ISLINGTON

AGENDA FOR THE CHILDREN'S SERVICES SCRUTINY COMMITTEE

Members of the Children's Services Scrutiny Committee are summoned to a meeting, which will be held in the Council Chamber, Town Hall, Upper Street, N1 2UD on **26 June 2018 at 7.00 pm.**

Lesley Seary
Chief Executive

Enquiries to	:	Jonathan Moore
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Despatched	:	18 June 2018

Membership

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

Substitute Members

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

Co-opted Members:
Erol Baduna, Primary Parent Governor
Mary Clement, Roman Catholic Diocese
James Stephenson, Secondary Parent Governor
Vacancy, Church of England Diocese

Quorum is 4 Councillors

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

1. Apologies for Absence

2. Declarations of Interest

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

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

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

   *(a) Employment, etc - Any employment, office, trade, profession or vocation carried on for profit or gain.
   (b) Sponsorship - Any payment or other financial benefit in respect of your expenses in carrying out duties as a member, or of your election; including from a trade union.
   (c) Contracts - Any current contract for goods, services or works, between you or your partner (or a body in which one of you has a beneficial interest) and the council.
   (d) Land - Any beneficial interest in land which is within the council's area.
   (e) Licences- Any licence to occupy land in the council's area for a month or longer.
   (f) Corporate tenancies - Any tenancy between the council and a body in which you or your partner have a beneficial interest.
   (g) Securities - Any beneficial interest in securities of a body which has a place of business or land in the council's area, if the total nominal value of the securities exceeds £25,000 or one hundredth of the total issued share capital of that body or of any one class of its issued share capital.

   This applies to all members present at the meeting.

3. Declaration of Substitute Members

4. Minutes of the Previous Meeting   1 - 6

5. Chair's Report

6. Items for Call In (if any)

7. Public Questions

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

B. **Items for Decision/Discussion** **Page**

C. **Urgent non-exempt items (if any)**

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

D. **Exclusion of press and public**

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

E. **Exempt items for Call In (if any)**

F. **Confidential/exempt items**

G. **Urgent exempt items (if any)**

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

The next meeting of the Children's Services Scrutiny Committee will be on 16 July 2018

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

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London Borough of Islington

Children's Services Scrutiny Committee - Tuesday, 20 March 2018

Minutes of the meeting of the Children's Services Scrutiny Committee held at Committee Room 4, Town Hall, Upper Street, N1 2UD - Islington Town Hallon Tuesday, 20 March 2018 at 7.00 pm.

Present:	**Councillors:**	Debono (Chair), Wayne (Vice-Chair) Hamitouche and Ngongo
	Co-opted Members:	James Stephenson, Secondary Parent Governor Mary Clement, Roman Catholic Diocese

Councillor Theresa Debono in the Chair

297   APOLOGIES FOR ABSENCE (ITEM NO. A1)

Apologies for absence were received on behalf of Councillors Ismail, Spall and Gallagher.

The Chair also gave apologies from Councillor Caluroi, the Executive Member for Children, Schools and Families.

298   DECLARATION OF SUBSTITUTE MEMBERS (ITEM NO. A3)

Councillor Hamitouche substituted for Councillor Gallagher.

299   DECLARATIONS OF INTEREST (ITEM NO. A2)

None.

300   MINUTES OF THE PREVIOUS MEETING (ITEM NO. A4)

RESOLVED:

That the minutes of the meeting held on 20 February 2018 be agreed as a correct record and the Chair be authorised to sign them.

301   CHAIR'S REPORT (ITEM NO. A5)

The Chair noted that it was the last meeting of the municipal year and thanked Committee members for their work.

It was noted that the parent governor representatives' terms of office were coming to an end and the council would shortly re-open nominations for the roles. The Chair thanked James Stephenson and Erol Baduna for their contribution to the Committee.

302   ITEMS FOR CALL IN (IF ANY) (ITEM NO. A6)

None.

303   PUBLIC QUESTIONS (ITEM NO. A7)

A member of the public highlighted that several Islington schools were not displaying Energy Performance Certificates, as required by legislation. It was queried if the

council would be taking up this matter with schools, as organisations not complying with the legislation could be fined £500. Officers advised that this would be taken up with head teachers and an update would be provided to a future meeting.

304   ISLINGTON SAFEGUARDING CHILDREN BOARD: ANNUAL REPORT (ITEM NO. B1)

Alan Caton, Independent Chair of the Islington Safeguarding Children Board, presented the report summarising the work of the Board.

The following main points were noted in the discussion:

- The Safeguarding Children Board was subject to an Ofsted review in 2017 which found the Board's practices to be good. In particular, it was highlighted that the Board had a clear vision and purpose and multi-agency working was well developed. Ofsted had made four recommendations and the Board was working to implement them.
- Safeguarding children continued to be a challenging and complex area of work. The Board was concerned that the demand for services was increasing while the resources available to local agencies were decreasing.
- Alan Caton was confident that local agencies were committed to identifying and supporting vulnerable children.
- The Safeguarding Children Board was pleased with the progress made on Prevent and tackling radicalisation.
- Alan Caton commented on the potential safeguarding risks associated with private fostering arrangements. Children's Services was only aware of a few cases in Islington, and further work was needed to raise awareness among professionals of the need to report such arrangements to the local authority. There was a concern that young people in private fostering arrangements, particularly those from overseas, were invisible to local agencies.
- The Safeguarding Children Board had expressed concerns about the oversight of elective home education. It was emphasised that the majority of parents who choose to home-school their children did so for entirely legitimate reasons, however there was a concern that a lack of oversight by local agencies was creating unnecessary safeguarding risks. The council only had limited powers to monitor families that home-educate their children. Alan Caton had written to the Children's Minister about these issues.
- Alan Caton commented on the importance of listening to the voices of children and young people, and summarised the Safeguarding Children Board's work to engage with young people.
- The Safeguarding Children Board had ongoing concerns about serious youth violence and gang activity and had commissioned a review of knife crime by Public Health. A number of recommendations had been made as a result.
- The Safeguarding Children Board was keen to ensure that learning from case reviews was embedded into the practices of local agencies. The Committee noted the judicial review relating to accommodating children in police custody, and considered the challenges of finding appropriate accommodation for young people charged with serious offences. It was explained that this was a nationwide issue.
- Alan Caton summarised the key messages for partner agencies, as set out in the report. It was suggested that the committee should be particularly aware of how services listen to the voices of young people; and should question demographic factors when reviewing services for young people.
- The Committee congratulated the Islington Safeguarding Children Board on producing a clear and accessible report which explained the borough's child safeguarding issues.

- The Committee queried the Board's risk register as detailed in the report, asking if the risks were current or if they had been addressed. In response, it was advised that the risk register was a live document which was discussed at every Board meeting. The register had been updated since the annual report had been produced. Current risks included matters related to serious youth violence, children waiting more than a year to see perpetrators charged, and the lack of safeguarding training received by staff at Pentonville Prison. It was noted that the CPS would be attending the next Board meeting to discuss the charging of perpetrators, and training sessions were being arranged for Pentonville staff. This would involve up to 300 staff attending training sessions in a school hall.
- The Committee asked if the Police or CPS was responsible for delays to perpetrators being charged. In response, it was advised that greater joint working between the agencies would result in better outcomes. It was hoped that this could be facilitated through the Safeguarding Children Board.
- The Committee queried the number of young people being educated at home, and how the council supported these families. Officers advised that the council was aware of around 130 children being educated at home, however this number fluctuated regularly. The council employed a support officer who regularly visited families engaging with the local authority, however there was a risk that not all young people being educated at home were known to the local authority. There was no legal requirement for parents to engage with the council on this issue; it was explained that home education is a parental right and the council did not have powers to carry out inspections. However, the council could direct home-educated children to attend school if there were significant concerns about the curriculum or safeguarding.
- A member of the public commented that he was pleased that the council was working to address violence against women and girls, however highlighted research by the National Education Union and UK Feminista into the concerning levels of sexism in Britain's schools. It was queried if any work was underway to address sexism in Islington's schools. In response, it was advised that such work was carried out by the council's Anti-Bullying Co-ordinator. A report on the anti-bullying work in schools was presented to the previous meeting.
- The Committee noted that the safeguarding children framework was due to change following the Children and Social Work Act 2017. Government guidance on revised safeguarding arrangements was expected to be published in May 2018; the Police, local authority and CCG would be able to determine the safeguarding arrangements in their local area. It was commented that some areas intended to carry out safeguarding activities over their NHS Sustainability and Transformation Partnership footprint, which combined several local authority areas. The new arrangements would come into force from September 2019. Officers commented that Islington's safeguarding activity had been rated good and it was not intended to significantly revise Islington's safeguarding arrangements.

RESOLVED:

That the Islington Safeguarding Children Board Annual Report for 2016/17 be noted.

305   QUARTERLY REVIEW OF CHILDREN'S SERVICES PERFORMANCE (Q3 2017/18) (ITEM NO. B2)

Mark Taylor, Director of Learning and Schools; Finola Culbert, Director of Safeguarding and Family Support; Jeff Cole, Head of School Improvement (Secondary) and Anthony Doudle, Head of School Improvement (Primary) presented

the report which summarised the performance of children's services in Quarter 3 2017/18.

The following main points were noted in the discussion:

- The Committee expressed concern that Black Caribbean pupils and White British pupils eligible for free school meals were not achieving the same level of progress as their peers. Officers shared the committee's concerns and attributed this disparity to a class issue. Although it was hoped that measures to support all young people would result in improved attainment across all demographic groups, it was a concern that young people from certain backgrounds were not catching up with their peers.
- Officers explained that some schools experienced these issues more acutely than others and this was being addressed through the Community of Schools. Schools where there was a large gap in progress and attainment for certain groups were being paired with schools where this was not a significant issue. This was intended to encourage discussion around how to best support Black Caribbean and White Working Class pupils, and it was hoped that this would help schools in developing best-practice approaches.
- Officers commented that by Year 6 the attainment gap between children eligible for free school meals and their peers was significant. Officers advised that schools intended to form a strategic partnership and appoint an officer to carry out a detailed review of this topic, however this would depend on the availability of school resources. Officers commented that Black Caribbean and White Working Class attainment was an equalities issue, rather than a purely educational concern.
- The Committee suggested that the council and schools needed to engage further with community groups holding after school activities to ensure that Black Caribbean and White Working Class pupils received targeted wrap-around support.
- A member commented that funding from the Schools Forum for supplementary education activities may reduce. The Committee expressed concern that this may have a negative impact on young people. In response, officers advised that the council and head teachers valued supplementary education, however the financial pressures on schools and local authorities were so significant that they were struggling to carry out their statutory functions. The council and local schools would review if community groups providing supplementary education could be supported in other ways which did not involve a direct financial contribution. Officers hoped that this would result in more strategic join up between schools and supplementary education providers.
- It was suggested that supplementary schools and community groups may be able to use school premises in the evenings and at weekends. Members commented that this would provide a safe environment for young people.
- A member highlighted that the Committee regularly received information about the challenges faced by working class pupils, which included trauma in childhood and low aspirations. It was commented that these young people faced multiple challenges which reinforced the inequalities in wider society. The Committee emphasised the importance of supporting young people from working class backgrounds.
- The Committee considered the work underway to develop a 'cultural entitlement' programme, which would provide all young people with 11 cultural experiences by Year 11. Officers commented that there were a number of free cultural activities which were open to all and it was important to ensure that young people had access to these.

- Officers commented that young people who had experienced trauma tended to struggle in high-pressured test scenarios, even if they were otherwise high-performing pupils.
- The Committee noted that absence from school had a significant impact on attainment and it was crucial that schools engaged effectively with parents on this issue.
- A member asked officers if they considered that schools were using pupil premium funding effectively to reduce inequalities, if the council could do more to support schools in spending this funding appropriately, or if schools did not receive adequate funding. In response, officers advised that some schools used the funding effectively, however the role of the council was to monitor compliance, rather than outcomes. It was known that the funding was used for a wide spectrum of activities, and Islington did engage with schools on its use more than some other authorities, however the council did not have powers to direct schools on how the funding should be spent. Schools were required how publish how they used pupil premium funding.
- A member commented on the importance of engaging with parents. It was suggested that clear communication was needed on the responsibilities of schools, the responsibilities of parents, and aspirations.
- A member of the public queried if Islington was affected by national challenges to recruit and retain teachers. In response, officers commented that Islington was successful in recruiting newly qualified teachers, however there was a retention issue when teachers reached an age when they wanted to start a family. Housing in Islington and the surrounding areas was not affordable for those on middle incomes and this resulted in many experienced teachers moving out of London.
- The council held borough-wide training sessions for teachers to ensure that all teaching staff were aware of local issues.

The Committee thanked officers for their attendance.

RESOLVED:

That Children's Services performance in Quarter 3 2017/18 be noted.

306   VULNERABLE ADOLESCENTS SCRUTINY REVIEW - DRAFT REPORT (ITEM NO. B3)

The Committee considered the draft report of the Vulnerable Adolescents scrutiny review.

Officers commented on the importance of supporting those affected by domestic abuse, highlighting that around 60% of the most vulnerable adolescents had been affected by domestic abuse.

The Committee agreed that Recommendation 6 be amended to emphasise that young people affected by domestic violence and abuse should receive support at the earliest possible opportunity.

The Committee delegated authority to the Chair to approve minor and consequential amendments, prior to the report being submitted to the Executive.

The Committee thanked officers for supporting the review.

RESOLVED:

(i)   That the report of the Vulnerable Adolescents scrutiny review be agreed, subject to amendments to emphasise that young people affected by domestic violence and abuse should receive support at the earliest possible opportunity;

(ii)   That authority be delegated to the Chair to approve minor and consequential amendments, prior to the report being submitted to the Executive.

307   VOTE OF THANKS

Members of the Committee thanked the Chair for her service to the Committee over the past year. The Committee also thanked officers and all of those who had contributed to the work of the Committee.

RESOLVED:

That a vote of thanks be accorded to the Chair for the services rendered by her to the Committee during the current municipal year

MEETING CLOSED AT 8:40pm

Chair

ISLINGTON

Report of: **Director of Law and Governance**

Meeting of	Date	Ward(s)
Children's Services Scrutiny Committee	26 June 2018	All

Delete as appropriate		Non-exempt

Subject: MEMBERSHIP, TERMS OF REFERENCE AND DATES OF MEETINGS OF THE CHILDREN'S SERVICES SCRUTINY COMMITTEE

1.   **Synopsis**

To inform members of the terms of reference of the Children's Services Scrutiny Committee.

2.   **Recommendations**

2.1   To note the membership appointed by Annual Council on 24 May 2018, terms of reference and dates of meetings of the Children's Services Scrutiny Committee for the municipal year 2018/19, as set out at Appendix A.

3.   **Background**

3.1   The terms of reference of the Children's Services Scrutiny Committee (as at Part 5 of the Council's Constitution) are set out at Appendix A.

3.2   The membership and dates of meetings are also set out at Appendix A for information.

4.   **Implications**

4.1   **Financial Implications**

None.

4.2   **Legal Implications**

None.

4.3   Resident Impact Assessment

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

4.4   Environmental Implications

The environmental impacts have been considered and it was identified that the proposals in this report would have no adverse impacts on the following:

- Energy use and carbon emissions
- Use of natural resources
- Travel and transportation
- Waste and recycling
- Climate change adaptation
- Biodiversity
- Pollution

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5.   Conclusion and reasons for recommendations

5.1   The report is submitted to ensure members are fully informed of the remit of the Committee.

Background Papers: None.

Appendices: Appendix A – Committee Membership, Future Meeting Dates, and Terms of Reference.

Final Report Clearance

Signed by

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            Director of Law and Governance   Date

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CHILDREN'S SERVICES SCRUTINY COMMITTEE – 2018/19

1. COMMITTEE MEMBERSHIP

Councillors	Substitute Members
Councillor Theresa Debono (Chair)	Councillor Satnam Gill OBE
Councillor Vivien Cutler (Vice Chair)	Councillor Mouna Hamitouche MBE
Councillor Santiago Bell-Bradford	Councillor Angela Picknell
Councillor Rakhia Ismail	Councillor Nick Wayne
Councillor Michelline Safi Ngongo	
Councillor Marian Spall	
Councillor John Woolf	
Councillor Kadeema Woodbyrne	

Co-opted Members
Erol Baduna – Primary Parent Governor Representative *
Mary Clement – Roman Catholic Diocese Representative
James Stephenson – Secondary Parent Governor Representative *
Vacancy – Church of England Diocese

* Parent Governor Representative terms of office expire in June 2018.

2. MEETING DATES

- 26 June 2018
- 16 July 2018
- 13 September 2018
- 18 October 2018
- 22 November 2018
- 10 January 2019
- 4 March 2019
- 30 April 2019

The dates, times and locations of meetings are publicised on the council's website – democracy.islington.gov.uk

3. TERMS OF REFERENCE
PART 5 OF THE COUNCIL'S CONSTITUTION

Composition

Members of the Executive may not be members of the Children's Services Scrutiny Committee.

No member may be involved in scrutinising a decision in which he/she has been directly involved.

The Children's Services Scrutiny Committee shall be entitled to appoint a number of people as non-voting co-optees and shall include in its membership the following voting co-optees:

(a) At least one Church of England diocese representative;
(b) At least one Roman Catholic diocese representative;
(c) Between two and five parent governor representatives; and
(d) A representative from other faiths or denominations as appropriate.

These representatives will be entitled to vote on education functions related to the Council's education functions, in respect of which the Council has responsibility under the Education Acts.

Quorum

The quorum for the Children's Services Scrutiny Committee shall be four members, not including co-opted members.

Terms of Reference

1. To carry out the functions of an overview and scrutiny committee in respect of matters relating to the Children's Services Directorate

2. To consider matters relating to the performance of the Council's partners in respect of the functions of the Children's Services department as appropriate.

3. To receive requests from the Executive or the Leader of the Executive for scrutiny involvement in education related matters.

4. To consider educational issues referred to it in accordance with the provisions contained in the call in procedure contained within Policy and Scrutiny Procedure Rules or the Budget and Policy Framework Procedure Rules set out in Part 4 of this Constitution and to decide whether such matters should be referred to Council or to the Executive for reconsideration.

5. To undertake a scrutiny review of its own choosing relating to a Children's Services Directorate function and any further reviews as directed by the Policy and Performance Scrutiny Committee and to make recommendations to the Executive thereon.

6. To consider all matters that have been referred to it in accordance with the provisions contained in the councillor call for action procedure contained within the Overview and Scrutiny Procedure Rules.

ISLINGTON

Children, Employment and Skills
222 Upper Street, London N1 1XR

Report of: **Corporate Director of Children, Employment and Skills**

Meeting of:	Date	Ward(s)
Children's Services Scrutiny Committee	26 June 2018	All

Delete as appropriate		Non-exempt

SUBJECT: Child Protection Annual Report

1. Synopsis

1.1 This report provides an update to the Committee on the progress being made in safeguarding and promoting the welfare of Islington's most vulnerable children.

2. Recommendations

2.1 That the Committee scrutinise the headline performance outcomes;

2.2 That the Committee scrutinise the governance arrangements for safeguarding children;

2.3 That the Committee scrutinise the findings of quality assurance activities.

3. Background

3.1 The welfare of Islington's vulnerable children is rightly one of the Council's highest priorities. Islington Safeguarding and Family Support Service (SFSS) is currently working with 1196 children in need, 337 children who are looked after, of which 16 are disabled children and 41 are Unaccompanied Asylum Seeking Children (UASC). We have 374 care leavers and 217 children with child protection plans. The majority of child protection plans are because of emotional abuse or neglect. Characteristics of parents whose children have child protection plans include domestic violence and abuse (36%), adult mental health problems (27%) and adult substance misuse (25%).

3.2 In the year 2017-18, Islington was subject to an "Inspection of services for children in need of help and protection, children looked after and care leavers and Review of the effectiveness of the Local Safeguarding Children Board". Leadership, Management and Governance was graded Outstanding, children in need of help and protection, children looked after, adoption performance and services for care leavers were all graded good, as was the Safeguarding Board. Ofsted's executive summary highlighted that: "Children's services in Islington benefit from highly ambitious, capable and confident

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operational and political leadership. The population of Islington is richly diverse. Some localities have high levels of social deprivation, and many families in need of support have highly complex needs. The borough has a number of challenges in relation to gang culture, knife crime and substance misuse. Nevertheless, almost all vulnerable children who come into contact with children's services receive good support from resilient and well-managed staff. Building on the safeguarding and children looked after inspection of 2012, services continue to be good, underpinned by outstanding leadership, management and governance".

4. Governance Arrangements

4.1 The governance and scrutiny of the arrangements for safeguarding children take place through this Committee and the following inter-agency fora:

4.2 **Safeguarding Accountability Meetings** chaired by the Chief Executive and attended by the Leader of the Council, Executive Member for Children and Families, Corporate Director of Children Employment and Skills, Independent Chair of the Safeguarding Children Board and the Director of Safeguarding and Family Support Service. The meeting is held eight weekly and allows senior members to hold senior officers and the chair of the Board to account, to scrutinise performance related to vulnerable children, to be appraised of any concerns about the safety and welfare of children and to drive improvement.

4.3 **Corporate Parenting Board,** chaired by the Executive Member for Children and Families and attended by four elected members, senior officers and representatives of the In Care Council. The Board meets eight weekly and scrutinises performance and strategic planning related to children in care and care leavers, sets direction and drives improvement.

4.4 **Islington Safeguarding Children Board (ISCB)** is chaired by an independent chair, the Board meets eight weekly. This is a statutory body responsible for ensuring the effectiveness of inter-agency safeguarding and the co-operation of partners. The Board has sub-committees which drive and co-ordinate quality assurance, training, Missing and Exploitation, Serious Case Reviews and the Child Death Overview Panel which reviews all the cases of children who die through natural causes, accidents or through abuse/ neglect to evaluate whether improvements to practice would reduce future tragedies.

4.5 ISCB agrees local priorities and monitors actions taken to implement them. The Board completed one serious case review during the year.

4.6 The Independent Chair of the ISCB reported in his annual report of 2016-17 that "The Board partners have worked hard to ensure that front-line practice is as good as it can be to keep children in Islington safe from harm and abuse. The Board was delighted that following the recent Ofsted review of the effectiveness of the LSCB it was found to be Good"

4.7 The ISCB annual report evaluates the effectiveness of safeguarding and child protection in Islington and has set the following priorities, to improve the collective effectiveness of agencies in:

1) Addressing the impact of neglect on children, including by helping them to become more resilient.

2) Addressing the consequences / harm suffered as a result of domestic violence, parental mental health and substance abuse.

3) Identification of children who are vulnerable to sexual exploitation and holding perpetrators to account.

4.8 The Annual Report of the ISCB will be presented to the Committee in March 2019.

5.   **Islington's Motivational Practice Model and Sector Led Improvement**

5.1   The DfE granted nearly £5m to children's social care in two Phases to transform services to improve outcomes for children and their families. Phase 1 involved building a practice model- "Motivational Social Work" and Phase 2 altered the Practice Model to enhance it and include Trauma Informed Practice. It also involved expanding the reach to include children who receive an early help service and Looked After Children- "Motivational Practice Model". Phase 3 now involves working with other Local Authorities to improve their practice and outcomes for their children- sector led improvement. The practice model is relationship based and feedback from children, families, staff, services and Ofsted has been very positive. This Practice Model is starting to demonstrate impact on our data for example re-referral rates.

