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ISLINGTON

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 4, Town Hall, Upper Street, N1 2UD on, **3 March 2016 at 7.30 pm.**

John Lynch
Head of Democratic Services

Membership	Substitute Members
Councillors:	**Substitutes:**
Councillor Kaya Comer-Schwartz (Chair)	Councillor James Court
Councillor Nick Ward (Vice-Chair)	Councillor Alex Diner
Councillor Alice Donovan	Councillor Jenny Kay
Councillor Rakhia Ismail	Councillor Alice Perry
Councillor Michelline Safi Ngongo	Councillor Dave Poyser
Councillor Angela Picknell	
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

Quorum: is 4 Councillors

| **A.** | **Formal Matters** | **Page** |

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

5. Chair's Report

6. Items for Call In (if any)

7. Public Questions

| **B.** | **Scrutiny Items** | **Page** |

(a) Evidence from witnesses

(b) Key Stage 4 Alternative Provision Report 2014-16 (Briefing Notes 3 and 4)

*Any questions should be submitted in advance to
jonathan.moore@islington.gov.uk no later than Monday 29th February 2016.*

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 12 April 2016

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

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London Borough of Islington

Children's Services Scrutiny Committee - Tuesday, 2 February 2016

Minutes of the meeting of the Children's Services Scrutiny Committee held at Committee Room 4, Town Hall, Upper Street, N1 2UD on Tuesday, 2 February 2016 at 7.30 pm.

Present:	**Councillors:**	Comer-Schwartz (Chair), Ismail, D Ward and Wayne
	Co-opted Members:	James Stephenson, Secondary Parent Governor Mary Clement, Roman Catholic Diocese
Also Present:	**Councillors:**	Caluori

Councillor Kaya Comer-Schwartz in the Chair

100   APOLOGIES FOR ABSENCE (ITEM NO. A1)
Apologies for absence were received from Councillor Alice Donovan and Erol Baduna.

101   DECLARATIONS OF INTEREST (ITEM NO. A2)
None.

102   DECLARATION OF SUBSTITUTE MEMBERS (ITEM NO. A3)
None.

103   MINUTES OF THE PREVIOUS MEETING (ITEM NO. A4)
Following a query, the Executive Member for Children and Families advised that there had been no further progress on encouraging the CPS to attend Islington Safeguarding Children Board meetings.

It was requested that minute 96 be amended to reference that when pupils entered PRUs they would usually have an individual assessment from which personal targets would be set. These assessments identified the particular needs of pupils and allowed success to be measured on a personal basis, alongside other criteria, such as academic progress and engagement with education. It was suggested that a similar approach should be adopted by all alternative provision providers.

RESOLVED:
That the minutes of the meeting held on 11 January 2015 be confirmed as a correct record and the Chair be authorised to sign them, subject to the following addition at minute 96: 'It was noted that when pupils entered PRUs they would usually have an individual assessment from which personal targets would be set. These assessments identified the particular needs of pupils and allowed success to be measured on a personal basis, alongside other criteria, such as academic progress and engagement with education. It was suggested that a similar approach should be adopted by all alternative provision providers.'

104   CHAIR'S REPORT (ITEM NO. A5)
The Chair reported that the Policy and Performance Scrutiny Committee would be reviewing the performance of the Youth Offending Service at a future meeting.

It was noted that the Policy and Performance Scrutiny Committee had visited the New River College pupil referral unit as part of the Knife Crime scrutiny review. It was

reported that this visit was productive and also of relevance to the alternative provision scrutiny.

The Chair thanked officers for arranging the scrutiny visit to meet the Alternative Provision service at 222 Upper Street. It was reported that the visit was useful and the evidence gathered would assist the committee in forming robust recommendations.

105   **ITEMS FOR CALL IN (IF ANY) (ITEM NO. A6)**
None.

106   **PUBLIC QUESTIONS (ITEM NO. A7)**
A member of the public asked if a comment could be provided on the exam results of schools in the borough, in particular the results of Highbury Grove school, where 40% of pupils achieved five GCSEs at A* - C including English and Maths in 2015. It was noted that schools achieving below 40% were considered to be failing. In response, it was advised that the council was aware of the performance of local schools and would not be commenting further at present.

107   **ALTERNATIVE PROVISION: WITNESS EVIDENCE (ITEM NO. B1)**

(a) Evidence from Schools and New River College

The Committee received evidence from Tom Mannion, Head Teacher, and Maria McCarthy, Assistant Head Teacher with responsibility for Alternative Provision, St Aloysius' College.

The following main points were noted in the discussion:

- St Aloysius was satisfied with the council's alternative provision service. The college valued the information and updates provided on pupil progress and provider quality. The way in which pupil attendance was able to be monitored online was considered useful.
- The college was grateful that alternative provision was an option for pupils who may otherwise drop out of the education system. It was noted that St Aloysius pupils had made good progress in alternative provision.
- One possible service improvement identified by the college was speed of processing. An example was given of a referral to alternative provision which fell through after a delay in processing. It was reported that the referral was made at parental request and contact had been made with the provider, however the referral had taken six weeks to process.
- The college thought that alternative provision represented good value for money. The referrals made had led to positive outcomes for pupils and the providers offered clear pathways. The college did not consider that the negative connotations associated with alternative provision were justified.
- The college could not identify a particular profile of its students referred to alternative provision. It was commented that the ethnicity of those referred varied and there was no correlation to pupils qualifying for free school meals. In general, the more academically able students were not referred to alternative provision; however this was not always the case. The college referred pupils to alternative provision who were likely to benefit from the different style of education available.
- Following a query, it was advised that the college did not refer many SEN pupils to alternative provision.
- The college considered that some providers placed an excessive emphasis on pupil behaviour and did not offer a robust enough curriculum.

- The college did not recognise the need to decrease the number of pupils being referred to alternative provision. It was commented that not all pupils were academic and the pupils referred to alternative provision were on a pathway which was better suited to their strengths. The college did not consider alternative provision to be for vulnerable pupils, but instead for pupils who wished to pursue a more vocational education. The college had referred many pupils to the Building Crafts College in Stratford and commented that this provider had excellent facilities and was able to provide practical apprenticeship-style qualifications not available in mainstream education.
- The college commented on how pupils could be supported to achieve better outcomes. Whilst some pupils were achieving a grade C GCSE in maths, the college thought that higher aspirations and a greater level of challenge would benefit some pupils. It was commented that too many pupils were studying Level 1 qualifications, equivalent to grade D – G at GCSE. The importance of a C grade or above in English and maths was noted.
- It was suggested that some providers did not sufficiently consider the individual academic needs of pupils. Whilst schools would set personalised targets for pupils, it was thought that some alternative provision providers were working towards all pupils achieving Level 1 qualifications and maintaining attendance.
- Before referring pupils to alternative provision the school would monitor pupil progress and involve parents in discussions about the pupil's pathway. The school followed the information passport procedure and would make referral to CAMHS, counselling, inclusion or anger management services as appropriate. The school had also appointed pupil mentors, pairing Year 11 pupils with Year 9s, to encourage pupils to stay in mainstream education. It was noted that the most challenging pupils often stayed within mainstream education.
- It was noted that an increasing number of pupils had asked to be referred as they wanted to study vocational qualifications. It was commented that these pupils recognised that they were not academic and had often heard positive experiences of alternative provision from friends. Although a pupil request did not always lead to a referral, the school would discuss the proposed referral with teachers and parents.
- The college queried if alternative provision should be considered as part of a school 'options' system. It was recognised that there were insufficient places to offer alternative provision as an option for all pupils, however the school considered alternative provision to be a valid pathway. Alternative provision was thought to decrease the number of pupils becoming NEET and offer a style of education which benefitted some pupils. It was suggested that providing vocational education opportunities for pupils who benefitted from this style of learning should be considered as a positive step.
- It was queried if there was a disparity between pupils' predicted grades in Year 7 and the level of qualification they achieved alternative provision. In response, it was advised that many of the pupils studying Level 1 qualifications in alternative provision had been predicted GCSE qualifications at the same level, however the college did not consider Level 1 qualifications to be sufficiently aspirational or challenging and thought that studying for Level 2 qualifications would be more appropriate.
- Although officers agreed that Level 2 qualifications were more aspirational and could offer greater challenge to some pupils, it was noted that the majority of vocational courses required a Level 1 qualification as a prerequisite for studying Level 2 qualifications. There were other barriers to pupils studying certain Level 2 qualifications; for example, pupils studying hairdressing at Level 2 had to be aged over 16 to be allowed to use scissors.
- It was commented that due to the lower teacher/pupil ratio, alternative provision was more expensive that mainstream education and therefore could

not be rolled out as an 'option' to all pupils without reducing the quality of provision, however the Committee recognised the demand for vocational qualifications outside of alternative provision.

- Whilst schools and colleges recognised the need for value for money, it was noted that their primary concern was providing education that was suitable to pupil needs and offered appropriate pathways and opportunities for progression.
- The college commented that due to the demand for vocational qualifications the school had introduced a pathway for pupils post-16 which included BTEC qualifications at Levels 2 and 3 alongside GCSE English and Maths re-sits as required. It was noted that around 20 pupils were on the pathway and the majority were studying subjects such as sports science and business. Following a question, it was advised that this pathway particularly benefitted lower ability pupils who may otherwise leave the education system.
- The college commented that many schools re-developed under the Building Schools for the Future scheme did not prioritise technical facilities, such as those for woodwork, and there was now a demand for such subjects which could possibly be met through alternative provision, subject to providers being able to admit sufficient numbers of pupils.
- The Committee queried how many of the St Aloysius' pupils admitted to alternative provision would have otherwise been excluded if alternative provision had not been an option. In response it was advised that an exact number could not be given, however an increasing number were voluntarily moving to alternative provision. It was noted that all pupils were disengaged from mainstream education.
- Following a question, the college indicated that an education system which provided links to industry and learning in both schools and vocational settings could lessen the number of referrals to alternative provision. It was noted that some pupils considered the linear qualifications available in mainstream education to place an excessive emphasis on exams and this could be a barrier to engagement.
- The Committee queried the support provided to new teachers when dealing with difficult pupils. The college indicated that it was essential for new teachers to be nurtured, especially given the national shortage of new teachers. The college sought to support new teachers in issuing detentions, managing behaviour and making referrals to other agencies as appropriate. However, it was noted that teachers must be seen to be strong and independent in front of pupils.
- It was noted that, as education budgets were decreasing, opportunities for learning outside of the classroom were increasingly limited.
- Following a question from a member of the public, the college suggested that there was a further need for University Technical Colleges, which provided specialist technical and scientific education.

The Committee thanked Tom Mannion and Maria McCarthy for their attendance. Members were welcome to visit the school to find out more about its work.

The Committee received evidence from Julie Chambers, Deputy Head of Pastoral, Highbury Fields School.

The following main points were noted in the discussion:

- Highbury Fields made very few referrals to alternative provision. Only three pupils had been referred in the past year.

- The school was satisfied with the council's service. It was considered that there was a good selection of providers and pathways and a good level of contact with officers.
- The school considered that alternative provision represented value for money, however noted that it made few referrals.
- It was noted that the majority of Highbury Fields' pupils referred to alternative provision were White British, struggled with attendance and attainment and lacked focus in school.
- The school had implemented a project titled 'Achievement for All' which worked with White British pupils and parents on attendance, attitudes, engagement and aspirations. Families on the project were assigned a mentor in the school and had 1-on-1 meetings three times a year. The programme was focused on pupils in Years 8 and 9, before pupils started their GCSEs.
- Highbury Fields aimed to keep all pupils in mainstream education and only used alternative provision as a last resort. Although the demand for vocational education was recognised, the school emphasised to pupils that vocational pathways could be explored post-16 after GCSEs had been attained.
- The school recognised the importance of early intervention and had strict internal procedures which had to be met before a referral was made. The school emphasised the importance of pastoral care and advised that the senior leadership team met daily to discuss pupil concerns.
- The school sought to know pupils well and would work to identify what support was needed to keep the pupil in mainstream education and improve their outcomes. For example, the school considered English and Maths GCSEs to be essential and had revised pupil timetables to allow an additional focus on these subjects, as required.
- The school indicated that it had a strong governing body which had decided to invest in additional CAMHS support for vulnerable pupils.
- It was advised that some parents had asked about referring their child to alternative provision however the school considered that mainstream education was the best setting for all pupils. The school had an ethos that everyone could succeed in mainstream education with the right level of support.
- The school helped pupils to choose appropriate pathways at GCSE level. It was commented that not all pupils studied the English Baccalaureate as it was not in their best interests. The school explained that it acted in the best interests of pupils and was not concerned if this was detrimental to its league table ranking.
- Although it was noted that the school had limited experience of alternative provision, the school considered the alternative provision providers used to be excellent, especially in terms of integrating pupils and managing attendance. It was thought that relationships between schools and providers could improve, however the school did not consider this to be a matter for the council.
- The school thought that providers could give an additional emphasis to core subjects such as English and Maths.
- Highbury Fields would make a number of interventions before pupils were referred to alternative provision. The school sought to identify pupils at risk of referral early and would discuss their progress with Year Managers. The school would work with pupils to ensure they chose appropriate pathways and would tailor the curriculum to the pupil as appropriate, making use of different learning styles such as small group work. The school would make a referral to external agencies such as Families First or IFIT as required.
- It was noted that the school had very low exclusion rates and previously made use of an inclusion room for pupils at risk of exclusion, however this was no longer required.

