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ISLINGTON

AGENDA FOR THE CHILDREN'S SERVICES SCRUTINY COMMITTEE

Members of the Children's Services Scrutiny Committee are summoned to a meeting, which will be held in Committee Room 4, Town Hall, Upper Street, N1 2UD on **10 July 2017 at 7.00 pm.**

Yinka Owa
Director of Law and Governance

Enquiries to	:	Jonathan Moore
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Despatched	:	30 June 2017

Membership   Substitute Members

Councillors: **Substitutes:**
Councillor Theresa Debono (Chair)   Councillor Alex Diner
Councillor Nick Wayne (Vice-Chair)   Councillor Satnam Gill OBE
Councillor Troy Gallagher   Councillor Mouna Hamitouche MBE
Councillor Rakhia Ismail   Councillor Clare Jeapes
Councillor Michelline Safi Ngongo   Councillor Angela Picknell
Councillor Marian Spall   Councillor Dave Poyser
Councillor Nick Ward   Councillor Nurullah Turan

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 - 4

5. Chair's Report

6. Items for Call In (if any)

7. Public Questions

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 19 September 2017

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 - Monday, 20 March 2017

Minutes of the meeting of the Children's Services Scrutiny Committee held at Committee Room 1, Town Hall, Upper Street, N1 2UD on Monday, 20 March 2017 at 7.00 pm.

Present:	**Councillors:**	Debono (Chair), Ngongo, Ward and Wayne
	Co-opted Members:	James Stephenson, Secondary Parent Governor Erol Baduna, Primary Parent Governor

Councillor Theresa Debono in the Chair

214   APOLOGIES FOR ABSENCE (ITEM NO. A1)

Apologies for absence were received from Councillors Rahkia Ismail, Alex Diner and Satnam Gill, and Mary Clement.

215   DECLARATIONS OF INTEREST (ITEM NO. A2)

None.

216   DECLARATION OF SUBSTITUTE MEMBERS (ITEM NO. A3)

None.

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

RESOLVED:

That the minutes of the meeting held on 28 February 2017 be confirmed as a correct record and the Chair be authorised to sign them.

218   CHAIR'S REPORT (ITEM NO. A5)

The Chair varied the order of the agenda items to enable consideration of item B2 before item B1.

As Councillor Caluori was not present at the meeting it was noted that Item B3, Executive Member Questions, would be deferred. It was advised that Councillor Caluori would accept questions by email.

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

None.

220   **PUBLIC QUESTIONS (ITEM NO. A7)**

Ernestas Jegorovas commented that there was not a specialist physics teacher in the borough and asked if the Committee would be looking into subject specific teaching shortages. In response, it was advised that there were national shortages in specialist teachers for STEM (science, technology, engineering and mathematics) subjects and this required a national response. It was commented that Islington's location and excellent schools meant that the borough was able to attract high-quality teachers, which was not the case in some other London boroughs which did not have the same calibre of schools whilst housing and living costs were equally high.

221   **THE EDUCATIONAL ATTAINMENT OF BME AND WHITE BRITISH PUPILS (ITEM NO. B2)**

Jeff Cole, Head of School Improvement (Secondary), Mark Taylor, Director of Schools and Learning, and Emma Simpson, Secondary English Consultant, introduced the report which provided an update on the achievement of BME pupils and White British pupils eligible for free school meals.

The following main points were noted in the discussion:

- It was explained that Black Caribbean pupils and White British pupils eligible for free school meals had a lower level of attainment than their peers. This trend was particularly pronounced in boys. The Committee considered how such issues could be addressed sensitively.
- The Committee discussed the need to raise awareness of the issue to parents and schools. It was noted that schools and parents considered young people as individuals, which meant that they may not be aware of wider demographic trends.
- The Committee was advised of the forthcoming Islington Equalities Conference for those working in the local education sector. The conference would explore how to narrow gaps in attainment, and would include opportunities for representatives from other boroughs to share their experiences.
- The attainment gap was a borough-wide issue and was not related to particular schools. It was advised that Black Caribbean pupils and White British pupils eligible for free school meals performed relatively better in better performing schools, however the attainment gap persisted.
- The Committee queried the destinations data for Black Caribbean pupils and White British pupils eligible for free school meals. Whilst detailed information was not available at the meeting, it was advised that BME pupils tended to progress well, and although the NEET cohort was very small, it was disproportionately comprised of White British pupils. It was noted that there was also a disproportionate number of White British boys in alternative provision and the PRU.
- The Committee suggested that the council and schools should collaborate further with supplementary schools and VCS organisations which were attended by Black Caribbean pupils and White British pupils eligible for free school meals. Officers advised that this topic would be raised at a future meeting of the Schools Forum.
- The Committee queried the relatively high number of Black Caribbean pupils with special educational needs. In response, officers advised that there could either be a level of undiagnosed special educational needs among pupils from other ethnicities; or special educational needs could be over represented

among Black Caribbean pupils. Officers advised that they were concerned about this and were scrutinising the figures.

- It was suggested that different communities often had different values and perceptions of their relationship to the education system. It was emphasised that parents had to be approached carefully; previous attempts to raise such issues had not been well received.
- The Committee appreciated the wider social issues which affected attainment and queried how the council could practically seek to address such issues. Officers commented that further joint working across the council to reduce inequalities would be beneficial, although it was commented that the effects of this would only be realised in the longer term. Officers also highlighted the importance of early years services and the need to develop services which people wanted to engage with.
- The Committee commented on the importance of literacy. Although some young people didn't enjoy reading, it was acknowledged that reading underpinned all aspects of learning and sustained effort was needed to improve the literacy of struggling pupils.
- It was suggested that engaging community leaders may be an effective way to bring about change.
- Officers advised of the 'Islington Reads' initiative and highlighted that work was underway to change the perception of reading in primary schools. It was also commented that recent changes to GCSE syllabuses meant that pupils had to be able to evaluate very challenging texts and developed literacy skills were therefore essential.
- It was hoped that the Islington Equalities Conference would assist school leaders and council officers in identifying and agreeing practical actions which would bring about change.
- Emma Simpson advised of her ongoing research in evaluating the learning experiences of young people, taking into account school ethos, teaching styles, and how young people become alienated from education. This would identify best practice in teaching and motivating pupils from lower performing groups.
- It was recognised that breakfast clubs were a good method of providing wrap-around support to young people.
- In response to a member of the public, it was advised that although some schools performed better than others, all schools experienced the attainment gap. It was emphasised that the issue was cultural, rather than related to the actions of particular schools.

The Committee thanked the officers for their attendance.

222   POST-16 EDUCATION, EMPLOYMENT AND TRAINING: CONCLUDING DISCUSSION (ITEM NO. B1)

The Committee considered the evidence received and discussed possible conclusions of the scrutiny review.

The Committee considered that there appeared to be an adequate supply of post-16 opportunities for young people; however some young people either did not have the skills to progress or were not aware of the opportunities available. It was emphasised that it was important not to assign blame onto young people for this.

Members commented on the range of services and organisations available to support young people and queried if greater coordination, joint working and integration would lead to a more efficient and effective approach.

It was commented that the evidence received from young people was particularly useful. It was important to view services from the perspective of young people and consider how services engage with those in need of support. It was suggested that establishing a one-stop shop to act as a single access point to employability support services would be helpful.