6.   **Performance Management and Quality Assurance**

6.1.   In order to ensure that Islington's most vulnerable children are safe and that our services continuously improve, a range of quality assurance measures are employed to continually test the quality of our service provision and to learn lessons about how to improve.

6.2   Through performance management we are able to use key performance indicators as a 'proxy' measure for quality of service and to support service improvement. Caution needs to be exercised in relying on performance indicators in isolation as it is possible to have good performance but poor quality of service; although conversely it is unlikely that there could be good quality of service and poor performance. Therefore, to ensure that there is a comprehensive understanding of the quality of service both quantitative and qualitative information must be reviewed.

6.3   The data tells us that

- We received 11, 819 contacts requesting a service for children, a marked increase from 2015-16 and a slight decrease from 2016-17. The most common source of contacts is the police (36%), followed by schools (11%);
- The most common reasons for contacts were domestic violence, parenting capacity, physical abuse and parental mental health;
- 3,753 (32%) went on to receive an early help service and 2,761 (23%) went onto receive a social care service;
- We had the 25th highest rate of assessed Children in Need in the country in 2016/17;
- We had a slightly higher number of children per 10,000 with child protection plans compared to our statistical neighbours (SN) in 2016/17 (50 per 10,000 for Islington, 45 per 10,000 for our SN);
- We have carried out far more child protection enquiries than statistical neighbours- see paragraph 6.28;
- We had a lower proportion of repeat child protection plans compared to our SN (12% compared to 16%);
- Children do not have child protection plans for lengthy periods of time, this means that the harm they suffered is resolved as quickly as it can be;
- We apply to court for orders to protect children more often than most other boroughs;
- The number of children subject to court orders has risen;
- Islington has more children looked after per 10,000 than SN;
- The proportion of Looked After children who had to move more than three times during a year is slightly higher than our SN (12% compared to 10.4%);
- Stability of placements for Looked After children is challenging particularly during adolescence;
- More children 16+ are becoming looked after, and more 11 -15 year olds are becoming looked after than was the case 4 years ago;
- More young people are remaining with their foster carers after their 18th birthday;
- Placements for children looked after are becoming much more difficult to find, there is a national shortage of foster homes and significant challenges of supply within the children's homes sector; 32% of Islington children are placed more than 20 miles away;

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- 4 children were subject to secure orders to protect them from absconding and harm related to Child Sexual Exploitation and gangs;
- 8 children were adopted and 37 made the subject to a Special Guardianship Order.

6.4 A monthly meeting is held within the Safeguarding and Family Support Service that holds all Senior Managers to account on the key performance data and the quality of the intervention to families. From monitoring key performance indicators we are able to identify that:

- One in 10 children who receive early help go on to receive a social care service;
- Children who have child protection plans have a core group of professionals who have prescribed tasks in respect of their involvement with the child;
- Children who have child protection plans have their plan reviewed after three months and six monthly thereafter;
- Children have an allocated social worker within 48 hours of being referred to the service and following assessment have a plan that sets out the actions required to improve their outcomes; children newly allocated to a social worker are seen within 10 days (sooner if needed);
- Children looked after are seen at four weekly, six weekly or 3 monthly intervals in accordance with their needs and placement stability;
- A proportionate number of disabled children are subject to child protection procedures;
- All children looked after are independently reviewed every six months;
- Social Work caseloads vary from 9 - 26 children per worker for Children in Need, 20 for Disabled Children and 10-19 children per worker for Children Looked After. This variance is due to staff turnover and the need for newly qualified staff to have protected caseloads. A caseload of 15 children maximum is the accepted standard.

6.5 To assure the quality of our safeguarding services we routinely review qualitative information alongside performance data through our Quality Assurance Framework (QAF). There are a wide range of activities which constitute the Quality Assurance Framework for Islington Council's Safeguarding and Family Support Service. This enables the service to build a clear picture of the effectiveness of our social work practice with children, young people, and their families.

6.6 The Motivational Social Work practice model articulates a clear vision of good social work practice and sets out how practice quality should be measured against it. The child's database is a system that allows us to collect and analyse a wide range of simple data, which over time allows us to track changes in demand and service delivery.

6.7 Good quality assurance ensures that we are doing the right things to a high standard. It helps us notice and attend to new challenges, build on and replicate our successes, and plan for future needs.

6.8 Twice a year, all senior managers spend a week on the front line observing practice and talking to social workers about the children, families, and carers they work with. The aims of practice week are:

1. Ensure Senior Managers understand what it is like for front line practitioners, walking in their shoes and gaining a deeper understanding of current frontline practice.
2. Improve visibility of Senior Managers and role modelling the use of the MSW practice model.
3. Assist in consistency of understanding and practice throughout the organisation.
4. Gather a deeper understanding of practice in relation to a particular theme – most recently children living with domestic violence and abuse, and children at risk of child sexual exploitation and gang involvement.

6.9 Activities include:
- Attending team meetings and group supervision;
- Attending home visits and professionals meetings, shadowing social workers;
- Observing supervision;
- Gathering feedback directly from families and children;
- Auditing case files along with social workers.

6.10   In the year 2017-18 two Practice Weeks were undertaken. In September 2017, a total of 149 activities were undertaken. It was decided following a serious injury suffered by a 3-month old child subject to a Child Protection Plan that all pre-birth children and children under the age of 6 months old known to the department would be audited. The findings from the week concluded that within the Child in Need service there was a noticeable difference from this practice week and the last one regarding the practice model implementation and this had a marked positive impact on the way practitioners were working with children and families. The quality of reflection and thinking undertaken by most staff was observed far more than the child's case file evidenced. Most workers knew their children and were passionate about the work they were doing. Supervision was not always recorded reflectively and a higher percentage of staff than last time reported that supervision wasn't in line with the required frequency and providing reflection and direction.

6.11   In March 2018 and total of 137 activities were undertaken. It was decided that the focus would be on Vulnerable Adolescents (those who were experiencing sexual exploitation or gang exploitation or who were going missing). The findings from the week concluded that Senior managers reported a swift and proportionate response to incoming referrals coming through Children's Services Contact Team. Practitioners were seen to be reacting quickly where required, such as visits to see children in schools. Managers were observed to have sufficient oversight. The audits demonstrated that assessments were updated when new concerns arose. Direct work included practitioners using hypothetical scenarios with families as a tool which would help them reflect on risk and safety planning. Child Protection Procedures were initiated for young people thought to be at risk of significant harm due to being missing, sexual exploitation and or gang affiliation. Senior managers were of the view that whilst it was proportionate to have strategy discussions in such situations, it was not always clear that a section 47 enquiry was required. Senior managers noted that Missing Strategy meetings could be more dynamic in developing creative solutions after a young person went missing such as using a wider multi-agency network. There was evidence that practitioners and managers were focused on sustained change to children and families in terms of reducing risk to adolescents within Islington rather than a preoccupation to move the young person out of borough unless wholly necessary. Senior Managers observed that Team Managers and Deputy Team Managers were giving good direction in supervision and having reflective discussions on cases, however these were not always fully recorded and decisions were not always evident on the child's file. Practitioners reported that reflective supervision was of good quality and noted this was a real change for the better with the MSW model having assisted in this. The use of the Specialist Social Workers (CSE, HSB, Gangs and Missing) for consultation and the chairing of complex strategy meetings was reported to be valued by social workers and managers. Parents were often unaware of their children's actions especially around for example carrying knives. Safety plans were noted as being of good quality however better recording was needed in terms of the reasons for the plan. Senior manager's observations of meetings and audits noted that practitioners were engaging well with partner agencies and links with Safer London and St Giles were in place. There was an increased confidence in practitioners of working with gang affected young people, however some practitioners needed further work regarding thresholds and enhancing joint work with YOS. Senior Mangers reported seeing an increase between social workers and young people's relationships and there were discussions being held around what can be done in order to stop or reduce reoffending. Senior Managers also noted that Social Workers had trusting relationships with their young people. It was noted that the system put in place by Senior Managers within social care and Senior officers in the British Transport Police was effective in practice with children being located.

6.12   The Safeguarding and Family Support Service also undertakes a substantial number of themed audits in response to what the data highlighted, feedback from children and families, feedback from staff and partners and following the introduction of legislation or guidance. The following gives examples of findings that have been used to improve practice:

6.13   Overview audit of cases in a Child in Need team which had low numbers of Child Protection cases

6.14   62 cases were audited. The predominant theme that arose was that where the threshold for a Child Protection Investigation was met, one didn't take place. Hypotheses could be said to have formed too quickly without taking into account what other information was needed to form different theories and explore whether the child was or was likely to be at future risk. There was a lack of evidence of team

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manager oversight or recording of discussions that may have taken place. This team's Child Protection numbers are now in line with all the other Child in Need teams.

6.15   Children under 8 years old Looked After voluntarily (Section 20)

6.16   A review of the cases of children under the age of 8 who were accommodated under Section 20 was undertaken to ensure that these children were being appropriately planned for with regards to permanence. There were 14 such children 12 out of 14 children were placed with family members, 1 was in mother and baby residential care and one was in a foster placement. All these cases were reviewed by IROs as per legislation. The audit raised no concerns of permanency planning as all the cases were in care proceedings and the decision about Section 20 accommodation was made by a Judge.

6.17   Thresholds

6.18   There were points within the child's journey that questioned thresholds, for example:
High numbers of No Further Action taken post assessment, increase in the number of re-referrals. The above data raised the question of whether teams were closing cases prematurely following an assessment and that this could account for the increase in re-referrals. The variables in referral rates to teams are related in part to need within the geographical areas covered by each team. The referral rates can change month to month but it is clear that some areas do have higher referral rates over the year. There were a few cases where the auditor highlighted that the re-referral could have been predicted and therefore the case should not have been closed initially. The re-referral data was found to be in line with other LAs.

6.19   Overview audit of cases in Child in Need team which had high re- referral rates

6.20   98 cases were audited. The vast majority of children (90%) were judged to be safe and any risks managed within child protection procedures. The other positive outcome was that in only one case was it judged inappropriate to plan closure. This suggests that in the majority of cases, Managers and Social Workers are making safe decisions about children allocated within the team.

6.21   The Outcomes of a sample of children who became Looked After

6.22   The majority of children who became Looked After in the period explored were adolescents- 85% and of those children, 11 were over the age of 17 years old- 71%. 2 children became Looked After through Care Proceedings which mean 90% of children in this sample became Looked After under Section 20. 65% of the children who became Looked After were male. In terms of per child the cost ranged from £4,798.30 (grandmother caring for her grandchild who is a baby) to £22,000 (remand placement and 17-year-old with several placement breakdowns). The total cost of looking after these 20 children over the 6-month period is £199,442. If you remove the children who were only Looked After for a short period of time the average cost of a placement equates to £11,055 and the median was approximately £7,400.

6.23   Most children who come into care stayed in care for the period covered (6 months) or for the duration of their childhood -90%. 85% of children were assessed as being safe or having the risk of harm to them reduced due to being in care and in the remainder cases the children were remanded or returned home. Generally, children who became Looked After settled in their placement (not necessarily the first one), had improved school attendance (some dramatically) and emotional health, although it was harder to predict or comment on what their adult life may look like. Overall care, even for most of the older children in this cohort makes improvements to children's outcomes. For the older cohort, 17 years old, 6 out of 11 were assessed as having improvements made to their educational outcomes so far and 6 out of 11 to their emotional development so far. Therefore, becoming Looked After safeguarded, these children and improved their outcomes and life chances in the majority of cases.

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6.24 Initial Child Protection Conferences (ICPC) not held within statutory timescale of 15 working days

6.25 42 children were audited. 57.5% of children were found to have their conference outside of the statutory timescale. The range was found to be from 13 to 22 days in most cases. In all but one case, the delay did not result in children being placed at increased risk of harm. In the one case, the practice was addressed through a Safeguarding Alert being raised by the Child Protection Chair, after which the Team Manager took appropriate action to safeguard the child. There was no single reason which stood out as contributing to the delays. The most common reason was the Summer school holidays and the delay in convening the conference was to ensure that all professionals could attend and give their contribution.

6.26 Looked after young people who have Youth Offending Service (YOS) involvement

6.27 20 children were audited which represented all of the children Looked After and known to the YOS. Most of the young people looked after and known to YOS are males between the age of 16 and 17. Half of them were cared for under an Interim Care Order or/and a Care order; 30% were remanded into the Local Authority's care and 20% were looked after under s20, most of them had one episode of care, however 20% had repeated episodes of care. Almost half of them (45%) lived in semi-independent provisions, 30% were in custody, 20% were in foster placements (half of them with connected persons); one was placed with their parent. When looking at their age at the start of their last episode of care, there were 13 young people who were of secondary school age (11 - 16) and 7 were age 16+. In 16 out of 20 cases the young people had a history of offending before coming into the Local Authority's care. Feedback from the Independent Reviewing Service demonstrated that when the Orders are managed by Islington YOS, there was a stronger likelihood of joint up working and planning, quality relationships between the young people and their YOS worker and valuable input into the CLA review planning.

6.28 Increase in the number of section 47 Child Protection enquiries undertaken in years 16/17 and 17/18 compared with other Local Authorities

6.29 It was found that there had been an increase in Section 47 enquiries across the service. This had more than doubled from a monthly average of 45.6 in 2015/16 to a monthly average of 109.8 in 2017/18. The audit found that as a result of undertaking S47 enquiries no children were thought to have been placed at increased risk or families thought to have disengaged because of the enquiry being undertaken as opposed to an assessment only. The increase and high numbers were concluded to be due to; an appropriate increase in vulnerable adolescents becoming subject to child protection procedures, the automatic inclusion of all siblings when concerns arose about one child in a family [where this might not always be necessary] and some risk aversity arising following some challenge about thresholds in one particular team. Plans are in hand to address these issues and bring numbers more in line with the rest of our performance data.

6.30 A Serious Case Review was undertaken in the year for a young person who died, and a number of Case Reviews were also completed for children where events in their lives led to the service wanting to review the case to learn and implement changes in practice. Learning mainly centred around the complexities of children living with domestic violence and abuse as well as issues of parental consent for social work intervention with their children.

7. Contextual Safeguarding

7.1 Continued analysis undertaken over the last two years consistently highlights that Islington's profiles of children and young people at risk, or victim of CSE, harmful sexual behaviours, trafficking and modern slavery, gangs, and serious youth violence are intrinsically linked through vulnerability, peer groups and offending networks. The cohort of children and young people vulnerable to exploitation overlaps significantly with children and young people that go missing from home and care. In response to our profile, we have focused on developing a less siloed, and more flexible model of assessment, intervention and governance; ensuring that children and young people across the spectrum of risk receive timely and targeted interventions, and that those children at acute risk receive a consistent safeguarding response.

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7.2 Alongside our analysis and mapping of current risks related to exploitation and missing, we have undertaken a number of large projects. These include embedding trauma informed and motivational practice in Social Work. Trauma Informed Practice based training has been rolled out across the Safeguarding and Family Support and Youth and Community services. Social Workers for looked after children are receiving Dyadic Developmental Psychotherapy (DDP) based training to support the assessment, intervention and care plans they develop when working with vulnerable children and young people. Islington's shift toward a more fluid approach to Exploitation and Missing risk supports a trauma informed practice model; focusing more on the experience, vulnerabilities, strengths and needs of the individual child, rather than on the specific type of risk label and subsequent intervention pathway.

7.3 The response to Exploitation and Missing is currently led by:

- **The Exploitation and Missing Team**: managed by the Exploitation and Missing Safeguarding Manager. The team consists of a Specialist Social Worker for Gangs and Serious Youth Violence, a Specialist Social Worker for CSE and Harmful Sexual Behaviour and a Senior Administrator. The team work to develop the safeguarding response to children and young people through providing consultations, developing safety and intervention plans, chairing strategy meetings, developing and delivering training and awareness programmes, and linking in with multi-agency partners to create practice pathways and develop joint working.

- **The Integrated Gangs Team** (IGT): a multi-agency team co-located with the Police Gangs Unit, consisting of specialist intervention workers, St Giles Trust, Victim Support, The Abianda Project and Clinical input. The IGT work with children and young people up to age 25 years that are at risk of, or involved in, gangs and serious youth violence. This includes the Abianda Project that work to support and empower young women affected by gang violence.

- **A CSE and Gangs Analyst**: who works across services and data systems to develop exploitation network and risk profiles.

- **The Return Safe Team**: undertake Return Home Interviews and they provide ongoing support to children and young people that go missing.

- **SaferLondon Empower Project**: a co-located Young Persons Advocate that works with young women at risk of CSE.

7.4 The above teams also work closely with the local Police teams and the Community Safety Unit.

7.5 We have a clear and consistent format to the sharing of information to support safeguarding children and young people, and recognise that this is crucial to developing an understanding of peer networks and exploitation profiles. Information is shared at a practitioner level across the partnership through the co-location of staff, safeguarding meetings, consultations, Integrated Gang Team tasking meetings and community safety briefings etc. and fed back into safeguarding meetings to inform the response to children and families. This information is collated by the CSE and Gangs Analyst and feeds into to practice panels (i.e. the MASE and BRONZE) and the Exploitation and Missing subgroup. This also includes the council's response to contextual safeguarding focus areas such as creating safe spaces for young people through work with departments such as licencing and estate management.

7.6 Our offer to children is aligned with a tiered approach. Preventative education is delivered in both primary and secondary schools by a range of partners such as our Safer Schools Police who have an extensive Schools Engagement Programme, and our Targeted Youth Service and the St Giles Trust who deliver a range of preventative assemblies and sessions. These include knife crime, joint enterprise, keeping safe, hate crime, Stop & Search, gangs, personal safety and social media. Victim Support work is delivered in schools through the IGT Victim Support Worker. Additional Knife Crime and Gangs Awareness work is particularly targeted at schools where there are concerns about youth

crime and Anti-Social Behaviour. A range of services are participating in the Youth Violence Project in partnership with Healthy Schools to support schools in developing a youth violence strategy and the roll out of the Youth Crime Prevention Toolkit, a tool developed to support early identification and referrals on to targeted services.

7.7   Children who are in need of a targeted service receive this through the early help offer. Our Targeted Youth Support team provide a range of interventions through a number of outreach programmes individually and group based, to prevent escalation of contextual safeguarding. Through the parenting programme offer, parents of vulnerable adolescents receive advice and guidance on areas such as boundary setting, the adolescent stage and managing the balance between the push for freedom and the need still for protection. Our Families First teams work closely with young people and parents to educate them on risks, prevent missing episodes, manage social media safely as well as to ensure that parents are well informed about what to do if their child goes missing.

7.8   When a child is identified as at risk, a safeguarding strategy meeting is held. Strategy meetings are held across exploitation and missing risk areas, and dependant on the situation and risk may focus on a single child or a number of children. If a peer group, network or location of risk is identified by practitioners, through safeguarding meetings or practice panels, a mapping meeting will be organised. A mapping meeting is held with partners to pull together agency information, develop a better understanding of the network or location, and to develop an action plan to disrupt exploitation and improve the safeguarding of children and families. Actions from mapping meetings have included the organisation of community based parent's groups, the increase of Anti-Social Behaviour Officers in a local estate park, developing the safeguarding response for local McDonald's restaurants, and the instigation of CCTV cameras outside a residential unit. Children and young people from other LA's are also considered as part of mapping meetings, and the relevant professionals are invited to attend and contribute.

7.9   Practitioners and managers across the Safeguarding and Family Support Service and the Youth and Community Service demonstrate excellent awareness of Exploitation and Missing risks as a result of the extensive training offer delivered by specialist facilitators.

7.10   A good level of awareness is shared across the partnership, who also have access to specialist training through the council. The Exploitation and Missing team alone deliver over 10 different training packages to practitioners across the partnership with the flexibility to adapt training to audience need. Approximately 1,800 professionals from a range of services have received training on Exploitation and Missing risk areas over the past year. Audiences include whole school staff groups, all Central North Police Officers and training for Special Guardians. In the last year, we have been able to see the impact of our training and awareness raising on the response to safeguarding children and young people; an example of visible impact is evident in the training delivered to the British Transport Police, after which a practice pathway was set up and a number of children missing and at risk of exploitation have been identified by them at an earlier stage. This is now being used London-wide.

7.11   Children and young people also receive targeted group work and awareness raising sessions across the Exploitation and Missing focus areas. Over the last year, 319 children have attended targeted awareness sessions at their schools, and 520 year-9 children have received two sessions on consent and healthy relationships delivered by Specialist Social Workers.

8.   Child Sexual Exploitation

8.1   Referral rates for contacts to the Childrens Services Contact Team (CSCT) increased year on year (2011-2015) from 3 to 68, to 96, to 124. In 2015/16 we saw a decrease in referrals to 95, but there has since been an increase to 98 in 2016/17 and there have been 112 in 2017/18. Islington Council and its partners are of the view that this is due to the effectiveness of CSE awareness raising and training within targeted and universal services as well as targeting offenders reducing numbers of victims.

8.2   Referrals are made from a variety of agencies and the threshold for category 1, 2 and 3 cases is well understood by CSCT. When a child is identified as at risk of CSE, a consultation with the Specialist

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Social Worker for CSE and HSB is held. Over the last year (2017/18) 143 consultations were undertaken with the Specialist Social Worker, in which risk would have been assessed using a specialist CSE risk assessment tool and recommendations given as to safety and intervention plans, and/or the need to convene a professionals or strategy meeting.

8.3   All cases where the CSE risk is assessed at category 2 or 3 are subject to a strategy meeting. Category 1 risk cases are often also subject to a strategy meeting, although this may not always be necessary – in which case safety and intervention plans are put in place and the risk monitored.

8.4   Where possible, CSE strategy meetings are chaired by the Exploitation and Missing team to ensure consistency and specialist overview. In the last year, 67 CSE strategy meetings were chaired independently by the Exploitation and Missing team.

8.5   As of 4 April 2018, we currently have 19 children assessed as at risk of CSE; with 16 children assessed as at category 1 risk, two children identified as at category 2 risk and one child identified as at category 3 risk.

8.6   The majority of children (17) identified at risk of CSE are female, however, over the year as a whole we have seen an increase of boys being identified. When considering the age breakdown of the young people it is identified that the two most common ages are 17 and 14 which is a pattern that can be seen throughout the last year.

8.7   Where children cannot be kept safe by Child in Need or Child Protection Plans within their own community, then the LA receives them into care usually under an Interim Care Order to place them where they can be kept safe. In 2017/18, one child was placed in secure provision directly due to immediate risks related to CSE – this is a reduction from the previous year. Children Looked After are subject to scrutiny not only from the IRO but due to the CSE risks they are scrutinised by Senior Managers and the Exploitation and Missing Team.

8.8   As per recommendations set out in the MPS Pan-London CSE Operating Protocol, and in recognition of individual cases receiving a high quality of scrutiny and response through the safeguarding process, Islington has moved to a strategic multi-agency sexual exploitation panel (MASE) format. The MASE is co-chaired by the Head of Safeguarding and the Detective Inspector of the CSE and Missing Police units, and attended by partners across the multi-agency. Held every six weeks, the MASE is informed by a briefing report from CSE and Gangs Analyst, containing practice information from strategy meetings, themes and analysis. The MASE follows a Victim, Offender, Location and Theme (VOLT) agenda which has supported an increase in the input and involvement from multi-agency partners in the MASE process. Updates from the MASE are fed into the Exploitation and Missing subgroup.

9.   Gangs and Serious Youth Violence (including criminal exploitation through County Lines)

9.1   Since the previous inspection in 2017, we have continued to improve our offer to children and families affected by gang and serious youth violence. The Safeguarding and Family Support and Youth and Community directorates work closely to monitor and respond to children identified as at risk. This is evidenced by an increase in multi-agency mapping meetings and in the joint delivery of training relating to gangs and serious youth violence. To enhance this further, a Joint Supervision Policy has been created and implemented.

