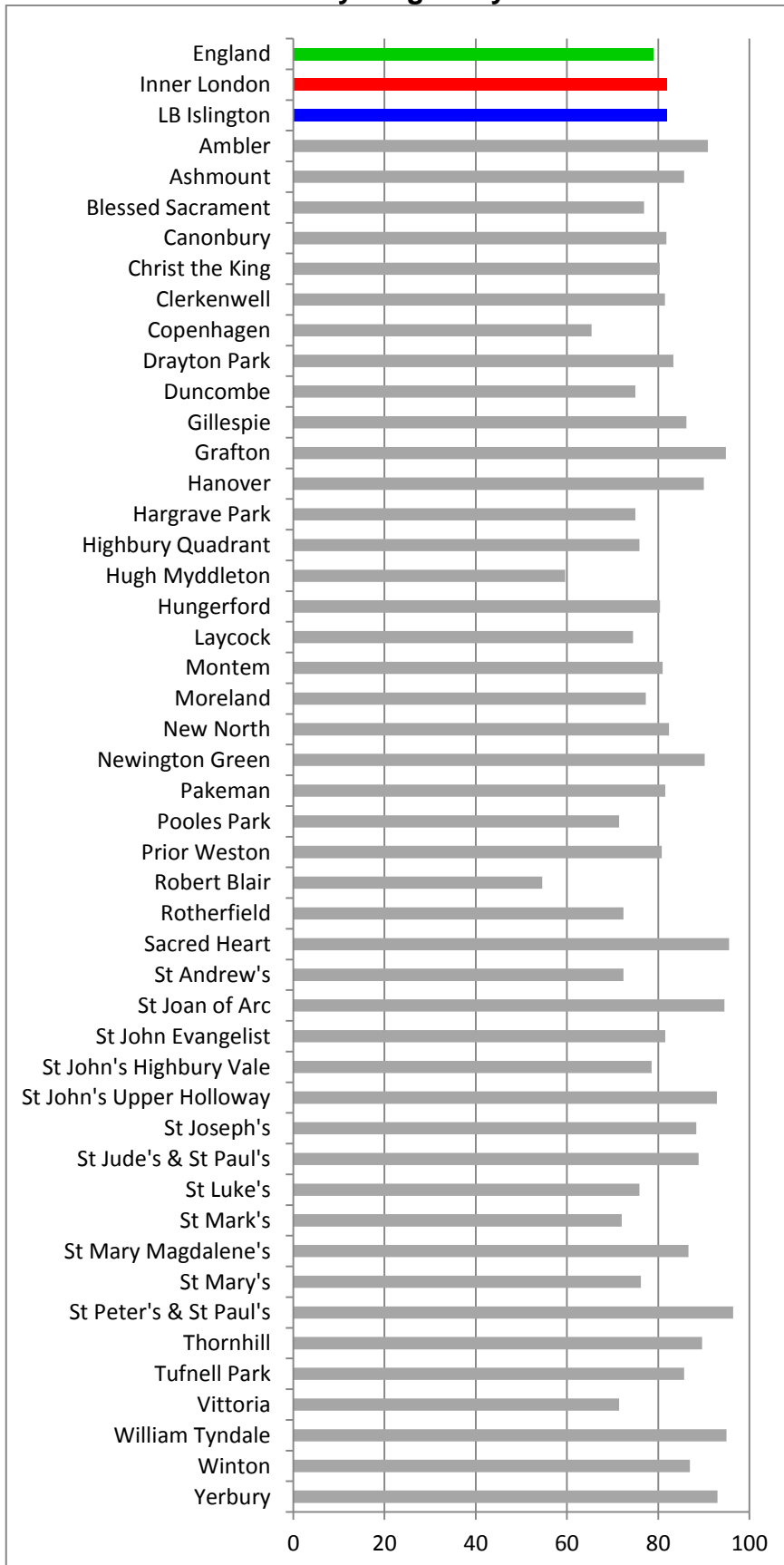
Source:

DfE Statistical First Release

Applying the Department of Education's new definition of the floor target (which sets a minimum level of expected progress for reading and writing in place of English and a new definition of the minimum attainment (now 65% or above for reading, writing and mathematics) only one school was below the national floor standard for attainment in 2014, compared to four that were below in 2013 (when the criteria were set at lower thresholds).

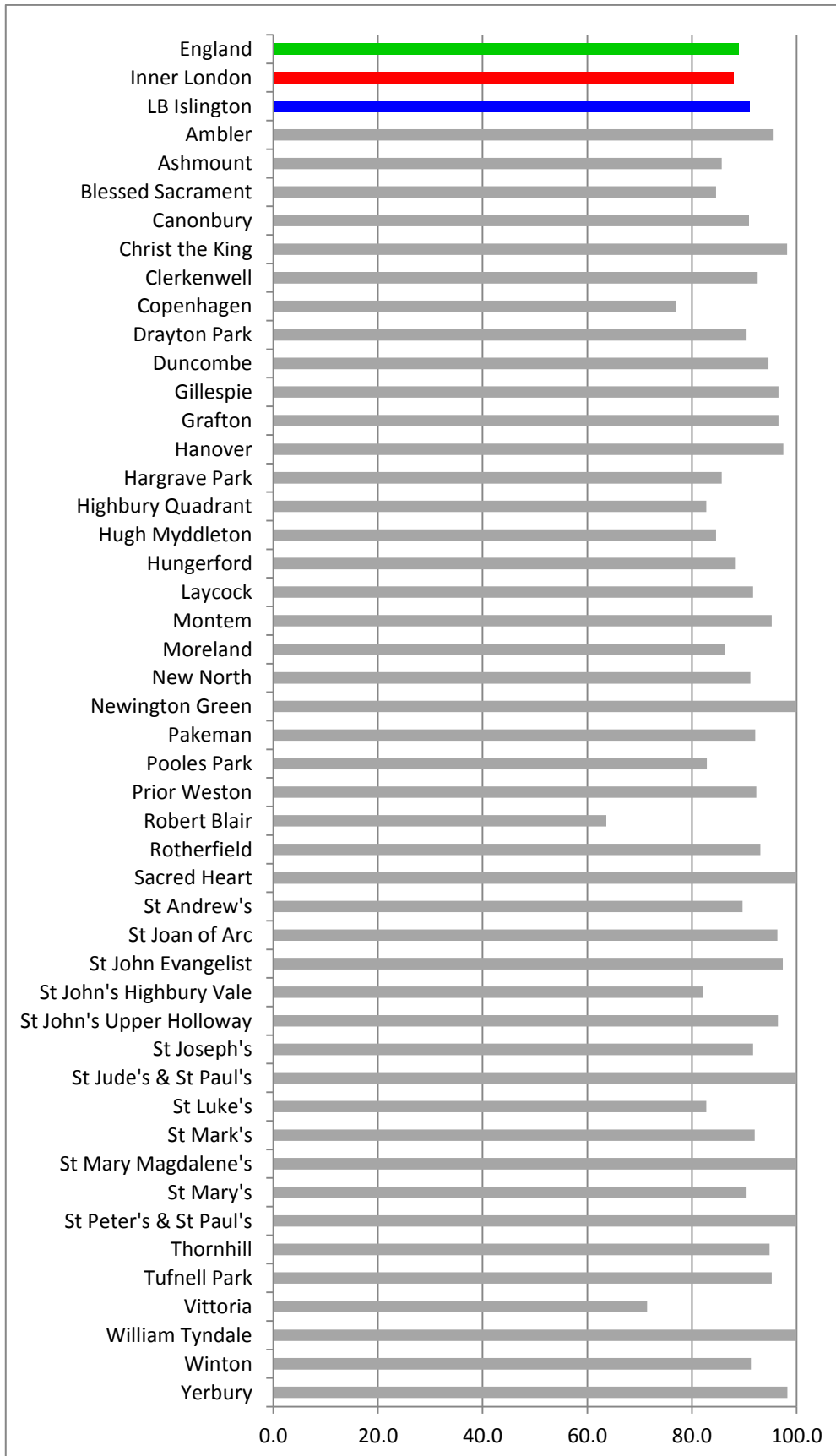
Graphs 12 to 15 (overleaf) plot attainment at school level for the percentage of pupils at Level 4 or above in reading, writing and mathematics combined and for the proportion of pupils making the expected progress in reading, writing and mathematics combined.

Graph 12: Percentage of pupils attaining Level 4 or above in Reading, Writing and Mathematics combined at Key Stage 2 by school in 2013/14



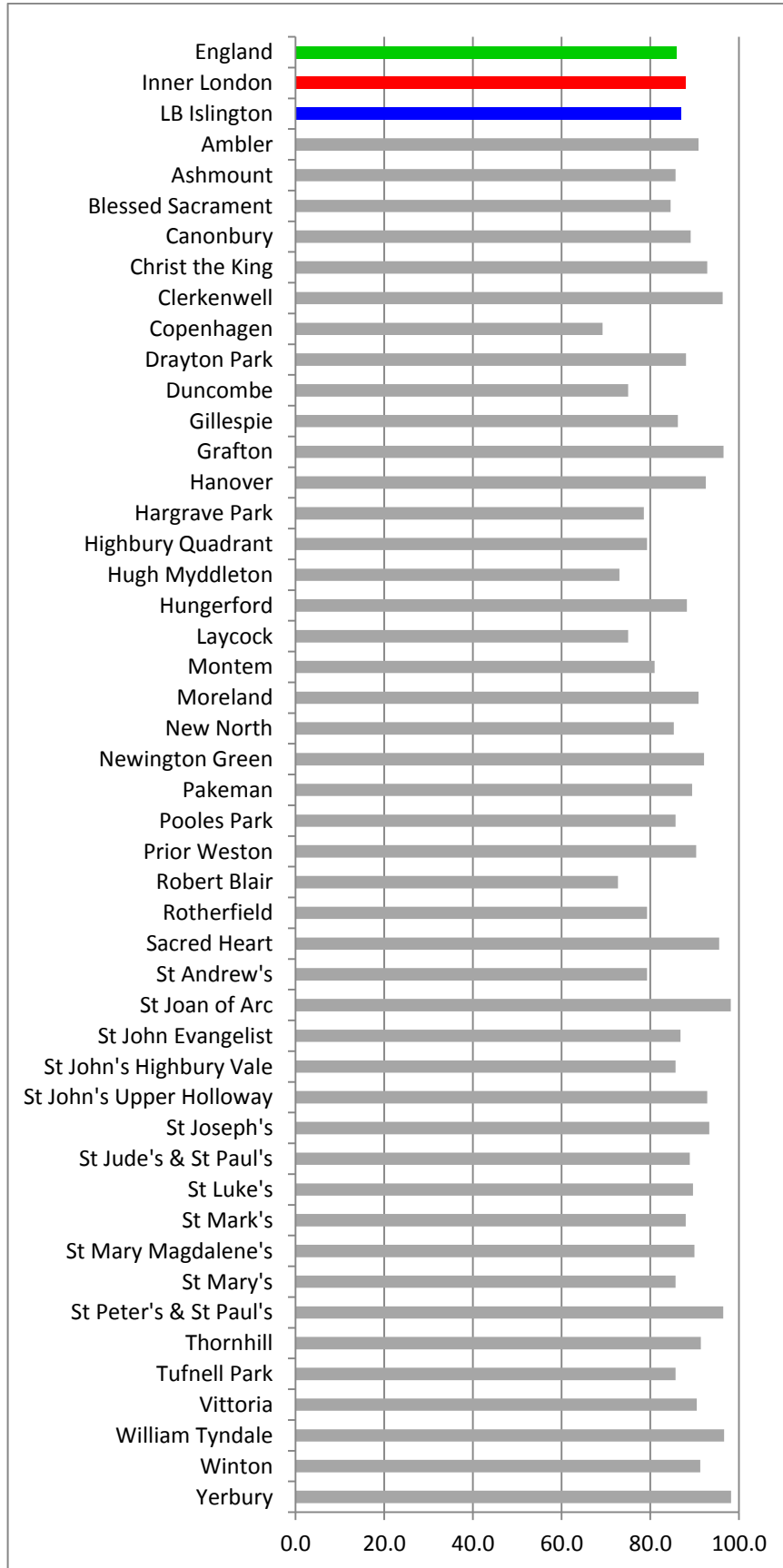
Source: DfE SFR & NCER's Keyphas

Graph 13: Percentage of pupils reaching Level 4 or above in KS2 Reading by school in 2013/14



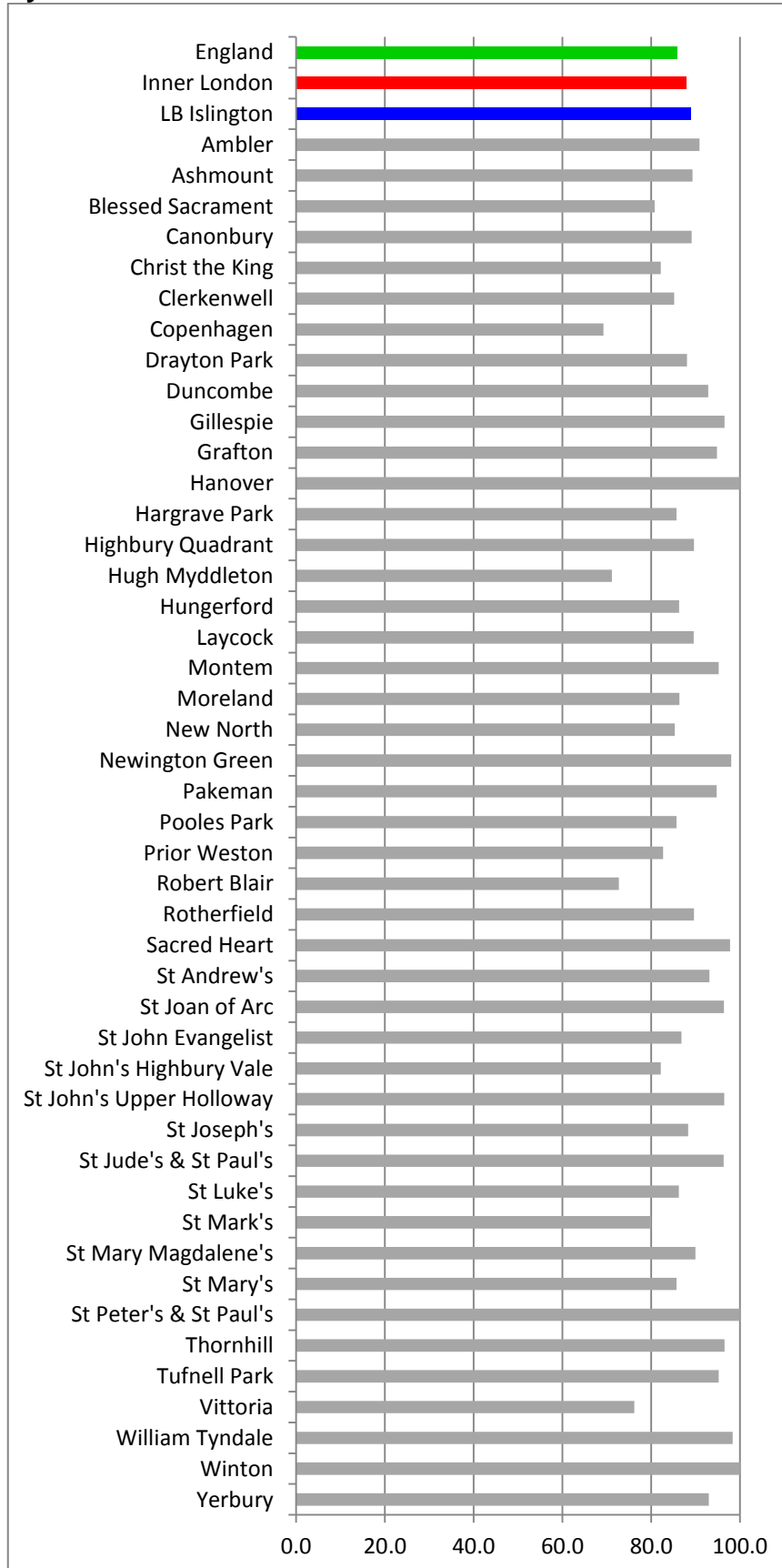
Source: DfE SFR & NCER's Keypas

Graph 14: Percentage of pupils making at least Level 4 in KS2 Writing by school in 2013/14



Source: DfE SFR & NCER's Keypas

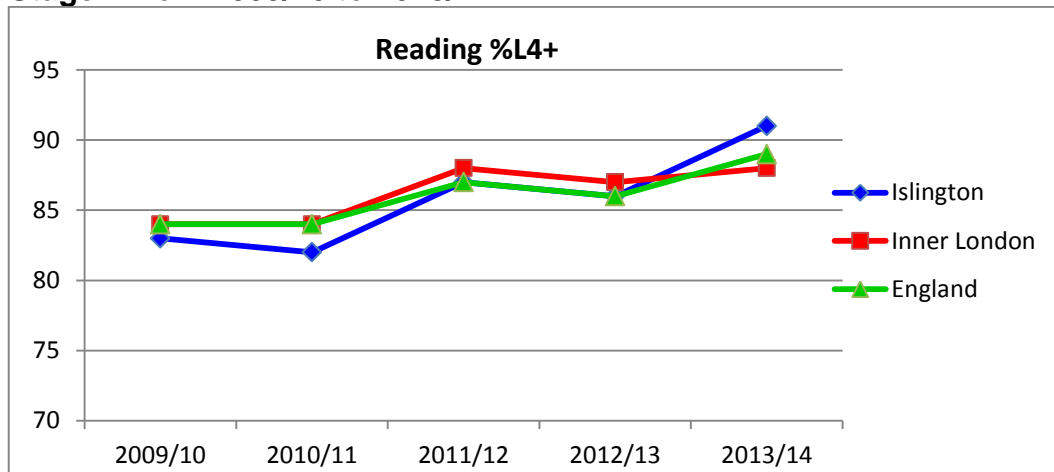
Graph 15: Percentage of pupils making at least Level 4 in KS2 Mathematics by school in 2013/14



Source: DfE SFR & NCER's Keypas

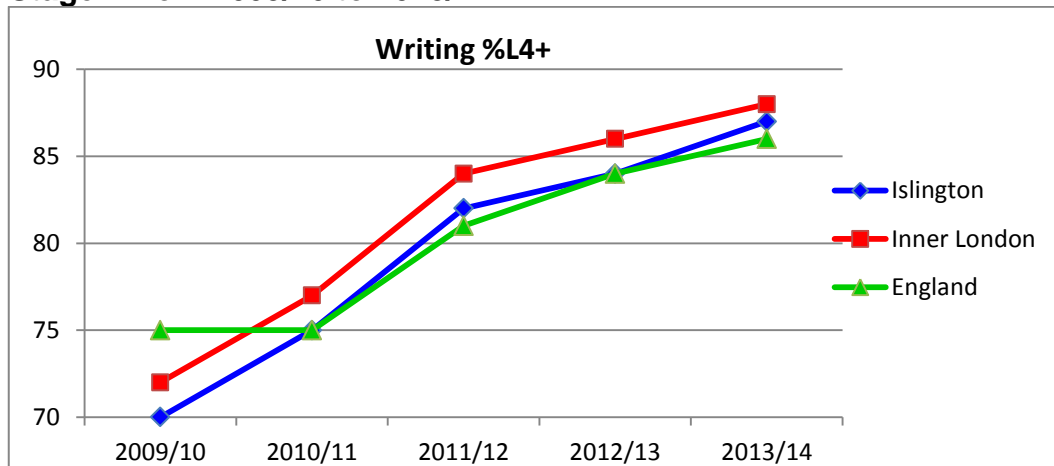
Graphs 16 to 18 below show Key Stage 2 performance in reading, writing and mathematics at Level 4 or above at local authority level. In 2014 Islington was above both the England figure for all 3 measures and above Inner London for two.

Graph 16: Percentage of pupils attaining Level 4 or above in Reading at Key Stage 2 from 2009/10 to 2013/14



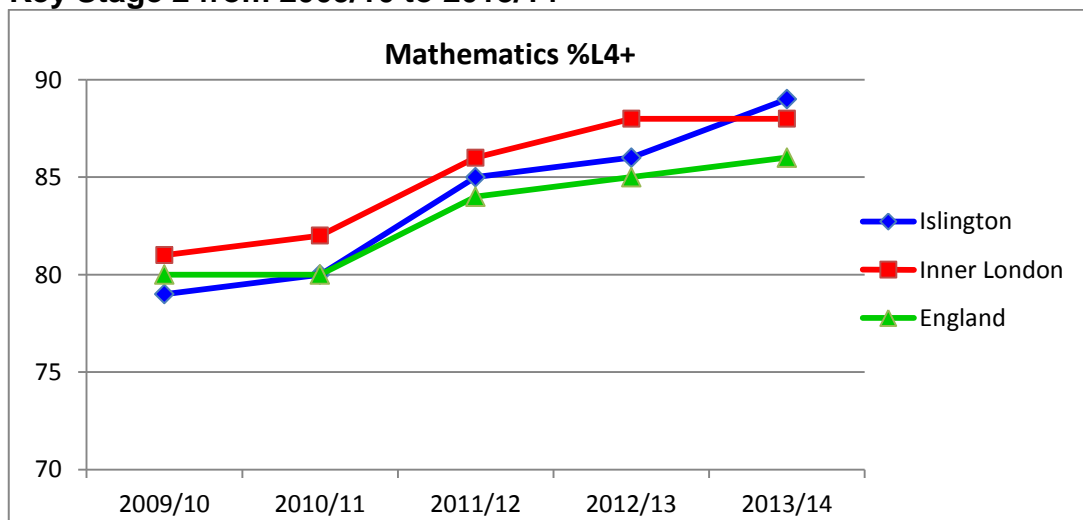
Source: DfE Statistical First Release

Graph 17: Percentage of pupils attaining Level 4 or above in Writing at Key Stage 2 from 2009/10 to 2013/14



Source: DfE Statistical First Release

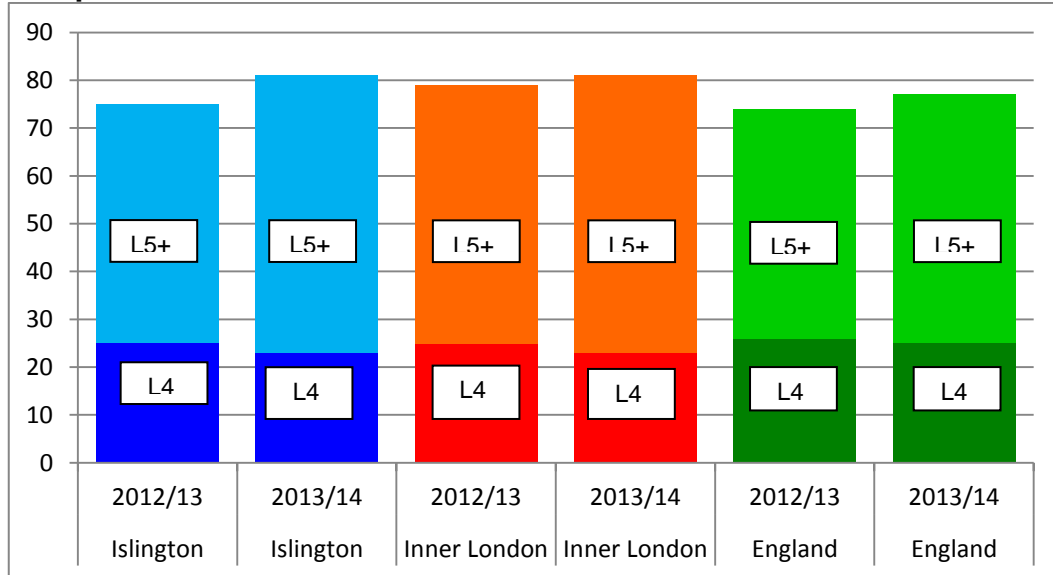
Graph 18: Percentage of pupils attaining Level 4 or above in Mathematics at Key Stage 2 from 2009/10 to 2013/14



Source: DfE Statistical First Release

In 2012/13 the Department for Education introduced a new test to assess pupils' grasp of grammar, spelling and punctuation; the results of for 2012/13 and 2013/14 are shown below.

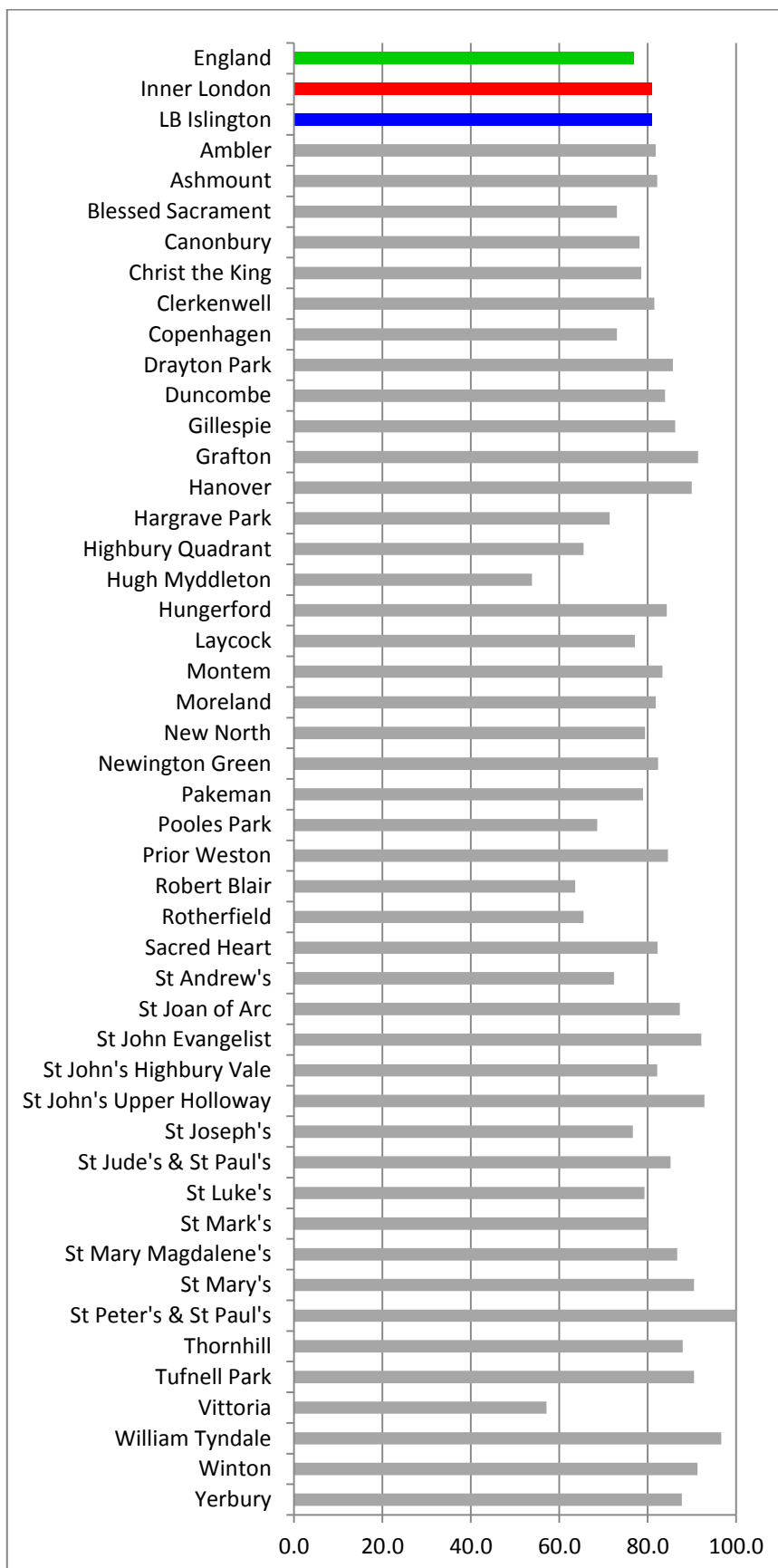
Graph 19: Percentage of pupils attaining Level 4 or Level 5 or above in the Grammar, Spelling and Punctuation test at Key Stage 2: Islington and comparators 2012/13 to 2013/14



Source: DfE Statistical First Release

In line with the other subjects at KS2, in 2013-14, Islington was above the national and on par with the Inner London figure for the percentage Level 4. Likewise the borough was above England but level with Inner London for the percentage reaching Level 5 or above for this measure. The page overleaf shows the score for each school.

Graph 20: Percentage of pupils at Level 4 or above in the Grammar, Spelling and Punctuation test at Key Stage 2: school results 2012/13

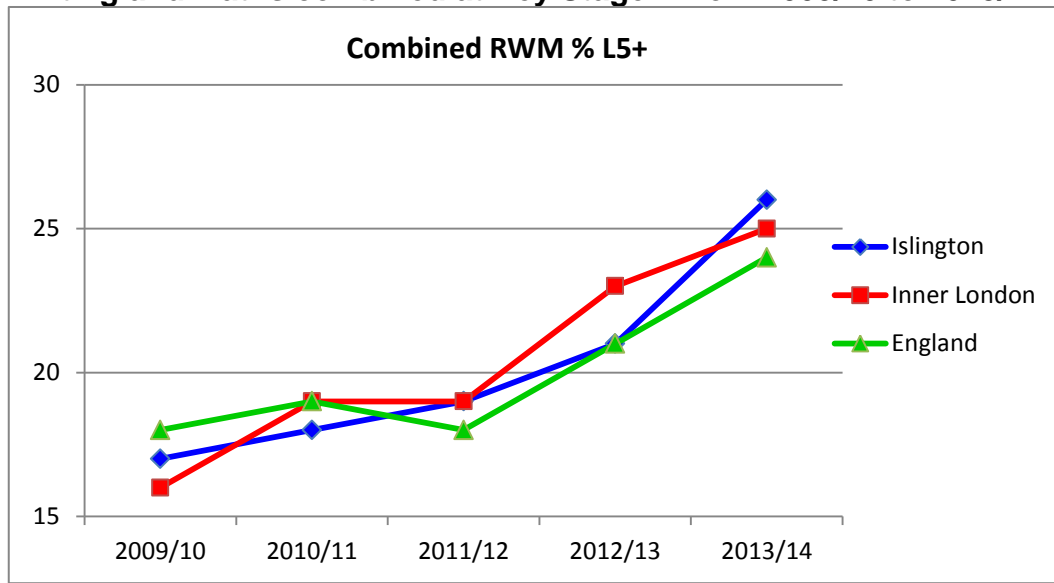


Source: Islington Children's Services & DfE SFR

3.2.4.1 Level 5 or above at Key Stage 2

Attainment at Level 5 or above at Key Stage 2 shows the proportion of children who achieved above the expected level for their age. Graph 21 below shows the percentage of pupils at Level 5 or above in reading, writing and mathematics combined in Islington, Inner London and England. During the 5 years shown, Islington's performance has been within plus or minus one percentage point of the national figure. In 2014, however, the borough was above both comparators.

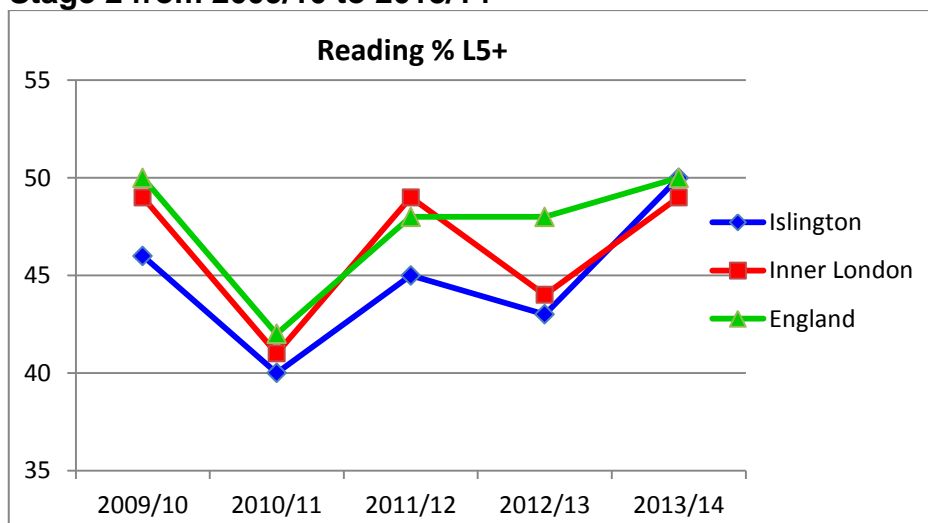
Graph 21: Percentage of pupils attaining Level 5 or above in Reading, Writing and Maths combined at Key Stage 2 from 2009/10 to 2013/14



Source: DfE Statistical First Release

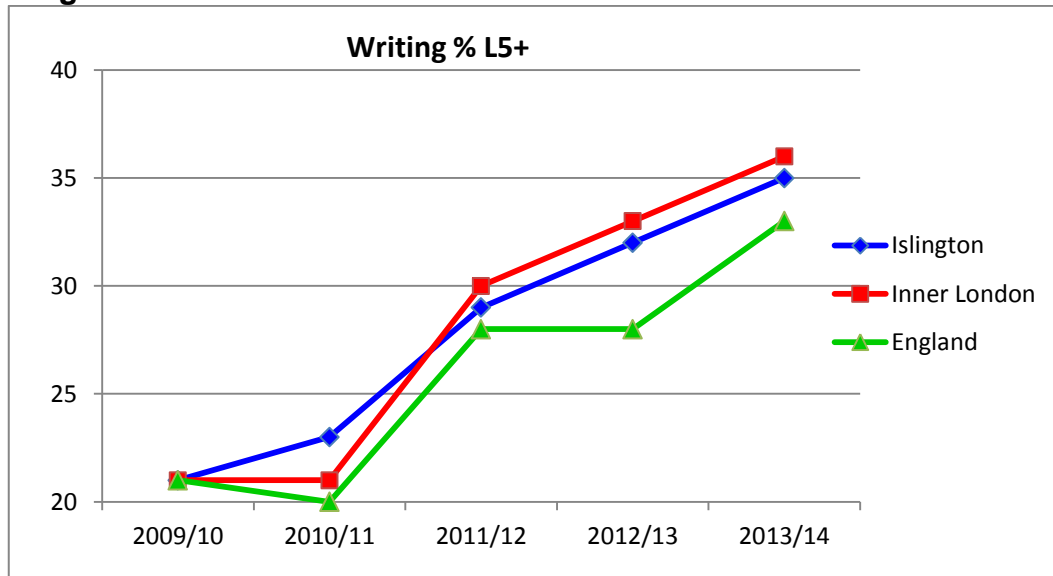
Graphs 22 to 24 show Key Stage 2 performance at Level 5 or above in reading, writing and mathematics. Islington is on par with both Inner London and England for reading, above England but below Inner London for writing but the percentage gaining Level 5+ in maths dropped by 1 percentage point. In 2014 the borough was on par with England but below Inner London for this benchmark.