- The Committee noted the different approach of Highbury Fields School to St Aloysius College. Following a question on how the school handled pupil requests for referral, it was advised that pupils were encouraged to stay in mainstream education and gain qualifications before they committed to a vocational pathway. It was explained to pupils that this presented them with greater employment prospects. For example, studying hairdressing after attaining English and Maths GCSE could assist the pupil in managing their own salon.
- It was advised that the Achievement for All project had only been running for one year and was therefore difficult to evaluate, however the school was committed to working with parents and pupils and anecdotally it was thought that both pupil and parental behaviour had improved as a result of the project.
- The Committee queried if it was possible to develop a school-based alternative to alternative provision. In response, it was commented that use of small group work, focusing resources on vulnerable pupils and working to raise expectations could work to reduce the number of referrals to alternative provision.
- The Committee queried how schools worked to improve attendance. In response, the school commented that this was increasingly difficult due to reductions in the Access and Engagement Service. The school sought for all pupils to achieve 96% attendance and if attendance was a concern then this would be raised at every available opportunity with parents. The school emphasised to parents that children should not attend dentist appointments and similar activities inside of school hours.
- A member of the public noted the government policy for 'coasting' schools – those with less than 60% of pupils achieving 5 good GCSEs – to improve or be converted into academies, and queried the level of governor challenge at Highbury Fields School. In response, it was advised that the governing body robustly challenged academic performance and there were no current plans to convert the school to an academy.

The Committee thanked Julie Chambers for her attendance.

The Committee received evidence from Nigel Smith, Executive Head Teacher, New River College PRU.

The following main points were noted in the discussion:

- It was noted that the PRU was both a provider and commissioner of alternative provision.
- New River College was funded for 108 pupils however had 120 pupils on its register. Pupils arrived from a variety of settings, including permanent exclusions from Islington schools, Islington-based pupils permanently excluded from schools in neighbouring boroughs, referrals made under the Fair Access Protocol, SEN referrals, or referrals from the Securing Education Board where two or more alternative provision placements had failed for pupils.
- All pupils on alternative provision were also registered with New River College. It was commented that PRUs were not required to publish their exam results and therefore the results of alternative provision pupils were not associated with their referring school.
- New River College used alternative provision differently to mainstream schools. Eight pupils were on alternative provision and this was intended to provide pupils with a bespoke curriculum. This was considered to be an important tool for pupils with specific learning and behavioural needs. For example, some pupils spent two days a week with the Sparkplug Organisation

which provided training on motorcycle maintenance. It was commented that the behaviour and attendance of pupils on alternative provision tended to improve.

- It was noted that the PRU had admitted several pupils who it considered to have special educational needs, even though the pupils were not registered as SEN when they were referred to the PRU. New River College was seeking to implement Education Health and Care Plans for around 30 pupils.

- It was noted that many New River College pupils were from disadvantaged backgrounds and were known to Children's Services.

- New River College had its own alternative provision coordinator and retained responsibility for attending team around the child meetings. The PRU was keen for its pupils to access services such as CAMHS and speech and language therapy as required.

- New River College focused on the needs of individual pupils and sought to give them the skills to make good progress in all aspects of their education.

- New River College acted as the alternative provision service for City of London Academy Islington, which did not make use of the council's own service. It was noted that the academy retained responsibility for pastoral care and attendance.

- The PRU considered the quality of alternative provision providers to differ. The Boxing Academy was identified as a particularly good provider in terms of its size and curriculum. The PRU had supported the quality assurance work carried out by the council's alternative provision service and found this process to be thorough. It was suggested that some providers could improve by offering a wider and more challenging curriculum.

- The PRU considered alternative provision to be good value given the positive impact it can have on the most challenging pupils.

- Although the PRU recognised that the attendance of pupils in alternative provision was often poor, the appropriateness of assessing these pupils against the same standards expected of those in mainstream education was queried.

- It was noted that many alternative provision providers were based outside of the borough and it was thought that exposure to a wider environment could benefit some pupils.

- The Committee noted that the majority of pupils attending the PRU were white working class and were generally known to other services. It was advised that previously a large proportion of New River College pupils were known to the youth offending service; however this number had decreased in recent years. The number of female pupils had increased from 2 to over 30 over the past five years; it was commented that some of the most challenging pupils were female.

- New River College recognised the importance of early intervention and considered that there should be more targeted intervention for families at an earlier stage. It was suggested that secondary school age was too late to address pupils' entrenched issues and schools could make greater use of the online Common Assessment Framework (eCAF) to better support pupils.

- New River College was operating its own 'Achievement for All' project and this had significantly increased parental engagement. A parents' evening was held every half term and typically had 85% to 95% attendance.

- It was advised that young people involved in a recent stabbing incident were known to New River College. The Committee noted that the perpetrators were known to be NEET and had considerable vulnerabilities. The importance of providing comprehensive support to young people and families was emphasised.

- The Committee queried the details of pupils on Education Health and Care Plans. It was advised that the majority had been issued plans due to learning

difficulties. Some pupils were considered to lack empathy and the PRU was concerned that such issues had not been identified at an earlier stage, however it was noted that developmental delay would not necessarily be recognised on the old-style Statements of Special Educational Needs.

- The Committee queried if New River College thought some schools were too quick to exclude pupils. In response, it was advised that some schools, particularly those in neighbouring boroughs, could be considered to make exclusions too readily, however the PRU understood the need to make exclusions when pupils had displayed violent or criminal behaviour. It was suggested that the schools which excluded the highest number of pupils tended to have a similar approach to behaviour.
- The Committee noted the changes to funding which meant that PRUs were only funded for pupils residing in their own borough. It was noted that New River College still accepted pupils residing in neighbouring boroughs which had been excluded from Islington schools.
- A member of the public queried the support PRUs received from the Mayor of London and Greater London Authority. In response, it was advised that the council had assisted the New River College in applying for a grant from the Mayor which had funded half of an education welfare officer post, however this was due to expire in March 2016. It was also noted that there was a London-wide alternative provision and pupil referral unit network, however the usefulness of its meetings varied.
- New River College was pleased with the level of member and officer interest in its work and suggested that further work with Children's Services would be welcome.

The Committee thanked Nigel Smith for his attendance.

(b) Briefing Notes 1 and 2

The Committee noted the briefing notes which provided referral and attendance data and further information on the role of schools and the 'Information Passport' process.

- Following a query, it was confirmed that the Securing Education Board considered where to place pupils who entered the borough's education system mid-phase, often after moving from another borough. It was commented that very few pupils were admitted to alternative provision through this route; however this had not always been the case. It was advised that the Board admitted a greater number of pupils to alternative provision between 2010-12; however this was no longer considered acceptable.
- It was explained that pupils residing in other boroughs could be referred to Islington's alternative provision service if they attended school in the borough. A member suggested that this was cost neutral as the funding the school received for the pupil was transferred to the provider.
- The Committee noted that the attendance of pupils in alternative provision tended to decrease throughout the year. Since 2014 the alternative provision service had its own education welfare officer and this had significantly assisted with challenging pupils and families on attendance. Officers commented that the families of alternative provision pupils would sometimes reassure each other about poor attendance and this was not helpful.
- Officers noted the concern that alternative provision was not value for money if pupils did not regularly attend, however suggested that individual pupil progress and engagement was as important as overall attendance.
- The Committee noted that some schools referred more pupils than others and queried what this suggested about the standards of local schools. In response, it was suggested that the alternative provision referral process could be more

robust. It was thought that a decision-making board could offer a greater level of challenge to schools and recommend referrals to other services before pupils were admitted to alternative provision.

- The Committee noted the example information passport provided and queried if the pupil should have been referred to alternative provision given that she appeared to be a bright pupil with no particular behavioural issues. In response, it was advised that the pupil and parents requested a referral and not all alternative provision pupils had behavioural issues.

- The Committee noted the contrasting approaches of schools and the different reasons for referral to alternative provision. It was queried how many referrals were made solely for the purpose of entering pupils onto vocational qualifications. Officers commented that some schools referred to alternative provision more readily than others; however the council had to maintain positive working relationships with all schools and had no formal responsibility for holding schools to account.

- A member of the public noted that the number of referrals to alternative provision was decreasing while the population of the borough was increasing and suggested that the council should not impose arbitrary targets on reducing the number of pupils referred to alternative provision.

(c) Notes of Scrutiny Visit
Noted.

108   REVIEW OF WORK PROGRAMME (ITEM NO. B2)
Noted.

MEETING CLOSED AT 9.55 pm

Chair

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Children's Service Scrutiny – Work Programme

Scrutiny topic: Alternative Provision

Our role as a scrutiny committee:
- To assess whether the range and quality of provision provides sufficient opportunities for attainment and clear pathways for progression;
- To consider whether accountability – for example by schools and the Council - for those in alternative provision is good enough;
- To review how to keep children in school and the use of Alternative Provision or exclusion as the last resort;
- To consider ways in which identification and early intervention support to pupils and their families, which improves attainment, resilience, empathy, self-awareness, attendance and other related outcomes, could be improved – early identification in education and early support;
- To make recommendations for innovation opportunities.

Focus

Provision quality and range	**SID Objective 2.** To identify how we can ensure that provision is of the highest quality. **SID Objective 5.** To evaluate the quality, standards and value for money of alternative provision providers, and the range of provision.
Pupil outcomes and accountability	**SID Objective 3.** To make recommendations to further improve the outcomes, attendance, and accountability for those in alternative provision. **SID Objective 4.** To identify how schools and academies are ensuring the best possible outcomes for the most vulnerable children, including their emotional well-being, and make recommendations about how best practice can be in place in all schools and Academies.
Prevention and early intervention	**SID Objective 1.** To identify how we can reduce the numbers of children on alternative provision **SID Objective 6.** To identify how early intervention and 'Think Family' approaches can be mainstreamed once the pump priming funding is no longer available.

Key questions

- How can pupils be 'turned around' before they become disengaged with their education? How can pupils and their parents/carers get the right help to support their needs?
- How do schools and academies retain full responsibility for learners they exclude or place in alternative provision – including the quality of their education and the outcomes they achieve?
- Is there a sufficient range of good or outstanding alternative provision which enables pupils to achieve good educational attainment on par with their peers regardless of circumstances or settings?
- What are the innovation opportunities that could secure better outcomes for this group of young people?

Work programme for alternative provision scrutiny

1. Additional documentation
- Outcomes in individual schools with contextual data such as attendance and exclusions
- Performance report for current AP providers and value for money
- School referring numbers and demographic information

2. Witness suggestions:

Who	Organisation/remit	Area of focus
Context		
Gabby Grodentz	Islington Council - Head of Alternative Provision	How alternative provision is set up in Islington
Pupil outcomes and accountability		
Sarah Bealey	Schools - Elizabeth Garrett Anderson	Policies and practices of schools; strategies for full ownership of pupils in AP; identifying and enabling pupils to overcome specific personal, social and academic needs; improving engagement with education; enabling good academic attainment; reintegration into mainstream education; partnership working.
Julie Chambers	Schools – Highbury Fields	
Tom Mannion	St Aloysius' College	
Provision quality and range		
John d'Abbro OBE	AP service: New Rush Hall (LB Redbridge)	To provide a comparison with an AP service from another London borough.
Anna Cain	AP provider: The Boxing Academy	Outline of the provision provided to Islington (and other boroughs where relevant); how closely does provision match young people's needs; identifying and enabling pupils to overcome specific personal, social and academic needs; improving motivation, self-confidence, attendance and engagement with education; enable good academic attainment with appropriate accreditation and qualifications; and progression following the placement e.g. further education, employment, training or reintegration into mainstream education
Rebekah Westgate	AP provider: BSix	
Prevention and early intervention		
Nigel Smith	New River College	The role and practices of the New River College PRU.
Anthony Doudle	Islington Council – Head of School Improvement (Primary)	Early identification and intervention opportunities; primary to secondary transition.
Gabby Grodentz Kim Lawson	Islington Council – targeted and specialist early intervention support to pupils and their families: • New wraparound service for alternative provision • IFIT	How schools, young people and parents are supported; what works; early success indicators

3. Work plan

9 November 2015: Witnesses – Provision quality and range		
Who	**Organisation/remit**	**Area of focus**
Gabby Grodentz	Islington Council – Head of Alternative Provision	Quality and range of provision in Islington
Anna Cain	The Boxing Academy	
Rebekah Westgate	BSix	

11 January 2016: Witnesses – Pupil outcomes and accountability		
Who	**Organisation/remit**	**Area of focus**
Sarah Bealey	Elizabeth Garrett Anderson School	Pupil outcomes and accountability / policies and practices of schools

2 February 2016: Witnesses – Prevention and early intervention / Pupil outcomes and accountability – *Extra evidence meeting*		
Who	**Organisation/remit**	**Area of focus**
Julie Chambers	Highbury Fields	Pupil outcomes and accountability / policies and practices of schools
Tom Mannion	St Aloysius' College	
Nigel Smith	New River College	Prevention and early intervention / The role and practices of the New River College PRU.

3 March 2016: Witnesses – Pupil outcomes and accountability / Prevention and early intervention		
Who	**Organisation/remit**	**Area of focus**
John d'Abbro OBE	New Rush Hall Group (TBC)	To provide a comparison with the way another borough commissions and delivers alternative provision, the way they work with partners, tackling the issue of schools retaining the responsibility for excluded students including quality of education and outcomes achieved.
Anthony Doudle	Islington Council – Head of School Improvement (Primary)	Early identification and intervention opportunities; primary to secondary transition.
Gabby Grodentz and Kim Lawson	Islington Council – targeted and specialist early intervention support to pupils and families • New wraparound service for alternative provision • IFIT	How schools, young people and parents are supported; what works; early success indicators

4. Visits

Visits (to take place between February and March)			
Who	**Organisation/remit**	**Area of focus**	**When**
Council officers	Council offices	To meet officers supporting the Alternative Provision service and to discuss their views.	18 January 2016
Young people – past and present including their parents/carers	At a neutral location – AP provider?	To find out about **young people's experiences** of alternative provision, whether the provision and support was what they needed. How could alternative provision be more effective?	March/April 2016

5. Report
- **12 April 2016:** Draft recommendations
- **9 May 2016:** Final Report

London Borough of Islington

Key Stage 4

Alternative Provision Report

For

2014-2016

Table of Contents

Appendices

1. SUMMARY

1.1.   The purpose of this report is to provide summary information about the progress and achievement of students on Alternative Provision (AP) and to reflect on how well providers are meeting their needs. The main audience is the Children's Services Scrutiny Committee and schools.