9.2   Over the last year, there has been an increased national focus on children and young people at risk of exploitation through involvement in county lines. Islington's response to has been highlighted as progressive, particularly by the MPS, who have used Islington's model of response as an example of good practice.

9.3   Islington has seen an increase in referrals to the Childrens Services Contact Team (CSCT) related to gangs and serious youth violence related safeguarding risks. Islington Council and partners agree that this is likely due to increased training and awareness raising promoting better identification, along with an overall rise in gang related criminal activity. We have now created a unique gangs and SYV contact code so that moving forward we will be able to evidence the referrals directly linked to gangs and SYV

risk. Since the contact code was added to the system in early 2017 we have received 86 referrals for gangs and senior youth violence related risks – with a regular increase on a monthly basis. CSCT is able to access the Police gangs matrix and staff have been trained by the Specialist Social Worker for Gangs and SYV to understand how it should be used and how information should be shared.

9.4   As with CSE, we assess the level of gangs and serious youth violence risk to a child in terms of categories 1, 2 and 3. When a child is identified as at risk of gangs and SYV, a consultation with the Specialist Social Worker is held. Over the last year (17/18) 80 consultations were undertaken with the Specialist Social Worker with many more cases being referred to the Integrated Gangs Team for further information to be gathered to inform the risk assessment. As part of the consultation, the level of risk is agreed along with recommendations given as to safety and intervention planning and/or the need to convene a professional or strategy meeting.

9.5   In all cases where the gangs and SYV risk is assessed at category 2 or 3 a strategy meeting will be convened with the relevant Police Unit. Where possible, Gangs and SYV strategy meetings are chaired by the Exploitation and Missing team to ensure consistency and specialist overview. In the last year, 64 gangs and SYV strategy meetings were chaired independently by the Exploitation and Missing team.

9.6   As of 4 April 2018 we have 54 children identified as at risk of and/or involved in gangs and serious youth violence. 13 are identified by police as a 'gang nominal', with the other 41 children being identified as at risk of gangs/SYV. 12 of these children and young people have been identified as at risk of, or involved in county lines.

9.6   The majority of children identified at risk of Gangs and SYV are male (46), eight females have been identified as at risk. The majority of children at risk of Gangs and SYV are between the ages of 15 and 17 years old.

9.7   Where children cannot be kept safe by Child in Need or Child Protection Plans within their own community, then the LA receives them into care usually under an Interim Care Order to place them where they can be kept safe. In 2017/18, seven children became Looked After due to being at risk of/ or further risk of Gangs and SYV. Three children were placed in secure provision directly due to immediate risks related to Gangs and SYV.

10.   Missing from Home, Education and Care

10.1   The Local Authority works closely with key partners to provide an effective response to children that go missing from home and care.

10.2   Prevention of children going missing is a key factor and through research, data analysis, annual reports the push and pull factors are well understood. Patterns indicate our children considered to be at risk of exploitation (CSE, gangs and serious youth violence, trafficking and modern slavery) are considerably more likely to go missing from both home and from care. A small number of children go missing from care or away from their placement without authorisation due to placement issues or for contact with family and friends.

10.3   For children considered to be at risk of exploitation who we know are more likely to also go missing, we routinely discuss missing risks in strategy and professional's meetings, along with undertaking interventions through CIN, CP and CLA plans to try and prevent the child from going missing in the future.

10.4   Protection from harm whilst children are missing starts with a multi-agency response using Strategy meetings or Missing from Care/Home meetings to ensure there is a robust safety plan in place. If a young person remains missing for a sustained period of time, review meetings take place regularly which monitor any new information and review support and interventions. For complex missing cases or where there is an overlap with exploitation based risk, the strategy meeting is chaired by the Exploitation and Missing Team. Over the past year (17/18) 35 missing strategy meetings were chaired independently by the specialist team.

10.5 The vast majority of our young people remain in contact with at least one professional in their support network whilst they are missing.

10.6 We have developed our missing person notifications and alerts system to support the child being found as quickly as possible. At a missing strategy meeting for both children missing from care or home, it is agreed: whether other local authorities, Detached Youth Workers, the British Transport Police and hospitals should be alerted, and whether the police should use missingperson.org. Abduction Notices, Recovery and Collection Orders are also considered as part of the safeguarding meeting action plan, in order to successfully locate our most vulnerable missing young people.

10.7 Meetings took place between senior police officers and senior managers in the LA to ensure that the response to every missing child was timely, persistent and ensured their safety at the earliest opportunity. The Police assisted the LA in ensuring that the response by other police forces in relation to out of borough CLA was as good as the response to Islington's children. Negotiations take place with the police and classification of risk is often challenged to ensure a more robust response. The ISCB escalation policy is utilised if need be.

10.8 The Police track the most frequent Missing Children. Every child with a CSE CRIS report gets an immediate response by police. An MPS Data Analyst/Missing Co-ordinator ensures that children identified as missing are recorded as such, as well as analysing trends and patterns.

10.9 The Directors and the Lead Member are regularly informed of missing children through weekly briefings, whereby they are able to scrutinise the response from the LA and its partners. Corporate Parenting Board scrutinise Missing from Care data at every meeting.

10.10 The ISCB are provided with data on missing children, including Return Home Interviews (RHI) through Core Business reports and annual reports on Missing from Home and Care.

10.11 The Service Managers and Head of Service for Children Looked After and Children in Need have oversight of all children who are missing.

11. Missing from Education

11.1 Our named Lead Officer for Children Missing Education (CME) maintains an overview in 'real-time' of actions taken to secure children's return to education, monitoring the number of days missed and ensuring appropriate escalation to prevent case-drift. Good communication with our CSE, Missing and Trafficking Project Officer ensures that high risk, vulnerable children are identified at the earliest opportunity. Processes and outcomes are scrutinised on a bi-monthly basis by the Missing and Child and Adolescent Exploitation Subgroup of the ISCB, and annually by the full board.

11.2 For the academic year 2016/17, of the 345 children missing education, 86% were returned to school within 20 school days. For the current academic year to date (as at 23/03/18), this figure has risen to 93%.

11.3 Our notification and monitoring processes for preventing children from 'slipping through the net' are well-established, with robust procedures in place on school entry and exit. Every Islington resident is tracked throughout the admissions process, from application stage to take up of the school place, including at independent schools, at both the normal points of entry (Primary and Secondary Transfer) and non-standard transition points (in-year). An annual 'No-show' activity takes place at the start of each academic year to ensure children starting school for the first time, and those moving on to secondary school, successfully complete the transition. For the current academic year 2017/18, 56 children were reported as 'no-shows' – all were found at a named destination. Any 'no shows' arising at non-standard transition points are investigated through our 'Missing Pupil' procedures as outlined below.

11.4 There are equally robust procedures in place for off-rolling. As part of this process, schools are required to confirm the pupil's attendance with the destination school before removal from the school roll is

authorised by the LA. For the academic year 2016/17, 1,565 pupils were authorised for removal from an Islington school roll, marking six consecutive terms of 100% compliance across our schools.

11.5   A strong notification and monitoring process for tracking homeless families ensures no child misses education as a result of being placed in temporary accommodation. Children's school placement continues to be monitored until families are moved into permanent housing. For the academic year 2016/17, of the 96 temporary accommodation notifications received, five were missing education at the point of notification. All children were returned to school within 20 school days. For the current academic year to date (as at 26/03/18), of the 258 temporary accommodation notifications received, 32 were missing education at the point of notification. Of these, 22 were returned to school within 20 school days. The remaining 10 children are currently awaiting placement by their Home LA due to being housed out of borough.

12.   Missing from Home

12.1   During 2017/18 (up to mid-March 2018), 179 children went missing from home which equates to 306 missing episodes. This demonstrates that children are going missing from home less frequently, and evidences the positive impact of service interventions and safeguarding measures to prevent children going missing from home.

12.2   71% of children went missing on only one occasion with just under half of the remaining percentage of children going missing on two occasions. 28 children were reported as more persistently missing with three or more missing episodes. 53% of children missing from home return within a 24-hour period and 79% return within two days.

12.3   The highest numbers of children who were reported missing were white British boys and girls, Black-Caribbean boys and girls and Black any other background boys. Together they total 66 of 176 children. White British Boys are the highest single group of young people who were reported missing with a total of 17 reported as missing. 15-16-year-old boys were the most frequent group of children missing from home. Girls aged 13-14 were the second most frequent group.

12.4   All missing children are cross referenced to see if there are links to CSE or gang affiliation, or serious youth crime. Of the children missing from home seven children were also assessed to be at risk of CSE and 17 children were assessed to be at risk of gangs and serious youth violence. We are able to see from our analysis of children missing from home most frequently and of the longest duration, a high percentage are also considered to be at risk of exploitation.

13.   Missing from Care

13.1   Between April 2017 and mid-March 2018, a total of 95 children went missing from care. 40% were girls and 60% boys. Within this time period, there were a total of 472 individual unique incidents where a child went missing from care. This demonstrates that although a similar amount of children and young people are going missing from care as the previous year, they are going missing from care significantly less frequently; evidencing the positive impact of interventions and safeguarding measures to prevent looked after children from going missing.

13.2   Twelve children accounted for 237 missing from care episodes. The majority had been in care for over a year and have multiple risk factors. These children featured CSE and concerns linked to gang association or were UASC. The Exploitation and Missing team independently chairs Strategy meetings for children missing from care where needed.

13.3   Of the total children missing from care around 17% are also assessed to be at risk of CSE. Around 17% of children missing from care are considered to be at risk of gangs and serious youth violence. As with children missing from home, children at additional risk are more frequently going missing from care and are missing for longer durations.

13.4   The Exploitation and Missing Team work to support the CLA service to coordinate their safeguarding response to children that go missing from care with the local authority and the missing police unit where the child is placed.

13.5   Other local authority children who missing from Islington are also scrutinised, with communication, information sharing and challenge given to the allocated local authority, provided by our Safeguarding and Quality Assurance Team.

14.   Return Home Interviews

14.1   All children receive a Safe and Well check from local police and Misper police will visit regular missing children.

14.2   Islington have a dedicated team to undertake Return Home Interviews for children that go missing from care and home. The Return Safe Team is placed within our Youth and Community Directorate, and consists of three dedicated outreach workers with oversight from a Social Work Manager. The team have worked closely with the Exploitation and Missing Team to develop the response to missing and have improved the Return Home Interview offer provided to children and young people. RHIs are approached on an individual basis for the individual child, and it is considered who has the best relationship with the child is best placed to undertake the RHI. The Return Safe Team complete quarterly and annual reports that feed into the Missing and Child Exploitation subgroup of the ISCB.

14.3   Where possible, every child that goes missing from home or missing from care is offered a Return Home Interview. Our analysis tells us that Return Home Interviews are just as likely to be successfully completed with children missing from care as children missing from home. Younger children are more likely to accept a Return Home Interview than older adolescents. In general, boys are just as likely to accept a Return to Home Interview as girls.

14.4   Analysis of the return interviews indicate that many children do not identify themselves as 'missing' and that mostly children report staying out later than their parents wish with friends, or that they have had family arguments or are unhappy with school, placements or due to personal stress. We believe that the pull factors in CSE and gang association are also strong features.

14.5   In April 2018 Ofsted conducted a focused visit on vulnerable adolescents in accordance with the "Inspection of Local Authority's Children Services Framework". This was the first inspection of its kind. Specifically, inspectors considered the identification and management of risk and vulnerability for adolescents in need of support and protection. Inspectors looked at the quality of planning to meet these young people's needs and whether practice is timely and effective in helping to protect such young people from harm. Inspectors considered a range of evidence that included case discussions with social workers and their managers. They also observed a strategy meeting, the multi-agency sexual exploitation panel (MASE), and spoke with a number of professionals from partner agencies. The findings were extremely positive and Ofsted concluded that:

14.6   "The service provision for vulnerable adolescents in Islington is strong and robust [with] a determined focus to improve outcomes for these young people across the council. Risks to vulnerable adolescents considered were identified well and comprehensively assessed. Risks are not seen in isolation and the interlinkages between risks are well understood… This leads to the development of effective intervention plans that are dynamic and that respond appropriately to changing levels of need or risk… Social workers show tenacity in their efforts to engage young people… Social workers reported that they are well supported, and morale within the local authority is high… Partnership working is strong within the council as well as with partner agencies and the voluntary sector. Sound governance arrangements promote good communication that enables successful coordination of work to support young people at risk of exploitation effectively. Substantive awareness raising and specialist training across the partnership have been undertaken by the exploitation and missing team. This has appropriately focused on the issues and risks around child sexual exploitation, gangs, incidents of going missing, knife crime, trafficking and modern slavery. The impact of this activity has led to an increased confidence for those working with this vulnerable group in recognising and tackling such forms of exploitation".

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15.   Implications

15.1   **Financial Implications:**

15.2   There are no financial implications arising from this report.

15.3   **Legal Implications:**

15.4   The Children Act 1989 as amended, and the Children Act 2004, place a number of statutory duties on Local Authorities, including overarching responsibilities for safeguarding and promoting the welfare of all children and young people in their area. The Children Act 2004 introduced the requirement to set up Local Safeguarding Children Boards. The Act also places partner agencies (including the police and health services) under a duty to ensure that they consider the need to safeguard and promote the welfare of children when carrying out their functions. A range of other agencies are also required to cooperate with Local Authorities to promote the wellbeing of children in the local authority area.

15.5   The Children and Social Work Act 2017, (CSWA 2017), sets out how agencies must work together by placing new duties on the police, clinical commissioning groups and the Local Authority to make arrangements to work together and with other partners locally to safeguard and promote the welfare of all children in need within their area.

15.6   The Council must have regard to the Statutory Guidance, Working Together to Safeguard Children 2015, which is currently in the process of being amended to take into account the provisions of the CSWA 2017.

15.7   The Care Planning, Placement and Case Review (England) Regulations 2010 (as amended) place further duties on Councils with regard to looked after children.

15.8   **Environmental Implications:**
       None.

15.9   **Resident Impact Assessment:**

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

15.11 A very high proportion of vulnerable children known to children's social care live in workless households. All social care interventions aim to address the needs of the whole family which include maximising benefits and supporting routes into employment, education and training.

16.   Conclusion and Reasons for Recommendations

16.1   The Council rightly places a high priority on safeguarding and promoting the welfare of vulnerable children in Islington. This report provides assurance about the quality and effectiveness of safeguarding and looked after children's services provided through a range of performance and quality assurance measures that are in place to ensure that services to Islington's most vulnerable children are as safe as they can be. This is in spite of increasing demand throughout the system assessments, children in need, children in need of protection and those children Looked After.

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Appendices: None

Background papers: None

Final report clearance:

Signed by:

Carmel Littleton   18 June 2018
Corporate Director of Children, Employment and Skills

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Education in Islington

Annual Report 2017

ISLINGTON

Contents

1.0 Islington Focus Report

This is the seventh annual report on education performance in Islington. In 2017 we continued to make sustained progress in a number of priority areas. This is reflected in the positive outcomes and progress of pupils in our schools; and the destinations of school leavers into education, employment and training.

Strengths

Some 96% primary schools were judged as good or outstanding in their most recent inspection, with more than a third of schools inspected under the new, more challenging framework over the last academic year.

Islington's Early Years Foundation Stage performance continues to rise faster than the national rate.

2017 saw the second set of results for the revised primary curriculum. Islington pupils met or exceeded the national average across all core subjects at key stage 1; and performed well above national at key stage 2, rising to the top quartile for reading, writing and mathematics combined.

Under the revised secondary accountability framework, Islington ranked in the top quartile for the new headline measure Progress 8. Pupils on average gained about one 7th of a grade point more than pupils nationally with similar starting points and Attainment 8 was above national average. The English Baccalaureate performance remained strong at around 26%, more than 6% points above the national rate.

Islington's disadvantaged pupils continue make good progress, and are placed in the top quintile for each subject at the end of primary school and for Progress 8 in secondary schools.

In 2017 the number of young people in alternative provision reduced further and is on track to meet local targets.

Areas for further development

Although achievement at the end of the Early Years' Foundation stage has continued to rise and the gap between Islington and Inner London and also England have reduced, further improvement relative to these comparators is

needed to close these gaps. Outcomes for the bottom 20% of children continue to be a priority, and the Equalities Gap at EYFS shrank in 2017. Further work has been undertaken this year to evidence the positive impact of early education, this has informed our strategic approach to targeted outreach.

A continued focus on school attendance has had an impact on reducing overall absence rates. Primary and secondary absence rates have reduced or remained stable, but there is still room for further improvement, particularly for persistent absence at primary. Attendance should be at or above 96% in every school.

The latest available figures for Islington schools' fixed period exclusion of primary pupils is above the rates for England, statistical neighbours and Inner London. The rate of secondary fixed period exclusion, is also higher than the national equivalent and the rate for Inner London as a whole. Permanent exclusion from secondary school is also above the rates for England, statistical neighbours and Inner London.

Strategic priorities

- Narrowing the gap in attainment between black Caribbean pupils and the Islington average at KS2 and KS4
- Narrowing the gap in attainment between white British pupils eligible for Free School Meals and the Islington average at KS2 and KS4
- Reducing the number of primary school children who are persistently absent and increasing attendance to be at or above the inner London average
- Ensuring that all schools are good or outstanding
- Continuing to improve outcomes for pupils with Special Educational needs or Disabilities
- Improving attainment and progress measures at every stage so that they are all at or above the inner London average.
- Increasing the percentage of two year-old places taken up by low income families, children with SEND or who are looked after
- Reducing exclusions so that they are at or below statistical neighbours
- Effectively supporting the Islington Community of Schools so that it continues to develop as a school led self-improving system

- All primary and secondary schools are above national floor standards and no Islington schools are coasting under national criteria

- 96% of primary schools and 93.5% of Early Years providers were judged good or outstanding at their most recent inspection

- All maintained special schools are outstanding

- A higher percentage of Islington secondary schools were judged good or outstanding than nationally, up to August 2017

- Disadvantaged pupils continue to do well in Islington schools

- At KS2, 66% of pupils achieved the expected standard or above in reading, writing and maths, well above the national figure of 62% (and above in each individual subject)

- KS1-KS2 progress is above national and above Inner London in two of the three core subjects

- At KS4, Progress 8 was in the top quintile for England (29th out of 151 local authorities in England), well above the national average

- KS4 Attainment 8 and Progress 8 were above national rates

2.0   About Islington

■ Islington is a small, densely populated Inner London borough with around 40,000 children and young people under the age of 18. This is about 18% of the total population in the area (2017 GLA Witan Population Projections for Islington).

■ Approximately 34.5% of the local authority's children are living in poverty (Children Living in Low Income Families Measure for 2012 – latest available).

■ The proportion of children entitled to free school meals:

  - in primary schools and nurseries is 27.5% (the national average is 14.7%) where rates have been falling

  - in secondary schools is 35.5% (the national average is 13.8%)

(DfE SFR: Schools, pupils and their characteristics: January 2017).

■ Children and young people from minority ethnic groups account for 69% of all children living in the area, compared with 32% in the country as a whole.

(DfE SFR: Schools, pupils and their characteristics: January 2017).

■ The proportion of children and young people with English as an additional language:

  - in primary schools is 43.3% (the national average is 20.6%).
  - in secondary schools is 46.6% (the national average is 16.2%).

(DfE SFR: Schools, pupils and their characteristics: January 2017).

■ Around 68% of the eligible 2 year olds cohort were benefitting from free early years provision in January 2017, of which, 95% are in settings judged as good or outstanding.

■ In January 2017 it is estimated that 84% of eligible resident 3 and 4 year olds are in some funded early years' provision. The remainder may use out-borough settings or private provision.

■ Islington schools have a higher proportion of pupils with Special Educational Need than London or England.

3.0 Quality of Provision

94% of learners attend a good or outstanding school or pupil referral unit which is higher than the national figure of 89% (Ofsted Data View, August 2017).

- 100% of children's centres were good or outstanding
- 93.8% of private, voluntary and independent nurseries were good or outstanding
- 97.0% of nurseries attached to primary schools were good or outstanding
- 95.6% of primary schools were good or outstanding
- 80% of secondary schools were good or outstanding
- 75% of pupil referral units were good or outstanding
- 100% of special schools were good or outstanding

4.0 Educational Performance

4.1 Early Years Foundation Stage

In 2017, some 7 out of 10 pupils achieved a 'good level of development' up from under half of pupils in 2013.

Chart 1: Pupils achieving a good level of development (GLD) at age 5
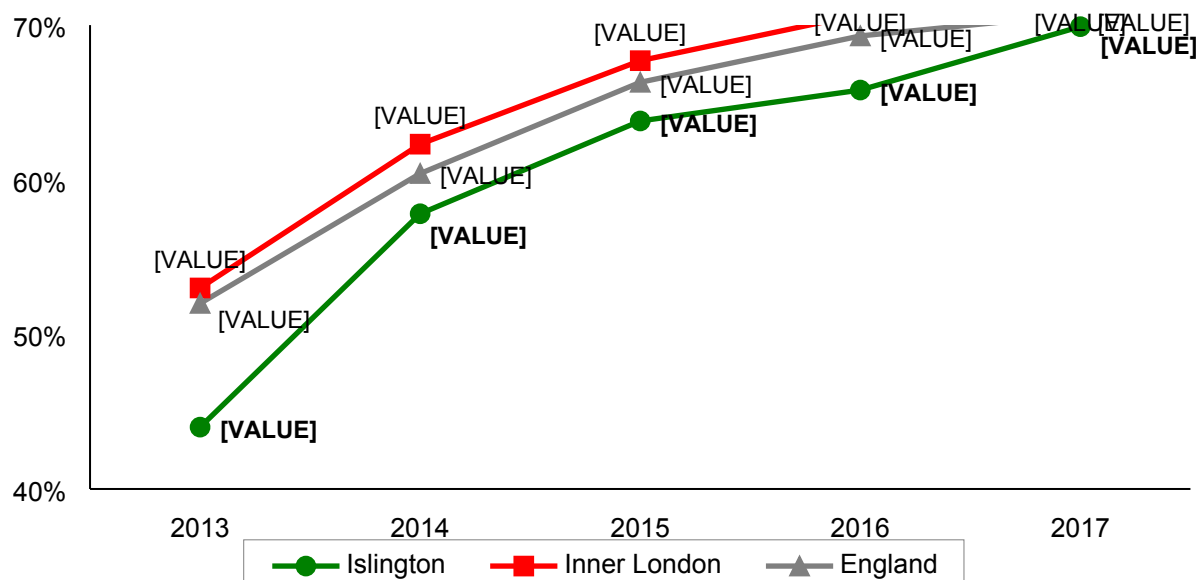
At 69.9%, the proportion of pupils with GLD in 2017 was a 4.1% percentage point rise on the previous year and the gap between the borough and its comparators for GLD in 2017 is the smallest recorded.

The main reason for the large increase in Islington's GLD has been the rise in the number of pupils reaching the required standard in the two aspects of PSE and literacy.

Boys continued to do less well than girls in 2017 both locally and nationally with 62.9% of Islington boys achieving GLD, compared to 77.2% of the borough's girls although the gap between Islington's boys and the boys' figure for England dropped substantially from 4.1 (2016) to 1.1 (2017) percentage points and the equivalent for girls fell to 0.5 percentage points.

