



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, **16 July 2018 at 7.00 pm.**

Lesley Seary
Chief Executive

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Despatched : 5 July 2018

Membership

Councillors:

Councillor Theresa Debono (Chair)
Councillor Vivien Cutler (Vice-Chair)
Councillor Santiago Bell-Bradford
Councillor Rakhia Ismail
Councillor Michelline Safi Ngongo
Councillor Marian Spall
Councillor John Woolf
Councillor Kadeema Woodbyrne

Co-opted Member:

Mary Clement, Roman Catholic Diocese

Substitute Members

Substitutes:

Councillor Satnam Gill OBE
Councillor Mouna Hamitouche MBE
Councillor Angela Picknell
Councillor Nick Wayne

Quorum: is 4 Councillors

A. Formal Matters

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1. Apologies for Absence
2. Declaration of Substitute Members
3. 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.

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

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For members of the public to ask questions relating to any subject on the meeting agenda under Procedure Rule 70.5. Alternatively, the Chair may opt to accept questions from the public during the discussion on each agenda item.

B. Items for Decision/Discussion	Page
1. Permanent and fixed period exclusion from school - Scrutiny Initiation Document and Introductory Presentation	7 - 12
2. Post-16 Education Employment and Training Review 2016/17 - 12 Month Report Back	13 - 26
3. Quarterly Review of Children's Services Performance (Q4 2017/18)	27 - 42
4. Review of Work Programme	43 - 44

C. Urgent non-exempt items (if any)

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 items 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. Confidential/exempt items

G. 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 13 September 2018

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

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CHILD PROTECTION ANNUAL REPORT (ITEM NO. B3)

Laura Eden, Head of Safeguarding and Quality Assurance, introduced the report, which summarised the council's child protection work over the previous year.

The following main points were noted in the discussion:

- In 2017/18 Islington's services for children in need of help and protection had been inspected by Ofsted, and they were found to be 'good' with outstanding features. This provided assurance that council services were effective, however officers noted concern that the demand for services was increasing.
- The Committee requested a glossary of services or diagram detailing the teams working with vulnerable children and families, and what types of issues each team deals with.
- A member expressed concern that representatives from a child's school would not attend child protection conferences held during school holidays. In response, officers advised that it was helpful for school representatives to attend such meetings, however, it was important for child protection conferences to be held as soon as possible if there was a significant risk to the child.
- The Committee noted that 11,819 contacts had been made to Children's Services over the past year. Officers commented that the majority of these were made by the Police, and the most frequent reasons for a referral were domestic violence and/or neglect. Children's Services had a single 'front door' for services, and this was publicised via the council's website, as well as through safeguarding training, and through local professional networks.
- The Committee requested further details of the serious case review detailed in the report. In response, it was advised that a report would be published in future when a related criminal case ended. It was advised that the service had learned from the case, particularly in relation to consent for providing services and absenteeism.
- Officers highlighted the difficulties associated with finding appropriate placements for looked after children. This was exacerbated by a national shortage of foster carers. It was noted that the Council was seeking to recruit foster carers in partnership with other boroughs.
- The Committee queried the support available to staff working with vulnerable children. In response, it was reported that a survey of front-line staff found that staff felt supported by management, and by the culture of the organisation, which was focused on professional learning.
- A member of the public queried how the council worked with the Police and local press around appeals for missing children. In response, it was advised that the Police were responsible for publicity related to missing children, and the risk to the young person was assessed before publishing information about them. It was commented that some missing children may respond to publicity by further distancing themselves, and putting themselves in greater danger.

RESOLVED:

That the headline performance outcomes, governance arrangements for safeguarding children, and the findings of quality assurance activities, be noted.

9 **MEMBERSHIP, TERMS OF REFERENCE AND DATES OF MEETINGS (ITEM NO. B1)**

The Committee requested that the Council consider the possibility of appointing a representative of Muslim schools to the Committee.

RESOLVED:

That the membership, terms of reference, and dates of meetings be noted.

10 **EXECUTIVE MEMBER ANNUAL PRESENTATION (ITEM NO. B2)**

Councillor Caluori, Executive Member for Children, Young People, and Families, presented to the Committee. The presentation focused on youth crime performance and school results.

The following main points were noted in the discussion:

- The Youth Crime plan was launched one year ago. Councillor Caluori summarised the progress of the Integrated Gangs Team and the Youth Offending Service over this time, noting that the ISS service, which provided an intensive alternative to custody, was showing signs of success.
- Trauma informed training was provided to teachers and youth workers. Councillor Caluori had attended a training session and commented on the importance of supporting children who had adverse childhood experiences.
- It was thought that the additional investment in youth services had a positive impact on youth crime performance. Islington had its smallest youth offending service cohort since 2010, and youth violence had slightly decreased, compared to a London-wide overall increase.
- Councillor Caluori was pleased with the progress the Youth Offending Service had made since its previous inspections, which had rightly highlighted the service's inadequacies. It was expected that the service would be the subject of a further inspection in the near future.
- Although snatch theft offences had increased over the past year, there had been a significant 60% decrease since the introduction of Operation Gondola in January 2018.
- The Integrated Gangs Team included representatives of both the Police and the Council and offered young people support; including access to mental health support, gang exit advice, caseworkers, and educational psychologists. The team had been highlighted as an example of good practice in the national and local press. Data indicated that the team was having a positive impact.
- The Council has commissioned the St Giles Trust to support young people in exiting gangs. Although only 5 of the 68 young people engaged in the service had confirmed that they had exited gangs, it was commented that this was a slow process and the offending rate of participants had decreased.
- Councillor Caluori commented on the importance of disrupting the local drugs market that was fuelling gang violence and other offending.
- The number of violent street robberies had increased, these often involved young people armed with knives following adults from transport hubs and seizing their laptops, phones and wallets. The council was requesting that the Police place greater emphasis on disrupting this activity, however it was appreciated that this was challenging due to limited Police resources.
- Councillor Caluori was pleased with the progress of Islington schools, and commented on the importance of supporting all pupils to achieve their potential.

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- The Committee expressed concern that the number of exclusions in Islington primary and secondary schools was above the Inner London average. Councillor Caluori noted that there was an unequal distribution of exclusions between schools; some schools regularly excluded pupils, whereas others hardly ever excluded pupils. It was commented that this inconsistency could be a source of frustration for parents, and it was important for schools to have a transparent exclusions policy.
- The Committee queried why some schools appeared to be more ready to exclude pupils than others. In response, it was thought that some schools did not seek support on managing behaviour or implement effective interventions at an early enough stage.
- It was commented that, although excluded pupils exhibited very disruptive behaviour, this could sometimes be triggered by an adverse or traumatic experience and their behaviour may be out of character. It was thought that such pupils should be offered comprehensive support.
- In response to a question, it was commented that cuts to Police resources had resulted in significant reductions to neighbourhood policing. Safer Neighbourhood Teams were previously comprised of 3 PCSOs, 3 PCs and one Sergeant; however, they were now comprised of 2 PCSOs and half a PC per area. It was noted that reductions in Police resources appeared to correlate to an increase in violent crime, and that effective neighbourhood policing had the potential to disrupt gang activity and serious youth violence.
- It was queried if Islington Council would be making use of powers to evict families in social housing where the children were offending or involved in gang activity. In response, it was advised that such powers must not be used disproportionately, however the threat of eviction could be an effective tool in the small number of cases where parents were colluding with young offenders or actively supporting or profiting from their activities. The Committee noted that some young people could be coerced into gang activity, so such powers had to be used cautiously. It was commented that the council had to be transparent about how it would exercise such powers, and the Committee noted concerns that eviction of a family could result in an increase in offending.
- A member of the public asked what percentage of schools had visited the Ben Kinsella Trust knife crime exhibition. In response, it was confirmed that all schools had attended the exhibition at least once.

The Committee thanked Councillor Caluori for his attendance.

11 **EDUCATION ANNUAL REPORT (ITEM NO. B4)**

Mark Taylor, Director of Learning and Schools, introduced the report that summarised education performance in 2017.

The following main points were noted in the discussion:

- Officers were concerned that Black Caribbean and White Working Class pupils were not achieving the same level of educational attainment as their peers. Officers had previously thought that such inequalities would reduce once all schools in the borough were good or outstanding, however this had not happened, and it was a concern that these issues persisted. It was commented that other boroughs did not have attainment gaps to the same extent, and further work was needed to support Black Caribbean and White Working Class pupils and reduce inequalities.
- Officers were concerned that Islington had higher rates of persistent absence and exclusion than the Inner London average. It was intended to have formal

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structured discussions with head teachers around these issues, as the council wanted schools to make significant and quick progress in these areas.

- Further exclusions data would be available in late July. It was hoped that this would indicate a reduction in exclusions.
- Officers were pleased with progress on Education Health and Care Plans for children with Special Educational Needs and Disabilities.
- A member expressed disappointment that the School's Equalities Conference scheduled for 28 June had been cancelled due to poor attendance. Officers shared this disappointment and the matter had been raised with head teachers, however, it was also acknowledged that holding such a conference immediately before the summer break may not have been appropriate. Even though the conference had been cancelled, officers would be raising equalities issues with head teachers before the summer break, with a view to detailed work taking place in September.
- The Committee queried if Islington schools had after-school clubs or activities focused on improving the attainment of Black Caribbean and White Working Class pupils. In response, it was advised that provision varied from school to school, and schools may need to review the provision they offer. A member noted that a targeted initiative called the Shine Academy was previously held for young black boys and it was suggested that such initiatives may be successful.
- In response to a question, it was advised that officers would be holding clear and structured meetings with head teachers and governors to discuss exclusions. Officers would share their questions in advance of the session to allow schools to prepare. It was noted that excluded pupils often experienced disadvantage, and may be experiencing poverty and issues with their social, emotional and mental health.
- Officers commented on the need to reinforce the importance of attendance among some parents.
- The Committee requested that further exclusions and attendance data be reported to members when it becomes available.
- The Committee suggested that the council could learn from other boroughs that do not experience the same equalities issues, and rates of exclusion and persistent absence. In response, it was advised that officers regularly networked with colleagues across Inner London, however also looked to learn from schools in the borough that did not experience the same issues to the same extent.
- It was suggested that supplementary schools could have a role in supporting equalities in attainment.
- The Committee commented on the importance of giving young people opportunities and role models, and in helping them access further education and employment.
- The Committee requested that detailed comparative data on attainment and exclusions be included in a future report.
- Anthony Doudle, Head of School Improvement (Primary) provided an overview of his work with five primary schools to implement trauma informed practices. It was reported that four primary schools had successfully incorporated trauma informed practices, and reported that this had a positive impact on their work.
- In response to a question from a member of the public, it was advised that take-up of funded early years places for two-year olds was high compared to the rest of London, but low compared to the rest of the country. At present 68% of parents took up the offer, however work was underway to increase this further.
- A member of the public asked a question on establishing 'Forest School' approaches in Islington. In response, it was noted that some schools already

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held Forest School or 'Garden Classroom' sessions. Work was underway to develop such schemes further.