1.2.   Presented in this report is anonymised student cohort data, level information and attendance percentages. Based on these outcomes, judgements are made on the improvement priorities for AP providers and Islington's AP team. This is supported by the Quality Assurance (QMET) outcomes.

1.3.   The results in core subjects improved this academic year (2014-2015) but are still viewed by the AP team as unsatisfactory. Although outcomes in vocational subjects were good, these were lower than previous years.

1.4.   Attendance is still a major concern with more than 50% of learners achieving less than 80% regular attendance at provisions. Underperformance in subjects and poor attendance is not surprising given the disposition of learners who often lack motivation and have a history of challenging behaviour and in some cases low attendance.

1.5.   Feedback from parents and students suggests a positive impact on non-academic skills such as behaviour and confidence leading to a developing desire to move on to a positive destination.

1.6.   As part of The North London Children's Efficiency Programme (NLCEP) Islington's AP team contributes to developing and leading INSET training for staff of AP. Regular meetings are held in Islington for AP staff and feedback suggests that colleagues find these useful in improving their skills, knowledge and awareness of key issues. Islington's AP team regular participates and leads on Quality Assurance visits summary and outcomes of these visits can be found at the end of this report.

2. BACKGROUND

2.1.   The AP team was formed in September 2010 and is viewed as a relatively new service. Between September 2010 and April 2011, the team was made up of two members of staff. In April 2011, a part time Post 16 Progression Advisor joined the team. From February 2014, the team employed a full time and part time Post-16 Progression Advisor. In November 2010, an Education Welfare Officer (EWO) was allocated. However this person was shared with New River College (the PRU) until April 2014 when a full time worker was appointed to the AP team.

2.2.   There are currently 15 providers used on a regular basis with the option of other providers if those available do not meet the academic or social needs of the student. Up until September 2010, students were offered a choice of two provisions as part of the Back on Track scheme. This was limiting in options and

did not allow for student choice. All providers are quality assured and new providers have to go through a pre quality assurance process (see section on quality assurance).

3. STUDENT COHORT

3.1. Majority of the cohort consists of boys and the two biggest ethnic groups have been further broken down in the tables below. Many of the students referred to AP have social and emotional needs with a high percentage being known to the Youth Offending team

Table 1: Student Cohort by Gender

	2012-13	2013-14	2014-15	2015-16	TOTAL
Boys	136	105	105	86	**432**
Girls	60	48	50	38	**196**
Unknown					
TOTAL	**196**	**153**	**155**	**124**	**628**

Table 2: Student Cohort by Ethnicity

Ethnicity	2012-13	2013-14	2014-15	2015-16	TOTAL
Asian	12	4	6	8	**30**
Black	52	32	39	23	**146**
Mixed	21	16	15	12	**64**
Other	3	4	3	3	**13**
White	93	79	91	70	**333**
Unknown	15	18	1	8	**42**
TOTAL	**196**	**153**	**155**	**124**	**628**

	2012-13	2013-14	2014-15	2015-16	TOTAL
Black African	8	4	7	6	**25**
Black Caribbean	23	14	15	8	**60**
Black Congolese	3	1	2	2	**8**
Black European		1	1	1	**3**
Black Ghanaian		1			**1**
Black Other	4	5	6	4	**19**
Black Somali	14	6	8	2	**30**
TOTAL	**52**	**32**	**39**	**23**	**146**

	2012-13	2013-14	2014-15	2015-16	TOTAL
White British	7	25	41	27	**100**
White English	60	37	35	29	**161**
White European	4	7	6	4	**21**
White Other	9	6	3	6	**24**
White Turkish	13	4	6	4	**27**
TOTAL	**93**	**79**	**91**	**70**	**333**

3.2. Islington AP supports schools with the placement of Year 10 and 11 students, some schools may use AP at Key Stage 3 but this is not supported by the borough. The message that is given to schools is always that mainstream education provides the best opportunity for students to achieve their full potential.

Table 3: Student Cohort by Year Group

Year Group	2012-13	2013-14	2014-15	2015-16	TOTAL
Y9	1	1			2
Y10	45	72	43	48	208
Y11	147	80	112	76	415
Unknown	3				3
TOTAL	196	153	155	124	628

3.3. Some schools use AP more than others and this is mostly due to decisions made by the leadership team. The main reasons for placing a child onto AP are:

- Behaviour (this tends to be the main reason and includes youth offenders and known gang members)
- At risk of permanent exclusion
- Low attendance
- Perceived academic ability – unable to pass GCSEs at a high grade
- Student or parental request

Table 4: Numbers from Referring Schools/Agencies

Referring school or agency	2012-13	2013-14	2014-15		2015-16		TOTAL
			Year 10	Year 11	Year 10	Year 11	
Admissions	16	20	3	17	2	5	63
Central Foundation Boys	17	8	5	5	3	7	45
Chalcot	1						1
Children Missing Education	5	4	1	2		3	15
Elizabeth Garrett Anderson	9	14	4	12	2	4	45
Elthorne	1	1					2
Highbury Fields	6	3		1		3	13
Highbury Grove	22	18	5	13	8	7	73
Highgate Wood					1		1
Holloway	28	22	8	13	10	10	91
Arts and Media School Islington	20	16		10	2	9	57
Maria Fidelis						1	1
Mount Carmel	13	8	3	10	3	5	42
New River College	7	8	8	5	4	7	39
Securing Education Board	7	3			1		11
SEN	4	4					8
Sam Rhodes	1	1					2
St Mary Magdalene Academy	22	9	1	9	8	7	56
St Aloysius	14	14	5	14	4	7	58

Referring school or agency	2012-13	2013-14	2014-15		2015-16		TOTAL
			Year 10	Year 11	Year 10	Year 11	
Virtual School	3			1		1	**5**

TOTAL	**196**	**153**	**155**		**124**		**628**

N.B Roll numbers and referrals are counted together.

3.4. AP team are currently working to reduce the number of referrals to 100 students for the 2016/17 cohort. Plans are in place to look at doing this through:
- Partnership work with the Intensive Family Intervention Service (IFIT) – see below
- Further development of the referral process
- Clearer criteria for the approval of students onto AP

4. OUTSIDE AGENCY SUPPORT

4.1. Due to level of need some students and families will/can have more than one agency working with them. Over the last few years improved links have enabled the AP team to develop closer working relationships with agencies leading to a better understanding and support of individual students and families.

Table 5: Number of Families Being Supported by Other Agencies within the Council

Council service	2014-15	2015-16	TOTAL
Children In Need		18	**18**
Child Protection		7	**7**
Children's Social Care (open cases)	2	29	**31**
Children's Social Care (closed cases)	31	24	**55**
Intensive Family Intervention Team (IFIT)	20	26	**46**
Looked After Children	6	7	**13**
SEN/Education Health and Care Plan	4	6	**10**
Youth Offending Service (YOS)	38	12	**50**

4.2. In June 2015, a partnership agreement was established with IFIT. The aim of this work is to reduce the number of referrals from school to AP. Holloway and Mount Carmel have been targeted for this work with a small amount of support being given to EGA (at their request).

4.3. In December 2015, a full time member of staff was appointed to carry out this work. Meetings have taken place in school and Year 9 students at risk of referral to AP have been identified with clear objectives to:
- ensure that before consideration is given to Alternative Provision for young people, an early help assessment is carried out to consider additional needs, the wider family circumstances and what support has been provided by services or is needed;

- ensure that the early help assessment is holistic and encompasses needs, strengths and risks (particularly considering education and risk of ASB/offending);

- ensure schools have the confidence and capacity to carry out early help assessments to intervene early with young people who are not thriving in school and take preventative action to reduce the likelihood that AP will be needed;

- reduce numbers of young people in AP to 100 by 2016/17;

- reduce the numbers of young people in the AP cohort who are involved in Anti-Social Behaviour or crime.

4.4.   The AP team also attend meetings with relevant agencies including the Securing Education Board, MASE, Early Help Improvement Group, Secondary Youth Offending Service Panel, Team Around the Family, Team Around the Child and other Professionals meetings in order to support the student in all aspects of their education.

4.5.   All information on individual students and changes to circumstances are shared with schools immediately via emails and phone calls and then again half termly in the regular updates.

4.6.   Contextually it is worth noting that 89 students of the 124 are eligible for Free School Meals highlighting the level of deprivation within the cohort.

4.7.   For all vulnerable groups such as those from the Youth Offending Service, Looked After Children and Child Protection services, providers are now completing weekly reports which are then shared with AP, lead professionals and schools on request

5. ATTENDANCE

5.1.   Attendance across alternative provision has improved since 2010 when over 80% were classified as persistent absentees.

Table 6: Attendance Percentage over time

Month	Students	0-49%	50-79%	80-94%	95%-100%	Awaiting placement
Oct 14	129	14.5%	22.9%	26.7%	29.5%	9.2%
Nov 14	134	17.1%	32%	23.8%	21.6%	5.2%
Feb 15	145	22.7%	24.1%	27.5%	22%	3.4%
April 15	152	24.3%	28.2%	31.5%	12.5%	3.5%
Nov 15	108	21.2%	25%	32.4%	17.5%	2.7%
Jan 16	124	18.6%	26.8%	34.10%	13.8%	6.5%

5.2.   Previous issues include: poor attendance being historical within the family, student having had poor attendance while at school, some providers not always following up non-attendance sufficiently.

5.3. The lack of a full time Education Welfare Officer (EWO) over previous years has meant that families think that the team won't take action. This is no longer the case and the message is taking time to filter through to both parents and students. Between 2014 and 2016, there has been an increase in the action taken against parents of AP students by Education Welfare Service. Providers are now recording and following up on non-attendance better and this is monitored regularly by the Education Welfare Officer.

5.4. Current actions to improve attendance:
- AP and EWO meet every two weeks to discuss cases and put in place actions for each individual which are recorded
- Regular meetings take place with students and parents, EWO procedures are followed
- Letters are sent home for non-attendance and also to recognise where there has been improvements in attendance
- Once a week a thorough check of the registers and CLM is made and providers are chased for missing information
- Islington leaflets on attendance have been sent home to all parents
- AP team seek support from other agencies within the council to help reinforce the need for regular attendance
- Early identification of students who had poor attendance at their home school – EWO met with students in the summer to support them and put plans in place
- EWO working with providers and support them to improve attendance

6. COMMISSIONED AP PROVIDERS

6.1. Below is a table which lists the providers which Islington use.

6.2. Due to the variety of need within the cohort a large number of providers are utilised. The aim is to try and make sure that each child is accessing a course which meets their interests and provides them with a positive progression pathway for Year 12.

Table 7: Number of Students at Provisions

Providers	Qualifications	Contracted Number	Actual Numbers 2014-2015			Actual Numbers 2015-2016		
			Year 10	Year 11	Total	Year 10	Year 11	Total
Academy 21	GCSE's	N/A	5	9	**14**	1	5	**6**
BSix College	GCSE's, Btec, Voc	N/A		1	**1**	1	2	**3**
Barnet and Southgate College	GCSE's, Btec, Voc	N/A	6	13	**19**	4	8	**12**
Boxing Academy	GCSE's	N/A	4	6	**10**	3	4	**7**
Building Crafts College	Functional Skills, Voc	12	2	10	**12**	7	4	**11**
City and Islington ESOL	ESOL, Functional Skills	N/A		1	**1**		1	**1**
Capel Manor	Functional Skills, Voc	NA					1	**1**
City and Islington Hair and Beauty	Functional Skills, Voc	12	3	4	**7**	3	6	**9**

Providers	Qualifications	Contracted Number	Actual Numbers 2014-2015			Actual Numbers 2015-2016		
			Year 10	Year 11	Total	Year 10	Year 11	Total
City and Islington Childcare	Functional Skills, Voc	12	3	7	**10**		3	**3**
City and Islington Btec	Functional Skills, Btec	12	2	10	**12**	3	9	**12**
City Gateway	Functional Skills, GCSE's, Btec, Voc	N/A	1		**1**		1	**1**
COHENEL	Functional Skills, GCSE's, Btec, Voc	N/A		3	**3**	1		**1**
Fairbridge	Engagement Prog	N/A		1	**1**			
Focus	Functional Skills, Work Based Learning	N/A					4	**4**
Footsteps	GCSE's, Vocational	N/A	10	13	**23**	7	13	**20**
Hackney City Farm	Functional Skills, Voc	N/A	1		**1**		1	**1**
Hub Construction	Voc	N/A		2	**2**			
Inspire	Functional Skills, GCSE's						1	**1**
Queensgate	Functional Skills, GCSE's, Btec, Voc	N/A		2	**2**			
Sparkplug	Voc	6	2	4	**6**		1	**1**
The Complete Works	Functional Skills, GCSE's, Btec, Voc	N/A	1	6	**7**	3	3	**6**
WAC Arts Free School	Functional Skills, GCSE's, Arts Award						1	**1**
Welwyn Garden	Functional Skills, Voc	N/A		1	**1**			
Westminster Kingsway	Functional Skills, Voc	N/A	1	11	**13**	12	5	**17**
Westminster Kingsway Jobtrain	Functional Skills, Voc	N/A	3	4	**7**			
Westside School	Functional Skills, GCSE's, Btec	N/A	1		**1**		1	**1**

1. 3 students completing Childcare at City and Islington 15/16 are in filled into Post 16 group as the course had to be closed due to low take up.
2. Total numbers may exceed number on roll as some students attend more than one provision
3. Voc = Vocational Qualification

7. ATTAINMENT OUTCOMES

7.1. There was an increase in the number of students achieving Level 1 or above in Maths and English and also in those attaining both qualifications in these core subjects.