The Committee considered the importance of sustained interaction and engagement with the most difficult to reach young people. Only telling young people about the opportunities and services available once was not sufficient.

A discussion was had on the role of schools and youth organisations in publicising opportunities to young people, and it was thought that further work was needed to raise awareness of how to access vocational opportunities and apprenticeships. It was suggested that engagement with schools on such issues should take place at multiple levels; it was not sufficient to only approach Headteachers or careers leads.

It was commented that an induction session for teachers and others working with young people may be useful. This could focus on the range of services and opportunities available, how to make referrals, and other local issues affecting young people. It was important for young people to receive relevant and accurate advice from trusted adults.

It was identified that projects focused on supporting young people's employability skills tended to be time limited. The Committee considered that longer term and sustainable solutions were required. It was commented that the council may wish to reconsider its methodology for selecting partner organisations and how funding is allocated to the voluntary sector.

The Committee discussed the merits of the wrap-around careers advice provided in the London Borough of Hackney. It was queried how targeted and universal youth services could support the progression of young people in Islington.

It was requested that draft recommendations and a draft report be circulated to committee members for comment in advance of the next committee meeting.

A member of the public asked if governors needed a greater focus on outcomes and destinations given that they were responsible for holding schools to account. In response, it was advised that further support from governors would be welcomed. A termly governors briefing was held and this enabled such issues to be raised directly.

The Committee thanked officers for supporting the review.

223   EXECUTIVE MEMBER QUESTIONS (ITEM NO. B3)

Deferred.

224   REVIEW OF WORK PROGRAMME (ITEM NO. B4)

Noted.

MEETING CLOSED AT 8.20 pm

Chair

ISLINGTON

Report of: Director of Law and Governance

Meeting of	Date	Ward(s)
Children's Services Scrutiny Committee	10 July 2017	All

Delete as appropriate		Non-exempt

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

1.   Synopsis

1.1   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 11 May 2017, terms of reference and dates of meetings of the Children's Services Scrutiny Committee for the municipal year 2017/18, as set out at Appendix A.

3.   Background

3.1   The terms of reference of the Children's Services Scrutiny Committee (as contained in 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

Report author	Jonathan Moore, Senior Democratic Services Officer
Tel	020 7527 3308
E-mail	jonathan.moore@islington.gov.uk

<div align="center">**CHILDREN'S SERVICES SCRUTINY COMMITTEE – 2017/18**</div>

1. COMMITTEE MEMBERSHIP

Councillors	Substitute Members
Councillor Theresa Debono (Chair)	Councillor Alex Diner
Councillor Nick Wayne (Vice Chair)	Councillor Satnam Gill OBE
Councillor Troy Gallagher	Councillor Mouna Hamitouche MBE
Councillor Rakhia Ismail	Councillor Clare Jeapes
Councillor Michelline Safi Ngongo	Councillor Angela Picknell
Councillor Marian Spall	Councillor David Poyser
Councillor Nick Ward	Councillor Nurullah Turan

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

2. MEETING DATES

- 10 July 2017
- 19 September 2017
- 30 October 2017
- 28 November 2017
- 9 January 2018
- 20 February 2018
- 20 March 2018

3. TERMS OF REFERENCE

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.

Post-16 Education, Employment and Training

DRAFT REPORT OF THE CHILDREN'S SERVICES SCRUTINY COMMITTEE

London Borough of Islington
June 2017

EXECUTIVE SUMMARY

Post-16 Education, Employment and Training

Aims:

- To explore how to sustain improvements and continue to increase the number of young people progressing to, and in, post 16 education, employment and training; and
- To suggest ways to prevent young people becoming not in education, employment or training (NEET) in the first place.

Evidence:

The review ran from July 2016 until March 2017. Evidence was received from a variety of sources:

1. <u>Presentations from council officers</u>
   - Holly Toft, Head of Post-16
   - Alison Bennett, Careers Education, Information, Advice and Guidance Specialist
   - Cherrylynn Jaffier, Progress Advisor (Vocational Pathways)
   - Lorraine Blyth, Post-16 Participation Manager
   - Hamish Mackay, Young Employment and Apprenticeships Manager
   - Jodi Pilling, Learning and Skills Manager

2. <u>Documentary evidence</u>
   - Department for Education, 'Participation of young people in education, employment or training – Statutory guidance for local authorities', September 2014
   - Department for Education, 'Careers guidance and inspiration in schools – Statutory guidance for governing bodies, school leaders and school staff', March 2015
   - London Councils, 'London Ambitions: shaping a successful careers offer for all young Londoners', June 2015
   - The Islington Employment Commission, 'Working Better, The final report of the Islington Employment Commission – Summary', November 2014
   - Islington Employment Services Board, 'One Year On: Making it Work Better', November 2015
   - Envoy Partnership, 'A Social Return on Investment, Evaluation of the ESF NEET Fast Forward Programme', February 2015
   - Contextual report
   - Briefing note: Careers Education, Information, Advice and Guidance in Islington's Secondary Schools – legal and policy context, brief history of responsibility for IAG, description of Careers Network, 'Gold Standard' for New River College and AP
   - Briefing note: Employability skills support for young people
   - Briefing note: The role of the Progress Advisor (Vocational Pathways)
   - Briefing note: Islington Schools/College Careers Cluster

3. <u>Information from witnesses</u>
   - Paul McIntyre, Assistant Head, Elizabeth Garrett Anderson School
   - Lesley Thain, Head of Employer Engagement, Central Foundation Boys' School
   - Mercedes and Alex, Mer-IT
   - David Williams, NEET Achievement Coach Manager, Groundwork London
   - Dorcas Morgan, Development Director, Park Theatre
   - John Nugent, Chief Executive, Green and Fortune

4. <u>Scrutiny visit</u>
   - Visit to Lift Youth Hub to meet young people who had recently been NEET and their Progress Advisors

Main Findings

- The Committee commended the Progress and iWork services for their work in reducing the number of young people NEET in Islington. However, the Committee considered that improvements could be made to these services. In particular, it was queried if the services could be strengthened by presenting themselves as a united service. It is considered that greater coordination and joint working between the teams would lead to a more coherent employability and progression support service.

- The Committee has made several recommendations to further increase progression into education, employment and training. These include: increasing the number of 'stepping stone' approaches; reviewing careers education in alternative provision with a view to incorporating employer-led learning; reviewing the quality, range and accessibility of vocational pathways; and raising awareness of the council's progression and employment services.

- To significantly increase the number of young people progressing into education, employment and training, work is needed to tackle the root causes of barriers to progression.

- The Committee was impressed with the evidence received from the London Borough of Hackney on their wrap-around support for young people. Although it was noted that Hackney organises their youth services differently, the Committee was impressed that employability support was integrated with the borough's early help service. This allowed employability and progression support to be provided alongside mental health and behavioural support in a comprehensive 'whole child' approach. Further to this, these comprehensive early help services were linked to all universal youth services in Hackney, which both normalised accessing support services and allowed young people to seek and receive progression support in a range of settings.

- The council has supplemented the careers education of some schools by integrating a specialist vocational progression advisor in those schools to work directly with pupils; this followed feedback that some schools were not confident in providing advice on vocational pathways. It is suggested that an induction session and resources be provided to careers leads, teachers, and other adults working with young people to develop their understanding and confidence.

