



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

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

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## **SUBJECT: Annual Report – Education in Islington 2014 (Learning and School Standards)**

### **1. Synopsis**

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

### **2. Recommendations**

- 2.1 To note and support the priorities outlined below.

### **3. Background**

#### **3.1 Priorities for 2015**

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

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

## 3.2 Findings

### 3.2.1 Quality of provision

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

### 3.2.2 Outcomes for children and young people

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

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

- **At Key Stage 2**, good progress has been made - 82% of eleven year olds attained at least the expected level (Level 4 or above in the reading, writing and maths assessments). 94% of all Islington schools met the national floor standards in 2014.
- **At Key Stage 4**, the rank position of Islington's Key Stage 4 results rose further in 2014 for the proportion of sixteen year olds attaining 5+A\*-C including English and maths. Islington's results are above those for Inner London and England.
- **At the age of 19** steady progress has been made with 56 % (2013 figures) reaching Level 3 (equivalent to 2 A Level passes). Retention rates have gone up substantially at 16 plus (i.e. those in learning since 2009); and to a lesser extent at 17 and 18.
- The performance of disadvantaged pupils<sup>1</sup> compared with the rest at KS 2 is better than the national gap at 10 percentage points in 2014. At Key Stage 4, the gap remains the same as 2013 at 12 percentage points, which was well below the national gap at 26.9 points.
- The attainment of Children in Need at Key Stage 2 was 51.6% in 2013 (2014 data not yet available), which is below the Inner London average of 53.4%, but above national at 40.9%.
- The progress and attainment of Black Caribbean pupils remains an area of concern at key stages 2 and 4, while there has been some improvement in the attainment of White UK pupils at GCSE – this has previously been the lowest performing group for some time.

### 3.2.3 Attendance, Behaviour and Exclusions

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

### 3.2.4 Sufficient good quality places

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

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

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

## 4. Conclusion and reasons for recommendations

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

### Appendices

#### Background papers:

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

#### Final report clearance:

#### Signed by:

Director of Learning and Schools

Date

#### Received by:

Head of Democratic Services

Date

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