Graph 22: Percentage of pupils attaining Level 5 or above in Reading at Key Stage 2 from 2009/10 to 2013/14



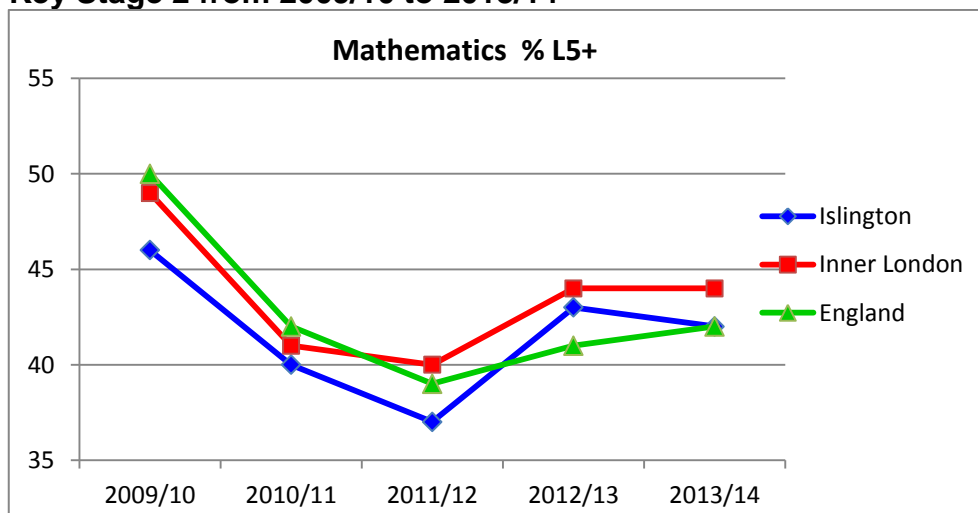
Source: DfE Performance Tables

Graph 23: Percentage of pupils attaining Level 5 or above in Writing at Key Stage 2 from 2009/10 to 2013/14



Source: DfE Statistical First Release

Graph 24: Percentage of pupils attaining Level 5 or above in mathematics at Key Stage 2 from 2009/10 to 2013/14

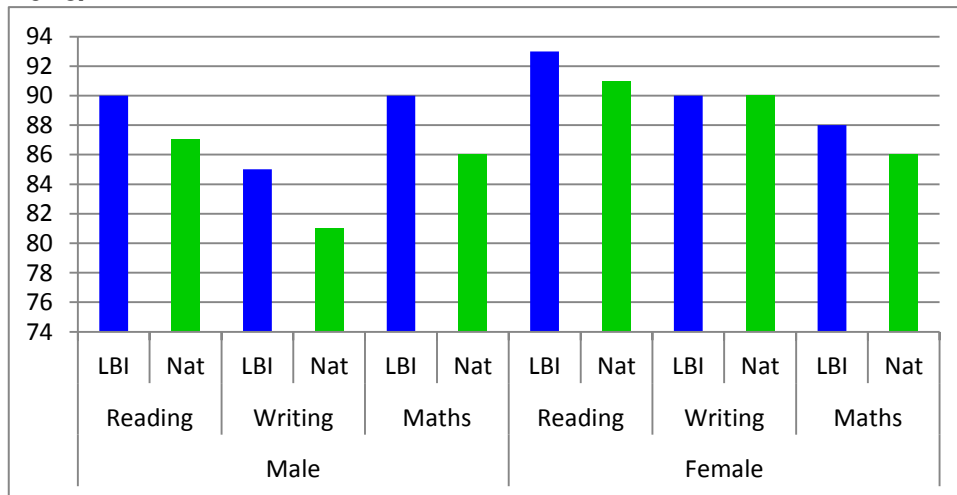


Source: DfE Statistical First Release

In 2012, the DfE re-introduced extension papers that give more able pupils the opportunity to attain Level 6. Pupils are entered for the extension papers if their ability is at a sufficient level to access these tests. In 2014 a handful of children obtained Level 6 in reading, 3.1% in writing and 6.1% in the grammar spelling and punctuation assessment. A significant minority of pupils (more than 12% or almost 1 in 8) attained Level 6 in mathematics across 25 Islington schools; this is 3 percentage points above the national figure. Compared to Inner London, the proportion of pupils getting Level 6 in reading is 1 percentage point higher, that for Level 6 writing is the same as Inner London and that for mathematics is 1 percentage point below Inner London.

At Key Stage 2 in Islington and nationally, the girls perform better than boys for reading and (particularly) writing and boys perform better than girls for mathematics in Islington and equally nationally.

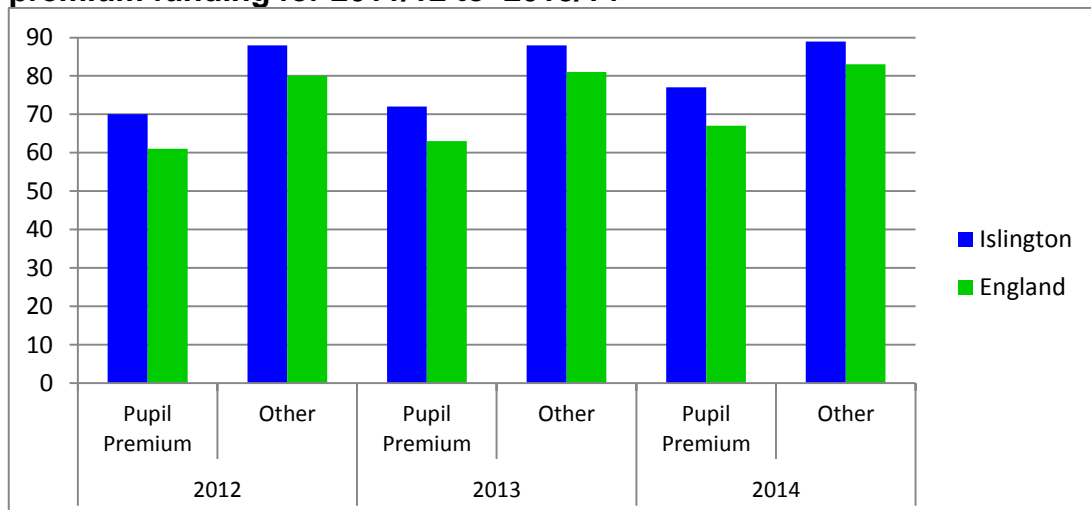
Graph 25: Percentage combined at Level 4 or above - Key Stage 2 by sex, 2013/14



Source: DfE SFR

Graph 25 above shows the performance of Islington against that for England broken by sex for all three subjects. Islington's performance is above that for England for both boys and girls for all three subjects apart from writing for girls where the LA is equal to the national figure. On average, the results for Islington's boys exceed those for England by 3.7 percentage points. The equivalent figure for girls was only 1.3 percentage points.

Graph 26: Key Stage 2 % at Level 4 or above for 'combined' broken by pupil premium funding for 2011/12 to 2013/14



Source: Islington Children's Services & RAISEOnline

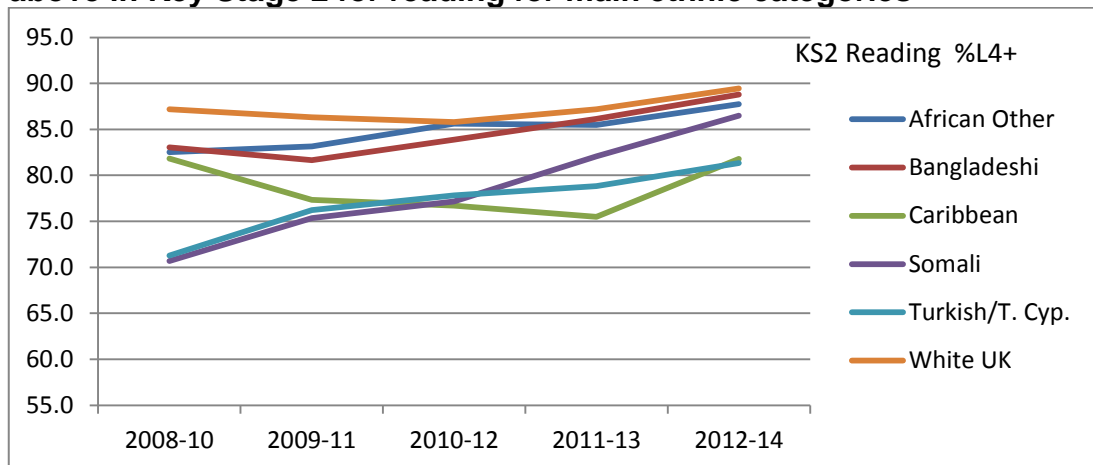
Although Islington's KS2 results were just 2 percentage points above that for England for the combined Level 4 plus benchmark, Graph 26 above shows that, when broken into 'disadvantaged' and 'other', the borough's attainment is much higher than the national for both these sub-groups, with, in 2014, the local authority's disadvantaged pupils 10 percentage points above the national equivalent and our 'other' pupils 6 percentage points above the national as well.

Graphs 27 to 29 show the three year rolling average performance of the main ethnic categories for KS2 reading, writing and mathematics. The group with lowest attainment is Black Caribbean, followed by Turkish/Turkish Cypriot pupils. The performance of Black Caribbean pupils has fallen for all three subjects relative to the other five groups for the period covered by the graph and is clearly an issue that needs to be addressed.

The group with the most improved results were Somali pupils whose average increase for all three subjects during this period was more than 20 percentage points – more than double the average rate of increase for the other five ethnic categories. The next most improved group were Bangladeshi pupils⁷.

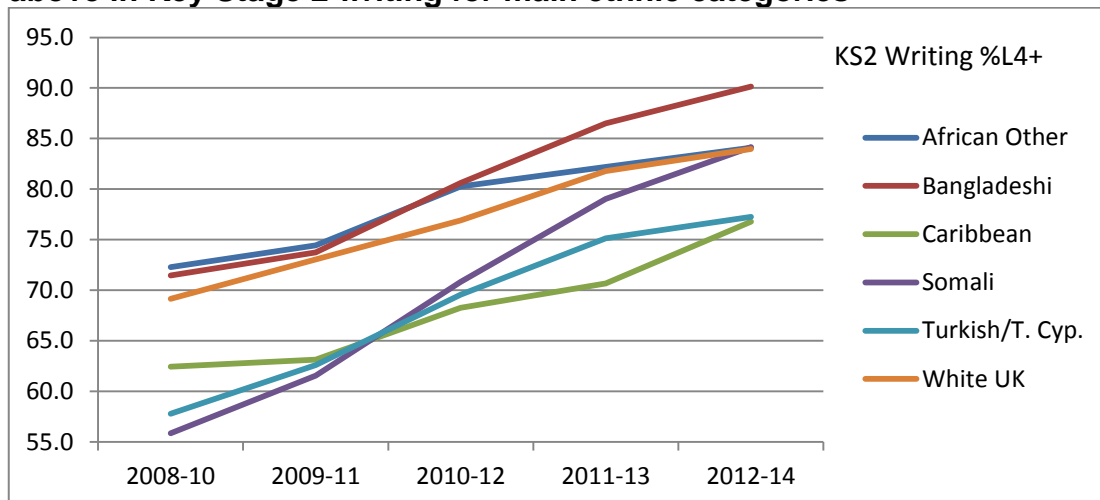
Graph 27 below shows that the average performance for KS2 Level 4 or above in reading rose for all groups apart from Black Caribbean pupils whose average performance for 2012-14 was the same as that for 2008-10.

Graph 27: Three-year rolling averages for percentage attaining Level 4 or above in Key Stage 2 for reading for main ethnic categories



Source: Islington Children's Services

Graph 28: Three-year rolling averages for percentage attaining Level 4 or above in Key Stage 2 writing for main ethnic categories



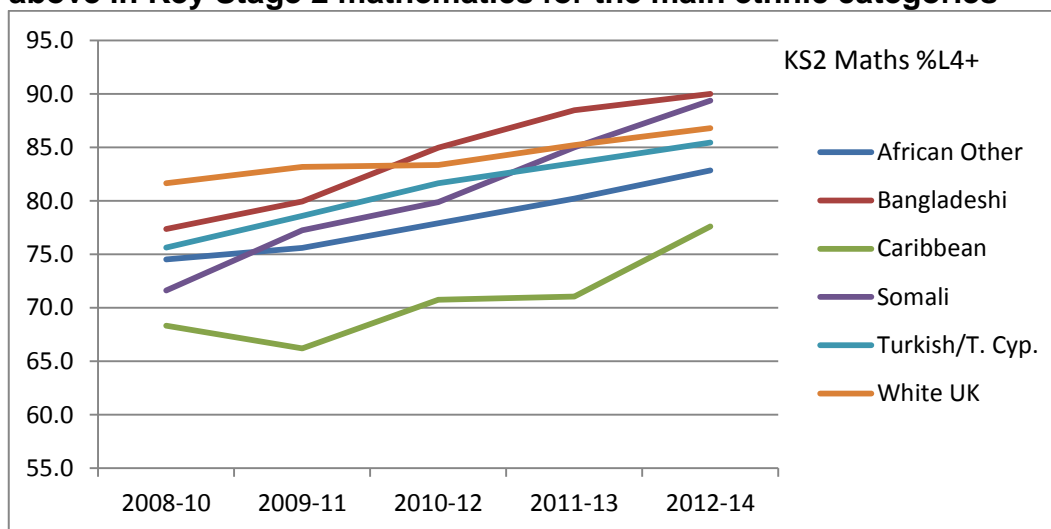
Source: Islington Children's Services

⁷ Some of the changes to the performance of different ethnic groups may be the result of changes to their socio-economic circumstances and the increased use of English in the homes of pupils over time.

Graph 29 shows that for mathematics, Somali pupils have moved from being the lowest performing group to the second highest during the period covered by the graph. The next most improved group was Turkish/Turkish Cypriot pupils.

The performance of White UK pupils, the largest of all the ethnic groups hardly increased their performance in reading at all during the years shown. Their performance for writing was above average for the cohort but the increase this group experienced in the percentage gaining Level 4 or above in mathematics from 2008-10 to 2012-14 at 5.1 percentage points, was again, below average for the cohort as a whole.

Graph 29: Three-year rolling averages for percentage attaining Level 4 or above in Key Stage 2 mathematics for the main ethnic categories



Source: Islington Children's Services

3.2.4.2 Progress from Key Stage 1 to Key Stage 2

Pupils in Islington schools have tended to make good progress during Key Stage 2 and the borough's rates of progress in reading, writing and mathematics has been consistently above the national average for those years for which data is available⁸. It is important, however, that all pupils make the best progress possible; including those with special educational needs (SEN).

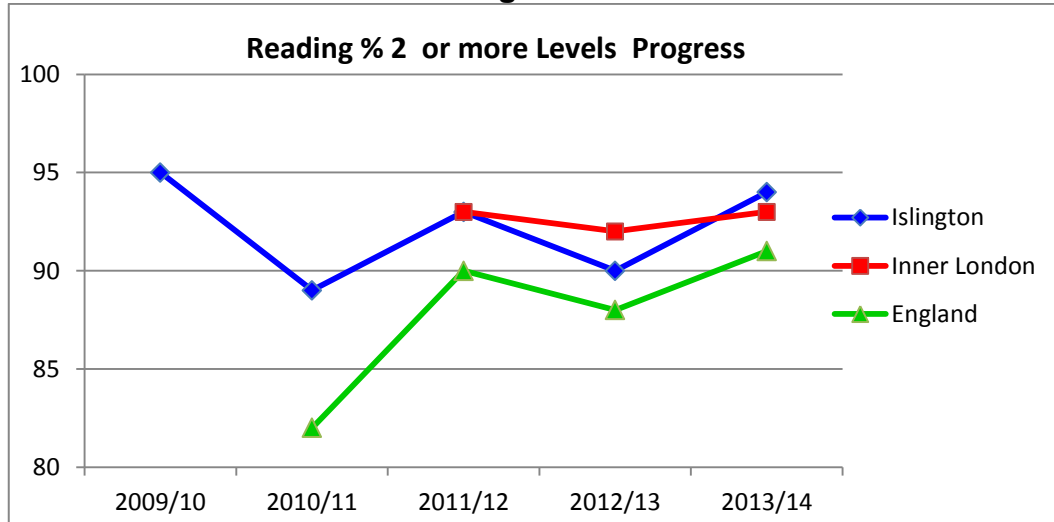
Two levels of progress is the minimum expected performance set by the DfE for pupils during KS2. The progress measure ensures that all pupils can contribute to their school's performance regardless of their attainment. Graphs 30 to 32 show the percentage of pupils making at least 2 levels of progress between Key Stage 1 and Key Stage 2 for reading, writing mathematics for the borough and its comparators for those years where data are available⁹.

Despite Islington's attainment at KS2 rising, 2012/13 saw a drop in the proportion of pupils that made the expected progress for all 3 subjects in the borough, although, in the case of reading this was part of a national trend. In 2013/14 Islington's rates of progress once again were at or above Inner London and above the figures for England for both reading and writing and equal with both these comparators for mathematics.

⁸ This data is only available from 2012 for reading and writing.

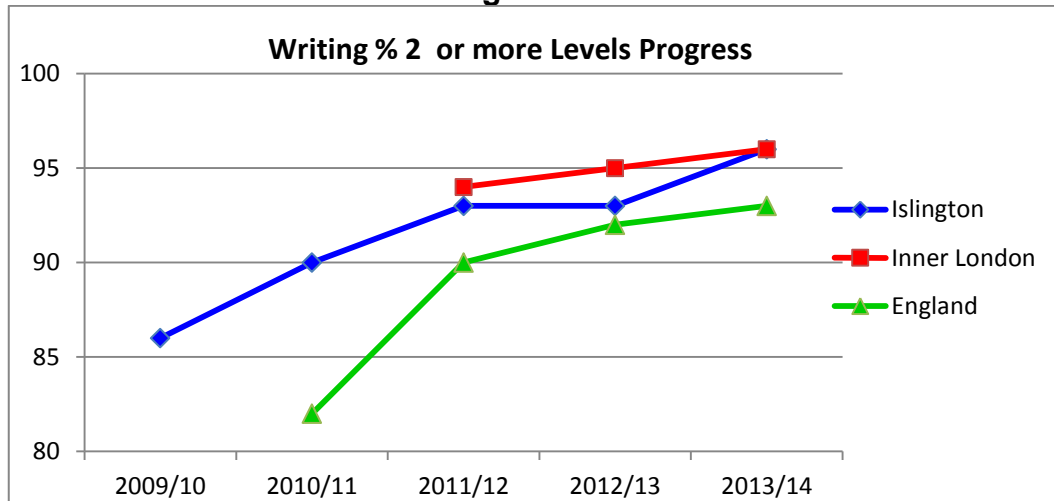
⁹ There is no data for reading or writing for Inner London prior to 2012 nor for England prior to 2011.

Graph 30: Percentage of pupils making 2 or more levels of progress between KS1 and KS2 in Reading 2009/10 to 2013/14



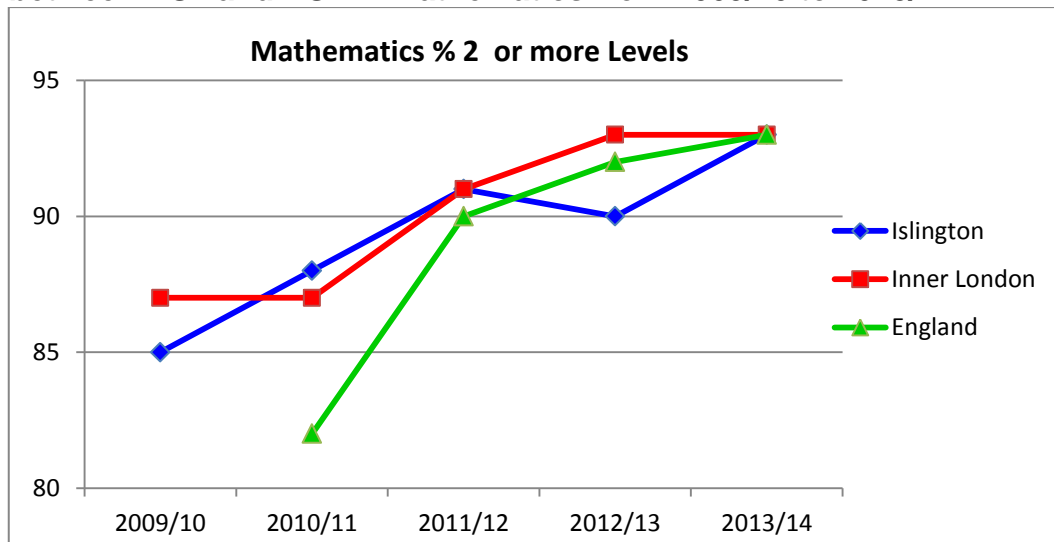
Source: DfE Statistical First Release

Graph 31: Percentage of pupils making 2 or more levels of progress between KS1 and KS2 in Writing 2009/10 to 2013/14



Source: DfE Statistical First Release

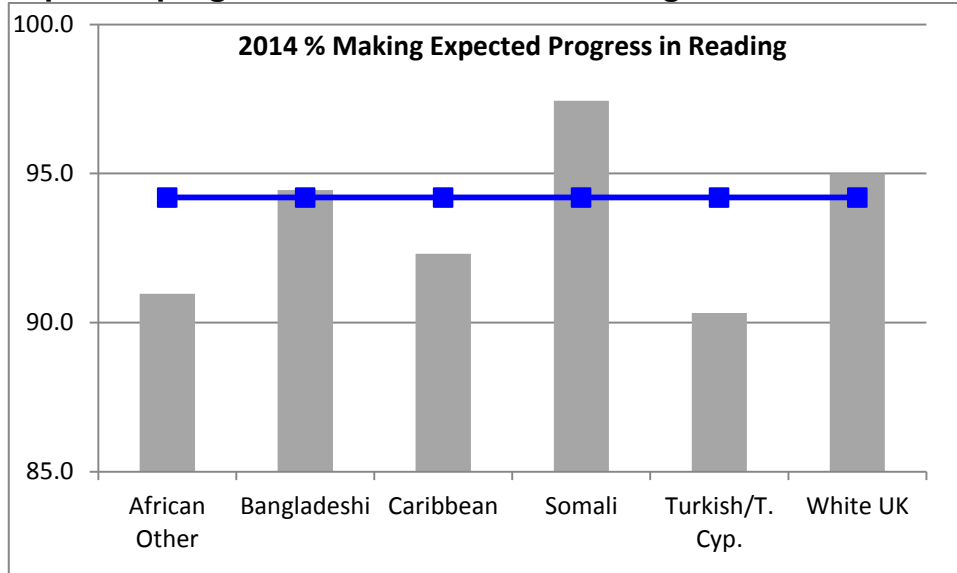
Graph 32: Percentage of pupils making 2 or more levels of progress between KS1 and KS2 in Mathematics from 2009/10 to 2013/14



Source: DfE Statistical First Release

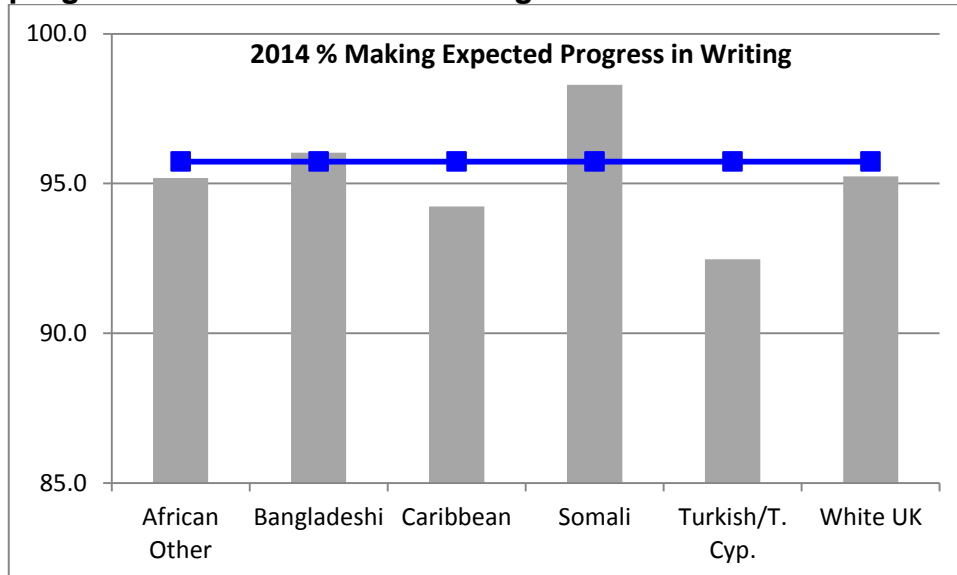
Graph 33 shows that, for progress in reading, of the main ethnic groups of the 2014 Year 6 cohort, the three ethnic categories that are a cause of concern are Black Caribbean followed by 'Other African' pupils and those that are Turkish/Turkish Cypriot.

Graph 33: Key Stage 2 reading – the percentage making at least the expected progress for the main ethnic categories 2013/14



Source: Islington Children's Services

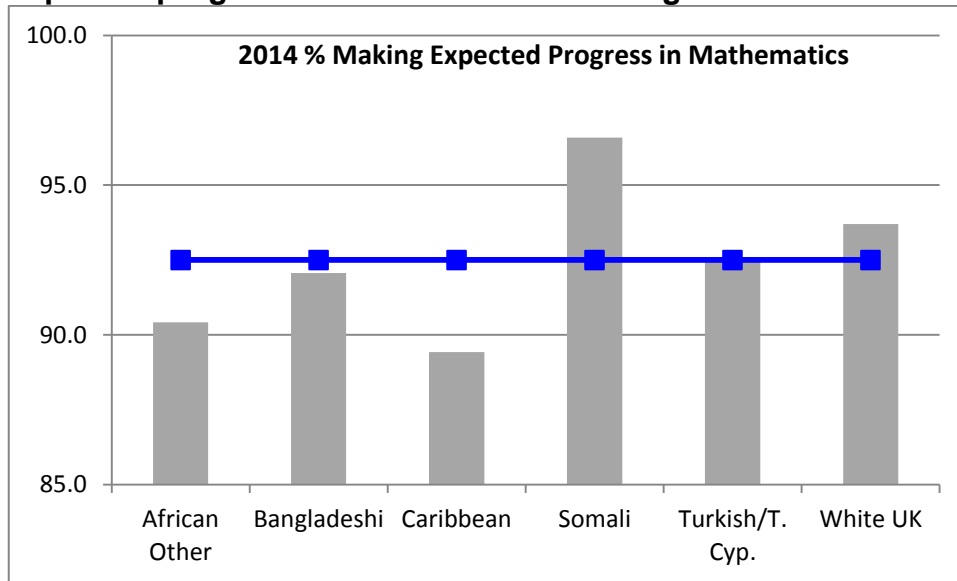
Graph 34: Key Stage 2 writing – the percentage making at least the expected progress for the main ethnic categories 2013/14



Source: Islington Children's Services

Of the larger ethnic categories, the groups with below average progress for writing during KS2 are the same as that for reading: Turkish/Turkish Cypriot followed by Black Caribbean and then African Other (Graph 34 above).

Graph 35: Key Stage 2 mathematics – the percentage making at least the expected progress for the main ethnic categories 2013/14

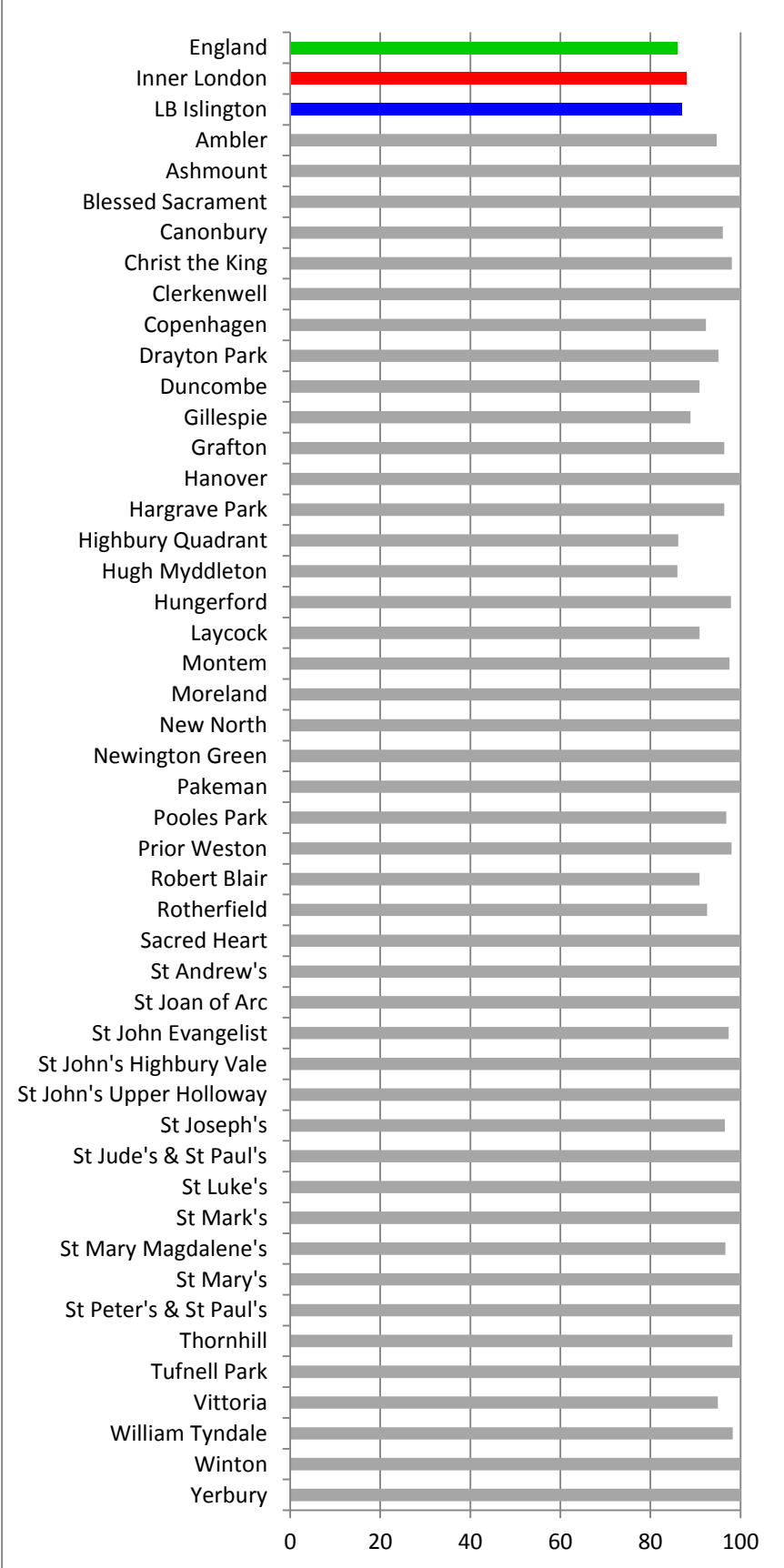


Source: Islington Children's Services

Graph 35 above shows a similar picture for mathematics. Unsurprisingly, considering their attainment in mathematics for KS2 in 2014, the group with the best progress for all three subjects were Somali pupils (see graph 29 above).

Graphs 36 to 38 on the following pages show the progress made during KS2 for each of the three core subjects in KS2, reading, writing and mathematics by each school in Islington.