- The Committee identified that a number of projects focused on supporting young people's employability skills were time limited. The Committee would support a more strategic approach to developing and funding progression support activity, with an emphasis on sustainability.

- The Committee considers it essential that any actions arising from this review are developed in partnership with young people. It is important that young people are able to help shape the services they access, as this will ensure that services remain relevant and meet their needs.

Conclusions

The Committee welcomes the work of the council's employment and progression support services. Services have reduced the number of young people NEET and are well received by young people. A range of support is provided to schools, and it is hoped that innovative work to develop employer-led careers education will be effective. However, the Committee has identified areas for further development, and 15 recommendations have been made in response to the evidence received.

In carrying out the review, the Committee met with young people, officers, school leaders, officers of a neighbouring authority, representatives of local businesses and others to gain a balanced view. The Committee would like to thank the witnesses that gave evidence in relation to the scrutiny. The Executive is asked to endorse the Committee's recommendations.

Recommendations

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

MEMBERSHIP OF THE CHILDREN'S SERVICES SCRUTINY COMMITTEE – 2016/17

Councillors:
Councillor Theresa Debono (Chair)
Councillor Rakia Ismail (Vice-Chair)
Councillor Alex Diner
Councillor Satnam Gill OBE
Councillor Michelline Safi Ngongo
Councillor Nick Ward
Councillor Nick Wayne

Co-opted Members:
Erol Baduna – Primary Parent Governor Representative
Mary Clement – Roman Catholic Diocese
James Stephenson – Secondary Parent Governor Representative

Substitutes:
Councillor Alice Donovan
Councillor Alice Perry
Councillor Angela Picknell
Councillor Dave Poyser

Acknowledgements:
The Committee would like to thank all the witnesses who gave evidence to the review.

Officer Support:
Tania Townsend – Development and Strategy Manager
Holly Toft – Head of Play, Youth and Post-16
Jonathan Moore – Senior Democratic Services Officer

1. Introduction

1.1 The Committee commenced the review in July 2016 with the overall aims of exploring how to sustain improvements and continue to increase the number of young people progressing to, and in, post 16 education, employment and training; and to suggest ways to prevent young people becoming not in education, employment or training (NEET) in the first place.

The Committee also agreed to the following objectives:

- To understand the profile of 16-18 and 18-24 year olds in Islington currently progressing to and in education, employment and training; and which groups of young people are most vulnerable to being NEET

- To assess the strategic role of Islington Council in helping to increase the number of young people in EET

- To understand the obstacles to progression into EET

- To identify and assess specific measures which will increase the progression into EET for groups of young people with low levels of participation in EET and other young people vulnerable to becoming NEET

- To assess the availability and effectiveness of information, advice, guidance and employability skills support for young people regarding post 16 education, employment and training

- To examine 'promising practice' approaches at school and local authority level that indicate the best success in reducing the number of young people NEET and preventing young people becoming NEET, and how they might apply locally.

1.2 In carrying out the review the Committee met with several officers from Children's Services, including those who work directly with young people; young people who had accessed the council's Progress service; representatives of local schools and businesses; local charitable and voluntary organisations which support young people's employability; and officers from neighbouring boroughs. The Committee also visited the Lift Youth Hub.

Local context

1.3 Islington Council's Corporate Plan states that a priority of the council is to help people find the right job. The Corporate Plan explains that the council will create change for the next generation by:

- Providing one to one support to those not in education, employment or training (NEETs) or those at risk of becoming NEET;
- Working with schools, employers and Further Education colleges to develop and promote take up of apprenticeships and vocational training – including 200 council apprenticeships over the next four years;
- Supporting schools to deliver good quality careers advice and guidance and provide young people with the employability skills that employers require – and a new network for careers leads in schools.

1.4   The rate of young people who are NEET in Islington has greatly reduced in recent years. Islington's NEET population was 8.8% in 2012/13[1], higher than the London and England averages. However, significant improvements have been achieved since then, with the number of NEETS reducing to a low of 2.2% in 2015/16[2]; below the London and England averages. Whilst these improvements are welcomed, a small number of young people remain NEET. These young people are typically vulnerable and have a range of different needs, which act as barriers to accessing education, employment and training. They may have significant skills gaps, behavioural difficulties, or complicated home lives. They may have mental health problems, be known to the criminal justice system, or be from a workless household. It is essential that these young people are supported in progressing to education, employment and training; spending time NEET is detrimental to individual wellbeing and increases the demands on public services. The Committee wished to review post-16 education, employment and training to establish how this cohort of vulnerable young people could be best supported, and to review how careers education, information, advice and guidance could be developed further for all young people in the borough.

2.   Findings

Who are young people NEET?

2.1   To review the how young people can be best supported it is important to understand young people NEET and the barriers they face. The Committee received a range of evidence on Islington's NEET cohort, including demographic information, information on their vulnerabilities, and case studies. It is important to consider that the NEET cohort is not static; demographic data and the particular issues faced by young people NEET constantly changes as they either progress into education, employment or training or become newly NEET. For this reason the Committee focused their evaluation around a representative snapshot of the 99 young people (aged 16-18) NEET in December 2015. This found that the NEET cohort was disproportionately male (64%), with the vast majority of those young people available to the labour market (72%). Young females were more typically not available to the labour market, with around 40% of the NEET females either a teenage parent with caring responsibilities or pregnant. Around 60% of the young people NEET were from White ethnic backgrounds. Only 6% had previously had a statement of special educational need, suggesting that this was not a significant barrier to progression in the majority of cases.

2.2   The fact that this NEET cohort was disproportionately comprised of White ethnic boys is worrying. White British pupils are most likely to be referred to Alternative Provision, and also experience a gap in attainment compared to other ethnic groups. This is reflected in the figures; 45% of young people NEET had previously attended either New River College or Alternative Provision.

2.3   Only around a quarter of the young people NEET had attended mainstream Islington schools. A similar proportion had attended schools outside of the borough. Although it is important to work with Islington schools to support young people's progression, this is not a catch-all solution. The Committee acknowledged that work to support young people's progression must take place across a range of settings.

2.4   The majority (59%) of the young people NEET had cycled in and out of education, employment and training. Although some young people may be NEET for extended periods of time, others may be NEET for only a matter of weeks before starting a new job or training course, however may become NEET again at a later date. This highlights that young people not only need support in accessing education, employment and training, but in remaining there.

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[1] Average, November 2012 to January 2013
[2] Average, November 2015 to January 2016

2.5   It is important to remember that the vast majority of young people in Islington progress into
       further education, employment or training successfully. However, the small number of young
       people that do not process successfully tend to face significant barriers to progression. The
       Committee heard a great deal of evidence on the support services and opportunities available to
       young people NEET. The council's work in providing and coordinating these is welcomed and
       recommendations on how these could be developed further are set out in this report. However, to
       significantly increase the number of young people progressing into education, employment and
       training, and to improve the outcomes for these young people, work is needed to tackle the root
       causes of these barriers to progression.

2.6   The Committee acknowledges that work is underway across the council to address the issues
       faced by the borough's most vulnerable young people. The Committee has previously considered
       and commended the council's early help services which provide support to families and seek to
       intervene before issues become entrenched. The Committee has also previously reviewed the
       use of Alternative Provision, and has made recommendations to both improve its quality and
       minimise its use. The Committee supports the council's early intervention approach; and hopes
       that the recently established Fair Futures Commission can highlight the inequalities faced by the
       most deprived young people in the borough and will lead to more positive outcomes for these
       young people.