The lowest performing ethnic category continues to be 'Turkish, Turkish Cypriot and Kurdish pupils' with just 47.4% gaining GLD for the 2015-17 three year average. All ethnic groups performed better for the three year period 2015 to 2017 compared to 2014 to 2016 with the proportion of Black Caribbean pupils getting GLD rising by 8.6 percentage points. Despite this, Black Caribbean (and Other Black pupils) still performed substantially below average scoring 58.6, similar to Somali pupils at 58.7. The equality gap between the lowest attaining fifth of pupils and the rest, was 36.3% in 2017, unchanged from 2016 but the gap between the borough and both England and Inner London widened in 2017 to 31.7%[1].

Breaking the cohort by Free School Meal (FSM) eligibility we find that the proportion of Islington pupils not eligible for FSM gaining GLD in 2017, at 73% matched the equivalent national figure. Interestingly the proportion of pupils eligible for FSM in the borough gaining GLD, at 61% is 5 percentage points higher than England for this group (56%). The reason why Islington's performance for these subgroups is either the same or better than the national equivalents but the borough average is lower than that for England is due to Islington having a greater proportion of pupils eligible for FSM.

Chart 2: Pupils achieving a good level of development (GLD) broken by FSM status
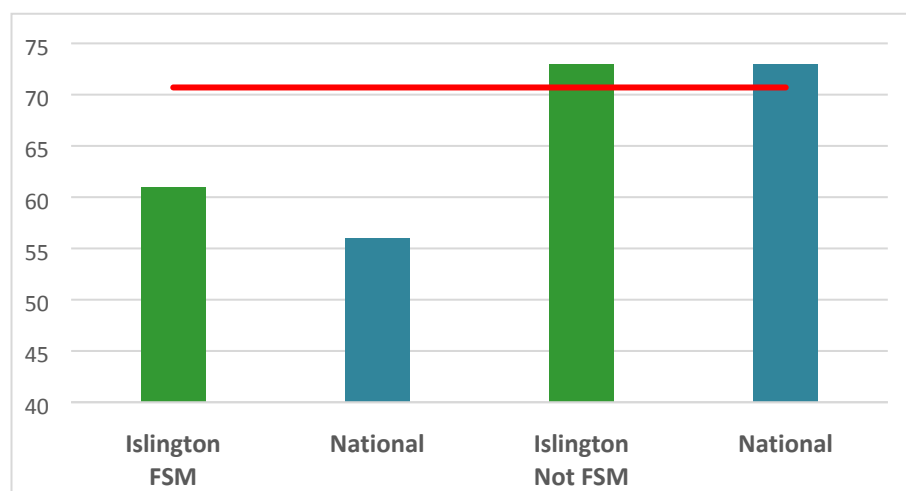
Note: red line shows the national average for all pupils

The proportion of eligible 2 year olds benefitting from early education in January 2017[2] rose to 68% of those eligible[3]. This is above the London average of 55% but below the England rate of 70%. This is a 4% point increase on the previous year. Some 84% of Islington's 3 year olds and 4 year olds accessed their entitlement in January 2017[4] During 2016, further investigation into the cohort of children aged 3 and 4 year olds who were not accessing early education was conducted to improve targeted outreach to our local community.

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[1] The gap is calculated as the difference between the mean of the score of the lowest 20% and the median the score for all children, expressed as a percentage of the median score for all children.
[2] This is the most recent figure published by the DfE at the time of writing.
[3] SFR29-2017 Count of children aged 2 at 31 December in the previous calendar year. Numbers of 2-year-olds taking up places is expressed as a percentage of the 2-year-old population eligible for a funded early education.
[4] This is the most recent figure published by the DfE at the time of writing.

4.2 Phonics

Year 1 outcomes in phonics have continued to improve. The proportion of 6 year olds meeting the required standard in 2017 rose by 2% points on 2016, putting the borough above the national average for the first time since 2013 meaning that Islington was in the 2nd quartile for 2017 out of 152 local authorities.   Our local stretch target as set out in our equalities statement was for 85% of pupils at the end of Y1 to have achieved the expected standard by 2017 which was not met.

Chart 3: Pupils Passing the Phonics Decoding in Year 1
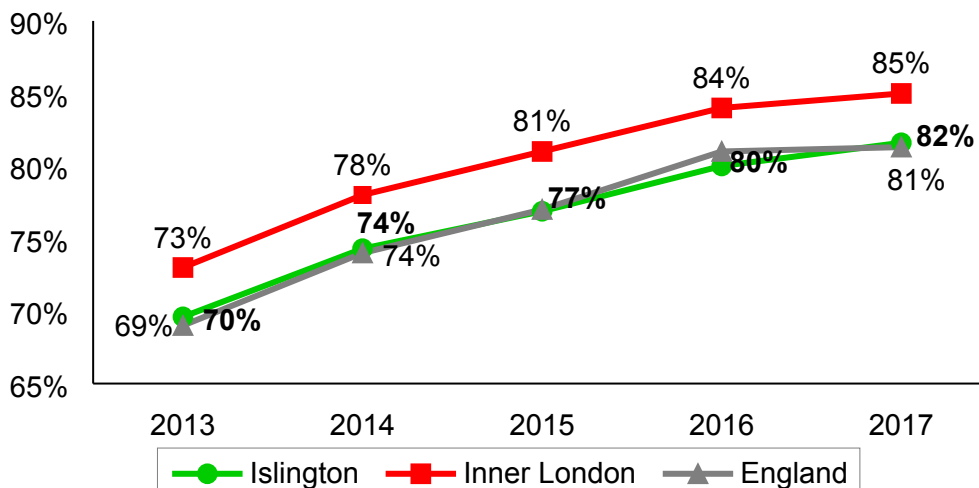
The gap between the performance of FSM and Non-FSM pupils is larger than that for EAL and fluent pupils and between the sexes. In Islington (and Inner London) it was 10 percentage points in 2017 compared to 14 nationally.

Pupils who did not take Year 1 phonics assessments or who failed it must take the test in Year 2 unless they are disapplied for reasons of SEND or non-fluency in English. Overall, 91% of pupils were at the expected standard by the end of Year 2 - slightly below the national rate of 92%.

4.3 Key Stage 1

All Year 2 pupils (7 year olds) are assessed at the end of Key Stage 1. Their teacher assessments are moderated by the local authority to ensure consistency and accuracy.

Pupils were assessed against the new more challenging curriculum that was introduced in 2014 for the first time in 2016. The interim frameworks for teacher assessment have been used by teachers to assess if a pupil has met the new, higher expected standard. Because of these assessment changes, figures from 2016 are not comparable to those for earlier years and in the chart below the percentage achieving Level 2b or above is shown prior to 2016 as the best match with the new standard for the new curriculum.

Chart 4: Pupils reaching the Expected Standard or above in Key Stage 1 Reading
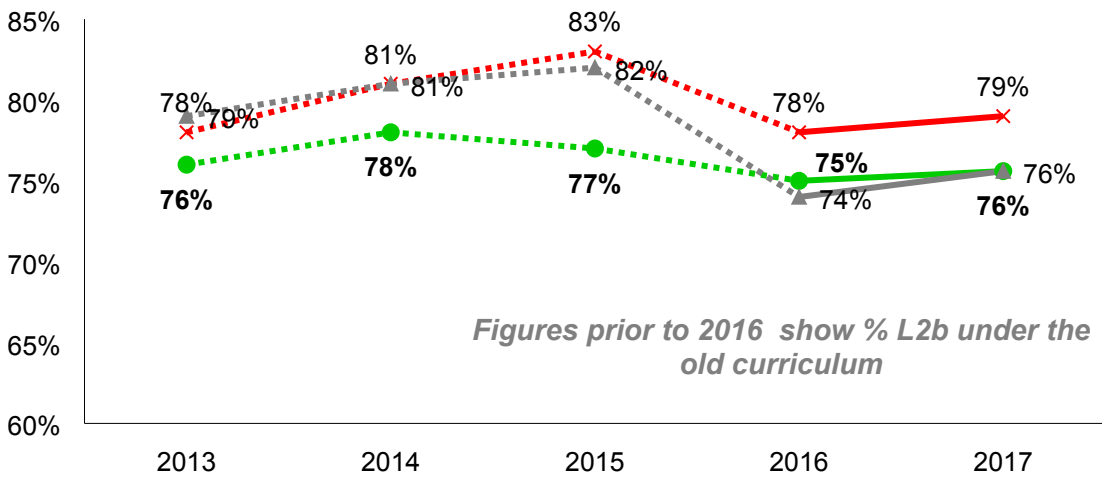
Since 2016 the percentage of the borough's pupils at the expected standard for KS1 reading (76% in 2017) have either been above or the same as the national (see above). The equivalent figure for writing in 2017 (see below) was 2 percentage points higher than our 2016 rate and for the last two years has been above the England figures. The 2016 & 2017 figures for writing for Islington were above the national rate for the first time since the introduction of Year 2 testing 30 years ago. Islington was, however, still below the figure for Inner London in each year.

Chart 5: Pupils reaching the Expected Standard or above in Key Stage 1 Writing
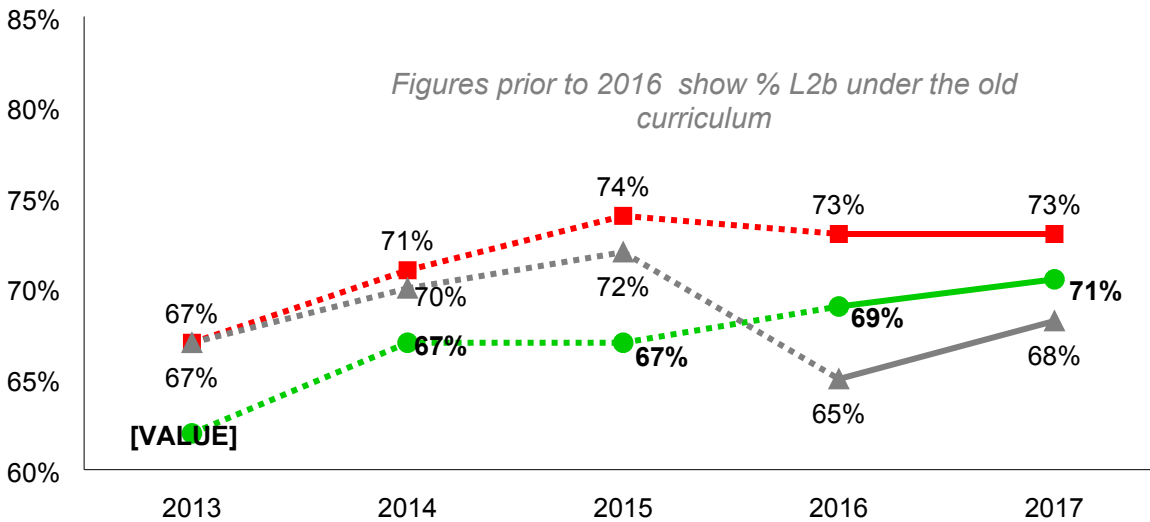
The proportion of Islington pupils gaining the expected standard for mathematics in 2017 was 4 percentage points above the 2016 result for the authority and 2 points above the national although it was still 2 percentage points below the rate for Inner London (see Chart 6 overleaf).

Chart 6: Pupils reaching the Expected Standard or above in Key Stage 1 Mathematics
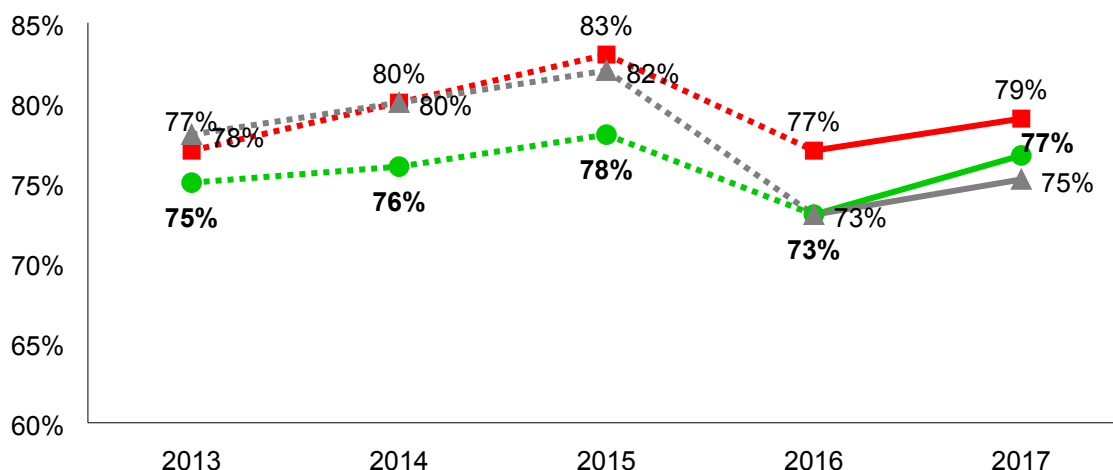
The percentage of pupils in Islington schools at the higher standard of 'Working at Greater Depth' was above the national average in 2017 by 1 percentage point for reading and 2 for writing and maths. Islington was 1 percentage point above the national for all three subjects.

Chart 7: KS1 Pupils reaching the expected standard or above and working at greater depth by subject in 2017*
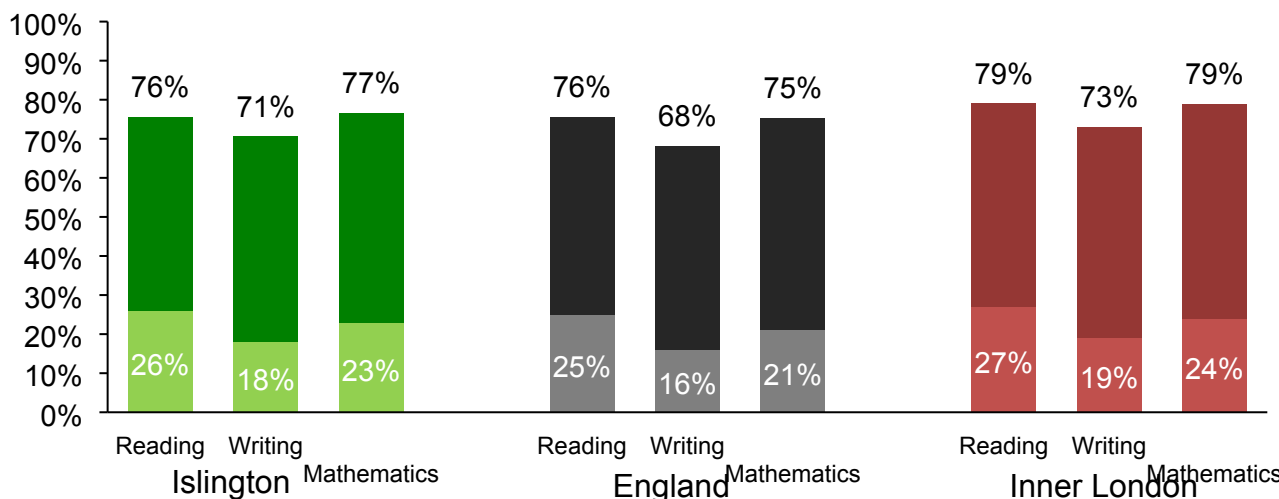
Note: darker shaded areas show the proportion at the expected standard and lighter areas show the proportion at greater depth

4.4   Key Stage 2

Year 6 pupils (11 year olds) are assessed at the end of key stage 2. The 2016 Year 6 cohort were the first to be assessed under the new, more challenging national curriculum introduced in 2014 consequently figures from 2016 onwards are not comparable to those for earlier years.

In 2017, 66% of Islington pupils reached the expected standard in the reading, writing and maths combined - 9% points above the borough's 2016 figure and 4 percentage points above national. Islington was in the top quartile for local authorities in England, but was 2 percentage points below the Inner London average for reading and maths and by 1 point for writing.

Note: Level 4B or above is shown as the most relevant benchmark for the years 2013 to 2015.

Chart 8: KS2 Pupils reaching the expected standard or above in combined reading, writing and mathematics

KS2 Combined Reading, Writing and Mathematics
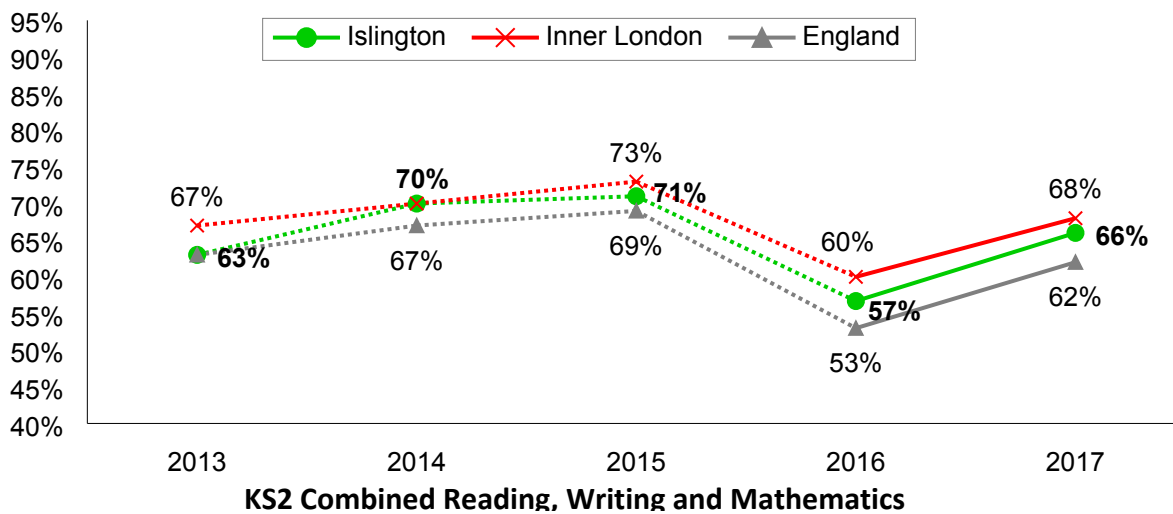
The Department for Education sets a "floor standard" for primary schools, to achieve a minimum level of attainment or expected progress. For 2016 & 2017 this was:

- at least 65% of pupils meet the expected standard in reading, writing and mathematics; or
- the school achieves sufficient progress scores in all three subjects, at least -5 in reading, -5 in mathematics and -7 in writing.

Islington was one of the 47 local authorities in England that had no primary schools below the floor in 2017 (24 of which are in London). No Islington schools were defined as coasting in 2017 compared to 4% of schools nationally and 1% of Inner London schools.

Chart 9: Pupils reaching the expected standard or above in KS2 reading
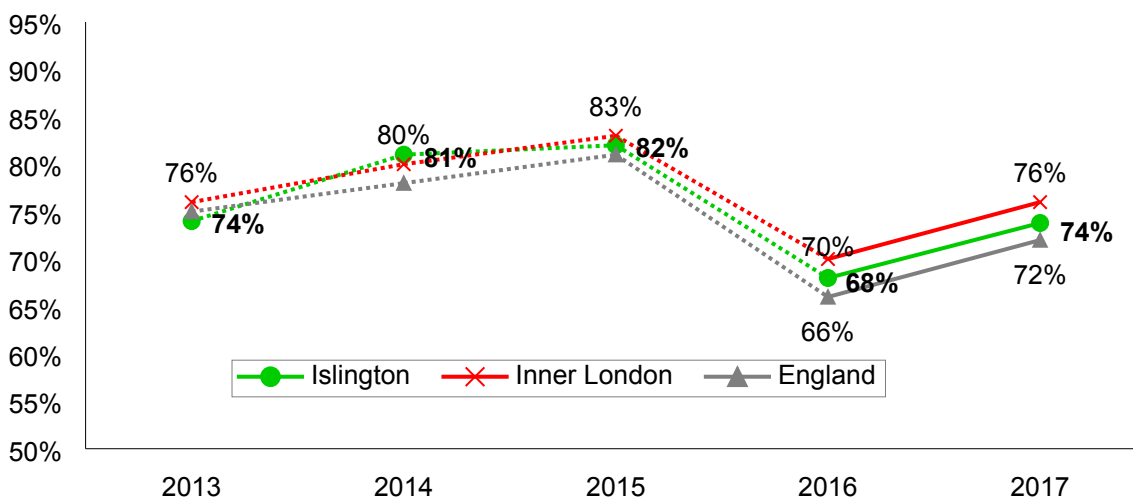
Islington's reading test results have been 2 percentage points above the national since 2016 and 2 percentage points below the average for Inner London (see Chart 9 above).

Unlike reading and maths, performance in KS2 writing is not tested, instead pupils are assessed during the year by their teacher. In 2017 both Islington's and the average for Inner London were the same as 2016, 80% and 81%, respectively while the national figure rose to 77%.

Chart 10: Pupils reaching the expected standard or above in KS2 writing
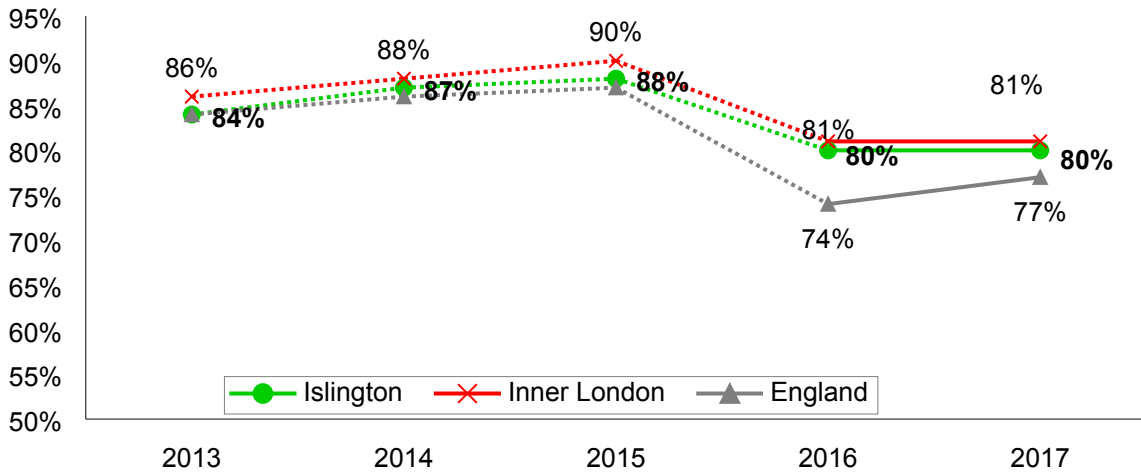
The results for maths in 2017 for the borough and our comparators were higher than the 2016 results. Islington and the Inner London average rose by 4 percentage points to 79% and 81% respectively while England's average rose by 5 percentage points.