Graph 36: Percentage of pupils making 2 or more levels of progress between KS1 and KS2 in reading – Islington schools 2013/14



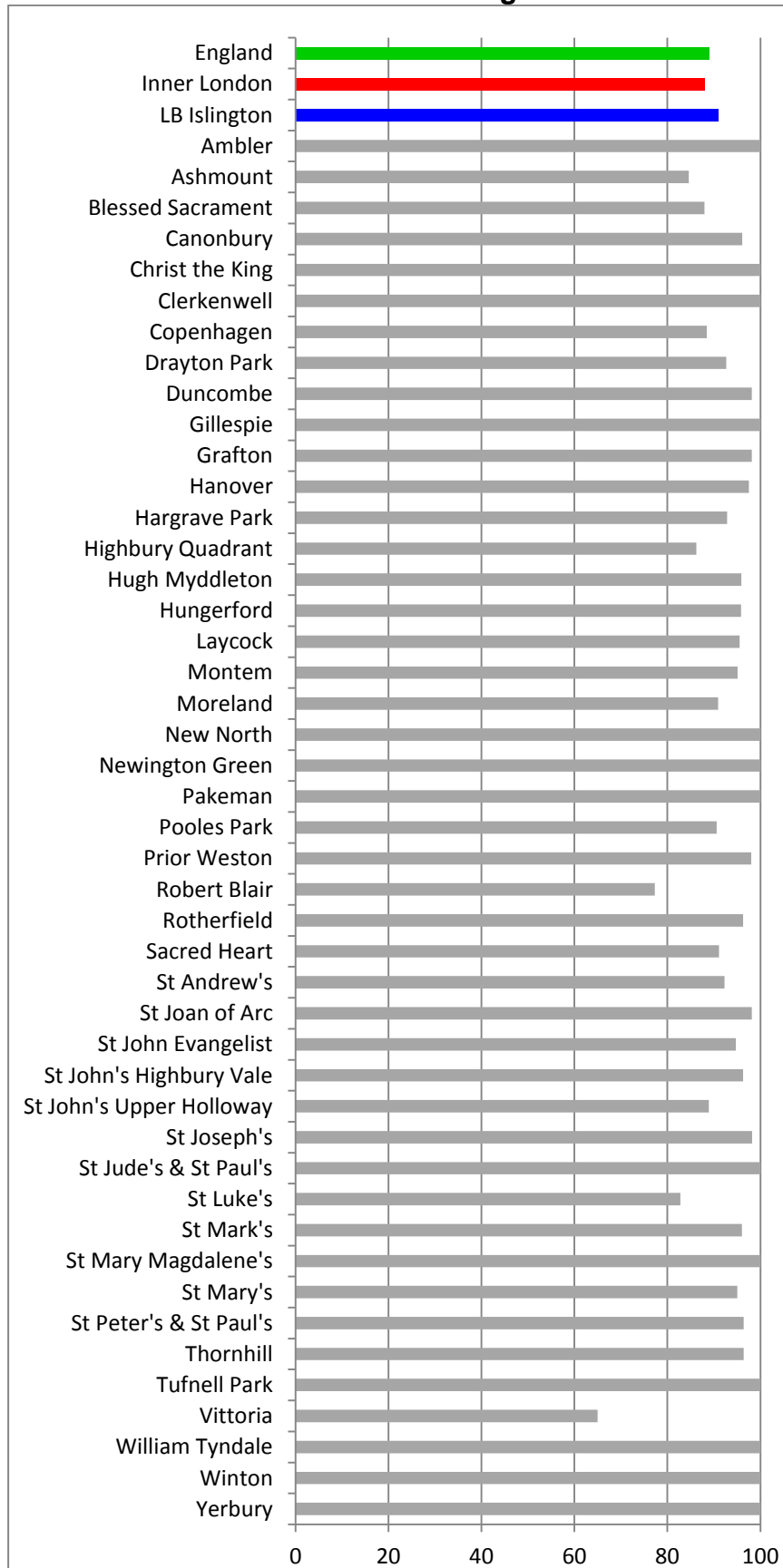
Source: Islington Children's Services & DfE

Graph 37: Percentage of pupils making 2 or more levels of progress between KS1 and KS2 in writing – Islington schools 2013/14



Source: Islington Children's Services & DfE

Graph 38: Percentage of pupils making 2 or more levels of progress between KS1 and KS2 in mathematics – Islington schools 2013/14



Source: Islington Children's Services & DfE

3.2.5 Progress of Primary Aged Pupils in Special Schools

Islington has three special schools attended by primary aged pupils that cater for a wide range of needs:

The Bridge mainly provides for children with autism and/or severe learning difficulties; Richard Cloudesley provides for children with profound and multiple learning difficulties; while Samuel Rhodes mainly provides for children with moderate learning difficulties. All three schools have both primary and secondary departments.

Table 2: Primary cohorts in special schools

School	Nos. of primary pupils (exc. Nursery) Jan 2014
The Bridge	90
Richard Cloudesley	26
Samuel Rhodes	23
Total	139

Source: Jan 2014 school census

Special schools use a range of assessment tools to measure the attainment of their pupils. These tools need to be sufficiently granular to identify small steps in children’s progress, and so have finer scoring than those used to measure progress of children without SEN. Some children, however, access the mainstream national curriculum and are assessed using national curriculum levels. For these reasons it is not appropriate to make comparisons between schools.

Progress in 2013-14

- The Bridge’s primary year groups made better progress in all curriculum areas than in 2013, except for English and social & emotional well-being, where the previous year’s progress was better.
- As Richard Cloudesley’s end of key stage cohorts are very small, they have chosen to report across the age range for their pupils, in order to make comparisons with other similar pupils nationally. 60% of the school’s pupils are achieving above the 95th percentile, compared with 55% in 2013. 45% of pupils made above expected progress, an improvement on the previous year.
- 93% of children at Samuel Rhodes made at least the expected progress in Literacy; progress for numeracy was lower with 29% of pupils making than expected progress (2 sub-levels). However, progress in personal social and emotional development was good with 100% of pupils making at least 2 sub-levels of progress.

Suggested Questions for Governors on Primary Performance

How well are children in our school doing compared to children in other schools in Islington, London and nationally?

What steps has the school taken to improve outcomes and what has the impact been?

How many pupils at my school made at least two levels of progress between Key Stage 1 and Key Stage 2?

How do different groups' progress compare?

How many pupils made three or more levels of progress?

Are progress rates the same in reading, writing and mathematics?

What action is the school taking to improve outcomes for children where progress has been too slow and what has the impact been?

Which pupil groups are performing less well? What are the reasons for this and what action has been taken to address their underperformance?

How has the pupil premium being used and what has been the impact of this on the performance of disadvantaged groups?

What progress is being made on the key areas for development identified at the last inspection and what has the impact been?

How do we currently judge quality in relation to the four key judgements in the Ofsted Framework and what action is being taken to achieve a 'good' judgement and where that is secure, to set the path to 'outstanding'?

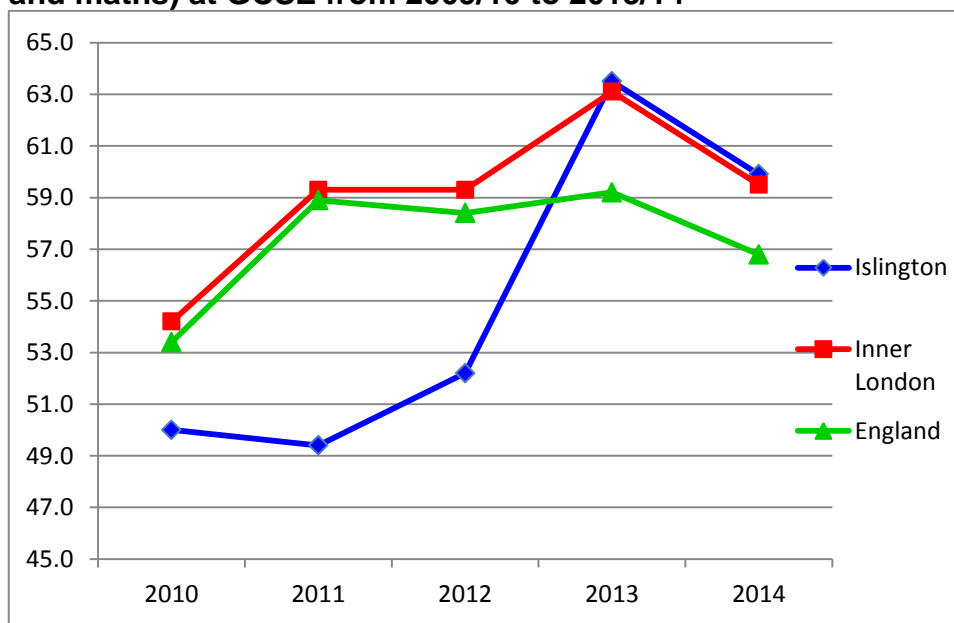
3.2.6 Key Stage 4 – GCSE

The summer of 2014 saw a change in the types of assessments that contribute to the benchmarks in the KS4 performance tables. In brief, the number of qualifications that are not full GCSEs that count towards the DfE benchmarks were greatly reduced and, for all qualifications taken after 29th September 2013, only the first entry now counts for these measures instead of the best entry. The proportion of pupils in England that passed English GCSE also fell. As a consequence the percentages attaining many of the GCSE benchmarks were lower in 2014 compared to 2013.

Though the proportion of pupils gaining 5 or more GCSEs at C grade or above (or equivalent) including English and maths fell in absolute terms across the country, relative to Inner London the borough's performance was the same as 2013 (0.4 of a percentage point higher). Despite the amount by which both Islington and Inner London were above the national figure declining in 2014, the rank position of Islington, 39th out of 151 local authorities in England was an improvement of the the 2013 figure of 43rd. Looking at the results of Inner London authorities the LA was 6th out of 13 in 2014 compared to 7th in 2013.

In the face of a fall of 2.4 percentage points recorded by England in 2014 for this headline measure when compared to 2013, two Islington schools managed to increase their percentages: Central Foundation and COLA-i reaching this standard. Graph 39 below shows the performance at local authority level for the last 5 years for this measure.

Graph 39: Percentage of pupils attaining 5+ A* - C grades (Including English and maths) at GCSE from 2009/10 to 2013/14

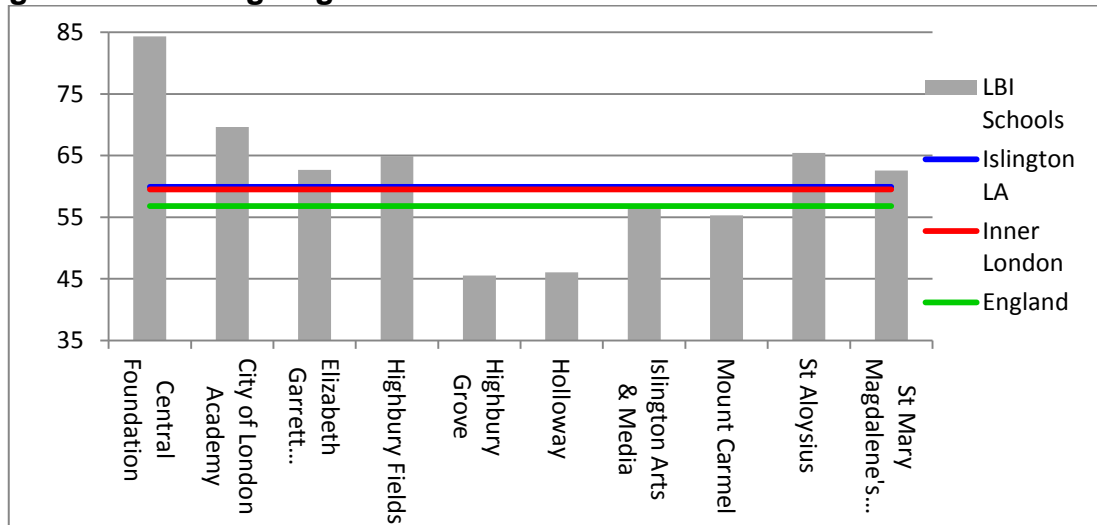


Source: DfE Statistical Release

Graph 40 overleaf shows the provisional figures for the performance of each Islington school for the 5+ A* to C including English and mathematics benchmark for 2014. Four schools were below the average performance for Islington and Inner London and three were below the average for England.¹⁰

¹⁰ Please note that the figures for Islington, Inner London and England do include pupils attending special schools.

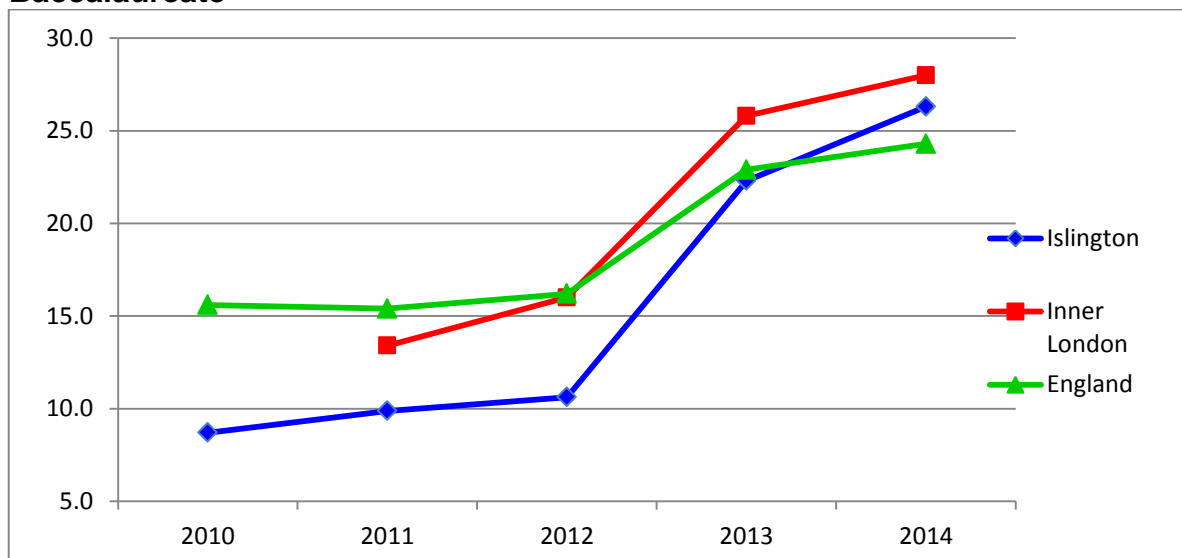
Graph 40 Percentage of pupils in each secondary school attaining 5+ A* - C grades including English and maths in 2014.



Source: DfE Statistical Release and Final GCSE pupil level data

Graph 41 below shows the proportion of pupils in Islington (and her comparators) that obtained the more challenging benchmark, the 'English Baccalaureate.'¹¹ It shows that Islington caught up with the national figures for this measure in 2013 and in 2014 almost closed the gap with Inner London. The 2014 national data show that only 51 other local authorities performed better than Islington against this measure in 2014.

Graph 41 Percentage of Islington's pupils attaining the English Baccalaureate¹²



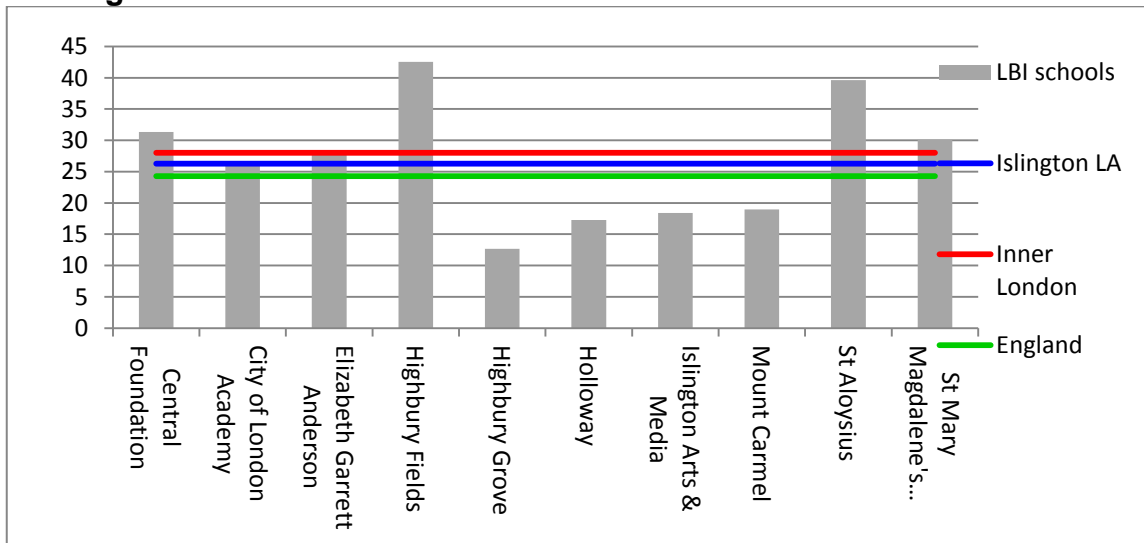
Source: DfE Statistical Release and Final GCSE pupil level data

Graph 42 overleaf shows the proportion of each of Islington's secondary schools that passed the English Baccalaureate in 2014. It can be seen that six schools were above the national figure and four schools were above the figure for Inner London.

¹¹ The English Baccalaureate comprises a GCSE pass at C or above in English, mathematics, two natural sciences (minimum), history or geography and, in addition, a language.

¹² There is no data for this measure for Inner London prior to 2010/11.

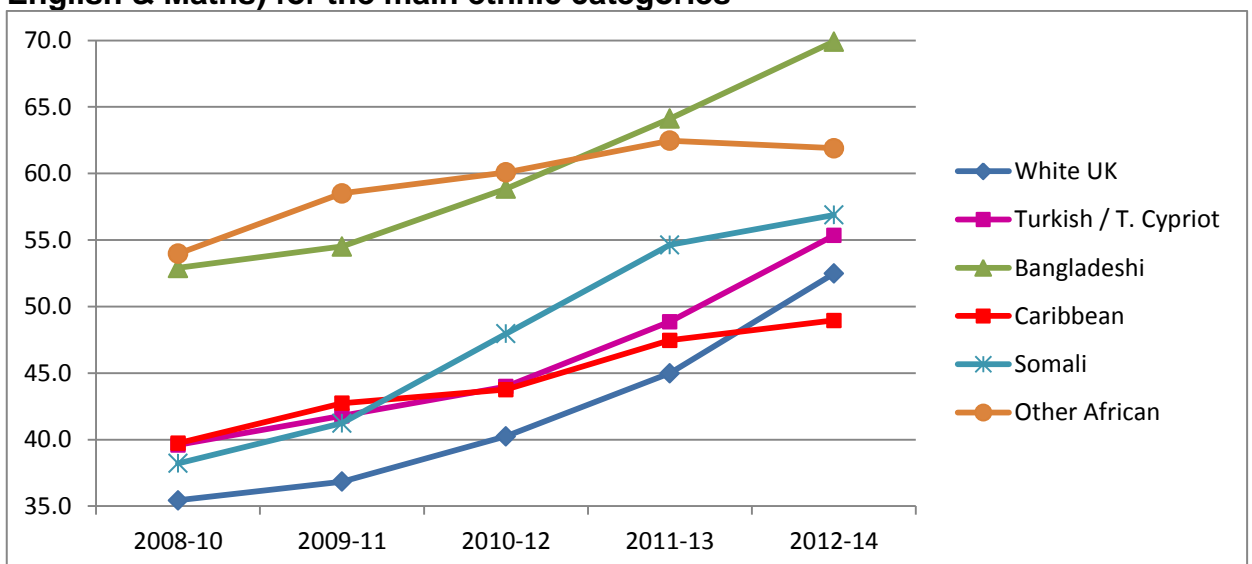
Graph 42: Performance at school level for the percentage of pupils attaining the English Baccalaureate in 2013/14.



Source: DfE Statistical Release and Final GCSE pupil level data

Graph 43 below shows the underlying performance based on three-year rolling averages for the larger of the borough's ethnic categories. The most improved group are Somali pupils who have seen their performance increase by an average of 3 percentage points for each of the last six years. The gaps between the highest and lowest performing groups remain too wide, however, and the attainment of Black Caribbean pupils is now the lowest amongst the larger ethnic categories.

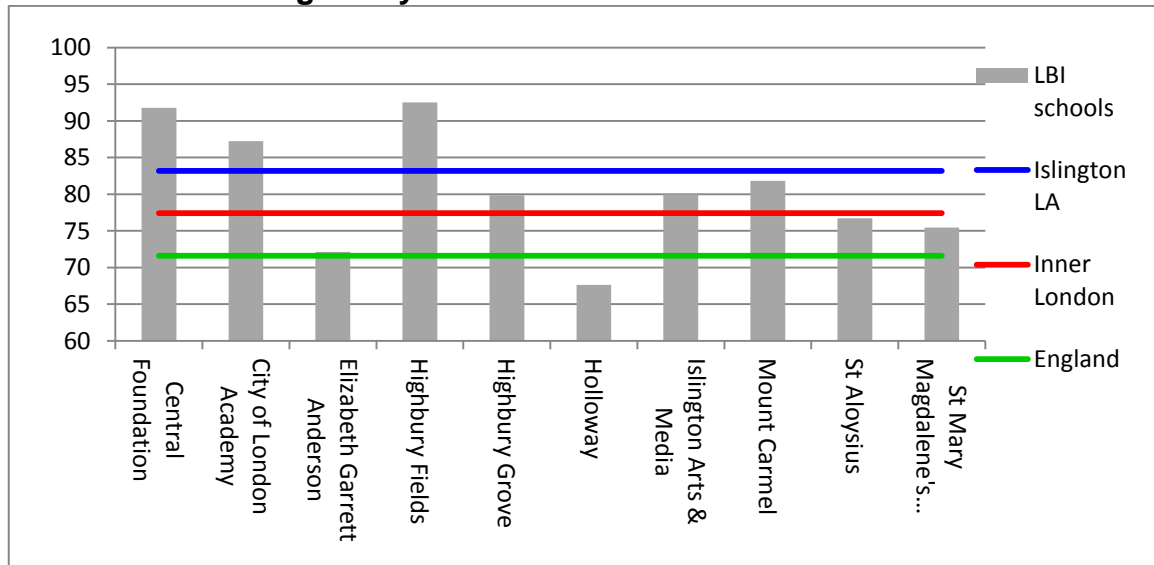
Graph 43: Three-year rolling averages for percentage attaining 5+ A* - C (Inc. English & Maths) for the main ethnic categories



Source: Final GCSE pupil level data & Islington Children's Services Data

Graphs 44 and 45 overleaf plot the proportion of pupils making three or more levels of progress in English and in mathematics during their secondary education for each school during 2014 set against the borough, national and Inner London averages.

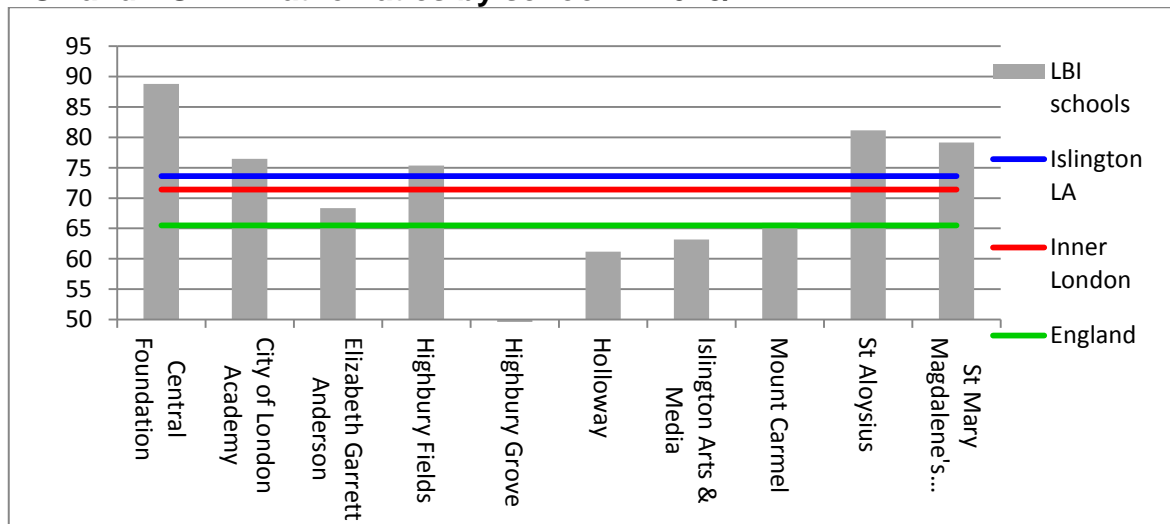
Graph 44: Percentage of pupils making at least 3 levels of progress between KS2 and KS4 in English by school in 2013/14



Source: DfE Statistical Release and Final GCSE pupil level data

All but one of Islington's secondary schools had a higher percentage making the expected progress in English than that for England and six had higher rates than the average for Inner London

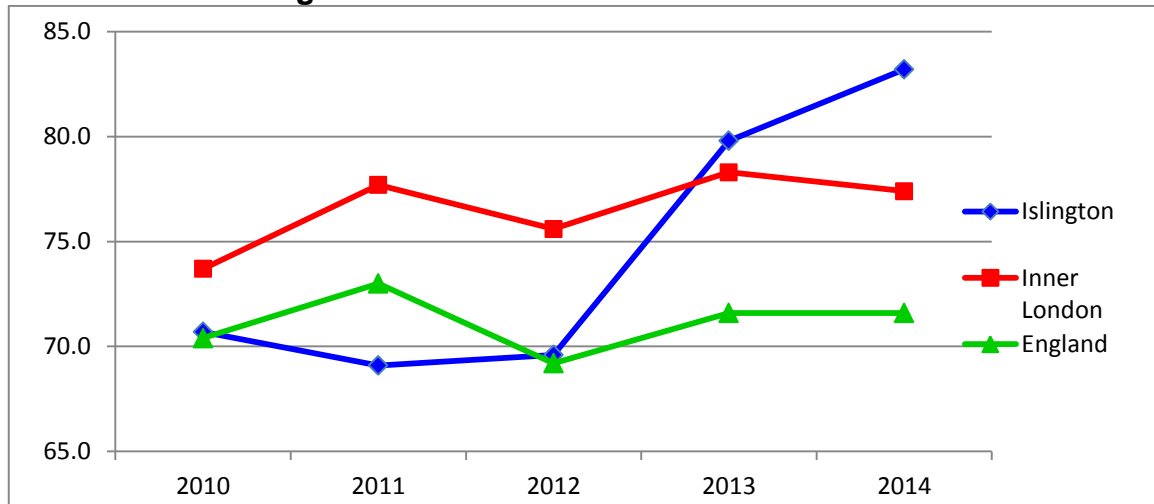
Graph 45: Percentage of pupils making at least 3 levels of progress between KS2 and KS4 in Mathematics by school in 2013/14



Source: DfE Statistical Release and Final GCSE pupil level data

All but three of Islington's schools had a higher proportion at or above the expected progress in mathematics when compared to England as a whole and half of them had rates that were higher than Inner London.

Graph 46: Percentage of pupils making at least 3 levels of progress between KS2 and KS4 in English from 2009/10 to 2013/14

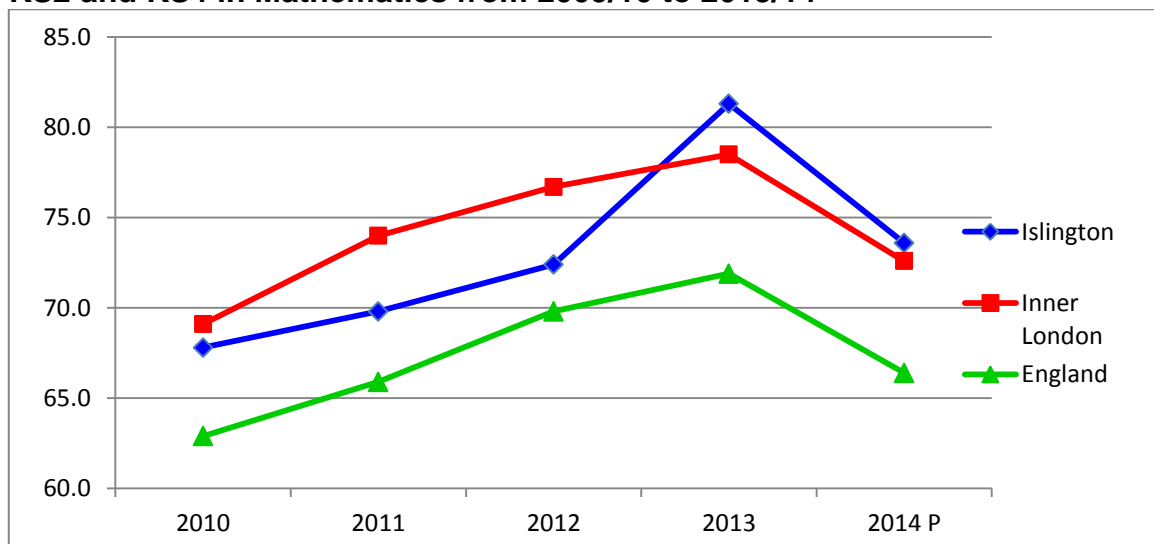


Source: DfE Statistical Release

The proportion of pupils making at least 3 levels of progress in English continued to rise in 2014 after the large increase in 2013 and has been above both the all England figure and that for Inner London for the last two years.

The proportion of pupils making the expected progress in mathematics in Islington is, for the second year running, above both that for England and Inner London (see graph 47 below).

Graph 47: Percentage of pupils making at least 3 levels of progress between KS2 and KS4 in Mathematics from 2009/10 to 2013/14



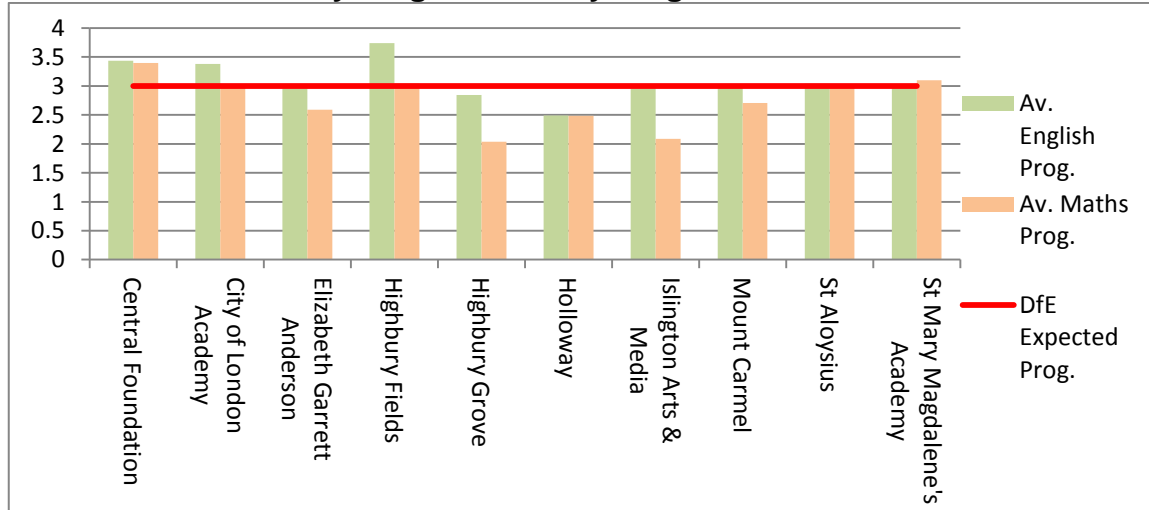
Source: DfE Statistical Release

Pupils make good progress in our secondary schools and a higher proportion of pupils in them reach or exceed the DfE expectations for progress than do so nationally and in Inner London (see graph 47 above).

Another way to see pupil progress is to take the pupils' National Curriculum (NC) level for Key Stage 2 (prior attainment) from their NC level at the end of Key Stage 4 (outcomes) and to plot these for English and mathematics. Graph 48 shows

these figures for each school. Five schools were, on average, above DfE expectations for English and three for mathematics. Some 39.5% of pupils in Islington secondary schools made four or more levels progress in English across Key Stage 4 and in mathematics, 31.5% of pupils did so.