7.2. Attainment in the core subjects is linked to the improved quality of teaching in lessons through regular support and training supplied by both NLCEP and the providers.

Table 8: Overall Results for Alternative Provision

Year	No of Year 11	English L1+ %	Maths L1+ %	Eng and Ma L1+ %	Any Pass %
2012	128	37	45	25.8	72.5
2013	149	42.3	33.6	24.2	69.1
2014	96	26	28.1	16.7	82.3
2015	112	49.5	37.1	36	58.4

7.3.   Regular half termly meetings with providers have also helped to develop good practice and track underperformance of students.

7.4.   Many of the FE colleges have introduced GCSE Maths and English this academic year (2015-2016) so there is some concern that results may drop again while staff develop their knowledge and understanding of this area. However colleges will continue to offer Functional Skills as an additional option.

7.5.   There is concern regarding the drop in the pass rate for vocational qualifications some of this has been impacted by the changes which occurred to performance tables after the after the Wolf report. This had led to some of the vocational subjects not being counted. The NLCEP is continuing to work with providers to address this area so that students achieve qualifications that are recognised not only on performance tables but by the relevant industries.

7.6.   There is a discrepancy in the number of Year 11 students who completed exams and those on roll. This was due to the following reasons:
   •   5 students failed to attend exams
   •   2 were remanded in custody
   •   1 fatality

7.7.   Of those who failed to attend exams, three students were from Academy 21 and suffered with mental health issues which impacted on their ability to leave the house. A member of the AP team attended all exams and regularly visited homes to try to support students and build confidence.

7.8.   The use of Academy 21 by students is used as a last resort when all other avenues for engagement in education have been attempted. Students on Academy 21 have been reduced from 9 to 5 this academic year.

7.9.   In English and Maths students attended exams but many failed to pass or attain a grade. This mostly affected those taking GCSEs. The AP team is working with providers to identify those at risk earlier and move them onto Functional Skills.

Table 9: Results by Provider

Provider	Year 11 Students	Level 2 Qualifications GCSE or Functional Skills									Level 1 Qualifications GCSE or Functional Skills									Entry Level				Vocational		
		Eng	Ma	Sc	ICT	PE	Cit/PSD	Art	RE	Media	Eng	Ma	Sc	ICT	PE	Cit/PSD	Art	RE	Media	Eng	Ma	Sc	ICT	Level 2	Level 1	Entry Level
Academy 21	9	3									2	5	8	2												
Bsix College	1	1																						1		
Barnet and Southgate	13										3	6	3	6						3		1				6
Boxing Academy	6		2			1			1		6	2		4	4			3								
Building Crafts College	10										4	4													5	
City and Islington Btec	10	2										5													5	
City and Islington CACHE	7										1									3					6	
City and Islington H&B	4										1	1													1	
COHENEL	3	1										1				3				1	2				2	
Footsteps	13	4						1			5	6	5		6	7	5									
Queensgate	2										1	1								1	1					2
Sparkplug	3																							1	2	
The Complete Works	6	2 Lit 2 Lang	2	3	1						3 Lit 3 Lang	2	3	1	1				2							
Welwyn Garden	1										1	1													1	
Westminster Kingsway	15	1	2								5	5								7	6			2	13	
Total	**103**	**16**	**6**	**3**	**1**	**1**		**1**	**1**		**35**	**39**	**19**	**13**	**11**	**10**	**5**	**3**	**2**	**15**	**9**	**1**		**4**	**35**	**8**

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8. PROGRESSION AT POST 16

8.1.   The number of students becoming NEET has decreased since 2011and there is a rise in the number of students moving into Further Education. A high percentage of students chose to remain at their provisions in Year 12.

8.2.   There is a decrease in the number of students who are registered as NEET unemployed; however the AP team has seen a rise in the NEET figure after the November Guarantee. The reason for this is that students find courses harder than they expected and struggle with the reduced level of support that they were receiving on AP.

8.3.   The areas of concern are:
   - Not enough alternative provision students are moving into apprenticeships;
   - There are a number of students who are referred to alternative provision who are disengaged from education and refuse to attend during year 10 and 11 (see attendance figures) making them hard to engage and place in Year 12.

8.4.   The current actions to Improve are:
   - Early identification of those students at risk of NEET;
   - Students at risk of NEET are offered a chance to do pre-apprenticeship and re-engagement courses before the end of year 11;
   - Intensive individual support offered by Youth Careers Advisor (YCA) for those who have not engaged with their provision;
   - Preventative work offered by YCA in colleges and provisions.

Table 10: Destination data for Year 12 students of Alternative Provision

Destination	2015/16	2013/14 (%)	2012/13 (%)	2011/12 (%)	2010/11 (%)
Apprenticeship	6.7 %		5	4	4
Custodial sentence	2.88%	2.5	1	2	2
Employment with training	1.92%	0	0	1	0
Employment, no training	0.92%	1.5	2	3	2.5
Further education or sixth form college	57.6%	57	58	55	49
Re-engagement – EET Pathway	14.4%	NO RECORD	NO RECORD	NO RECORD	NO RECORD
Moved away	2.9%	0	3	1	2.5
NEET – unemployed	8.6%	13.5	15	19	25
NEET – illness	0	0	3	2	0
NEET – young parent	3.8%	5.5	0	0	3
Work-based learning	0	13	13	13	12
Total (%)	100	100	100	100	100
NEET Total (%)	**12.4% (26.8% incl re-engagement)**	21.5	20	25	34

9. QUALITY ASSURANCE

9.1. The Quality Assurance Framework has been written and agreed as a common framework to be used by all the Local Authority members of the NLCEP (see appendix). It is intended as a tool for monitoring consistency and quality in the leadership, management and delivery of vocational options for all alternative provision students. It enables the NLCEP to share effective practice and improve overall provision.

9.2. Through rigorous and thorough assessment of provision the NLCEP wants to raise expectations and standards of education for all students, ensure student learning and achievement is a priority and improve the overall quality of Alternative Provision.

9.3. At the end of all Quality Assurance visits a Quality Improvement Plan (QIP) is written in agreement with the provider which identifies areas of weakness and sets actions and targets which need to be in place to support improvement.

9.4. By recommending specific priorities for improvement of the provision, when appropriate the NLCEP feels that this will promote a consistent approach in relation to progress and develop the individual needs of each provision.

9.5. Quality Assurance visits for each provider take place every two years unless a provision is graded Inadequate or Requires Improvement. In the case of an Inadequate grading referrals are stopped and the provider is visited each half term by one of the NLCEP members to see how quickly they are meeting targets. If a provision does not make adequate progress then use of the provision is terminated. With a Requires Improvement grading the provider is expected to achieve a grading of Good within a year or be making satisfactory progress towards this outcome.

9.6. The Quality Assurance document for 2015-2016 now has 10 areas of focus. A section on 'Behaviour and Safety' was added to bring it more in line with Ofsted requirements.

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North London Children's Efficiency Programme

QUALITY FRAMEWORK FOR 14-16 ALTERNATIVE PROVISION

2015 - 2016

1

QUALITY MONITORING AND EVALUATION FRAMEWORK

Background
The North London Children's Efficiency Programme (**NLCEP**) is a sub-regional strategic partnership whose membership includes the London Boroughs of Camden, Enfield, Islington, Hackney and Haringey. Part of the NLCEP remit is to promote collaborative working across Children's Services to ensure that we share best practice and improve the quality of our services whilst making the most efficient use of resources.

The NLCEP has put in place terms of reference which you can request from the local authority officer in your borough with responsibility for Alternative Provision.

Purpose
This framework has been written and agreed as a common framework to be used by all the Local Authority members of the NLCEP and is intended as a tool for monitoring consistency and quality in the leadership, management and delivery of vocational options and alternative provision for school-age students, typically in years 10 and 11, either in school, or with other providers. It will also enable the NLCEP to share effective practice and improve overall provision and students' experiences and outcomes.

The framework provides criteria against which the various aspects of the programme can be assessed. The criteria apply to both the host school and to the option or alternative education provider in equal measure, thereby acknowledging the importance of a partnership approach to pre-16 provision.

All completed reports and grades will be published on the Alternative Pathways website which is used by feeder schools and local authorities.

Framework
The framework covers nine themes. Schools, colleges and providers will be familiar with the majority of the themes below through the self-evaluation frameworks e.g. the Self Evaluation Form (**SEF**) for schools and the Self Assessment Report (**SAR**) for colleges.

1. Safeguarding
2. Health and Safety
3. Achievement and standards
4. Teaching and Learning
5. Behaviour and Safety
6. Admissions, Guidance, Support and Planning for Progression
7. Student Welfare and Well-Being
8. Leadership and Management
9. Professional Development
10. Employer Engagement

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The criteria, although not extensive, have been identified as the key quality indicators for the various aspects and stages of alternative programmes. In addition to the criteria, a checklist of key questions and sources of evidence for each theme have been provided to assist the monitoring and evaluation process.

THE QUALITY ASSURANCE PROCESS

A Quality Monitoring and Evaluation Team (**QMET**) will be drawn together from a representative 'pool' of relevant personnel from the NLSA made up of no more than four people, for example:
- Two senior teachers from the local schools
- Two Local Authority officers, one of which must be from the home borough (if only the home borough use the provision then only they will be represented)

In order to promote partnership an offer of another provider being part of the QMET is optional.

For pre referral QA visits only one member of the team will visit the provider.

Cycle of Review
It is envisaged that the QMET will visit all providers; if grades of Good or Outstanding are given then a provider will not be visited for at least two years. If a grade of Requires Improvement is awarded then a follow up QMET will take place the following academic year. The QMET will work as pairs when visiting providers. All visits will be moderated by the full QMET. (see "Guidance for QA" document)

Resources
The NLCEP/Local Authority will provide a level of funding needed to effectively implement this quality framework during the coming year and to successfully meet the potential professional development and training needs of members of the QMET.

Evidence for QMET
The providers should complete the documentation and provide a range of appropriately supportive evidence to the QMET team. Evidence is likely to be written but could be photographic) some of the evidence is envisaged as discussions with a range of key stakeholders at the time of the QMET visit including learners. The QMET will act as moderators in order to establish the degree of consistency across the partnership. The findings will be presented to relevant staff in schools and the other boroughs which make up the NLSA.

Procedure for QMET visit

Before the visit: Read through SEF supplied by the provider, complete a pre-visit meeting or telephone conversation, speak with the other members of the QMET team to agree which specific areas should be discussed during the visit.

During the visit: Read the SEF and follow up with discussion of the nature of the evidence to support the provider's judgements. This could include:
- Discussing assessment data
- Discussions with teaching staff and students
- Lesson Observations
- Student book checks
- Other documentation

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NORTH LONDON Children's Efficiency Programme - ALTERNATIVE PROVISION QUALITY ASSURANCE

COLLEGE/PROVIDER: _____

DFE REGISTERED: _____

HOURS OF SUPERVISED LEARNING _____

BOROUGHS INVOLVED IN PROGRAMME: _____

BRIEF DESCRIPTION OF PROGRAMME: _____

COURSE/SUBJECT	EXPECTED OUTCOMES	NUMBERS

Adapted and modified from the Wandsworth model by Gabrielle Grodentz (London Borough of Islington)

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DETAILS OF QUALITY ASSURANCE VISITS

☐   **Pre Referral QA**   ☐   **Full QA**

VISIT/S CARRIED OUT BY (GIVE NAME/S AND ORGANISATION/S):

DATE/S OF VISIT/S:

BRIEFLY SUMMARISE HOW QA WAS ORGANISE: (e.g. discussions with staff, contact with learners, sessions observed, documentation seen, etc.)