The Committee thanked officers for their attendance.

RESOLVED:

That the Education Annual Report be noted.

12 SCRUTINY TOPICS AND WORK PROGRAMME 2018/19 (ITEM NO. B5)

The Committee selected 'supporting pupil attendance and minimising the number of exclusions' as its scrutiny topic for the year.

The Committee requested one-off reports on support for children with special educational needs and disabilities, the implementation of the Fair Futures Commission recommendations, the role of Islington's supplementary schools, and the effectiveness of Islington Council's Free School Meals policy.

RESOLVED:

- (i) That the work plan for 2018/19 be agreed, and that reports on support for children with special educational needs and disabilities, the implementation of the Fair Futures Commission recommendations, the role of Islington's supplementary schools, and the effectiveness of Islington Council's Free School Meals policy be requested;
- (ii) That the main scrutiny topic for the year will be 'supporting pupil attendance and minimising the number of exclusions'.

MEETING CLOSED AT 9.10 pm

Chair

SCRUTINY INITIATION DOCUMENT (SID)
Review: Permanent and fixed period exclusion from school
Scrutiny Committee: Children's Services Scrutiny Committee
Director leading the review: Mark Taylor, Director of Schools and Learning
Lead Officer: Candy Holder, Head of Pupil Services
Overall aim: <ul style="list-style-type: none">• To examine the use and impact of fixed period and permanent exclusion from both primary and secondary school, and make recommendations that will enable more children and young people to remain in mainstream education.
Objectives of the review: <ul style="list-style-type: none">• To understand how the school exclusion process operates and the work undertaken at school and local authority level to prevent exclusions.• To review the support available to excluded pupils, and to scrutinise if this is effective.• To explore the reasons for exclusions, and the reasons why Islington schools have higher rates of exclusion than the Inner London average.• To evaluate the impact of permanent and fixed period exclusion from school for all stakeholders – the young person, their parents and family, the school, the Pupil Referral Unit and the Local Authority.• To assess the effectiveness of school based provision and work being done by schools to improve behaviour and reduce exclusion, including access to effective support services.• To examine the variability in readiness to exclude across Islington schools, and the perception by some parents whose children have been excluded that some schools are giving up on their children too soon and at too young an age.• To review alternative interventions and approaches to fixed period and permanent exclusion and evaluate their effectiveness, informed by national and local good practice in successfully reducing exclusion.• To evaluate provision for children and young people for whom mainstream education may not be appropriate.• To review how all Councils services and functions can be utilised to reduce exclusions.• To understand if and how the council can work with academies and Trust Boards on their exclusion practices.
Scope of the review: <p>The review will focus on:</p> <ul style="list-style-type: none">• Exclusion trends/characteristic in Islington, including the different rates of exclusion between boys and girls, and the disproportionate representation of some minority ethnic groups; the interaction between these characteristics; why do certain groups appear more likely to be excluded?• The effectiveness of exclusion in addressing disruptive behaviour, both for the excluded young person and across the school.

- The factors which influence schools' decisions to exclude, and their interaction with other services whose interventions, in partnership with the school and the family, might otherwise have helped to avoid exclusion.
- The impact of support, monitoring, challenge and intervention mechanisms from the Local Authority / Academy sponsors on schools' exclusions practices.
- The role of governors and Trust boards/Chief Executives in endorsing school policies, providing scrutiny and challenge of exclusion decisions by schools.
- The extent to which permanently excluded children and young people are able to return to mainstream education, and the challenges this presents for all stakeholders.
- Examples of good practice in managing children identified as being at risk of exclusion (e.g. Islington Schools with zero exclusion), and in reducing exclusion rates (including between different groups of pupils).

Type of evidence:

The Committee will:

- Hear the views of individuals affected by the exclusion of a child from school and their real-life experiences and observations of the exclusion process
- Be fully briefed on the current exclusion process including arrangements for appeal
- Visit New River College (Pupil Referral Unit) - the main destination for permanently excluded children and young people - to meet staff and young people
- Observe a Head Teachers briefing (all Islington Head Teachers) and discuss their views
- Receive witness evidence from national advisers

It is proposed that witness evidence is taken from:

- Children and young people excluded from school and their families
- Representative Headteachers
- Peter Gray, Independent Expert (Government Adviser)
- Gabriella Di-Sciullo, Head of Admissions and Children Missing Education
- Nigel Smith, Executive Head of New River College
- Gill Sassienie, Principal Educational Psychologist
- Head of Early Help Service
- Representative from Child and Adolescent Mental Health Services

Written evidence will include:

- Annual report on Schools and Learning (June 2017)
- Department for Education (DfE) statistical release: permanent and fixed period exclusions from schools and exclusion appeals in England 2016/17 (July 2018)
- Exclusion from maintained schools, academies and pupil referral units in England; Statutory guidance for those with legal responsibilities in relation to exclusion (DfE) (Sept 2017)
- Behaviour and discipline in schools; Advice for headteachers and school staff (DfE) (January 2016)
- 'They never give up on you' – Office of the Children's Commissioner School Exclusions Inquiry (2012)
- A Review of School Exclusion: terms of reference (May 2018) Edward Timpson for DfE (due to report to the Prime Minister by the end of 2018)

Additional information:

In carrying out the review the committee will consider equalities implications and resident impacts identified by witnesses. The Executive is required to have due regard to these, and any other relevant implications, when responding to the review recommendations.

Witness Evidence Plan

Committee Meeting – Monday 16 July 2018	
Who / What	Area of focus – Introductory Information
<ul style="list-style-type: none"> Scrutiny Initiation Document 	For the Committee to agree the aim, objectives and scope of the review.
<ul style="list-style-type: none"> Candy Holder, Head of Pupil Services 	Introductory presentation to include exclusions data; processes; the legislative framework; the roles and responsibilities of schools, the local authority, young people and their parents; and an overview of the impact that exclusions can have on young people, their families, schools, the Pupil Referral Unit, and the Local Authority.

August Recess	
Who / What	Area of focus – Background Information
<ul style="list-style-type: none"> Written Evidence 	Written evidence will be circulated to members over the August recess. This will include background information that may be of interest to members; i.e. previous reviews carried out at national level, statutory guidance produced by the Department for Education, national statistics, and so on.

Committee Meeting – Thursday 13 September 2018	
Who / What	Area of focus – The Council’s Role in Prevention and Support
<ul style="list-style-type: none"> Gill Sassienie, Principal Educational Psychologist 	The role of the educational psychology service in preventing exclusions and supporting pupils.
<ul style="list-style-type: none"> Ruth Beecher, Head of Early Help Service 	The role of early help services in supporting pupils staying in school and preventing exclusion.
<ul style="list-style-type: none"> Representative of Child and Adolescent Mental Health Services 	The mental health support available to young people at risk of exclusion, and to those who have been excluded.

Scrutiny Visit – Late September / Early October	
Who / What	Area of focus – The views of parents
<ul style="list-style-type: none"> Focus Group with parents of excluded pupils 	To discuss exclusion issues with parents, their experiences and views on how schools and support services operate, the impact of exclusion on the family, how they think services and processes could be improved to better support young people and prevent exclusions.

Committee Meeting – Thursday 18 October 2018	
Who / What	Area of focus – The National Context
<ul style="list-style-type: none"> Gabriella Di-Sciullio, Head of Admissions and Children Missing from Education 	The exclusion appeals process,
<ul style="list-style-type: none"> Peter Gray, Independent Expert and Government Adviser 	The national context and work underway across the country to prevent exclusion and support excluded pupils. To include best practice from other areas, and details of the government's Review of School Exclusion, due to conclude in late 2018.

Scrutiny Visit – Late October / Early November	
Who / What	Area of focus – The experiences of young people
<ul style="list-style-type: none"> Visit to the New River College Pupil Referral Unit to meet excluded pupils and Nigel Smith, the Executive Head of New River College 	To talk to excluded young people about their experiences, to assess provision for excluded pupils, and to discuss the review with the Executive Head.

Committee Meeting – Thursday 22 November 2018	
Who / What	Area of focus – The views of Head Teachers
<ul style="list-style-type: none"> Three Head Teachers to attend (ideally two secondary and one primary) 	To discuss their approach to exclusions and their views on processes and support.

Committee Meeting – Thursday 10 January 2019	
Who / What	Area of focus – Any outstanding matters
<ul style="list-style-type: none"> Findings of the National Review of School Exclusion 	The national review should have concluded by January and the Committee will be able to assess its findings.
<ul style="list-style-type: none"> Other information as requested by the Committee 	To consider any outstanding information requested by the Committee during the course of the review.
<ul style="list-style-type: none"> Concluding Discussion 	For the committee to discuss their thoughts and conclusions on the evidence received, prior to developing recommendations.

Committee Meeting – Monday 4 March 2019	
Who / What	Area of focus – Recommendations
<ul style="list-style-type: none"> Draft Recommendations 	To agree a set of draft recommendations that will form the basis of the committee's report.

Committee Meeting – Thursday 30 April 2019	
Who / What	Area of focus – Recommendations
<ul style="list-style-type: none"> Final Report 	To agree the final report, summarising all of the evidence received, and explaining the reasons for the recommendations. The report will then be submitted to the Executive.