Chart 11: Pupils reaching the expected standard or above in KS2 mathematics
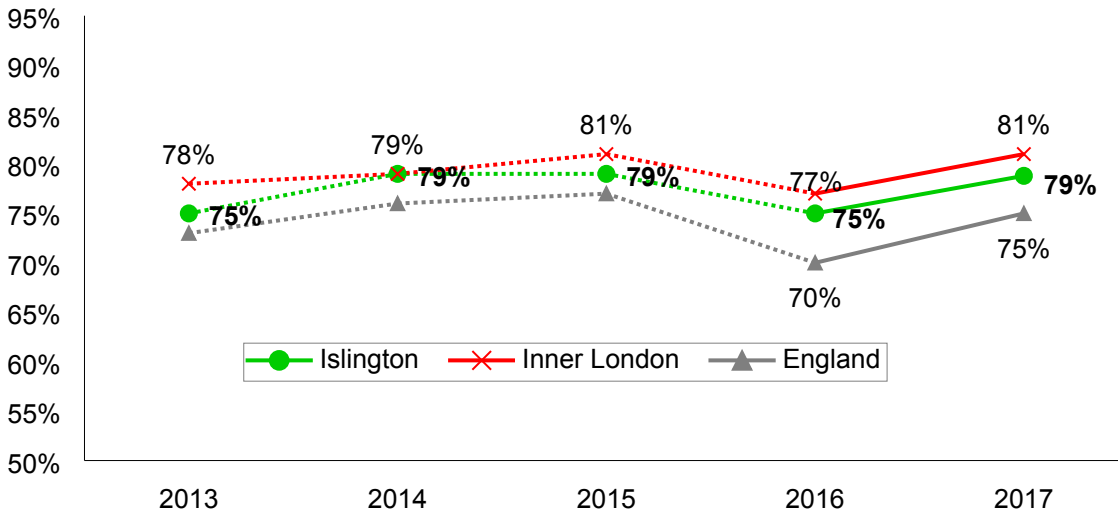
In 2017, the proportion of children reaching a higher standard i.e. working at greater depth for their age (GDS) was significantly above national for each of the three main subjects, and at, above or near the Inner London average.

Chart 12: Pupils reaching the expected standard or at greater depth by KS2 subject, 2017*
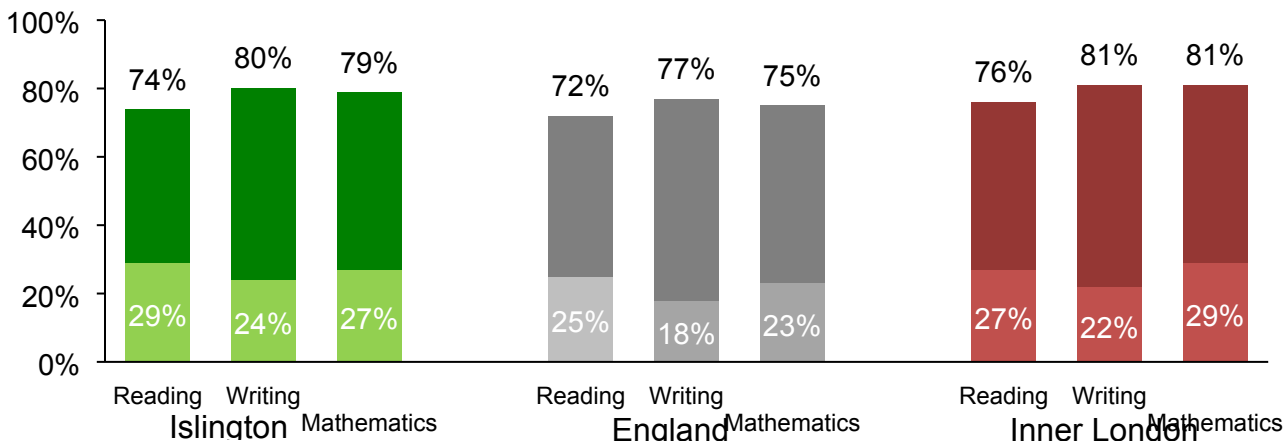
*Note: darker shaded areas show the proportion at the expected standard and lighter areas show the proportion at greater depth

For the 2017 combined reading, writing and mathematics benchmark, 14% of Islington pupils were working at great depth for all three subjects, which is above the rates for England (9%) and also Inner London (11%). Our rank position was 6th best out of 152 local authorities in England. Out of the 14 top performing local authorities for this measure 12 were London boroughs.

Key Stage 2 performance by pupil characteristics

Islington boys and girls outperformed their national counterparts in all three subjects and the combined benchmark. Girls perform better than boys both in the borough and nationally at the end of key stage 2 for reading and writing, and locally, also for maths (girls have outperformed boys at the expected level for maths in Islington since 2015). Islington has a larger performance gap between girls and boys in reading than nationally (9 and 4 percentage points respectively). Writing has the biggest gap between girls and boys at 12 percentage points for both Islington and England.

Chart 13: KS2: Percentage reaching the expected standard by subject and gender in 2017
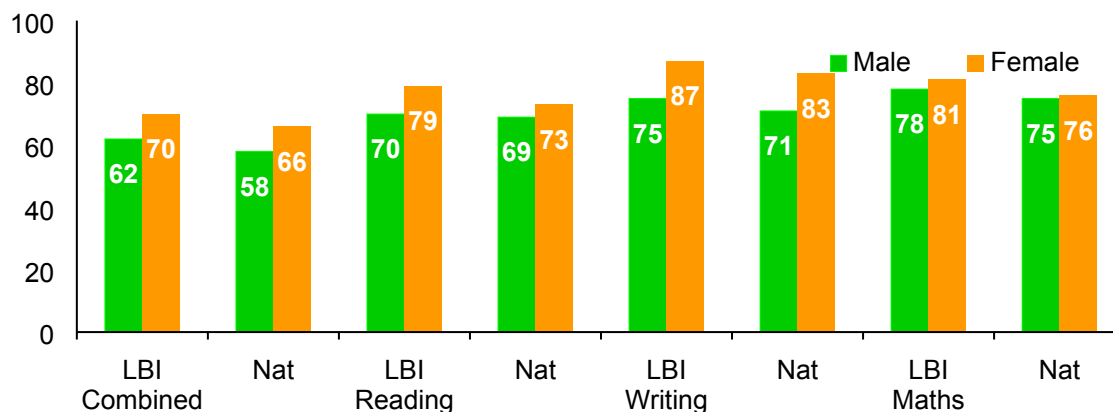
For the combined measure, the gender gap is greater locally than elsewhere, with 62% of girls meeting the expected standard across all three core subjects compared with 53% of boys; and 11% of girls working at greater depth versus 7% of boys. Yet, at 7% for the higher standard Islington boys are 11th best in the country for boys, with girls 6th best.

Chart 14: % at the expected standard in KS2 Combined RWM by pupil characteristics 2017

The attainment of disadvantaged pupils[5] in Islington schools for the combined measure was in the top decile for England as a whole but in the bottom quartile for Inner London. The performance of Islington's non-disadvantaged pupils for this measure was in the 4th percentile for England and 31st percentile for Inner London

The attainment of Islington's pupils was higher than that for England but slightly lower than the rate for Inner London for each SEN group.

In recent years, the performance of all local ethnic groups has improved, in each of the three key subjects of reading, writing and mathematics at the end of key stage 2. Given the small size of some ethnic categories, 3-year averages are often used to look at performance by broken by ethnicity. As we only have two years under the revised curriculum the graph below is based on the average performance of each group for 2016 and 2017 combined. The green line shows the average of the 2016 and 2017 performance for the borough as a whole. This data is shown in Chart 14 below. Note all groups with less than 100 pupils for 2016 and 2017 combined have been shaded grey. The confidence intervals for these groups show we can't be 95% sure these groups are either below or above the LA average.

The average attainment of pupils in Islington schools for 2016 and 2017, shows us that the lowest performing group was 'Black Caribbean' pupils, followed by 'Turkish and Turkish Cypriot' and 'Refused/Unknown' and then by 'Black Other' and 'Mixed White and Black Caribbean'. The highest performing groups of more than 100 pupils in size was 'Bangladeshi' followed by 'White Other' and then 'White UK'. Although 'Kurdish' shows a higher level of attainment the group is so small that the confidence intervals show that the true value may be below the borough average.

Chart 15: 2016 -17 average: % of pupils reaching the KS2 expected standard by ethnicity

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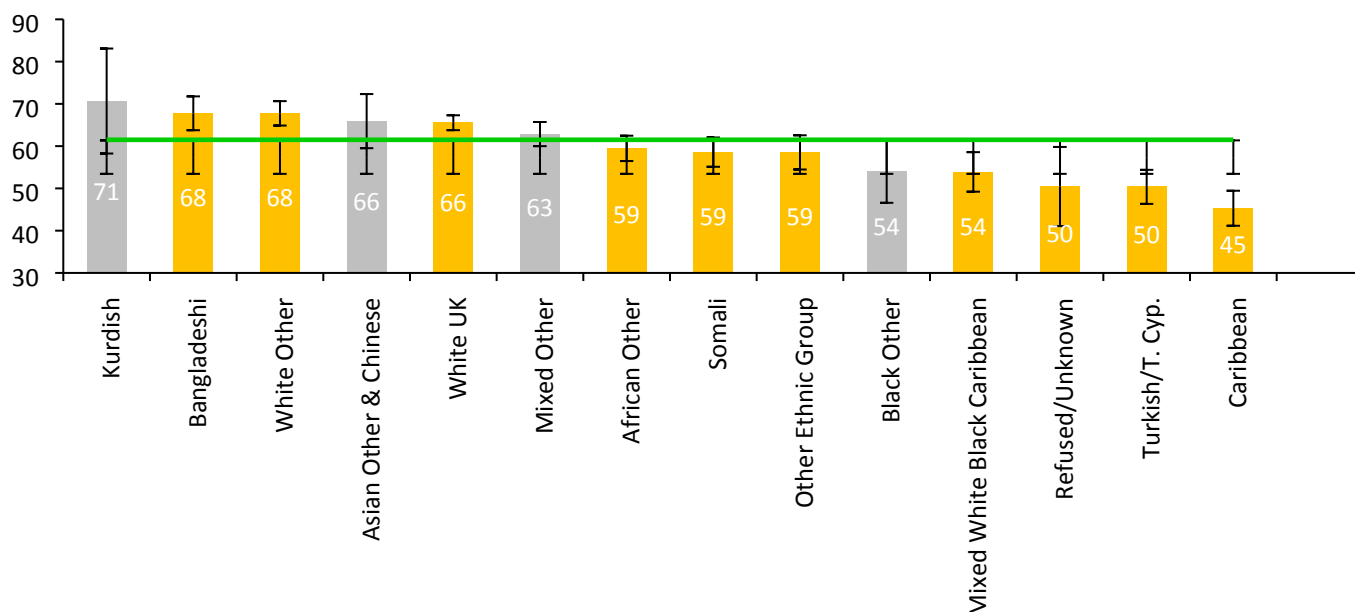
[5] The DfE, define pupils as disadvantaged if they are known to have been eligible for free school meals in the past six years, if they are recorded as having been looked after for at least one day or as having been adopted from care.

Children Looked After Attainment at Key Stage 2

Due to the small cohort size (fewer than 10 pupils), the percentage of Islington children who were looked after continuously for at least 12 months (known as the 'OC2 cohort') and achieved the expected standard in reading, writing and maths was not published in 2017.

One pupil's results have a much larger impact on the overall attainment of the CLA group than on the all-Islington and national CLA figures. This means that results will vary from one year to the next regardless of the quality of the provision and so do not provide a good basis for statistical comparison year on year or between boroughs.

4.5 Progress from Key Stage 1 to Key Stage 2

In 2016, the previous progress benchmarks were replaced by relative progress measures that include the progress most pupils[6] make from the end of key stage 1 to the end of primary school.

Progress scores are presented as positive or negative numbers. A score of zero means that pupils in a school made the same progress as those with similar prior attainment at Key Stage 1 nationally. A positive score means that they made more progress than those with similar prior attainment; a negative score means they made less progress than pupils with similar starting points nationally.

Chart 16: Pupil progress scores between KS1 and KS2 (aged 7 to 11) by subject in 2016 & 2017
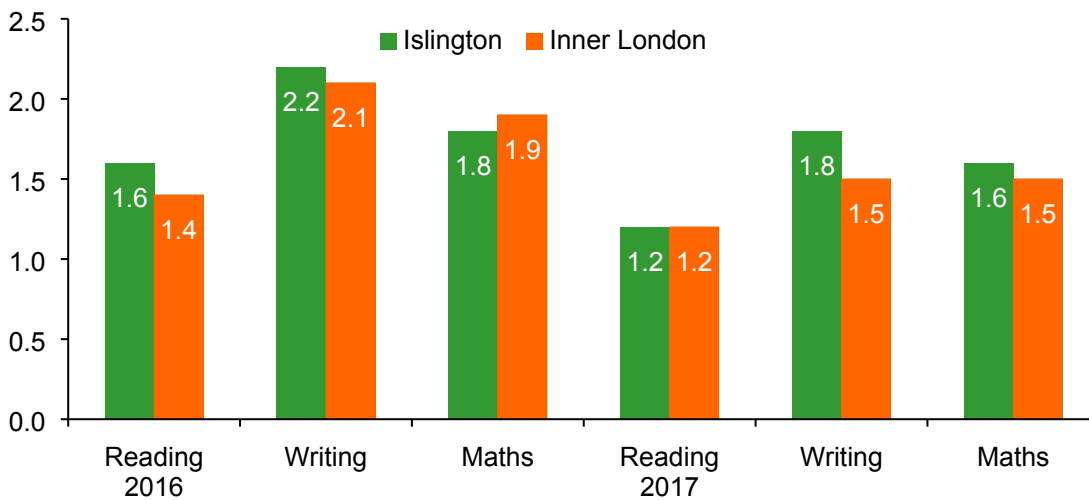
In 2017 the progress of Islington pupils was above the national rate. The borough's scores in reading, writing and mathematics were better than the Inner London averages in two of the three core subjects in 2017 (writing and maths). Progress for both Islington and Inner London fell in 2017.

Although the gap between the progress made by Islington's deprived pupils and non-deprived pupils was larger than that for England in 2017, the borough's deprived pupils made more progress than non-deprived pupils made nationally in all three subjects.

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[6] Pupils with no prior attainment or (in the case of pupils who fail a test but have been given a relatively high TA) no end point assessment are excluded from the progress analysis.

4.6 Key Stage 4 (GCSE and equivalent)

The new secondary school accountability system[7] for secondary schools started in 2016. The main measures for schools now are: Attainment 8, Progress 8, attainment in English and maths, English Baccalaureate (EBacc) entry and achievement, and the destinations of pupils after key stage 4. In 2017 the grading system for English and mathematics GCSEs were changed from A* to G to a numerical grading system (9 – 1).

Attainment 8

Attainment 8 (A8) measures the achievement of pupils for up to 8 of each pupil's best qualifications. The eight qualifications must include:
- mathematics (double weighted);
- highest English grade (double weighted if both Language and Literature were sat);
- 3 further qualifications that count in the English Baccalaureate (EBacc) measure (known as the 'Ebacc Slots'); and
- 3 further qualifications that can be GCSE qualifications not already counted or vocational qualifications from the DfE approved list (known as the 'Open Slots')

Because of the change in the grading of English and maths GCSEs, the A8 score for Islington fell by 5 points from 2016 to 2017, to 45.6. This was still above the national rate (44.6) but below the Inner London average of 48.2 points.

Chart 17: KS4 Attainment 8 2015 to 2017
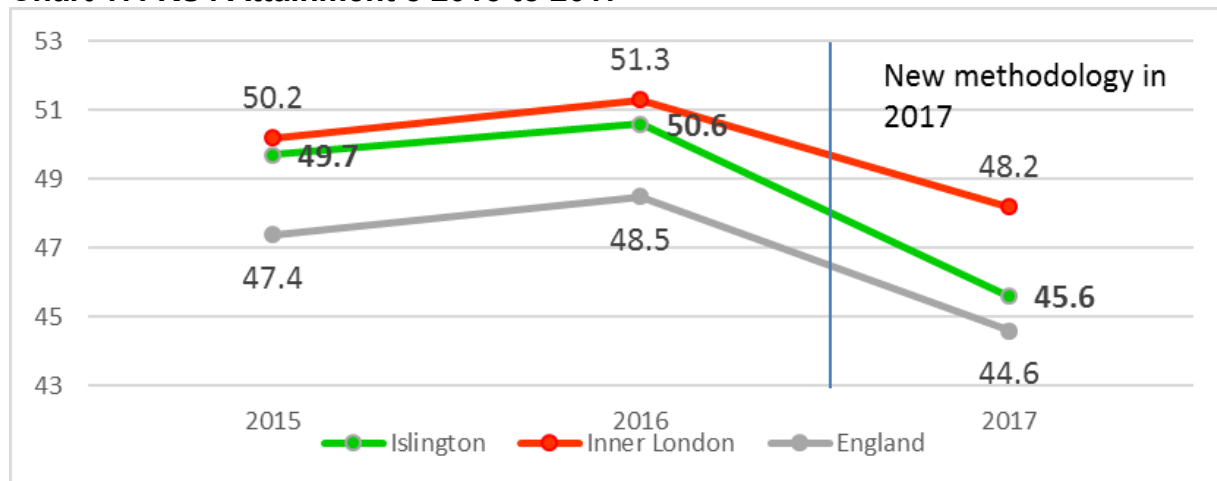
Chart 18: KS4 2017: Average score per pupil in each element of Attainment 8

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[7] https://www.gov.uk/government/publications/progress-8-school-performance-measure
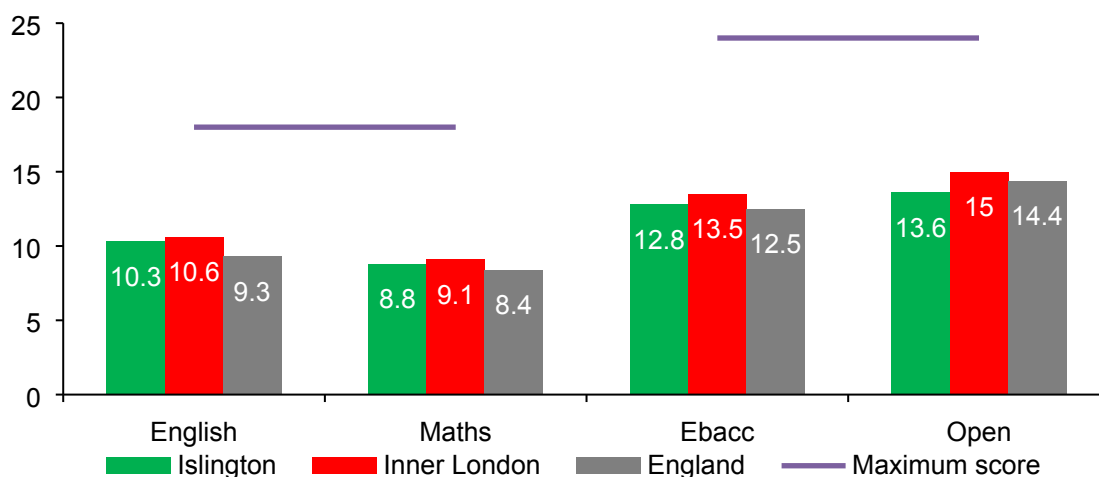
Average scores per pupil were below Inner London but above England for English, mathematics and the Ebacc subjects.

Progress 8

Progress 8 (P8) is the new headline measure for secondary school performance based on the progress each pupil makes in the eight qualifications included in their Attainment 8 score during secondary school, compared to the national average of pupils who ended primary school with a similar key stage 2 average point score. The figures are small but are important. For example, a score of +0.5 means that, on average, assessments in a pupil's A8 score were half a grade higher than the national average of pupils with similar end of KS2 grades.

In 2017, Islington's Progress 8 score was 0.13. The borough was in the top quintile for England (29 out of 151) for this standard; and performed well above the figure for England (-0.03)[8]. The 2017 figures for Islington were below that for 2016 and fell below the Inner London average (0.21).

Floor standards

Schools with a 'Progress 8' score of less than -0.5 where the upper boundary of the 95% confidence interval is below zero will be deemed to be below the floor[9]. All Islington secondary schools were above the new floor standard in 2017 (and they were above the floor standards for 2015 and 2016). This compares favourably with Inner London (2% of schools below the floor) and England (9.3% of schools below the floor).

English and Mathematics passes (A* to C)

This new measure looks at the percentage of pupils achieving grades 9 to 4 in both English (literature or language) and maths, known as a 'standard passes' and also those that passed at grades 9 to 5, known as a 'strong pass'.

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[8] This figure of for state maintained schools in England only. The DfE does not published national Progress 8 figures all schools in England.

[9] DfE: Progress 8 measure in 2016, 2017 & 2018   Guide for maintained secondary schools academies and free schools January 2016

Chart 19: KS4: Percentage of pupils passing the 'English and maths standard' benchmark
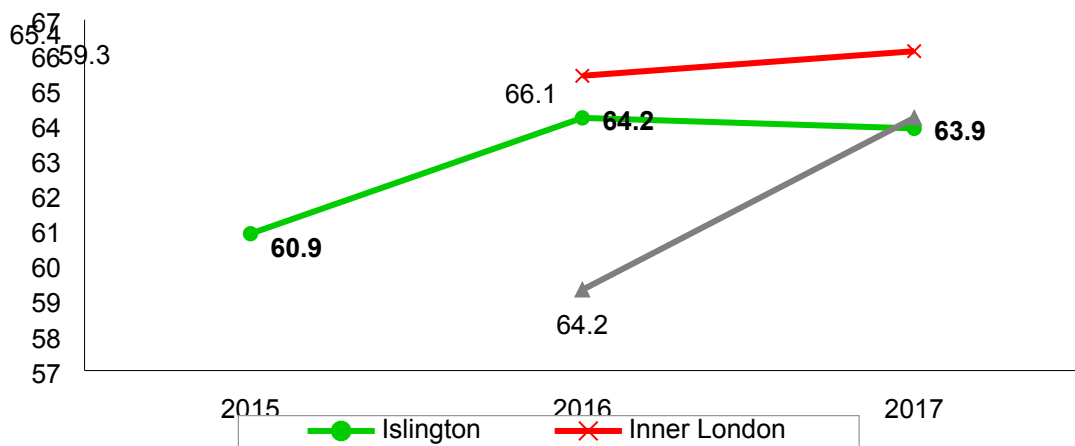

Please note: Local data has been used to calculate 2015 performance.

Islington pupils' 2017 performance was 0.3 of a percentage point below that for 2016. Inner London and England, however, rose (0.7 & 4.9 percentage points respectively). The DfE also published the proportion that passed at 5+. These figures show Islington at 43.6%, Inner London at 46.0%, and England at 39.6%. For this more challenging benchmark Islington is above the national average if below the Inner London average.

English Baccalaureate

Chart 20: KS4: Percentage of pupils achieving the English Baccalaureate
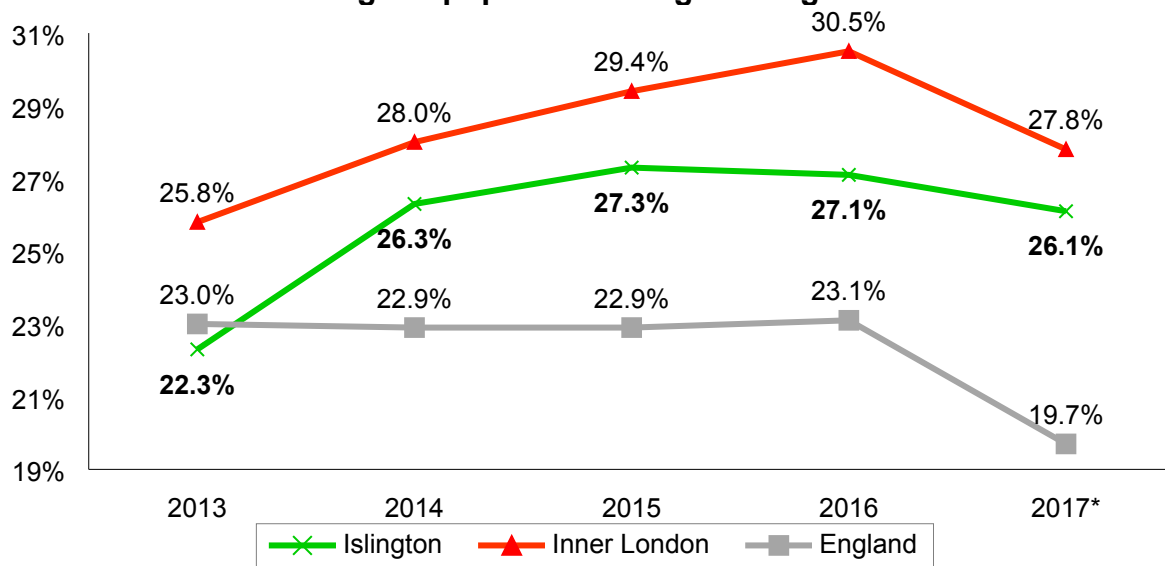
Pupils need to get a 5+ grade for the reformed English and maths GCSEs to pass the English Baccalaureate. In 2017 the results for Islington and its comparators were lower than in previous years. Islington's 2017 figure of 26.1% is the closest Islington has been to the Inner London average (27.8%) and means the borough is 6.4 percentage points above the England rate putting the borough in the top quartile nationally.