OVERALL JUDGEMENT:

6

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SUMMARY OF GRADING

THEME	GRADING
THEME 1 - Safeguarding	
THEME 2 – Health and Safety	
THEME 3 – Achievement and Standards	
THEME 4 – Teaching and Learning	
THEME 5 – Behaviour and Safety	
THEME 6 – Admissions, Guidance, Support and Planning for Progression	
THEME 7 – Student Welfare and Well-Being	
THEME 8 – Leadership and Management	
THEME 9 – Professional Development	
THEME 10 – Employer Engagement	

THEME ONE   **SAFEGUARDING**

GUIDING PRINCIPLE: Students feel safe

CRITERIA	EXAMPLES OF EVIDENCE	EVIDENCE PRESENTED	CRITERIA MET (circle appropriate comment)
1. Access to the site is restricted to registered students and the organisation's own staff.	• Secure entrance • Site is secure from intruders • Sign in book • Sign in procedures		FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE
COMMENTS			
2. There is a clear system in place for the recording of attendance and non-attendance **-** Daily registers are taken - Daily phone calls home are made to parents to obtain reasons for non-attendance, these are recorded - Provider liaises with EWO/referrer regarding non-attendance - all action recorded	• Attendance policy, • Registers, • Action notes on individual students, • Phone call logs, • Minutes of meetings		FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE
COMMENTS			

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THEME ONE   **SAFEGUARDING**

GUIDING PRINCIPLE: Students feel safe

3. All staff have current DBS's which are recorded on a central register. **- In the case of supply staff the provider has receive confirmation of DBS from an agency before allowing the teacher on site**	• Single Central Register • Safer recruitment policy • Record of List 99 check • Record of DBS received for agency staff		FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE
COMMENTS			
4. Safeguarding/Child Protection policies are in place and up to date.	• Names and contact details of those responsible for safeguarding • Safeguarding/Child Protection policies • Induction procedure and resources for new staff • Minutes of policy review • Communications to parents and students		FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE
COMMENTS			

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THEME ONE   **SAFEGUARDING**

GUIDING PRINCIPLE: Students feel safe

CRITERIA	EXAMPLES OF EVIDENCE	EVIDENCE PRESENTED	CRITERIA MET (circle appropriate comment)
5. All staff have had training and refresher training is available at 2 year intervals for lead member of staff, and all staff that work with students undertake appropriate training and then refresher training at 3 year intervals. Lead member of staff should be trained to L4.	• Records of staff L1, L2, L3 and L4 Safeguarding Certificates • Safeguarding training and information plan		FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE
COMMENTS			
6. The organisation has an e-safety/acceptable use policy and anti-bullying policy signed by staff and students. **www.education.gov.uk for the Anti Bullying Charter**	• E-safety/acceptable use policy and anti-bullying policy • All staff trained in e-safety and anti-bullying • Signed anti-bullying policy		FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE
COMMENTS			
7. All members of staff know what to do if a disclosure is made.	• Information on how Child Protection concerns are raised • Log sheet • Concerns Record Sheet		FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE
COMMENTS			

THEME ONE   **SAFEGUARDING**

GUIDING PRINCIPLE: Students feel safe

CRITERIA	EXAMPLES OF EVIDENCE	EVIDENCE PRESENTED	CRITERIA MET (circle appropriate comment)
8. All staff are aware of the advice given from the Health and Safety Executive about lone working.	• A lone working risk assessment has been carried out • Policy • Policy guidance documents • List of resources available for safe lone working • Operational on-call system available?		FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE
COMMENTS			
9. Are students aware of how to keep themselves safe? ○ Do students know where to go to report a safeguarding incident?	• Incident log with evidence of action taken		FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE
COMMENTS			

Overall judgement (circle appropriate judgement):   **Outstanding**   **Good**   **Requires Improvement**   **Inadequate**

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THEME TWO　　　　　　**HEALTH AND SAFETY**

GUIDING PRINCIPLE: Students are safe on and off the premises

CRITERIA	EXAMPLES OF EVIDENCE	EVIDENCE PRESENTED	CRITERIA MET (circle appropriate comment)
1. An up to date Health and Safety Policy is in place accessible to all staff, students, carers and visitors. There is a designated person trained to IOSH/NBOSH standard who is held ultimately responsible for health and safety.	• Knowledge of requirements of health and safety legislation • 'Competent' health and safety advice available • Appropriate health and safety signs and notices • Displayed notice naming the designated person for health and safety to whom these issues should be reported		FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE
COMMENTS			
2. Risk assessments have been carried out to identify significant risks on site.	• Adequate risk control measures • Record of at least yearly regular reviews		FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE
COMMENTS			
3. Fire drills take place regularly, at least once a year.	• Fire alarms are regularly tested and meet Fire Brigade's criteria • Fire extinguishers tested regularly • Staff trained in fire prevention measures • Diary showing recent fire drills and notes		FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE

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	• Certificate showing tests of fire alarms • Display a list of fire wardens (only for large organisations) • Evacuation Procedure • Fire Safety Risk Assessment		

COMMENTS

THEME TWO   HEALTH AND SAFETY

GUIDING PRINCIPLE: Students are safe on and off the premises

CRITERIA	EXAMPLES OF EVIDENCE	EVIDENCE PRESENTED	CRITERIA MET (circle appropriate comment)
4. Public liability insurance policy is current and the insurance certificate is displayed.	• Public liability insurance document • Other relevant insurance documents		FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE

Is your employers and public liability insurance policy current?		**COMMENTS**	
Is your insurance certificate displayed?			
Insurance details	Policy Number:		Expiry date:
	Insurer's name:		

CRITERIA	EXAMPLES OF EVIDENCE	EVIDENCE PRESENTED	CRITERIA MET
5. First aid equipment and/or facilities are readily available. **-** There is suitable provision made for a medical room which provides short term care - The room is near a toilet and has a	• Arrangements for access to a qualified first aider • Recording systems for accidents and first aid treatments and notification to parents/carers and school • List of first aiders displayed		FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE

washing facility - The student can remain in the room without being disturbed	• First Aid policy • Students have access to drinking water which is labelled		
COMMENTS			
6. Arrangements are in place for supervision of students at all times.	• Supervision arrangements • Rotas • Ratios of staff to students identified according to need and upheld • Risk Assessments are carried out for students allowed off site during the academic day • Parental consent forms are held by the provision for those students allowed off site at lunchtime		FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE
COMMENTS			
7. Suitable toilet and washing facilities are provided for students only and there are separate facilities for boys and girls except where the toilet is a single person use cubicle. **-** Is there a disabled toilet and who uses this?			FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE
COMMENTS			

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8. Separate gender changing rooms and showers are provided where Physical Education is offered			FULLY
			PARTIALLY
			NOT AT ALL/LIMITED EVIDENCE
COMMENTS			

Overall judgement (circle appropriate judgement):   Outstanding   Good   Requires Improvement   Inadequate

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THEME THREE **ACHIEVEMENT AND STANDARDS**

GUIDING PRINCIPLE: Students achieve the standards set for them in relation to their capabilities and starting points

CRITERIA	EXAMPLES OF EVIDENCE	EVIDENCE PRESENTED	CRITERIA MET (circle appropriately)

1. Students meet the targets set in relation to their starting points and make at least good progress:
– How do different students perform? Are course targets set for any specific groups who appear to be under achieving?
– How do students' outcomes compare year on year? What are the overall trends?
– Are they analysed according to:
   o Ethnicity
   o Gender
   o Children Looked After
   o SEN
   o Attendance
   o Retention rates
   o Progression routes and destinations
   o Pupil Premium eligibility
– What range of data is used to identify the learning needs of students?
– How is students' progress monitored and evaluated?
– How effectively are students' skills in functional skills assessed?
– How effective is target setting? Are they specific and enable students to improve their work/attitudes/behaviour?
	• Assessment and test data, records and reports, on entry test results
	• Course planning documents/SOW/LP
	• Student questionnaire feedback
	• Provider performance report
	• Performance statistics
	• ILR
	• Attendance records
	• ILP
	• KS2 and KS3 results
	• Record of previous student work
	• Information Passport/Transfer file
	• SEN information (Statement/Annual Reviews)
			FULLY
			
			PARTIALLY
			
			NOT AT ALL/LIMITED EVIDENCE

COMMENTS			

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THEME THREE   **ACHIEVEMENT AND STANDARDS**

GUIDING PRINCIPLE: Students achieve the standards set for them in relation to their capabilities and starting points

CRITERIA	EXAMPLES OF EVIDENCE	EVIDENCE PRESENTED	CRITERIA MET (circle appropriately)
2. Lessons/sessions identify the knowledge, skills and understanding that different groups of students will achieve. − How suitable and rigorous is assessment in planning learning and monitoring students' progress? − How effectively is assessment used to provide feedback to students? − How clear are students about what they are expected to learn and how their work will be assessed?	• As 1 above • Assessment policy • Tracking records • Personal Learning Plans/ILP • Planning documents • Records of students' targets • Lesson observation, work samples and portfolios, students' self-assessment records • Students' progress • Lesson plans • Schemes of Work Discussions with students, students' targets, attendance and input by students into individual learning plans		FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE
COMMENTS			
3. Analysis of assessment data enables clear indications of: − How well the provider is doing in relation to its targets. − How effective it is in identifying specific groups of students' needs. − Evidence of past progress analysed by the provider, including whether students reached challenging targets, including those for reading. − Any robust attainment and progress data and its analysis presented by the provider.			FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE
COMMENTS			

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THEME THREE   **ACHIEVEMENT AND STANDARDS**

GUIDING PRINCIPLE: Students achieve the standards set for them in relation to their capabilities and starting points

CRITERIA	EXAMPLES OF EVIDENCE	EVIDENCE PRESENTED	CRITERIA MET (circle appropriately)
4. There is a framework in place to assess student's work regularly and thoroughly and results are used to change planning to meet student's learning needs. - Planning show attention to differentiation - Plans are annotated to show change where appropriate, taking into account the information gained from formative or summative assessments.	• AFL Policy, • TFL Policy, • Lesson plans, • SOW, • Assessments, • Academic diary/Assessment schedule		FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE
COMMENTS			
5. Regular assessment takes place and parents are informed of student progress and attainment in all subject areas at least once a term. - Subject tutors write a report on each student once a term - Record of reports sent home to parents - Students receive at least a report in each subject three times an academic year	• Reports, • record of reports being shared with parent, student and referrer		FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE
COMMENTS			
6. Students are making good progress in English and Maths. • All topics incorporate numeracy and literacy into the SOW • There is evidence that the Pupil			

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THEME THREE   **ACHIEVEMENT AND STANDARDS**

GUIDING PRINCIPLE: Students achieve the standards set for them in relation to their capabilities and starting points

CRITERIA	EXAMPLES OF EVIDENCE	EVIDENCE PRESENTED	CRITERIA MET (circle appropriately)
Premium is used to support work in English and Maths			
COMMENTS			

Overall judgement (circle appropriate judgement):   **Outstanding**   **Good**   **Requires Improvement**   **Inadequate**

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THEME FOUR   **TEACHING AND LEARNING**

GUIDING PRINCIPLE: Students benefit from high quality teaching and learning experiences, which allow them to progress and achieve at their own pace at a variety of levels and according to individual needs

CRITERIA	EXAMPLES OF EVIDENCE	EVIDENCE PRESENTED	CRITERIA MET (circle appropriately)
1. Lessons/sessions have clear learning outcomes. How effective is the quality of teaching and learning in relation to: - Teachers having consistently high expectations - Teachers systematically and effectively check students' understanding - Students are making sustained progress which leads to consistently good achievement - Meets the needs of all students - Students are engaged and motivated -	• Records of progress of all students, including vulnerable students, students with LDD, CLA, traveller students, refugee and asylum seeker students – others? • Schemes of work and lesson plans • Initial assessment records e.g. information passport • Retention statistics • Attendance records • Records of homework set		FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE
COMMENTS			
2. Students are gaining knowledge, skills and understanding at a satisfactory rate across all aspects of the course. – Standards attained by students by the time they leave, including standards in Maths and English. – How well students learn, quality of work in a range of subjects and progress made since joining. – How well students make progress relative to their starting points. – How well students develop a range of skills, including reading, writing, communication	• On-entry data • Initial assessment information • Records of students' progress • Scrutiny of students' work including marking and feedback • Session observation focussed on students' learning • Peer and self-assessment		FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE

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GUIDING PRINCIPLE: Students benefit from high quality teaching and learning experiences, which allow them to progress and achieve at their own pace at a variety of levels and according to individual needs

CRITERIA	EXAMPLES OF EVIDENCE	EVIDENCE PRESENTED	CRITERIA MET (circle appropriately)
and mathematical skills, and how well they apply these across the curriculum. – The learning of groups of students, particularly those who have special educational needs, those for whom the pupil premium provides support and the most able, is generally good. The Achievement and learning of looked after children is carefully monitored and relevant funding is used appropriately	• Planning • Assessment and test data • Moderation where appropriate • Progress reports • End of Year results • Pupil Premium policy • Pupil Premium Reports • Tracking of how pupil premium is spent and its impact		
COMMENTS			
3. Lessons/sessions identify the knowledge, skills and understanding that different groups of students will achieve. – How suitable and rigorous is assessment in planning learning and monitoring students' progress? – How effectively is assessment used to provide feedback to students? – How clear are students about what they are expected to learn and how their work will be assessed?	• As 1 above • Assessment policy • Tracking records • Personal Learning Plans/ILP • Planning documents • Records of students' targets • Lesson observation, work samples and portfolios, students' self-assessment records • Students' progress • Lesson plans • Schemes of Work Discussions with students, students' targets, attendance and input by students into individual learning plans		FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE
COMMENTS			

THEME FOUR   **TEACHING AND LEARNING**

GUIDING PRINCIPLE: Students benefit from high quality teaching and learning experiences, which allow them to progress and achieve at their own pace at a variety of levels and according to individual needs

CRITERIA	EXAMPLES OF EVIDENCE	EVIDENCE PRESENTED	CRITERIA MET (circle appropriately)
4. Regular and thorough marking with constructive feedback takes place: − Consistently high quality marking and feedback from teachers to ensure that students make significant and sustained gains in their learning.	• Students work/books marked with in-depth feedback • Students respond to marking – correct work/makes written comments as a response • PLP's – 6 week review • Reports • Record of verbal feedback – targets set? • Parent meetings • Progress charts – level descriptors displayed?		FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE
COMMENTS			
5. Resources are good and support a variety of teaching and learning styles. How systematically and effectively: − Does the course leader/leadership team observe teaching and learning in classrooms and workshops in line with a teaching and learning policy? − Do teachers/tutors observe one another (peer observation)? − Do teachers/tutors evaluate their own learning in relation to its impact on the progress of all students? − Do teachers take into account the views of students, parents and carers?	• Observation records of teachers/tutors teaching on the specific course • Feedback reports and action plans • Annotated/revised plans		FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE
COMMENTS			

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THEME FOUR   **TEACHING AND LEARNING**

GUIDING PRINCIPLE: Students benefit from high quality teaching and learning experiences, which allow them to progress and achieve at their own pace at a variety of levels and according to individual needs

CRITERIA	EXAMPLES OF EVIDENCE	EVIDENCE PRESENTED	CRITERIA MET (circle appropriately)
6 There are productive working relationships between all staff and students leading to positive feedback: – Students' respect for and courtesy towards each other and adults, and their care for school facilities as shown by their behaviour around the provision. – Is the behaviour policy managed in a consistent way? – Is there a certainty of consequence for students? – All staff are witnessed during lesson observations effectively supporting learning	• Behaviour Policy • Signed Behaviour Contract by students		FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE
COMMENTS			
7. Lesson/sessions meet the needs of those students with a statement or Educational Health and Care Plan (EHC) - Where the student has a statement/EHC the provider ensures that all areas of the statement/EHC are supported and met. - The teacher plans for the needs of the student and the student feels supported and able to participate in the lesson to the best of their ability - The student is progressing at least at the same rate as their peers	• lesson plans, • SOW, • Statement/EHC • annual review, • differentiated material/support work, • interview with support worker/learning mentor		FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE

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THEME FOUR   **TEACHING AND LEARNING**

GUIDING PRINCIPLE: Students benefit from high quality teaching and learning experiences, which allow them to progress and achieve at their own pace at a variety of levels and according to individual needs

CRITERIA	EXAMPLES OF EVIDENCE	EVIDENCE PRESENTED	CRITERIA MET (circle appropriately)
COMMENTS			
8. **Lesson/sessions incorporate a variety of subjects in line with the National Curriculum** • Where the following subjects are not offered discreetly there is evidence in planning and teaching that they are included in the students learning experience: • Science • Technology • Humanities • Physical Education • Creative Arts • PSHE/PSD	• SOW, • Lesson plans, • curriculum policy, • evidence of trips/visits, • displays, students work/portfolios, • extra-curricular activities		
COMMENTS			
9. **The provider offers a clear programme of PSHE/PSD** • Students are able to develop their self-knowledge, self-esteem and self confidence	• SOW, • Lesson plans, • curriculum policy, • evidence of trips/visits, • displays, students		FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE

THEME FOUR   **TEACHING AND LEARNING**

GUIDING PRINCIPLE: Students benefit from high quality teaching and learning experiences, which allow them to progress and achieve at their own pace at a variety of levels and according to individual needs

CRITERIA	EXAMPLES OF EVIDENCE	EVIDENCE PRESENTED	CRITERIA MET (circle appropriately)
• The programme of PSHE/PSD enables students to distinguish right from wrong and to respect the civil and criminal law • Students develop respect for the local community and other cultures • The programme of PSHE/PSD where appropriate offers a balance presentation of opposing views • Work related learning is embedded in the curriculum	work/portfolios, • extra-curricular activities		
COMMENTS			

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Overall judgement (circle appropriate judgement):   Outstanding   Good   Requires Improvement   Inadequate

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THEME FIVE   **BEHAVIOUR AND SAFETY**

GUIDING PRICIPLE: Student's behaviour has a positive impact on their learning and progress.

CRITERIA	EXAMPLES OF EVIDENCE	EVIDENCE PRESENTED	CRITERIA MET (circle appropriate)
1. **Students are aware of the importance of attendance, punctuality and appropriate classroom and workshop behaviour:** - Punctuality over time in arriving at the provision and lessons. - The impact of the provisions' strategies to improve behaviour and attendance, including the use of rewards and sanctions, work with parents, carers, and following up of absence - The provisions analysis of and response to students' behaviour in lessons over time, for example incident logs, complaints, the use of exclusion, rewards and sanctions	• Code of conduct • Induction Material • Poster/displays • Rewards • Sanctions • Incident logs • Follow up meetings with parents/carers		FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE
COMMENTS			

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GUIDING PRICIPLE: Student's behaviour has a positive impact on their learning and progress.

CRITERIA	EXAMPLES OF EVIDENCE	EVIDENCE PRESENTED	CRITERIA MET (circle appropriate)
2. **Behaviour and safety over time is good and poor behaviour is tackled effectively:** - Evidence is presented demonstrating how poor behaviour has been tackled - Rates, patterns of and reasons for fixed-period and permanent exclusions - Students demonstrate acceptable behaviour in and outside of lessons - Students demonstrate respect for staff and environment, courtesy and good manners towards each other and adults	• Documentary Evidence • Discussions with students • Staff reports Communication with parents, letters, call logs, minutes of meetings		FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE
COMMENTS			
3. **Provision tackles all forms of bullying and harassment including preventing discriminatory and derogatory language:** - Provisions response to any extremist or discriminatory behaviour	• SOW • Lesson plans • Displays • Minutes of meetings • Student interviews • Anti-bullying contract		FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE
COMMENTS			

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GUIDING PRICIPLE: Student's behaviour has a positive impact on their learning and progress.

CRITERIA	EXAMPLES OF EVIDENCE	EVIDENCE PRESENTED	CRITERIA MET (circle appropriate)
4. **To what extent are students able to understand, respond to and calculate risk effectively and are aware of the support available to them:** - Risks associated with child sexual exploitation, domestic violence, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism	• PSHE/Citizenship Lesson plans, SOW • External groups, speakers • Work with outside agencies		FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE
COMMENTS			

Overall judgement (circle appropriate judgement):   Outstanding   Good   Requires Improvement   Inadequate

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THEME SIX   PROGRAMME ENTRY ARRANGEMENTS, GUIDANCE, SUPPORT AND PLANNING FOR PROGRESSION

GUIDING PRINCIPLE: Admissions and guidance procedures ensure that students understand the learning programmes available to them. Students can access all aspects of support according to their individual needs and aspirations throughout the programme.

CRITERIA	EXAMPLES OF EVIDENCE	EVIDENCE PRESENTED	CRITERIA MET (circle appropriately)
1. A profile on each student is shared between schools and providers detailing key information on ability, aptitude and specific needs. – How effective are the collaborative mechanisms for sharing information about students between the home school and the provider? – How effective is curriculum continuity for transferring students?	SCHOOL RESPONSIBILITIES • Information passport or CAF with additions • Induction arrangements • Preparation procedures for students leaving the school • Named member of school staff oversees arrangements What do providers know of these?		FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE
COMMENTS			
2. A structured process of guidance and admissions interviewing is in place which enables students to be appropriately placed. – How effective are the induction arrangements? – Are students' time-tables matched to their learning needs? – How effective overall are partnership with others?	• Discussions with tutors/key workers • Particular initiatives/projects • Interview and application forms • Induction plan		FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE
COMMENTS			
3. Risk assessment has been carried out both on the provider and the student.	• Risk assessments seen		FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE

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THEME SIX   PROGRAMME ENTRY ARRANGEMENTS, GUIDANCE, SUPPORT AND PLANNING FOR PROGRESSION

GUIDING PRINCIPLE: Admissions and guidance procedures ensure that students understand the learning programmes available to them. Students can access all aspects of support according to their individual needs and aspirations throughout the programme.

CRITERIA	EXAMPLES OF EVIDENCE	EVIDENCE PRESENTED	CRITERIA MET (circle appropriately)
COMMENTS			
4. Activities and advice are available to raise awareness of provider's procedures and policies as well as options prior to a final choice being made. **-** Provider handbook is available to parents and students on demand or within a reasonable timescale	• **Provider Handbook which should include**: • Course brochure • Curriculum outline, • Support for all students • Option Choice form • Behaviour policy • Previous exam results • Complaints procedure • Academic weekly timetable • Holiday dates – including INSET days • Ofsted/QA report (summary) • Provider contact details • Staff list		FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE
COMMENTS			
5. Opportunities are available for students to change options within an appropriate time scale.	• Course transfer document • Record of courses attended		FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE
COMMENTS			

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THEME SIX   PROGRAMME ENTRY ARRANGEMENTS, GUIDANCE, SUPPORT AND PLANNING FOR PROGRESSION

GUIDING PRINCIPLE: Admissions and guidance procedures ensure that students understand the learning programmes available to them. Students can access all aspects of support according to their individual needs and aspirations throughout the programme.

CRITERIA	EXAMPLES OF EVIDENCE	EVIDENCE PRESENTED	CRITERIA MET (circle appropriately)
6. Learning and pastoral support is available to all students throughout the programme. Students and staff are aware of the procedures to access this support. − Students' understanding of careers options and the acquisition of workplace skills. − How well do students develop skills and personal qualities that enable them to achieve future economic well-being? − Students' growing understanding of how to live a healthy lifestyle. − The extent to which students are able to understand and respond to risk, for example risks associated with extremism, new technology, substance misuse, knives and gangs, relationships (including sexual relationships), water, fire, roads and railways.	• Review of careers education provision, feedback from students and Connexions staff • Partnership agreement with Connexions • Review of work experience provision and work related learning • Data on transitions from school to next steps (FE, training, work etc) • Mentoring programmes • Impact of health education programme • Student questionnaires		FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE
COMMENTS			
7. An appropriate programme of CEIAG is provided in house or in partnership with local schools or referring boroughs. − Students' understanding of careers options and the acquisition of workplace skills. − How well do students develop skills and personal qualities that enable them to achieve future economic well-being?	• Lesson plans • Notes from IAG 1-1 sessions • Student work • Application forms for Year 12 destinations • Destination data		FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE

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THEME SIX   PROGRAMME ENTRY ARRANGEMENTS, GUIDANCE, SUPPORT AND PLANNING FOR PROGRESSION

GUIDING PRINCIPLE: Admissions and guidance procedures ensure that students understand the learning programmes available to them. Students can access all aspects of support according to their individual needs and aspirations throughout the programme.

CRITERIA	EXAMPLES OF EVIDENCE	EVIDENCE PRESENTED	CRITERIA MET (circle appropriately)
– How well are students prepared for the opportunities responsibilities and experiences of adult life including work related learning	• Student IAG Action Plans		
COMMENTS			
8 The provider has a clear complaints procedure which: • is in writing • is made available to parents • sets out clear timescales for the management of a complaint • allows for a complaint to initially be dealt with on an informal basis • if a complaint goes to a formal proceeding the panel is made up of three people who are not directly involved with the incident (one independent member)	• Complaints policy, • correspondence, • minutes from panel meetings, • written record of complaints •		FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE

Overall judgement (circle appropriate judgement):   Outstanding   Good   Requires Improvement   Inadequate

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THEME SEVEN   **STUDENT WELFARE AND WELL-BEING (Rights, Responsibilities, Health and Safety)**

GUIDING PRINCIPLE: All students have the right to a safe, secure and supportive environment and are aware of all rights, responsibilities and codes of behaviour.

CRITERIA	EXAMPLES OF EVIDENCE	EVIDENCE PRESENTED	CRITERIA MET (circle appropriately)
1. All students participate in an induction process that will help them understand health and safety procedures. – Students' ability to assess and manage risk appropriately and keep themselves safe.	• Induction scheme		FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE
COMMENTS			
2. Students have a forum to express opinions and raise issues.	• Student survey forms • Record of focus groups • Notes from meetings • Student council		FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE
COMMENTS			
3. A planned programme of induction activities ensures that students understand their rights and responsibilities and are aware of equal opportunities and behaviour procedures.	• Are students free and feel safe from bullying, racism and other forms of harassment? • Anti bullying policy • Social Inclusion Policy • Race Equality Policy & action plan • Behaviour & Attendance policy		FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE
COMMENTS			

Overall judgement (circle appropriate judgement):   **Outstanding**   **Good**   **Requires Improvement**   **Inadequate**

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THEME EIGHT   **LEADERSHIP AND MANAGEMENT**

GUIDING PRINCIPLE: Leadership in the provision is strong and programmes are managed and organised in such a way that schools and providers work together closely, with the aim of meeting individual student's needs, abilities and aspirations.

CRITERIA	EXAMPLES OF EVIDENCE	EVIDENCE PRESENTED	CRITERIA MET (circle appropriately)
1. Representative group or groups exist and meet regularly to plan and develop provision. Effective strategies for improving teaching including, where relevant, the teaching of reading and improving behaviour, including: – Seeking out and modelling best practice. – Monitoring the quality of teaching and learning and acting on its findings. – Developing staff through dialogue, coaching, training, mentoring and support. – Leading a coherent programme of professional development. – Leading curriculum development. – Training, including for example, on child protection. Using appropriate procedures for tackling underperformance.	• Minutes of internal and external meetings		FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE
COMMENTS			
2. All leaders and managers are highly ambitious for the students and lead by example. They base their actions on a deep and accurate understanding of the provisions performance, and of staff and students' skills and attributes.	• SEF • Data analysis • Lesson Observations • Records of staff support		FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE
COMMENTS			

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THEME EIGHT　　　　　**LEADERSHIP AND MANAGEMENT**

GUIDING PRINCIPLE: Leadership in the provision is strong and programmes are managed and organised in such a way that schools and providers work together closely, with the aim of meeting individual student's needs, abilities and aspirations.

CRITERIA	EXAMPLES OF EVIDENCE	EVIDENCE PRESENTED	CRITERIA MET (circle appropriately)
3. Effective self-evaluation procedures are in place. – How effectively is performance monitored and improved through quality assurance and self-assessment? – Is there a clear view of the courses strengths and weaknesses and actions for improvement? – How effectively is information communicated to parents/carers? – How often are the views of parents, carers and students sought and used to inform self-evaluation? – Managing performance, including tackling areas of underperformance, particularly any weakness in the quality of teaching and the curriculum.	• Internal self-evaluation records across all aspects of the course/programme • Course planning documents • Student reports • Progress review meetings • Self-Assessment Report • Parent, carer and student questionnaires		FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE
COMMENTS			
4. There is a secure agreement setting out the responsibility of the provider and the referring institution. Some questions to ask: – How effectively is the course led and managed over time and on a day-to-day basis?	Service level agreement to include: • Transport arrangements • Monitoring and reporting • Attendance and punctuality • Behaviour and discipline • Communications and data • Organisational Responsibilities • Child protection • Course organisation and structure		FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE

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THEME EIGHT   **LEADERSHIP AND MANAGEMENT**

GUIDING PRINCIPLE: Leadership in the provision is strong and programmes are managed and organised in such a way that schools and providers work together closely, with the aim of meeting individual student's needs, abilities and aspirations.