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Report of: Corporate Director of Children, Employment and Skills

Meeting of:	Date	Ward(s)
Children's Services Scrutiny	16 July 2018	All

Delete as appropriate		Non-exempt
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SUBJECT: Post-16 Education Employment and Training Review 2016/17 – 12 Month Report Back

1. Synopsis

- 1.1 The Executive received a report from the Children's Service Scrutiny Committee on 28 September 2017 which reviewed Post 16 Education, Employment and Training. The Committee proposed 16 recommendations.
- 1.2 The scrutiny review:
 - Explored how to sustain improvements and continue to increase the number of young people progressing to Post 16 Education, Employment and Training.
 - Suggested ways to prevent young people becoming not in education, employment or training (NEET) in the first place.
 - Assessed the strategic role of Islington Council to: enable an increase in the number of young people in education employment & training; and to identify specific measures which will increase progression into education, employment and training.
 - Assessed the availability and effectiveness of information, advice, guidance and employability support for young people.

2. Recommendations

- 2.1 That the Committee notes the 12-month update to the Post 16 Scrutiny review.

3. Background

- 3.1 The Committee commended the Progress and iWork services for their work in reducing the number of young people NEET in Islington. However, the Committee considered that improvements could be made to these services. In particular, it was highlighted that services could be strengthened by presenting themselves as a united team. It is considered that greater coordination and joint working would lead to a more coherent employability and progression support service.
- 3.2 The Committee made several recommendations to further increase progression into education, employment and training. These include: increasing the number of 'stepping stone' approaches; reviewing careers education in alternative provision with a view to incorporating employer-led learning; reviewing the quality, range and accessibility of vocational pathways; and raising awareness of the council's progression and employment services
- 3.3 To significantly increase the number of young people progressing into education, employment and training, work is needed to tackle the root causes of barriers to progression. The Employment Commission and the Fair Futures Commission have both found that young people in Islington do not lack ambition but that many experience a lack of social capital, lack of exposure to the world of work, and inadequate careers guidance, as real barriers to social mobility and progression into good careers.
- 3.4 The iWork Youth Employment Team opens up pathways into sustainable careers for young people. This begins with supporting schools to engage with businesses who can inspire young people and in doing so bridge the gap with the world of work. The team also works with employers to develop apprenticeship and entry level roles for school leavers and NEET young people aged up to 24. iWork provides essential pre-employment support to equip young people to make a successful transition into the work place. The team also supports the council's internal apprenticeship programme, providing pastoral support and employment progression opportunities.

The Progress Team is made up of a Post 16 Participation Manager and 7 advisers who deliver NEET prevention and interventions to the most vulnerable young people not in Employment, Education and Training. They have statutory duty to follow up on all 16 to 18 year-old Islington residents and maintain an up to date record of their destination. The team also provides on-going support to young people leaving Islington schools and colleges who have not a secured place of learning.

- 3.5 Whilst the scrutiny panel heard that the teams were already collaborating in a number of ways, they made recommendations for a much clearer and integrated service.

4. Update on Scrutiny Recommendations

- 4.1 Recommendation 1: That the Progress and iWork teams be integrated further to develop a more coherent and efficient employment and progression support service.**

The Progress team moved to the Employment, Skills and Culture division on 8th January 2018, and has been integrated within the iWork employment service.

- 4.2 Recommendation 2: That Children's Services review how the council's employment and progression support services could be further integrated with both targeted and universal youth services, to improve the accessibility of the Progress Team and to provide more holistic support to those in need. This review should be completed by July 2018 and the conclusions reported back to the Children's Services Scrutiny Committee.**

The further integration of the Progress team into the iWork service has enabled a strategic approach to service delivery, including the development of a Team Islington approach to supporting young people.

This review has established the need for a more strategic approach to mapping and coordinating joint work between the council teams and external partners offering employment and progression support. As a result, the Aspire youth employment network that convenes these parties sits with a new, borough wide Pathways to Employment Partnership.

Stronger collaboration across the council has led to the development of several targeted programmes of work. A pilot employment, training and education project is underway with the Youth Offending Service to provide a holistic package of support to young people leaving custody, with identified pathways into employment, and an iWork coach has been colocated with the service.

A targeted outreach and employment project with the Targeted Youth Service in Finsbury Park has established a successful model that is now being extended to other areas of the borough.

iWork and the Children Looked After service are working on a joint employment action plan, and key activities include an Aspire employment event in July and the colocation of a Progress Adviser.

A stronger culture of cross departmental consultation has seen closer working in commissioning, colocation of employment and progression staff in targeted services, and projects that are co-produced with relevant services.

A single access point for iWork employment and progression services, including one telephone line and email address, will be in operation from July 2018.

- 4.3 Recommendation 3: That the council provide an induction session and supporting resources for teachers and others working with young people. This should be primarily targeted at those working with 14 – 18 year olds and professionals with careers/pastoral responsibilities. The induction and resources should focus on the specific issues faced by young people in Islington and seek to bridge knowledge gaps, such as the range of vocational opportunities available and how best to support young people into them.**

The Careers Network creates a forum for school staff to discuss priorities and concerns, as well as possible solutions to address these.

A task and finish group has been established and through the schools' Careers Network forum to compile and plan resources and training for new teachers and pastoral support staff to establish schools to utilise bespoke resources Labour Market Information was produced in October 2017 as part of the Careers Cluster programme, with specialist Continuing Professional Development delivered for school staff. Further training opportunities have included updates on apprenticeship reforms and opportunities, employment pathways within key industry sectors, and key policy developments including the DfE Careers Strategy.

- 4.4 Recommendation 4: That the council's work to increase the sustainability of employability and progression support activities; for example, by supporting schools in developing their own high-quality support to those seeking vocational pathways, and by reviewing how voluntary and community sector groups which contribute to young people's employability are supported.**

The council is developing an Islington Pledge, supporting all young people to benefit from 100 hours' experience of the world of work by the age of 16, in line with recommendations from the Fair Futures Commission. The pledge also includes an '11 by 11' enrichment offer, that will ensure young people have 11 outstanding cultural experiences by the age of 16.

Employability support for schools is being sustained through the Islington Community of Schools. A group of head teachers and council officers meet on a monthly basis to develop a strategic approach to enrichment that addresses issues of equity across schools.

Officers also convene a termly Careers Network with senior leaders from schools and relevant partners, to share practice, explore opportunities for greater collaboration and drive the employability agenda at an operational level.

iWork officers are working with partner organisations to collate the various offers of experiential careers education from employers, charities and voluntary sector groups, map the existing provision, and ensure a coordinated and equitable approach across schools.

The council have also worked with the Richard Reeves Foundation to enable schools to apply for a grant funding programme to support careers education and build capacity within schools. Six schools have subsequently been awarded grants, including Samuel Rhodes School and New River College. The council have been provisionally offered a grant to provide additional support for these schools to develop expertise at senior leadership level and meet the new required Quality in Careers Standard¹.

4.5 Recommendation 5: That the council provide tailored advice and support to families whose benefits eligibility may be affected by their child's employment. This must be handled sensitively and should not discourage young people from seeking employment.

iWork have worked closely with DWP and the council's Income Maximisation team to ensure staff working with young people have a clear and up to date understanding of how a young person's employment may affect family benefits, and training was delivered for staff in February 2018. This is a complex area of work that is constantly changing, and with the roll out of Universal Credit in Islington iWork are also working with these partners to ensure up to date information and knowledge is shared regarding the impact on families and young people, with an information session held in June 2018.

A handout for parents and young people 16-18 is being produced by DWP and Islington Council, to help them understand the impact of their child not engaging with education, employment and training on their benefits. This will be complete by July 2018.

4.6 Recommendation 6: That the council explore how a greater number and range of traineeship opportunities can be provided and brokered to develop the skills of young people who are not yet ready to apply for an apprenticeship

iWork have reprofiled the team to make a greater resource available to develop traineeships and similar pre-employment programmes. A new Employment Programmes Manager is being recruited which will give additional capacity to build employment pathway programmes for those not yet ready for an apprenticeship.

The council completed its third traineeship programme in May 2018, with placements in construction roles with council teams and contractors. A further programme is planned for Summer 2018 to align with recruitment for a cohort of apprentices.

A need for traineeships in the health sector was identified, and the council has worked with partners from the sector and two neighbouring boroughs to initiate a successful programme in July 2017, with two further intakes since then.

Offer pre-employment programmes in the borough, including hospitality masterclasses organised in partnership with Arsenal in the Community and local employers, as well as digital taster programmes, have seen a broad range of opportunities across sectors.

¹ The Quality in Careers Standard in the national quality award for careers education, information, advice and guidance <http://www.qualityincareers.org.uk/>

Recommendation 7: Secondary schools and colleges should make use of alumni groups to support their careers education offer. This should help young people to access professional networks and sector specific knowledge, and may identify role models for young people.

4.7

Making the best use of alumni support is a theme that is being discussed with the Islington Community of Schools, and schools have individual approaches and networks in place. Future First, a charity established with this remit, is working well with one Islington secondary school and presented at a recent Careers Network forum.

Recommendation 8: That the ‘gold standard’ for careers education in Alternative Provision and New River College be reviewed and developed further. This should include high-impact employer-led sessions focusing on ambitions and work readiness. It would be appropriate for these to be provided by local businesses which offer apprenticeships.

4.8

The council has begun a pilot partnership with NRC and BIG Alliance to provide a programme of employability support drawing on council and other business volunteers, including mentoring, work shadowing and work experience placements, and insight sessions with various industry sectors including hospitality, construction, retail and digital.

On-going support from officers will further extend the New River College network of employers and training providers to ease the transition for students at the end of Year 11. An arrangement has been agreed with City & Islington College who will provide transition support to students. This includes a day at college, mentoring support and guidance on progression and pathways into college.

New River College has been successful in its bid to the Richard Reeves Foundation for external funding that will build capacity, deliver a programme of work experience placements, and enable additional support and expertise on careers education. The funding is for a two-year period and will enable New River College to work towards achieving the Quality in Careers Standard, with further consultancy support provided through the council’s own grant that has been provisionally awarded by the Richard Reeves Foundation.

Recommendation 9: That Children’s Services undertake a strategic review of the quality, range and accessibility of vocational pathways to determine if there are appropriate pathways available to young people. The findings of this review should be completed by July 2018 and the conclusions reported to the Children’s Services Scrutiny Committee.