The proportion of pupils entered for the English Baccalaureate (EBacc) rose in 2017 to reach the Inner London average for the first time. Of the five components that make up EBacc: English, maths, science, a language, and history or geography; entries into English and maths have fallen for 2 years. Entries to the other three components increased during this time with the numbers entered for science increasing by more than 10 percentage points. This has taken the borough's figures to above that for England and Inner London for the first time.

**Chart 21: KS4 Percentage of pupils entered for the English Baccalaureate**
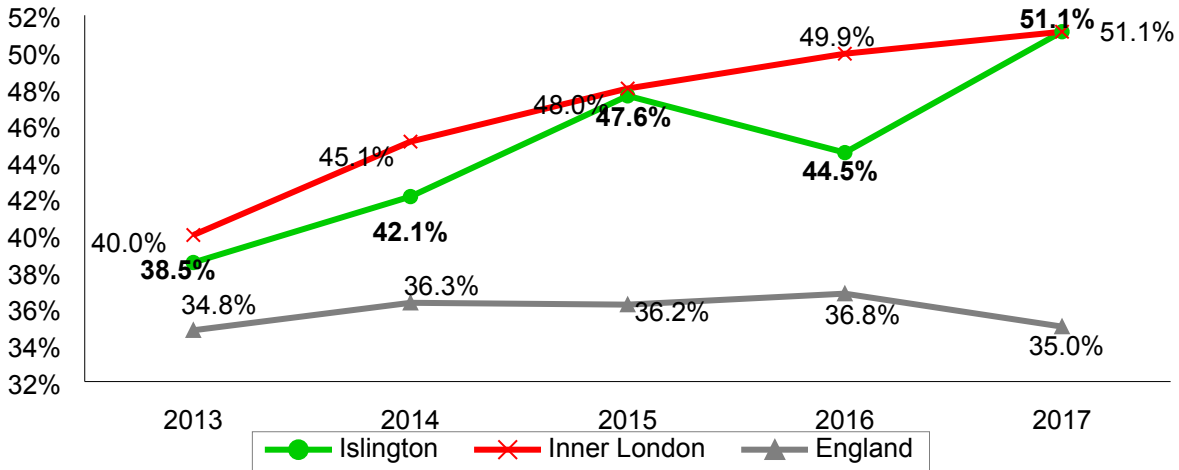
English

Pupils had to achieve a grade '5' or above to pass the English component of the EBacc in 2017 which is more challenging than the previous 'C' grade. Because of this the proportion of passes have fallen nationally and locally for this element of the EBacc.

In 2017 Islington's pass rate fell below the average for Inner London although the borough's schools were still 9 percentage points above national.

Chart 22: KS4: Percentage of pupils who passed the English part of the English Baccalaureate[10]
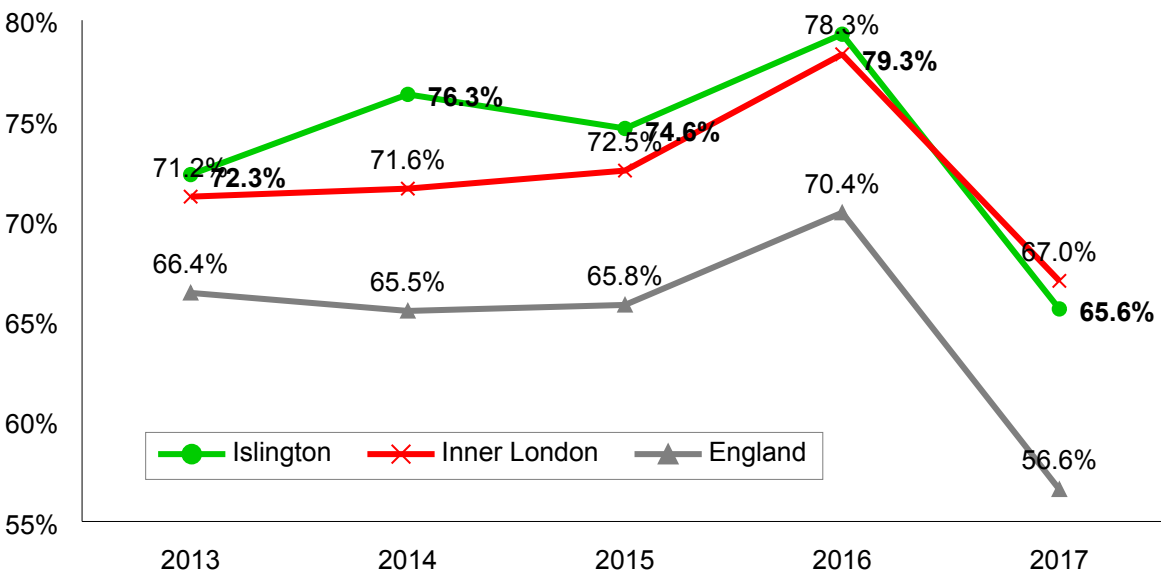
Mathematics

As with English, pupils needed to achieve the new mathematics GCSE at grade '5+' to pass this element of the EBacc. Islington's 2017 pass rate (48.1) was below that for Inner London (50.4) but above the national rate (45.6)

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[10] To pass the English element of the English Baccalaureate from 2017, a pupil must be entered for both English language and English literature GCSEs and achieve a grade at 5 or above in either: of these subjects

Chart 23: KS4: Percentage of pupils who passed the mathematics part of the English Baccalaureate
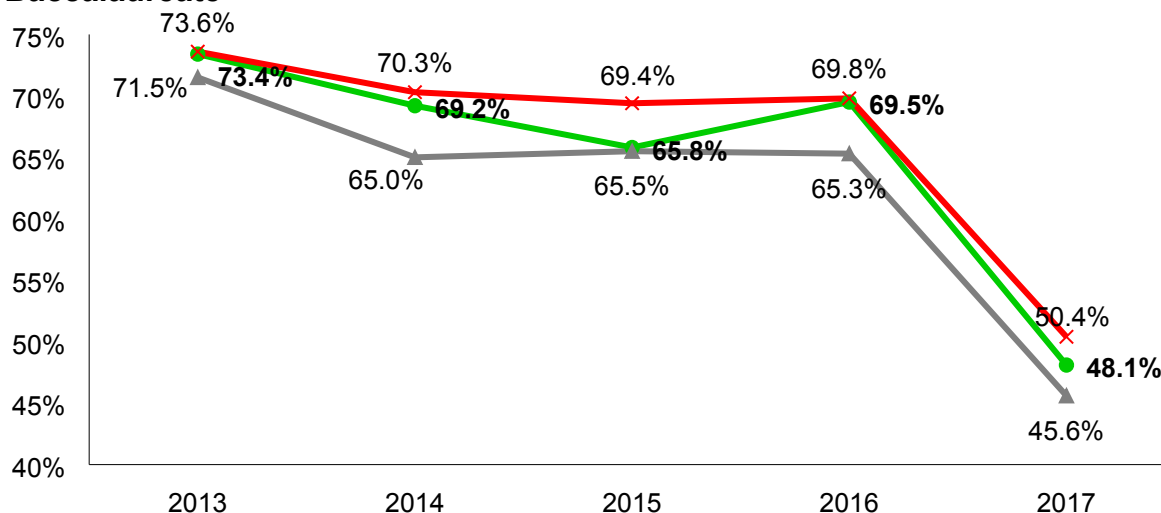
Coasting schools

A new 'coasting' definition was introduced in 2016, with schools identified as 'coasting' eligible for Government intervention. In 2017, the definition applies to secondary schools that:

- in 2015 less than 60% of pupils attained+ 5+ A* to C GCSEs including English and maths and below the median percentage of pupils made expected progress in English and maths
- and in 2016 and 2017 the school has a Progress 8 score below -0.25 and the upper limit of the 95% confidence interval was below zero.

No Islington schools are coasting in 2017, nor can any schools be considered as coasting in 2018 as the criteria span three consecutive years of underperformance.

GCSE and equivalent performance by pupil characteristics

The results of disadvantaged pupils[11] attending Islington secondary schools are in the top decile for England. In 2017, disadvantaged pupils achieved an Attainment 8 score of 43.1 on average, which is well above England (37.1) but below Inner London (44.2). Islington's figures were above the national performance for all groups except the smallest group in size: 'SEND EHC plan/Statemented' and below Inner London. This group is likely to show more variance from year to year due to its small size and the diverse nature of the group.

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[11] The DfE, define pupils as disadvantaged if they are known to have been eligible for free school meals in the past six years , if they are recorded as having been looked after for at least one day or known to have been adopted from care.

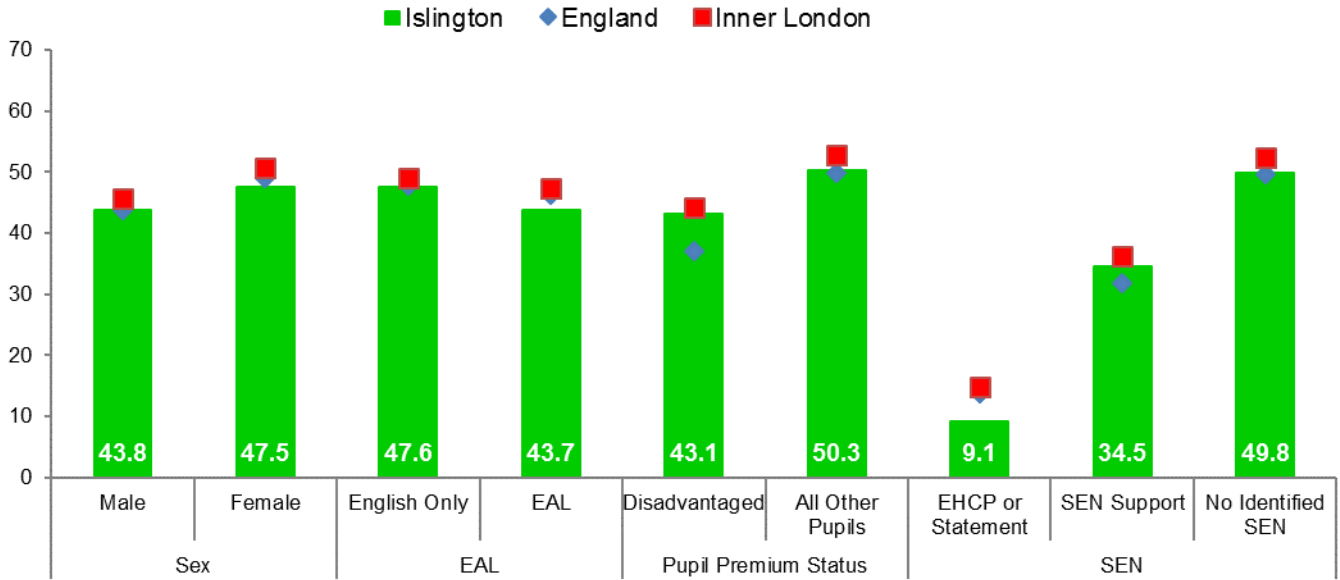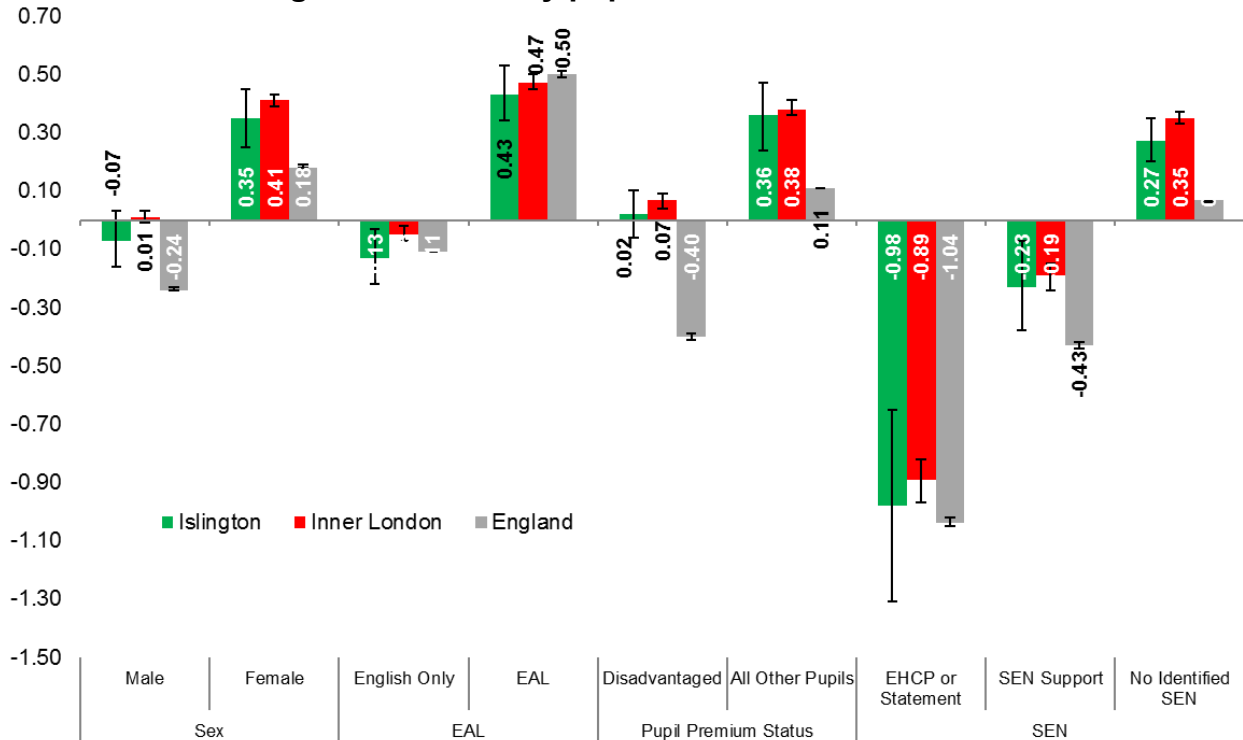**Chart 24: KS4: Attainment 8 average scores by pupil characteristics in 2017**

Legend: ■ Islington ◆ England ■ Inner London

	Male	Female	English Only	EAL	Disadvantaged	All Other Pupils	EHCP or Statement	SEN Support	No Identified SEN
Islington	43.8	47.5	47.6	43.7	43.1	50.3	9.1	34.5	49.8

Sex | EAL | Pupil Premium Status | SEN

Chart 25: KS4: Progress 8 scores by pupil characteristics in 2017

Legend: ■ Islington ■ Inner London ■ England

	Islington	Inner London	England
Male	-0.07	0.01	-0.24
Female	0.35	0.41	0.18
English Only	-.13	—	-.11
EAL	0.43	0.47	0.50
Disadvantaged	0.02	0.07	-0.40
All Other Pupils	0.36	0.38	0.11
EHCP or Statement	-0.98	-0.89	-1.04
SEN Support	-0.23	-0.19	-0.43
No Identified SEN	0.27	0.35	—

Sex | EAL | Pupil Premium Status | SEN

Both boys and girls, disadvantaged and non-disadvantaged pupils and those at SEN Support and without SEN all made significantly more progress than their peers nationally by group (Progress 8), further, the Progress 8 score of Islington's disadvantaged pupils (at 0.02) was better than the Progress 8 score for all pupils in England attending state schools (-0.03). Only pupils with English as a first language made relatively less progress than all pupils nationally with the same starting point (i.e. average point score at KS2 regardless of background, gender, language or SEND); and no groups made significantly less progress than their equivalent peers nationally.

Chart 26: KS4 Progress 8 average scores by ethnicity 2016 & 2017 average
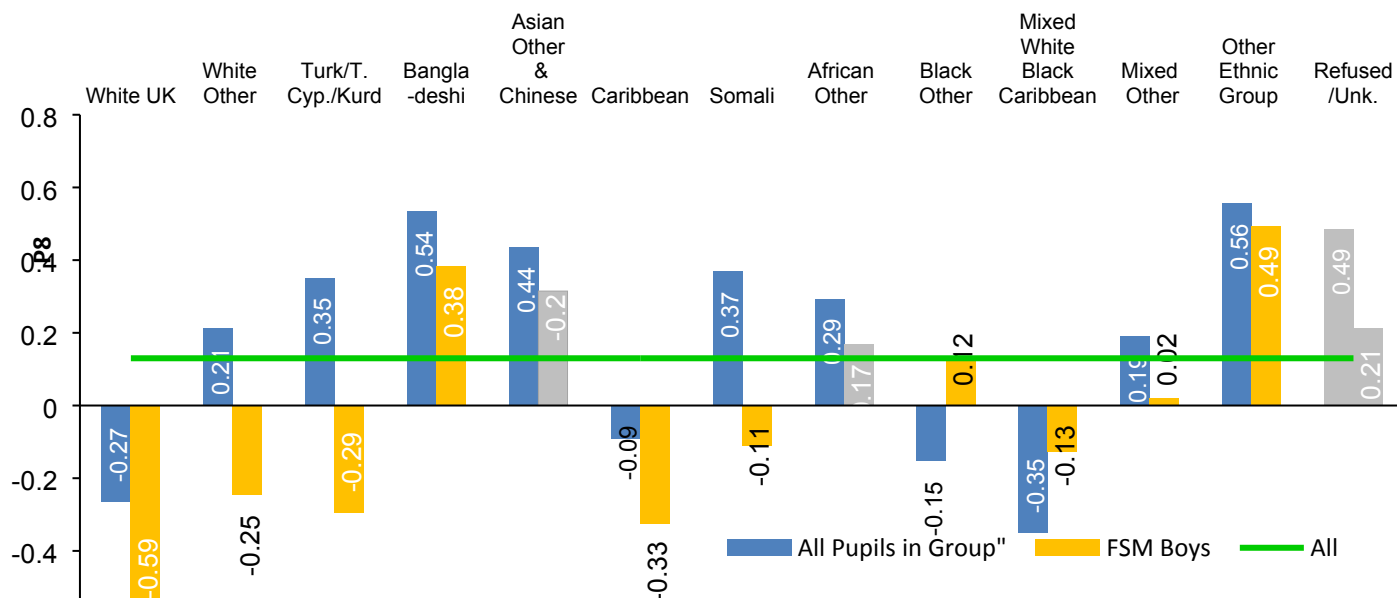
Please note: P8 figures based on small numbers are coloured grey and must be treated with caution

In this first two years of the new accountability framework, the lowest performing ethnic groups are similar to previous years; with 'White UK' pupils having the lowest Progress 8 scores, followed by 'Mixed White Black Caribbean' pupils. 'Black Other' and 'Black Caribbean' pupils also had a negative Progress 8 score.

Of the larger groups above average progress was made by 'Other Ethnic Groups'[12] (0.56) and 'Bangladeshi' pupils (0.54), and there continues to be good progress among the results for Somali pupils whose performance have really improved over the last 5 years at GCSE (0.37 Progress 8 in 2017).

'White British' boys from disadvantaged backgrounds make the least progress compared to all pupils with a similar starting point (-0.59 Progress 8 in 2016 and 2017 combined). This reflects the national picture with the 2016 and 2017 average Progress 8 for FSM boys at -0.65.

Islington Council has equalities indicators and targets to place a greater emphasis on narrowing gaps in educational outcomes for pupils in our schools.

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[12] This group is mainly composed of pupils categorised as having a North African, Middle Eastern or Latin American ethnicity.

Children Looked After Attainment at Key Stage 4

The average Attainment 8 score for Islington children looked after (continuously for at least 12 months) was 15.25. The average Progress 8 score for looked after children was -1.85 based on 71% of pupils with prior Key Stage 2 attainment information.

Table 1: Children looked after Attainment 8 at Key Stage 4

	2016		2017	
	A8	**P8**	**A8**	**P8**
ISLINGTON CLA	22.1	-1.31	15.25	-1.85
Nat CLA	22.8	-1.14	19.3	-1.18
Difference	-0.7	-0.17	-4.05	-0.67

Source data: 2016 2017 DfE SFRs

Chart 27: Attainment 8 Gap between Islington CLA and all Islington pupils, 2016 & 2017
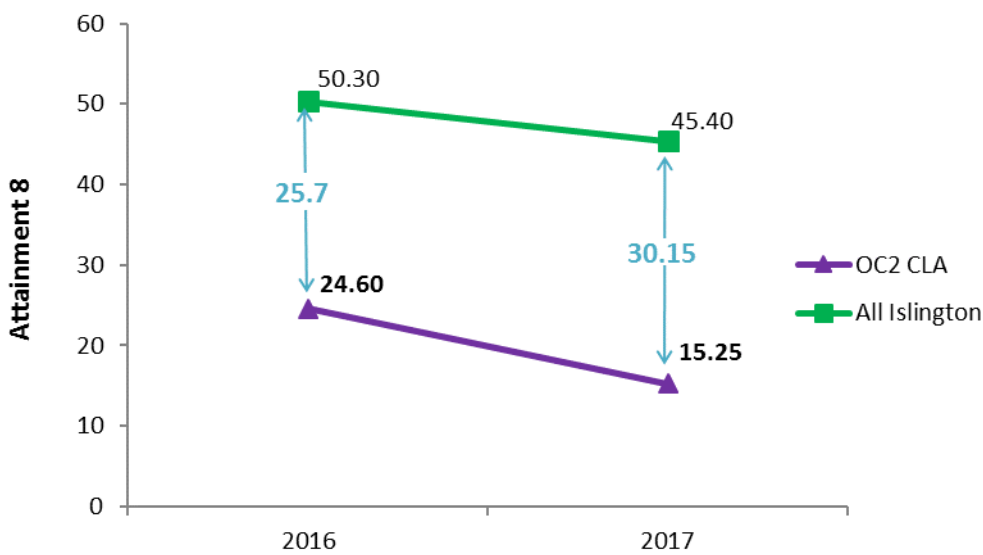
Chart 28: Progress 8 Gap between Islington CLA and all Islington pupils, 2016 & 2017
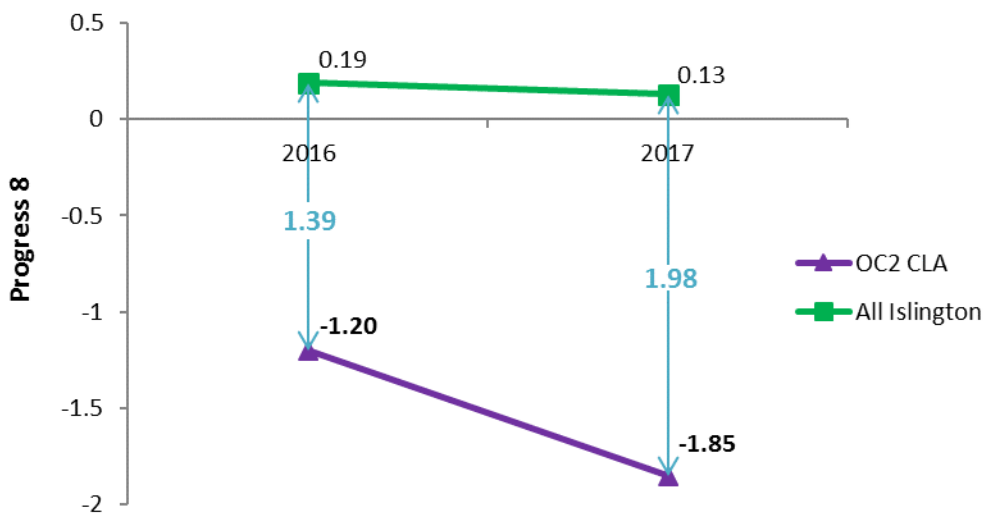
Source: 2016, 2017 DfE SFRs

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4.6   Progress in Special Schools

Islington has four outstanding special schools that cater for a wide range of needs. All four schools have both primary and secondary departments.

