



CHILDREN'S SERVICES SCRUTINY COMMITTEE

5 July 2022

SECOND DESPATCH

Please find enclosed the following items:

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Children's Services

Report of: Corporate Director of Children's Services

Meeting of: Children's Services Scrutiny Committee

Date: 5 July 2022

Ward(s): All

SUBJECT: Children's Services Quarter 4 2021/22 Performance Report

1. Synopsis

- 1.1 The council has in place a suite of corporate performance indicators to help monitor progress in delivering the outcomes set out in the council's Corporate Plan. Progress on key performance measures is reported through the council's Scrutiny Committees on a quarterly basis to ensure accountability to residents and to enable challenge where necessary.
- 1.2 This report sets out Q4 2021/22 progress against targets for those performance indicators that fall within the Children and Young People outcome area, for which the Children's Services Scrutiny Committee has responsibility.

2. Recommendations

- 2.1 To note performance against targets in Q4 2021/22 for measures relating to Children and Young People.

3. Background

- 3.1 A suite of corporate performance indicators had been agreed for 2018-22, which help track progress in delivering the seven priorities set out in the Council's Corporate Plan - *Building a Fairer Islington*. Targets are set on an annual basis and performance is monitored internally, through Departmental Management Teams, Corporate Management Board and Joint Board, and externally through the Scrutiny Committees.
- 3.2 The Children's Services Scrutiny Committee is responsible for monitoring and challenging performance for the following key outcome area: Children and Young People. The Committee also reviews performance related to children and young people under the Safety outcome area, e.g. key measures for the Youth Offending Service.

- 3.3 The Corporate Indicator set were reviewed at the end of 2020/21 and a revised set of measures have been put in place for 2021/22. The changes took into account measures that were not reportable under some of the lockdown restrictions in 2020/21, but that will be reportable for at least part of 2021/22 (e.g. school attendance), as well as performance during the previous year. The set of measures used for quarterly Children’s Services Scrutiny performance reporting has been updated to reflect these changes. Full details of all the changes were provided in the Q1 2021/22 Performance Report.
- 3.4 This report is currently structured using the outcome areas from the Council’s Corporate Plan - *Building a Fairer Islington*. Although the 2021 Strategic Plan has now been published, the priorities do not cover every area of Children’s Services. Therefore, we are continuing to use the objectives from the previous plan to help structure these Performance Reports.

4. Outstanding issues and queries from Q3 2021/22 Performance Report

- 4.1 There were no outstanding issues or queries from the Q3 2021/22 Performance Report, which was discussed at the Children’s Services Scrutiny Committee on Monday 28th March 2022.

5. Quarter 4 performance update – Outcome: Creating a safe and cohesive borough for all

5.1 Key performance indicators relating to 'Creating a safe and cohesive borough for all'

PI No.	Indicator	2019/20 Actual	2020/21 Actual	2021/22 Target	Q4 2021/22	On target ?	Q4 last year	Better than Q4 last year?
1.1	Percentage of young people (aged 10-17) triaged that are diverted away from the criminal justice system	80%	89%	n/a	91%	N/A	89%	Yes
1.2	Corporate Indicator: Number of first time entrants into Youth Justice System	61	38	<60	45	Yes	38	No
1.3	Corporate Indicator: Percentage of repeat young offenders (under 18s)	37%	27%	<37%	20%	Yes	27%	Yes
1.3a	Corporate Indicator sub-measure: Percentage of repeat young offenders (under 18s) - YJB measure	30.8%	See this Q's figure – delays in reporting	40%	26.3%	Yes	30.8%	Yes
1.4	Number of custodial sentences for young offenders	7	2	<10	4	Yes	2	No
1.4a	Custody rate per 1,000 10-17 year old residents - Black ethnic group	12.4 (Apr 15-Mar 19)	11.3 (Apr 16-Mar 20)	<11.3	6.6 (Apr 17-Mar 21)	Yes	11.3 (Apr 16-Mar 20)	Yes
1.5	Number of Domestic abuse offences	2,501	2,537	>2,664	2,756	Yes	2,537	Yes

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

- 5.2 The diversion rate for 2021/22 as a whole was 91%, compared to 89% the previous year. This relates to 41 out of 45 young people triaged not going on to receive a substantive outcome. All 14 young people triaged in Q4 2021/22 were diverted from the criminal justice system.

Targeted Youth Support (TYS) has continued to improve outcomes and divert more young people from the criminal justice system with all young people triaged being supported to make positive choices and to not re-offend. The service has achieved this by continuing to complete high quality assessments with these young people. This ensures that high level interventions can be put in place that address a variety of needs that increase the young person's wellbeing and promotes desistance. This has resulted in important improvements in the cumulative measure for all recent quarters.

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

- 5.3 There have only been 45 First Time Entrants (FTEs) into the Youth Justice System by the end of Quarter 4 2021/22, lower than the target of 60. Although this was higher than the figure in 2020/21, offending levels dropped significantly around the coronavirus restrictions, and so are not directly comparable. Therefore, the targets for 2021/22 have been set in line with the targets for 2019/20.

Making sustained reductions to the number of first-time entrants remains a significant priority for the Youth Justice Service and the partnership. Much of this can be attributed to the prioritisation of targeted early intervention and prevention for young people who are at risk of entering the youth justice system. Early intervention and identification of young people at risk of offending continues to be a key priority and our partnership response to the needs of those at risk of offending has helped immensely. Our commissioned services have been central to this also and we have strengthened our triage interventions to make them better tailored to the multi-faceted (and often complex) needs of young people. This complexity has increased due to the pandemic. More training has also been delivered for practitioners to help with the developing of enhanced assessment and interventions for children triaged has further supported more effective diversion.

1.3 - Corporate Indicator: Percentage of repeat young offenders (under 18s) and

1.13a - Corporate Indicator sub-measure: Percentage of repeat young offenders (under 18s) - YJB measure

- 5.4 Only five of the 25 young offenders from 12 months ago had reoffended by the end of Q4 2021/22, so performance for this period was 20%. This is much better than the target of 37%, which is based on performance during the 12 months of the 2019/20 financial year. As with the First Time Entrants measure, as the coronavirus social restrictions have had an impact on the levels of offending in 2020/21, targets for the youth offending measures for 2021/22 have been based on 2019/20 targets. Despite this, the reoffending level for the end of 2021/22 was actually lower than it was the previous year.

This measure is based on the re-offending over the previous 12 months for the cohort of offenders from the quarter immediately prior to this 12-month period (i.e. those who offended between 15 and 12 months ago), so is looking at a different cohort each quarter.

Across the cohort of 25 young offenders, there were only 9 re-offences, making an average of 0.36 re-offences per offender. This is a lower than last year, when there was an average 0.82 re-offences per offender.

After a gap in reporting, the Youth Justice Board (YJB) have published updated data on this measure. The YJB measure is delayed to allow for data to be confirmed on the Police National Computer. The latest quarter's data is for the cohort of offenders from January to March 2020. Over the following 12 months, only five out of 19 Islington offenders reoffended, making a percentage of 26.3%. This is lower than the London and England rates. Historically, Islington has been in the bottom quartile, nationally, on this measure. However, the latest rate puts Islington in the top quartile of performance, nationally, at 33rd out of 154 Youth Offending Teams (YOTs). The rate of re-offences is also very low, at 0.47 per offender, compared to 1.10 for London and 1.22 nationally.

The performance measures in relation to re-offending continue to move in a positive direction and trajectory with the rate now below the re-offending rates of comparable YOTs. This is a significant achievement given where the YOS's performance was four-five years ago (which was not good). There is no room for complacency however, as the rates could change due to the impact of the pandemic. There has been an increase in the number of offences following periods of lockdown and an increase in adverse needs following the impact of the pandemic on vulnerable children. The service has ensured that young people who are at risk of re-offending are identified (through our live 'tracker' and intelligence systems such as those held by the Police) so that they can be supported and deterred from reoffending. The YJS has also strengthened its interventions by further mobilising the multi-agency nature of the YJS. This is helped by processes such as the Youth Justice Service (YJS) Multi Agency Risk Panel, Clinical Specialist Panel and the Islington Group Offending Partnership Panel. We continue to work closely with police colleagues to ensure that enforcement is proportionate to each case whilst providing targeted interventions to young people of particular concern and who present a high level of risk.

1.4 - Corporate Indicator: Number of custodial sentences for young offenders

5.5 The data from previous quarters has been revised to ensure we are following the same definitions as the YJB on this measure. Therefore, the revised figure for the year is four custodial sentences, which includes no custodial sentences in Q4. The target for the year was to have fewer than ten custodial sentences (in line with the target for 2019/20), so this measure is on target. The number 2021/22 is higher than the same period in 2020/21, when there was a particularly low number of custodial sentences, likely related to the impact of coronavirus.

The number of young people receiving custodial sentences has fallen and this is reflected in a year-on-year decline from 2018 to date. This has in part been achieved by improving the relationship between the YJS and the local court to the point that the court has increased confidence in the proposals the YJS makes and in the YJS's ability to effectively supervise (high risk) young people in the community when the custody threshold has been met. This includes the use of Intensive Supervision and the use of external controls (such as electronic monitoring and

curfews) to support children to remain in the community. The significant progress that has been made is very positive and encouraging, but we are aware that, post lockdown, more young people have been involved in offending behaviours. This is likely to lead to an increase in the imposition of custodial cases in the near future, particularly as some of these offences have been serious in nature and gravity.

1.4a - Custody rate per 1,000 10-17 year old residents - Black ethnic group

- 5.6 The YJB have now published an update of their disproportionality tool. Although the custody rate for the same four year periods was previously reported was not included, we have been able to use the underlying data to calculate an update to these figures. In the four years from April 2017 to March 2021, there were 24 custodial sentences involving Islington young people from a Black ethnic group. This is a fall from 41 in April 2016 to March 2020. The rate per 1,000 Islington residents aged 10-17 from a Black ethnic group has therefore fallen from 11.3 per 1,000 to only 6.6 per 1,000. Despite this positive trajectory, the custodial rate for Islington young people from a Black ethnic group remains above the rate for all other ethnic groups combined, which is 2.5 per 1,000 residents.

Reducing disproportionality in sentencing for Black children is a key objective in the YJS disproportionality action plan and this is being addressed with sentencers and in promoting anti-racist and anti-discriminatory practice. Subsequently, the service has a clear set of recommendations to address the issue of disproportionality. Islington continues to be committed to ensuring that this cohort of young people receive high quality youth justice services that provide tailored and targeted intervention that recognise diversity, discrimination and difference. Whilst it is acknowledged that Islington has made significant progress in reducing the use of custody in recent years, there remain concerns in relation to disproportionality and the use of custody and remands where Black children are treated more harshly. This remains a priority for the YJS and the partnership and is a standing agenda item at the Youth Justices Services Management Board which helps with governance arrangements of the area.

1.5 - Number of domestic abuse offences

- 5.7 There was a total of 2,756 domestic abuse offences reported in 2021/22. This is an increase on last year, when there were 2,537 offences.

The increase in domestic abuse (DA) offences recorded by the police is positive as this follows a concerted partnership effort to raise awareness of DA through comms campaigns and 338 practitioners attending VAWG training including police officers. The increase is aligned with the 2,343 referrals to Islington's commissioned VAWG services and the 692 cases heard at the Daily Safeguarding Meeting (DSM) in 2021-22. The Safelives annual 2021 review of national MARAC (296 MARACs) showed that Islington's DSM had nearly double the number of high-risk referrals (695) compared to the UK average (398). Whilst London boroughs tend to be higher than the

national average, Islington is a relatively small London borough and is significantly higher than the London average.