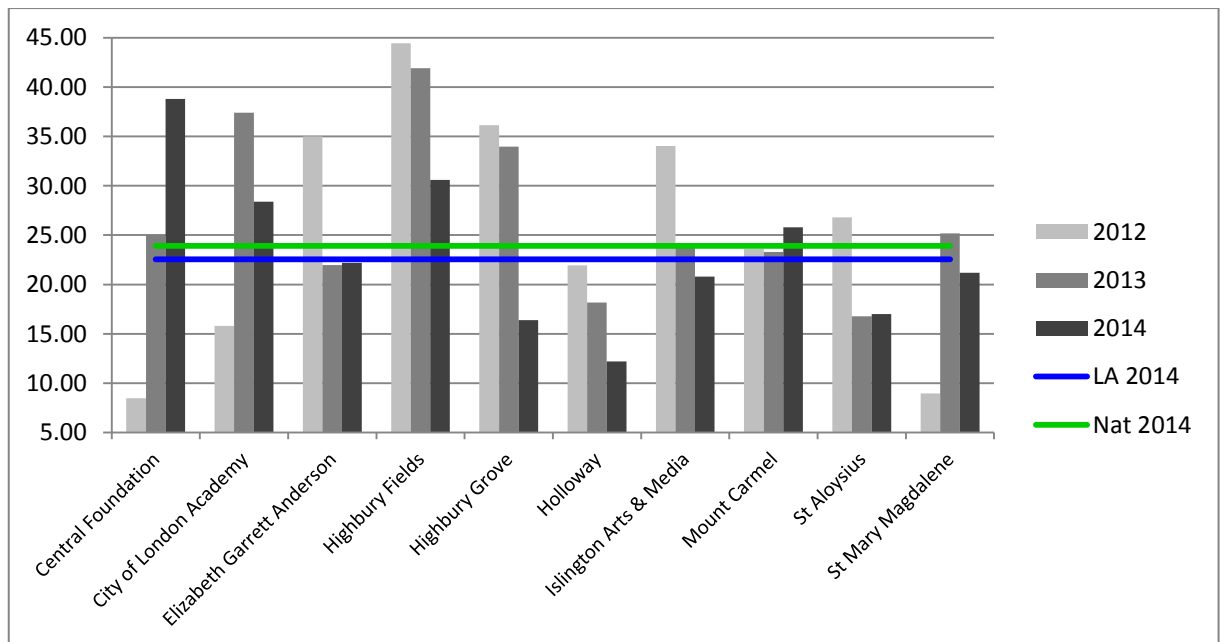
Graph 48: Progress made by pupils in schools based on average NC levels achieved between Key Stage 2 and Key Stage 4 in 2013/14¹³



Source: Islington Childrens' Services

Graph 49 below shows the percentage of pupils in each Islington secondary school that gained 3 or more A* or A grades at GCSE (or equivalent).

Graph 49: The percentage of pupils gaining 3 or more A/A* grades at GCSE or equivalent at the end of KS4 2012 to 2014



Source: EPAS and Islington Children's Services

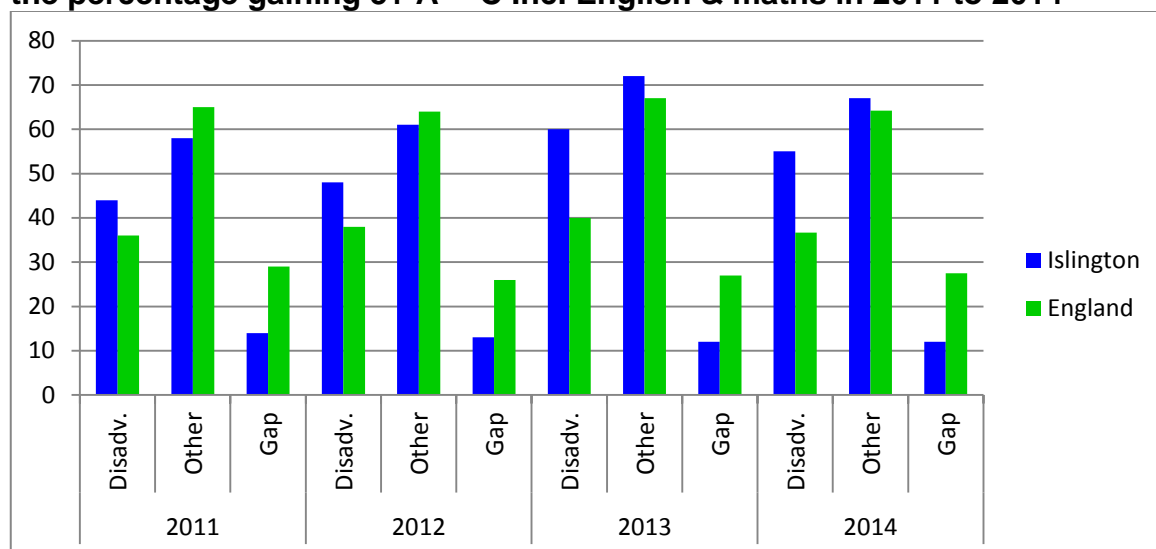
The figures vary substantially, both between the schools for each year and between years for many of the schools. This is due to a number of reasons including: changes schools have made to their curriculum offer in preparation for the reform of the list of qualifications included in the DfE GCSE performance

¹³ Graph 48 only includes pupils with prior attainment at Key Stage 2. Pupils with no outcomes for Key Stage 4 were assumed to have made no progress.

tables for 2014; changes in the number of high ability pupils in our schools' year 11 cohorts from one year to the next and finally, the higher level of random fluctuation found at the extremes of normal distributions for different samples drawn from the same population (outliers). Overall, Islington's 2014 percentage for this measure was just 2.2 percentage points below that for England for this measure (the equivalent figure for 2012 was 7 percentage points).

Graph 50 below shows the performance of disadvantaged pupils¹⁴ and the rest (labelled other) set alongside the gap between these groups for Islington and England for the last four years. Not only does Islington outperform England for the 5+ A* to C including English and maths benchmark by 3.1 percentage points, (see Graph 41 above), when the two cohorts are broken by Pupil Premium status, we find that Islington's non-Pupil Premium pupils outperforms the same group nationally by 2.8 percentage points and Islington's Pupil Premium pupils exceed the equivalent group for England by a massive 18.3 percentage points¹⁵. In 2014, disadvantaged pupils in Islington were just 9.2 percentage points below the figure for the non-disadvantaged nationally compared to a 27.5 percentage points between the performance of all disadvantaged pupils in England and that for non-disadvantaged nationally.

Graph 50: Key Stage 4 gap between disadvantaged pupils and the rest for the percentage gaining 5+ A* - C Inc. English & maths in 2011 to 2014



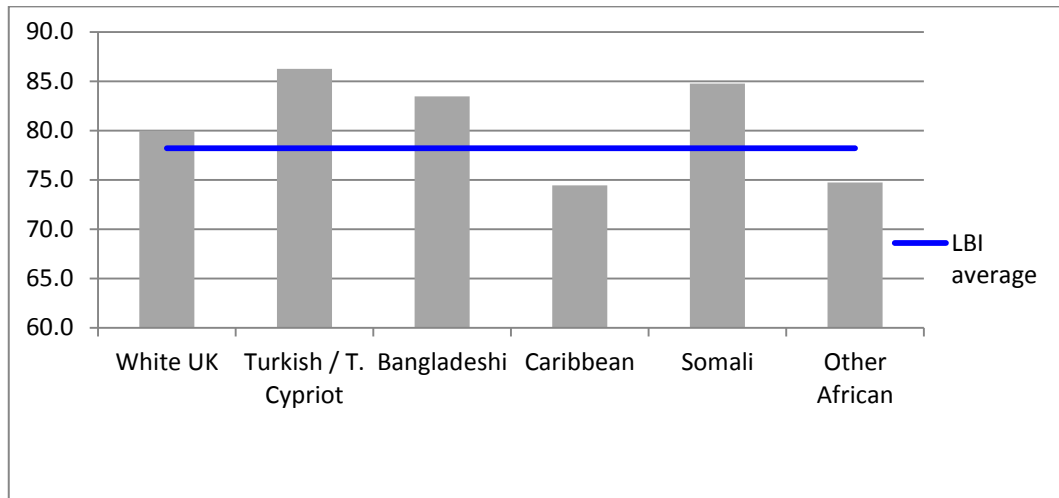
Source: DfE Performance Tables & RAISEonline

Graph 51 overleaf shows that the pattern of progress in English for the main ethnic categories in secondary schools is similar to that for primary schools. The progress of the largest group 'White UK' is marginally above the secondary school average. Bangladeshi and Somali pupils are making above average progress (although sometimes from a lower starting point). The main difference with primary schools is the above average progress of Turkish and Turkish Cypriot pupils. Note also that 'Other African' and 'Caribbean' pupils are also making slower than average progress.

¹⁴ Disadvantaged pupils were eligible for free school meals during the last six years or in care at any time in their school career.

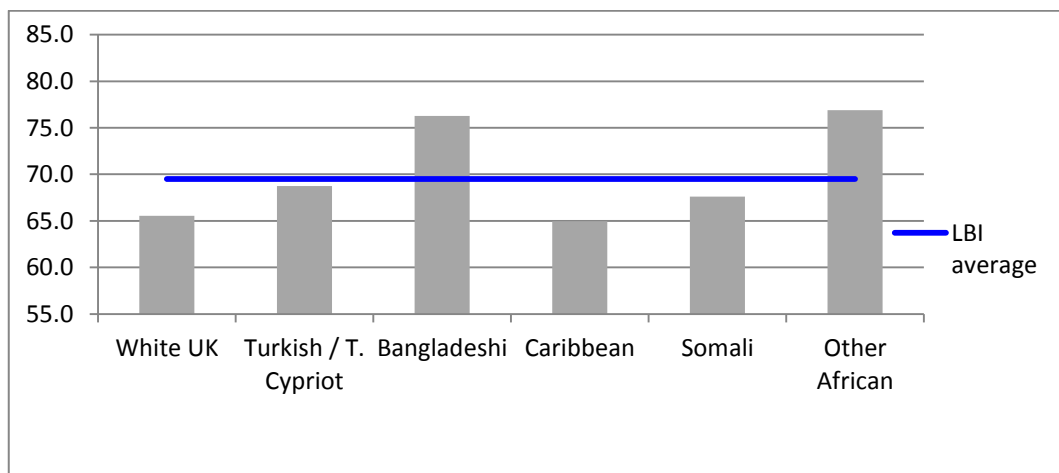
¹⁵ That Islington's pupil premium and non-Pupil premium pupils both have a larger gap with their national counterparts than the cohort has with England as a whole is possible because of the large gap between the performance of Pupil Premium pupils and the others nationally and the fact that Islington's Pupil Premium pupils comprise a much larger proportion of the borough's cohort compared to national.

Graph 51: The percentage of pupils making the expected progress during secondary school for the main ethnic categories in English



Source: DfE Statistical Release and Final GCSE pupil level data

Graph 52: The percentage of pupils making the expected progress during secondary school for the main ethnic categories in mathematics



Source: DfE Statistical Release and Final GCSE pupil level data

Graph 52 above, displaying the proportion of pupils making the expected progress or more in mathematics in secondary schools, shows a different pattern to the progress in English. In this case, along with Caribbean pupils, White UK pupils, and Turkish/Turkish Cypriot pupils are also below the Islington average for progress whereas Other African pupils are above average.

The percentage of pupils in the 2014 GCSE cohort with Key Stage 2 levels for both English and mathematics at Level 4 or above was less than 68%. This is lower than the Key Stage 2 performance of pupils nationally in 2010 (when the 2014 GCSE cohort was assessed for Key Stage 2) which was 74%. This is further proof of the good progress pupils make in secondary schools in Islington.

3.2.6.1 GCSE Subject Performance

The main GCSE subjects taken in Islington secondary schools in 2013/14 are shown in Table 3. Pupils were entered for a wide range of subjects, but to enable a meaningful analysis, only those subjects with 100+ entries are shown.

Compared to the national data, Islington students performed relatively well in Art & Design (Fine Art), Business Studies, French, information technology, religious studies, Spanish and finally statistics, where attainment was above the national average for the percentage of pupils entered gaining a A* - C grade. Attainment was also above the national average for A* - C in English Language and on par with England for mathematics. Subject in which pupils in the borough did not perform as well as the national were: Art & Design, English Literature, Media Studies, Music and Sport.

Table 3: Main subject results at GCSE in 2013/14

Full GCSEs with 100+ entries *	Entries	% of Roll entered		% A* to C grade		A.P.S.	
	LBI	LBI	Nat.	LBI	Nat.	LBI	Nat.
Art & Design	209	14.4	13.6	64.6	73.9	39.1	41.3
Art&Des : Fine Art	113	7.8	7.9	85.8	77.2	42.8	42.3
Biology	288	19.8	21.6	93.8	90.5	46.8	46.6
Bus. Studies : Single	154	10.6	11.9	76.0	65.9	42.6	39.6
Chemistry	283	19.4	21.3	93.3	90.6	46.5	46.8
Drama & Theatre Studies	204	14.0	10.6	72.5	70.8	41.9	41.1
English	430	81.9	99.5	78.7	78.7	41.9	42.4
English Language	234	16.1	20.7	94.4	85.6	44.6	43.2
English Literature	166	11.4	13.2	69.3	76.4	40.7	42.2
French	261	17.9	24.3	75.5	67.1	42.5	40.9
History	545	37.4	27.9	60.9	66.2	38.7	40.3
Information & Communication Tech.	239	16.4	12.8	75.7	67.8	41.4	39.8
Mathematics	1390	95.5	94.0	69.0	69.0	39.1	39.1
Media/Film/TV Studies	126	8.7	7.2	54.0	65.3	38.2	39.4
Music	162	11.1	6.5	60.5	73.5	40.0	42.1
Physics	271	18.6	21.3	93.4	91.4	45.9	46.9
Religious Studies	316	21.7	38.6	77.5	70.7	42.6	41.3
Science (Core)	957	65.7	57.9	65.9	63.6	39.1	38.2
Science: Additional	753	51.7	46.1	65.3	65.4	39.6	39.4
Sociology	127	8.7	3.3	68.5	64.9	40.8	39.4
Spanish	344	23.6	12.9	80.2	69.0	42.9	41.5
Sport/P.E. Studies	133	9.1	15.6	51.9	69.5	37.4	41.1
Statistics	142	9.8	8.4	90.1	73.9	45.7	41.2

Source: NCER EPAS 2014 Note: Only full GCSE subjects with 100+ entries are included in the table, i-GCSEs are not included.

3.2.6.2 GCSE 'Best Eight' - Attainment and Progress

This new measure of attainment to be included in the 2014 performance tables for the first time, focuses attention on the attainment and progress of pupils in English, mathematics, some e-Baccalaureate subjects and other GCSEs. The table below, produced by the FFT, shows how Islington has performed on this measure in 2014 and previous years. Where a result is significantly below the national average a cell has been coloured red, if significantly above, it has been coloured green.

Table 4: Best 8 Attainment & Progress - Provisional

	Best 8 Attainment			Best 8 Progress		
	2012	2013	2014	2012	2013	2014
Islington LA	C-	C	C+	0.4	0.5	0.4
Central Foundation	C-	C+	B-	0.4	0.7	0.9
City of London Academy	D	C	C+	0.2	0.6	0.9
Elizabeth Garrett Anderson	C+	C	C+	0.8	0.4	0.3
Highbury Fields	C	C+	C+	0.3	0.5	0.2
Highbury Grove	D+	C	C-	0.3	0.8	0.4
Holloway	C-	D+	D+	0.3	0.4	0.1
Islington Arts & Media	D+	C-	C-	0.5	0.5	0.4
Mount Carmel	C-	C	C	0.3	0.4	0.4
St Aloysius	C+	C+	C+	0.9	0.9	0.4
St Mary Magdalene's Academy	C-	C	C	0.1	0.3	0.0

Source: FFT Nov 2014

As can be seen from Table 3 above, all Islington schools have made either the expected progress or, in almost all cases, progress that has been calculated to be significantly above what was expected.

Looking at the attainment, we find that for the last two years all schools in Islington have achieved attainment that is either in line with or significantly above expectations.

3.2.7 Progress of secondary age pupils in Special Schools

Table 5: Cohort of secondary pupils in Special schools

School	Nos. of pupils Jan 2014	
	Y7-11	Y12-13
The Bridge	50	20
Richard Cloudesley	32	13
Samuel Rhodes	62	0
The Courtyard Free School	12	3
Total	156	36

A range of assessment tools are used in special schools to allow for small steps in individual children's progress to be measured.

Progress in 2013-14

- Students at The Bridge made progress in all curriculum areas, with Science showing particularly good progress compared to 2013. Benchmarked data indicates that at the end of key stage 4, those with lower starting points (P1-4) 75% were in the upper quartile for English and 100% in maths; while for higher starting points (P5-8), 90% were in the upper quartile for English and 60% in maths.
- At Richard Cloudesley, the school has seen improvements in the proportion of all students attaining in Literacy and Numeracy. On average there has been an improvement of half a national curriculum level since 2013 and 60% of pupils have made between 1 and 3 or more levels of progress; this is well above that of similar pupils in other schools.
- Progress at Samuel Rhodes has been outstanding given the low starting points: Apart from 4 pupils across the whole phase, all pupils made 2 or more sub-levels of progress across the whole curriculum. Progress in Personal Social and emotional development was particularly strong with a substantial majority of students exceeding national expectations. Progress in Literacy was also good, with 65% making progress.

Post-16 Destinations

All three schools now have sixth forms and most of their students continue in school post-16. Samuel Rhodes has strong relationships with a number of colleges and providers and all students have detailed plans agreed with them and their parents to ensure that onward progression is well organised. St Mary Magdalene Academy has a special school for Years 9-13: The Courtyard, catering for young people with autism and/or communication difficulties. The provision opened in September 2013, so is yet to see nationally assessed outcomes in sufficient numbers to be reportable.

Suggested Questions for Governors on Secondary Performance

How well are children in our school doing compared to children in other schools in Islington, London and nationally?

What steps has the school taken to improve outcomes and what has the impact been?

How many pupils at my school made three levels of progress between Key Stage 2 and Key Stage 4 in English and mathematics?

Are more able students (i.e. high attainers who were at L5+ at KS2) attaining 5+ A* - C (Incl. E&M) making more than 3 levels of progress between KS2 and KS4?

How does their performance compare with other schools and the national average?

What action is the school taking to improve outcomes for children where progress has been too slow and what has the impact been?

How well are different subjects performing across my school, in terms of grades attained, APS and the progress of students?

Did any student groups under-achieve in my school? If so, what are the reasons?

How many GCSEs are taken by different groups of students, e.g. low, middle and high ability students? Is the volume of GCSEs right for each group?

What progression routes are available to students after GCSE?

Are our students getting on the best progression routes for them?

What has been the impact of Pupil Premium in my school?

How do our fixed term exclusions compare to similar schools; are they reducing and which groups are excluded more than others?

Do children feel safe with other children in our school? How do we know?

What progress has been made on the key areas for development identified at the last inspection and what has the impact been?

How do we currently judge quality in relation to the four key judgements in the Ofsted Framework and what action is being taken to achieve a 'good' judgement and where that is secure, to set the path to 'outstanding'?

3.2.8 Key Stage 5 – A Levels and equivalents

Table 6 below shows the DfE's 2014 Key Stage 5 results for the four schools that comprise the Islington sixth form consortium, as well as those for , COLAI and St Mary Magdalene's academys and City & Islington FE college.

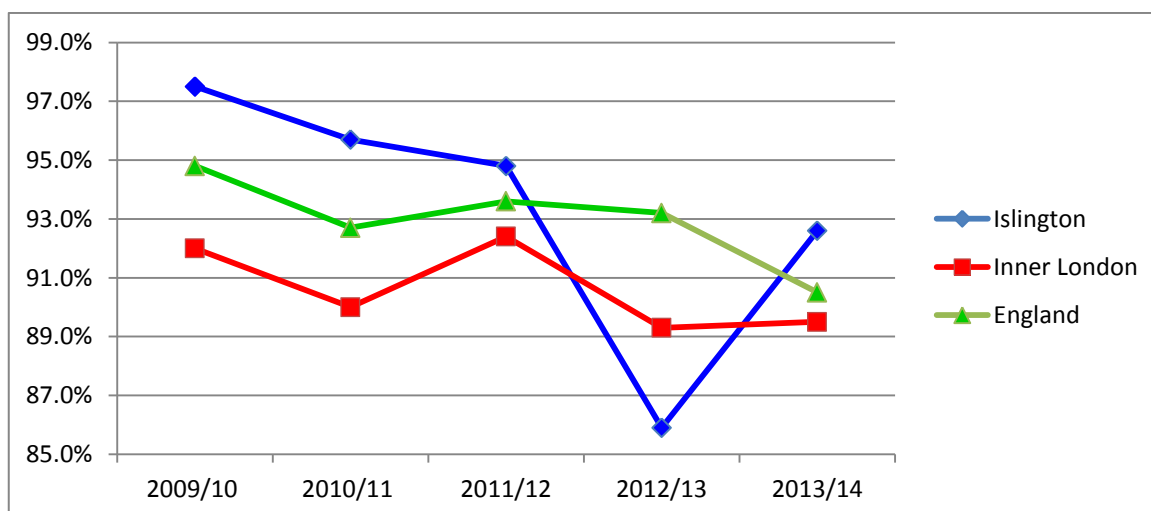
Table 6: Provisional Key Stage 5 results - Islington 2014

Pupils completing KS5 in 2014		A Levels			All KS5 Qualifications	
School/College	# Students in performance tables	% achieving 3+ at A* - E	% achieving 2+ at A* - E	% achieving 1+ at A* - E	APS per student	APS per entry
City and Islington College	1002	86	99	100	689.8	202.3
STEM Academy	NE	NE	NE	NE	NE	NE
City of London Academy - Islington	31	71	71	100	593.5	185.1
St Mary Magdalene Academy*	41	0	70	100	581.4	181.5
Central Foundation Boys' School	65	73	100	100	663.8	208.7
Highbury Fields School	22	82	82	100	706.7	210.0
Highbury Grove School	60	83	93	100	732.2	205.0
St Aloysius RC College	59	58	90	100	614.5	207.0
Islington Sixth Form Consortium	206	72	91	100	671.2	207.0
Islington	1280	82.2	96.6	99.6	646.8	202.0
England	400290	79.5	92.4	100	714.0	215.5

Note: St Mary Magdalene Academy enters students for the International Baccalaureate which is why their figure for % achieving 3 A levels is zero.

Though table 6 above shows that the Islington Sixth Form Consortium's point score per student is still below that for England the gap has closed substantially over the last two years (it was 95.8 points below the national average in 2012 but was 67.2 points below in 2014). The gap between the consortium and England for average points per entry has reduced to a third during this time from 23.3 points in 2012 to 7.6 points in 2014.

Graph 53: Percentage of candidates attaining at least 2 A Level passes (or equivalent) at Key Stage 5 from 2009/10 to 2013/14

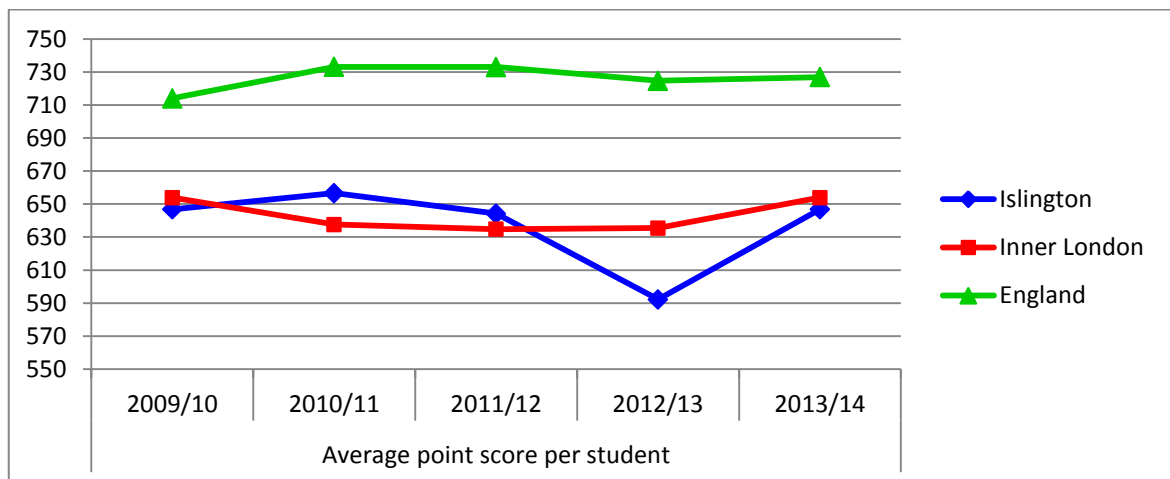


Source: DfE Statistical First Releases

Graph 53 above shows the percentage of entrants attaining or more 2 A Level passes or equivalent over the last five years for which data is available. The borough's performance on this measure has been above the national and Inner London for most of this time, though the results dropped locally in 2013.

Graphs 54 and 55 below show performance based on the average points score per student (APS) and the average points score per entry at Key Stage 5 for the last five year that data is available for. Performance per student in Islington dropped below that for Inner London in 2013 before bouncing back in 2014. There is a large gap between Islington and the National figure for this measure.

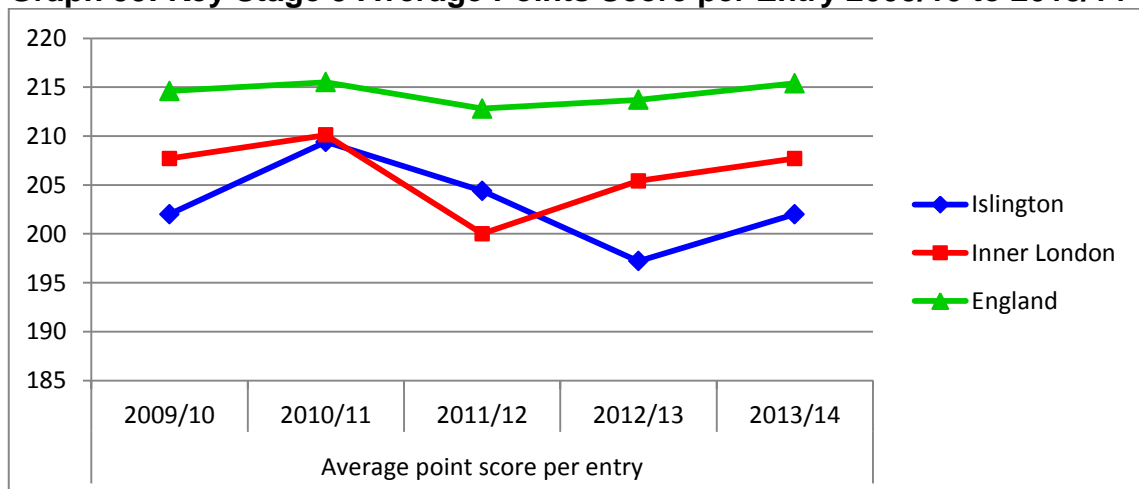
Graph 54: Key Stage 5 Average Points Score per pupil 2009/10 to 2013/14



Source: DfE Statistical First Release

Graph 55 below shows that performance for the average points per entry for Islington climbing at a faster rate than our comparators after falling for two years. There is, however, still a large gap between Islington and Inner London on this measure and an even larger one between the borough and the national figure as well.

Graph 55: Key Stage 5 Average Points Score per Entry 2009/10 to 2013/14



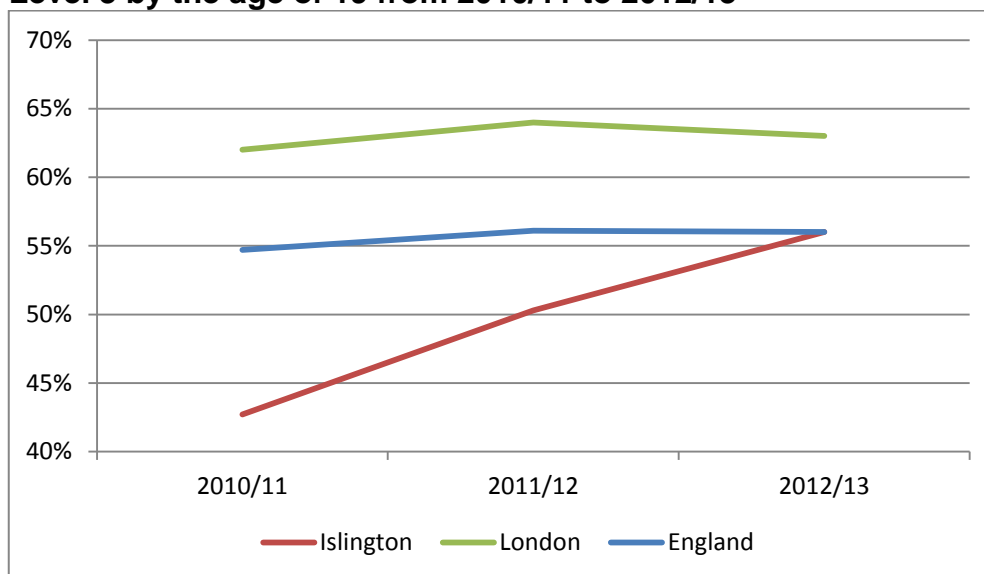
Source: DfE Statistical First Release

3.3 Qualifications by 19

There has been a strong focus on qualifications by 19 as the low levels of performance have been a cause for concern for several years. The Level 3 by 19 measure looks at students who were in Islington schools in Year 10 and then at their attainment level by the time they are 19, wherever they are studying. Islington's outcomes are now improving on Level 3 performance by 19, although from a low base. The proportion of young people who go on to achieve Level 3 by 19 is closely correlated with GCSE outcomes, which historically were also low in Islington. In addition, insufficient students were going on to study Level 3 courses in the first place, either in Islington or beyond, although this trend is now changing.

Graph 56 shows the percentage of pupils from Islington schools that attained Level 3 by the age of 19 in 2013. Level 3 is the equivalent of at least 2 passes at A Level. The proportion of young people in Islington attaining Level 3 qualifications by age 19 increased by 13 percentage points between 2010/11 and 2012/13 to 56%. The gap has narrowed with the London average and closed with the national average. The recent improvements in performance at Key Stage 4, raising the participation age (RPA) and the expansion of provision at Key Stage 5 in Islington should lead to further improvements in performance of this measure in the coming years.

Graph 56: Percentage of pupils from Islington schools attaining Level 3 by the age of 19 from 2010/11 to 2012/13



Source: DfE Statistical First Release Note: Data not published for 2013/14 until Spring 2015

3.2 Post 16 destinations and the raised participation age

Since 2012 schools have been responsible for ensuring that young people have access to good quality, impartial Information, Advice and Guidance (IAG) to support them with staying in learning. Destination data is now also included in school performance tables.

95% of young people leaving Islington schools remained in learning following the completion of Key Stage 4. Those who did not (82) have been followed up and continue to be supported to re-engage in learning, including through work-based

learning. We are working to reduce this number through the early identification of 2014 school leavers at risk of not progressing into learning. Tracking of this cohort is on-going and data is due to be submitted at the end of January 2015. The percentage of resident young people aged 16-18 who were NEET in 2013/14 has dropped to 4.5 % (214 young people), from 8.8% in 2012/13, representing an improvement of 4.3 percentage points.

Table 7: Destinations of school leavers from Islington from 2009 to 2013, with outturns for 2013 from central London councils

Local Authority	Survey Total	In Learning		NEET/Not Active		Unknown		
		No.	%	No.	%	No.	%	
Islington 2009	1593	1453	91.2%	113	7.1%	14	0.9%	
Islington 2010	1603	1489	92.9%	97	6.1%	17	1.1%	
Islington 2011	1578	1345	85.2%	105	6.7%	112	7.1%	
Islington 2012	1620	1537	94.9%	54	3.2%	29	1.7%	
2013	Islington 2013	1621	1539	94.9%	57	3.5%	25	1.5%
	Camden	1538	1470	95.6%	45	2.9%	23	1.3%
	Hackney	1719	1675	97.4%	24	2.7%	20	2.6%
	Kensington	623	592	95.0%	17	3.7%	14	1.3%
	Lambeth	1908	1746	91.5%	12	2.9%	150	5.0%
	Southwark	2594	2404	92.7%	43	4.2%	147	2.2%
	Wandsworth	1908	1848	96.9%	46	2.5%	14	2.3%
	Westminster	1448	1406	97.1%	32	2.8%	10	0.6%
	2013 survey Totals	13359	12680	94.9%	276	2.1%	403	3.0%
Islington 2014								

Source: IYSS Destinations Note: Data for the 2014 School Leavers is not available until February 2015.

Students went on to study at a wide range of providers: the highest proportion (30%) attending City and Islington College; while 17% went on to IC6 sixth form consortium schools and 8% progressed to Academy sixth forms in Islington. Up until 2010 over 50% of Islington school leavers went on to schools and colleges outside the borough. In 2013, more school leavers remained in Islington, with 42% transferring to institutions outside Islington. Those students who transfer out borough move across a very wide geographical area and attend over 100 different providers.