- The Bridge mainly provides for children with autistic spectrum conditions;
- Richard Cloudesley provides for children with profound and multiple learning difficulties;
- Samuel Rhodes mainly provides for children with moderate learning difficulties.
- The Integrated Learning Space (ILS) provides for children with severe learning difficulties and/or autism and accompanying challenging behaviour.

Special schools use a range of assessment tools to measure the attainment of their pupils. These tools need to be sufficiently granular to identify small steps in children's progress and so have finer scoring than those used to measure progress of children without SEND. In their most recent inspection reports Ofsted had the following to say about progress in Islington special schools:

- "From a wide range of starting points, the proportions of students of all groups making and exceeding expected levels of progress are extremely high." *The Bridge, 2014 Ofsted report*

- "Pupils' learning is adapted most effectively to ensure each pupil makes rapid and sustained progress. Adults continually check pupils' progress within each lesson to capture each small step in achievement." *Richard Cloudesley, 2014 Ofsted report*

- "Pupils make at least good and often rapid progress from their low starting points." *Samuel Rhodes, 2017 Ofsted report*

- "All pupils…make substantial progress. Pupils, including those who need to catch up, develop excellent English and mathematics skills across the curriculum." *ILS, 2017 Ofsted Report*

Future Changes to GCSE grading

GCSE results in English and mathematics were published using a 9-1 scale in 2017, taking the place of the A*-G grading system, where the border between 3 and 4 is the same as the border between the grades 'D' & 'C' and the border between 6 and 7 is the same as the border between the 'B' and 'A' grades. From summer 2018, all English Baccalaureate subjects will move over to the new scale and in 2019 all GCSEs will be assessed against the new scale with performance (and progress) weighted towards the higher end of achievement.

4.7   Key Stage 5 – A levels and equivalents

A new 16-18 school and college accountability system started in 2016, which includes headline accountability measures and changes to the methodology for calculating 16-18 year old results. As a consequence, there is no comparable data to previous years' Key Stage 5 measures.

In 2017 Islington's post 16 provision consisted of four maintained secondary schools that comprise the Islington sixth form consortium (IC6), two academies: City of London Academy Islington and St Mary Magdalene Academy, one post 16 free school: Tech City College, one independent school and one FE college City and Islington College

The 'Average Point Score (APS) per entry - Best 3' measure applies to those A level students who entered at least one full size A level (including double award A levels), and applied A levels, but not AS levels, general studies or critical thinking. If students are entered for less than three full size A levels, they only count in this measure if they have not entered for other academic, applied general and tech level qualifications equal to the size of an A level or more. Where a student has only been at a provider for one year, they need to have entered three A levels to be included. Islington's score for this measure, when converted to a grade is a 'C' which is below the national average of a 'B-'. At individual school level, only one of our schools has a 'B-' grade in line with the national average.

The percentage of students achieving grades AAB or better at A level subjects of which two are facilitating subjects, at Islington schools was at 6.5%, compared to the national rate of 17%.

The attainment measure shows the APS per entry, expressed as a grade and points. It builds on the existing attainment measures by showing separate grades for Level 3, academic including a separate grade for A level, applied general, and tech levels.

Islington has a 5 percentage point gap per entry with national and a 3.1 percentage point gap with Inner London for all level 3 qualifications. The gap is the widest for entries at A levels with an 8 percentage point gap with England and a 6.2 percentage point gap with Inner London. Islington average point score per entry is higher for entries for technical qualifications, at 5 points above the national APS per entry and 5.3 points above Inner London. See chart 29 below.
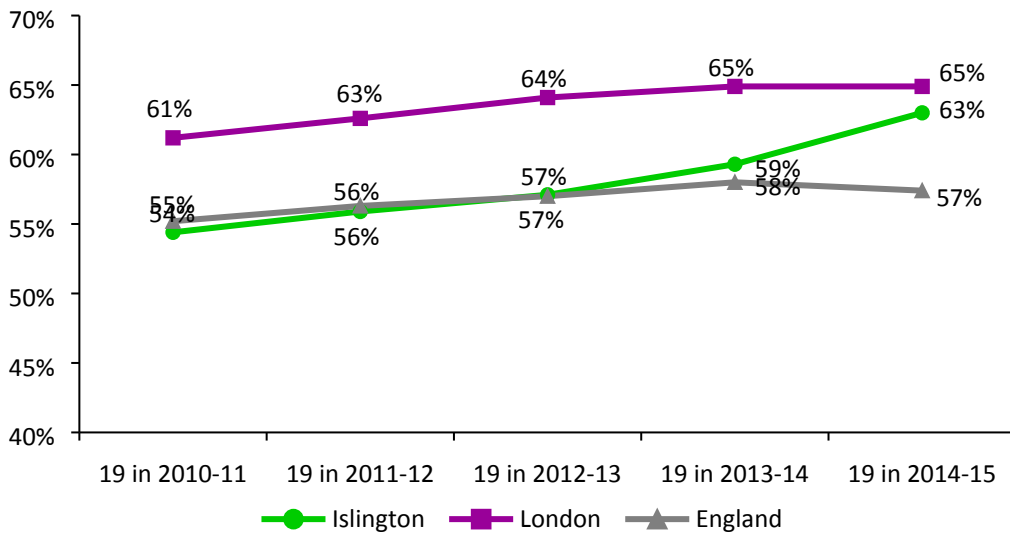
Chart 29: KS5 Average point score per entry comparison by category

Islington | Inner London | England
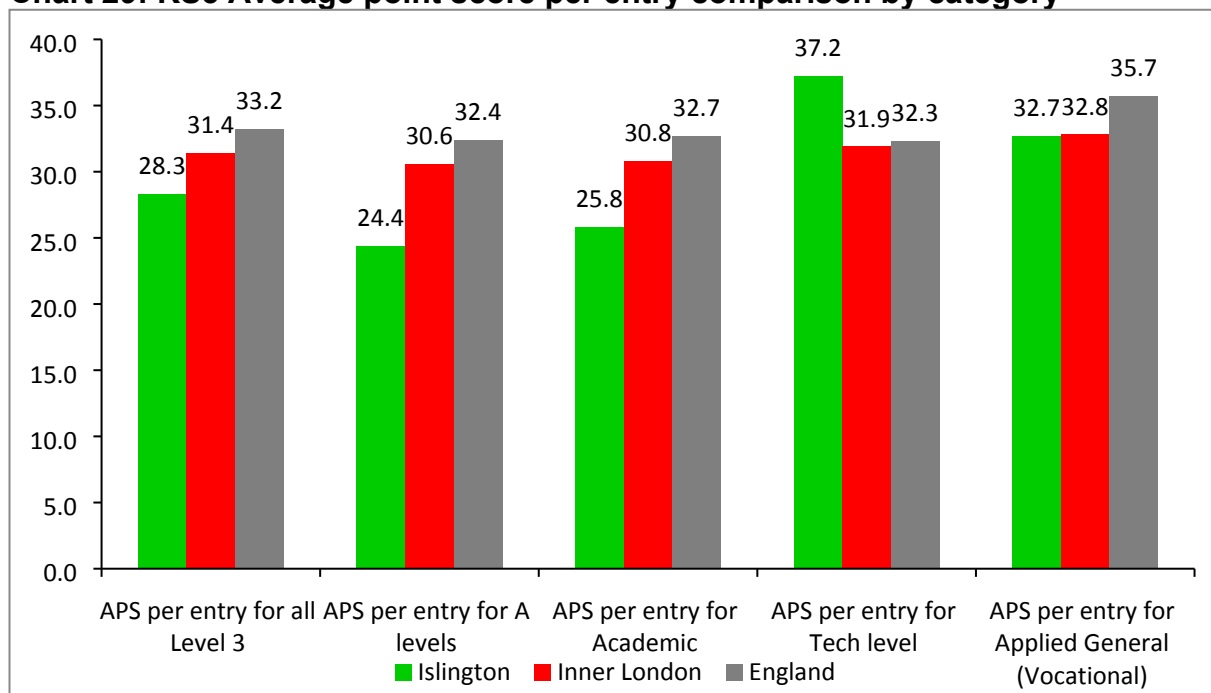
4.8 KS5: Qualifications by age 19

The Level 3 by 19 measure looks at students who were in Islington schools in Year 11 and then at their attainment level by the time they are aged 19.

**Chart 30: Percentage of 19 Year Olds Qualified up to Level 3**

4 Education, employment and training (EET)

Islington residents

The proportion of residents aged 16 to 18 who were not in education, employment or training (NEET) for the Nov-Jan 3-month average fell again by half a percentage point in 2016-17 to 1.7%. The council has exceeded its 2016 target of reducing the percentage of NEET residents below the 2014 Central London Connexions (CLC) average of 3.5%.

Chart 31: % of 16-18 year old ISLINGTON Residents NEET (Adjusted NEET - Nov-Jan snapshot)
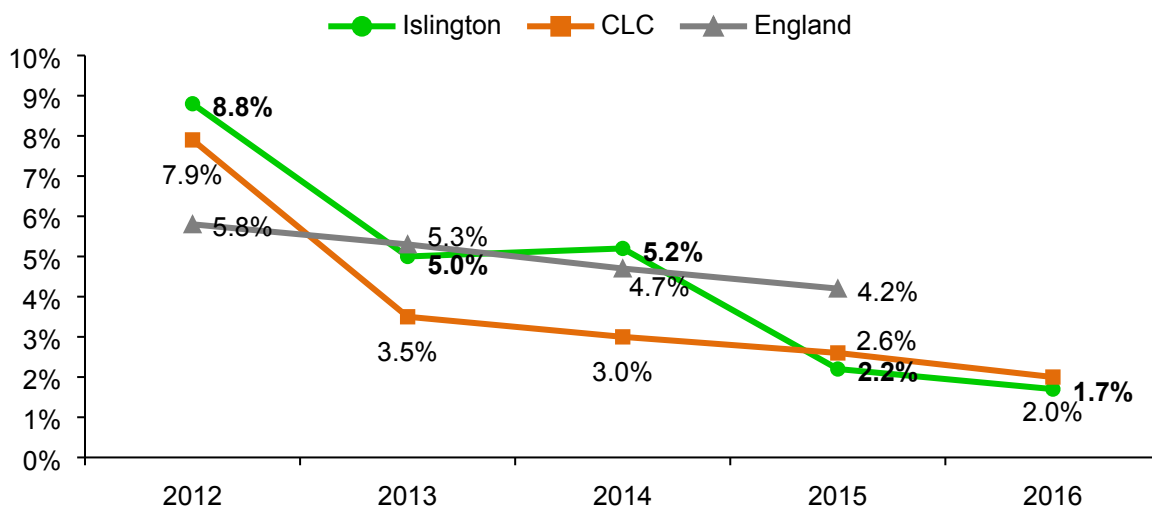
Please note: figures are adjusted to include a percentage of unknowns

In 2016 a new DfE benchmark was published. It reports on the percentage of 16 and 17 year old residents whose destinations are NEET or unknown for the December to February 3-month

average. Using the new methodology, the borough percentage of those not in education, employment and training or in a not known activity was 3.4% compared to 7.7% in 2015. The 2016 Islington figure was better than the all England and Central London Connexions averages of 6.0% and 4.8% respectively.

Islington School Pupil destinations on 1st November after the end of Year 11

The 2017 "In Learning" percentage figure of 95.4% is lower than last year's 97.3% figure while the proportion of pupils with either NEET or unknown destinations increased on the previous year. The percentage of Year 11 leavers who were found to be NEET on 1st November 2017 was 2.3% (1.1% in 2016) and the percentage of those with an unknown activity was 1.6% (0.9% in 2016).

There are EET opportunities that started after 1 November which we expect some of these young people will have taken up.

Table 2: Destinations of local authority school leavers - Islington 2017

Local Authority	Survey Total	In Learning*		Employment - No Training		NEET		Other		Unknown	
		No	%	No	%	No	%	No	%	No	%
Islington 2016	1,511	1,470	97.3%	10	0.7%	17	1.1%	1	0.1%	13	0.9%
Islington 2017	**1,510**	**1,440**	**95.4%**	**11**	**0.7%**	**34**	**2.3%**	**1**	**0.1%**	**24**	**1.6%**
Camden	1,601	1,540	96.2%	8	0.5%	31	1.9%	0	0.0%	22	1.4%
Hackney	2,138	2,072	96.9%	1	0.0%	26	1.2%	3	0.1%	36	1.7%
RBKC	777	760	97.8%	0	0.0%	9	1.2%	0	0.0%	8	1.0%
Lambeth	2,074	1,996	96.2%	2	0.1%	30	1.4%	4	0.2%	42	2.0%
Southwark	2,462	2,372	96.3%	5	0.2%	30	1.2%	2	0.1%	53	2.2%
Wandsworth	1,848	1,734	93.8%	5	0.3%	17	0.9%	0	0.0%	92	5.0%
Westminster	1,571	1,545	98.3%	3	0.2%	11	0.7%	0	0.0%	12	0.8%
2017 Total	13,981	13,453	96.2%	35	0.3%	188	1.3%	10	0.1%	295	2.1%

Source: IYSS destinations, data for 2016
*Islington 2015 figures were calculated using complete local authority data and differ from the CLC Activity Survey figures.
**In Learning category includes post compulsory education including Year 11 repeats, employment with study or training and training destinations.

5.0 Pupil absence

Islington's primary school absence rate remains above those for Inner London and England and this is in the bottom quartile for England.

Chart 32: Primary school pupil absence (% of Autumn '16 & Spring '17 terms only) [13]
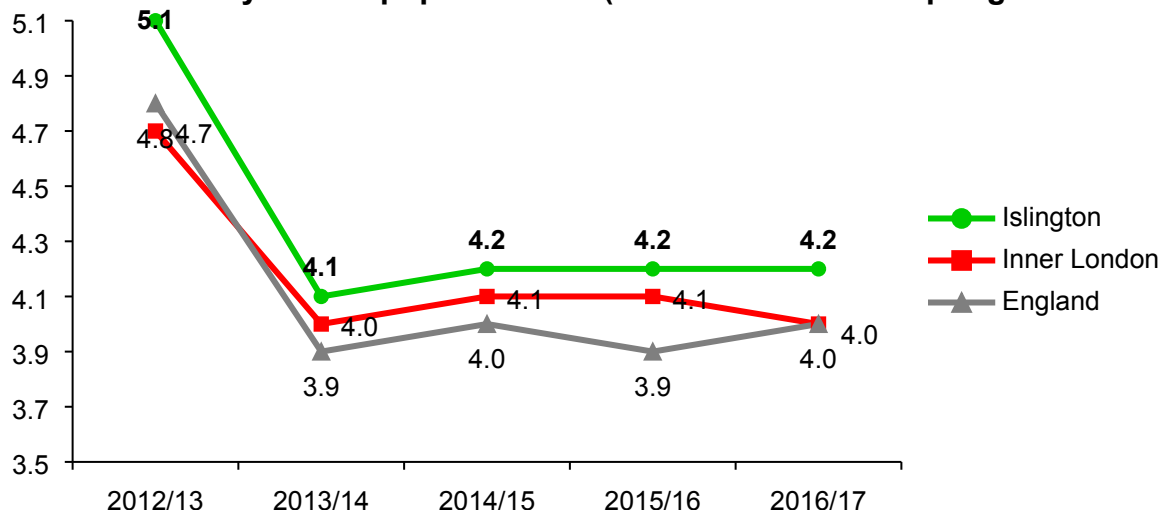
Islington's secondary pupil absence rates had remained static for three years, which were higher than Inner London but lower than the national rate. However, in 2016-17 the secondary absence rate for Islington rose and is now higher than the national rate.

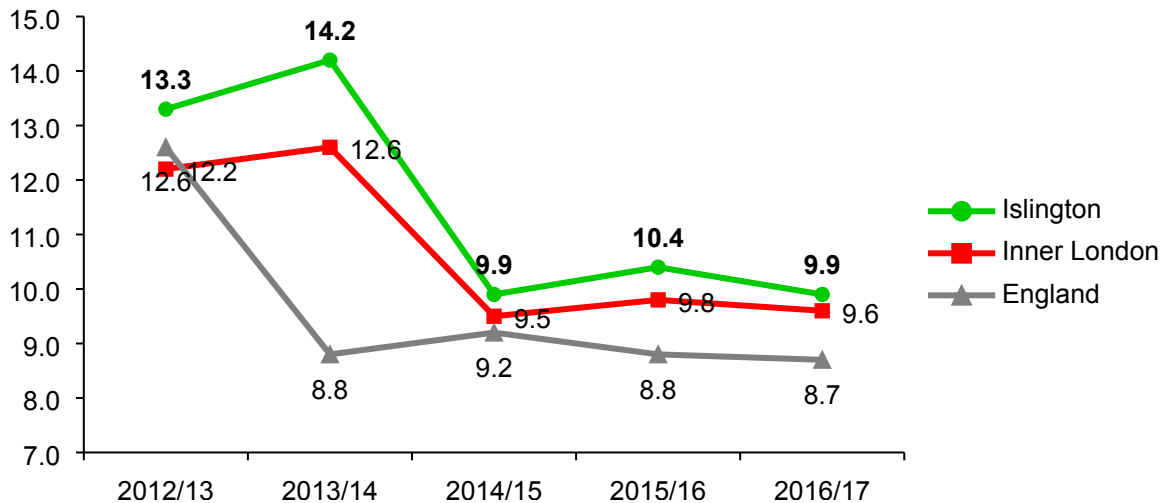**Chart 33: Secondary school pupil absence (% of Autumn '16 & Spring '17 terms only)** [13]
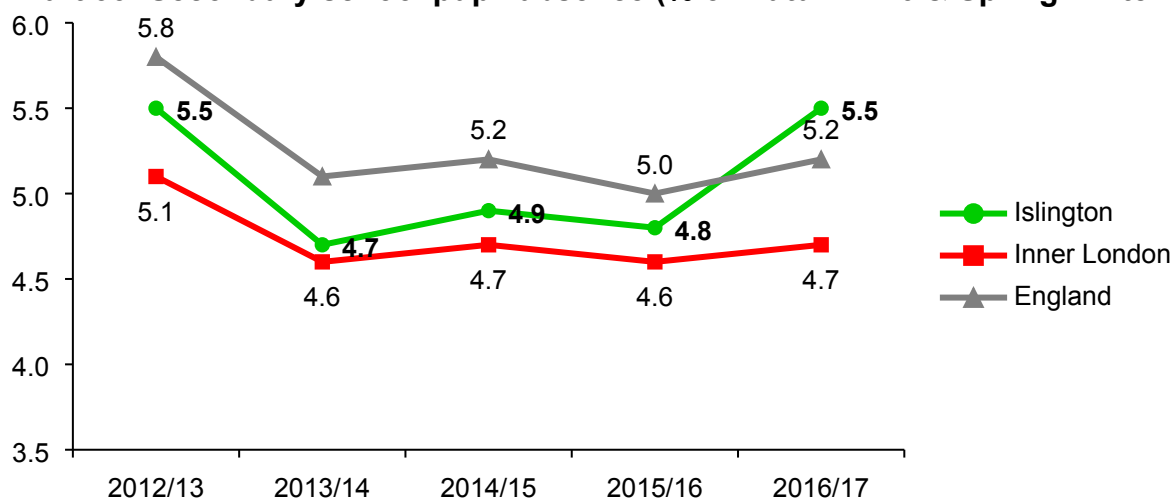
Persistent absentees are those pupils with high levels of absence from school. Persistent absence (PA) data now includes all pupils whose attendance is 90% or less. Previously, persistent absence was based on a minimum number of days of absence. This was to prevent a pupil who is only enrolled at a particular school for a short period of time before transferring being classified as a persistent absentee if they are absent for a few days. The PA definition is now any pupil who misses 10% or more of their individual total number of possible sessions of school (where one session is a half day).

Charts 34 and 35 are based on the new persistent absence measure which uses the lower rate of sessions absent across the combined Autumn and Spring terms, equivalent to 10% of total possible school sessions (half days). Historical data has been revised to reflect the change in methodology and give comparable trend information.

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[13] Two term data is used in this report as it is the only data available at the time of writing and because Ofsted uses two term absence data to judge school performance.

Chart 34: Primary school persistent absence (% of Autumn '16 & Spring '17 pupil enrolments)

Islington's rate of 9.9% in 2016-17 was in the bottom quartile for England.

Chart 35: Secondary school persistent absence (% of Autumn '16 & Spring '17 pupil enrolments)
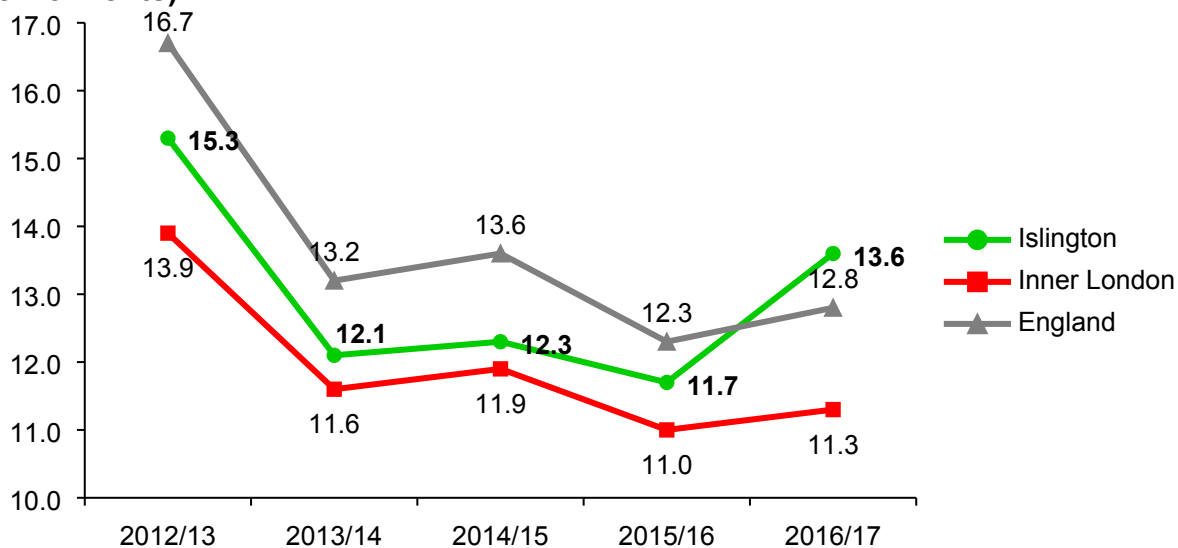
The Islington rate for secondary persistent absence is now above the average for England.