Not only is the DSM reaching more survivors, our repeat referral rate (due to further incidents of violence) is 25%, lower than the UK MARAC average of 33%, so it is more effective too. The council investment in VAWG services plus significant additional funding secured by the VAWG team has meant that our commissioned services have had the capacity to respond to the increase in referrals and need. This includes funding for more Independent Domestic Violence Advocates, providing family support workers in Islington refuges (154 children resided in Islington's refuges last year) and our specialist VAWG counselling service which supported 54 survivors in 2021-2022. We are also increasing actions to manage the behaviour of perpetrators; 199 survivors were supported to access civil remedies through our IDVA services e.g., non-molestation orders etc, and 56% of the 3100 actions allocated at the DSM were directed at the perpetrator. Islington is also supporting perpetrators to reduce harmful behaviours and make positive changes in their lives through our Journey to Change Service to increase the safety of survivors and their children.

6. Quarter 4 performance update – Outcome: Delivering an inclusive economy, supporting people into work and financial independence and helping them with the cost of living

6.1 Key performance indicators relating to 'Delivering an inclusive economy, supporting people into work and financial independence and helping them with the cost of living'

PI No.	Indicator	2019/20 Actual	2020/21 Actual	2021/22 Target	Q4 2021/22	On target ?	Q4 last year	Better than Q4 last year?
2.2	Percentage of 16 & 17 Year old Residents NEET or Not Known	4.1%	4.8%	<4.8%	4.6%	Yes	4.8%	Yes
2.4	100 hours of the world of work - Number of schools engaged with the programme	25	22	>40	23	No	22	Yes
2.5	Number of web page views for 100 hours of the world of work	New indicator in 2020/21	4,504	>2,000	2,887	Yes	4,504	No

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

6.2 An average of 4.6% of Islington 16 & 17 year old residents were NEET or had a status that was unknown during December 2021 to February 2022. This was lower than the previous year (4.8%). The Islington rate remains lower than the national rate, although the national rate fell more than the Islington rate (5.5% last year to 4.7% this year), so the gap has narrowed significantly. Islington was above the London rate last year (4.0%) and the London rate also fell to 3.4% for 21/22.

The proportion of Islington 16 & 17 year olds known to be NEET actually rose slightly, from 1.7% last year to 1.9% this year. However, the proportion whose status was unknown fell by a greater margin, from 3.1% to 2.8%. The percentage of NEETs for Islington is higher than the London average (1.5%) but lower than the England average (2.6%). Despite the drop in the proportion with unknown status, the Islington percentage remains above the London (1.9%) and England

(2.2% averages). Based on the provisional data for other local authorities, Islington is ranked 84th out of 151 local authorities.

Whilst this was an increase it should be noted this was a particularly difficult year to track our unknown cohort. The Progress team sent mailshots, surveys and completed telephone follow-ups. However, there was significant number of young people whose status remained unknown. In previous years a home visit would take place with young people with an unknown status after repeated attempts to contact them. Due to COVID restrictions this activity could not take place.

As part of planning for the next reporting period, a detailed analysis of this year's data has been undertaken. There is continued concern that young people in the current cohort have had significant periods of lockdown and this may impact on their motivation, mental health and engagement.

The measures underway to strengthen future performance include:

- A link adviser for Capital City Group of colleges.
- On-going liaison with Islington schools to identify young people at risk of becoming NEET.
- Increased collaboration with teams working with vulnerable groups for early identification of young people's support needs and an early help offer.
- Comms support to ensure young people know where to access help and IAG support.
- Return of home visits to unknowns with ease in COVID restrictions.

2.4 - 100 hours of the world of work - Number of schools engaged with the programme

6.3 **Target not met.** 23 schools engaged with 100 hours of World of Work programme by the end of Q4 2021/22, below the target of 40.

Despite not meeting the planned target, the programme has engaged more schools than last year and facilitated just over 5,000 pupil experiences. The team has worked with all secondary schools, including developing bespoke programmes for New River College, who ran a social action project, and special schools Samuel Rhodes and Richard Cloudsley, with whom we launched the SEND creative pathways project (linking them with the National Youth Theatre to create tailored opportunities for young people with special educational needs).

The main challenge has been to generate the same level of interest in the world of work programme across primary settings, where careers education is perceived to be less of a priority and other enrichment programme such as 11 by 11 and Music Education thrive. To address this, we have begun to leverage the cultural enrichment team's excellent engagement with primary schools by reaching out to their contacts and making sure school leaders are aware of our careers offer. The team is also developing for a National Careers Week offer to primary schools in the hope that aligning this work to a widely recognised campaign will encourage wider participation.

All secondary schools apart from The Bridge have engaged with the 100 hrs programme to date this year. Many schools had to manage with stretched resources during the height of the Omicron wave and for The Bridge this meant rescheduling activities which had been planned to take place during this period. There was a similar picture across a further 3 schools where levels of staff absence were high but, in all cases, activities have been rescheduled for Q4 or Q1. The focus for

Q4 is building engagement across primary settings with a series of events planned for National Careers Week (7-12 March 2022).

2.5 - Number of web page views for 100 hours of the world of work

6.4 **Target met.** There have been 2,887 page views for the 100 hours of the world of work web pages in 2021/22. This is above the target of 2,000.

The 100 world of work web pages were relied upon heavily by schools to provide learning materials for students during lockdowns. There was an upswing in Q4 despite traffic to the site previously seeming to plateau in Q3. March 2022 was the most popular month for visitors which coincides with National Careers Week during which resources would have supported schools to deliver careers education. The online pages continue to be refreshed regularly with new resources and activities added termly. The current picture indicates a continued appetite for online content despite the return to face to face careers activities and we will continue to respond to this need by consulting with careers leads and adding demand led content.

We are ahead of the year-to-date profiled target, despite seeing the numbers of unique visitors to our web sites level off to between 200-250 per month. Home learning is not taking place in most schools and feedback from careers teams is that young people are struggling to engage meaningfully with online content this term, with many schools indicating a preference for face-to-face careers activities only. However, we will continue to update and promote our online content for those who use these resources.

7 Quarter 4 performance update – Outcome: Making Islington the best place for all young people to grow up – where children and families can thrive and reach their potential

7.1 Key performance indicators relating to 'Making Islington the best place for all young people to grow up – where children and families can thrive and reach their potential'

PI No.	Indicator	2019/20 Actual	2020/21 Actual	2021/22 Target	Q4 2021/22	On target?	Q4 last year	Better than Q4 last year?
3.2	Corporate Indicator - Number of children being supported through our Bright Islington family support offer – rate of assessments per 10,000	1,035	985	n/a	993	n/a	985	In line
3.3	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	70% (Spring 19/20)	61% (Spring 20/21)	> 66%	72% (Autumn term 2021/22 Academic Year - revised)	Yes	70% (Autumn 20/21)	Yes
3.6	Corporate Indicator: Percentage of mainstream school children who are persistently absent (below 90% attendance)	Not available - Covid	13.2%	<18.7%	20.4% (Autumn term 2021/22 AY)	No	15.2% (Autumn term 2020/21 AY)	N/A
3.6a	Corporate Sub-measure: Percentage of primary school children who are persistently absent (below 90% attendance)	Not available - Covid	9.6%	<17.7%	18.0% (Autumn term 2021/22 AY)	No	11.5% (Autumn term 2020/21 AY)	N/A
3.6b	Corporate Sub-measure: Percentage of secondary school children who are persistently absent (below 90% attendance)	Not available - Covid	18.6%	<19.8%	23.8% (Autumn term 2021/22 AY)	No	20.7% (Autumn term 2020/21 AY)	N/A

3.8	Number of Electively Home Educated pupils	182	247	<253	258	No	247	Higher
3.18	Children's social care contacts in the past month	971 (March 2020)	1126 (March 2021)	n/a	1002 (March 2022)	n/a	1126 (March 2021)	Lower
3.18a	Equalities Sub-measure - % of Children's Social Care contacts for YP from the Black-Caribbean ethnic group compared to overall population	+3.5%	+2.8%	< +2.8%	+3.1%	No	+2.8%	No
3.18b	Equalities Sub-measure - % of Children's Social Care contacts for YP from any Black ethnic group compared to overall population	+6.9%	+7.2%	< +7.2%	+6.5%	Yes	+7.2%	Yes
3.18c	Equalities Sub-measure - % of Children's Social Care contacts for YP from a Mixed ethnic group compared to overall population	+6.0%	+8.7%	< +8.7%	+4.6%	Yes	+8.7%	Yes
3.19	Corporate Indicator - Percentage of re-referrals to Children's Social Care within the previous 12 months	17.5%	17.5%	< 16.5%	17.6%	No	17.5%	In line
3.19a	Corporate Sub-measure - Percentage of re-referrals to Children's Social Care within the previous 12 months - Black-Caribbean ethnic group	18.2%	22.1%	< 22.1%	20.6%	Yes	22.1%	Yes
3.19b	Corporate Sub-measure - Percentage of re-referrals to Children's Social Care within the previous 12 months – White-British ethnic group	18.8%	19.8%	< 19.8%	19.8%	Yes	19.8%	In line

3.20	Number of children who are the subject of a Child Protection Plan	199	194	200 or fewer	160	Yes	194	Yes
3.21	Percentage of children who become the subject of a Child Protection Plan for a second or subsequent time	18.3%	10.5%	<16.5%	23.8%	No	10.5%	No
3.22	Percentage of children's social care assessments completed within time	91.0%	87.0%	>89.0%	83.2%	No	87.0%	No
3.23	Placement stability - short term - Proportion of looked after children with 3 or more placements over the course of the year	9.8%	15.0%	<11.0%	10.8%	Yes	15.0%	Yes
3.24	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	73.1%	69.1%	>70%	65.1%	No	69.1%	No
3.25	Number of Looked After Children	366	342	<357	389	No	342	Higher
3.27	Number of children missing from care for 24+ hours	15 (Mar 20)	13 (Mar 21)	n/a	8 (March 2021)	n/a	13 (Mar 2021)	Yes
3.28a	Percentage of primary school pupils eligible for Free School Meals	30.3% (Jan 20)	37.9% (Jan 21)	n/a	40.2% (Jan 21)	n/a	37.9% (Jan 21)	Higher
3.28b	Percentage of secondary school pupils eligible for Free School Meals	34.3% (Jan 20)	37.5% (Jan 21)	n/a	41.4% (Jan 21)	n/a	37.5% (Jan 21)	Higher
3.29	Number of schools engaged in the 11 by 11 Cultural Enrichment Programme	65	66	>60	64	Yes	66	In line (within 5%)

3.30	Number of unique page views - Creative & Music pages	New indicator in 2020/21	20,192	>10,000	15,815	Yes	120,192	No
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3.2 - Corporate Indicator - Number of children being supported through our Bright Islington family support offer – rate of assessments per 10,000

7.2 This Corporate Indicator has been added to show the number of children and young people accessing early help services. The rate of assessments per 10,000 under 18s has been used as the measure to allow us to make comparisons with other areas. This information is collected quarterly as part of the London Innovation and Improvement Alliance quarterly collections, so comparator data is available with a time lag of one quarter.

No targets are set for this measure, as an increase could be a positive move, if more families are willing to work with our services, or a negative move, if this is reflecting an increase in levels of need below social care thresholds.

The latest local data shows that the rate of early help assessments per 10,000 under 17s was 993 in Q4 2021/22, which is an increase from the rate for Q3 in 2020/21 (889), although there does tend to be a dip in Q3 each year. The rate is slightly above the rate at the end of last year.