CRITERIA	EXAMPLES OF EVIDENCE	EVIDENCE PRESENTED	CRITERIA MET (circle appropriately)
	• Course/programme handbook • Procedures manual • Code of conduct/behaviour and attendance policy • Job descriptions • Team briefing/staff meeting notes		
COMMENTS			
5. Effective lines of communication exist within and between organisations. – Working in partnership with other schools, external agencies and the community, including business, to improve the provision, extend the curriculum and increase the range and quality of learning opportunities for students.			FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE
COMMENTS			
6. Clear lines of responsibility for the co-ordination and delivery of the programme are in place for both home, school, referrer and the provider.	• Service Level Agreement		FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE

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THEME EIGHT   **LEADERSHIP AND MANAGEMENT**

GUIDING PRINCIPLE: Leadership in the provision is strong and programmes are managed and organised in such a way that schools and providers work together closely, with the aim of meeting individual student's needs, abilities and aspirations.

CRITERIA	EXAMPLES OF EVIDENCE	EVIDENCE PRESENTED	CRITERIA MET (circle appropriately)
COMMENTS			
7. Schools and providers work in partnership with individual students, parents and carers to monitor and review individual needs, abilities and aspirations. − Promotes a successful progression to the students' next stage of education, training or employment.	• Parents Evenings • Reports • Meetings		FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE
COMMENTS			
8. Agreement has been reached between all partners on procedures for managing attendance, punctuality, behaviour, rewards and sanctions.	• Service Level Agreement		FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE
COMMENTS			
9. The provision demonstrates effective and efficient management of Pupil Premium funding	• Pupil Premium Policy, • Pupil Premium expenditure, • Assessment of Pupil Premium		FULLY PARTIALLY

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• Provisions actions have secured improvement in achievement for those supported by the Pupil Premium, which is rising including in English and Maths	interventions, • Progress tracking specifically for pupil premium students		**NOT AT ALL/LIMITED EVIDENCE**
COMMENTS			
10. The Board of governors/trustees or accountable body meets regularly and provides effective strategic direction			FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE
COMMENTS			

Overall judgement (circle appropriate judgement): Outstanding   Good   Requires Improvement   Inadequate

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THEME NINE   PROFESSIONAL DEVELOPMENT

GUIDING PRINCIPLE: Opportunities are available for continuous professional development access to opportunities for sharing good practice.

CRITERIA	EXAMPLES OF EVIDENCE	EVIDENCE PRESENTED	CRITERIA MET (circle appropriately)
1. Strategies are in place to ensure that the professional development needs of the individual/provider/institution are met. – How effectively has the school established systems for linking performance management with professional development for all staff, fulfilling both the aspirations of the provider and the individual, thereby demonstrating a commitment to staff development?	• Discussions with staff indicate personal development needs are being met • CPD plan shows relevant links between training undertaken and the programme plan. • Appropriate documentation for new staff • Programmes of induction for new staff throughout the year, commensurate with individual experience • Record of attendance at INSET/meetings run by NLSA or local schools		FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE
COMMENTS			
2. Mechanisms exist for identifying and responding to the specific needs of staff involved in delivering programmes. – How effective is performance management of staff?	As above plus • Records of rigorous appraisal of teaching • Evidence shows that outcomes of performance management inform programme planning • Lesson observation forms with feedback/targets		FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE
COMMENTS			
3. Good practice is identified and disseminated across all participating staff. – Improves the provision and develops its	• Work Shadowing • Lesson Observations		FULLY PARTIALLY

THEME NINE   PROFESSIONAL DEVELOPMENT

GUIDING PRINCIPLE: Opportunities are available for continuous professional development access to opportunities for sharing good practice.

CRITERIA	EXAMPLES OF EVIDENCE	EVIDENCE PRESENTED	CRITERIA MET (circle appropriately)
capacity for sustaining improvement by encouraging high professional standards among all staff.			NOT AT ALL/LIMITED EVIDENCE
COMMENTS			

Overall judgement (circle appropriate judgement):   Outstanding   Good   Requires Improvement   Inadequate

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THEME TEN   EMPLOYER ENGAGEMENT (FOR RELEVANT PROGRAMMES)

GUIDING PRINCIPLE   Students benefit from a structured process of work-related experiences which is built on a strong partnership between, college, school and the employers. (Where there is a strong work-related element to the programme)

CRITERIA	Examples of evidence	EVIDENCE PRESENTED	CRITERIA MET (circle appropriate comment)
1. Learning activities involving employers have clear shared learning outcomes and are fully integrated into learning programmes. Are students properly prepared for activities involving employers? Do activities with employers provide opportunities to discuss, review and record learning outcomes? Can students identify the ways in which the employer benefits their learning.	• Lesson plans/SOW • Students record of work experience		FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE
COMMENTS			
2.The organisation fulfils their primary duty of care for their students' health, safety and welfare when developing activities with employers, whether these are on or off site • Are all placements checked by a suitably qualified person? **Give more details and Risk Assessments.** • Are students properly prepared before undertaking a work placement e.g health and safety) **More specific details and requirements**	• Records of health and safety checks • Staff CRB		FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE

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THEME TEN   **EMPLOYER ENGAGEMENT (FOR RELEVANT PROGRAMMES)**

GUIDING PRINCIPLE   Students benefit from a structured process of work-related experiences which is built on a strong partnership between, college, school and the employers. (Where there is a strong work-related element to the programme)

COMMENTS			
3. Employers are represented on key planning and decision-making groups. Employers should have 'input into rather than attend groups. How are employers involved in programme planning and delivery and how far do they influence changes to programmes?	• Job search activities • Written and oral feedback from employer/learner • Minutes of meetings		FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE
COMMENTS			
4. **The organisation systematically reviews and evaluates learning programmes involving employers drawing upon feedback from employers and students to establish impact and to identify areas for improvement**. (How does the organisation get feedback from employers and learners? How is this information used to review and improve future activities)	• Employer surveys • Student surveys		FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE
COMMENTS			

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THEME TEN   **EMPLOYER ENGAGEMENT (FOR RELEVANT PROGRAMMES)**

GUIDING PRINCIPLE   Students benefit from a structured process of work-related experiences which is built on a strong partnership between, college, school and the employers. (Where there is a strong work-related element to the programme)

5. Work related activities and/or placement help students to identify and understand potential career and training opportunities. Does provider gain maximum benefit from links with employers? Are there review meetings to discuss additional/different opportunities (possibly covered by point 4) Does the provider work with employers to develop actual work/apprenticeship opportunities for their pupils?	• ILP reviews • Job search activities identified and defined with evidence of delivery • Written and oral feedback from employer/student		FULLY PARTIALLY NOT AT ALL/LIMITED EVIDENCE
COMMENTS			

Overall judgement (circle appropriate judgement):   **Outstanding**   **Good**   **Requires Improvement**   **Inadequate**

Following the review of the ten themes it would be useful for the following quality improvement plan (QUIP) to be developed. It will enable the provider to identify clearly the areas for improvement for the coming year and also provide consistency across the partnership for future monitoring and evaluation. Schools and colleges might use it as part of their overall institution improvement plan.

QUALITY IMPROVEMENT PLAN (QUIP) 2015-16 for alternative programmes

This QUIP incorporates: Main developments for the coming year
        Strategies to tackle Areas for Improvement
        Actions carried forward from the previous QUIP

Date:

Areas for improvement (theme and criterion)	Activity	Outcome/Success Criteria	By when	Person responsible	Milestones/completion by	Update on progress

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

Meeting of:	Date	Agenda item	Ward(s)
Children's Services Scrutiny	3 March 2016		

Delete as appropriate		Non-exempt

SUBJECT: Engagement with and Consistency of Early Years Provision

1. Synopsis

1.1 This report provides an overview of the current quality of early years provision, families' use of early years provision including their use of children's centres services and take-up of the early education entitlement, and outcomes for children at age 5.

1.2 While the three data sets evidence the improving trends in all areas, the most recent 2015 outcomes data cannot be directly attributed to the 2015 data for quality and reach. This is because
   - the majority of children's centre family services usage is by families with children under 3;
   - the majority of children in early years provision are children age 3 or 4; and
   - outcomes data relates to children who are 5 years old.

1.3 In Islington, 65% of 3 and 4 year olds receive their nursery education in primary schools, where until very recently school inspections contained no separate Ofsted judgement for the quality of early years provision. The two inspection frameworks have been aligned since September 2015.

1.4 Reach from children's centres and take up of the funded early education entitlement, particularly for disadvantaged 2 year olds, is improving and where the local and national comparisons are available, Islington has better take-up than inner London but lower than national.

1.5 Engagement with children's centre services is lower for our most vulnerable families who are involved with children's social care who are harder to reach but our larger target groups (BME, workless households, families living in overcrowded households, lone parents, families living in social housing) is in line with the general reach figure across the borough. There is no comparative national data available.

1.6 The overall quality of early years provision, which includes children's centres, early years group providers and childminders is above national and statistical neighbour averages.

1.7 The percentage of children achieving a good level of development at the end of their reception year rose by 6% in 2015, tracking the improvement at national level but not closing the gap. Scores have risen for all groups of children but gaps in attainment remain between specific groups of children with English as an additional language and all others.

1.8   While improvements have been made in all these areas over the past five years, there is clearly still a sizeable proportion of children who are not as ready as we would like them to be for the Year 1 curriculum. Because early experiences have a profound and enduring effect on young children's health, well-being and learning, support for families in the very early years even before children access their early education entitlement continues to be a key priority for early childhood services, alongside continuing support for providers to ensure they offer the best possible care and education.

2.   Recommendations

2.1   To note the report and conclusion.

3.   Discussion

Reach and engagement with children's centres

3.1   Reach to families with children under four has increased with 11,795 families registered with children's centres April-Dec 2015 (provisional data). This equates to 93% of the eligible population, a rise of 5% from 2014-15. Reach by individual centres varies from 91% to 98%. There are no regional or national comparisons of reach data to children's centres. The table below shows how reach has improved over the past 5 years.

Table 1: Reach to families by Children's Centres

Islington CC reach	2010/11	2011/12	2012/13	2013/14	2014/15	2015 Apr-Dec
Overall reach	65%	74%	88%	91%	88%	93%

3.2   The reach measurement includes families who are registered as well as those who are registered and regularly using their children's centre. As a minimum, registered families receive regular information about services and activities available at their children's centre, and, may well receive an outreach or welcome visit.

3.3   Neither the DfE nor Ofsted have an agreed definition of sustained participation for children's centres. Families with a higher level of need (who do not reach the children's social care threshold) will have an Early Help assessment where the plan and outcomes are formally recorded. A lot of the work of children's centres supports families at a level below that of Early Help either through universal services, such as child health clinics and stay and plays, or through more targeted services such as English Language classes, a speech and language stay and play, support with housing, baby massage, a parenting programme. Clearly some families need more contacts to have impact than others. Quantifying a specific number of contacts is, however, the only way currently of measuring sustained participation.

3.4   A recent analysis (September 2015) to explore sustained participation was based on families making 3 or more contacts with children's centres per year over the child's first 4 years. This showed that about 65% of families had regular engagement with children's centre services. Improved data collection and information sharing systems across the early childhood system will support a more sophisticated understanding of sustained participation as well as better targeting of families, who are less likely to engage.

3.5   The recent First 21 Months pilots in 4 children's centre clusters has focused on improving contact with pregnant mothers and those with children under 1. The provisional reach data shows that the average reach across centres involved in the pilot is marginally higher than in those centres not involved in the pilot (94.5% compared with 93%).

3.6   Reach to target groups is broadly in line with overall reach but reach to families involved with children's social care is lower despite joint efforts from Early Years and Children in Need teams to encourage families to register and use children's centres.. This remains an area for improvement.

3.7 Encouraging better integration and consistency of services across the early childhood system and responding to evidence about what works should help to continue to improve reach and sustained participation particularly for those families with most to gain.

Early Education entitlement

3.7 Access to high quality early education is another key factor which impacts on improved outcomes for children from the foundation years through to GCSE level (EPPE 2003, 2004, 2008, EPPSE 2014). The most recent DfE data shows that 92% of 3 and 4 year olds take up their funded early education entitlement in Islington. This compares well with London (90%) and inner London (87%) but less favourably with England (96%).

3.8 This figure is based on the number of children attending Islington settings for which funded early education is claimed against the estimated population of eligible three and four year olds in the borough. These figures are less reliable in inner London, where there is movement across boroughs with children attending nursery in a borough other than the one in which they live. However, it is an indication of take-up.

3.9 The proportion of three year olds accessing their entitlement is 88% and the proportion of 4 year olds 95%. The number of children overall accessing their entitlement continues to increase year on year, but the percentage of three year olds not accessing their early education entitlement needs further investigation. Continuing to receive a list of eligible two year olds from the DWP may help in improving three year old take-up particularly if a majority of these three year olds are from low income families.

3.10 The proportion of eligible 2 year olds now benefitting from early education rose in Autumn 2015 to 66% of the eligible cohort. Again, this is above the London average of 62.7% but below the national average of 72.1%. This is a 13% increase from the previous term. There are still places available across the early years sector, including with childminders and further places are being developed, particularly in primary schools.

3.11 Following a recent bus-stop campaign as well as direct mailing of eligible families and follow-up from local children's centres, the Family Information Service is receiving increased traffic with enquiries about provision available for eligible 2 year olds.

3.12 Widely promoting the dual benefits of early education and childcare to all groups to increase take-up of the entitlement continues to be a key priority of the Early Years and Childcare service

3.13 The early education entitltement is funded through the Direct Schools Grant (DSG). The Department for Education (DfE) is about to consult on changes to the way in which the early years part of the DSG is formulated, which is likely to divert funding from London to other areas.

Quality of provision

3.12 The quality of early years provision in Islington, as judged by Ofsted, is either in line with or above national averages. 93% of early years group providers are judged by Ofsted as good or better with 85% of childminders in Islington also judged as good or better. 100% of nursery schools and 84% of primary schools are good or better.