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

Islington's rate of absence for special schools has reduced both absolutely and relative to our Inner London and national comparators and is now lower than both of them. Pupil attendance has continued to improve. The proportion of special school pupils that are persistently absent in Islington have been on a downward trajectory for some years. In 2015/16 Islington's rate was below the national.

Please note: the latest national data available for special schools is 2015/16; and 2016/17 full year data was not available at the time of writing.

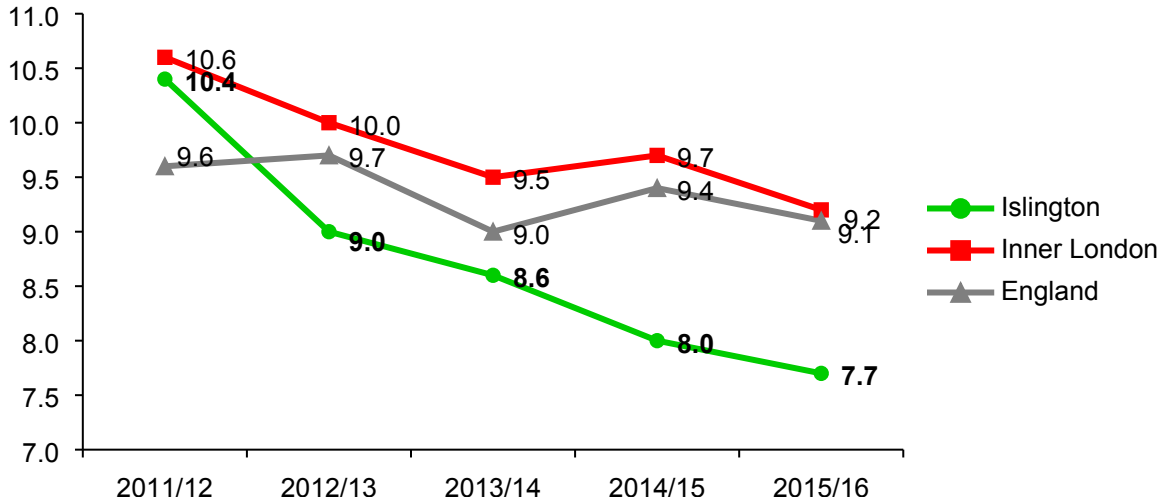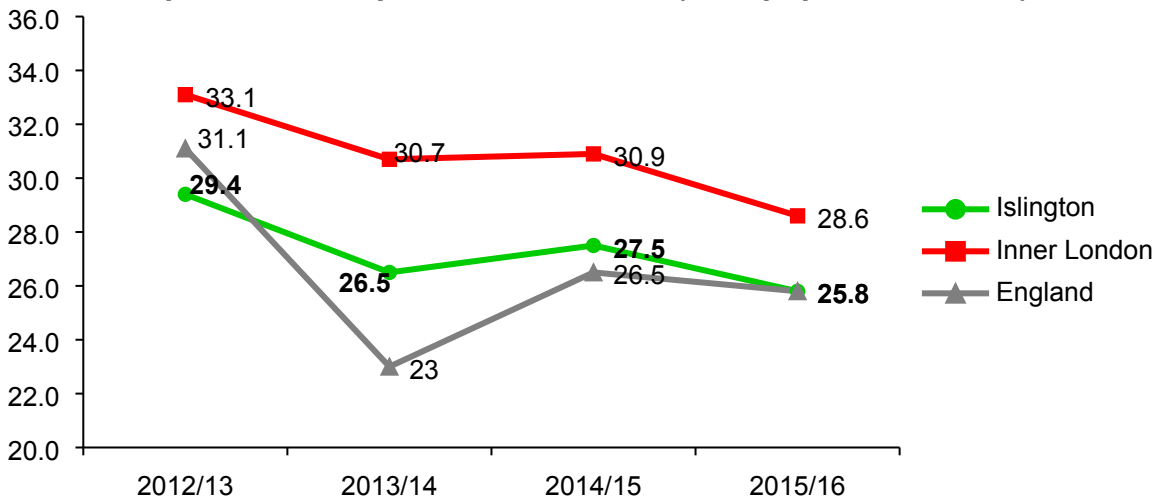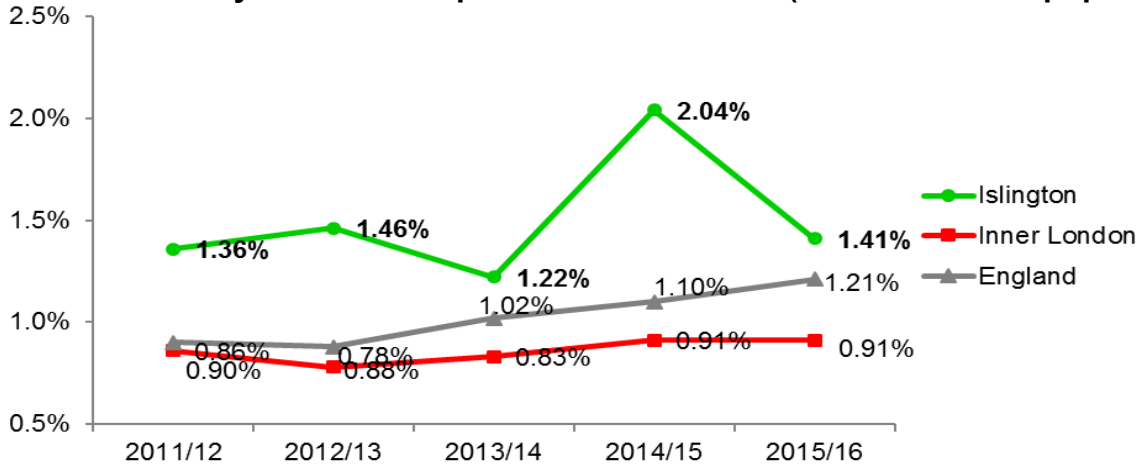**Chart 36: Special school pupil absence (% of total sessions)**

Chart 37: Special school persistent absence (% of pupil enrolments)

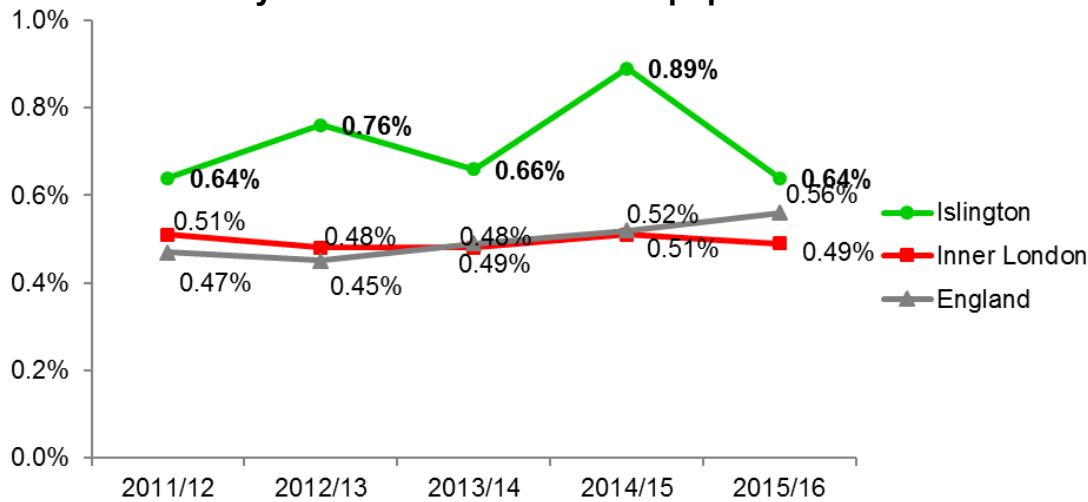## 6.0 Exclusions

Fixed period exclusions
Chart 38 Primary school fixed period exclusion rate (% of the school population)

Islington has had a higher than average rate of fixed term exclusions among primary school pupils than national and Inner London comparators, peaking in 2014/15. In 2015-16 the fixed period exclusion rate fell but remained higher than both our comparators.

After a spike in the rate of pupils excluded from primary schools in 2014-15 the percentage fell sharply in 2015-16, but remained above our comparators.

Chart 39: Primary schools: % of the school population excluded for a fixed period

Secondary fixed period exclusions had been significantly above the national and Inner London rates but fell in 2015/16 and is now just above to the rates recorded by our comparators.

Chart 40: Secondary school fixed period exclusion rate (% of the school population)
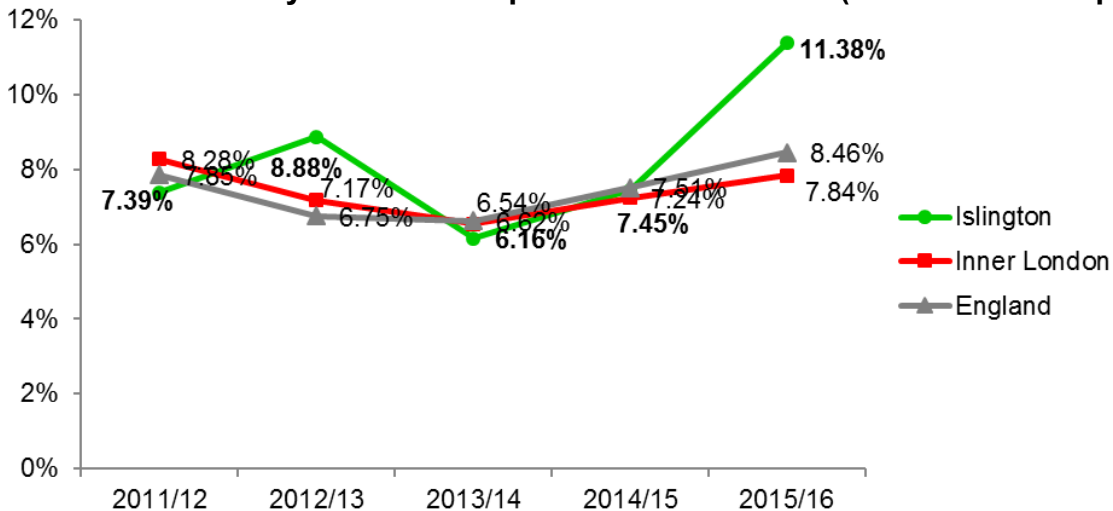

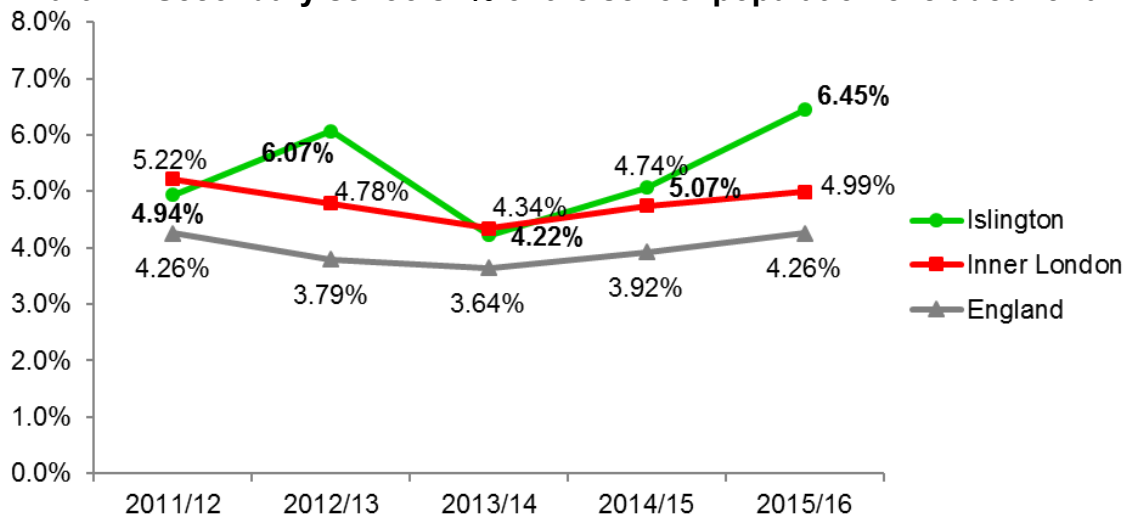**Chart 41: Secondary schools: % of the school population excluded for a fixed period**
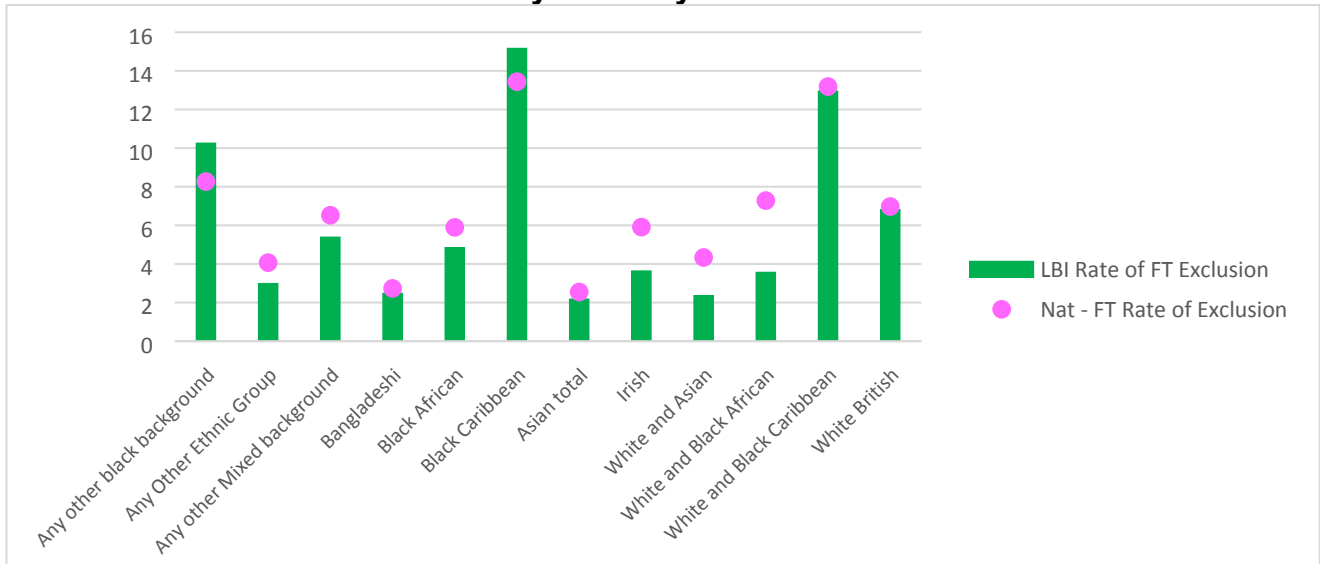
**Chart 42: Fixed Term Exclusions by Ethnicity – All sectors**

The majority of pupils that are excluded are male, both locally and nationally. Analysis of fixed period exclusions by ethnicity shows that the groups over-represented are Black Caribbean and Mixed White and Black Caribbean, which reflects the national picture.

Permanent exclusions

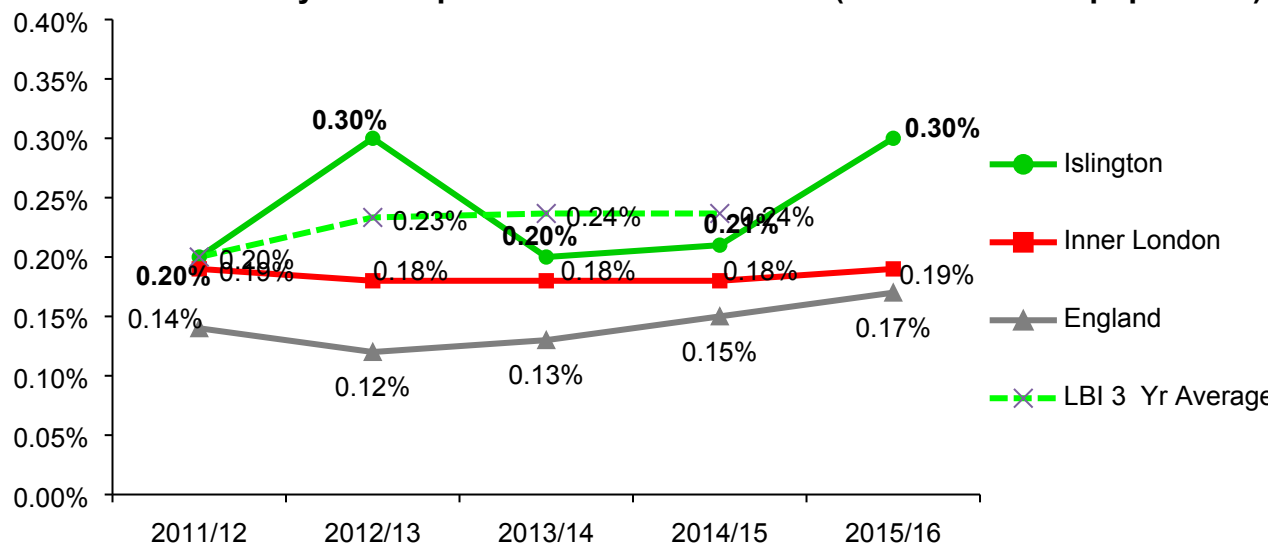The number of permanent exclusions from primary school varies from year to year. Due to the low number of pupils this needs to be analysed as a three year average.

Chart 43: Primary school permanent exclusion rate (% of the school population)
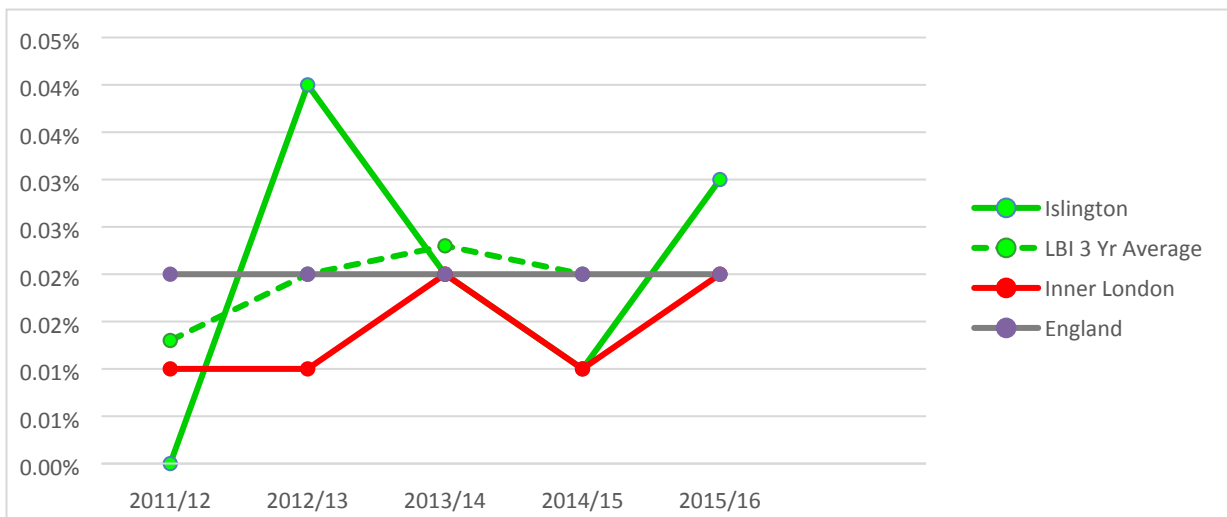
In 2015/16, 26 pupils were permanently excluded from Islington secondary schools. This represents a rate of 0.3% which is above the national and Inner London rate.

Chart 44: Secondary school permanent exclusion rate (% of the school population)

Chart data points:
- Islington: 0.20% (2011/12), 0.30% (2012/13), 0.20% (2013/14), 0.21% (2014/15), 0.30% (2015/16)
- Inner London: 0.19% (2011/12), 0.18% (2012/13), 0.18% (2013/14), 0.18% (2014/15), 0.19% (2015/16)
- England: 0.14% (2011/12), 0.12% (2012/13), 0.13% (2013/14), 0.15% (2014/15), 0.17% (2015/16)
- LBI 3 Yr Average: 0.20% (2011/12), 0.23% (2012/13), 0.24% (2013/14), 0.24% (2014/15)

7.0   School Place Planning

The 2017 School place planning report is available online:
https://www.islington.gov.uk/children-and-families/schools/apply-for-a-school-place

8.0   Conclusion

This report provides an overview of educational performance in Islington. It is clear that good progress continues to be made in many areas and it is evident that the Islington Community of Schools is in a strong position to realise the vision of a highly effective, school led, self-improving system that benefits all members of the community. We will continue to support and challenge each other to continue our progress to achieve this vision.

Mark Taylor
Director of Learning and Schools

CHILDREN'S SERVICES SCRUTINY COMMITTEE

SCRUTINY TOPICS AND WORK PROGRAMME 2018/19

(A) SELECTION OF SCRUTINY TOPIC FOR 2018/19

The Committee is invited to select its scrutiny topic for 2018/19.

The Council's Constitution allows the Committee undertake one review of its own choosing, and carry out one further review subject to the agreement of the Policy and Performance Scrutiny Committee. In recent years the Committee has carried out the following reviews:

- Impact of Early Help on Preventing Escalation to Statutory Services (2014/15)
- Alternative Provision (2015/16)
- Post-16 Education, Employment and Training (2016/17)
- Vulnerable Adolescents (2017/18)

As the previous three topics have focused on adolescent / teenage children, the Chair has suggested that the Committee may wish to focus its next review on younger children. Suggested topics include:

- Support for children with special educational needs and disabilities.
- Supporting pupil attendance and minimising the number of exclusions.

(B) ONE-OFF REPORTS

The Committee may also request one-off reports on matters related to Children's Services. Following discussion with the Chair, it is suggested that the Committee may wish to request reports on:

- The availability and effectiveness of Early Years provision
- Implementation of the Fair Futures Commission recommendations
- The role of Islington's supplementary schools
- The effectiveness of Islington Council's Free School Meals policy

It is anticipated that the Committee would be able to accommodate two one-off reports into its work programme.

(C) OTHER REPORTS

The Committee will also consider annual reports on Child Protection, Education, and Prevent; reports from the Executive Member and the Safeguarding Children Board; and quarterly performance reports.

The Committee is invited to review its work plan, below.

Tuesday 26 June 2018

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

Monday 16 July 2018

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

Thursday 13 September 2018

1. Scrutiny Review – Witness Evidence
2. Review of Work Programme

Thursday 18 October 2018

1. Executive Member Update and Questions
2. Scrutiny Review – Witness Evidence
3. Quarterly Review of Children's Services Performance (Q1 2018/19)
4. Review of Work Programme

Thursday 22 November 2018

1. Scrutiny Review – Witness Evidence
2. Review of Work Programme

Thursday 10 January 2019

1. Executive Member Update and Questions
2. Scrutiny Review – Witness Evidence and Concluding Discussion
3. Quarterly Review of Children's Services Performance (Q2 2018/19)
4. Review of Work Programme

Monday 4 March 2019

1. Scrutiny Review – Draft Recommendations
2. The Children's Services Response to Prevent – Annual Update
3. Islington Safeguarding Children Board: Annual Report

Thursday 30 April 2019

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