The latest comparator data is for Q3 2021/22. In Q3, the Islington rate of early help assessments remained the highest in London by a considerable margin, and above the London average of 199 per 10,000. Note that some of the differences between local authority rates may reflect differences in the ways early help services are set up in different areas, and some changes in figures may reflect changes in reporting. Nevertheless, this comparison suggests that Islington has a strong early help offer, reaching a considerable proportion of the community.

The previous quarter showed families' circumstances were declining for 'social networks'. This has been turned around this quarter and now outcomes' data shows families are making progress in this domain. Progress to work is still in the bottom 3 areas that families struggle to make much improvement in, but they are now improving (rather than regressing) in this area. The re-referral rate demonstrates that 88% of families are getting the help they need to resolve their problems and that this improvement is sustained.

3.3 - 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, families who have No Recourse to Public Funds (NRPF)

7.3 As performance on this measure can be affected by changes in restrictions around coronavirus, the target for this measure has been set to be at or above the Inner London average, rather than a

specific figure. We have also seen seasonal variations from term to term, which also contributes to our thinking around not setting a specific value as a target for every term.

The DfE have now published the revised figures for the Autumn term in the 2021/22 academic year. The Islington figure has been revised up from 70% to 72%. This is better than the target, which was confirmed as 66% based on the Inner London average. Despite this strong performance, Islington appears fairly low down in the national rankings, but London boroughs tend to have lower levels of take-up than other regions.

The provisional figure for the Spring term is 71%. This is an increase on the same point the previous year (61%), although the previous figure was likely affected by the coronavirus restrictions in place at the time.

Evidence shows that access to good quality funded early education from age 2 has a significant impact on school readiness and educational outcomes throughout children's schooling. Increasing take up of free early education entitlements is central to addressing educational and social inequalities in early childhood and beyond. It is one of the 12-month priorities within the Education Strategy.

Although we are sustaining improvements in this measure and are outperforming our inner London neighbours, we continue to focus our efforts on reaching those eligible families not taking up the 2-year-old offer. Our strategic approach to increasing take up is shared across the early years and childcare service and our Whittington Health and other multi-agency colleagues across Bright Start. A multi-agency steering group oversees work across three key strands, identified through self-assessment as areas where we could have the highest impact on take up: communications, outreach, including best use of the DWP list of eligible families, and data. Through Bright Start and with the Family Information Service we are working with schools, settings and VCS groups to reach out to families and communities who may be less likely to take up the free hours. Having identified low take up among Turkish and Somali families, we are focussing our outreach to these groups. Most recently we have held focus groups facilitated by Manor Gardens Welfare Trust to help us understand best approaches and messaging to encourage families to take up the offer.

The eligible cohort changes termly as children turn 3 meaning that our efforts to increase take up need to be sustained each term. Last year saw a 9% reduction in take up between the Autumn 20 and Spring 21 terms. This year despite the winter Omicron outbreak the numbers have remained steady between Autumn 21 and Spring 22; the provisional Spring 2022 figure is 71% (596 out of 834 eligible children in a funded place) although the DfE scorecard is not yet available, and this is subject to revision. We are seeing a reduction in the overall eligible cohort over time which makes comparisons more challenging.

We know that the research evidence on the impacts of free early learning for this cohort of children is compelling. We also hear directly from parents and practitioners who see first-hand the impact of

early education entitlements for some of the most disadvantaged young children in our borough. One parent who took up the offer said: *'I was terrified to let my baby go, but he was able to socialise with other children, helped separation from me and him, gave me time for myself. He learnt so much more and was so much more ready to start school.'*

3.6 - Corporate Indicator - Percentage of mainstream school children who are persistently absent (below 90% attendance)

3.6a - Corporate Sub-measure - Percentage of primary school children who are persistently absent (below 90% attendance)

3.6b - Corporate Sub-measure - Percentage of secondary school children who are persistently absent (below 90% attendance)

7.4 The DfE have published data relating to absence during the Autumn term 2021/22. However, they have changed the way absence due to Covid is calculated. Previously, this was counted as a possible session of attendance, and was not counted as an absence. Although in 2021/22 it remains to be not counted as an absence, it is not counted as a possible session of attendance. This has meant rates of absence and persistent absence across the country have increased, as the numbers of possible sessions that absence for other reasons is counted against are generally lower.

Across Islington's primary and secondary schools, 20.4% of pupils were counted as persistent absentees in Autumn 2021/22. Although this appears to be a significant increase on the previous year (15.2%), the figures are not directly comparable due to the change in the calculations. Islington is above the target based on the Inner London average for this period. However, if we look at the wider set of figures for other local authorities, we see regional variation to the changes compared to the previous year. Last year, the national average for the Autumn term was 12.7%, which was below the Islington rate. This year, the national average is 23.2%, above the Islington rate. The Inner London rates have gone up by 4.6 percentage points, which is the smallest increase for any region in the country. Every region apart from London has seen increases above 10 percentage points. So despite what initially appears to be a substantial increase in persistent absenteeism, Islington has actually moved into the top quartile for performance on this measure, nationally.

There is a similar story when we break down the figures for primary and secondary schools. Islington's persistent absence rates are above the targets based on the Inner London averages (although only marginally for primary schools). However, Islington has moved into the top quartile nationally for the secondary school persistent absence rate, and the second from top quartile for the primary school rate (only two places outside the top quartile). The rates for London, especially Inner London, have not increased as much as they have done for other parts of the country.

Since the last Children's Services Scrutiny Report that included these attendance measures, we have also seen the publication of the full year data for 2020/21.

Islington's primary school persistent absence rate met the target for 2020/21, with a rate of 9.6%, better than the Inner London rate of 10.3%.

Islington's secondary school persistent absence rate, however, was above the target, at 18.6% compared to 13.8% for Inner London overall.

Therefore, the overall persistent absence rate was above the target based on the Inner London average, at 13.2% compared to 11.8%.

A number of initiatives have had a positive impact on overall attendance including:

- Islington Persistent Absenteeism Programme; this has involved work with targeted schools (primary and secondary) through a series of focussed meetings to develop strategies built around the following themes:
 - Management and leadership of the school's attendance strategy
 - Ensuring parents met their responsibilities
 - Effective support from partner agencies – Health, Families First, Early Intervention and Prevention
 - Support and challenge from the local authority
- In between these strategic meetings Officers have worked with individual schools through a dedicated bespoke programme of support, based on local challenges.
- Encouraging all schools and staff across the Children's Services workforce to recognise attendance is a safeguarding matter, use key opportunities to ensure families understand the importance of good attendance and are offered early help where appropriate. Work with vulnerable groups (e.g. Looked After Children, Children in Need, the Virtual School) has been particularly effective.
- Strengthened communication between health and schools, and challenge to health-related absence where appropriate via the school nursing service, e.g. advice on recuperation timescales if a child is sick.
- Increased use of statutory powers (fines and prosecutions) where appropriate

Regardless of rankings however, we recognise that there are still too many children and young people attending Islington schools who are persistent absentees (PA). We will therefore continue to develop system led approach that encourages all schools and services to work together with a shared ambition to improve attendance for all children and young people.

Our data also shows the level of concern regarding PA is different for different schools, and we can identify a group of schools that account for the highest percentage of PA both at primary and secondary. We will have a particular focus on working these schools during the next period.

3.8 - Number of Electively Home Educated pupils

7.5 During the pandemic, there has been an increase in the number of pupils Electively Home Educated. Although the DfE do not collect or publish data on the numbers of children being Electively Home Educated, we have reports of significant increases in other local authorities via professional networks. There has been closer monitoring as a result of these increases, with an initial target set relating to the level seen during April 2021.

The number of electively home educated pupils was below the levels seen in April 2021 for most of the year. However, there was an increase in Q4, and at the end of the financial year, the number had risen marginally above the target of 253.

The Schools White Paper (Opportunities for All) promises to introduce legislation to establish a register for children not in school, with clarity on how this data should be used by local authorities and multi-agency teams to undertake their duties and support children's education. New powers alongside local opportunities including an established Elective Home Education Adviser post following retirement provides of the current post holder provides an opportunity to take a fresh approach to how we support our elective home educated children.

Recognising some parents turn to home education in response to a specific concern or particular situation, we will be targeting support to those families at the earliest possible stage. We already have in place an agreed protocol with our schools whereby any child home educating can return to the same school if within 20 school days, they decide (or the LA believe) that home education is not suitable.

We plan to:

- Have more robust conversations with parents at the point of entry and ensure they have a clear understanding of their role and responsibility around home educating their child and that the LA will have to be satisfied with these arrangements on an on-going basis.
- Expand on the existing work with partner agencies such as CAMHS, CSCT, Bright Futures to offer a more targeted support to home educating families
- The new School Nurse role will provide more targeted support to families facing health related challenges.
- Expand on the work with schools and partner agencies to ensure elective home education is not promoted to avoid exclusion, poor attendance or challenging behaviour
- Support schools to have potentially difficult conversations with parents where it appears elective home education is not in the best interest of the child
- Convene a Team Around the Child meeting where appropriate, ideally prior to the child being removed from school roll.

We will continue support parents and children where there appears to be no concern about the home education provision, including careers information, detail of support services available, signposting to exam centres and other relevant support. However, our main focus will be on children where it appears elective home education may not have been the parents first choice.

We can provide a further update on our progress in the next quarter's report.

3.18 – Children's social care contacts in the past month

7.6 A new Corporate Indicator looking at the number of children's social care contacts was introduced in 2020/21 as a result of the pandemic. In the initial weeks of lockdown, there was a considerable drop off in contacts. However, by the end of the year, the overall number of contacts in the year was in line with the number in 2019/20. Therefore, this measure is no longer a Corporate Indicator, but it continues to be monitored, after an increase in March 2021 as restrictions started to ease.

In the first few months of 2021/22, the numbers of contacts each month were well above the low levels seen in the same months in 2020/21, at the height of the pandemic and with the most significant social restrictions in place. In the second half of 2021/22 alone, the number of contacts was in line with the number in the same period in 2020/21 (5,851 compared to 5899 in the same period last year). For the year as a whole, contacts are up 9.6% on last year.

No target set - safeguarding numbers are not suitable for targets.

The view of the Service is that contacts made are appropriate and indicate increasing need due to the pandemic. The London wide review of Merlins (contacts by the police) which make up 40% of all contacts is underway, the audit has been completed by all London boroughs identifying that those RAG rated green don't all need to be contacts to Local Authorities. The London wide MPS protocol is being redesigned as is the London Threshold Continuum of Need.

Equalities sub-measures to the contacts measure were added in 2020/21, focussing on those ethnic groups who make up a significantly higher proportion of children's social care contacts than would be expected, based on our best estimates of the proportion of under-18s in Islington from these ethnic groups.

3.18a – Equalities Sub-measure - % of Children's Social Care contacts for YP from the Black-Caribbean ethnic group compared to overall population

7.7 An estimated 4.4% of the Islington under-18 population in 2021 are Black-Caribbean. Excluding those cases where ethnicity hasn't been recorded, 7.5% of contacts made during 2021/22 involved young people from the Black-Caribbean ethnic group, an over-representation of 3.1%. This is a slightly higher over-representation than during 2020/21 as a whole, although it is less of an over-representation than during 2019/20 (3.5%).

3.18b – Equalities Sub-measure - % of Children's Social Care contacts for YP from any Black ethnic group compared to overall population

7.8 An estimated 22.6% of the Islington under-18 population in 2021 are from a Black ethnic group. Excluding those cases where ethnicity hasn't been recorded, 29.1% of contacts made during 2021/22 involved young people from a Black ethnic group, an over-representation of 6.5%. This is a lower over-representation than during 2020/21, and so the target has been met.