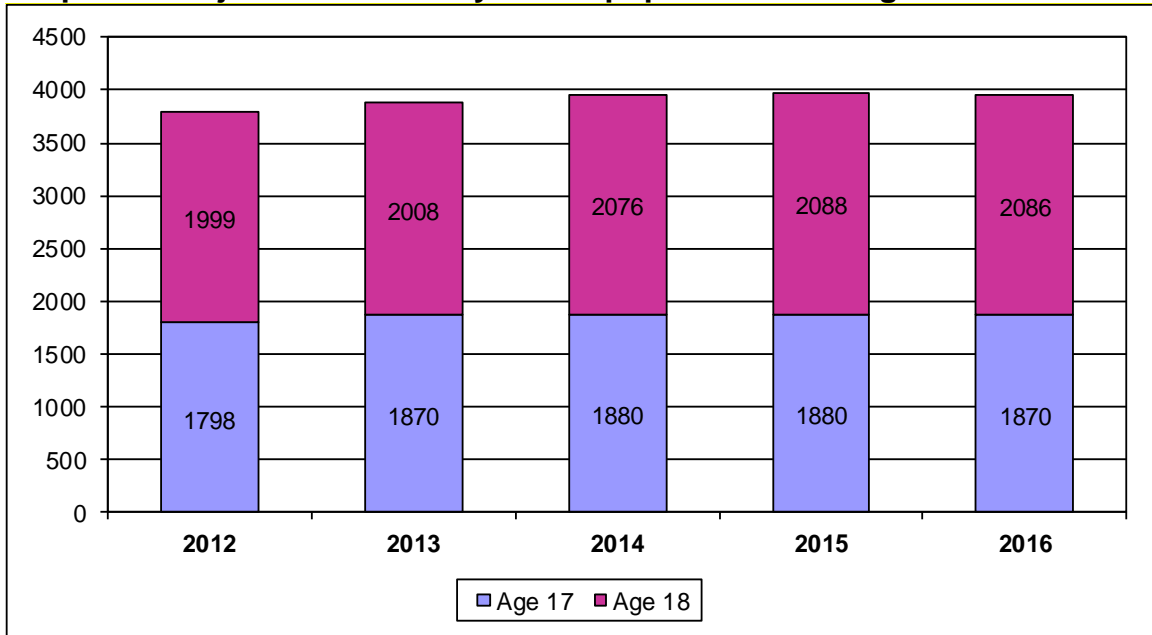
3.5 Quality and sufficiency of post-16 provision

Ofsted inspects the FE sector and inspects sixth form provision in schools as part of the school inspection process. City and Islington College has been judged outstanding at both of its last inspections. The Council's Business and Employer Support Team (BEST) is working to increase the number of apprenticeships available locally for young people, as this is a route many young people wish to take. The new STEM academy opened in September 2013, offering science, technology and maths subjects.

The population of 16 to 17 year olds is set to rise by around 1% to 2016; but the 17 to 18 year old population is projected to rise by approximately 4% to 2016 (from 2012).

Graph 57 overleaf plots the projected numbers of 17 and 18 year olds in Islington from 2012 to 2016. The target for 2015/16 school year is to get all young people aged 17 and 18 into education or training.

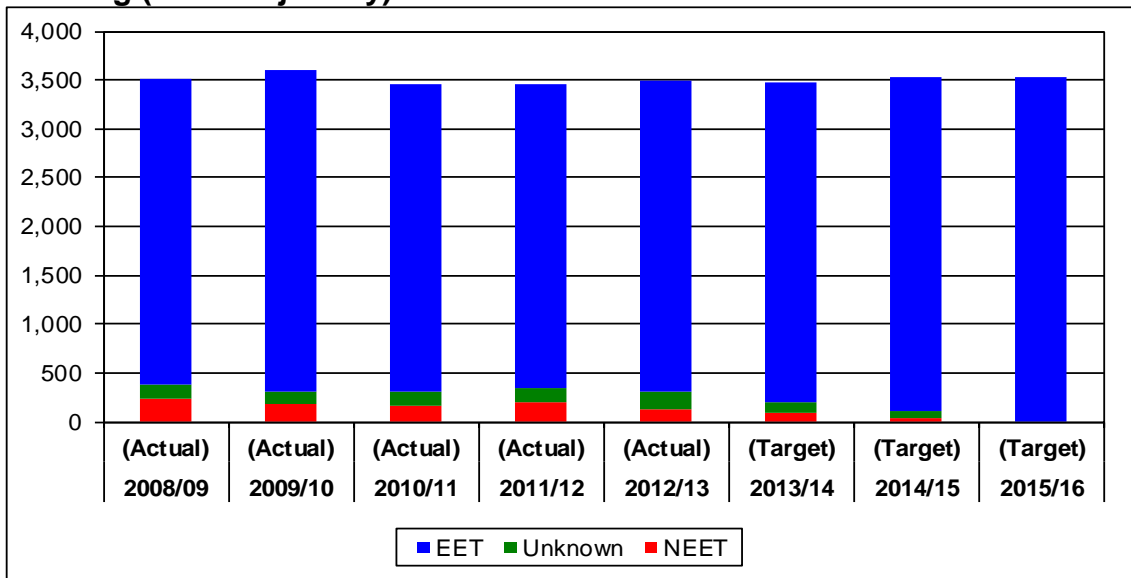
Graph 57: Projected 17 and 18 year old population in Islington 2012 - 2016



Source: GLA 2012 Population Estimates (SHLAA based)

Graph 58 shows the number of NEET, EET and unknowns from 2008/09 to 2012/13 with the required trajectory to meet the target in 2015/16 of all 17 and 18 year olds being in education or training.

Graph 58: Islington residents Year 12 & 13s in Education, Employment or Training (RPA Trajectory)



Source: IYSS and local data

Suggested Questions for Governors on Sixth Form Performance, destinations and progression

How well are young people performing Post-16 compared with other schools in Islington, London and nationally?

What steps has the school taken to improve outcomes and what has the impact been?

Are your students making the best decisions about their own destinations after Year 11?

How many of your students go on to be NEET, or have an unknown destination, after Year 11?

What strategies has your school put in place to ensure that you are meeting the expectations of Raising the Participation Age (RPA) for 18 year olds by 2015?

Are your students getting the best possible course offer for them in the Sixth Form?

Are A Level and BTEC results as good as you predicted?

What subjects secured good results and what subjects did not perform so well?

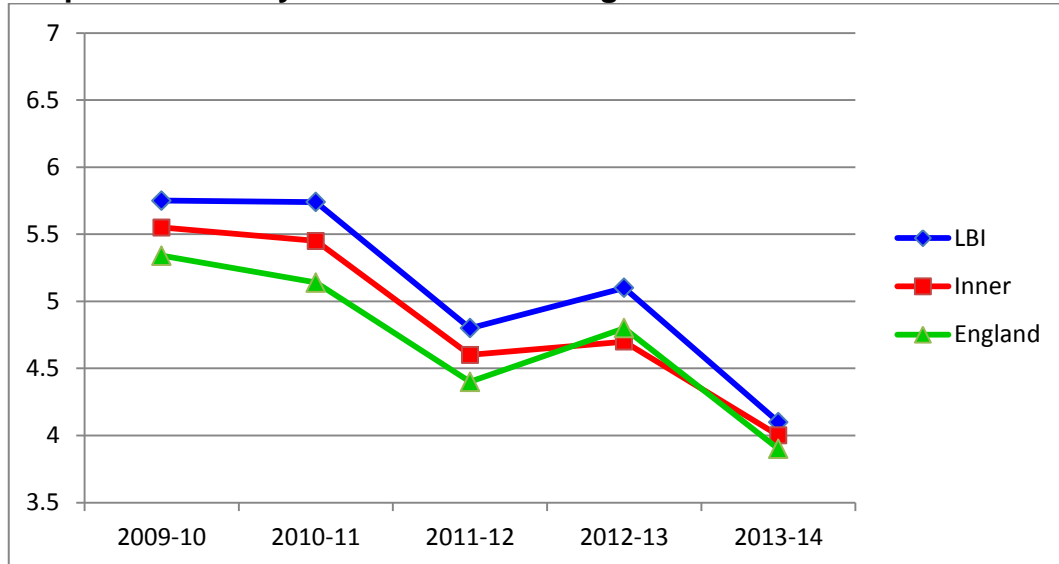
What is the picture like for progression to university and are the majority of your students getting a place in the university of their choice?

3.7 Attendance/Absence

Unsurprisingly, research has proved that missing school has a direct impact on pupils' attainment levels, so addressing poor attendance as early as possible is vital for ensuring that children get the most from their schooling.

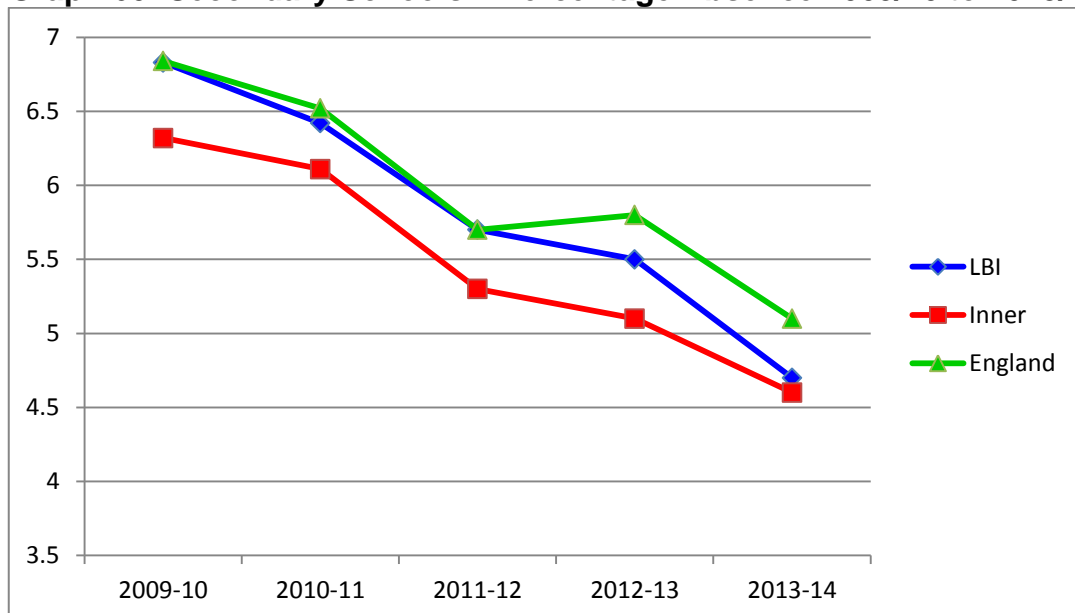
All phases in Islington have seen a decline in rates of absence rates from 2009/10 to 2013/14. Due to bad winter weather primary absence rates in 2012/13 were higher than the previous year across the country. In 2013-14, however, rates of absence of the borough's primary aged pupils fell sharply and are now close to those recorded by Inner London and nationally. Islington secondary schools' absenteeism has continued to fall throughout this period and is now significantly below that for England as a whole and only one tenth of a percentage point above that for Inner London. Graphs 59 and 60 overleaf show the absence rates over the last five years for both sectors against the borough's comparators of Inner London and England.

Graph 59: Primary Schools – Percentage Absence 2009/10 to 2013/14



Source: DfE Statistical First Release - 2 terms data

Graph 60: Secondary Schools – Percentage Absence 2009/10 to 2013/14



Source: DfE Statistical First Release - 2 terms data

The main reasons for absence in Islington schools are slightly different to the national picture. In the borough's primary schools, absence is mainly due to illness, and unauthorised 'circumstances' (excludes unauthorised holidays) and medical appointments. However, only 57% of absence was due to illness in 2013/14, compared to over 64% nationally. The proportion of absences from Islington primary schools due to agreed family holidays is less than half of the national average, whilst the proportion due to religious observance was more than double the national average.

In our secondary schools, absence due to religious observance is almost three times the national average, and lower for all unauthorised reasons (apart from no reason given or unclassified) when compared to the national average.

In Islington's special schools, a significantly higher level of absence compared to the national average for this sector is due to illness or medical appointments (69.5% of absence from Islington special schools in 2012/13 was due to these reasons, compared to 57.6% nationally). Two of Islington's special schools, however, do cater for children with very complex health needs.

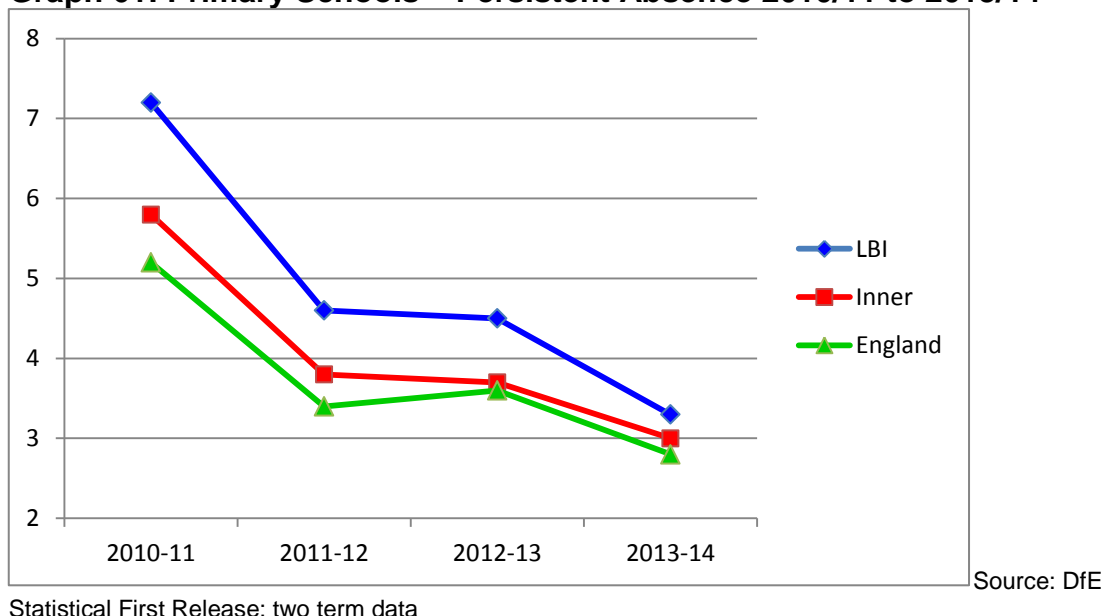
3.7.1 Persistent absence (PA)

Persistent absentees are those pupils with high levels of absence from school. Since July 2011 a new definition set the threshold to 15% or more absence. Statistics for this new threshold were reported for the first time by the DfE in October 2011 for the 2010/11 academic year (autumn and spring term data).

Progress has been made over the past 5 years to reduce persistent absenteeism, but more progress must be made in this area.

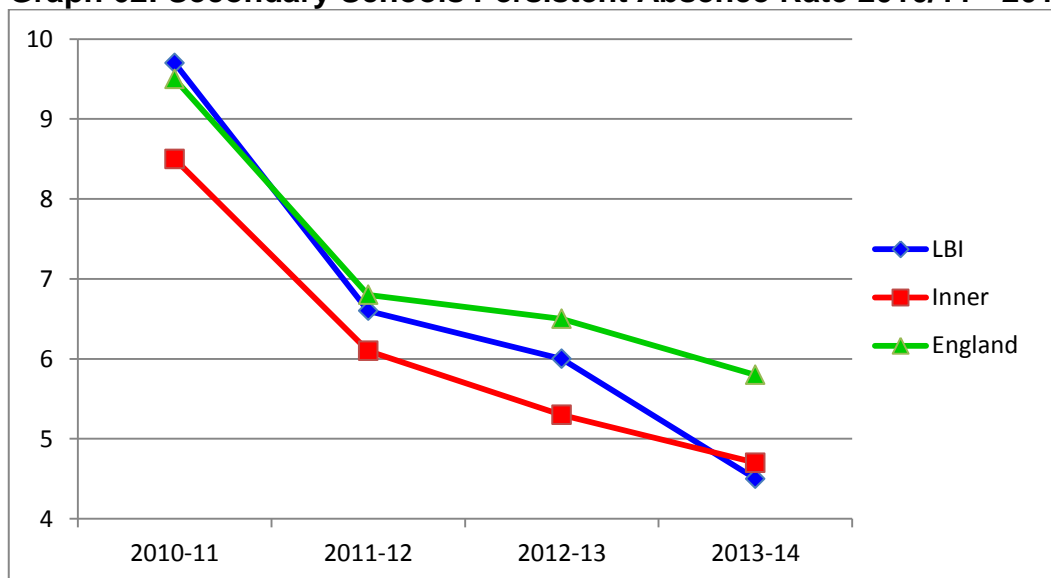
In 2013/14 19 Islington primary schools had between 9 and 20 persistent absentees. All but 1 of the LA's secondary schools had a persistent absenteeism rate below 7%, the highest was 9.5 %. Graphs 61 and 62 below show the trend in persistent absence rates over the last three years as well as how Islington compares with Inner London and England.

Graph 61: Primary Schools – Persistent Absence 2010/11 to 2013/14



Statistical First Release: two term data

Graph 62: Secondary Schools Persistent Absence Rate 2010/11 - 2013/14



Source: DfE Statistical First Release: two term data

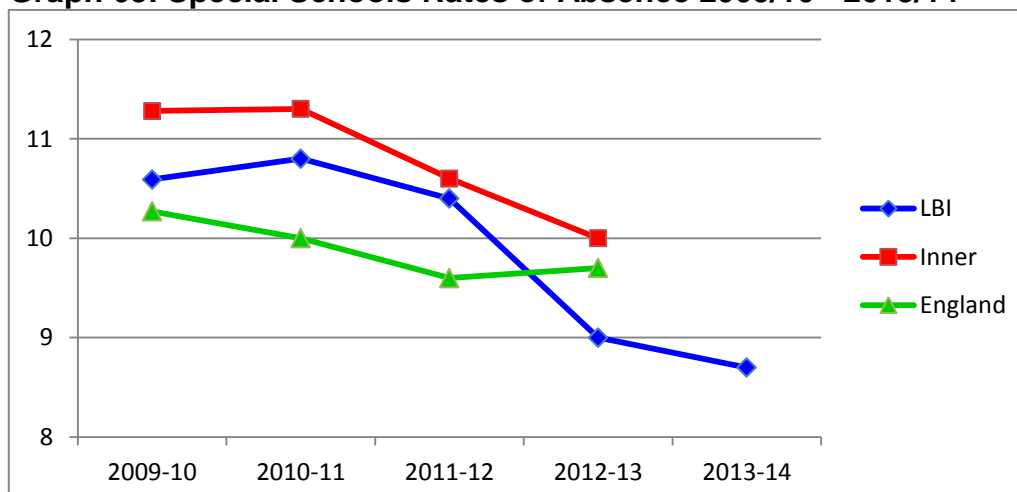
Persistent absence in Islington secondary schools has fallen faster than it has nationally for the years where data is available.

3.7.2 Absence in Special Schools

Pupils attending special schools include a substantial minority who are not in good health and, as a consequence, take more days of due to illness and particularly for medical appointments. Nationally rates of absence for pupils attending these schools are much higher than that for mainstream schools.

The table below shows the rates of absence for Islington, Inner London and England. Over the four years for which comparative data is available, Islington's rate of absence for special schools has fallen both absolutely and relative to our comparators of Inner London and England and is now lower than both of them.

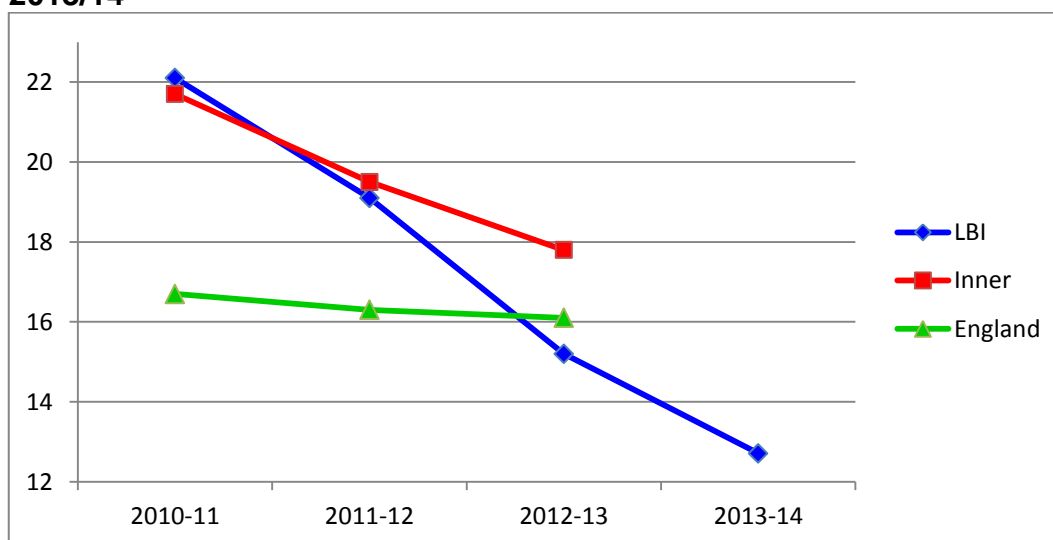
Graph 63: Special Schools Rates of Absence 2009/10 - 2013/14



Source: DfE Statistical First Release: three term data & October 2014 census not yet available for comparators

Graph 64 below shows the rate of persistent absenteeism for special school pupils in Islington compared to England and Inner London. For the 3 years that data is available for the borough and our comparators Islington's rate of persistent absenteeism has fallen sharply. In 2010/11 Islington's rates of absence was above both that for England and Inner London. By 2012/13 it was below both the comparators. In 2013/14 Islington's rate of special school persistent absenteeism continued to fall and is now less than $\frac{3}{5}$ ^{ths} the rate recorded in 2010/11.

Graph 64: Special Schools Rates of Persistent Absenteeism 2010/11 - 2013/14



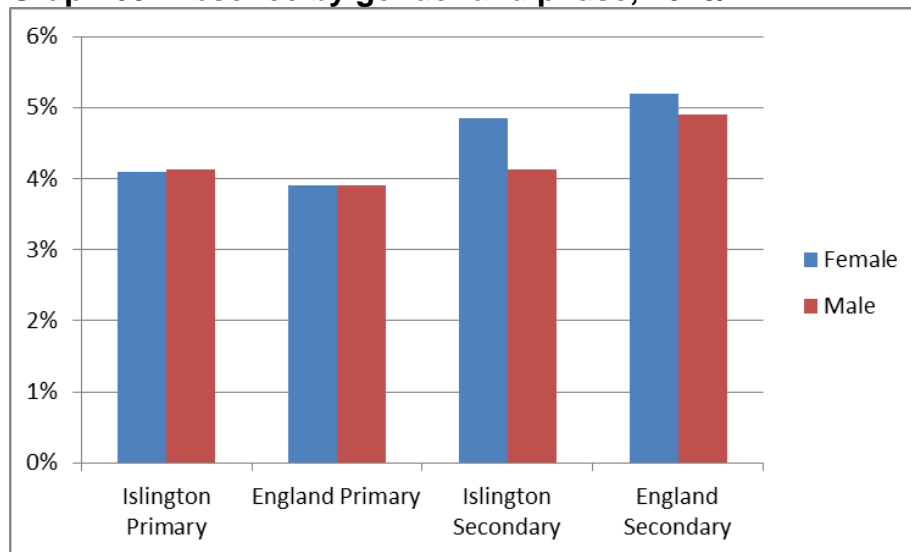
DfE Census Returns

3.7.3 Absence by pupil characteristics

In Islington primary schools, boys had a slightly higher level of absence than girls, although the difference was very slight and both were 4.1% when rounded. Absence for both groups was slightly higher than the national average in 2013/14, during the first 4 half terms. In Islington's secondary schools, girls had a significantly higher level of overall absence compared to boys. Although nationally girls at secondary school had a

higher level of absence than boys, the difference between the genders is much wider in Islington schools

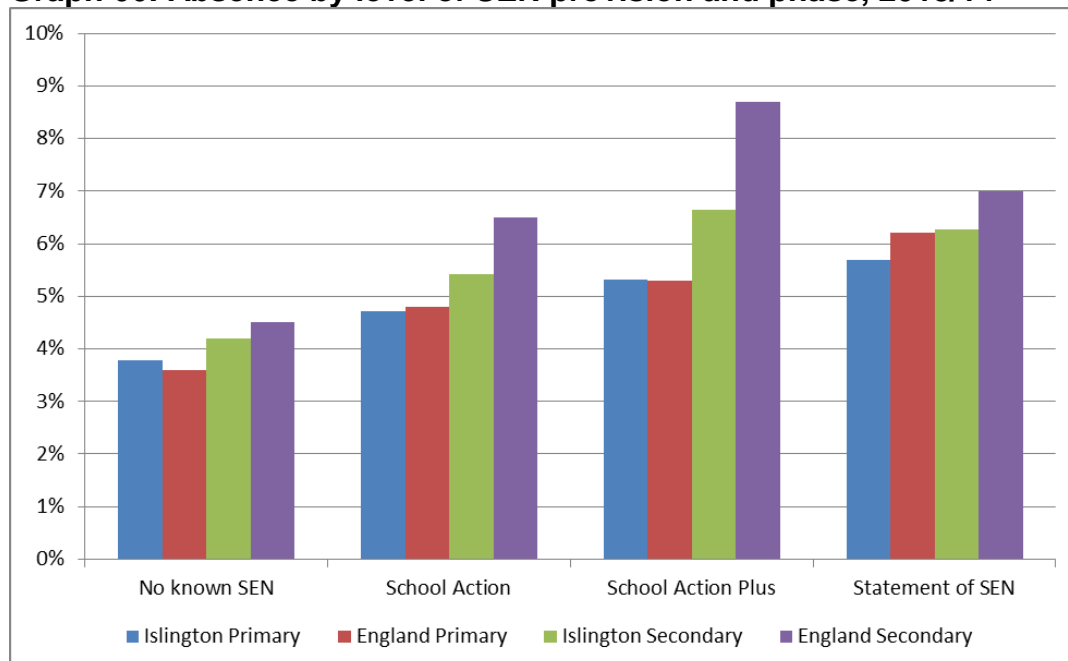
Graph 65: Absence by gender and phase, 2013/14



DfE SFR

In primary schools in Islington and across England as a whole, pupils with higher levels of SEN provision have higher levels of absence. At secondary schools, however, pupils at School Action Plus have higher levels of absence than pupils with statements of SEN. In Islington, the difference between the levels of absence is fairly small at 0.3 percentage points, whilst across England as a whole, the difference is more significant at 1.7 percentage points.

Graph 66: Absence by level of SEN provision and phase, 2013/14



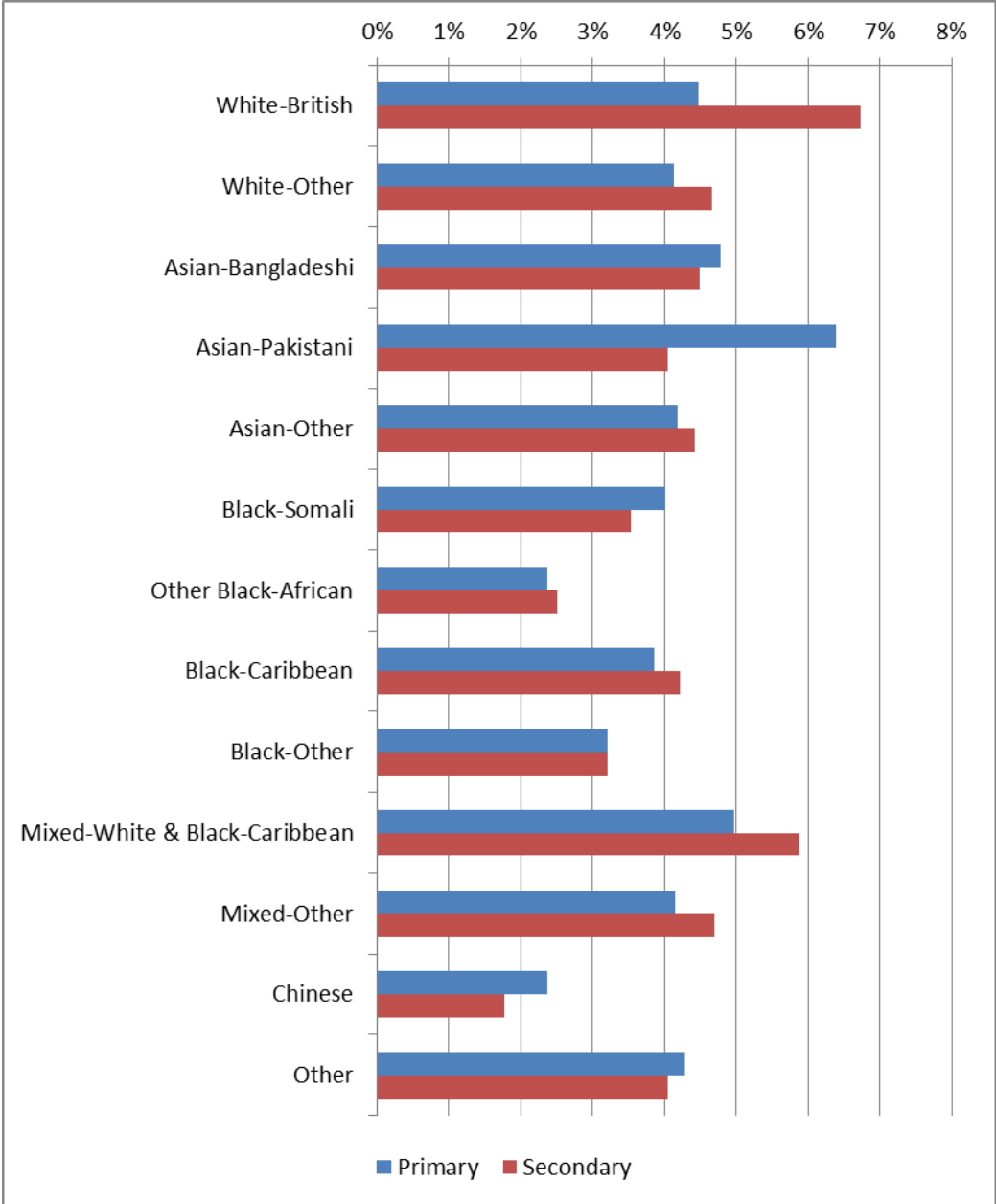
DfE Census Returns

In Islington’s primary schools, the highest levels of absence during 2013/14 were found amongst Pakistani pupils, followed by Mixed-White & Black-Caribbean pupils. This matches the trends found across the country as a whole. At secondary school level, the highest level of absence was found amongst White-British pupils, followed by Mixed-White & Black-Caribbean pupils. This is slightly different to the pattern across England

as a whole, where Mixed-White & Black-Caribbean pupils have the highest levels of absence, followed by White-British pupils.

(Note – England comparators are not available for every group and so are omitted from the chart below).

Graph 67: Absence by selected ethnic groups and phase, 2013/14



DfE Census Returns

3.8 Behaviour

The number and rate of pupils being excluded from schools is one of a number of indicators that reflect the behaviour of children in school. Judgement of pupil behaviour as good or better in Islington through school inspection is above the national average and in line with the London average.

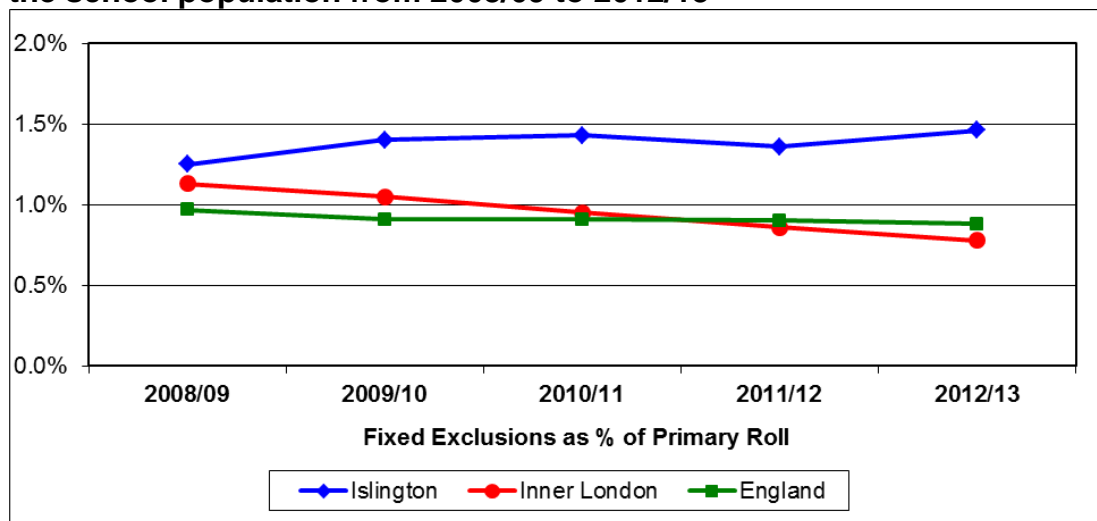
3.8.1 Exclusions

The trend in exclusion numbers has been mixed. The number of permanent exclusions was 27 in 2008/09 and this dropped to 9 in 2010/11, although the data for 2012/13 shows this has increased to 28¹⁶. The number of permanent exclusions from secondary schools has increased gradually in the last 3 years. In three of the last five years, there were no permanent exclusions from Islington primary schools. However, in 2012/13 there was a peak of five permanent exclusions. There were also slight increases in the number of fixed term exclusions in 2012/13, at both primary and secondary phases.

Islington's performance on exclusions is benchmarked against Inner London and England for the rate of exclusions and the proportion of pupils who have had any fixed term exclusion.

Graphs 68 to 70 show the data on fixed term and permanent exclusions from primary schools, comparing Islington with Inner London and national. The rate of fixed term exclusions from our primary schools was rising year on year, but then fell slightly in 2011/12, before a further rise in 2012/13. The rates have fallen in Inner London and nationally. The proportion of pupils who had at least one fixed term exclusion is also higher in Islington than it is in Inner London and nationally.