       The strategic role of Islington Council in providing support to young people

2.7   Islington Council has an essential role in supporting the progression of young people. There are
       several stands to the council's work in supporting progression, however this work can be
       grouped under three broad categories; work to directly support young people; work to support
       schools; and the council's role as a major employer in the local area.

2.8   Islington Council has various statutory responsibilities related to the progression of young people.
       The council must ensure that young people remain 'in learning' (i.e. in education, employment or
       training) up to the age of 18. This requirement is extended up to age 25 where young people
       have special educational needs or disabilities. The council must also ensure that there is suitable
       education and training provision in their local area, promote the participation in education or
       training of all 16 and 17 year olds, and collect and record information on young people's current
       activities to ensure that those aged 16 to 19 who are not participating are identified and offered
       support to re-engage. These statutory responsibilities are met through two teams in the
       Children's Services directorate; the Progress Team, which supports 16-19 year olds, and the
       iWork Team, which supports a number of employment initiatives for those aged up to 25.

2.9   The Progress Team employs qualified careers advisors who provide direct support to young
       people; this includes young people NEET, those as risk of becoming NEET, and those in
       employment, education or training who were recently NEET. Progress Advisors work with young
       people to implement the 'Progress Pledge', this includes intensive 1-to-1 support and group work
       focused on developing employability skills, awareness of the opportunities available to young
       people, CV and interview preparation, access to volunteering and work experience opportunities,
       and independent and impartial guidance; this may involve signposting to other support services.
       The service also incorporates elements of coaching and mentoring; advisors are solution-based
       and look positively at what young people could do, as opposed to focusing on barriers. Young
       people may develop strong working relationships with their advisors and can contact them by
       text, email or social media. Advisors may also visit their home if they are reluctant to engage.
       The evidence received from young people engaging with the Progress Team was very positive;
       young people commented on the determination of their advisors, with one suggesting that his
       advisor supported him like he would support his own child. They also noted that the advisors
       explained everything to the young people in a relatable way. At any one time the Progress Team
       is directly working with between 80 and 100 young people.

2.10   The Progress Team is managed by the Post-16 Participation Manager and the Head of Play, Youth and Post-16. These officers lead on providing the September Guarantee; which provides every Year 11 pupil at an Islington school and every Year 12 pupil resident in the borough with a named educational offer in September. Officers commented that this is a significant annual task which is essential in ensuring that young people progress successfully.

2.11   The iWork Youth Employment Team provides advice and support to people aged 18 to 25, including 1-to-1 support for young people aged 18 to 25 who wish to secure an apprenticeship. The team also works with local employers to broker apprenticeship and employment opportunities; this includes hosting networking events which introduce young jobseekers to local employers, and developing bespoke opportunities suitable to the specific needs of vulnerable young adults. The service works with local schools, colleges and alternative provision providers to develop careers education programmes, and provides events in schools such as assemblies, taster sessions and careers fairs. The iWork Team also delivers one-off projects to support the employability of young people; for example a Youth Engagement Pilot was trialled in 2016 which involved recruiting young people to engage with other young people NEET to advertise opportunities and encourage engagement; 48 young people engaged, with 10 moving into employment and 11 moving into education.

2.12   The Committee noted that the performance of the Progress and iWork services was meeting corporate targets. Data from September 2016 indicated that the council was on track to meet its target of supporting 300 18 to 25 year olds into paid employment in 2016/17. Data from November 2016 indicated that 66 16 to 25 year olds had been supported into an apprenticeship in 2016/17; making a significant contribution towards the target of supporting 100 people of all ages into apprenticeships each year.

2.13   The Committee did raise some concern that there was insufficient information on the reach and effectiveness of these services, however acknowledged the difficulties of collecting data on unemployment and the destinations of young people. A great deal of information is available on young people aged 16 to 18 as colleges are required to advise the council when young person drops out of their course. However, there is no mechanism for the council to monitor how many 18 to 25 year olds are NEET, and as a result officers do not know what proportion of unemployed 18 to 25 year olds are accessing the council's iWork service. Officers explained that data on the number of JSA claimants was available from JobCentrePlus, however this was not an accurate measure of unemployment as it was known that many unemployed people, particularly young people, did not claim out of work benefits. The council did regularly monitor the progress of young people it had supported and attempted to make contact with them after 13, 26 and 52 weeks, however as time went on this became increasingly difficult as they may move house, change phone number, or simply feel that they no longer need to engage with employment support services.

2.14   The Committee commended the Progress and iWork services for their work in reducing the number of young people NEET in Islington. However, the Committee considered that improvements could be made to these services. In particular, it was queried if the services could be strengthened by presenting themselves as a united service. Although the Committee recognises the different roles of the two teams, both Progress and iWork both sit within the Children's Services directorate and have similar goals. It is considered that greater coordination and joint working between the teams would lead to a more coherent employability and progression support service. Presenting as a single service would help in promoting clear messages around the council's employment and progression support offer. This would help to raise the profile of the services among young people, parents, schools and employers. Further joint working would also ease transitions between services, and may lead to a more efficient use of resources.

2.15 **It is recommended that the Progress and iWork teams be integrated further to develop a more coherent and efficient employment and progression support service.**

2.16 The Committee also considered how accessible the council's employment and progression support services are to young people. Although the feedback from young people on the Progress service was very positive, it was also commented that most young people did not know about the services available, and those that were accessing the service had wished they had known about it earlier. Suggestions for improving the promotion of the council's employability and progression support services are set out in detail elsewhere in this report; however the Committee also thought that the accessibility of employment support services could be improved by reviewing how they are aligned with other children's services.

2.17 The Committee agreed that supporting the progression and development of young people should be the responsibility of all agencies that come into contact with young people. Work to support post-16 progression should start from an early age and across a range of settings. The Committee was particularly impressed with the evidence received from the London Borough of Hackney on their wrap-around support for young people. Although it was noted that Hackney organises their youth services differently, the Committee was impressed that employability support was integrated with the borough's early help service. This allowed employability and progression support to be provided alongside mental health and behavioural support in a comprehensive 'whole child' approach. Further to this, these comprehensive early help services were linked to all universal youth services in Hackney, which both normalised accessing support services and allowed young people to seek and receive progression support in a range of settings. Reviewing how progression support services are aligned with other services accessed by young people would help to ensure that progression support is accessible and delivered alongside other interventions where appropriate.

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

The strategic role of Islington Council in providing support to schools

2.19 The Committee considered how the council engages with schools and supports their role in providing careers education. Local authorities are required to work with schools to identify those who are in need of targeted support or who are at risk of not participating. The council also provides training sessions, networking sessions and resources such as an online portal for careers leads and tutors across the borough; this supports the professional development of staff and promotes the sharing of best practice.

2.20 The Committee welcomed that the council had been responsive to the needs of schools by providing expertise on careers matters. This included working with schools to develop the quality of their careers education, information, advice and guidance programmes; officers reported that some schools did not have a detailed understanding of statutory duties and guidance and were unaware of best practice and Ofsted expectations, in such instances the council worked with schools to make improvements in this area. The council had also supplemented the careers education of some schools by integrating a specialist vocational progression advisor in those schools to work directly with pupils. This followed feedback from schools that they were not as confident in providing advice on vocational pathways. The Committee noted that all such work between the council and schools was voluntary; schools are ultimately responsible for how their careers education is provided and may choose not to take advantage of the support offered by the council.