3.18c – Equalities Sub-measure - % of Children's Social Care contacts for YP from a Mixed ethnic group compared to overall population

7.9 An estimated 17.6% of the Islington under-18 population in 2021 are from a Mixed ethnic group. Excluding those cases where ethnicity hasn't been recorded, 22.2% of contacts made during

2021/22 involved young people from a Mixed ethnic group, an over-representation of 4.6%. This is a much lower over-representation than during 2020/21 as a whole, and so the target has been met.

CCSCT accept contacts from professionals and service users. Currently work is taking place regarding greater awareness of cultural context of need and unconscious bias within organisations. This may in the longer-term result in a reduction in the over representation of service users from these ethnic groups being referred and greater culturally appropriate interventions in place early on to negate onward referral. The Islington Safeguarding Children partnership have launched a Disproportionality Task and Finish Group to further address the disproportionality in contacts for global majority groups.

3.19 – Corporate Indicator - Percentage of re-referrals to Children's Social Care within the previous 12 months

- 7.10 Historically, our re-referral rate had been fairly constant at about 20%, which has been similar to the national average. However, the proportion of re-referrals within 12 months has reduced in recent years and was 17.5% in the 2019/20 and 2020/21 financial years. We have long-term targets set as part of the Children and Families Outcomes Framework for this measure, which we have met in the last two years. The target for 2021/22 is more challenging at 16.5%. 424 out of 2407 referrals made in 2021/22 were re-referrals within 12 months of a previous referral. This is just above the target, but in line with performance in 2020/21. Performance was particularly strong in the second half of the financial year, at 14%.
- The beginning of the year saw particularly high numbers of re-referrals some months above 20%, this was thought to be due to assessments undertaken in lockdown, the later part of the year saw a marked improvement in the re-referral rate.

3.19a – Corporate Sub-Measure - Percentage of re-referrals to Children's Social Care within the previous 12 months – Black-Caribbean ethnic group

and

3.19b – Corporate Sub-Measure - Percentage of re-referrals to Children's Social Care within the previous 12 months – White-British ethnic group

- 7.11 As part of work looking at disproportionality around children's social care, it was found that re-referral rates for children and young people from the Black-Caribbean and White-British ethnic groups have been significantly above the Islington average over the last few years. Therefore, equalities sub-measures have been added to this Corporate Indicator to monitor this more frequently.
- It should be noted that the percentages involved can relate to very low numbers of children and young people in the early part of the year, so performance can be volatile in the first part of the year. We are now seeing the figures stabilising as they involve larger numbers of children and young people, and the percentages are getting lower as we progress through the year.

34 out of 165 referrals made in 2021/22 involving Black-Caribbean young people were re-referrals within 12 months of a previous referral. This has met the target, which is based on a reduction from 2020/21.

104 out of 526 referrals made in 2021/22 involving White-British children and young people were re-referrals within 12 months of a previous referral. This is in line with performance in 2020/21.

3.20 - Number of children who are supported by a Child Protection Plan

7.12 Long term targets have been set as part of the Children and Families Outcomes Framework, agreed with the MHCLG, for the number of children who are the subject of a Child Protection Plan to remain below selected levels each year. In 2021/22, the aim is for the number of plans at any one time to remain below 200. At the end of 2021/22, this target was being met by some margin, as there were 160 children who were the subject of a Child Protection Plan at the end of March 2022.

Despite an increase in contacts to the service since the start of 2021, the number of children who are the subject of child protection plans has reduced and stabilised. This is thought to be for a variety of reasons including service response has both prevented such need leading to significant harm to children as well as families being in such sudden crisis e.g. mental health breakdown that children have needed to come into care immediately upon referral. In accordance with procedures and guidance children cannot be both supported by a CP Plan and be Looked After.

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

7.13 41 of the 172 children who became the subject of Child Protection Plans in 2021/22 did so for the second or subsequent time. There was a high number of repeat plans in May 2021, when almost a quarter of the repeat plans for the whole year occurred. The proportion has gradually improved throughout the year since then. Without the repeat plans for May, this measure would have been on target, based on the figures for the other 11 months.

3.22 - Percentage of children's social care assessments completed within time

7.14 By the end of 2021/22, 83.2% of assessments completed in the year had been completed on time (1832 out of 2203). This is lower than the target of 89%. Assessment timeliness has historically been very strong in Islington, with the latest comparators for 2019/20 showing Islington being above the London and England rates for that year. However, the proportion completed on time dropped during 2020/21. Performance was strong in the first couple of months of this financial year, but dropped in June, and has been around the same level in the last two quarters.

There were a number of factors at play around the difficulty being experienced with the completion of assessments within 45 days. Some of these factors were related to:

- Staffing – there was greater staffing pressures over the end of 2021 with difficulty recruiting both permanent and agency social workers.

- Continued auditing of the quality of assessments indicate assessments are completed to a very high standard. This is also likely to include an intervention that can facilitate a recommendation of no further action or a stepdown after 9 weeks. Re-referral audits are not highlighting concern that re-referrals are occurring during to any issues around the quality of the previous assessment or an unmet need. This is likely to minimize the number of children that unnecessarily remain in the system as a child in need.
- Assessment timescales had continued to be affected with parental resistance based on Covid risks, not the actual risk, but rather use of covid to delay or avoid assessment. As time has evolved through this pandemic such resistance is now easier to manage and address – this can perhaps be seen with correlations between peaks within the pandemic with difficulty around completing assessments.

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

- 7.15 42 of the 389 looked after children have experienced three or more placements in the year 2021/22. This is a lower proportion than during 2020/21. This measure is cumulative and the figures reset at the start of each financial year. Last year, there was a significant increase in the last quarter of the year, but the increase in Q4 2021/22 has not been as large. Of the 42 children and young people who have experienced placement instability, 15 (36%) are now in stable placements. An Annual Placement Stability report is being completed analysing the children, themes and will recommend changes to service delivery where needed.

3.24 - 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

- 7.16 The proportion of looked after children in long term stable placements was 65.1% at the end of Q4 2021/22. This is slightly higher than performance at the end of Q3, but below performance at the end of 2020/21, and also below the 70% target. The cohort of looked after children this measure relates to is relatively small and has also reduced in size gradually between June 2021 and January 2022. Therefore, performance can be quite volatile – with five more looked after children in long term stable placements, we would be on target for this measure. Of the 29 children being considered as not having been in a stable placement for 2 years, 23 children (79%) are now in stable placements. 9 children (31% of the children in the cohort) experienced a move to be reunified with or remain with their siblings in a more suitable placement, and all of these placements are considered stable and are long term placements for them.
- An Annual Placement Stability report is being completed analysing the children, themes and will recommend changes to service delivery where needed.

3.25 - Number of Looked After Children

- 7.17 There have been considerable increases in the numbers of children becoming looked after since October, and the total number looked after at the end of 2021 was 389. Many, but not all, of

these children becoming newly looked after are Unaccompanied Asylum Seeking Children (UASC). There was also an increase in February 2022 of children coming into care who are not UASC.

We have long term targets for a gradual reduction in the number of Looked After Children over time, as part of the Children and Families Outcomes Framework. The target set for the end of 2021/22 was to have 357 or fewer children looked after, so this target is currently not being met.

Transformation Work is underway to prevent children coming into care- ASIP, provide more local in-house carers for our children when they need to come into care- Housing Adaptation Project and reunify children home – Reunification Project.

3.27 - Number of children missing from care for 24+ hours

- 7.18 In total, only eight children were missing from care (making up 15 episodes) for more than 24 hours during March 2022, a relatively low number for a month compared to the general trend. Generally, there are usually around a dozen different children missing from care for 24+ hours each month – in March 2021 there were 13.

No target has been set for this measure as it is not a Corporate Indicator, but it is reported to the Children’s Services Scrutiny Committee as it remains an area of focus for Safeguarding and Family Support, to ensure there is no sustained increase in numbers.

3.28a – Percentage of primary school pupils eligible for Free School Meals

3.28b – Percentage of secondary school pupils eligible for Free School Meals

- 7.19 Applications for Free School Meals (FSM) were being reported in 2020/21 as there has been a substantial increase in the number of applications since the Covid-19 lockdown. However, now the collection of the School Census has resumed, we are focussing in on eligibility levels, as not all applications necessarily result in someone being found to be eligible.

No target has been set for these measures as they are not something our Pupil Services can directly affect, but generally we would want the figures to be low as they reflect the economic status of local families.

The proportion of Islington primary school pupils who were eligible for Free School Meals in the January 2022 Census was 40.2%. For secondary school pupils, it was slightly higher at 41.4%. The primary eligibility level has risen by 2.3 percentage points since January 2021, whilst the secondary eligibility level has risen by 3.9 percentage points.

It is worth noting that eligibility rates may look artificially high due to transitional protections related to the rollout of Universal Credit. Pupils eligible on or after 1 April 2018 retain their free school meals eligibility even if their circumstances change.

The reason it is important to monitor the raise in FSM eligibility is because it is an indicator associated with poorer educational outcomes. Understanding where the rises in eligibility are more pronounced enables services to target support to those areas. This is illustrated for example in the proposed support to childcare settings to mitigate against the risk of falling demand for parents for

childcare. The School Improvement Service, through the developing new approach with schools, will target support to schools with elevated levels of FSM eligibility and pair them with schools with similar levels achieving better outcomes so that good practice is shared across the school system.

3.29 - Number of schools engaged in the 11 by 11 Cultural Enrichment Programme

7.21 **Target is met.** 64 schools have been engaged in Q4 which exceeds the target of 30 schools. 41 schools have engaged with the 11 by 11 activity menu (32 primary schools, 5 secondary schools, 3 SEN schools and 1 EYFS setting). 4260 primary pupil experiences and 330 secondary pupil experiences were offered.

Cultural Lead Teachers and Culture Bank CPD

Two Culture Bank CPD workshops have been delivered since January 2022 as well as a further Cultural Lead summer festival session. The Culture Bank workshops have been specifically developed to address the Challenging Inequalities agenda. We continue to commission Cubitt Artists to deliver this work, and the 2021-22 programme features 6 workshops in total (the final workshop is to be delivered on 16 June). We were pleased to see The Family School who have never engaged with 11 by 11 before attend one of the Culture Bank sessions.

The three sessions listed below took place since January and welcomed **15 participants** across the workshops.

- The New Normative: Writing Diverse Relationships, with Keith Jarrett, February 2022
- Islington Museum, Islington Stories Looking at the Stories of Islington's Diverse Communities, March 2022
- Cultural Lead Summer Festival meeting, March 2022

Feedback was positive - Respondents agreed that the courses gave them more confidence in planning and delivering creative activities and that they benefitted from the chance to share practice

Upcoming CPD workshop: 5th May – Making Beautiful Art Together with Richard Phoenix and Aysen Aktu, 16th June – Playing for Equality with Albert Portrony

Children in Need (CiN)

No new activity took place for CiN during this quarter. This was a busy planning quarter looking ahead to the activity which will be delivered over the 22-23 financial year, as well as rescheduling the postponed work with Soapbox which will now take place over the Summer holidays 2022.

In Q4, a commission was released for an 11 by 11 cultural partner to deliver a primary CIN activity over the Summer holidays, with subsequent commissions planned for taster sessions at the taster morning event in October half term and a secondary project to take place in February 2023 half term.

Targeted work with CYP in challenging circumstances

The Cultural Enrichment Team is coordinating a bid to the Arts Council Place Partnerships Fund, working in partnership with Youth Employment, Young Islington and a consortium of cultural organisations, including National Youth Theatre and All Change. The target cohorts will be secondary aged young people in Special Schools and young people at risk of being excluded. The bid aims to help these young people to improve their life skills through sustained cultural enrichment experiences and pathways into employment.