4.9

The council commissioned a study of the local labour market by the Learning and Work Institute, which showed a continued shift in the market towards highly skilled occupations, and higher level apprenticeships identified as a parallel route into the labour market for those not going to university. Further analysis of the labour market information (LMI) is underway by officers, that will inform future Employment and Skills priorities.

Key findings from the latest labour market study will be shared with schools and the Careers Network will review the appropriateness of the current Post-16 vocational offer in creating pathways into key sectors and establish stronger links with employers. For example, discussions are underway with the London Screen Academy over the launch of a new post-16 provision in 2019 that will aim to increase diversity in the film industry through industry led vocational training.

Recruitment is underway for an iWork Employment Programmes Manager who will take responsibility for assessing the current vocational offer, and developing new pathways into key local sectors.

We are now using data from a range of sources to review and assess the impact of the local offer. The figures have shown us that Apprenticeships continue to offer a viable route for those seeking a vocational pathway, and that the council continued to support a high number of young people into

apprenticeships over the 2017-18 financial year despite a dip in figures nationally, with 83 18-25 year olds placed by council officers.

The latest destination figures indicate that Islington has the highest proportion of school leavers going into apprenticeships or employment with training, of any Central London borough. The council has realigned recruitment for its apprenticeship programme to offer two main intakes, one of which is aligned with the academic year to enable a smoother transition into apprenticeships for those leaving education.

Currently data on the take up of apprenticeships from the council, partners and the National Apprenticeship Service show a high proportion of roles in construction, business and IT. Other key industry sectors including hospitality and health and social care were less strongly represented; and so we have developed new local pre-employment programmes in these sectors to create a talent pipeline.

A new corporate indicator has been introduced to monitor the progression of council apprentices into further employment, as a measure of quality.

4.10 Recommendation 10: That the profile of the council's progression and employment services be raised with school leaders to ensure that the council has access to data on the pupils who may not attain the required grades, and those who have not attained their expected grades on results day. This should include the pupil's name, contact details, expected and actual grades, information on their ambitions, and any other relevant information. This will ensure that young people NEET receive appropriate support as soon as possible.

Schools have a statutory duty to provide this data and there is a well-established process to meet DfE deadlines and requirements.

The Intended Destinations for 98% of all young people have been gathered to date with planned interventions to take place with young people who are educated at home.

Ongoing follow up and support will ensure young people have a guaranteed offer of a place for September 2018. Follow up activities and sharing of data on those young people who are most at risk will enable early interventions will ensure NEET reduction.

Awareness of the council's progression and employment services is being raised with school leaders through involvement with established forums, including a presentation at the head teachers' forum in March 2018, termly meetings with the Careers Network and the wider Islington Community of Schools. Officers will be present in all secondary schools on GCSE results day to offer information, advice and guidance and promote the support available through the Progress Team.

4.11 Recommendation 11: That further work be undertaken to raise awareness of the council's progression and employment services to young people and the wider public. This should include assemblies or workshops, as well as follow up advertising in public spaces, publications such as 'Islington Life', social media, and relevant publications produced by partner organisations.

A communications plan has been produced to raise the profile of the council's progression and employment services. Key to this is clear messaging and branding of the service with a single access point to ease the journey for young people and residents. A directory of support available through council teams and external partners is under development and will be published on the council website by September 2018. A programme of engagement activity is also underway with schools, including assemblies, parents' evenings, and careers events.

An extended employment section in the Spring issue of Islington Life promoted the single employment and progression service to young people, and prompted an increase in the number of enquiries received from young people and families.

Recommendation 12: That further work be carried out to publicise the successes of those who have completed apprenticeships. This should raise the profile of apprenticeships and provide role models to young people

4.12

A programme of activities in schools and community settings has been established to celebrate success and raise awareness of the range of available opportunities, and work is underway with the council's Communications team to showcase successful local apprentices across a range of sectors and apprenticeship levels. Case studies are shared across online and offline media, and tied in with national campaigns.

During National Apprenticeship Week in March 2018 a successful communications campaign shared examples of apprentices across Islington through social media, while officers supported 20 events in schools, the community and the council. The events reached over 500 young people and 50 head teachers, and involved current apprentices as well as over 30 employers. A session aimed at parents was also trialled at an Aspire event for 16-24 year olds; this was led by parents and grandparents of current apprentices, and having drawn positive feedback it will become a regular fixture at these events.

Apprenticeship promotion in schools and across the community continues throughout the year, and has reached over 2000 young people since June 2017.

An apprentice forum was launched in March 2018 to give current council apprentices a stronger voice and engagement; the initial event was attended by 35 apprentices and recruitment for chair positions is underway.

Recommendation 13: That a single access route to the employability support services offered by the council and its partner organisations be established and publicised.

4.13

An Islington Pathways to Employment Partnership has been developed through the convening of key partners, to create a 'Team Islington' approach to employability support for residents of all ages. Promotion for this has begun, and will be further publicised over the coming months.

The Aspire youth employment network is now aligned with the wider partnership as a sub group, meaning that all of the 80 organisations who have joined the partnership's wider practitioner network are briefed about the access route to the youth employment services in the borough

Recommendation 14: That the council continue to develop cross-London working relationships to share best practice with other boroughs. This should support Islington pupils in accessing a wide range of opportunities and developing sector-specific knowledge of the opportunities available

4.14

The council has participated in cross-borough partnerships through involvement in relevant forums such as Central London Forward and the GLA Careers Cluster. The Central London Connexions partnership meets quarterly for updates on policy from DfE, to review management information, share good practice, and provides a valuable link with other local authorities.

There is a positive relationship with Camden Council that includes joint support for Kings Cross Construction Skills Centre which delivers training and apprenticeship opportunities for residents of both boroughs.

A health and social care steering group involving officers from the boroughs of Islington, Camden and Haringey along with a range of NHS and other employers provides ongoing support for schools to engage with the sector. Work is underway to improve access to new apprenticeship opportunities in the sector.

Collaboration between the Islington and Camden Youth Councils and the Kings Cross and St Pancras Business Partnership enabled a careers event to be hosted at Google in October 2017, attended by 200 young people. Two further events are planned for 2018.

The Richard Reeves Foundation funded careers education work with schools has facilitated further collaboration with colleagues in Camden, with an equal number of schools from the two boroughs benefitting from the grants programme. Joint Careers Network meetings will be held annually, while a cohort of staff from both boroughs will undergo the Careers Leader award together to encourage sharing of good practice.

Recommendation 15: Each secondary school and college should nominate one of their governors to oversee their careers education offer. The council should engage with those governors to support them in this role. This could include providing them with information, such as destinations data for their former pupils, including those who were referred to alternative provision.

4.15

Statutory guidance from the DfE published in January 2018 states that every secondary school should have a member of the governing body who takes a strategic interest in careers education.

This will be discussed again at the next Chair of Governors' meeting in Autumn 2018.

The council will help schools to achieve this through the support funded by the Richard Reeves Foundation careers education grant to meet the Quality in Careers Standard, with additional support available to upskill governors.

Recommendation 16: Actions arising as a result of this review should be developed in partnership with young people to ensure that the council's employment and progression support services meet their needs effectively.

4.16

Both the Youth Employment Team and the Progress Team have agreed that in all their work they will use a range of methods :- surveys, feedback , consulting the youth council and utilising young ambassadors (for example the councils own young apprentices):- to ensure that services meet the needs of young people and are effective

A survey was taken to establish what young people had found to be most useful about the support offered by the Progress team and what was most beneficial to them. It found young people benefitted most from one-to -one work with one adviser who listened to their opinions, provided support when they needed it, helped them to think and plan for their future and enabled them to get into education or employment. There was a high satisfaction level of the services young people had received overall, while feedback on areas for improvement included greater promotion and earlier notification of the services at school.

The Youth Employment Team have recently recruited a young person as a marketing and events apprentice to support them to market and effectively reach their target audiences

5. Implications

5.1 Financial implications:

The council has been provisionally awarded a grant of £60,000 across three years by the Richard Reeves Foundation. This grant is to provide expert support and guidance to six schools to train Careers Leaders, and support schools in working towards, and achieving the Quality in Careers Standard.

5.2 Legal Implications:

The Council must secure sufficient suitable education and training provision for all young people in Islington who are over compulsory school age but under 19 or aged 19 to 25 and for whom an Education, Health and Care plan is maintained (Sections 15ZA and 18A of the Education Act 1996 and Part 3 of the Children and Families Act 2014). The Council has a duty to make available to all young people aged 13-19, and to those between 20 and 25 with special educational needs and disabilities, support that will encourage, enable or assist them to participate in education or training (Section 68 Education and Skills Act 2008). Educational institutions have a duty to provide information to the Council in order for the Council to deliver its section 68 duties (Section 72 Education and Skills Act 2008). The legislation provides the Council with additional data sharing powers in order to support it to deliver its section 68 duties (Sections 76 and 77 Education and Skills Act 2008). The Council must promote the effective participation in education and training of 16 and 17 year olds in Islington with a view to ensuring that they participate in education or training (Section 10 Education and Skills Act 2008). The Council has a duty to make arrangements to identify 16 and 17 year olds who are not participating in education or training (Section 12 Education and Skills Act 2008). The Council should have due regard to the statutory guidance, Participation of young people in education, employment or training.

5.3 Environmental Implications:

N/A

5.4 Resident Impact Assessment

The council must, in the exercise of its functions, have due regard to the need to eliminate discrimination, harassment and victimisation, and to advance equality of opportunity, and foster good relations, between those who share a relevant protected characteristic and those who do not share it (section 149 Equality Act 2010). The council has a duty to have due regard to the need to remove or minimise disadvantages, take steps to meet needs, in particular steps to take account of disabled persons' disabilities, and encourage people to participate in public life. The council must have due regard to the need to tackle prejudice and promote understanding.

The proposals set out in this report and in the attached Resident Impact Assessment aim to improve the overall service for young people by aligning the Progress Team and the Youth Employment Team. The re-designed service will be fully inclusive and provide opportunities for the most vulnerable. The council will be better placed to ensure that offers brokered with local employers and education providers meet the needs of all young people including those with most barriers, for example those in Alternative Provision, Pupil Referral Unit and the Youth Offending Service. The services offered by both the Youth Employment and Progress teams are designed to address social inequality by ensuring that pathways to progression are designed for all young people. This will be achieved by:

- Opportunities to ensure access for all young people to progression pathways through the development of traineeships, work tasters and adjusted apprenticeships.
- Offering a bespoke service and one to one support for vulnerable young people including those who have SEND needs, have protected characteristics, are in care, are known to social services or the criminal justice system.
- Offering a seamless service offer with a reduction in duplication or conflicting offers.
- Offering a combined service by June 2018.