2.21 The Committee welcomes the work of the council's vocational progression advisor and considers that further work is need to raise awareness among young people, parents, schools, and others of how to access vocational opportunities and apprenticeships. If schools are not confident in providing support to pupils seeking vocational pathways, then the council should consider developing an induction session and resources to support careers leads, teachers, and other adults working with young people to develop their understanding and confidence. This would be a more sustainable way of providing support on vocational pathways in the longer term, and would also ensure that pupils receive consistent messages from the key adults they interact with. An induction session could not only focus on vocational pathways, but the key issues faced by young people in Islington, including trends in attainment and progression, the borough's early intervention approach, the services and opportunities available to young people, and any findings and relevant actions arising from the Fair Futures Commission.

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

2.23 The Committee also noted that the council was providing support to schools through the Careers Clusters pilot. 'Careers Clusters' are intended to support schools in developing employer-led careers education. This work is funded by the European Social Investment Fund and the Skills Funding Agency and delivered in partnership with Westminster Kingsway City and Islington College. 700 pupils across nine schools and one college are benefitting from the programme, which supports 21 local employers in carrying out sustained engagement with schools. Employer activity must take place for at least 26 weeks and is focused on both directly supporting pupils and developing the knowledge of teachers. The council is working to facilitate the pilot by working with both schools and employers to develop relationships and integrate employer-led careers education into the curriculum successfully. The pilot will be evaluated through contractual performance measures, which include increases in the number of people entering college, university, or apprenticeships. The Committee welcomed this work, and recognised that it was an innovative way of providing careers education.

2.24 The Committee identified that a number of projects focused on supporting young people's employability skills were time limited; the 'Careers Cluster' is a short term pilot which is externally funded; the specialist vocational pathways advisor is employed on a fixed term contract. The evidence received from charitable and voluntary sector organisations highlighted that the sector does work to develop the skills and support the progression of young people, however some groups lacked funding and support which would enable them to fully develop the services they offer. The Committee considered that longer term and more sustainable solutions are required. The Committee would support a more strategic approach to developing and funding progression support activity, with an emphasis on sustainability. This could include promoting CPD for careers leads to enable schools to provide high-quality advice on vocational pathways, and reviewing how support is provided to voluntary and community sector groups which demonstrate that they contribute to the employability of young people.

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

2.26 As a major employer in the local area, the council is also able to positively influence the local jobs market by creating high quality opportunities that provide training and progression opportunities. The council has committed to offering 200 apprenticeships between 2014-18, and whilst apprenticeships are open to all ages, recruitment is targeted at 16-24 year olds. This has had a positive impact on the employment of young people; 90% of the apprentices recruited by the council in 2015-16 were aged 16-24. Those on apprenticeships are supported in applying for full time positions in the council after their apprenticeship ends. Apprenticeships are available in a wide range of roles, including business administration, customer service, play work, facilities services, plumbing, electrical installations, painting and decorating, and ICT. The council is also able to influence the employment practices of its contractors, for example by contractually requiring them to recruit a set number of local apprentices.

2.27 The Committee considered the outcomes of the council's apprentices. Of the 79 apprentices recruited by the council between April 2014 and March 2016, 62 had left their roles. 30 of these had taken up permanent employment in the council. A further 9 were employed elsewhere and 2 were in education. The council was out of contact with around a quarter of those who had left, although work was underway to re-connect with these individuals and provide support if required.

2.28 Officers advised that the council's apprenticeship programme was in the process of being developed further and explained some of the challenges faced by officers. The programme is supported by one iWork officer with responsibility for brokering roles, managing recruitment processes and supporting apprentices. As a result there had not been the resources to undertake significant amount of pastoral care and follow up support, which officers acknowledged would help to improve the apprenticeship programme. However, it was noted that the council had recently appointed an Apprenticeship Manager in Human Resources who would take on responsibility for liaising with management and identifying roles for apprentices. This was expected to provide the iWork officer with more time to offer support to apprentices, which would increase the successful progression rate of apprentices.

2.29 The Committee commended the council's work in providing apprenticeship opportunities to young people and welcomed that further resources had been allocated to support the apprenticeship programme. It was considered that some improvements could be made to how opportunities are created and targeted, however this is considered elsewhere in this report.

Obstacles to progression into education, employment or training

2.30 The Committee received a great deal of evidence on the obstacles that young people face in progressing into education, employment and training. Evidence was received on this point from council officers, local schools, employers, and young people themselves. As previously highlighted, young people NEET tend to be vulnerable; they may be experiencing complex personal issues, have physical or mental health problems, behavioural difficulties, or significant skills gaps.

2.31 Several witnesses commented that some young people were simply not prepared for the transition from school to college or employment. Although schools provided careers education, this did not lead to positive outcomes for all young people; it was reported that some young people were not ready for a greater level of independence, struggled to commit to routines, did not have a strong work ethic, lacked interpersonal skills, or were difficult to work with.

2.32 Central Foundation School commented on the value of young people gaining experience of employment through part-time work alongside their studies at school or college. This prepared young people for entering work by developing their employability skills, building their CV, and gave experience of managing their time and finances. However, it was suggested that suitable

opportunities for young people were increasingly rare; there was a significant amount of competition for part-time jobs in the local area, particularly for those only seeking evening or weekend work.

2.33 Green and Fortune, a local employer in the hospitality sector, highlighted that they provided opportunities to young people across 20 different roles. However, it was acknowledged that not all businesses were as keen to recruit young people; some businesses preferred to use a very high number of agency staff, which Green and Fortune considered unnecessary when there are so many young people looking for work.

2.34 Although Islington Council had recently increased its focus on vocational pathways and apprenticeships, it was commented that some parents and young people were sceptical of non-academic pathways, and these attitudes could be a barrier to progression. This was potentially reinforced through teaching staff; the young people interviewed felt that schools had a narrow focus on GCSEs and academia, and reported that they were simply unaware of the range of opportunities available to them until they engaged with the Progress Team. The Committee was concerned that this focus on linear academic progression was encouraging some young people to pursue pathways which were unsuitable for them; it was reported that many young people NEET had previously been in college but had dropped out.

2.35 Some young people face financial barriers to participation at post-18; the Committee was concerned that young people progressing to university accrued huge amount of debt, even if they dropped out in their first year. Young people may also face financial barriers to re-engaging with education if they spend a significant amount of time NEET; young people are entitled to two-free years of post-16 education, however this entitlement generally ends on their 19th birthday unless they have a special educational need or disability. After this age young adults may have to make a financial contribution to their education, which can be prohibitive.

2.36 Other obstacles may be faced by particular groups of young people. Those who speak English as a second language may face additional difficulty in applying for work or college or accessing information about opportunities and support services. Evidence received from the Elizabeth Garrett Anderson School indicated that some of their BME pupils lacked confidence in the workplace; however work was underway to resolve this.

2.37 It was highlighted that young people who were vulnerable to gang activity may not travel outside of their immediate local area as they did not feel safe; this was not only detrimental to their employment and progression prospects, but their overall wellbeing.