SEND

Projects for SEND as part of the 11 by 11 Festival 2022

- The British Museum and the Courtyard
- Yaram Arts and Richard Cloudesley

SEND focused CPD

Upcoming workshop:

- [Making Beautiful Art Together](#) with Aysen Aktu and Richard Phoenix

This upcoming session is planned for May 2022 and will be co-led by artists Richard Phoenix and Aysen Aktu, a young artist with special educational needs working with Heart and Soul

National Youth Theatre

- **Digital Heroes of the Imagination project** – Developing work with Richard Cloudesley School after successful programme with Samuel Rhodes School

Youth Voice

The Youth Voice strand of 11 by 11 is now fully embedded within CET's targeted work strategic plans. The Young Minds podcasts are three podcasts for each of the three enrichment programmers (11 by 11, World of Work and Music Education Islington) which were recorded with young people at Lift in Summer 2021. The podcasts were published via Islington life in Q4, which can be found here: [Islington Life - Young minds: culture](#)

The team is also still planning to deliver CPD for teachers based on youth voice using podcasting as a technique to encourage pupil voice. We will also work with Music Education Islington and World of Work to deliver youth voice forums in primary schools.

Other updates

11 by 11 Summer Festival 2022

In Q4, planning was underway for the Summer Festival 2022 which is taking place from 4 July – 15 July. 24 11 by 11 partners have offered activities for this, 7 of which are offering in depth partnership projects. The partnership projects include a dance festival and CPD for teachers, as well as a project with the British Museum around their new exhibition Feminine Power and RSHE workshops. The finalised menu offer will go out to Schools after the Easter Holidays.

Self Evaluation Tool for Music, Careers and Culture

The Self Evaluation Tool for Music, Careers and Culture (SET MCC) – formerly called the Enrichment WISS - is a self-assessment framework to guide schools towards best practice in enrichment provision and help us to identify how best to support schools. The SET MCC has been piloted with a small group of primary and secondary schools and we will continue to trial the tool with 10 more schools in the Summer term.

Enrichment 3rd Birthday event: Transforming Young Lives

On 9th March, we celebrated the 3rd birthday of Islington's Enrichment Programmes - 11 by 11, 100 Hours World of Work and Music Education Islington. The event took place at King's Place and was attended by over 100 stakeholders, including schools, cultural organisations, funders and young people. The theme was Transforming Young Lives and we invited young people to talk about the power of enrichment, creativity and their career journeys, and we launched a new [Enrichment Advocacy Resource](#) for stakeholders to champion arts, culture and world of work activities to their senior leadership and partners.

You can read more about the event here: [Proud to be young in Islington – youngsters excel at music, culture and work experience as council unveils £1million boost to youth support](#)

3.30 - Number of unique page views - Creative & Music pages

7.22 Target is **met** – 15,815 unique page views compared to target of 10,000.

This indicator is significantly ahead of target. The number is reflective of the high level of engagement from schools with 11 by 11's Activity Menu (particularly as this was the first activity menu since before Covid). It also represents higher levels of Music Education Islington (MEI) website interaction and online engagement. In particular, increased attention to the Home and MEI Music Centres pages correlate with new MEI Music Lead appointments (pianist Nikki Yeoh and conductor and horn player, *Dwight Pile-Gray*) coupled with the opening of a new MEI Centre focussing on Jazz, Afrobeat and Experimental genres, leading to an expansion and diversification of the after-school music learning opportunities for children and young people.

8. Quarter 4 performance update – Outcome: Continuing to be a well-run council, making a difference despite reduced resources

8.1 Key performance indicators relating to 'Continuing to be a well-run council, making a difference despite reduced resources'

PI No.	Indicator	2019/20 Actual	2020/21 Actual	2021/22 Target	Q4 2021/22	On target?	Q4 last year	Better than Q4 last year?
6.1	Percentage of good and outstanding early years settings	96.3%	95.7%	>94.9% (based on Inner London average)	96.3% (Dec 2021)	Yes	N/a due to Covid	N/a
6.2	Percentage of good and outstanding Islington schools (all phases)	91.2%	91.2%	>94.4% (based on Inner London average)	92.5%	No	91.2%	Yes
6.3a	Percentage of new EHC plans issued within 20 weeks – excluding exceptions	81.8% (2019)	54.5% (2020)	54.4% (Inner London average for 2021)	60.4% (2021)	Yes	54.5% (2020)	Yes
6.3b	Percentage of new EHC plans issued within 20 weeks – including exceptions	75.8% (2019)	36.9% (2020)	52.5% (Inner London average for 2021)	55.7% (2021)	No	36.9% (2020)	Yes

6.1 - Percentage of good and outstanding early years settings

8.2 Ofsted have reduced their publications of Official Statistics to only twice a year, but added in 'management information' publications for other quarters. The latest figure is from the management information, reflecting inspections published as at the end of 2021. Islington's proportion of settings increased slightly to 96.3%, based on 154 out of 160 settings being judged good or outstanding.

Islington is above the target, based on the Inner London average.

There were two full Early Years Register inspections for Islington settings in the period September – December 2021, which is covered by the latest publication. These were the first inspections for a childminder and for Goodinge Early Years Centre, and both inspections resulted in 'Good' judgements.

Ofsted activity has now increased considerably across the sector although under new arrangements, all early years providers are now inspected in a 6-year window from the date of their last inspection within a system that prioritises the inspection of providers rated less than good. Arrangements to inspect all new providers within 30 months of registration remain the same and there are currently 10 group providers in this category in Islington.

Our robust risk assessment processes identify all providers due an inspection and RAG rates for known likelihood of receiving less than a good outcome. Advice, support and training is targeted and offered through a link advisory teacher process which focuses on meeting the statutory requirements of the EYFS as well as effectively managing an inspection and understanding the requirements of the Ofsted framework. Although providers remain vulnerable to potential 'on the day' issues that may arise, our categorisation process allows us to be aware of more systemic or embedded barriers to a good outcome.

6.2 - Percentage of good and outstanding Islington schools (all phases)

8.3 There have not been any Islington schools inspected since the Q3 Performance Report. The averages for our comparators improved marginally over the same period, but Islington remains in the top quartile, nationally. There is a 'stretch' target on this measure, to be at or better than the Inner London average. As there has been no change in the Islington figures, we remain slightly below this target.

3 schools are requiring improvement and awaiting inspection. 2 of these schools have received positive monitoring visits from Ofsted. 3 schools were converted to academy status and 1 school has recently opened, as a result 4 schools are awaiting an inspection. Requiring Improvement and schools converted or newly open are all subject to a Section 5 inspection from Ofsted. This is grade change inspection.

Phase	Outstanding	Good	Requires Improvement	Converted to academy and waiting inspection
Primary	9 (20%)	35 (76%)	1 (2%)	1 (2%)
Secondary	4 (40%)	2 (20%)	2 (20%)	2 (20%)
Special (including New River College)	5 (57%)	3 (34%)	0 (0%)	1 (11%)

6.3a - Percentage of new EHC plans issued within 20 weeks – excluding exceptions

8.4 Excluding exceptional cases, Islington issued 60.4% of new EHC Plans within the target timescale of 20 weeks in 2021 (calendar year). This was an improvement on the previous year, when 54.5%

of new plans were completed within timescales. The Islington figure was above the target, based on the Inner London average, of 54.4%.

6.3b - Percentage of new EHC plans issued within 20 weeks – including exceptions

- 8.5 Including all cases, Islington issued 55.7% of new EHC Plans within the target timescale of 20 weeks in 2021. Again, this was an increase, and on this measure, Islington was above the Inner London target of 52.5%.

8. Implications

Financial implications:

- 8.1 The cost of providing resources to monitor performance is met within each service's core budget.

Legal Implications:

- 8.2 There are no legal duties upon local authorities to set targets or monitor performance. However, these enable us to strive for continuous improvement.

Environmental Implications and contribution to achieving a net zero carbon Islington by 2030:

- 8.3 There is no environmental impact arising from monitoring performance.

Resident Impact Assessment:

- 8.4 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).
- 8.5 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.

9. Conclusion

- 9.1 The Council's Corporate Plan sets out a clear set of priorities, underpinned by a set of firm commitments and actions that we will take over the next four years to work towards our vision of a Fairer Islington. The corporate performance indicators are one of a number of tools that enable us to ensure that we are making progress in delivering key priorities whilst maintaining good quality services.

Signed by:

[Corporate Director and Exec Member]

Date: [add date]

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Appendix A - Data Dashboard

CS PI No.	Corporate Indicator?	Indicator	Frequency reported	Current Figure (Period covered)	Previous Figure (Period covered)	Figure at end of previous year	Direction of travel	London	England	National quartile
Outcome: Creating a safe and cohesive borough for all										
1.1	x	Percentage of young people (aged 10-17) triaged that are diverted away from the criminal justice system	Quarterly	91% (Q1-4 2021/22)	89% (Q1-4 2020/21)	89% (Q1-4 2020/21)	↑	n/a	n/a	n/a
1.2	✓	Corporate Indicator: Number of first time entrants into Youth Justice System	Quarterly	45 (Q1-4 2021/22)	38 (Q1-4 2020/21)	38 (Q1-4 2020/21)	↑	n/a	n/a	n/a
1.3	✓	Corporate Indicator: Percentage of repeat young offenders (under 18s)	Quarterly	20% (Q4 2021/22)	27% (Q4 2020/21)	27% (Q4 2020/21)	↓	YJB measure on reoffending uses a different cohort so is not comparable		
1.3a	✓	Corporate Indicator sub-measure: Percentage of repeat young offenders (under 18s) - YJB measure	Quarterly	26.3% (2020/21)	30.8% (2019/20)	30.8% (2019/20)	↓	36.9% (2019/20)	34.0% (2019/20)	Top
1.4	x	Number of custodial sentences for young offenders	Quarterly	4 (Q1-4 2021/22)	2 (Q1-3 2020/21)	2 (Q1-4 2020/21)	↑	n/a	n/a	n/a
1.4a	x	Custody rate per 1,000 10-17 year old residents - Black ethnic group	Annual	6.6 (Apr 17-Mar 21)	11.3 (Apr 16-Mar 20)	11.3 (Apr 16-Mar 20)	↓	n/a	n/a	n/a
1.5	✓	Corporate Indicator: Number of Domestic abuse offences	Quarterly	2,756 (Q1-4 2021/22)	2,537 (Q1-4 2020/21)	2,537 (Q1-4 2020/21)	↑	n/a	n/a	n/a
Outcome: Delivering an inclusive economy, supporting people into work and financial independence and helping them with the cost of living										
2.2	x	Percentage of 16 & 17 Year old Residents NEET or Not Known	Annual (Dec-Feb)	4.6% (Dec 2021 - Feb 2022)	4.8% (Dec 2020 - Feb 2021)	4.8% (Dec 2020 - Feb 2021)	↓	3.4% (2021/22)	4.7% (2021/22)	2nd from bottom
2.4	x	100 hours of the world of work - Number of schools engaged with the programme	Quarterly	23 (End 2021/22)	19 (Q3 2021/22)	22 (End 2020/21)	↑	n/a	n/a	n/a
2.5	x	Number of web page views for 100 hours of the world of work	Quarterly	2,887 (Q4 2021/22)	1,970 (Q3 2020/21)	4,504 (2020/21)	↓	n/a	n/a	n/a
Outcome: Making Islington the best place for all young people to grow up – where children and families can thrive and reach their potential										
3.2	✓	Corporate Indicator: Number of children being supported through our Bright Islington family support offer – rate of assessments per 10,000	Termly	993 (Q4 2021/22 FY)	899 (Q3 2020/21 FY)	985 (2020/21)	↔	199 (Q3 2021/22)	n/a	n/a
3.3	✓	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	Termly	72% (Autumn term 2021/22 AY revised)	72% (Autumn term 2021/22 AY revised)	70% (Autumn 2020/21 AY)	↑	65% (Autumn 21/22)	77% (Autumn 21/22)	2nd from bottom
3.6	✓	Corporate Indicator: Percentage of mainstream school children who are persistently absent (below 90% attendance)	Termly	20.4% (Autumn term 2021/22 AY)	15.2% (Autumn term 2020/21 AY)	13.2% (20/21 AY)	Not directly comparable	19.3% (Autumn term 2021/22 AY)	23.2% (Autumn term 2021/22 AY)	Top
3.6a	✓	Corporate Sub-measure: Percentage of primary school children who are persistently absent (below 90% attendance)	Termly	18.0% (Autumn term 2021/22 AY)	11.5% (Autumn term 2020/21 AY)	9.6% (20/21 AY)	Not directly comparable	17.7% (Autumn term 2021/22 AY)	19.5% (Autumn term 2021/22 AY)	2nd from top
3.6b	✓	Corporate Sub-measure: Percentage of secondary school children who are persistently absent (below 90% attendance)	Termly	23.8% (Autumn term 2021/22 AY)	20.7% (Autumn term 2020/21 AY)	18.6% (20/21 AY)	Not directly comparable	21.2% (Autumn term 2021/22 AY)	27.7% (Autumn term 2021/22 AY)	Top
3.8	x	Number of Electively Home Educated pupils	Quarterly	258 (End of 2021/22 FY)	247 (End of 2020/21 FY)	247 (End of 2020/21 FY)	↑	n/a	n/a	n/a
3.18	x	Children's social care contacts in the past month	Monthly (internal) / quarterly for Scrutiny	1002 (March 2022)	1126 (March 2021)	1126 (March 2021)	↓	n/a	n/a	n/a