Appendices

- Resident Impact Assessment

Background papers: None

Final report clearance:

Signed by:



Carmel Littleton
Corporate Director of Children, Employment and
Skills

Date: 16 July 2018

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Resident Impact Assessment

Post-16 Education, Employment and Training Report of the Children's Services Scrutiny Committee

Service Area: Employment, Skills and Culture

1. What are the intended outcomes of this policy, function etc?

This policy is designed to ensure that services for young people in Islington are easier to access and better aligned to ensure that all young residents are able to access the most appropriate support for them at the most appropriate time, whether they are in mainstream education or not. Currently services can appear duplicatory and numerous flyers and leaflets serve to confuse young people, which has been found to be counterproductive. The changes will create a more streamlined and seamless offer which is designed to increase take up of the offers available, whilst also making best use of council resources.

2. Resident Profile

Who is going to be impacted by this change i.e. residents/service users/tenants?

Please complete data for your service users. If your data does not fit into the categories in this table, please copy and paste your own table in the space below. Please refer to section 3.3 of the guidance for more information.

		Borough	Service User profile
		Total: 206,285	Total: (academic age 16 and 17 year olds) 3323
Gender	Female	51%	49% (1643)
	Male	49%	51% (1680)
Age	Under 16	32,825	1000+ year 10/11 access school-based interventions
	16-24	29,418	3323 (16 & 17 year olds only) c.200 19+ per annum
	25-44	87,177	-
	45-64	38,669	-
	65+	18,036	-

Disability	Disabled	16%	SEND with statement: 3%
	Non-disabled	84%	Not SEND with statement: 97%
Sexual orientation	LGBT	No data	N/A
	Heterosexual/straight	No data	N/A
Race	BME	52%	55%
	White	48%	45%
Religion or belief	Christian	40%	N/A
	Muslim	10%	N/A
	Other	4.5%	N/A
	No religion	30%	N/A
	Religion not stated	17%	N/A

3. Equality impacts

With reference to the [guidance](#), please describe what are the equality and socio-economic impacts for residents and what are the opportunities to challenge prejudice or promote understanding?

- The proposals aim to improve the service offer to young people in the borough, with a view to support all young people to progress to the best next step for them and to ensure that those young people who are particularly vulnerable are able to access support and opportunities adjusted to their particular needs and interests
- The alignment of the Progress Team and the Youth Employment Team provides opportunities to support stepping stones for the most vulnerable to access education, employment and training through work experience and voluntary opportunities. In addition, the council will be better placed to ensure that offers brokered with local employers meet the needs of young people with multiple barriers, including those in Alternative Provision, Pupil Referral unit and the Youth offending service. These young people frequently need a bespoke offer which is adjusted to accommodate their specific needs
- Whilst the needs of young people with protected characteristics will be specifically addressed through the combined service, the proposals will improve the offer to all young people in the borough and so will not impact negatively on good relations between communities

The services offered by both the progress team and the youth employment team are designed to address social inequality by ensuring that pathways to progression are designed for all young people, with adjusted routes and early support for those who need it most.

4. Safeguarding and Human Rights impacts

a) **Safeguarding risks and Human Rights breaches**

Please describe any safeguarding risks for children or vulnerable adults AND any potential human rights breaches that may occur as a result of the proposal? Please refer to section 4.8 of the [guidance](#) for more information.

If potential safeguarding and human rights risks are identified then please contact equalities@islington.gov.uk to discuss further:

There are no safeguarding risks for children or vulnerable people anticipated as a part of these proposals.

5. Action

How will you respond to the impacts that you have identified in sections 3 and 4, or address any gaps in data or information?

For more information on identifying actions that will limit the negative impact of the policy for protected groups see the [guidance](#).

Action	Responsible person or team	Deadline
Adjusted opportunities to ensure access for all young people to progression pathways – development of traineeships, work tasters, adjusted apprenticeships	Youth employment team	
Bespoke service and one to one support for vulnerable young people including those who have SEND needs, have protected characteristics, are in care, are known to social services or the criminal justice system	Post 16 progress team	
Seamless service offer with a reduction in duplication or conflicting offers	Youth employment team and post 16 progress team	

Please send the completed RIA to equalities@islington.gov.uk and also make it publicly available online along with the relevant policy or service change.

This Resident Impact Assessment has been completed in accordance with the guidance and using appropriate evidence.

Staff member completing this form:

Head of Service or higher:

Signed: _____

Signed: _____

Date: 16/02/2018

Date: 16/02/2018

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Report of: Corporate Director of Children's Services

Meeting of:	Date	Ward(s)
Children Services Scrutiny Committee	16 July 2018	All

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SUBJECT: Children's Services Performance 2017/18: Quarter 4 Update

1. Synopsis

- 1.1 This Quarter 4 performance report provides an update on progress against Key Performance Indicators (KPIs) across Children's Services.
- 1.2 A Data Dashboard, showing performance against the KPIs, is included in a separate attachment. This report should be read alongside the dashboard for a full, rounded understanding of performance in each area.

2. Recommendations

- 2.1 To consider Children's Services performance in Quarter 4 2017/18;

3. Background

- 3.1 The main body of this report is set out using selected KPIs under each of the aims within the Children's Services Plan 2016/19, with a focus on outcome measures where suitable. Corporate Indicators for 2017/18, including Equalities Indicators, are highlighted. Only those KPIs where new data is available at the time of writing are discussed in this report, to avoid repetition from previous performance updates.

Children's Services Plan 2016/19 - Aim 1: Through strong universal services, children, young people and adults are enabled to achieve good education and employability outcomes

Performance in this area should be considered within the context of the current strategic priorities for Learning & Schools, as set out in the refreshed service plan:

- Narrowing the gap in attainment between BCRB pupils and the LBI average at KS2 and KS4 (KS2 gap in percentage of pupils achieving the expected level in Reading, Writing and Maths. KS4 gap in Progress 8)
- Narrowing the gap in attainment between White British pupils eligible for FSM and the LBI average at KS2 and KS4. (KS2 gap in percentage of pupils achieving the expected level in Reading, Writing and Maths. KS4 gap in Progress 8)
- Improving attainment and progress measures at every stage so that they are closer to, at, or above the inner London average (particularly for SEND pupils at KS4)
- Ensuring that all schools are good or outstanding
- Reducing the number of primary school children who are persistently absent and increasing attendance to be at or above the inner London average
- Reducing exclusions so that they are at or below statistical neighbours
- Continuing to secure high quality provision for children and young people with SEND – evidenced in the pending SEND inspection
- Increasing the percentage of 2 year old places taken up by low income families, children with SEND or who are looked after
- Effectively supporting the Islington Community of Schools, so that it continues to develop as a school led self-improving system

1.3 – Corporate Equalities Indicator: Improving uptake of funded early education among Turkish/Kurdish families (2 year olds)

There were 43 Turkish and Kurdish 2 year olds accessing funded early education places in Islington in January 2018. This is a slight increase on 2017, but below the target of 50.

Note that as we only have partial data on ethnicity for residents at the age of 2, we do not know precisely how many Turkish and Kurdish 2 year olds there are in the borough, or how many of them would be eligible for funded 2 year old places. The target of 50 reflects the general aim of ensuring as many of these families are taking up places as possible.

As one of the under-attaining groups in the borough, the focus on improving uptake of funded early education entitlements amongst Turkish and Kurdish families, including the 2YO offer, is steadily increasing. The newly established Bright Start parent champion project has as one of its key priorities to encourage uptake of early education and includes parent champions from the Turkish and Kurdish community. Also through Bright Start, Minik Kardes continues to be funded to ensure parents and families from these communities are aware of and using early childhood services and with Minik Kardes having won the tender to deliver early education and childcare from the Factory children's centre, enquiries about the availability of places at the centre are increasing.

1.5 – Corporate Indicator - Percentage of primary school children who are persistently absent

Published data shows that persistent absence levels amongst Islington primary schools were 9.4% for the 2016/17 academic year, a marginal rise on the 9.2% reported in 2015/16. However, persistent absence has significantly reduced in the longer term. The target for this measure is to reduce persistent absence levels to be in line or below the Inner London average, which has been confirmed as 8.6% for 2016/17, so Islington remains above the Inner London average.

Early data for the Autumn term only shows that the persistent absence rate for primary pupils in Islington in 2017/18 was 10.8%, compared to 9.7% for Inner London. Absence levels tend to be highest in the Autumn term, so we expect a reduction in the persistent absence rate once the data for the Spring and Summer terms is available.

PA still remains high compared with other LAs, particularly at primary level. Illness remains the highest reason for absence in our primary schools. We are working closely with Islington Clinical Commissioning Group, Public Health, and School Nurse Team to develop strategies to help support schools tackle illness related absence.

The Minor illness and School Attendance, Guide for Parents/Carers booklet will be reviewed and updated with Health colleagues. Updated Attendance Matters Guidance was distributed to all schools in May which includes practical advice and guidance in tackling health related absence.

We are also working with targeted schools (i.e. those with highest persistent absence) to develop action plans, and encouraging all schools via the Attendance Network (for School Attendance Leads that meet termly) to consider legal action where other interventions have failed to secure improved attendance.

Recognising that some of the factors associated with chronic absence are beyond the school's direct control, we are also supporting improved links between schools and the Early Help Service, and with colleagues in health, to target children with PAs and their families.

1.8 - Number of children in Alternative Provision

In consultation with headteachers arrangements for Alternative Provision (AP) in Islington have changed from September 2017. This provision is now managed and commissioned through New River College (NRC) Pupil Referral Unit (PRU). Currently six Islington schools (including Academies) are signed up to this service. The remaining four Islington schools manage AP through their own arrangements. There were 48 students in AP commissioned by NRC at the end of Q4 2017/18.