2.38 It was suggested that some pupils and their families needed advice on how employment or an apprenticeship could affect their benefits eligibility; Central Foundation School advised of instances where families had unexpectedly lost benefits income as a result of their child's employment, and one family had subsequently become homeless. The Committee thought that this was unacceptable and a more coordinated approach to working with families in this situation was needed.

2.39 The Committee received several powerful statements from young people on their experiences of becoming NEET. One young person identified an issue in relation to young people needing academic references; she was denied a reference by her college after requesting to take up a different course at another institution. As a result her relationship with the college deteriorated and she became NEET. She commented that the college was aware she was becoming NEET and offered her no support or advice. Officers explained that all pupils were provided with an academic reference when they left school; however it was at the discretion of colleges if they chose not to provide a reference. It was rare for a pupil to be denied a reference.

2.40 Another young person advised of an issue related to moving schools. Although he was predicted good GCSE grades, he was registered to sit 13 GCSEs and struggled to cope with the workload, which he described as 'overwhelming'. His relationship with the school deteriorated and he applied to attend other schools; however the schools would not admit him as it was too late in the academic year and he had been studying different syllabuses. He became NEET as a result.

2.41 One young person advised that she could not cope at school and was eventually excluded, leaving school with no qualifications. The young person reported that the school did not offer her any advice when she was excluded and she did not know about her options or who to contact.

2.42 One young person reported that he did not achieve his expected GCSE grades and as a result was not accepted onto his preferred college course. He took up a Media course as an alternative, but the course was not appropriate for him and he disengaged from education. The young person spent some months NEET before being referred to the Progress Team by his mother, via the council's Housing Service. The young person reported that his confidence and self-esteem was very low after leaving education, he said that not achieving his expected GCSE results was 'crushing' and he felt that he had let his family down and that he had nothing to show for his time at school. The young person reported that his school did have a mentor system and careers advisors, however he acknowledged that he had a difficult home life and struggled when this type of support was not continued at college. Whilst at school, the young person suspected that he may not achieve the qualifications needed to get onto his preferred course. This was raised with his mentor at the time; however his mentor would not consider a back-up plan, instead encouraging him to 'get his head down' and focus on his studies.

2.43 The obstacles to progression set out above are concerning. The Committee is particularly troubled that some young people either do not have the skills to progress or are not aware of the opportunities available to them; however the Committee is clear that young people are not to blame for this. It is difficult for the Committee to draw conclusions or make recommendations based on the individual experiences of young people. However, in relation to one specific point raised above, the council should consider if young people and their families need additional advice in relation to how their employment could affect their benefits eligibility, and tailored guidance should be provided if required. This must not discourage young people from progressing into employment, but should help families understand and plan for the implications of their child's employment.

2.44 **It is recommended that the council provide tailored advice to families whose benefits eligibility may be affected by their child's employment.**

Measures which will increase the progression into EET

2.45 The evidence received included a number of proposals for how to further increase progression into education, employment and training. The Committee was supportive of several of these proposals and has made recommendations for these to be adopted and actioned by council services.

(a) stepping stone approaches

2.46 The Committee heard about the value of 'stepping stone approaches'; more informal education and employment opportunities for young people who are NEET and not yet ready to opt for full time employment or education. Opportunities such as traineeships offer fixed-term, part-time employment and education with a low level of time commitment, and are intended to act as a bridge to apprenticeships. They also provide young people with an opportunity to gain accreditation in work related skills such as communication, time keeping, team work, and completing tasks accurately. Traineeships are available in a range of vocational areas including construction, painting and decorating, business administration, customer service, digital

marketing and social media, jewellery manufacturing, design, hospitality and general retail. They may also offer Level 1 Functional Skills qualifications in English and Maths. These opportunities are delivered by a variety of providers and start from programmes that last for as little as one week. These 'bitesize' options are important as many young people NEET initially struggle to commit to the idea of longer programmes, however many, with appropriate support, are able to build on small successes and make progress over time.

2.47 The Committee recognised that traineeships provided opportunities for NEET young people who may not be ready for apprenticeships or other education or employment, and considered how the council could best support such programmes. It was noted that the council had provided a traineeship programme in the Repairs team between February and April 2016 for 11 unemployed 16-24 year olds; this had resulted in two young people progressing into apprenticeships. It was suggested that brokering and directly providing a greater number and range of traineeships could assist NEET young people, particularly the most vulnerable who faced difficulty in accessing other opportunities.

2.48 **It is recommended that the council explore how a greater number and range of traineeship opportunities can be provided and brokered to develop the skills of young people who are not yet ready to apply for an apprenticeship.**

(b) the work of schools

2.49 The Committee was impressed by the evidence received from the two schools which contributed to the scrutiny review, Elizabeth Garrett Anderson School and Central Foundation Boy's School. Both schools focused their careers education around making the most of the significant opportunities available to young people in London, and had developed successful long-term partnerships with local businesses to deliver high quality employer-led careers education. Elizabeth Garrett Anderson had a particularly successful partnership with the Hogan Lovells law firm which supported a mentoring programme, held school trips to their offices, provided structured opportunities for pupils to experience day-to-day work in their offices, and met with teaching staff to discuss their pupils aspirations. Central Foundation benefitted from a similar relationship with Slaughter and May.

2.50 Both schools had a range of business partners and commented on the importance of developing these relationships. The schools worked very closely with their business partners to carefully plan sessions for their pupils. It was commented that some organisations wanted to engage with schools but did not want to tailor their sessions to pupils' needs; however it was essential that schools seeking to develop high-quality employer-led careers education selected the right people to carry out the right sessions for their pupils. The Committee noted that the Careers Cluster pilot was seeking to develop similar relationships in a number of schools in the borough.

2.51 The schools recognised the importance of providing information advice and guidance to pupils from an early age. Central Foundation School provided a Year 6 summer school for future pupils, with both schools then starting careers education from Year 7. Work included focusing on aspirations and skills, awareness of different sectors, work on CVs, and mock applications processes and interviews.

2.52 The schools commented that the resources available for providing careers education were increasingly limited and explained low-cost approaches to supporting pupil progress. Careers education was often provided through assemblies, with former pupils sometimes addressing their pupils on different career paths. This helped to provide young people with realistic role models; Elizabeth Garrett Anderson reinforced this message by displaying the destinations of their alumni on a board in the school. Central Foundation School commented that a low-cost way to support

progression was to share data on pupil progress among all staff engaging with young people. This allowed support to be provided consistently.

2.53 The Committee recognised that the careers education programmes of local schools varied; as a result different schools had different outcomes, however officers were confident that all schools were seeking to provide high quality careers education. Children's Services were supporting those schools which recognised that their careers education provision could be improved. Although this work is welcomed, it was highlighted that around a half of young people NEET had previously attended Alternative Provision, and as a result would not have had access to the full range of careers education provided by local schools. It was noted that the council has sought to develop a 'gold standard' of careers education for Alternative Provision and New River College pupils which provides resources to providers based around developing personal and employability skills and awareness of employers and employment practices. Whilst this work to improve the quality of careers education in Alternative Provision is commended, the Committee notes that this 'gold standard' lacks the high-impact employer led careers education which schools have access to either through their own established programmes or the Careers Cluster pilot. Evidence received from schools highlighted that this work is particularly valuable and the Committee considers that Alternative Provision and New River College pupils should also have access to high quality employer-led careers education.