CS PI No.	Corporate Indicator?	Indicator	Frequency reported	Current Figure (Period covered)	Previous Figure (Period covered)	Figure at end of previous year	Direction of travel	London	England	National quartile
3.18a	x	% of Children's Social Care contacts for YP from the Black-Caribbean ethnic group compared to overall population	Quarterly	+3.1% (Q4 2021/22)	+2.8% (2020/21)	+2.8% (2020/21)	↑	n/a	n/a	n/a
3.18b	x	% of Children's Social Care contacts for YP from any Black ethnic group compared to overall population	Quarterly	+6.5% (Q4 2021/22)	+7.2% (2020/21)	+7.2% (2020/21)	↓	n/a	n/a	n/a
3.18c	x	% of Children's Social Care contacts for YP from a Mixed ethnic group compared to overall population	Quarterly	+4.6% (Q4 2021/22)	+8.7% (2020/21)	+8.7% (2020/21)	↓	n/a	n/a	n/a
3.19	✓	Corporate Indicator: Percentage of re-referrals to Children's Social Care within the previous 12 months	Monthly (internal) / quarterly for Scrutiny	17.6% (2021/22)	17.5% (2020/21 FY)	17.5% (2020/21 FY)	↔	19.3% (2020/21 FY)	22.7% (2020/21 FY)	Top
3.19a	✓	Corporate Sub-measure: Percentage of re-referrals to Children's Social Care within the previous 12 months - Black-Caribbean ethnic group	Monthly (internal) / quarterly for Scrutiny	20.6% (2021/22)	22.1% (2020/21 FY)	22.1% (2020/21 FY)	↓	n/a	n/a	n/a
3.19b	✓	Corporate Sub-measure: Percentage of re-referrals to Children's Social Care within the previous 12 months - White British ethnic group	Monthly (internal) / quarterly for Scrutiny	19.8% (2021/22)	19.8% (2020/21 FY)	19.8% (2020/21 FY)	↔	n/a	n/a	n/a
3.20	x	Number of children who are the subject of a Child Protection Plan	Monthly (internal) / quarterly for Scrutiny	160 (2021/22)	194 (2020/21)	194 (2020/21)	↓	n/a	n/a	n/a
3.21	x	Percentage of children who become the subject of a Child Protection Plan for a second or subsequent time	Monthly (internal) / quarterly for Scrutiny	23.8% (2021/22)	10.5% (2020/21 FY)	10.5% (2020/21 FY)	↑	18.4% (2020/21 FY)	22.1% (2020/21 FY)	Top
3.22	x	Percentage of assessments completed within time	Monthly (internal) / quarterly for Scrutiny	83.2% (Q4 2021/22)	87.0% (2020/21 FY)	87.0% (2020/21 FY) (94.8% on DfE measure in 20/21)	↓	89.1% (2020/21 FY)	87.6% (2020/21 FY)	Top
3.23	x	Placement stability - short term - Proportion of looked after children with 3 or more placements over the course of the year	Monthly (internal) / quarterly for Scrutiny	10.8% (2021/22 FY)	15.0% (2020/21 FY)	15.0% (2020/21 FY)	↓	9.1% (2020/21 FY)	8.9% (2020/21 FY)	Bottom
3.24	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	Monthly (internal) / quarterly for Scrutiny	65.1% (2021/22 FY)	69.1% (2020/21 FY)	69.1% (2020/21 FY)	↓	71.3% (2020/21 FY)	70.3% (2020/21 FY)	2nd from top
3.25	✓	Number of Looked After Children	Quarterly	389 (March 2022)	342 (March 2021)	342 (March 2021)	↑	Not comparable	Not comparable	n/a
3.27	x	Number of children missing from care for 24+ hours	Monthly (internal) / quarterly for Scrutiny	8 (March 2021)	13 (March 2021)	13 (March 2021)	↓	n/a	n/a	n/a
3.28a	x	Percentage of primary school pupils eligible for Free School Meals	Termly	40.2% (Jan 2022)	37.9% (Jan 2021)	37.9% (Jan 2021)	↑	22.2% (Jan 2021)	21.6% (Jan 2021)	Bottom
3.28b	x	Percentage of secondary school pupils eligible for Free School Meals	Termly	41.4% (Jan 2022)	37.5% (Jan 2021)	37.5% (Jan 2021)	↑	22.4% (Jan 2021)	18.9% (Jan 2021)	Bottom
3.29	x	Number of schools engaged in the 11 by 11 Cultural Enrichment Programme	Quarterly	64 (End Q4 2021/22)	66 (End Q4 2020/21)	66 (End Q4 2020/21)	↔	n/a	n/a	n/a
3.30	x	Number of unique page views - Creative & Music pages	Quarterly	15,815 (End Q4 2021/22)	20,192 (End Q4 2020/21)	20,192 (End Q4 2020/21)	↓	n/a	n/a	n/a
Outcome: Ensuring our residents can lead healthy and independent lives										
Outcome: Making Islington a welcoming and attractive borough and creating a healthy environment for all										
Outcome: Continuing to be a well-run council, making a difference despite reduced resources										
6.1	x	Percentage of good and outstanding early years settings	Termly	96.3% (Dec 2021)	Not published due to Covid	95.7% (End 2020/21 AY)	↔	95.4% (Dec 2021)	96.8% (Dec 2021)	2nd from bottom

CS PI No.	Corporate Indicator?	Indicator	Frequency reported	Current Figure (Period covered)	Previous Figure (Period covered)	Figure at end of previous year	Direction of travel	London	England	National quartile
6.2	x	Percentage of good and outstanding Islington schools (all phases)	Quarterly	92.5% (Q4 2021/22 FY)	91.2% (2020/21 FY)	91.2% (2020/21 FY)	↑	93.6% (Q4 2021/22 FY)	87.2% (Q4 2021/22 FY)	Top
6.3a	x	Percentage of new EHC plans issued within 20 weeks, excluding exceptions	Annual	60.4% (2021)	54.5% (2020)	54.5% (2020)	↑	63.9% (2021)	59.9% (2021)	2nd from bottom
6.3b	x	Percentage of new EHC plans issued within 20 weeks, including exceptions	Annual	55.7% (2021)	36.9% (2020)	36.9% (2020)	↑	59.3% (2021)	57.9% (2021)	2nd from bottom

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Update: Education Plan and SEND Strategy

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Sarah Callaghan

Agenda Item B5

Nine individual 12-month plans for six immediate priorities



Our education plan will be supported by nine individual pillars to achieve our ambition of improved outcomes for our children and young people

1. Early Years

- We will provide up to 1,000 high quality early education places for children who need it most

2. SEND Strategy

- We will develop additional resourced provision across Islington so that children can remain in mainstream school whilst accessing specialist support

3. School Organisation

- We will ensure that there is good local school place for all children

4. Safeguarding and Inclusion

- We will safeguard our children by developing an inclusion charter for all our schools so that more children remain in school

5. Early Help

- We will ensure that every child who has poor attendance or multiple fixed term exclusions receives early help to support them

6. 14-19 Plan

- We will provide for the aspirations of all young people through pathways into central London's unparalleled range of employment sectors, through digitalised information, advice, and guidance

7. Culture and Enrichment Strategy

- We will develop employment pathways in our cultural services so that young people gain paid employment through the Arts

8. Health and Wellbeing

- We will ensure Islington's trailblazing work to support mental health, wellbeing and trauma-informed practices enables children and young people to have the best life chances

9. Investment in School Leadership

- We will identify and support leaders, teachers, and governors to embed school-led improvement

Pillar One: Early Years

Ambition

We will provide up to 1000 high quality early education places for children who need it most

Context

Our high quality early education system supports improved outcomes for all children including the most disadvantaged, and acts as an enabler for wider community cohesion. Our priority early learning places for children in need, funded places for disadvantaged 2 year olds, and subsidised places for working families make a significant contribution towards a fairer Islington through ensuring a social mix which supports all children's learning and development.

Actions

We will:

- increase and sustain take-up of early education entitlements for 2, 3 and 4 YO's
- improve recruitment and retention of good quality early childhood practitioners
- ensure a sustainable future for all council subsidised settings including nursery schools
- support EY providers through our equalities action plan to affect change, embed anti-racist EY practice and challenge inequality and discrimination
- support settings to effectively implement EYFS reforms
- roll out trauma-informed approach training and support to all EY settings
- promote early reading, love of reading and a community of readers
- offer expert advice and support around developing and embedding high quality early years provision for all children including those with SEND in order that providers are confident to meet the needs of the growing numbers of children with SEND
- facilitate connections between schools and settings to share best practice and learning, informally and through our Register of Good Practice
- provide a bank of resources with links to up-to-date research, articles and readings to support high quality practice
- contribute to the programme of support for Early Career Teachers (ECTs)
- offer a comprehensive central training programme
- champion early years at local, regional and national level

Outcomes

- By the end of Reception all children enjoy their learning and have the skills needed to succeed at school
- Outcomes are improving for all children as measured by the Early Years Foundation Stage Profile
- The gap between the most disadvantaged children and their peers at age 5 is reducing year on year



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Pillar Two: SEND Strategy

Ambition

We will support all schools and settings in Islington to be inclusive and welcome children and young people with SEND



Context

Islington has strong strategic leadership and well-established joint working relationships with schools and parents, who tell us that SEND support is meaningful and effective. Most schools in Islington ensure that children and young people with SEND feel welcome and children and young people with SEND achieve well. But some do not. The proportion of fixed period exclusions for those with SEND is too high in secondary schools and communication is inconsistent and not all parents understand what their child is entitled to and when.