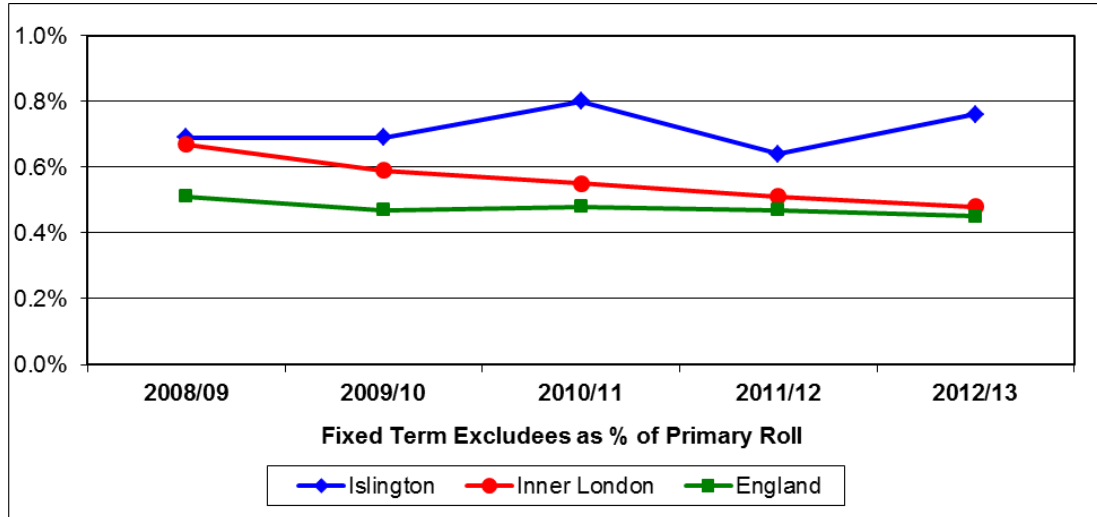
Graph 68: Fixed Term Exclusions from Primary schools as a percentage of the school population from 2008/09 to 2012/13



Source: DfE Statistical First Release

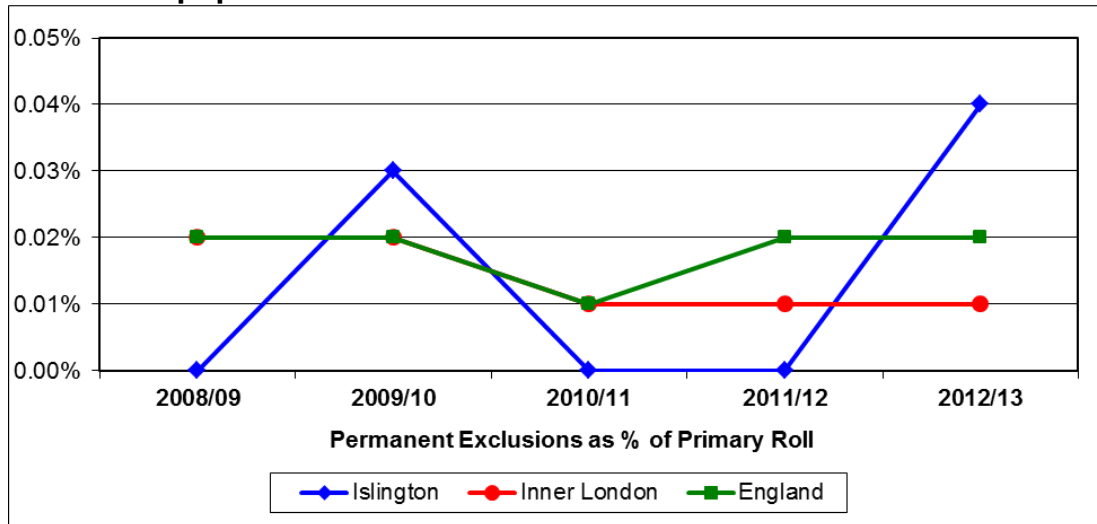
¹⁶ The data published by the DfE included 2 permanent exclusions where the pupils were subsequently reinstated

Graph 69: Percentage of primary school pupils subject to at least one Fixed Term Exclusion from 2008/09 to 2012/13



Source: DfE Statistical First Release

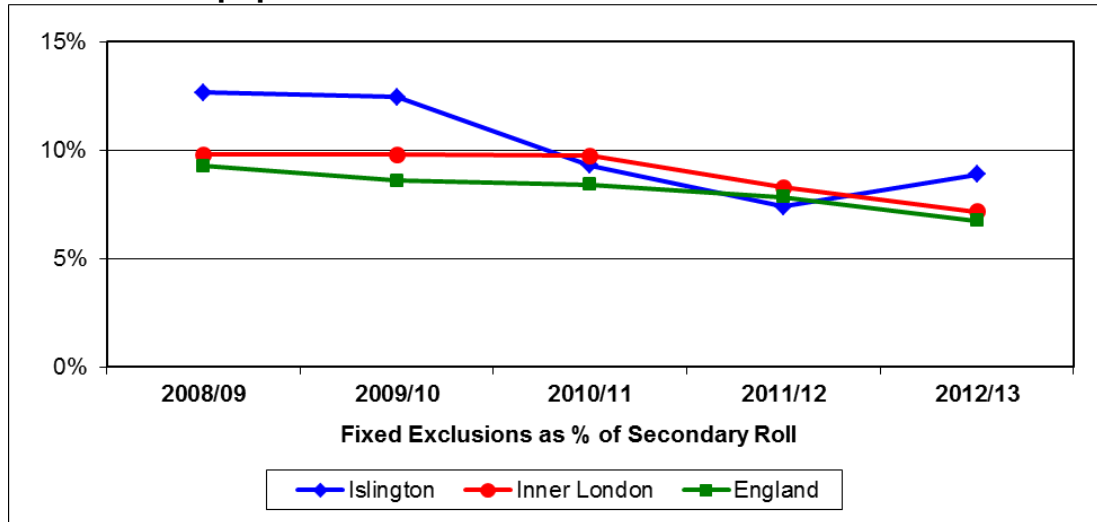
Graph 70: Permanent Exclusions from Primary schools as a percentage of the school population from 2007/08 to 2012/13



Source: DfE Statistical First Release

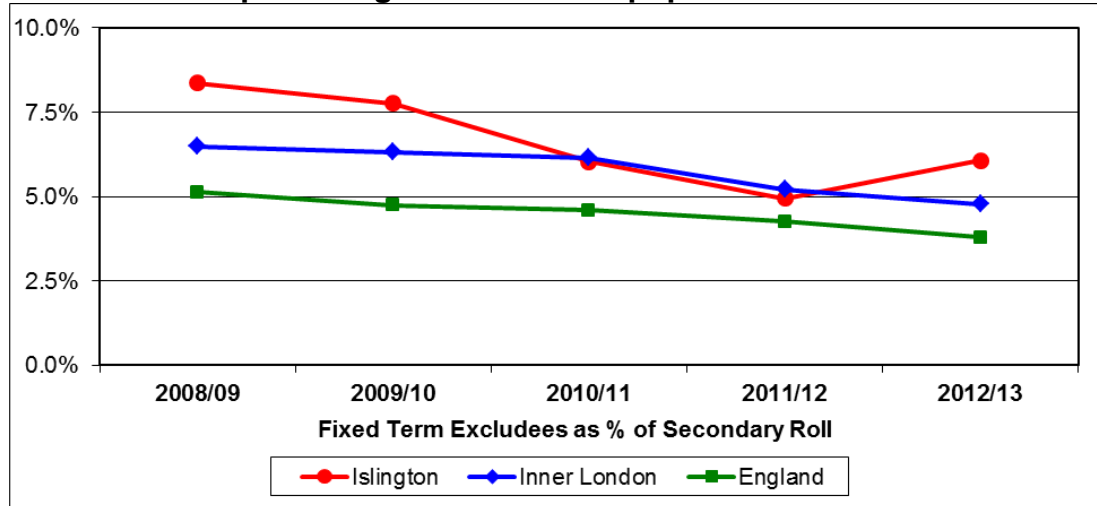
Graphs 71 to 74 show the data on fixed term and permanent exclusions from secondary schools, comparing Islington with Inner London and national. The fixed term exclusion rate from Islington secondary schools reduced between 2008/09 and 2011/12 and in 2011/12 was better than the Inner London and national rates in 2011/12. However, in 2012/13 the rate increased and was again above the Inner London and national rates. The proportion of pupils who had at least one fixed term exclusion has followed a similar trend. The permanent exclusion rate from Islington secondary schools improved year on year between 2007/08 and in 2010/11, but has since risen and was above the Inner London and national rates in 2012/13

Graph 71: Fixed Term Exclusions from Secondary schools as a percentage of the school population from 2007/08 to 2012/13



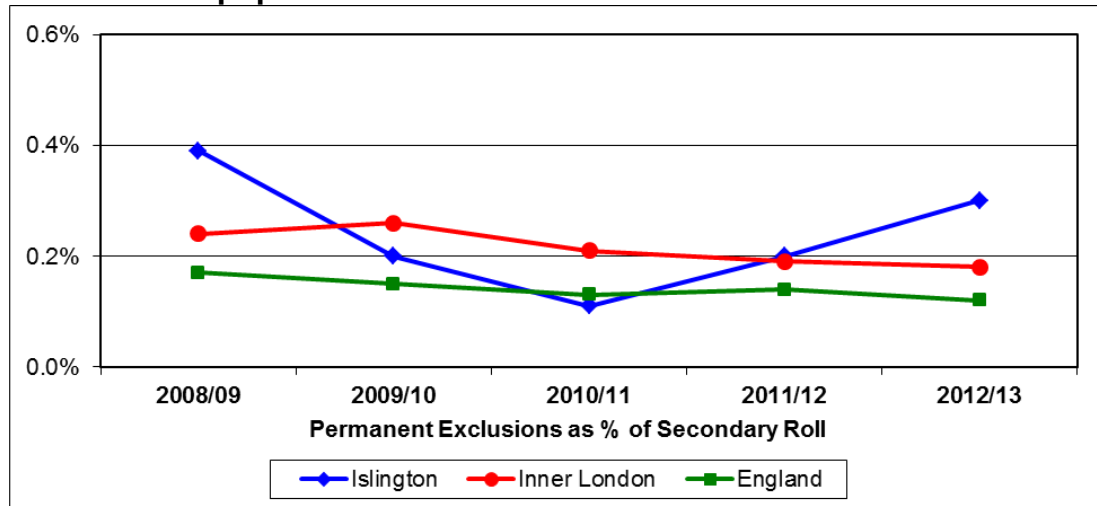
Source: DfE Statistical First Release

Graph 72: Secondary school pupils subject to at least one Fixed Term Exclusion as a percentage of the school population 2007/08 to 2012/13



Source: DfE Statistical First Release

Graph 73: Permanent Exclusions from Secondary schools as a percentage of the school population from 2007/08 to 2012/13

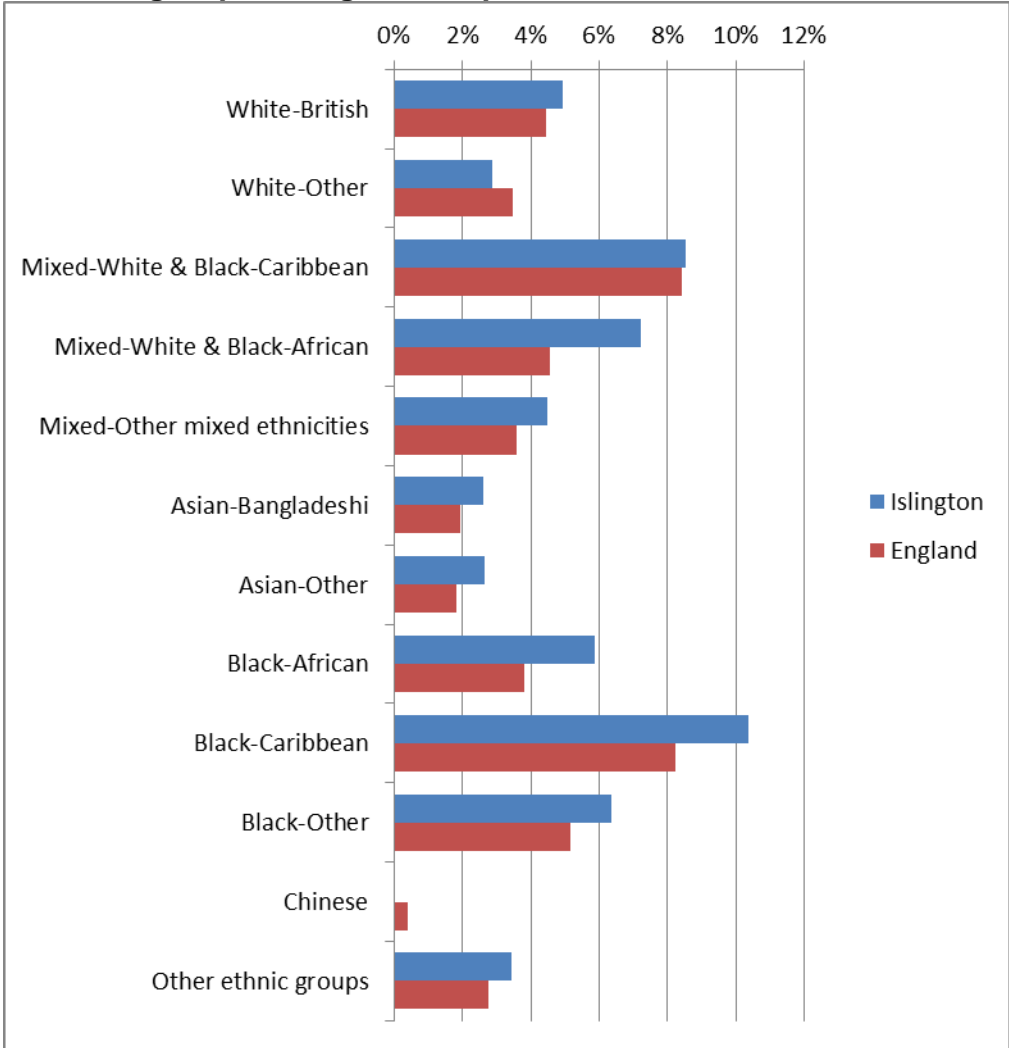


Source: DfE Statistical First Release

Across England as a whole, girls received 25.5% of fixed term exclusions in 2012/13. In Islington, a slightly higher proportion of fixed term exclusions were received by girls, at 28% of all fixed term exclusions during the year.

Nationally, pupils from the Black-Caribbean and the Mixed-White & Black-Caribbean ethnic groups have a high rate of fixed term exclusions, compared to the number of pupils from these ethnic groups on the school roll. These ethnic groups have the highest rates of fixed term exclusions in Islington, although the rate for Islington’s Black-Caribbean pupils is several percentage points higher than the national rate for this ethnic group.

Graph 74: Fixed Term Exclusions as a percentage of the school population, by selected ethnic groups, Islington compared to national, 2012/13



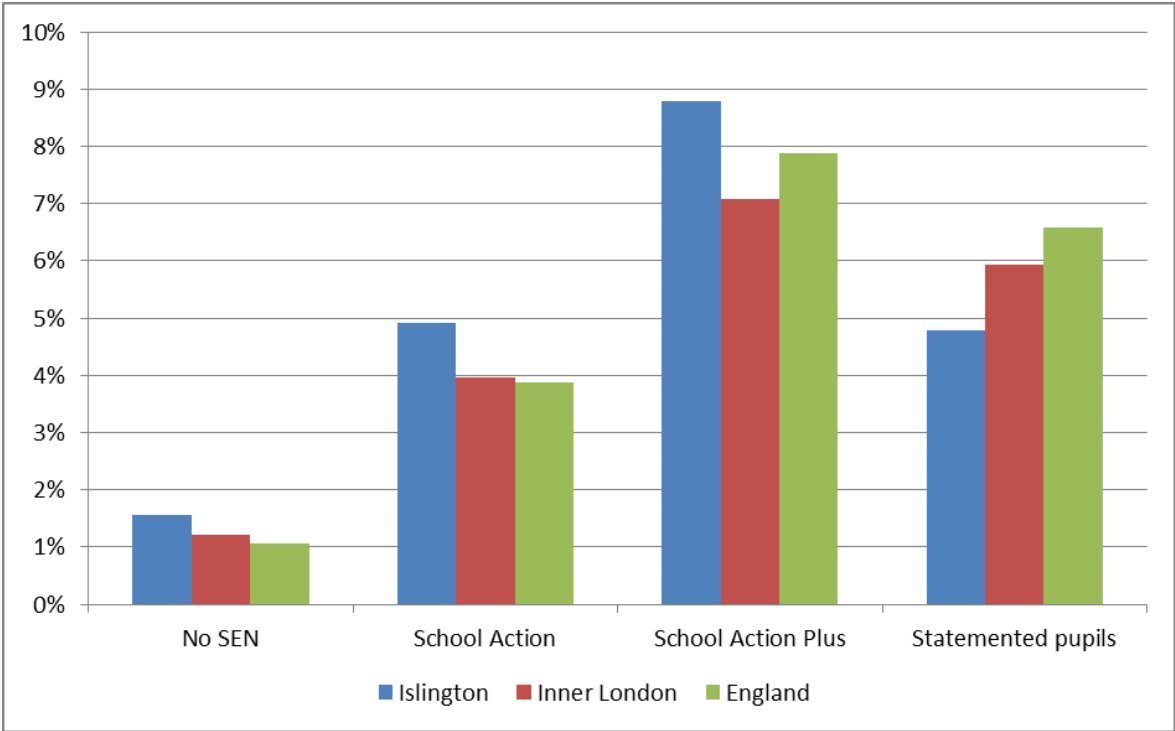
Source: DfE Statistical First Release

In Islington, there is a significant group of Black-African pupils from the Somali ethnic group. National data is not available for this group, although it is worth noting that in Islington, pupils from the Somali ethnic group had a lower level of fixed term exclusions than other Black-African pupils (4.92% of the school roll from the Somali ethnic group compared to 6.44% for other Black-African pupils).

Across England, higher proportions of pupils at School Action Plus receive at least one fixed term exclusions compared to pupils at other levels of SEN provision. In Islington,

the proportion of pupils at School Action Plus who received at least one fixed term exclusion during 2012/13 was higher than the national rate. However, a lower proportion of statemented pupils in Islington schools received fixed term exclusions compared to the national average for this group of pupils.

Graph 75: Fixed Term Exclusions as a percentage of the school population, by level of SEN provision, 2012/13



Source: DfE Statistical First Release

4. Access to a good or better school for every child and young person

4.1 Provision of school places

Table 8 shows the current number of schools from primary through to sixth form provision, by category of school and the percentage of schools in each phase judged by Ofsted to be ‘good’ or ‘better’ in their last inspection.

Table 8: Numbers of school by type and percentage judged ‘Good’ or ‘Better’ by Ofsted up to end of 2013/14 academic year

Phase	Community	Voluntary aided	Academies ¹	Total	% Good or better
Primary	27	15	3	45	87%
Secondary	5	3	2	10	100%
Special	3	~	~	3	100%
Pupil Referral Unit	~	~	~	2	100%
Post-16	2	2	2	6	~
Total	37	20	7	66	90%

Source: Islington Children Services and Ofsted

Notes: ¹St Mary Magdalene is an all-through school, so it is counted in both the primary and secondary phases. ²Post-16 provision is contained within secondary schools and apart from the Academies; it is managed in a consortium of 4 secondary schools. New Free schools are excluded.

The number of places is based on an agreed published admission number (PAN) for each school. The total number of places by phase for the academic year 2012/13 is shown in Table 9.

Table 9: Number of places in reception and year 7 in schools (5 - 15) in 2012/13

Phase	Capacity 2013-14 AY	Capacity 2014-15 AY
Primary	2147	2258
Secondary	1635	1635

Source: Primary & Secondary School Roll Projections Report 2014

The increase in reception places is as a result of planned increases in some primary schools and the opening of a free school in the north of the borough – Whitehall Park. There are currently enough places for all children whose parents want them to attend an Islington school. However, as the child population in London is rising, schools may start to come under pressure in future. The proportion of unfilled places in Islington reception classes is very low with only 7 schools having any vacancies at the end of November 2014.

4.2 Admissions

Alongside further improved GCSE results in 2013, the number of first preferences for Islington secondary schools increased for 2014, compared with 2013. 2014 saw a 4% increase on 2013 and we are generally seeing a rise in first preferences for Islington schools over time. Our ambition for Islington is to ensure that local parents are able to make informed and realistic school choices for their children, making full use of their available preferences, and that GCSE results remain above the national and Inner London averages.

4.2.1 Primary Admissions

There are 21,340 school-age children (5-15 year olds) living in Islington of whom 77% attend Islington schools. The GLA estimates that the 5 year old population in Islington is approximately 2,360 in 2014.

Table 10 provides a snapshot of the number of applications received on Offer Day (April) for the September 2012, 2013 and 2014 intakes.

Table 10: Number of applications for primary reception places from September 2012 to September 2014

September (year of entry)	Number of Islington school places	Number of applications on Offer Day
2012	2,085*	1,932
2013	2,067	2,078
2014	2213	2081

Source: Islington Admissions Team

Note: *The 2,085 places available in 2012 is higher than the total Published Admission Number (PAN) because the School Admissions Code 2012 permits schools to admit above their PAN (See: Section 1.3 to 1.5 of the Code).

The cohort for admission at Offer Day for September 2014 remained similar to last year with only 3 more applications and sufficient Islington school places to accommodate all of our residents

Table 11 provides a snapshot of offers made on Offer Day (April) disaggregated by home local authority (i.e. where the child lives). This shows that 88% of Reception places were offered to Islington residents with Hackney residents taking up the next greatest share of places at 7% – the equivalent of over four classes of 30 pupils each.

Table 11: Primary reception places offered by borough of residence from September 2012 to September 2014

Sep (year of entry)	Number of Islington school places	Places offered by borough of residence									
		Islington		Hackney		Camden		Haringey		Other	
		No.	%	No.	%	No.	%	No.	%	No.	%
2012	2,085*	1,781	88%	128	6%	40	2%	33	2%	34	2%
2013	2,067	1,783	90%	123	6%	30	2%	26	1%	29	1%
2014	2213	1774	88%	136	7%	48	2%	28	1%	30	2%

Source: Islington Admissions Team

Note: *Two VA schools offered additional places after Offer Day

Considerable efforts have been made to work closely with our schools and early years settings to ensure that all parents understand when and how to apply. Additionally, there has been a marketing campaign advertising the admission application deadline published in the Islington Life local newspaper, on posters displayed on bus shelters, sent to GP surgeries, libraries, community groups etc. However, there has been an increase in late applications compared with last year.

The figures in Table 12 demonstrate that there were 19 late applications for the 2014/15 cohort, compared to 7 for the 2013/14 cohort – an increase of 1%.

Table 12: Primary school applications made on time and late from September 2012 to September 2014

September (year of entry)	Number of Islington school places	All applications	On time applications		Late applications	
		No.	No.	%	No.	%
2012	2,085*	2,013	1,932	96%	81	4%
2013	2,067	2,086	2,079	100%	7	0%
2014	2213	2100	2081	99%	19	1%

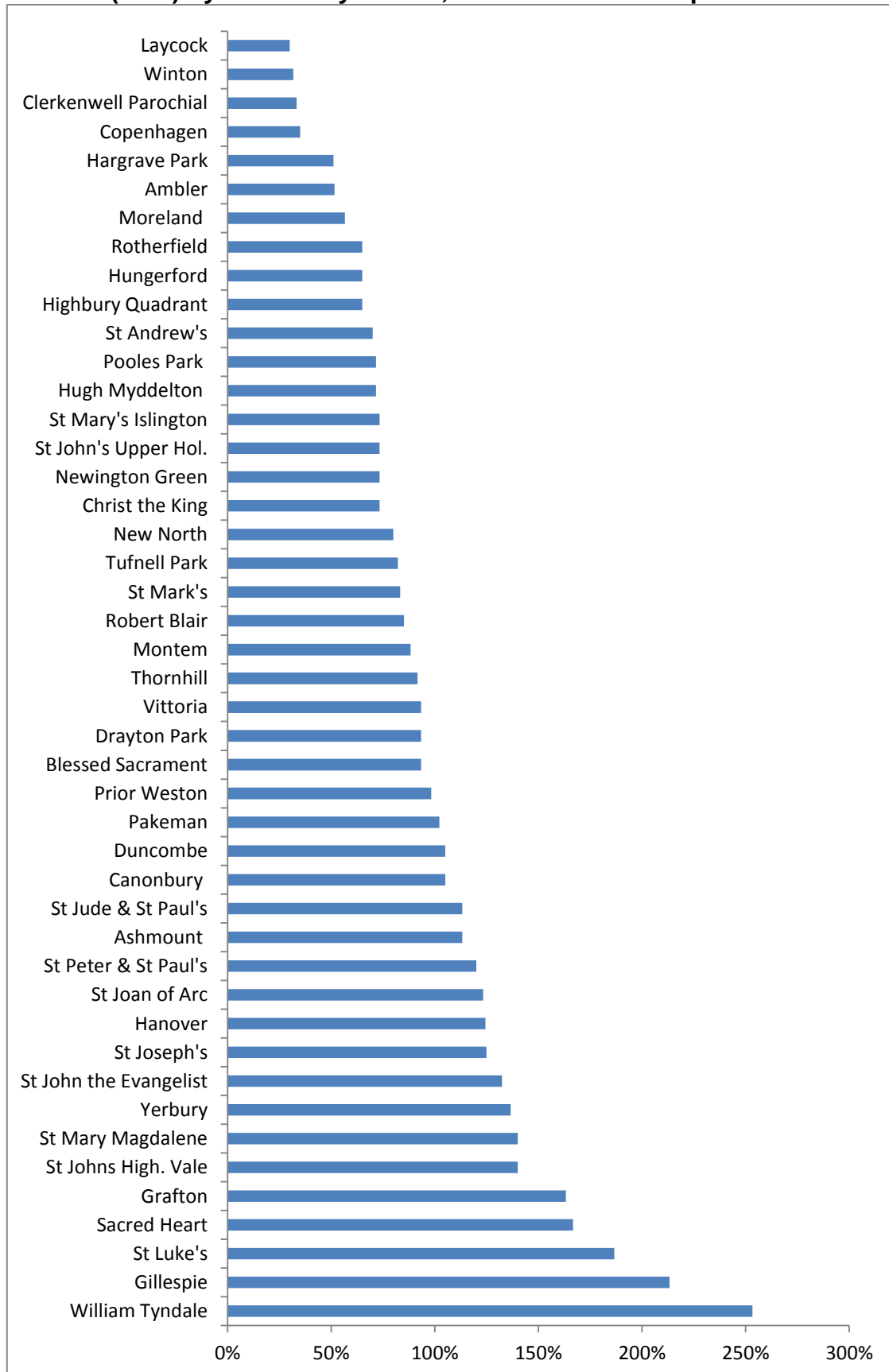
Source: Islington Admissions Team

Note: *Two VA schools offered additional places after Offer Day

Graph 76 plots the number of first preferences for each primary school expressed as a percentage of the school's Published Admission Number (PAN) for admission in September 2014, and Table 4 compares those percentages for 2014 to those in 2013.

William Tyndale had the largest number of first preferences in 2014 of 152, followed by Grafton with 98 first preferences. When compared to its PAN as a percentage, William Tyndale remained the highest at 253% with Gillespie now as the second highest at 213%. However, when compared to last year (preference as a percentage of the PAN), William Tyndale still had the largest increase of 72%, but Pakeman now had the second largest at 36%.

Graph 76: First preferences as a percentage of the Published Admission Number (PAN) by secondary school, for admission in September 2014



Source: Islington Admissions Team

Table 13: Number of first preferences for primary school places from September 2013 to September 2014, including a comparison to the Published Admission Number (PAN)

School	2014 PAN	2013		2014		Difference
		1st Pref	%	1st Pref	%	
Yerbury	60	114	190%	82	137%	-53%
Robert Blair	27	35	130%	23	85%	-44%
Thornhill	60	81	135%	55	92%	-43%
Gillespie	30	72	240%	64	213%	-27%
Canonbury	60	78	130%	63	105%	-25%
Hanover	45	67	149%	56	124%	-24%
Duncombe	60	76	127%	63	105%	-22%
Christ the King	60	54	90%	44	73%	-17%
Rotherfield	60	49	82%	39	65%	-17%
Prior Weston	60	68	113%	59	98%	-15%
Moreland	30	21	70%	17	57%	-13%
Grafton	60	106	177%	98	163%	-13%
Winton	60	26	43%	19	32%	-12%
Tufnell Park	45	42	93%	37	82%	-11%
Laycock	50	20	40%	15	30%	-10%
St John the Evangelist	40	56	140%	53	133%	-8%
St John's Upper Hol.	30	24	80%	22	73%	-7%
Hugh Myddelton	60	46	77%	43	72%	-5%
Copenhagen	60	23	38%	21	35%	-3%
Montem	60	54	90%	53	88%	-2%
Ashmount	60	69	115%	68	113%	-2%
Clerkenwell Parochial	60	20	33%	20	33%	0%
St Joan of Arc	60	74	123%	74	123%	0%
St Peter & St Paul's	30	36	120%	36	120%	0%
New North	60	47	78%	48	80%	2%
Highbury Quadrant	60	38	63%	39	65%	2%
Hungerford	60	38	63%	39	65%	2%
St Luke's	30	55	183%	56	187%	3%
Pooles Park	60	40	67%	43	72%	5%
St Mary Magdalene	30	40	133%	42	140%	7%
St Mark's	30	23	77%	25	83%	7%
St Andrew's	30	19	63%	21	70%	7%
Hargrave Park	45	20	44%	23	51%	7%
Ambler	60	27	45%	31	52%	7%
Newington Green	60	39	65%	44	73%	8%
Drayton Park	45	38	84%	42	93%	9%
Blessed Sacrament	30	25	83%	28	93%	10%
St Johns High. Vale	30	38	127%	42	140%	13%
St Joseph's	60	67	112%	75	125%	13%
Vittoria	30	24	80%	28	93%	13%
St Jude & St Paul's	30	28	93%	34	113%	20%
Sacred Heart	45	65	144%	75	167%	22%
St Mary's Islington	30	13	43%	22	73%	30%
Pakeman	45	30	67%	46	102%	36%
William Tyndale	60	109	182%	152	253%	72%

Note – PANs shaded red denote school's where the PAN has been changed during this period

Source: Islington Admissions Team

4.2.2 Secondary Admissions

There are 1,635 places available in Year 7 across all ten Islington secondary schools (which include two academies). Table 14 provides a snapshot of the number of applications received on Offer Day (March). The number of applications received on Offer Day for the 2014 cohort increased by 3% on the previous year's figure and is similar to the figure for 2012. Given that surplus capacity in the secondary phase stands at 12% in 2013/14, it is projected that there will be sufficient capacity in the secondary sector to meet projected demand to 2020.

Table 14: Number of applications for secondary school places from September 2012 to September 2014

September (year of entry)	Number of Islington school places	Number of applications on Offer Day
2012	1,635	1,529
2013	1,635	1,484
2014	1,635	1527

Source: Islington Admissions Team

Table 14 provides a snapshot of offers made on Offer Day (March), disaggregated by home local authority (i.e. where the child lives). This shows that the figures have remained largely consistent over a three year period with 72% of year 7 places in Islington schools being offered to Islington residents, and Hackney and Camden residents taking up the next greatest shares of places, at 11% and 10% respectively in 2014.