2.54 **It is recommended that the 'gold standard' for careers education in Alternative Provision and New River College be reviewed and developed further. This should include high-impact employer-led sessions focusing on ambitions and work readiness. It would be appropriate for these to be provided by local businesses which offer apprenticeships.**

(c) cultural and creative activities

2.55 The Committee considered the value of cultural and creative activities and how these can contribute to young people's personal development. Evidence from schools highlighted that young people benefitted from being located in London as there were many high-quality extra-curricular activities available to them. The schools emphasised that it was very important for young people to make the most of these opportunities, which developed their skills, broadened their experiences, and helped to build their CV. The Elizabeth Garrett Anderson School suggested that participating in cultural and creative activities was as important as attaining high grades, however noted that not all parents valued these opportunities.

2.56 The Committee acknowledged the value of cultural and creative activities and thought that the take-up of such opportunities should be strongly encouraged. It was noted that a small number of apprenticeships were offered in creative industries, such as through Park Theatre, however interest in these opportunities was limited. Officers commented that whilst some schools were keen to identify pupils with a creative interest and promote such opportunities to them, others were not.

(d) developing the vocational offer

2.57 The Committee considered if the vocational pathways available in the local area were sufficient. Evidence from the Progress Advisor who specialises in vocational pathways identified that an increasing number of young people are interested in creative media, graphic design, web design and similar pathways; however relatively few opportunities were available in these fields.

2.58 The Committee's previous review of Alternative Provision found that some young people were being referred to Alternative Provision as a means of accessing vocational pathways. The Committee was particularly concerned by this, given that outcomes for young people in Alternative Provision were often not as good as those who remain in mainstream education.

2.59   The young people interviewed by committee members commented that schools put a disproportionate emphasis on GCSEs and indicated that they did not know the range of vocational pathways available or how to access them. The young people had previously thought that GCSEs were the only route to gaining employment or accessing further education. When young people became NEET, this lack of awareness of other pathways contributed to their anxieties.

2.60   The Committee expressed concern that there may be unmet demand for certain vocational pathways, which was resulting in young people either disengaging from education at school age, or taking up further education courses which were not suitable for them. The Committee considered that a strategic review of the quality, range and accessibility of local vocational pathways would help to ascertain if there are adequate pathways available to young people and highlight any areas for further development. In particular, it was suggested that a more flexible arrangement which allowed pupils to access vocational qualifications alongside their GCSEs in school may be desirable, as this would set young people on vocational pathways earlier and help to keep young people engaged in education.

2.61   **It is recommended that Children's Services undertake a strategic review of the quality, range and accessibility of vocational pathways to determine if there are appropriate pathways available to young people. The findings of this review should be completed by July 2018 and the conclusions reported to the Children's Services Scrutiny Committee.**

        (e) partnership work

2.62   The Committee considered that effective partnership working was essential to support young people. The Committee was encouraged by examples of young people who had been referred to the Progress Team by Social Services, Housing, their school, or others. However, it was suggested that working relationships with some schools could be developed further to ensure that young people receive the full range of support they are entitled to in the most effective way.

2.63   Progress Advisors and Children's Services officers were asked how support services for young people could be improved. One area highlighted was around schools engaging with the Progress Team. For example, it was commented that Progress Advisors attended some schools on results day and were able to discuss options with the pupils who did not attain their expected grades. This allowed referrals to support services to be made very quickly and pathways for pupils to be found as soon as possible. However, not all schools allowed the Progress Team to access the school and meet with their pupils on results day.

2.64   As an alternative, some schools provided the council with the details of pupils who did not achieve their expected grades so that a Progress Advisor could arrange a meeting or telephone call with them as soon as possible; however not all schools passed on this information. Officers raised that this could have a significant impact on young people. Young people who did not attain their required grades were more likely to become NEET, and if schools did not pass on the details of these young people to the council, then the only way of identifying that these young people had become NEET was to cross-reference lists of pupils against college registers when they became available at the end of the Summer. The result of this was some young people could be NEET without any support for several weeks. One young person interviewed commented that, without appropriate guidance, young people NEET tended to either mope or turn to crime.

2.65   The Committee was concerned by the effect that being NEET for even a small amount of time could have on a young person's wellbeing. Members thought that young people should be made aware of support services at the earliest possible opportunity, and queried if referrals could be

made to the Progress Team *before* young people left school, if it was thought that they may not attain their required grades. In response, officers commented that this would be very helpful, however for this to work effectively the profile of the council's progression and employment services needed to be raised at a strategic level within schools.

2.66   The Committee strongly supported raising the profile of these council services to school leaders to ensure that all young people NEET, or at risk of becoming NEET, are referred to support services as soon as possible.

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

        (f) raising awareness

2.68   The Committee thought that progression into education, employment or training could be supported by increasing awareness of alternative pathways and the support services available to both young people and adults. The young people interviewed commented that most of their peers had no idea that support services existed. One young person said that he spent a few months NEET as he did not know that there were any services available to support him. He commented that if he was aware of the services available he would have accessed them much earlier.

2.69   The young people interviewed suggested that advice should be delivered in schools and colleges on the various options if young people don't attain their expected grades. It was commented that this should be practical advice, delivered positively, and care should be taken to ensure that these young people are not branded as 'failures'. The young people identified that they and their peers did not talk about 'back-up plans' and this was never discussed in school or college. One young person reported that he was worried he would not achieve the required GCSE grades, but his school mentor refused to discuss a back-up plan with him, instead encouraging him to focus on his studies. When he did not attain the required grades, he didn't know what to do, what pathways were available to him, or how to access support.

2.70   The Committee considered how best to raise awareness of alternative pathways and the support services available to young people. It was thought that promotion both inside and outside of school from the start of the exams season until after results day would be most effective. This promotion should also be targeted at Alternative Provision providers and New River College. Publicity in public spaces around results day, such as estate notice boards, community buildings and bus shelters, may also generate additional referrals, as would promotion on social media, in the local press, and in relevant publications.

2.71   The young people interviewed stressed the importance of stopping young people becoming NEET. They thought that their becoming NEET was entirely avoidable, and that they would have moved directly from school into another pathway had they known about the options and services available.

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

2.73   The Committee also thought that identifying role models or 'champions' would help to raise awareness of vocational pathways. The Committee heard that some young people and their parents are very sceptical of apprenticeships, considering them to be inferior to traditional academic education. The Committee supports the council's work in recent years to promote apprenticeships, and thought that this could be enhanced by publicising the successes of young people who had completed apprenticeships. It is hoped that this will help to normalise vocational pathways and reassure young people and parents who may not otherwise consider an apprenticeship to be a valid option.

2.74   **It is recommended that further work be carried out to publicise the successes of those who have completed apprenticeships. This should raise the profile of apprenticeships and provide role models to young people.**

(h) developing a single access route to support services

2.75   In carrying out the review the Committee considered the range of employability support services provided by schools, the council, and the community and voluntary sector. It was noted that there are good quality services which are provided independent of the council, such as Groundwork London, which provides programmes to support young people NEET and those at risk of becoming NEET, and Young London Working, a job brokering service funded by the Mayor of London.