Actions

We will:

- Make more funding available to mainstream schools outside of the EHC Process
- Provide a framework of good inclusive practice against which schools can self-assess and set up an inclusion quality mark
- Work with the wider system (CAMHS, Therapies, outreach) to ensure supportive capacity is in place
- Oversee a Quality Assurance process so schools can assure themselves of the quality of inclusive practice
- Facilitate connections between schools through clusters and 1-2-1 relationships to share best practice and learning
- Ensure EHC processes when required will be undertaken in a timely, outcomes-focused way
- Ensure that schools will make young people with SEND feel welcome
- Reduce the proportion of fixed period exclusions for pupils with SEND in secondary schools
- Improve the consistency and quality of communication with parents about what their child is entitled to and when

Outcomes

A school-led system that provides support and challenge to mainstream schools for the provision and practice they deliver for children with SEND underpinned by a new approach to SEND funding and the development of Additionally Resourced Provision in mainstream schools.

Pillar Three: School Organisation

Ambition

We will ensure that there is a good local school place for all children

Context

In 2022-23, there will be 84,384 surplus school places across London and 84% of these will be in primary schools. Falling rolls is a pressing issue in Islington and across London. Around 300 fewer babies were born to Islington residents in 2019-20 compared to previous years. Across 47 Islington primary schools, almost one in five reception places remain unfilled as of January 2021 (18%). There is also a surplus of 14% (January 2021) across all secondary year groups (around 1,000 places), and 13% in Year 7 specifically.

Actions

We will:

- work with the School Organisation Programme Board to drive the delivery of Islington's strategic School Organisation and Pupil Place Planning approach
- Raise awareness across the system of the benefits of collaboration and alternative school models as part of a federated system
- agree shared principles with schools for managing surplus places across Islington's settings
- place children at the centre of any decision-making
- ensure there is enough capacity for SEND provision in all settings
- only consider school closure or amalgamation as a last resort and following any formal consultation
- ensure the long-term financial viability of all schools

Outcomes

Islington will have sufficient capacity to offer a place for all children in a good Islington school that is financially viable with enough places to ensure flexibility and parental choice.



Pillar Four: Safeguarding and Inclusion

Ambition

We will safeguard our children by developing an inclusion charter for all our schools so that more children remain in school

Context

Islington has strong strategic leadership and well established and effective joint working relationships with schools, supported by excellent communication and multi-agency partnerships links. Our Securing Education Boards ensures complex cases are discussed in a multi-agency context to secure education for our most vulnerable children. However, challenges exist: a disproportional number of Black and minority ethnic children are referred to Children's Social Care; social and mental health needs of children and staff are increasing as a direct impact of the Covid-19 pandemic; the number of children with SEND and other vulnerable groups has increased; and children are spending more time online increasing their risks to cyberbullying, grooming, and exploitation.

Actions

We will:

- Provide a high-level communication, challenge, and support service to ensure compliance with statutory guidance and best practice and monitor lessons learned to be assured learning has been embedded into practice
- Maintain and develop knowledge and expertise within school senior leadership teams and staff and share lessons learnt from local and national serious case reviews
- Facilitate and host forums for Designated Safeguarding Leads (DSLs) to enable networking between schools to share best practice and learning and reinforce different safeguarding themes and ensure DSL safeguarding supervision is of a high standard
- Provide specialist briefings on relevant and topical safeguarding themes and support schools with best practice when there are national or local safeguarding updates and identify safeguarding trends to target continuous learning and development
- Continue to be a key and active member to sub-groups of the Islington Safeguarding Children's Partnership (ISCP) and develop or strengthen relationships with other partners
- Actively participate in multi-agency audits to inform best practice and identify strengths, weaknesses, and opportunities to improve practice
- Lead on cohesive and effective cross-partnership working to ensure schools are represented and supported to safeguard and promote the welfare of children and that their 'voice' is heard
- Work with the Prevent team to support schools to identify children and adults who may be at risk of radicalisation
- Reduce the number of young people referred to the Youth Justice Service through preventative partnership response

Outcomes

To coordinate a comprehensive review of Inclusive Practice in Islington Secondary Schools around reducing pupil exclusions and increasing inclusion to develop a greater understanding of effective school practice.



Pillar Five: Early Help



Ambition

We will ensure that every child who has poor attendance or recurrent fixed term exclusions receives early help to support them

Context

Early help can offer children the support needed to reach their full potential. It can improve the quality of a child's home and family life, enable them to perform better at school and support their mental health (EIF, 2021). Regular educational attendance is an important part of giving children the best possible start in life. Together with schools and settings, Bright Start and Bright Futures provide whole family early help. We will ensure families have access to the help they need at the earliest opportunity based around their education provision by working in partnership to improve outcomes for the whole family.

Actions

We will:

- promote an early help offer that is easy to navigate and access, branded, and communicated in a coherent way and based around universal provision.
- take an empathic, supportive approach with families but be uncompromising in our mission to ensure all children fully benefit from their educational entitlement and that parents understand the link between attendance and attainment
- use our relationships with partners to continue to emphasise the importance of good attendance for children's outcomes and highlight the link between good attendance and good attainment
- provide targeted family support to families who need it to unblock barriers to learning, including consideration of attendance as part of every assessment and plan
- provide a supporting and enabling role with partners including schools and early years settings in the provision of early help
- listen and be responsive and flexible as partners
- sign up to the attendance charter and support the collective effort to encourage partners to sign up and uphold it

Outcomes

- The creation of multidisciplinary family help teams, rooted in the community will help with growth funding and how we remodel early help to support families for the future

Pillar Six: 14-19 Plan



Ambition

We will provide for the aspirations of all young people through pathways into central London's unparalleled range of employment sectors, through digitalised information, advice, and guidance

Context

Islington has long-standing and established partnerships with local employers and schools who are motivated to create clearer and more joined-up education and employment pathways for Islington's young people. We need to build and strengthen those relationships and improve alignment between our careers enrichment activities, careers guidance and our education, employment, and training (EET) opportunities by placing young people at the centre of this work.

Actions

We will:

- Ensure high quality and meaningful careers and employability opportunities are available and accessible to all young people
- Support secondary schools in achieving the eight Gatsby Benchmarks
- Offer opportunities for students to help raise and broaden their career aspirations, challenge stereotypes, and build greater awareness of their social capital
- Provide greater insight into the skills, knowledge and experience employers want and need in their organisations
- Support to shape the curriculum so that it prepares young people for the changing landscape of the labour market.

Outcomes

Every young person will receive guidance and support to make a smooth transition and maintain post-16 education, employment, and training. All Islington's young people will have access to experiences of the world of work that engage and inspire.

Pillar Seven: Culture and Enrichment Strategy



Ambition

We will develop employment pathways in our cultural services so that young people gain paid employment through the Arts

Context

Islington has long-standing and effective partnerships with Islington's cultural organisations and employers including a well-established network of cultural and careers leads and a well utilised online platform. However, monitoring and evaluation of activities completed with young people is inconsistent and the content on offer doesn't yet reflect the diversity of the borough. Children and young people's voices need to be heard more and all stakeholders made more aware of our ambition.

Actions

We will:

- Ensure free and affordable cultural, music and meaningful careers and employability opportunities are available and accessible to all children and young people
- Offer advice and support to embed cultural, music and careers knowledge and teaching in the school curriculum
- Deliver training/CPD and networking opportunities to enable teachers to share good practice and learn new teaching methods
- Provide free and affordable musical equipment and instruments
- Oversee a self-assessment process for schools to evaluate and improve delivery of enrichment in their setting
- Offer opportunities for students to share their skills through showcases and performances with world class artists
- Offer opportunities for students to help raise and broaden their career aspirations, challenge stereotypes, and build greater awareness of their social capital.

Outcomes

All children and young people in Islington have the skills and knowledge to thrive and shape fulfilling lives by experiencing enrichment activities in and out of school improving their skills to apply in life, learning and work.

Pillar Nine: Investment in school leadership



Ambition

We will identify and support leaders, teachers, and governors to embed school-led improvement

Context

Islington has strong and well-established relationships with schools and settings and provides extensive CPD and network support, including a comprehensive programme of Early Career Teachers. We celebrate success through the Islington Education Awards and have facilitated cooperation and federation status between individual schools. School leadership is demanding. Leaders must respond to challenges to recruit a diverse and high-quality staff and governing body so that it reflects the diversity of Islington and children, and young people see themselves across the full range of the education workforce.

Actions

We will:

- Create the Education Board which includes school leadership representation
- Establish a secondary heads network
- Maintain and develop the primary heads network
- Identify opportunities for further networking and learning, including a mentoring network for newly appointed heads
- Engage with our Challenging Inequality programme, including delivery of the Governors' diversity programme and expanding this to other leadership roles
- Establish a mechanism for schools to communicate with each other, using our existing communication channels, like the Schools' Bulletin
- Give schools options to use our other tools and processes to organise and facilitate meetings and training sessions

Outcomes

A strong network of school leaders to facilitate school-led improvement across all Islington schools.

SEND strategy

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Candy Holder

Executive Summary

- The strategy builds on work already achieved to improve outcomes for children and young people with Special Educational Needs and Disabilities (SEND)
- It has been jointly developed with children and young people, parents and carers, schools and partners
- It supports the inclusion of ALL children and young people in Islington
- Outlines a programme of work for the next three years involving a wide range of services and providers, but schools and education settings will be key partners in ensuring transformation
- We will:
 - Ensure all children and young people are included in their local community
 - Develop our local offer of provision: including the creation of new specialist provision in mainstream schools with state-of-the-art facilities
 - Meet needs in a way that is ambitious, inclusive and realistic to deliver within a challenging financial context; this will include making the very best use possible of the £38 million pounds a year that Islington Council receive to meet the needs of children and young people with SEND.

SEND Review: Right Support; Right Place; Right Time (SEND Green Paper)

- The Department for Education recently completed a national SEND Review, and in March 2022 published the [SEND Green Paper: Right Support; Right Place; Right Time](#).
- The review was commissioned in response to widespread recognition that the national SEND system was failing to deliver, that parental and provider confidence was in decline, and that the system had become financially unsustainable.

Page 49 Our SEND strategy is set within this challenging context.