The AP team are now based at NRC. This team monitor the quality and delivery of AP for those schools purchasing the service. However the message from the Local Authority remains that the best place for the vast majority of students is in a school and in the exceptional circumstances where they are not in school they must receive the best possible provision. However, the LA will continue to strengthen its role in holding both the commissioned provider NRC and all schools to account for the provision of AP. This will include:

- Ensuring that the LA is immediately informed of any student (Y11 and Y10) likely to be placed in AP or already in AP provision (including the naming of the provision). Current 'B' codes do not provide sufficient reliable information.
- Attendance at AP provision
- The quality of the provision and the outcomes
- Students at particular risk – including preventative work so that they can remain in school
- Continue to work with secondary schools and with early help services to ensure that Alternative Provision is a final resort for only a small number of pupils.

The 2018 spring and summer term headteacher meetings will focus on determining the process and protocol for the LA to receive the information above.

Islington schools have the responsibility for managing their own arrangements for Year 10 pupils in Alternative Provision including the quality of the provision and attendance. This number is low but will fall within the remit of the bullet points above

This academic year the current number of Year 11 and Year 10 students in AP are down substantially on previous years. This reduction has not led to an increase in permanent exclusions.

1.13 - Corporate Indicator: Percentage of Islington school leavers in Year 11 who move into education or training

There was a slight decrease in the proportion of Year 11 Islington school leavers who move into education or training (as at the November after they left), from 96.9% for those who left in 2016 to 95.4% for those who left in 2017.

There was an increase in the number of young people leaving Year 11 who did not continue to participate in learning post 16 across the schools in the borough in 2017. There was also an increase in the number whose destination could not be established by the destination survey date. However, these increases relate to small numbers of pupils (fewer than 30). The Progress Team is actively working with these pupils through our re-engagement programme. There are Education, Employment & Training opportunities which start after 1 November (when the snapshot was taken) which we expect some of these young people will take up (or will have taken up).

1.14 - Percentage of 16 & 17 Year old Residents NEET or Not Known

The proportion of Islington 16 & 17 year old residents who were Not in Education, Employment or Training (NEET) increased very marginally, from 3.4 in 2016-17 to 3.5% in 2017-18. Islington's performance on this measure in 2017-18 was better than the London (5.0%) and England (6.0%) averages.

The continued reduction in the numbers of young people 16 to 18 who are NEET or whose activity in learning is not known to the local authority is pleasing, given the high figures that had been sustained in Islington over a number of previous years. The performance in this area is delivered through a caseload-based approach, careful data management and skilled engagement with individual young people in order to support them back into learning, in often complex and challenging circumstances.

Children's Services Plan 2016/19 - Aim 2: The resilience of children, young people and families is strengthened by accessing effective early intervention approaches

2.1 - Corporate Indicator: Percentage of 2 year old places taken up by low income families, children with Special Educational Needs or Disabilities (SEND) or who are looked after

This measure is based on the number of children in funded early education places compared to the size of the list of eligible parents received from the DWP. There were 675 2 year olds in funded places on the January 2018 Census, which equates to a 64% take up for the Spring term. The Autumn term figures were revised downwards to 61% following additional checks on the data returned from early years settings. The figures for the Spring term show an increase in take-up compared to these revised Autumn term figures.

Islington's decline in uptake of funded 2YO places mirrors the decline nationally, thought to have partly been a result of the focus on the new 30 hour entitlement for children of working parents. At the same time, the number of children eligible for the entitlement is also reducing. Communications to encourage uptake through digital and conventional media, Bright Start workers (health and early years) and Family Information Services are under review; the parent champion scheme is now established with 2 year old uptake as a key priority for the champions to work on. This is a key priority for the service as data indicates that uptake of the entitlement impacts positively on children's outcomes at age 5.

2.4 - Corporate Indicator: Number of families in Stronger Families programme with successful outcomes as measured by payment by results

Claims for 140 families were made in September 2017, 70 families in January 2018 and 90 families in the March 2018 claim. This means there were a total of 300 families with successful outcomes, above both the 2016/17 figure of 217 and the 2017/18 target of 260.

Children's Services Plan 2016/19 - Aim 3: Children and young people are kept safe through effective safeguarding and child protection arrangements which respond to risk, early identification and reduce escalation of concerns

All social care indicators are provisional and will be revised following the data checking and submission of the annual statutory returns to the Department for Education

3.1 - Percentage of re-referrals to Children's Social Care within the previous 12 months

The proportion of re-referrals within 12 months has reduced from 21.7% at the end of 2016/17 to 16.7% at the end of 2017/18. Comparator data has now been published for 2016/17 and this shows that Islington had a lower proportion of re-referrals in 2016/17 than the national average. The reduction in the re-referral rate may be an early indication that the Motivational Social Worker approach is having some sustainable and longer term effects for families.

3.2 - Percentage of children who become the subject of a Child Protection Plan for a second or subsequent time

The proportion of children who became the subject of a Child Protection Plan for a second or subsequent time increased from 12.1% in 2016/17 to 15.6% in 2017/18. However, this is still a lower proportion than in 2015/16, and lower than the latest available national comparator.

A full audit is being conducted in July 2018 to analyse the reasons for the percentage of children who became the subject of a Child Protection Plan for the second or subsequent time increasing from 2016/17. For the majority of children who became the subject of a repeat plan in 2017/18, their previous plan ended more than two years before their current plan started.

3.3 - Percentage of children who were seen in accordance with a Children in Need Plan

There is no statutory obligation to report on this measure and therefore no comparator data is available for this indicator. There is no statutory timescale setting out how frequently children subject to Child in Need plans are seen though the DFE/Ofsted expectation is generally that children on Child in Need plans are seen approximately every 6 weeks. In Islington, we set high expectations regarding the frequency of visits to children and this report measures against a 4 weekly visiting timescale.

The proportion of Children in Need seen in accordance with their plans fell slightly during Q4 2017/18 and stood at 66% at the end of the quarter. However, this is higher than in early 2017/18, as performance was 63% and 62% at the end of the first two quarters of the year.

3.4 – Corporate Indicator: Number of children missing from care for 24+ hours

3.5 - Number of children missing from home

The number of children missing from care for more than 24 hours each month decreased during 2017/18 and there were 8 children and young people missing from care for 24 or more hours in March 2018. This compares to over 20 each month towards the end of 2016/17.

The number of children who went missing from home each month has fallen over the year, from a peak of 31 during June 2017 to 12 in March 2018.

Protection from harm whilst children are missing starts with a multi-agency response using Strategy meetings or Missing from Care/Home meetings to ensure there is a robust safety plan in place. Over the past year (17/18) 35 missing strategy meetings were chaired independently by the specialist team. We have developed our missing person notifications and alerts system to support the child being found as quickly as possible.

Of the children who went missing from home, 71% went missing on only one occasion with just under half of the remaining percentage of children going missing on two occasions. 53% of children missing from home

return within a 24-hour period and 79% return within two days. All missing children are cross referenced to see if there are links to CSE or gang affiliation, or serious youth crime.

The data evidences that fewer children are going missing – specifically those in care – than in the previous year. A significant part of this reduction relates to more appropriate recording of missing children, rather than those who are absent for a short time, or with friends or family. Extensive work has also been done with the fostering team, foster carers and semi-independent units around supporting young people to prevent young people going missing and to enhance their role in the safeguarding of the most vulnerable young people.

Islington's demographic profile remains similar – in terms of the boys more likely to go missing than girls, and children aged 16 and 17yrs going missing more frequently.

3.6 – Corporate Indicator - Percentage of young people (aged 10-17) triaged that are diverted away from the criminal justice system

Performance in Q4 alone was 83%, an increase on performance in Q1 of the year. The cumulative total for the year to date was 80%, due to the outcomes in Q1. This is in line with performance during the previous year.

The Triage service, which is offered by the Targeted Youth Support (TYS) team, continues to be successful in preventing young people from entering the criminal justice system and in offering them a comprehensive, multi-agency package which seeks to deter any further progression or escalation of their needs. The contribution of the YYS detached youth work programme, where workers carry out youth work in areas which have been identified as being hotspots, has also contributed towards the diversion of vulnerable young people, as the workers are able to signpost young people to appropriate services. In Q2 and Q3, work commenced to develop a targeted programme to secondary schools and this was being finalised in Q4 for roll-out at the beginning of the 2018/19 year. It is hoped that this will lead to further reductions with this indicator.

3.7 - Corporate Indicator - Number of first time entrants into Youth Justice System

Provisional data suggests there were 60 first time entrants into the Youth Justice System during 2017/18, a 20% reduction on the number of first time entrants during 2016/17. This means our performance is better than the target of 70 for 2017/18.

The significant inroads that have been made in relation to this indicator in previous quarters continued in Q4. Having been 28th in London based on the June 2014 – July 2015 FTE, Youth Justice Board figures show that our performance continues to be representative of the middle London ranking. The multi-agency Triage service which is offered through Targeted Youth Support being part of a duty service via the front door in Children's Social Care has helped ensure that young people are provided with support early when they are experiencing difficulties. In addition, there has been a lot of focus on strengthening the Pre-Court Panel, which comprises of representatives from the Youth Offending Service, YYS and the Police, and decides on the type of intervention/disposal young people should receive when they are eligible for first-time pre-court interventions. The panel has been strengthened to include representatives from education and restorative justice, to make the overall offer as effective as possible. In Q4, planning commenced for a Scrutiny Panel, which will be chaired by the Police, to look at the decision making in relation to such interventions and to make sure that they are appropriate and efficacious. The panel has also expanded in Q4 to cover No Further Action cases, by ensuring that support packages are provided to those young people whose cases are dropped by the Police.

3.8 - Corporate Indicator - Percentage of repeat young offenders (under 18s)

Provisional data suggests out of the 41 young people in the cohort for 2017/18, 22 had reoffended as at the 2017/18 (54%). This is higher than performance during 2016/17.