Table 15: Secondary school places offered by borough of residence from September 2012 to September 2014

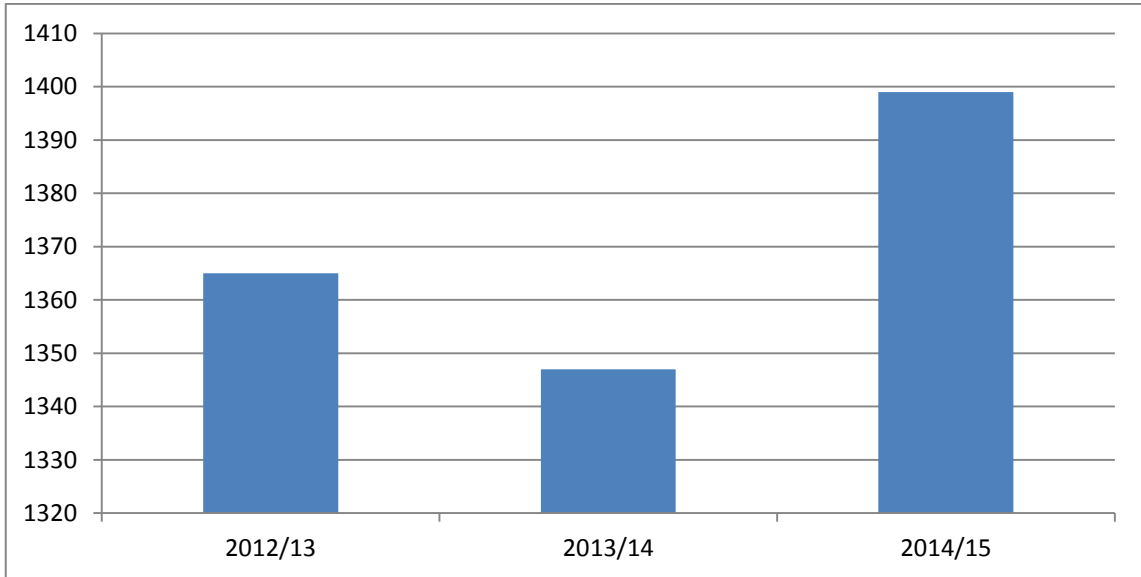
Sep (year of entry)	Number of Islington school places	Places offered by borough of residence									
		Islington		Hackney		Camden		Haringey		Other	
		No.	%	No.	%	No.	%	No.	%	No.	%
2012	1,635	1,173	74%	153	10%	157	10%	59	4%	35	2%
2013	1,635	1,109	72%	141	9%	169	11%	67	4%	45	3%
2014	1,635	1,137	72%	165	11%	155	10%	76	5%	43	3%

Source: Islington Admissions Team

4.2.3 Parental perceptions

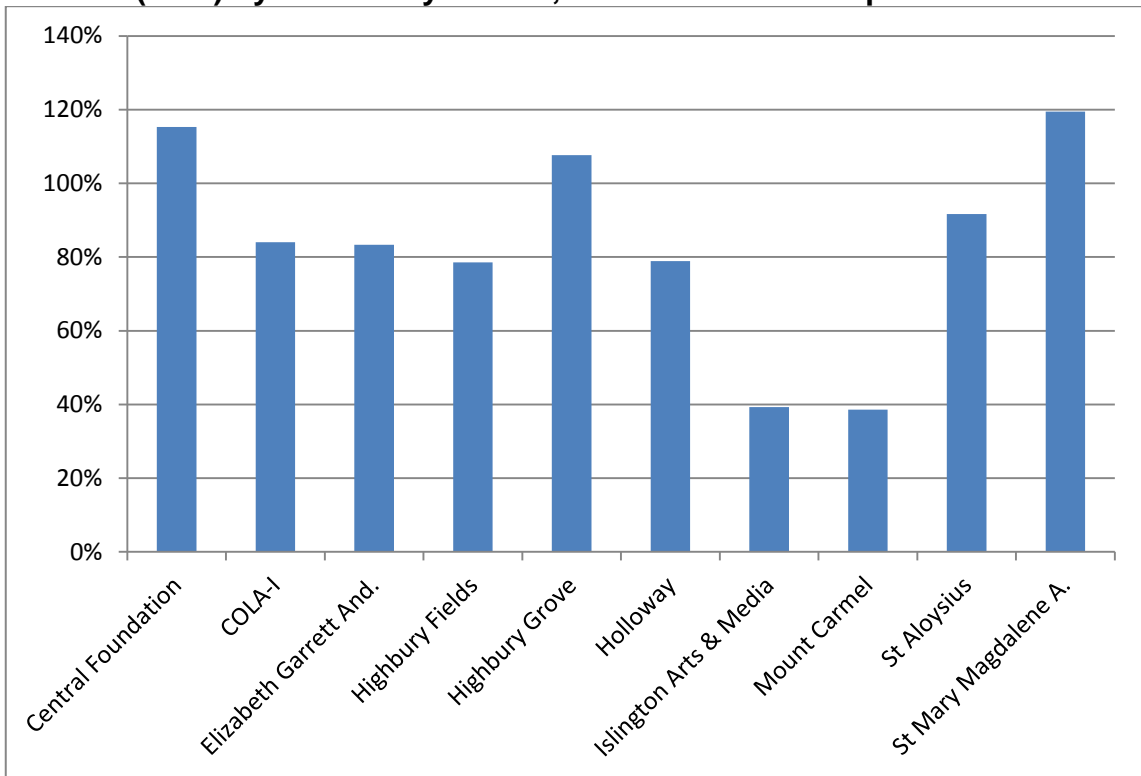
It is clear that good inspection outcomes and improvements in headline results draw parents to local schools. In addition, the rebuilding of local secondary schools has meant that more of our schools are attractive to parents and students. Graph 77 shows the number of first preferences for an Islington secondary school from 2012 to 2014, expressed as a percentage of the school's Published Admission Number (PAN). The number of first preferences increased by 4% in 2014 compared to last year.

Graph 77: Number of first preferences for an Islington secondary school from 2012/13 to 2014/15



Source: Islington Admissions Team

Graph 78: First preferences as a percentage of the Published Admission Number (PAN) by secondary school, for admission in September 2014



Source: Islington Admissions Team

Table 16: Number of first preferences for secondary school places from September 2013 to September 2014, including a comparison to the Published Admission Number (PAN)

School	2014 PAN	2013		2014		Difference
		1st Pref	%	1st Pref	%	
Highbury Grove	210	292	139%	226	108%	-31%
Holloway	180	156	87%	142	79%	-8%
St Aloysius	180	166	92%	165	92%	-1%
Islington Arts & Media	150	54	36%	59	39%	3%
Mount Carmel	140	47	34%	54	39%	5%
COLA-I	125	98	78%	105	84%	6%
Elizabeth Garrett And.	180	135	75%	150	83%	8%
Highbury Fields	140	96	69%	110	79%	10%
St Mary Magdalene A.	180	187	104%	215	119%	16%
Central Foundation	150	116	77%	173	115%	38%

Source: Islington Admissions Team

Table 16 shows that Highbury Grove had the largest number of first preferences in 2014 of 226, followed by St Mary Magdalene with 215 preferences.

When compared to its PAN as a percentage, St Mary Magdalene had the highest percentage at 119% with Central Foundation as the second highest at 115%. However, when compared to last year (preference as a percentage of the PAN), Central Foundation had the largest increase of 38%, with St Mary Magdalene having the second largest at 16%.

4.2.4 In-Year Admissions

The new School Admissions Code 2012 removed the requirement on the LA to co-ordinate in-year admissions from September 2013, allowing each local authority to manage the application process in a way that best meets local needs.

Islington has agreed local protocols in partnership with Diocesan representatives and headteachers to ensure that the benefits gained through the introduction of mandatory

coordination of in-year applications are not lost, while at the same time providing schools with the autonomy to apply their own admission criteria and hold waiting lists in the case of oversubscription.

Over a three year period, the number of in-year admissions has fluctuated – from 632 admissions in 2011/12 to 616 in 2013/14.

In relation to the 2013/14 figures, 67% of all in-year admissions were in the primary phase – slightly down from a baseline figure of 71% in 2011/12. Compared to the 2012/13 figure of 757, 2013/14 marked a decline in the overall number of in-year admissions by 19%. School to school transfers remains the highest type of admission which continues to increase year-on-year. In 2013/14 it accounted for 71% of all in-year admission and increase of 7% on last year. New arrivals comprised the second largest group, with 26% of all in-year admissions – a slight drop of 4% from 2012/13. The School Admissions Team continues to work closely with parents and head teachers to try to reduce unnecessary pupil movement as evidence suggests that this is detrimental to pupil progress.

Table 17 shows the number of in-year admissions to primary and secondary schools between 2011/12 and 2013/14. While primary in-year admissions has decreased by 9% from the baseline figure, secondary has increased by 11% with its 2013/14 intake remaining similar to the previous year.

Table 17: Number of In-year admissions from 2011/12 to 2013/14

Academic year	Primary	Secondary	Total
2011/12	448	184	632
2012/13	553	204	757
2013/14	411	205	616
Change over period	-37	21	-16
% change over period	-9%	11%	-3%

Source: Islington Admissions Team

4.2.5 Appeals

After a large increase in 2011/12, both 2012/13 and 2013/14 saw a slight decline in the number of admission appeals for Islington schools. In addition, the proportion that was upheld almost halved to 11% in 2012/13 and reduced further to 10% in 2013/14, with 74% of the appeals heard for 2013/14 were for primary admissions.

Table 18 overleaf shows the number of admission appeals for the three years from 2011/12 to 2013/14.

Table 18: Overview of admissions appeals* from 2010/11 to 2012/13

Year of entry	Number lodged	Number withdrawn	Number heard	Number upheld	% upheld
2011/12	129	31	98	21	21%
2012/13	117	29	88	10	11%
2013/14	118	34	84	8	10%
3 year total	364	94	270	39	15%

Source: Islington Admissions Team

Note: *Academies and voluntary-aided schools submit their appeal data direct to the DfE.

4.3 Roll projections

Although Islington's rolls are gradually rising, this does not appear to be as fast as in other parts of London. There is sufficient capacity in the primary sector to meet projected demand until 2017/18, and in the secondary sector to meet projected demand until 2020/21. Table 19 shows the primary school roll projections, with actual rolls up to 2013/14 and projections from 2014/15 to 2029/30. The roll data is set alongside the net capacity data and the difference gives the percentage surplus capacity. The projected increases in primary school roll numbers suggest that surplus capacity will rapidly reduce from 2013/14 onwards.

Table 19: Actual primary rolls from 2008/09 to 2013/14 and projected rolls through to 2029/30, against capacity

LBI Primary Totals					
	Academic Year	Roll data & projections	Capacity	Surplus capacity	Surplus (%)
Actual Rolls	2008/09	12,397	14,316	1,919	13.4
	2009/10	12,468	14,331	1863	13.0
	2010/11	12,593	14,184	1591	11.2
	2011/12	12,700	14,158	1458	10.3
	2012/13	12,849	14,720	1871	12.7
	2013/14	13,133	14,724	1,591	10.8
Roll Projections	2014/15	13,653	14,797	804	5.4
	2015/16	14,116	14,843	727	4.9
	2016/17	14,625	14,964	339	2.3
	2017/18	15,052	15,085	33	0.2
	2018/19	15,401	15,249	-152	-1.0
	2019/20	15,733	15,413	-320	-2.1
	2020/21	16,044	15,413	-631	-4.1
	2021/22	16,285	15,413	-872	-5.7
	2022/23	16,534	15,413	-1,121	-7.3
	2023/24	16,767	15,413	-1,354	-8.8
	2024/25	17,001	15,413	-1,588	-10.3
	2025/26	17,187	15,413	-1,774	-11.5
	2026/27	17,343	15,413	-1,930	-12.5
	2027/28	17,473	15,413	-2,060	-13.4
	2028/29	17,578	15,413	-2,165	-14.0
	2029/30	17,659	15,413	-2,246	-14.6

Source: January DfE School Census 2009 to 2014 and GLA (Alternative Model) Roll Projections 2015 to 2030

Rolls are rising rapidly in all London boroughs as a result of the birth rate rising faster than predicted and a decline in outward migration, necessitating urgent action at a pan-London level. Islington is currently the only local authority with surplus school places in this part of London. The launch of the free school initiative may lead to more places being created (but not necessarily the type most needed nor in the location where they are required). The number of new places provided by free schools, both in Islington and across London, is uncertain, although it is likely that there will be an increase in free school provision in the medium term.

Table 20 shows the secondary school roll projections, with actual rolls up to 2013/14 and projections from 2014/15 to 2029/30. The roll data is set alongside the net capacity data and the difference gives the percentage surplus capacity. The secondary school roll projections indicate that surplus places will begin to

decrease again in 2015/16, and the projected increases in rolls thereafter suggest that capacity will be reached in 2020/21.

Table 20: Actual secondary school rolls (Years 7 to 11) from 2009/10 to 2012/13 and projected rolls through to 2029/30, against capacity

LBI Secondary Totals					
	Academic Year	Roll data & projections	Capacity	Surplus capacity	Surplus (%)
Actual Rolls	2009/10	7,521	8,175	654	8.0
	2010/11	7,565	8,175	610	7.5
	2011/12	7,484	8,175	691	8.5
	2012/13	7,325	8,175	850	10.4
	2013/14	7,232	8,175	943	12
Roll Projections	2014/15	7,334	8,175	841	10.3
	2015/16	7,448	8,175	727	8.9
	2016/17	7,548	8,175	627	7.7
	2017/18	7,704	8,175	471	5.8
	2018/19	8,006	8,260	254	3.1
	2019/20	8,315	8,345	30	0.4
	2020/21	8,595	8,430	-165	-2.0
	2021/22	8,976	8,515	-461	-5.4
	2022/23	9,281	8,600	-681	-7.9
	2023/24	9,505	8,600	-905	-10.5
	2024/25	9,686	8,600	-1,086	-12.6
	2025/26	9,879	8,600	-1,279	-14.9
	2026/27	10,017	8,600	-1,417	-16.5
	2027/28	10,168	8,600	-1,568	-18.2
	2028/29	10,327	8,600	-1,727	-20.1
2029/30	10,498	8,600	-1,898	-22.1	

15 Source: January DfE School Census 2010 to 2014 and GLA (Alternative Model) Roll Projections 2015 to 2030

Table 21 sets out the rolls of secondary schools as they have changed over the last 3 years and the proportion of unfilled places in 2013/14. The local authority collects information on the number of pupils in alternative provision. The latest data on the 2013/14 school year shows that there were 161 Key Stage 4 pupils in alternative provision; 69 in year 10 and 92 in year 11.

Table 21: Secondary school rolls from 2010/11 to 2013/14 against capacity

School	Jan 2011 Roll	Jan 2012 Roll	Jan 2013 Roll	Jan 2014 Roll	Capacity in 2013/14	2013/14 Surplus Capacity	2013/14 Surplus Capacity (%)
Central Foundation	710	722	724	723	750	27	4
City of London Ac. Islington	749	649	595	570	625	55	9
Elizabeth Garrett Anderson	842	796	810	814	900	86	10
Highbury Fields	664	668	658	648	700	52	7
Highbury Grove	873	895	931	952	1,050	98	9
Holloway School	771	799	775	794	900	106	12
Islington Arts & Media	745	655	588	547	750	203	27
Mount Carmel	651	598	549	480	700	220	31
St Aloysius	863	858	855	869	900	31	3
St Mary Magdalene AAc.	697	844	840	835	900	65	7
Total	7,565	7,484	7,325	7,232	8,175	943	12

16 Source: January DfE School Census 2011 to 2014

4.4 Suggested Questions for Governors on School Organisation

What is the demographic profile of our school's roll?

Is our school under or over-subscribed? By how much?

Is our school's roll going to change in future? If yes, what are the reasons for this?

If there are changes in our school's roll mid-term (up or down), where do these arise? What are the reasons for this?

What are the impacts of changes in our school's roll?

5. Pupil Premium

From the 2011/12 financial year, schools have been receiving an allocation made by the government for the number of pupils eligible for free school meals (from reception to year 11 and who have been eligible at any time in the last six years) plus the number of looked after children (based on annual statutory school census return). In 2011/12, the amount was £400 per eligible pupil and this rose to £623 in 2012/13 and rose further to £900 in 2013/14.

Schools are required to state explicitly how they are using this funding to support more disadvantaged children. Islington schools have deployed a wide range of approaches to help raise the attainment of these pupils. These include 1 to 1 tuition, additional support from teaching assistants and learning support assistants, support for literacy and numeracy, subsidies for school visits and clubs and direct inputs from senior school leaders, including deputies and heads. The DfE awards recognise particularly good use of these extra funds and Pakeman Primary school was recognised as the best primary school nationally in 2013. Generally, Islington schools are more effective in narrowing the gap between disadvantaged pupils and the rest than nationally at both key stage 2 and 4.

6. Inspection outcomes

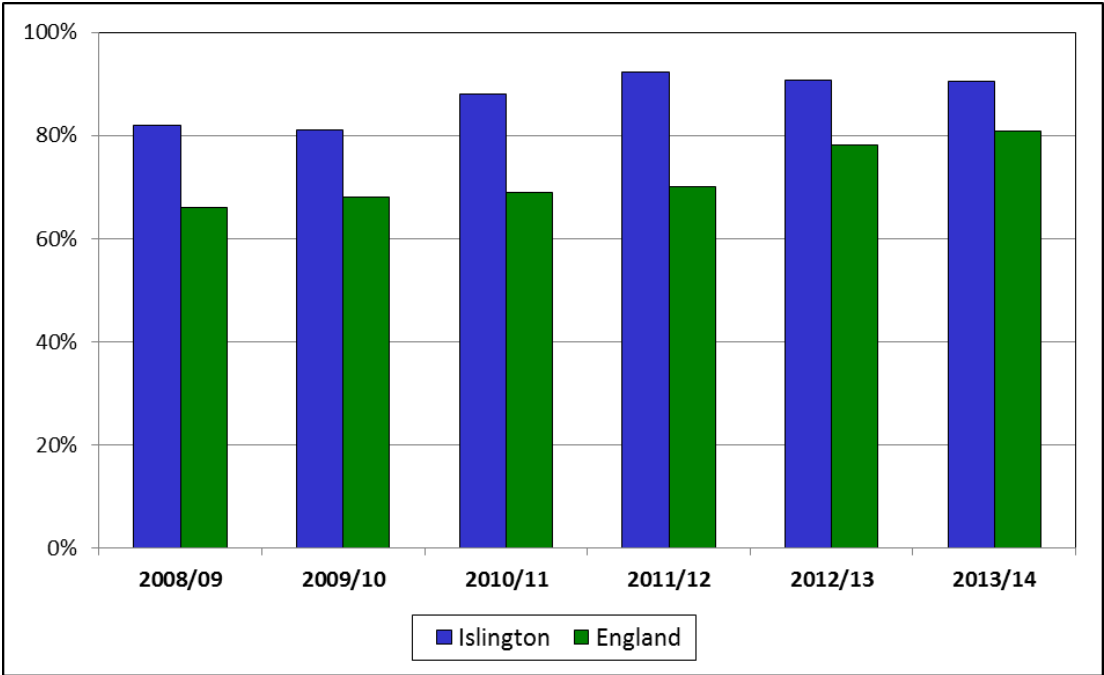
6.1 Quality of provision

Islington has one of the highest proportions of schools judged good or outstanding by Ofsted, with 90.5% of all schools in these categories as at the end of August 2014. This compares favourably with 80.7% nationally and 85.3% for London¹⁷. Graph 79 compares Islington performance with national from 2008/09 to 2013/14 and shows that the Islington inspection profile has been consistently better than national over this period¹⁸. Islington parents can be confident that their children have a nine in ten chance of attending a school that is either good or outstanding based on the outcomes of Ofsted inspections, compared to just over an eight in ten chance nationally.

¹⁷ London data is only available for 2010/11 to 2013/14 and therefore is not shown on the Graph.

¹⁸ One should note that some inspections are now quite old as Ofsted only inspects schools on average around once every four years.

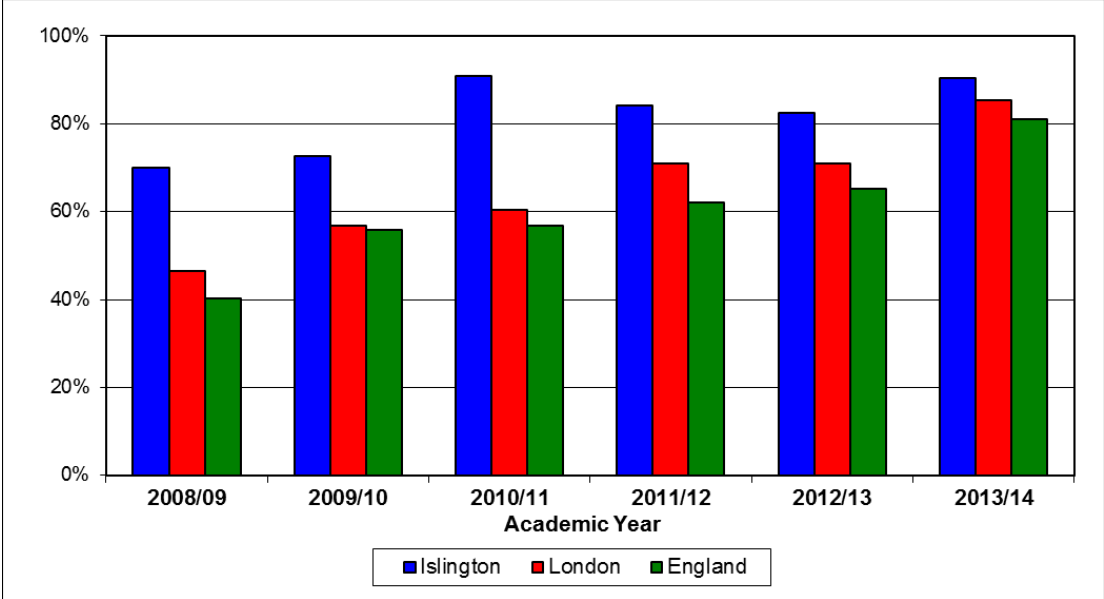
Graph 79: Ofsted inspections since 2005 (cumulative), percentage of schools judged to be good or better at the end of each academic year from 2008/09 to 2013/14



Source: Ofsted Statistical Release

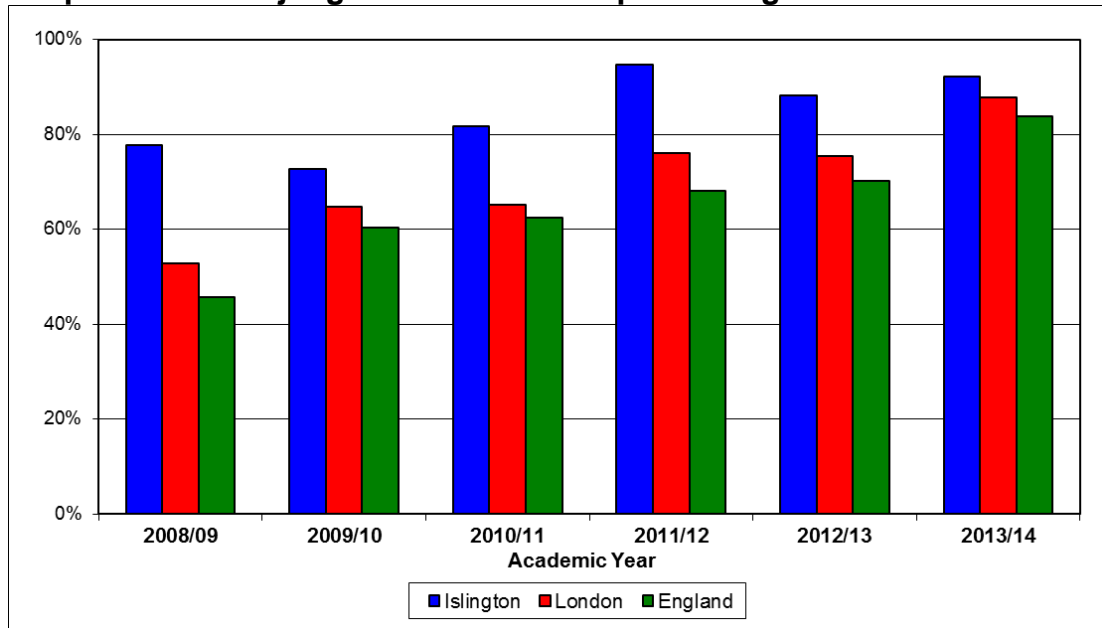
Graphs 80 and 81 show the Ofsted judgements for the main aspects of inspection for schools inspected each year; quality of teaching and leadership and management. The bars show the proportion of schools where the aspect was judged good or better. These indicate improving outcomes in most areas of inspection, with quality of teaching consistently better than the London and national averages in each of the last 6 years. The profile of inspection judgements for leadership and management amongst Islington schools improved from 72.7% during 2009/10 to 92.1% during 2013/14 and performance has been better than the London and national averages every year from 2008/09 to 2013/14. The new inspection framework presents an even higher challenge for schools.

Graph 80: Ofsted judgements: quality of teaching from 2008/09 to 2013/14



Source: Ofsted

Graph 81: Ofsted judgements: leadership & management 2008/09 to 2013/14



Source: Ofsted

7. Conclusion

This report has reviewed educational performance against the key areas of responsibility for the Council. It is clear that good progress continues to be made and that the Islington Community of Schools are generally in a strong position to build on the improvements seen over the last few years. Where further improvement is needed, there will continue to be robust arrangements in place to support and challenge schools.

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**SPECIFICATION 2012-2015
FOR THE PROVISION OF THE
FAMILIES FIRST**

Revised April 2014 for 2014-5

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SECTION A: BACKGROUND INFORMATION

This specification sets out what will be required to deliver the service outcomes set out at section B below.

1. Background to Islington's aim to tackle child poverty and support families with multiple needs (Community Based Budgets Programme, Islington's Fairness Commission and the Stronger Families Programme)

- 1.1 Islington is one of the most deprived areas in the country and child poverty has an impact on children's daily lives and future prospects. 46% of Islington's children are growing up in poverty; 39% of Islington's children are growing up in workless households. Islington's strategy is to improve the life chances of as many families as possible in relation to their employment and employability and enable them to progress independently.
- 1.2 A significant proportion of families living in Islington have multiple needs and services must be tailored to meet them. Support to families must be shaped to help build families resilience in dealing with the challenges they face and in helping them deal with the everyday issues of being a good parent.
- 1.3 Islington is one of the sixteen Community Based Budget Pilots set up across the country in 2011. An ambitious programme of change is underway to meet the needs of families with multiple problems through redesigning how we deliver services and reforming our overall system for family support.
- 1.4 The Islington Fairness Commission was set up to improve the quality of life in the borough by making it a fairer place for all who live and work in it. After extensive consultation with residents in 2010/11, the Commission published nineteen recommendations. These relate to income, work, families, community, safety, housing and health. *Closing the Gap: The Final Report of the Islington Fairness Commission* (June 2011) at <http://www.islington.gov.uk/council/councilfairness/> should be read in conjunction with this specification.
- 1.5 Islington is reshaping its services within its Stronger Families programme which aims to 'turn around' families with multiple problems (national Troubled Families programme) relating to crime/ ASB; school attendance and behaviour; worklessness, and other factors, primarily physical and mental health problems, domestic violence and/or substance misuse.

2. Our Stronger Families Programme:

- 2.1 Aims to drive improvement to service delivery and outcomes across four key services: Children in Need, Youth Offending, Families First and our Specialist Multi Agency Outreach Service through improvements in engagement and tenacious outreach, whole family assessments and SMART plans, closer monitoring of progress, and better co-ordination of support and challenge to families with multiple problems.
- 2.2 The Children in Need and Youth Offending Services are extending their offer to families within the Stronger Families programme by adopting improved ways of working as outlined above.
- 2.3 The Families First service is expected to deliver community-based outreach and home visiting to families, a proportion of which will qualify for the Stronger Families programme. The service will be flexible and persistent in its

approach to families within the cohort, with the aim of ‘turning families around’ and maximising payment by results to financially support ongoing early help services.

- 2.3 The Specialist Multi-Agency Outreach Service (which include AMASS for families of adolescents on the edge of care and IFIT for families involved in crime and anti-social behaviour) delivers an intensive programme of support to the most socially excluded families in Islington who have adolescents with very complex difficulties and who without the provision of services will continue to offend; need the care of the local authority and cause considerable anti social behaviour

3. A Single Point of Contact to Children’s Services (Children’s Services Contact Team)

- 3.1 In 2013, Islington Council established a new Children’s Services Contact Team to make it as easy as possible for residents and professionals to gain access to support or safeguarding services for children and young people. This is the single point of contact for requests for services for vulnerable children and young people in the borough.
- 3.2 The Families First Service is expected to participate in the management and delivery of the Children’s Services Contact Team to enable families to get the right service, first time.

4. Our vision for Family Support

- 4.1 All families need support and advice at some stage as their children grow up. For many families, this will be at times when their lives are changing: a new baby has arrived or their children are going through a change, for example, from primary to secondary school or from child to adulthood. Or additional pressures are affecting their family: a parent loses their job, a relationship breaks down, a family member gets sick or unexpected financial pressures mean that they fall into arrears with their rent or mortgage payments or take on a debt that they cannot manage.
- 4.2 Some parents are more vulnerable to life’s challenges. They may have a baby at a young age and find it difficult to cope with the changes that brings. They may have longer standing problems: a parent’s illness or disability means they struggle to cope or they experience repeated depression or a more serious mental illness. These can be compounded by use of drugs or alcohol as a coping mechanism. Families, who are particularly isolated, perhaps because English is not their first language or because they don’t have strong local networks of friendship and support, often struggle. For families with a low income, in which no-one is working or has the formal qualifications that will help them to get a job, these pressures are compounded.
- 4.3 Islington’s aim is to find families in difficulty early and help them to nip problems in the bud. Research has shown that getting involved early to encourage social and emotional development can significantly improve mental and physical health, educational attainment and employment opportunities. Early Intervention can also help to prevent criminal behaviour (especially violent behaviour), drug and alcohol misuse, teenage pregnancy

and homelessness. Conversely, waiting for problems to take root and reacting late costs the tax payers billions of pounds.¹

- 4.4 Islington's vision is that every family can quickly get the advice and support they need at different stages of their lives. Many families seek and receive advice and support from family, friends and neighbours. They may need advice from a professional as well now and then, but this will be a short-term support. Parents tell us that they prefer to get that support from someone they know and trust in their local area – their GP, a professional at school or in the local children's centre.
- 4.5 Families that have multiple problems need the same sort of local, trusted support and that support must be delivered in a way that they can make best use of it. Islington's new Family Outreach Support Service is designed to provide that.
- 4.6 Families with school-aged or teenage children can gain easy access to practical and emotional support from a team working in their local area, who can work with them to find solutions to their problems. The team will be available beyond set hours so that families can access the support they need when they need it.
- 4.7 The team will help them to solve their practical problems first – often these will be related to their housing situation and their children's behaviour. A priority will be helping them to make their home safe and comfortable and making sure they can manage their money and not put their home at risk through rent arrears or debt.
- 4.8 Often families in difficulty struggle to support their children's social and emotional development or to manage their children's behaviour. Helping with the basics of getting children fed, to bed, and to school on time and setting and enforcing clear expectations and consequences about children's behaviour will be essential. The relationships that children form with the people in their lives – first their parents and other family members – are essential for their successful development. The team will support families to improve communication and relationships within the home, especially the parent-child relationship.
- 4.9 A single key worker will support the family and provide continuity, someone they can trust and who will be persistent in keeping in touch with them and encouraging them to make positive changes. As well as helping the family to sort out the basics, the team will assist them with longer standing difficulties such as anxiety or stress, violence in the home, drug or alcohol use or health problems. Building the confidence and self-esteem of family members, the team will help them take steps towards work.
- 4.10 Building on the confidence and increase in self-esteem of family members, the team will help them take steps towards work. The Parental Employment Partnership will be engaged to support longer term personal support planning to acquire the motivation and skills required to secure employment and away from out-of-work benefits.

5. Service Users

- 4.1 Service users shall ordinarily be residents of Islington.

¹ Allen, Graham, MP. *Early Intervention: The Next Steps* (2010)

- 4.2 The exception to this is families placed in temporary accommodation outside the borough that will also be eligible for the service.
- 4.3 The service users will have some additional needs and may be considered to be vulnerable. Some of the families will have multiple and complex needs and some will be eligible for Islington's Stronger Families programme.
- 4.4 In most cases, the family members' needs will be lower than the threshold for Children's Social Care, Adult Mental Health or other specialist agency involvement. However, there will be exceptions to this, e.g. when risk to the children increases or when Children's Social Care involvement is ending and ongoing community support is still required for an agreed period.
- 4.5 The families will have a continuum of needs which will include parenting risk factors such as:
- Living on a low income (on benefit, tax credit and/or in a workless household)
 - In rent arrears or debt or living in overcrowded accommodation
 - At risk of becoming homeless, homeless or in temporary accommodation
 - A family member is in prison or in contact with probation or the youth justice system or in regular contact with the police
 - There is domestic violence
 - Where children's attendance at school is below 80%
 - A family member is involved or has a history of anti-social behaviour,
 - Where children or young people are involved in anti-social behaviour in their local area – e.g. At risk of an ABC or above.
 - Children are living with family and friends' carers
 - Where a family member is experiencing anxiety or depression or a more enduring and serious mental illness
 - Where a parent has a learning disability
 - Where a family member has a substance misuse problem
 - Where there are concerns about parenting²
 - Where the family has had a specialist service (like child protection, youth offending or a specialist mental health service) and needs ongoing practical support at a lower level in the community: a 'step down' service.
 - Where a family member has been discharged from hospital or custody.

The children are likely to be affected through parenting difficulties and to:

- Have a record of poor school attendance and repeated exclusions from school
- Be prone to anti social behaviour and offending,
- Experiencing social, emotional and behavioural problems
- Misusing substances, and or
- Teenage parents.

5. Service Aim, Reach and Objectives

Aim: To ensure families with multiple needs receive a timely service that can meet their needs and deliver the required outcomes

Reach: 1,000 families with multiple needs and children aged 5-19 year olds, of whom 50% will be workless.³

² Child protection concerns should be referred directly to Children's Social Care but where there are lower level concerns the Families First may deliver part of the care plan and an early intervention social worker will be a member of each Families First Team.

³ Note that this refers to reach across the three Families First teams per year.

Service objectives:

1. To offer multi-faceted, non-stigmatising support from a trusted key worker. The support will be open to all families and based in the heart of the community, but targeting the families experiencing multiple problems.
2. To support more effective parenting and behaviour management leading to improved outcomes for children and adults and reduced levels of support needed from statutory services.
3. To prevent homelessness and to support vulnerable families to live independently in their accommodation without risk to themselves or others.
4. To assist parents to financially support their families; including young people approaching adulthood and support to improve access employment, education or training.
5. To strengthen families' resilience, encouraging more independence and reliance on self, family and community.
6. To participate in the management and delivery of the Children's Services Contact Team to ensure families get the right service, first time.
7. To participate in Islington's Stronger Families programme to ensure families are identified, and supported and challenged to achieve positive outcomes particularly in relation to the national troubled families criteria.