3.14 There is a programme of monitoring, support and challenge to all early years providers in the borough to support them in meeting statutory welfare and learning and development requirements. 86% of schools (excluding academies, nursery and free schools) and 53% of the pvi sector nurseries buy additional Early Years Foundation Stage (EYFS) support and training from the Early Years and Childcare Service. EYFS consultant support is currently still part of the core offer for voluntary sector community nurseries and childminders and for all providers offering funded places for eligible 2 year olds where there is a particular focus on improving processes for earlier identification and intervention to provide children and families with timely help and support.

3.15 14 (87.5%) of the 16 children's centres in Islington are judged as good or better compared with 66% nationally. Ofsted inspections of children's centres have currently been suspended pending a DfE consultation on their future direction. 11 centres have achieved Healthy Children's Centre status; Whittington Health NHS Trust and Islington children's centres received formal accreditation in December 2015 under the Unicef Baby Friendly Initiative.

3.16 Children's centres continue to receive regular improvement partner visits to support and challenge their performance against the Ofsted framework.

Children's outcomes

3.17 The Childcare Act 2006 placed a statutory duty on the local authority to improve outcomes for children at age 5 and narrow the gap between the bottom 20% of children and the rest through the services provided. The gap is calculated as the percentage difference between the mean average of the lowest 20% and the median average for all children. The latest statistical release on attainment at age 5 for 2015 shows that children achieving the "good level of development" (GLD) in Islington last year increased by 6 percentage points. However, the improvement was mirrored regionally and nationally, with a 2% point gap between Islington and national remaining..

Table 2: Percentage of children achieving a "good level of development" at age 5

GLD %	2013	2014	2015
LBI	44	58	64
Inner London	53	62	68
England	52	60	66

3.18 In terms of the equality gap between the bottom 20% of children and the rest, this closed by 2% in 2015 bringing the LB Islington figure closer to inner London and national average.

Table 3: Equality gap between the bottom 20% and the rest at age 5

Equality gap %	2013	2014	2015
LBI	33.4	34.7	32.7
Inner London	35.9	33.2	31.4
England	36.6	33.9	32.1

3.19 A greater percentage of pupils achieved the expected level or more in all seven areas of learning and development, with the greatest improvement in literacy where childen achieving the expected level increased by 6 percentage points (Table 4).

Table 4: Percentage of children achieving the expected level or above in the areas of learning and development at age 5

Areas of Learning & Development	Prime areas			Specific areas			
	Personal social & emotional devt.	Commun-ication & language	Physical devt	Literacy	Maths	Under-standing the World	Express-ive Arts & Design
LBI 2013	72.7	70.9	82.4	51.4	62.1	71.2	76.2
LBI 2014	81.5	78.2	84.8	61.4	69.1	76.2	81.4
LBI 2015	**82.0**	**80.3**	**87.3**	**67.2**	**73.6**	**81.7**	**85.4**
Inner London 2015	**83.9**	**79.7**	**88.0**	**71.7**	**77.6**	**82.2**	**86.2**
England 2015	**83.7**	**80.3**	**87.2**	**70.1**	**75.8**	**82.1**	**85.3**
	Areas which make up the GLD measure						

3.20 The improvement in scores in maths and literacy reflects the attention paid by schools to the increased expectations for children that were introduced in 2013 and the engagement of the early years sector in training and support to establish regular early phonics sessions, inviting book corners, frequent songs and rhymes, and mark-making opportunities to encourage early writing.

3.21 All providers including schools have also focused closely on improving the development of children in the prime areas of learning (see Table 4) as the fundamental building blocks for learning in the specific areas. 75.4% of all children achieved at least the expected level in all of the 8 early learning goals in the prime areas compared to 76.3% of children nationally. Although gaps do remain, it is particularly pleasing to see that there was no gap last year between Islington and the national figure and Islington was above the rest of inner London in Communication and Language.

3.22 There remain particular groups of children who do not do as well as others. For example, in the prime areas:
- 67.7% of boys; 83.6% of girls
- 65.5% of summer born; 83.4% of autumn born
- 67.6% of children eligible for FSM; 79.7% non-FSM
- 60% of children on SEN School Action
- 36% of children SEN School Action Plus

3.23 Local ethnic category information shows that although scores have risen for all groups, gaps in attainment remain for some. For example, in comparison to the 64% of children overall who attained the GLD:
- 58.1% of Somali children attained the GLD;
- 59.8% of Bangladeshi children attained the GLD;
- 46.6% of Turkish children attained the GLD; and
- 54.3% of Black Caribbean children attained the GLD

3.24 A detailed analysis of children's outcomes is carried out at borough level and communicated with all providers. Schools and settings are encouraged to analyse their own data and address issues of under-performance in either areas of learning or within specific groups of children, seeking further support as needed.

4. Conclusion and way forward

4.1 While there will be a number of factors as to why particular groups of children do less well than their peers, encouraging all families to engage with a range of health, family and education services when their children are young in order that they receive appropriate and timely help and support, identifying additional needs requiring targeted and specialist support early and ensuring the services are of high quality, will help all children achieve their potential.

4.2 Our Children and Families Prevention and Early Intervention strategy (2015-2025), sets out the Council's commitment to strengthening the partnership between the range of services across early years, health, schools and the third sector. The plans to improve integration between health and children's centre services, make better use of resources and reduce duplication will drive improved outcomes for babies and young children and help to ensure that children are 'ready for school'. A more consistent offer across the borough will help to ensure equity of access to services.

5. Implications

5.1 **Financial implications:** None

5.2 **Legal Implications:** The Council has a range of statutory duties relating to early years provision arising from The Education Act 2002; The Childcare Act 2006, in particular s6, s7, s7A, s9A, s12 and s13; The Apprenticeships, Skills, Children and Learning Act 2009; The Equality Act 2010; and The Children and Families Act 2014.

At present, all three and four year olds are entitled to 15 hours of free childcare over 38 weeks – a universal provision that is not affected by the circumstances of the parent or child, including their parents' income.

The Childcare Bill 2015/16 proposes:
- an extended entitlement to an additional 15 hours of free childcare for 38 weeks of the year but only for a qualifying child of a working parent; and
- a duty on local authorities to publish information about childcare and related matters.

5.3 **Environmental Implications: None**

5.4 **Equality Impact Assessment:** Improving access to as well as the quality and integration of early childhood services will have a positive impacton outcomes for children and families, particularly those who find it more difficult to access and /or engage with services, some of whom will have protected characteristics such as pregnant women, young parents, families from minority ethnic backgrounds and families with children with disabilities.

Better integration in the First 21 Months period will support early identification of and intervention with vulnerable pregnant women for whom a wider range of health and outreach services can make a difference to outcomes for mothers and babies.

The 2 year old early education entitlement is aimed at disadvantaged children, either those with a disability or those from low income households, of which there are a higher proportion of either young families and/or families from minority ethnic groups. Improving take-up amongst these groups will help with early identification and intervention for children, giving them a full additional year of high quality care and education. For eligible children from minority ethnic groups for whom English is an additional language, the additional year will support with English language acquisition, which is key to attainment at age 5.

Background papers/ web links:
- **Getting it right for families**: A review of integrated systems and promising practice in the early years, Early Intervention Foundation November 2015: http://www.eif.org.uk/wp-content/uploads/2015/08/Getting-it-Right-Overview.pdf

- **Effective Pre-school, Primary and Secondary Education (EPPSE) Project** (1997 – 2014): http://www.ioe.ac.uk/research/153.html

- **Islington Children and Families Early Intervention and Prevention Strategy 2015-25:** http://www.islington.gov.uk/publicrecords/library/Children-and-families-services/Business-planning/Strategies/2014-2015/(2015-03-03)-Islington-Children-and-Families-Prevention-and-Early-Intervention-Strategy-2015-2025.pdf

- **Islington Early Help Strategy 2015-25:** http://www.islington.gov.uk/publicrecords/library/Children-and-families-services/Information/Leaflets/2015-2016/(2015-06-02)-Islington-Early-Help-Strategy-2015-2025.pdf

Final report clearance:

Signed by:

Interim Director of Children's Services   Date 22/-2/2016

Received by:

Head of Democratic Services   Date

Report Author: Penny Kenway, Head of Early Years and Childcare
Tel: 020 7527 6103
Email: penny.kenway@islington.gov.uk

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Children's Services Scrutiny Committee

3 March 2016

Executive Member Questions

The Committee is invited to note the below update and question the Executive Member on his work and the work of the Committee.

Any questions that the Committee or members of the public may have should be submitted in advance to jonathan.moore@islington.gov.uk no later than Monday 29th February 2016.

Executive Member Update – February 2015

Cllr Joe Caluori, Executive Member for Children and Families –

- **Mount Carmel**, a Catholic Secondary Girls School in the North of the Borough is set to close and reopen as a non-denominational mixed gender Academy. The Catholic Diocese has taken this decision because the School has been seriously under enrolled for some time and will run a large deficit in 2016/17. We agree that the future need for non-denominational secondary school places, especially the need for places for boys, means that we need to keep a school on that site. Clearly our preference would be to open a new Community School, but we are legally prohibited from doing so. We will be working to influence the Regional Commissioner to choose a provider who works in and had experience of Islington, and supporting staff and families at Mt Carmel during the transition.

- **Lough Road.** Following an inconclusive end to the consultation with parents, children and staff, a decision as taken not to close Lough Road, which currently provides day time activities and a small amount of overnight respite care for children and young people with both physical disabilities and severe learning disabilities. Instead, we have run a new co-operative process with parents to decide the future direction for services at that site. As a result we will continue to operate the day services from Lough Road, but it will no longer provide overnight respite breaks, which will instead be covered by our family based respite service. The saving from this will be reinvested in early intervention outreach for families to help them better manage behaviour in the home.

- **CSE awareness.** The Safeguarding Board need to do more to communicate the risks of peer to peer CSE and harmful sexual behaviours to young people, but unless these risks must be communicated in an authentic way that will be credible with young people. I have convened a group including representatives of Schools, the police, social care and Arsenal to design a competition for pupils at Islington schools to write a script for a short film aimed at the peers and their parents. The winning films will be professionally produced and used in awareness raising activity across the Borough.

- **And finally…**I'm delighted Islington was granted the highest level baby-friendly award by Unicef at an event at the Whittington Hospital. They were hugely complementary of our work on breast feeding and the positive impact it's had on families. This clearly vindicates our continued support for the breast funding peer support scheme.

Procedure for Executive Member Questions at Children's Services Scrutiny Committee

(a) Elected members and members of the public may ask the Executive Member for Children and Families questions on any matter in relation to the executive portfolio or the work of the committee.

(b) The intention of the session is to complement and enhance the work of the committee. The Executive Member may submit written information in advance of the meeting to advise of his recent work and other topical and timely matters of relevance. The session is not intended to replace or replicate the questions sessions held at each ordinary meeting of the Council.

(c) Questions should be submitted in writing to the committee clerk no later than three clear working days in advance of the meeting. Such questions will be notified to the Executive Member which may facilitate a more detailed answer at the meeting. Details of how questions should be submitted will be detailed on the agenda for the meeting.

(d) Questioners should provide their name to enable this to be recorded in the minutes of the meeting. The minutes of the meeting will include a summary of the question and the response.

(e) The Chair may permit questions to be asked at the meeting without notice.

(f) The time set aside for questions shall be no longer than 15 minutes.

(g) No individual may ask more than two questions at each meeting.

(h) Where there is more than one question on any particular subject or closely related subjects, the Executive Member may give a joint reply to the questions.

(i) The committee clerk shall have power to edit or amend written questions to make them concise but without affecting the substance, following consultation with the questioner.

(j) An answer may take the form of:

- A direct oral answer;

- Where the desired information is in a publication of the Council or other published work, a reference to that publication; or

- Where the reply cannot conveniently be given orally, a written answer circulated later to the questioner within 5 working days provided the questioner has given contact details.

(k) Priority shall normally be given to questions notified in advance.

(l) The Chair may permit supplementary questions to be asked. Supplementary questions must arise directly out of the original question or the reply.

(m) A question may be rejected by the committee clerk, or the Chair at the meeting, if it:

- does not relate to the executive portfolio or the work of the committee;

- is defamatory, frivolous or offensive;

- is substantially the same as a question asked to the Executive Member at any meeting within the last six months;

- requests the disclosure of information which is confidential or exempt; or

- names, or clearly identifies, a member of staff or any other individual.

CHILDREN'S SERVICES SCRUTINY COMMITTEE

WORK PROGRAMME 2015/16

15 SEPTEMBER 2015

1. Work Programme 2015/16

2. Alternative Provision: Scrutiny Initiation Document and Presentation

3. Update on the Youth Crime Strategy
    (to cover the engagement of adolescents)

9 NOVEMBER 2015

1. Alternative Provision: Witness Evidence

2. Child Protection Annual Report

3. Executive Member Questions

4. Review of Work Programme

11 JANUARY 2016

1. Islington Safeguarding Children Board: Annual Report

2. Alternative Provision: Witness Evidence

3. Executive Member Questions

4. Review of Work Programme

2 FEBRUARY 2016 – *Additional Witness Evidence Meeting*

1. Alternative Provision: Witness Evidence

2. Review of Work Programme

3 MARCH 2016

1. Alternative Provision: Witness Evidence

2. Engagement with and the Consistency of Early Years Provision

3. Executive Member Questions

4. Review of Work Programme

12 APRIL 2016

1. Alternative Provision: Draft Recommendations

2. Education in Islington: Annual Report 2015

3. The Educational Attainment of BME Children

4. Update on Youth Crime

5. Executive Member Questions

9 MAY 2016

1. Alternative Provision: Final Report

2. Executive Member Annual Presentation

3. The Impact of SEN Changes on Children and Families

4. Scrutiny Topics 2016/17