There is still more work to do to tackle the reoffending rates of this small, but significant cohort. We are continuing to use the Youth Justice Board's 'live tracker' tool to identify, track and monitor the cohort. We are putting more resources into this cohort of young people to ensure that the package of support that they have is

robust, comprehensive and tailored towards their specific needs. This has included making sure that they are referred to a worker from CAMHS to support their emotional health, the Speech and Language (SALT) worker to help with their communication difficulties and to one of the education workers to ensure that they are supported with positive pathways into education, training and employment. We are also utilising the offer of the Integrated Gangs Team (IGT), which sits within the same service so that the gang-related issues that are affecting these young people are identified and tackled. These young people are also offered a mentor from St Giles Trust or Safer London. There is also work taking place with the SPARK project to strengthen the early intervention response to such young people. These young offenders have led chaotic family lives and have not always lived with parents. Increasing the transition work as they leave primary school, ensuring all the siblings and family members of this group have an enhanced offer will reduce the numbers entering into offending in the first place.

Note – the comparison shown above is a snapshot at the end of the year. This measure actually gets refreshed during the year and is not totally reliable until around a year after the data is reported (as the outcomes of offences are confirmed throughout the year).

3.9 - Corporate Indicator - Number of custodial sentences for young offenders

Provisional data for the end of 2017/18 suggests that only 17 Islington young people received custodial sentences during the year, which is a substantial reduction from the 30 custodial sentences during 2016/17.

There have been significant achievements in relation to the imposition of custodial sentences for our young people. This has continued and we are no longer the poorest performing Youth Offending Service in relation to this indicator (as we were in recent times). Magistrates and the courts are more confident in the Youth Offending Service (YOS) and this has assisted in the imposition of more community penalties as opposed to custodial sentences. The availability of the Intensive Supervision and Surveillance (ISS) package, as an alternative to custody for young people who are at risk of being remanded or sentenced, has contributed towards this. Indeed, the courts are now more comfortable with the packages that we provide to these young people within the community. In Q4, preparations were being made for a second magistrates open evening to promote the YOS's work to magistrates from London. This is following the successful evening which took place in October 2017, where magistrates fed back that they would feel more comfortable in accepting some of the YOS's alternatives to custody as they now knew more about what the offer entails.

Children's Services Plan 2016/19 - Aim 4: Children, young people and families thrive through good local area health, care and education provision

4.3 – CLA educational outcomes at the end of Key Stage 4 (Progress 8)

Comparator data for the 2017 results is now available and shows that Islington's average Progress 8 score was in the bottom quartile, nationally.

14.29% of pupils at KS4 achieved 5 or more GCSE grades A*/C/4-9. This is below what was achieved last year but similar to what looked-after children achieve nationally. Pupils who achieved these outcomes tended to be those who are in long term and stable school and care placements. They also tended to be in schools who were most effective in understanding and meeting the needs of looked-after children. While most pupils did not achieve 5 or above "good" GCSEs many pupils still achieved positive outcomes. There are various reasons why some pupils who achieved less well. The age at which the pupils entered care is one of the most significant factors. Analysis of the 28 pupils at Key Stage 4 shows that 7 of these entered care during Key Stage 4 and 12 of these entered care during Key Stage 3. The impact of entering care during this period undoubtedly has impacts on the overall level of achievement of these pupils. However, within this cohort it is positive to note that 23 of the pupils achieved some level of qualification at the end of Key Stage 4 and 21 pupils achieved their expected qualification set during their PEP in year 11. There are also a number of pupils where we are able to demonstrate that coming into care had a significant impact on their final attainment.

Area for development:

- The Virtual School will develop and improve its profile and role so it effectively supports and challenges the practice of professionals working in Children's Social Care and Schools.
- Personal Education Plans need to be more effective tools for improving the progress of children and young people.
- Pupil Premium Funding needs to be used more effectively to improve the progress of children and young people.
- Social Workers, carers and schools need to understand and develop a consistent and clear understanding of the impact of trauma and attachment difficulties on children and young people's learning and development.
- Targeted and intensive work needs to put in place on how to improve the outcomes for adolescents, late entrants to care, and care leavers. The planned extension of the remit of the Virtual School to 18-25 young people, to create a Virtual College, is designed to improve the support older LAC and care leavers receive with regard to education, employment and training. Central to the development of the Virtual College will be developing programmes of support that improve the employability prospects and skills of young people. The Virtual College will use its knowledge of the post EET provision to develop effective working relationships with a range of services and organisations and open up these opportunities for care leavers.

The commentary above summarises the latest performance – a full Virtual School Annual Report is presented to the Corporate Parenting Board each year, analysing the educational outcomes for our Looked After Children in greater detail.

4.4 - Emotional well-being of Islington looked after children (average score in Strengths and Difficulties Questionnaire)

Provisional data suggests that at the end of 2017/18, the average SDQ score for Islington's looked after children was 13.2. This is lower than in 2016/17, which was already lower than the London and England averages for the year.

We have set up a pilot monthly emotional Wellbeing meeting (EWM) to monitor and plan intervention for children in care with high scoring SDQs. It was developed as part of a broader strategic pathway aimed at improving our understanding of, and the delivery of services to, CLA with mental health needs. The EWM consists of the CLA Service Manager, CAMHS Clinical Psychologist, CAMHS Lead Family and Systemic Psychotherapist and Virtual School Head. The objective is to provide a helpful space for workers to think about cases to address CLA with high scoring overall stress scores and ensure additional support is accessed where appropriate.

CAMHS will be completing a report on the pilot which will be used to discuss lessons learnt and consider any proposals now re: using/ integrating use of SDQ in social work practice.

4.5 - Placement stability - short term - Proportion of looked after children with 3 or more placements over the course of the year

Provisional data shows that at the end of 2017/18, 12.2% of Islington's looked after children had had 3 or more placements during the year. This is in line with performance during 2016/17. 2016/17 comparators have now been published and show Islington's performance was in line with the London average, although this was above the national average.

There are a number of reasons why children have been in 2 or more placements. There have been positive moves for children from their placements particularly children returning home, children moving from therapeutic residential care to foster carer or children placed for adoption. However, late entry to care is an issue for the young people who have 3 placements or more. 80% of the 26 children who have had 3 or more placements came into care as older teenagers. Often for these young people, behaviour has become a way to communicate their distress and behaviour is usually a long established response/way of communicating their distress to early childhood trauma and their placements are not always able to address these difficulties and/or availability of placements impacts on matching children to carers.

4.6 - Placement stability - long term - Percentage of children who have been looked after for more than 2.5 years who have been looked after in the same placement for at least 2 years or placed for adoption

Provisional data shows that at the end of 2017/18, 62.8% of Islington's looked after children who had been looked after long term were in stable placements. This is lower than performance during 2016/17.

The data indicates clearly that the older the young person, the greater the risk of placements ending. The greatest number of young people who did not achieve long term stability are over 16 years old. Adolescence is a key factor in young people moving.

For some young people recorded placement changes were positive because 10 young people returned home or to birth families. However, for too many young people placements which had been secure, broke down during their adolescence.

A programme of work is in place to train and support carers to better manage the challenges and complexities of adolescents in their care. There are also a number of measures now in place to pick up concerns about placement stability at an earlier stage, with the aim of avoiding break down.

4.7 - Percentage of good and outstanding early years settings

The latest published data (as at the end of December 2017) shows the proportion of Islington's settings on the Early Years register judged good or better has increased to 92.2%. This is above the London average, but below the England average. Despite being above the London average, Islington's performance is just inside the bottom quartile nationally.

There continues to be an overall increase in the percentage of providers judged as good or outstanding in their early years Ofsted inspection. There are no inadequate early years group settings and only one early years group setting judged as requires improvement. Of the 12 other settings requiring improvement, four are after-school providers for children aged 5 and over and 9 are childminders. Only one of these childminders is currently minding children. All these providers are working to an action plan to bring about the required improvement. Islington is doing well compared to national in the number of settings judged by Ofsted as outstanding. Between April and December 2017, only 11.5% of non-domestic childcare across England was judged as outstanding. In Islington, this figure was 27.3%.

4.8 - Percentage of good and outstanding Islington schools

The proportion of schools judged good or better stood at 95.3% at the end 2017/18, above the performance of 87.5% at the end of the previous year. Islington is now ranked 18th in the country in terms of school inspection results, above the London and England averages.

The breakdowns by school phase are:

- 100% of nursery schools (3/3)
- 98% of primary schools (43/44)
- 87.5% of secondary schools (7/8). Note City of London Academy - Highgate Hill and Highbury Grove are now registered as new establishments and the inspection judgements under their previous Ofsted registrations no longer apply.
- 100% of special schools (5/5)
- 75% of Pupil Referral Units (3/4)

Children's Services Plan 2016/19 - Aim 5: A high quality strategic and business support infrastructure stimulates the development and delivery of efficient and effective services

5.1 - Number of active childminders

The number of childminders increased from 176 at the end of December 2017 to 179 at the end of March 2018. However, the total remains lower than the 188 at the end of 2016/17.

Commentary from previous reports has not changed with regard to childminder number fluctuations. However, the reasons for the fluctuation in numbers are complex. Setting up as a childminder is expensive and the current government grant of £500 only meets a proportion of the costs that a new childminder incurs. At the same time, many parents find childminders in Islington to be unaffordable with Islington childminders charging upwards of £7.00 per hour. There continues to be more churn in childminding than used to be the case, with people setting up as childminders for just a couple of years (often while their own children are young) before moving on to other jobs. The Early Years Service continues to run regular sessions for people interested in childminding and works with iWork to who refer prospective childminders to these sessions and help with the cost of setting up.

5.2 - Percentage of children and young people with statements who were issued with an Education, Health and Care (EHC) plan

Islington has met the target of converting 100% of statements of Special Educational Need to Education, Health and Care Plans by the April 2018 deadline.

5.4 - Number of new mainstream foster carers recruited in Islington

Islington has met the target to recruit 12 mainstream foster carers over the course of the financial year, including 2 Specialist foster families who are caring for young people with a higher level of needs and 2 other carers recruited are caring for children with additional needs.

4. Implications

4.1 Financial implications:

No implications

4.2 Legal Implications:

No implications

4.3 Environmental Implications

No implications

4.4 Resident Impact Assessment:

The council must, in the exercise of its functions, have due regard to the need to eliminate discrimination, harassment and victimisation, and to advance equality of opportunity, and foster good relations, between those who share a relevant protected characteristic and those who do not share it (section 149 Equality Act 2010). The council has a duty to have due regard to the need to remove or minimise disadvantages, take steps to meet needs, in particular steps to take account of disabled persons' disabilities, and encourage people to participate in public life. The council must have due regard to the need to tackle prejudice and promote understanding.