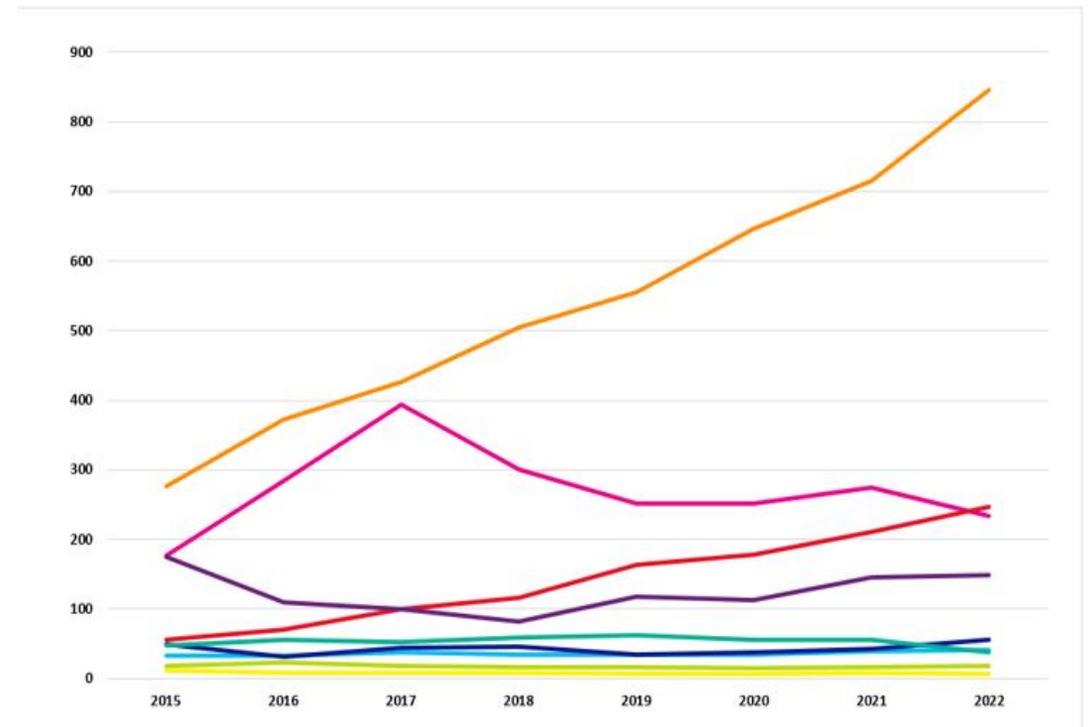
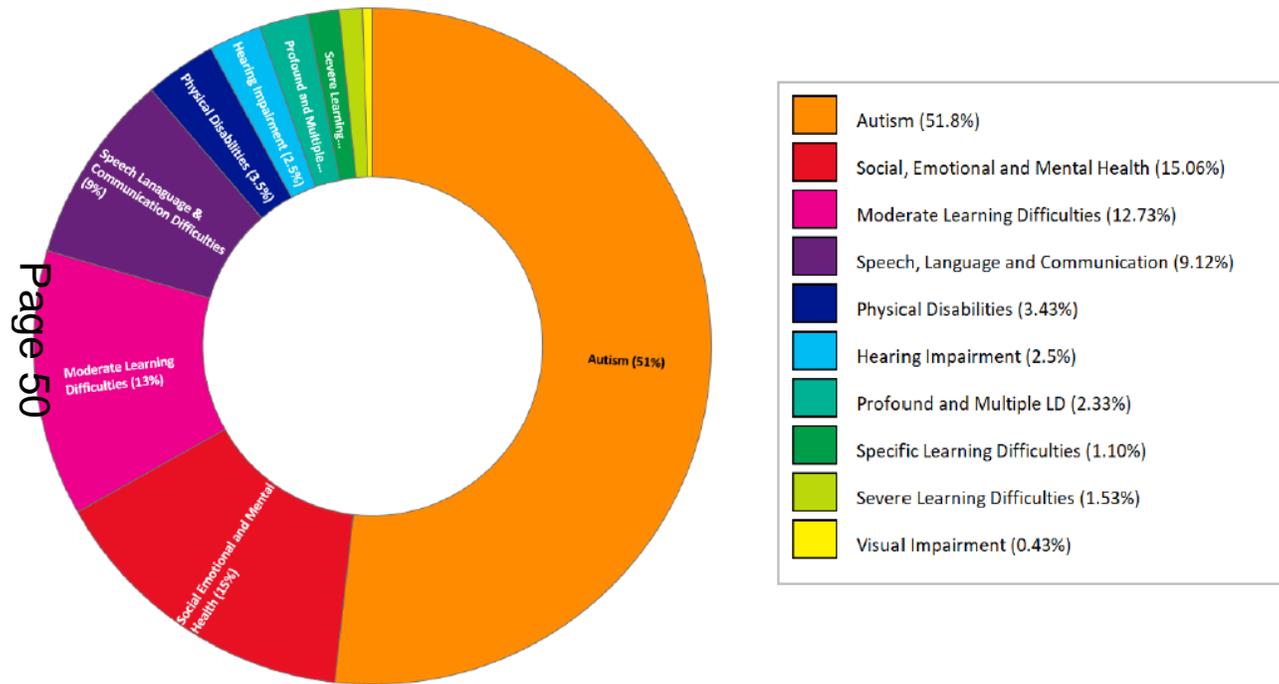
Proposals within the resulting Green Paper include:

- Establishing new local SEND partnerships, bringing together education health and care partners to produce a local inclusion plan setting out how each local area will meet the national standards. The plan will be statutory and must be approved by the DfE.
- Setting nationally consistent standards for how SEND is identified, and needs met
- Setting a new national framework of banding and price tariffs for high needs funding
- Streamlining the redress process, including mandatory mediation, whilst retaining the tribunal for the most challenging cases

Key messages: SEND by area of need

EHCP Profile: Jan 2022

Growth by area of need: 2015-2022



SEND Strategy



Actions

We will drive the delivery of this strategy in order to achieve four main Ambitions:

- Ambition One: **Fully inclusive education for all:** We will support all schools and settings in Islington to be inclusive and welcome children and young people with SEND
- Ambition Two: **Right support in the right place at the right time for parents and carers:** We will transform parents' parents experience of the SEND system by delivering the right support in the right place at the right time
- Ambition Three: **Equity and excellent education provision:** We will deliver new, ambitious and innovative provision that enables children and young people with SEND to receive excellent education in their local community
- Ambition Four: **All young people are well prepared for adulthood:** We will enable all young people to achieve independence, build good relationships and have a meaningful occupation

Outcomes

Parents will tell us:

- Page 51
- Our needs were identified at the earliest possible stage
 - Information about services is easy to find, clear and fair
 - We are listened to and treated respectfully
 - Our voice and views are at the heart of all decision making for our child
 - Our needs are understood, and the right provision is in place
 - We have received timely, person-centred, aspirational and ambitious planning for a good adult life with a smooth handover from children to adult services

Children and young people will tell us:

- My voice is heard
- I am happy
- I am healthy
- I feel safe
- I feel supported
- I am included and active in my local community
- I am able to learn
- I am in control of my life

Ambition One: Fully inclusive education for all



Ambition

We will support all schools and settings in Islington to be inclusive and welcome children and young people with SEND

Context

- Not all Islington schools welcome children with SEND
- The number of children and young people identified with SEND has grown at a rate of around 8% per year for the last three years
- Although exclusions have reduced, more needs to be done to reassure parents and carers of the effectiveness of local strategies for supporting vulnerable children
- Persistent absence from Islington school remains stubbornly high, particularly among vulnerable groups for whom full attendance is crucial if their aspirations are to be achieved.

Actions

We will:

- Promote Islington's approach to inclusion
- Support and empower all schools to play their part in a fully inclusive system
- Build knowledge in our workforce so that vulnerability is recognised, and needs are met
- Enhance the 0 – 7 offer for children with SEND
- Make available high-quality contextualised data
- Facilitate the sharing of good inclusive practice and offer pilot opportunities to support innovation
- Reduce suspension and exclusion from school, particularly of vulnerable children and young people
- Improve school attendance, particularly of vulnerable children and young people
- Strengthen support at transition points

Outcomes

Children and young people tell us that:

- They are welcomed and feel valued by the school, clubs and organisations within their community
- The support they are receiving is making a difference to their lives
- They are able to learn at school or college.
- Ambition One: **Fully inclusive education for all:**

Ambition Two: Right support in the right place at the right time for parents and carers



Ambition

We will transform parents' parents experience of the SEND system by delivering the right support in the right place at the right time

Context

- Islington is a very diverse community and not all parents understand what support they are entitled to and when. Some parents have not heard about or used the local offer website.
- Impact of the COVID on family resilience – research now shows that children and young people with SEND have been disproportionately affected by the pandemic
- Wait times for access to some specialist health therapies, mental health interventions and assessment pathways is too long
- Children who do not attend early years settings need to have their needs identified much earlier
- Demand for short breaks and home to school transport have risen sharply during / post the pandemic, impacting on capacity
- Chairs of the Parent Carer Forum are keen to engage a wider group of families in the planning and evaluation of our services

Actions

We will:

- Address equity of access to SEND services for parents and carers through a SEND and Inclusion Communication Strategy
- Ensure the Local Offer is more accessible to all families and young people, working with the Corporate Communications Team
- Carry out a review and remodel Health Therapy delivery to improve timeliness of appropriate intervention
- Continue to support the local CAMHS transformation programme
- Support parents to fully utilise opportunities to improve health outcomes for children and young people with SEND, e.g., by taking up 2 yrs old and 14+ checks
- Ensure early identification systems and processes are in place across partnerships, so no child of any age is overlooked.
- Review Short Break (including overnight and respite care) and Home to School Transport capacity
- Build in continuous improvement of parental engagement at a strategic level

Outcomes

Children and young people tell us that:

- They have someone who they can talk to and with whom they can share any worries they might have about their safety
- They are accessing the activities they want to locally,

Ambition Three: Equity and excellent education provision



Ambition

We will deliver new, ambitious and innovative provision that enables children and young people with SEND to receive excellent education in their local community

Context

- The last three years have seen a 30% increase in demand for SEND provision. Ofsted have recognised some risk of children being wrongly labelled as having SEND simply because they are struggling following extended periods away from school through the pandemic.
- A national SEND review was commissioned in 2019 in response to widespread recognition that the national SEND system was failing to deliver, that parental and provider confidence was in decline, and that the system had become financially unsustainable.
- The SEND Green Paper was issued in March 2022 proposing significant reforms that are currently out for consultation.
- Our data also shows some disproportionality, with some groups statistically over-identified (e.g., Black African children with EHCPs for Autism)
- There is a perception that too many of our children and young people are opting to go to special schools to have their education, health and care needs met because the right provision, skills and appropriate level of funding are not available in mainstream.

Actions

We will:

- Develop a network of Additionally Resourced Provision (ARPs) for children with ASC as part of the wider SEND / Education strategy. Learning and practice from ARP development will also inform this Ambition One: fully inclusive education for all children in Islington schools .
- Address disproportionality and statistical over-representation of SEND some groups
- Raising the attainment of children with SEND through high quality teaching
- Extend the reach of New River College (NRC) (Alternative Provision) to support more children with Social, Emotional and Mental Health needs, in line with the SEND Green Paper
- Manage the SEND Capital allocation 2022/3-2024/5 to support the ambitions set out in the strategy
- Review arrangements for SEND Funding and transparency of decision-making

Outcomes

Children and young people tell us that:

- They are happy in school and feel supported
- They are able to learn
- They feel safe in school and in the community

Ambition Four: All young people are well prepared for adulthood

Ambition

We will enable all young people to achieve independence, build good relationships and have a meaningful occupation



Context

- An Islington Progression to Adulthood plan 2020 sets out a long-term vision for progression or adulthood for children and young people with SEND, including young people receiving continuing care services
- The purpose of the plan is to ensure all young people with SEND and their carers have sufficient information to make informed choices and understand their rights in relation to the Care Act; and Parents have access to a wide range of information in one place
- Young people have told us that they want more support and information for themselves and their families so that they can prepare for adulthood
- More work is planned to support young people into employment, education and training, such as opportunities for young people to access supported internships.

Actions

We will:

- 1 Review reach of the Progression to Adulthood Team, currently operating as part of the Council's core offer within Adult Services
 - 2 Develop the Local Offer content for young people over the age of 16 and improve communication with young people and their families
 - 3 Identify pathways into a range of services to support health and wellbeing
- Tailor Islington's housing offer for young people with disabilities who cannot live independently
 - Share information and collate data to inform commissioning strategies for young people with SEND over the age of 18 to ensure good use of resources
 - Deliver the 'Not in Education, Employment or Training' (NEET) reduction plan which focuses particularly on vulnerable groups including those with SEND
 - Keep the Progression to Adulthood Plan under review
 - Set up a Supported Employment Partnership that will identify and deliver supported opportunities towards paid employment.

Outcomes

Children and young people tell us that:

- They are in control of their life
- They are included and active in their local community
- Their voice is heard

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