SECTION B: SERVICE OUTCOMES

The outcomes that the Service is required to deliver to Service Users are divided into five areas:

1. Family members are safe from harm.

Examples of individual outcomes that the Service will need to deliver include:

- a. *Family members are protected from violence in the home.*
- b. *Reduction in anti-social behaviour or violence perpetrated by family members.*
- c. *Reduction of harm to family members due to anti-social behaviour by neighbours or others in the local community.*
- d. *Reduced offending and repeat offending of family members.*
- e. *Referrals to Children's Social Care are appropriate and timely and inappropriate referrals are reduced.*
- f. *Families who require ongoing support following a specialist intervention experience a smooth transition.*
- g. *Families have easy access and are engaged with an appropriate targeted service.*
- h. *Adults within the family have the practical skills to keep the home safe, warm and clean.*

2. Parents are able to satisfactorily meet the needs of their children and ensure their wellbeing

Examples of individual outcomes that the Service will need to deliver include:

- a. *Child's behaviour at home is improved.*
- b. *Child's behaviour at school/college is improved.*
- c. *Parents' relationship with child improves.*
- d. *Relationships between family members improve.*
- e. *Child's attendance at children's centre or school improves.*
- f. *Child's educational achievements are at expected level.*
- g. *Increased involvement of father/ significant males in care of child and in decision making about their wellbeing.*

3. Family income is maximised.

Examples of individual outcomes that the Service will need to deliver include:

- a. *Families live in secure and settled accommodation.*
- b. *Debt and/or rent arrears are reduced.*
- c. *Family income is maximised and they are in receipt of the correct benefits.*
- d. *Family members are completing activities that are a pathway to employment (confidence building, CV skills, English as an Additional Language classes, training courses, volunteering, education or training).*
- e. *Family members enter into and sustain full or part time employment and move off out-of-work benefits.*

4. The health of family members is improved.

Examples of individual outcomes that the Service will need to deliver include:

- a. *Family members are registered with a GP and dentist.*

- b. *Parents have the information they need to look after their children's health needs including healthy diet and lifestyle.*
- c. *Family members better manage their own health*
- d. *Family members manage or reduce alcohol and substance misuse*
- e. *Children and adults' mental health and emotional well-being is improved.*

5. Families increase their networks of support.

Examples of individual outcomes that the Service will need to deliver include:

- a. *Families know how to access the support they require within their community following a Families First intervention, e.g. at school, through their GP or local community group*
- b. *Parents and children have increased social contact in the community*
- c. *Young carers have access to the same opportunities as their peers*
- d. *Families with specialist needs, e.g. substance misuse, caring for disabled children, are supported to access services that can meet their specific needs.*

The individual outcomes detailed above are not a complete list. All family outcomes will be different and so the desired outcomes will vary from family to family and may not include all of the outcomes all of the time.

Parenting Programmes

In addition to the above, the Provider is required to deliver Islington's agreed model of evidence-based parenting programmes to both Children's Social Care service users and to other parents in Islington who require targeted parenting support as part of Islington's agreed Family and Parenting Support Strategy.

Examples of individual outcomes that the Service will need to deliver include:

- a. Prevention of escalation of families to more specialist services.
- b. Improvement in parenting skills.
- c. Reduction in parents' concerns about the behaviour of their children.

See Parenting Programmes Outcomes Matrix for full set of desired outcomes.

SECTION C: SERVICE DELIVERY

1. Background to Service Delivery

1.1 Principles of Service

- 1.1.1 Families can quickly get the advice and support they need from a trusted professional. This will be a key worker and families will not have to deal with a number of professionals from different services.
- 1.1.2 Allocation of services will be made using a fair and transparent process, as part of the Children's Services Contact Team.
- 1.1.3 Families will receive a core offer of services and this will be consistent regardless of where in Islington they reside. The Deputy Service Manager, Early Help for Families will be the overall Operational Manager and will ensure consistency of access, allocation and service delivery across the three Services.
- 1.1.4 Service activity, performance and outcomes will be measured systematically across all Families First services. All Services will therefore be required to use the borough wide case management and performance management information system. The Deputy Service Manager, Early Help for Families will have overall responsibility for ensuring consistency and reliability.

2. Information and access

OUTCOME: Potential Service Users understand what the service offers and what they can expect from the service.

- 2.1 The Provider produces a Service User's Guide for current and prospective Service Users, with up to date information on the service they can expect to receive. This should include, at a minimum, information about the type and level of service available, opening hours, standards of service delivery, information sharing and confidentiality, safeguarding responsibilities, and complaints.
- 2.2 Information should be in plain English and be accessible through provision in a range of formats.
- 2.3 The Provider should make use of all of the information available locally, whether quantitative or qualitative, to identify and reach out to families with multiple needs. This will necessitate close working relationships with partners in community services (e.g. schools, housing, young people's services, CAHMS) as well as close liaison with the Council's Information Service to identify unmet need.
- 2.4 The Provider will develop an outreach strategy that will include participating in and organising community events, knocking on doors, liaising with schools, housing offices and other community venues to avail of opportunities to promote the service.
- 2.5 The Provider will ensure that services are provided across the local Families First localities and that drop-in sessions are provided to promote easy access to advice and support.
- 2.6 The Provider will link with specialist Children's and Adults' Services to ensure that families who do not meet the threshold for specialist services but do have

multiple needs can gain easy access to community support from Families First. This may include co-locating a Families First key worker within specialist services for part of the working week, to be agreed in advance with the Council and partners. Specialist services include, for example, Youth Offending Service, Children's Social Care, Adult Mental Health Services, or, for children with severe and complex disabilities, locality based services or the Disabled Children's Team.

- 2.7 The provider will also link with targeted Children's and Adults' Services to ensure that families with specific needs can obtain the support they require in the community. For example, families caring for disabled children below the statutory threshold, families affected by parental substance misuse, mental health conditions, black and minority ethnic families with specific language or cultural needs, families experiencing domestic violence.

3. Assessment of family needs and family plan

OUTCOME: The needs of the whole family are individually assessed.

- 3.1 The Provider will carry out initial screening and provide swift information and advice to families who do not require the services of a multi-agency team.
- 3.2 For families requiring more than one-off advice and information, the Provider will carry out a *Whole Family Assessment* on receiving a referral to the service, using the format agreed by Islington Council and encouraging the participation of family members. The *Whole Family Assessment* enables an assessment of each family member's needs for additional support.⁴ It incorporates the children's developmental needs, the adults' parenting capacity and the family and environmental factors. It will also include an assessment of the family members' capacity to make transition into learning and employment.
- 3.3 Where highly complex needs or child protection is identified, the Provider shall refer the child to Children's Social Care immediately.
- 3.4 The Provider will avoid duplication of assessments and services for families by liaising with other involved services (the 'Team around the Family').
- 3.5 The Provider will convene a 'Team Around the Family' meeting to co-ordinate information and services if the needs and proposed solutions are complex. Members of the extended 'Team Around the Family' can be drawn from a range of organisations/ disciplines and are likely to include:
 - School staff such as Learning Mentors or Inclusion Manager,
 - Other Education staff such as Behaviour Support or Education Welfare,
 - Children's Centre Worker,
 - Jobcentre Plus,
 - Local Housing Management staff,
 - Local Community Safety / Police,
 - Adults' services (Mental Health, Social Care)
 - Specialist drugs and alcohol services such as CASA

Also drawn in when appropriate are:

- Other members of Team Around the School, e.g. Head Of Year At School, School Home Support Worker
- Specialist young people's services

⁴ Based on national Common Assessment Framework (CAF).

- GP or GP/Health centre based staff
 - Learning disabilities team
 - Specialist domestic violence services
 - Young Carers Service
 - Local voluntary sector and community based providers e.g. play and youth Providers, Black and minority ethnic specialist support services
 - Legal advice
 - Mentoring
 - Volunteering
 - Others
 - Ethnic Minority Achievement Service
- 3.6 The Provider will provide a key worker who will undertake the role of Lead Professional, unless the family identifies another professional that they would prefer to take the role. The Lead Professional will act as a single point of contact for the family, co-ordinate the delivery of agreed actions and reduce duplication or overlap of services to meet the family's needs.
- 3.7 The Provider will work with the family to develop a *Family Plan* to clearly document what actions the family will be supported to take to meet the needs identified.

4. Responsive Services

OUTCOME: Service Users receive a flexible, consistent and reliable Service.

- 4.1 Staff are reliable and dependable, are able to respond flexibly to the needs and preferences of Service Users which arise on a day to day basis and the Service is provided in a way that meets the outcomes identified through the *Whole Family Assessment* and *Family Plan*.
- 4.2 The service will be provided flexibly, including out of the normal office hours and will require some evening, weekend or Bank Holiday working to take account of the family's daily or weekly routines and their support needs.
- 4.3 The service will be open access and will be provided in response to referrals from family members or from Children's or Adults' Services, whether statutory or voluntary sector.
- 4.4 The service must ensure that a response to referrers is provided within three working days.
- 4.5 The Service shall be delivered using the tools of Whole Family Assessment, the Family Plan and the role of the Lead Professional to ensure consistency and effective co-ordination.
- 4.6 Each Families First team will participate in service planning and co-ordination with partners in their agreed locality (e.g. Children's Centres and Schools) and cross-borough (e.g. with other Families First teams or in co-ordinating parenting programmes or outreach activities).

5. Support

OUTCOME: Parents' and children's needs and wishes are considered in the planning of support.

- 5.1 Support will be provided following a *Whole Family Assessment* and the development of the *Family Plan*.

5.2 The Service will ensure a meeting takes place with the family to agree the *Whole Family Assessment* and *Family Plan* and a written record will be completed which will include the family's views.

5.3 The nature of the support provided will vary depending on the family's wishes and needs but is likely to include:

- Practical and emotional support,
- Parenting advice and behaviour management strategies,
- Help in establishing routines, e.g. Mealtimes, bedtimes, school attendance,
- Supporting the improvement of parent/ child relationships and communication between family members,
- Proactive engagement of all family members, particularly fathers and significant males,
- Behaviour management,
- Assistance with welfare benefits,
- Practical assistance about safety in the home
- Support to maintain a tenancy or owner occupation,
- Advice and support to manage the home and the family budget,
- Access to evidence-based parenting programmes such as strengthening families, strengthening communities or triple p,
- Access to further community support networks,
- Encouragement and practical support to attend the children's centre if the family also has a child under 5 years,
- Encouragement and practical support in attending appointments, e.g. at school or GP or jobcentre,
- Help in developing contacts and support networks in the local community,
- Support in attending English as a Second Language classes,
- Support in gaining access to training, volunteering opportunities and other routes to employment (through Parental Employment Partnership)
- Enrichment activities for children and young people,
- Community events,
- Swift access to specialist services where child welfare or safeguarding thresholds have been reached.
- Swift access to targeted services for specific support, e.g. caring for disabled child, affected by substance misuse within the family, particular cultural needs.

5.4 The Provider will ensure that support to families with younger siblings aged 0-5 years is co-ordinated with Children's Centres and that support plans are delivered in partnership with Children's Centres to ensure that child, as well as adult, needs can be met.

5.5 The Provider will work in close co-operation with other specialist services, e.g. support for prisoners' families, specialist support for families affected by drug and alcohol misuse, mentoring for young people, volunteer support for parents. The type and level of involvement with specialist support will be agreed in advance with the Council and may vary from co-location with other services for all or part of each working week to involving services in individual Team around the Family meetings.

5.6 Individual support to families will be provided through an evidence based approach (e.g. Solihull, Triple P) as part of Islington's Family and Parenting Support Strategy.

5.7 The service will ensure that the needs and wishes of the children, young people and parents / carers are considered in their individual care and in developing and providing the service.

5.8 The service to families will be considered in relation to the level and urgency of the family's need.

<p><i>Level 1- support to attend group parenting programme</i></p> <p>For Service Users who will need support to attend an evidence-based parenting programme to build their confidence as parents, e.g. creating a stable home environment, managing behaviour positively, establishing and maintaining routines, nurturing family relationships and supporting their own emotional wellbeing.</p> <p>At Level 1, advice and guidance may also be provided alongside support to attend a parenting programme.</p>
<p><i>Level 2 – advice and guidance on practical or emotional issues (short term support on specific issues)</i></p> <p>For families who request practical support, e.g. help in completing forms for benefits, school or housing, or who require help to access other services.</p>
<p><i>Level 3 - individual support (up to two hours per week)</i></p> <p>For families who require practical support, e.g. related to housing or money management, or support to attend appointments or negotiate with school or other agencies.</p>
<p><i>Level 4 - individual support (up to five hours per week)</i></p> <p>For families who need up to five hours per week for more intensive individual (as opposed to group) support in terms of parenting and/or practical and emotional support (see list at 5.3 above). This may be in addition to a formal parenting group. Families will be visited according to the <i>Family Plan</i> but this must be at a frequency of no more than five times per week. This can include evening and weekend support. Families are likely to meet the Stronger Families criteria.</p>

5.9 The *Family Plan* will be reviewed with the family and key worker at a minimum on a quarterly basis and more frequently if required, e.g. in response to a particular incident or change in circumstances. The type, level and planned duration of support are reviewed in relation to the desired outcomes for the child and family.

5.10 When a decision is made to cease the family support (normally within six to nine months of referral), the Service will ensure that an exit interview is carried out with parents or carers and standardised measures will be carried out when appropriate.

6. Service Capacity

OUTCOME: Families receive the support service they need to ensure positive outcomes for family members.

6.1 The provider is required to deliver family support to a minimum of 335 families within the locality per year (with the expectation that 1,000 families will be supported across the borough's three teams). It is envisaged that this will be delivered through a team of generic skilled and experienced key workers.

- 6.2 Each key worker will provide home or community based practical and emotional support to an agreed number of families at any one time and will, in most cases, act as the Lead Professional for the families that they are supporting.
- 6.3 The provider is required to co-facilitate a minimum of ten evidence-based parenting programmes each year and to nominate a lead member of staff to assist in co-ordinating Islington's parenting programme provision.
- 6.4 The maximum length of support for the majority of service users will be nine months. Any exception to this will need to be agreed by the relevant Team Manager.
- 6.5 A proportion of the work carried out by the Families First key workers will be outside normal office hours. The provider will ensure that a duty system is in place to provide adequate cover for evening and weekend work and emergencies.
- 6.6 The provider must ensure fair access to the service by Islington's diverse community and be able to meet the language and cultural needs of families. Therefore the provider will ensure that the staff appointed, are experienced in providing support services to a diverse community, including refugees and asylum seekers.

7. Safe working practices

OUTCOME: The health, safety and welfare of Service Users and care and support staff is promoted and protected.

- 7.1 The Provider ensures that the service has systems and procedures in place to comply with the requirements of the Health and Safety legislation.
- 7.2 The Provider will operate an Out of Hours Duty System to support the staff and work with families.
- 7.3 The Provider will liaise immediately with Children's Social Care if there are safeguarding concerns in relation to children. The telephone number for the Children's Services Contact Team is 020 7527 7400 between 9am and 5pm. Outside of these hours, the Emergency Duty Team contact number is 020 7226 0992.

8. Risk management

OUTCOME: The risk of accidents and harm happening to Service Users and staff in the provision of the Service is minimised.

- 8.1 The Provider ensures that an assessment of the potential risks to Service Users and staff associated with delivering the Service, is undertaken, by a trained and qualified person, before the key worker commences work and a risk management plan put in place. This should be updated annually or more frequently if necessary.
- 8.2 Where the Provider is concerned for the health, safety or comfort of other people as a consequence of a Service User's actions or behaviour, the Provider must discuss those concerns with the Service User.

- 8.3 Where the Service User persists in continuing with their actions and the Provider remains concerned for the well-being of the Service User or other people, the Operational Manager or, in their absence, another representative of the Council, must be informed immediately in order to identify how to address the risk.

9. Recruitment and selection

OUTCOME: The well-being, health and security of Service Users is protected by the Provider's policies and procedures on recruitment and selection of staff

- 9.1 There is a rigorous recruitment and selection procedure which meets the requirements of legislation, equal opportunities and anti discriminatory practice and ensures the protection of Service Users. Recruitment shall be carried out in accordance with Islington's Safer Recruitment policy.
- 9.2 The Provider shall provide sufficient line management/ supervisors to ensure staff can receive close supervision and support. Management teams shall be recruited with experience in the following: education; housing; children's services.
- 9.3 The Provider shall provide sufficient, appropriately supervised, trained and competent key workers to meet the requirement of this Specification.
- 9.4 The Provider must ensure that key workers have access to appropriate support, advice and assistance at all times.
- 9.5 The use of voluntary workers to meet the requirements of this Service Specification is prohibited without prior formal agreement from the Deputy Service Manager, Early Help for Families.

10. Requirements of the job

OUTCOME: Service Users benefit from clarity of staff roles and responsibilities.

- 10.1 All managers and staff are provided with a written job description person and person specification, identifying their responsibilities and accountabilities and are made aware of organisational staff policies and procedures.
- 10.2 All key workers will have the skills, knowledge and experience required to deliver the generic support outlined under Support above (5.3).
- 10.3 In order to ensure that families gain access to services through "one door", the staff team will be comprised of staff with a range of professional experience and knowledge of current policy and processes in each field (e.g. bidding for housing, understanding of NHS). Staff should have the relevant skills and experience to support families and to enable the service to achieve the outcomes set out in the specification.
- 10.4 To ensure that social work advice on safeguarding is available to the Services in relation to families with multiple needs, each Service will recruit a qualified and experienced Early Intervention Social Worker.

11. Development and training

OUTCOME: Service Users know that staff are appropriately trained and qualified to meet their outcomes.

- 11.1 The Provider ensures that there is a staff development and training programme within the organisation, reviewed and updated annually, which ensures staff are able to fulfil the aims of the organisation and meet the changing needs of Service Users, their relatives and representatives.
- 11.2 All staff in the organisation are competent and trained to undertake the activities for which they are employed and responsible.
- 11.3 Staff in the organisation participate in an agreed training programme for core functions and ICT systems to ensure consistency across the borough.
- 11.3 All staff receive induction, regular supervision and have their standard of practice appraised annually.

SECTION D - ORGANISATION AND RUNNING OF THE BUSINESS

1. Business premises, management and planning

OUTCOME: Service users receive a consistent, well managed and planned Service

- 1.1 The business operates from permanent premises in a location which is accessible to and suitable for families with multiple needs. The building should be within the locality boundaries or within a reasonable distance for families living in the area. A reasonable distance is considered to be a maximum of a mile.
- 1.2 There is a management structure in place, including clear lines of accountability, which enables the Provider to deliver the Service effectively on a day to day basis, in accordance with the Provider's business plan.
- 1.3 There is a governance structure in place that provides robust leadership with clearly defined roles and responsibilities.

2. Record keeping

OUTCOME: The rights and best interests of Service Users are safeguarded by the Provider keeping accurate and up-to-date records

- 2.1 The Provider will implement a standard Families First case management system to record family demographics, whole family assessments, family plans, performance information and outcome measures. This will be consistent across the borough's Families First teams.
- 2.2 All contacts and case work will be recorded on the secure case management system within 48 hours of support being delivered. The Provider will be expected to record on a web-based system supplied by the Council.
- 2.3 Procedures will be in place to ensure that any significant safeguarding concerns identified by a staff member on a visit will be shared verbally with the Team Manager immediately after the visit.

- 2.4 The *Whole Family Assessment* and the *Family Plan* will be held on the secure case management system.
- 2.5 The Provider will contribute to specialist assessments, reviews and reports in a timely fashioned, as required on individual cases.

3. Policies and procedures

OUTCOME: The Service User's rights, health, and best interests are safeguarded by robust policies and procedures which are consistently implemented and constantly monitored by the Provider

- 3.1 The Provider will implement a clear set of policies and procedures to support practice and meet the requirements of legislation, which are dated, and monitored, as part of the quality assurance process. The policies and procedures are reviewed and amended annually or more frequently if necessary.
- 3.2 The Provider must be able to demonstrate that all policies and procedures are effective. Mandatory policies and procedures are set out at 5.2 below.

4. Complaints and compliments

OUTCOME: Service Users are confident that their complaints will be listened to, taken seriously and acted upon.

- 4.1 The Provider ensures that there is an easily understood, well publicised and accessible procedure to enable Service Users, their relatives or representative to make a complaint or compliment and for complaints to be investigated.
- 4.2 The Provider shall have a written procedure and provide information in accessible formats to enable Service Users, their Carer or Advocate to make comments or complaints relating to the Service provided to them. The procedure shall be made known to each Service User from the introduction of the Family Support Worker.
- 4.3 Every Service User should be made aware of their right of access to the Provider's Complaints and Compliments Procedures.
- 4.4 The Provider will maintain an up-to-date register of all complaints received, the action taken and the outcome of any investigation

5. Quality Assurance and Measuring Outcomes

OUTCOME: The Service is run in the best interests of its Service Users

- 5.1 There is an effective system for Quality Assurance based on the outcomes for Service Users, in which standards and indicators to be achieved are clearly defined and monitored on a continuous basis by care and support staff and their line managers. The Provider will use a standard Quality Assurance system that will be in place across each of Islington's three Families First

teams and will be co-ordinated by the Deputy Service Manager, Early Help for Families. This system will be consistent with that of the Targeted and Specialist Children and Families Service and report to the Islington Safeguarding Children Board Quality Assurance SubGroup.

5.2 The Provider shall provide the Council with copies of their quality assurance systems and operational policies. They must be able to demonstrate how these policies are implemented at an operational level and how and when they are monitored to ensure quality services are provided. In relation to this specification, the minimum requirements for quality assurance systems and operational policies will include the following:

- Equal opportunities for service delivery, safer recruitment and training.
- The Provider must have in place and be able to demonstrate a commitment to the Commission for Race Equality's Code of Practice.
- Health and safety policy and procedures
- Child Protection Policy and Procedures, including Safer Recruitment and Managing Allegations against Staff – Policy and Procedures to be agreed by the Local Safeguarding Children Board (LSCB)
- Recordkeeping, information sharing and confidentiality policies
- Service user involvement
- Outcome focussed support planning through the use of agreed tools (consistent with Families First services across the borough)
- Risk Management
- Complaints

The Provider will comply with the Council's policies on the following:

- Equality and Diversity
- Child Protection and Safer Recruitment
- Safeguarding Vulnerable Adults
- Integrated working
- Information sharing and confidentiality

This is not an exhaustive list but will form the basis of the Provider's Quality Assurance and Operational Policy documents.

5.3 Note that as set out at Section C 1.1.4 Section D 2.1., case management information will be standardised across the FOSS teams and all services must use the borough-wide information system. However, each service must ensure implementation of a robust performance monitoring framework covering all aspects of services so that value for money, i.e. quality, outcomes and cost effectiveness, can be assessed. The monitoring framework will include activity levels, outcomes and use of resources and will be monitored by the Council on a scheduled basis and as required.

5.4 The Council may require the Provider, subject to the Data Protection Act 1998, to provide statistical information regarding Service Users in such format and at such intervals as may reasonably be determined by the Council and/or Government Departments.

5.5 Monitoring reviews will take place at a minimum, twice a year and will involve the Provider, the Council's Commissioning and Operational Lead Officers for this Service and a monitoring and development officer. All service reviews aim to establish the Provider's compliance with the terms and conditions of this Specification. In accordance with this paragraph the Provider will, quarterly, submit information on the service provided.

- 5.6 A quantitative and qualitative pre and post evaluation framework will be developed across the borough's Families First teams, incorporating standardised tools for measuring outcomes and impact, and service user feedback on the service provided and the action to be taken in response to feedback. The organisation will participate in planning and delivery of the framework and will comply with procedures put in place to consistently measure performance.

6. London Living Wage

OUTCOME: The Council recognises its responsibility to keep families above the poverty line.

- 6.1 The "London Living Wage" means the minimum value per hour a person should be paid to keep them above the poverty line for the higher cost of living within the capital, currently defined by the Greater London Authority (GLA) as more particularly defined within the contract terms.
- 6.2 The Council recognises its responsibility to make substantive efforts to keep families above the poverty line, which is unmet by the National Minimum Wage owing to the high cost of living in the Capital.
- 6.3 The Service Provider shall abide by the London Living Wage requirements in the contract Terms and Conditions.

SECTION E – RESPONSIBILITIES OF THE COUNCIL

1. The Council will:
- ensure access to the Service is only through agreed referral processes;
 - provide a nominated Lead Commissioner who will be responsible for operational and contractual issues;
 - provide an Operational Manager and ensure consistent policies and procedures are implemented across each of the three Families First teams.
 - provide a nominated Monitoring Officer who will be the point of contact for contracting issues e.g. receiving monitoring information and organising reviews;
 - assist with publicising the service through Islington Council Departments, particularly Children's Services and Housing and Adult Social Services;
 - provide assistance with mapping & information of relevant third sector organisations currently working in partnership with Islington;
 - share information which facilitates competent risk assessment for staff;
 - provide access to the IT system for case recording
 - provide access to Islington's information sharing protocol and other key documents on integrated working;
 - provide demographic information on Islington's population.
 - Respond to members enquiries on issues relating to the service

2. Nominated contacts

<p>Lead commissioner:</p> <p>Ruth Beecher Service Manager, Early Help for Families Targeted and Specialist Children and Families Services, Children's Services Islington Council 222 Upper Street, London N1 9XR Tel: 020 7527 7717 E-mail: ruth.beecher@islington.gov.uk</p>	<p>Monitoring officer:</p> <p>Tanya Parr Commissioning Officer Strategy and Commissioning, Children's Services 2nd Floor Laycock Wing 222 Upper Street, London N1 1XR Tel: 020 7527 1892 E-mail: tanya.parr@islington.gov.uk</p>
<p>Families First Operational Lead:</p> <p>Lucinda Hibberd Deputy Service Manager, Early Help for Families Targeted and Specialist Children and Families Services, Children's Services Islington Council 222 Upper Street, London N1 9XR Tel: 020 7527 5880 E-mail: Lucinda.hibberd@islington.gov.uk</p>	<p>Provider Contact:</p> <p>Council Families First team: Lucinda Hibberd (see opposite).</p> <p>Family Action Families First teams: Elaine Sheppard Family Action 608 Holloway Road London Tel: 020 7272 6933 E-mail: elaine.sheppard@family-action.org.uk</p>

SECTION F: OUTCOMES MATRIX – Evaluating the delivery of the Family Outreach Support Services
(Section F of FOSS Specification v2.0 27/09/11)

Aim: To ensure families with multiple needs receive a timely service that can meet their needs and deliver the required outcomes

Reach: 335 families each year within the locality with multiple needs, (and children aged 5-19 year olds), of whom 50% will be workless. The three teams will reach 1,000 families in total in a year.

DESIRED OUTCOMES

- A: Family members are safe from harm**
- B: Parents are able to satisfactorily meet the needs of their children and ensure their wellbeing**
- C: Family income is maximised**
- D: The health of family members is improved**
- E: Families increase their networks of support**

Service Objectives

1. To offer multi-faceted, non-stigmatising support from a trusted key worker. The support will be open to all families and based in the heart of the community, but targeting the families experiencing multiple problems.
2. To support more effective parenting and behaviour management leading to improved outcomes for children and adults and reduced levels of support needed from statutory services.
3. To prevent homelessness and to support vulnerable families to live independently in their accommodation without risk to themselves or others.
4. To assist parents to financially support their families; including young people approaching adulthood and support to improve access employment, education or training.
5. To strengthen families' resilience, encouraging more independence and reliance on self, family and community.

Evaluation and monitoring

- To deliver to consistent indicators and measurement of performance.
- To gather and respond to families' feedback.
- To participate in the evaluation of the intervention process, outcomes and impact.
- In each of the above, to adopt shared practices across the three FOSS areas.

How much did we do? (EFFORT)

Families

- Number of and source of referrals
- Number no further action
- Number of whole family assessments completed
- Number of families receiving information, advice & guidance
- Number of families receiving income maximisation service
- Number of families undertaking pathway to employment activities
- Number of families registered with GP / dentist
- Number of home visits
- Number of families supported, (specify no. of children)
- Number of fathers/ significant males engaged on visits or other family meetings
- Number of young carers identified.
- Number of parents/carers completing a parenting programme, (specify number of fathers)
- Number of families supported to use community services, (e.g. children's centres; play and youth services)

Services

- Number supervision sessions for practitioners
- Number of training sessions attended by practitioners
- Number of parenting programmes delivered by practitioners (Triple P or other evidence-based programme agreed by Islington Council)

How well did we do it? (QUALITY)

Families

- % of referrals responded to within timescale
- % of families completing the intervention
- % of families starting intervention but disengaged, at what stage & reasons
- % of families showing progress towards agreed family goals (outcomes tool)
- % of cases reviewed on time with Team around the Family
- % of fathers/ significant males engaging in the children's plan
- % of parents rating service satisfactory or better
- Number of complaints received and resolved
- % cases closed within timescales

Service

- Unit cost per family
- Average ratio of cases per staff member with year

Did we make a difference? Is any one better off?

Safety

- Reduction of domestic violence and violence against the person (outcomes tool)
- Reduction in anti-social behaviour or violence perpetrated by family members (outcomes tool)
- Reduction of harm to family members due to anti-social behaviour by neighbours or others in the local community (outcomes tool)
- Reduced offending and repeat offending of family members
- Referrals to Children's Social Care are appropriate and timely and inappropriate referrals are reduced
- Adults within the family have the practical skills to keep the home safe, warm and clean (outcomes tool)

Parenting

- Improved behaviour of child/ young person within the home (standardised measure)
- Improved behaviour of child/ young person at school/college (outcomes tool)
- % of parents reporting increased satisfaction derived from their relationship with their children and being a parent (standardised measure)
- % of families in which relationships between family members improved (standardised measure)
- % of children whose attendance at children's centre or school improved
- % of children whose educational achievements are at expected level (outcomes tool)
- % of fathers/significant males with increased involvement with the care of their child (outcomes tool)

Home and money

- Families live in secure and settled accommodation (indicator: reduced evictions or risk of eviction; numbers of homeless families that secured suitable accommodation)
- Numbers of families who have reduced their overall debt (outcomes tool)
- Numbers of families who have maximised their income and are in receipt of the correct benefits
- % of parents progressing toward job-readiness/ employment (outcomes tool)
- % of parents entering paid employment (outcomes tool)
- % of parents sustaining paid employment after six months

Health

- Number of families better managing their physical health and wellbeing (outcomes tool)
- Number of families managing or reducing their substance misuse (outcomes tool)
- % of parents reporting reduced stress and anxiety (standardised measure)
- Children's emotional wellbeing is improved (standardised measure)

Increased networks of support

- Parents and young people having increased social contact in the community (outcomes tool)
- % of young carers who have access to the same opportunities as their peers
- % of families with specialist needs (e.g. substance misuse, caring for disabled child) gaining access to services that can meet their specific needs.

SECTION F (CONTINUED) - MONITORING REQUIREMENTS

Review meetings will be held quarterly during the first year of the contract and will be attended by the Provider, commissioning and operational leads from Islington.

Information required	Data collection and analysis	Reporting	Who it needs to go to and when
Family Data 1. Demographic information including: 2. Family details 3. Equalities information in line with Council equalities categories	Family CAF database	Quarterly – Islington Council will make reports available to Provider.	Service Manager Strategy & Resources Commissioning Officer
4. Referral source 5. Referral, contact, assessment (family CAF) and intervention start, review and end dates 6. Type of intervention provided (e.g. IAG, income maximisation, casework) 7. No families withdrawn 8. No individual/ family sessions 9. No fathers engaged 10. Parenting programmes attended by families 11. Parenting programmes delivered by Provider	Family CAF database and parenting programmes monitoring	Quarterly – Islington Council will make reports available to Provider.	Service Manager Strategy & Resources Commissioning Officer
12. Report on Outcomes for families as set out in Section B.	Family CAF database	Minimum six monthly - Islington Council will make reports available to Provider.	Service Manager Strategy & Resources Commissioning Officer
13. Standardised measures data	Provider's Records	Minimum six monthly service report	Service Manager Strategy & Resources Commissioning Officer
Qualitative Information 14. Overview of previous six months: successes, challenges, lessons learnt, partnerships etc. 15. Progress against service specification Sections C Service Delivery and Section D Organisation and Running of the Business. Specific measures required: <ul style="list-style-type: none"> • Average ratio of cases per staff member per year • Number of complaints received and resolved • % of parents rating service satisfactory or better 16. .Service User feedback 17. Case study – demonstrating impact of service, partnership working and opportunity to highlight lessons learnt. 18. Good practice/ value added.	Provider's records	Minimum six monthly service report	Service Manager Strategy & Resources Commissioning Officer
19. Independent Service User Feedback	Islington Council or agreed external evaluator	Annual	
20. Independent Evaluation	Islington Council or agreed external evaluator	As required	To be agreed by Provider / Commissioner
Finance 21. Unit cost per family. 22. Details of expenditure and any added values (financial or in-kind)	Provider's records	Quarterly Financial expenditure: Quarter 1: 1 st April to 30 th June Quarter 2: 1 st July to 30 th Sept Quarter 3: 1 st Oct to 31 st Dec Quarter 4: 1 st Jan to 31 st March	Service Manager Strategy & Resources Commissioning Officer Financial information two weeks after quarter end. To be submitted at least five working days before contract review date