A Resident Impact Assessment has not been completed because this report is reporting on performance only - no recommendations for actions or decisions are made.

5. Reason for recommendations

5.1 Not applicable

Appendices

Appendix A – Data Dashboard

Final report clearance:

Signed by:



Carmel Littleton
Corporate Director of Children's Services

5 July 2018

Date:

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Appendix A - Data Dashboard

CS PI No.	Corporate PI No.	Indicator	Current Figure (Period covered)	Previous Figure (Period covered)	Figure at end of previous year	Direction of travel	London	England	National quartile
CS 2016/19 Aim ONE:		Through strong universal services, children, young people and adults are enabled to achieve good education and employability outcomes							
1.3	CS3	Corporate Equalities Indicator: Improving uptake of funded early education among Turkish/Kurdish families (2 year olds)	43 (January 2018)	42 (January 2017)	n/a - January Census collection	↑	n/a	n/a	n/a
1.5	CS6	Corporate Indicator: Percentage of primary school children who are persistently absent (below 90% attendance)	9.4% (2016/17 full year)	9.6% (Autumn & Spring terms 2016/17)	9.2% (2015/16 AY)	↑	9.0% (Autumn & Spring terms 2016/17)	8.7% (Autumn & Spring terms 2016/17)	2nd from bottom
1.8	CS7	Corporate Indicator: Number of children in Alternative Provision	48 (End 2017/18 FY)	117 (End 2016/17 FY)	117 (End 2016/17 FY)	↓	n/a	n/a	n/a
1.13	CS12	Corporate Indicator: Percentage of Islington school leavers in Year 11 who move into education or training	95.4% (2017 leavers)	96.9% (2016 leavers)	96.9% (2016 leavers)	↔	97.4% (2016)	96.8% (2016)	2nd from bottom
1.14	x	Percentage of 16 & 17 Year old Residents NEET or Not Known	3.5% (Dec 2017 - Feb 2018)	3.4% (Dec 2016 - Feb 2017)	3.4% (Dec 2016 - Feb 2017)	↔	5.0% (2017/18)	6.0% (2017/18)	Top (TBC - NNCIS was down)
CS 2016/19 Aim Two:		The resilience of children, young people and families is strengthened by accessing effective early intervention approaches							
2.1	CS1	Corporate Indicator: Percentage of 2 year old places taken up by low income families, children with Special Educational Needs or Disabilities (SEND) or who are looked after	64% (Spring term 2017/18 AY)	61% (Autumn term 2017/18 AY)	70% (Spring term 2016/17 AY)	↑	58% (January 2017)	71% (January 2017)	2nd from bottom (at Jan 2017)
2.4	CS4	Corporate Indicator: Number of families in Stronger Families programme with successful outcomes as measured by payment by results	300 (2017/18 September, January & March claims)	210 (2017/18 September & January claims)	217 families (Sept 2016, Jan and March 2017 claims)	↑	n/a	n/a	n/a
CS 2016/19 Aim Three:		Children and young people are kept safe through effective safeguarding and child protection arrangements which respond to risk, early identification and reduce escalation of concerns							
3.1	x	Percentage of re-referrals to Children's Social Care within the previous 12 months	16.7% (2017/18 FY provisional)	17.7% (Q3 2017/18 FY)	21.7% (2016/17 FY)	↓	16.2% (2016/17 FY)	21.9% (2016/17 FY)	2nd from top
3.2	x	Percentage of children who become the subject of a Child Protection Plan for a second or subsequent time	15.6% (2017/18 FY provisional)	14.1% (Q3 2017/18 FY)	12.1% (2016/17 FY)	↑	14.8% (2016/17 FY)	18.7% (2016/17 FY)	Top
3.3	x	Percentage of children who were seen in accordance with a Children in Need Plan	66% (2017/18 FY provisional)	70% (Q3 2017/18 FY)	73% (2016/17 FY)	↓	n/a	n/a	n/a
3.4	CS5	Corporate Indicator: Number of children missing from care for 24+ hours	8 (March 2018)	9 (December 2017)	22 (March 2017)	↓	n/a	n/a	n/a
3.5	x	Number of children missing from home	12 (March 2018)	21 (December 2017)	27 (March 2017)	↓	n/a	n/a	n/a

CS PI No.	Corporate PI No.	Indicator	Current Figure (Period covered)	Previous Figure (Period covered)	Figure at end of previous year	Direction of travel	London	England	National quartile
3.6	CR1	Corporate Indicator: Percentage of young people (aged 10-17) triaged that are diverted away from the criminal justice system	80% (2017/18 Q1-4 provisional)	79% (2017/18 Q1-3 revised)	80% (2016/17 FY)	↔	n/a	n/a	n/a
3.7	CR2	Corporate Indicator: Number of first time entrants into Youth Justice System	60 (2017/18 Q1-4 provisional)	46 (2017/18 Q1-3 revised)	75 (2016/17 FY)	↓	n/a	n/a	n/a
3.8	CR3	Corporate Indicator: Percentage of repeat young offenders (under 18s)	54% (2017/18 Q1-4 provisional)	54% (2017/18 Q1-3 revised)	45% (2016/17 FY)	↑	YJB measure on reoffending uses a different cohort so is not comparable		
3.9	CR4	Corporate Indicator: Number of custodial sentences for young offenders	17 (2017/18 Q1-4 provisional)	16 (2017/18 Q1-3 revised)	30 (2016/17 FY)	↓	n/a	n/a	n/a
CS 2016/19 Aim Four: Children, young people and families thrive through good local area health, care and education provision									
4.3	x	CLA educational outcomes at the end of Key Stage 4 (Progress 8)	-2.09 (2016/17 AY)	-1.08 (2015/16 AY) (not directly comparable)	-1.08 (2015/16 AY) (not directly comparable)	n/a	-1.24 (2016/17 AY)	-1.18 (2016/17 AY)	Bottom
4.4	x	Emotional well-being of Islington looked after children (average score in Strengths and Difficulties Questionnaire)	13.2 (2017/18 FY provisional)	13.4 (2016/17 FY)	13.4 (2016/17 FY)	↓	13.7 (2016/17 FY)	14.1 (2016/17 FY)	2nd from top
4.5	x	Placement stability - short term - Proportion of looked after children with 3 or more placements over the course of the year	12.2% (2017/18 FY provisional)	8.2% (Q3 2017/18)	12.0% (2016/17 FY)	↔	12% (2016/17 FY)	10% (2016/17 FY)	2nd from bottom
4.6	x	Placement stability - long term - Percentage of children who have been looked after for more than 2.5 years who have been looked after in the same placement for at least 2 years or placed for adoption	62.8% (2017/18 FY provisional)	64.4% (Q3 2016/17)	70% (2016/17 FY)	↓	69% (2016/17 FY)	70% (2016/17 FY)	2nd from bottom
4.7	x	Percentage of good and outstanding early years settings	92.2% (Q3 2017/18)	89.8% (2016/17 FY)	89.8% (2016/17 FY)	↑	91.1% (Q3 2017/18)	94.0% (Q3 2017/18)	Bottom
4.8	x	Percentage of good and outstanding Islington schools (all phases)	95.3% (Q4 2017/18 FY provisional)	95.3% (Q3 2017/18 FY)	87.5% (Q4 2016/17 FY)	↑	93.8% (Q3 2017/18 FY)	88.7% (Q3 2017/18 FY)	Top
CS 2016/19 Aim Five: A high quality strategic and business support infrastructure stimulates the development and delivery of efficient and effective services									
5.1	x	Number of active childminders	179 (As at end Q4 2017/18 FY)	176 (As at end Q3 2017/18 FY)	188 (As at end Q4 2016/17 FY)	↔	n/a	n/a	n/a
5.2	x	Percentage of children and young people with statements who were issued with an Education, Health and Care (EHC) plan	100% (April 2018 deadline)	34.0% (2016)	34.0% (2016)	↑	25.2% (2016)	32.7% (2016)	2nd from bottom
5.4	x	Number of new mainstream foster carers recruited in Islington	12 (2017/18 FY)	11 (Q1-3 2017/18)	11 (2016/17 FY)	↑	n/a	n/a	n/a

CHILDREN'S SERVICES SCRUTINY COMMITTEE

WORK PROGRAMME 2018/19

Tuesday 26 June 2018

1. Membership, Terms of Reference, Dates of Meetings
2. Executive Member Annual Presentation
3. Child Protection Annual Report
4. Education Annual Report
5. Scrutiny Topics and Work Programme 2018/19

Monday 16 July 2018

1. Scrutiny Review – Scrutiny Initiation Document and Introductory Briefing
2. Post-16 Education Employment and Training Review 2016/17 – 12 Month Report Back
3. Quarterly Review of Children's Services Performance (Q4 2017/18)
4. Review of Work Programme

Thursday 13 September 2018

1. Scrutiny Review – Witness Evidence
2. Support for children with special educational needs and disabilities
3. Review of Work Programme

Thursday 18 October 2018

1. Scrutiny Review – Witness Evidence
2. SACRE Annual Report
3. Quarterly Review of Children's Services Performance (Q1 2018/19)
4. Review of Work Programme

Thursday 22 November 2018

1. Executive Member Update and Questions
2. Scrutiny Review – Witness Evidence
3. Review of Work Programme

Thursday 10 January 2019

1. Scrutiny Review – Witness Evidence and Concluding Discussion
2. The effectiveness of Islington Council's Free School Meals Policy
3. Quarterly Review of Children's Services Performance (Q2 2018/19)
4. Review of Work Programme

Monday 4 March 2019

1. Scrutiny Review – Draft Recommendations
2. Islington Safeguarding Children Board: Annual Report
3. The Children's Services Response to Prevent – Update
4. Implementation of the Fair Futures Commission recommendations

Thursday 30 April 2019

1. Executive Member Update and Questions
2. Education Annual Report
3. The role of Islington's supplementary schools
4. Quarterly Review of Children's Services Performance (Q3 2018/19)
5. Scrutiny Review – Final Report

WORK PROGRAMME 2019/20**Thursday 13 June 2019**

1. Membership, Terms of Reference, Dates of Meetings
2. Child Protection Annual Report
3. Scrutiny Topics and Work Programme 2019/20