2.76   The Committee commented that it is important to view services from the perspective of young people, who may not appreciate that these services are provided by a range of different organisations. It was suggested that establishing a single access point to the employability support services offered by both the council and partner organisations would be helpful, as young people may benefit from being signposted to the services delivered by other organisations, depending on their particular needs.

2.77   **It is recommended that a single access route to the employability support services offered by the council and its partner organisations be established and publicised.**

'Promising practice' approaches at school and local authority level

2.78   This report has highlighted actions which may further increase the number of young people progressing into education, employment and training. In carrying out the review the Committee also acknowledged a range of 'promising practice' approaches which are already used at school and local authority level. These approaches are set out below; the Committee would support continued or further use of such approaches in Islington.

(a) The use of data

2.79   The Committee was particularly impressed by the significant reductions in the number young people NEET in recent years, and explored what factors had contributed to such an improvement. Although the level of employment was partially due to economic factors, officers suggested that service improvements had been secured by improving the accuracy of data, which allowed officers to provide a more effective and focused service. Through improved use of data officers were able to identify the young people most in need of support and provide them with targeted and relevant advice.

2.80   The Committee would like to see data-driven approaches used as far as possible. It was noted that the council stops routinely collecting destinations data when young people reach age 19.

The Committee thought that it would be helpful if this data continued to be collected for longer, however appreciates that data collection becomes increasingly difficult after this age as young adults leave education, change their contact details, and may move out of the borough.

(b) Innovative methods

2.81 The Committee received evidence on a number of innovative methods which appeared to be effective in supporting young people's progression. A 'speed networking' session led by the Islington Youth Employment Network appeared to be particularly successful; one recent event was attended by 60 young people and 17 employers, and within a fortnight 14 of those young people were in employment.

2.82 The Committee was particularly impressed with the evidence received from Hackney Council. As set out elsewhere in this report, the organisation had re-designed their youth services, with employment support for young people integrated into their early help service, which was linked to all universal services. Hackney Council had also developed a system for identifying pupils at risk of becoming NEET, the 'Risk of NEET Index'. This evaluated various factors including attendance, KS2 performance and the number of times young people had transferred school. The system was being rolled out to all schools following a pilot, and was also being developed further to include other risk factors such as bereavement. This index helped to identify the pupils most in need of support and ensure that resources were targeted appropriately. The Committee welcomed this data-driven approach.

2.83 The Committee noted that the issues faced by young people in Islington where similar to those faced by young people across London, and thought that it was important to work with other boroughs to identify and implement best-practice approaches. The Committee also considered that Islington's success in reducing the number of young people NEET could contribute to learning across London. The council was already participating in cross-London work under the Greater London Authority's 'London Ambitions' programme, and would be supportive of further cross-London work and knowledge sharing to ensure that young people in Islington continue to receive the best possible services. In particular, it was suggested that other boroughs may have sector-specific knowledge and partnerships which could benefit young people in Islington.

2.84 **It is recommended that the council continue to develop cross-London working relationships to share best practice with other boroughs. This should support Islington pupils in accessing a wide range of opportunities and developing sector-specific knowledge of the opportunities available.**

(c) The work of schools

2.85 The Committee was impressed by the partnership arrangements that some schools had developed with businesses and universities. Some businesses supported mentoring programmes in schools, provided guest speakers at assemblies, hosted school-trips to their offices, or provided work experience activities. These activities are set out in detail elsewhere in this report.

(d) the employer's perspective

2.86 The employers which provided evidence to the review highlighted activities which they considered to be particularly worthwhile. Green and Fortune commented that council initiatives such as the Saturday Jobs Scheme had been a great success and thought that providing young people with five or six hours of employment a week was the best way to develop employability skills and experience. The company had employed two young people through the scheme, both of which had since been promoted, and as a result the company had recently employed two more young people.

2.87 Green and Fortune had developed employment programmes in partnership with the council, JobCentre Plus, and Global Generation, a local charity. Park Theatre also offered apprenticeships and had strong relationships with the council, JobCentre Plus, and local schools and colleges. The Committee was pleased that mutually beneficial working relationships had been developed with a range of local employers, and hoped that these relationships would develop further through activities such as the Careers Cluster pilot.

Other findings

(a) the voluntary sector

2.88 The Committee considered how smaller community organisations contribute to the development of young people. Evidence was received from Mer-IT, an organisation which provides free ICT training to young people and other computer-based opportunities. A number of organisations were passionate about working with young people, and it was suggested that coordination with the council's community and voluntary sector development officers could ensure that these organisations are supported and lead to a more joined-up approach in the voluntary sector.

(b) the role of school governors

2.89 The London Ambitions programme supported by London Councils, the London Enterprise Panel and the Mayor of London recommends that 'Every good institution will have a governor with oversight for ensuring the organisation supports all students to relate their learning to careers and the world of work from an early age.' However, not all school governing bodies have appointed someone to this role. The Committee would support school governors having a greater role in the development of careers education in Islington, and suggests that the council can support governors to excel in this role. Providing access to destinations data and information on the opportunities, resources and services available would assist governors in shaping their school's careers offer.

2.90 **It is recommended that each school should nominate one of their governors to oversee their careers education offer. The council should engage with those governors to support them in this role. This could include providing them with information, such as destinations data for their former pupils, including those who were referred to alternative provision.**

(c) engaging with young people

2.91 Some of the most useful evidence received as part of this review was from young people themselves, who clearly explained the barriers they face and what type of support they need. The Committee considers it essential that any actions arising from this review are developed in partnership with young people. It is important that young people are able to help shape the services they access, as this will ensure that services remain relevant and meet their needs.

2.92 **It is recommended that actions arising as a result of this review should be developed in partnership with young people to ensure that the council's employment and progression support services meet their needs effectively.**

3. **Conclusions**

3.1 The Committee welcomes the work of the council's employment and progression support services and commends their efforts to increase the number of young people progressing into education, employment and training. Services have reduced the number of young people NEET and are well received by young people. A range of support is provided to schools, and it is hoped that innovative work to develop employer-led careers education will be effective. However, the

Committee has identified areas for further development, particularly in relation to making services more holistic and raising the awareness of local services and opportunities.

3.2 The Committee has made 15 recommendations in response to the evidence received. It is hoped that the Committee's recommendations will further improve outcomes for young people and contribute to a further reduction in the number of young people NEET.

3.3 In carrying out the review, the Committee met with young people, officers, school leaders, officers of a neighbouring authority, representatives of local businesses and others to gain a balanced view. The Committee would like to thank the witnesses that gave evidence in relation to the scrutiny. The Executive is asked to endorse the Committee's recommendations.

SCRUTINY INITIATION DOCUMENT (SID)
Review: Post-16 Education, Employment and Training
Scrutiny Review Committee: Children's Services Scrutiny Committee
Director leading the review: Alison Cramer, Head of Partnerships and Service Support
Lead Officers: Holly Toft, Head of Post-16, Play and Youth
Overall aims of the review: 1. To explore how to sustain improvements and continue to increase the number of young people progressing to, and in, post 16 education, employment and training; and 2. To suggest ways to prevent young people becoming not in education, employment or training (NEET) in the first place.
Objectives of the review: 1. To understand the profile of 16-18 and 18-24 year olds in Islington currently progressing to and in education, employment and training; and which groups of young people are most vulnerable to being NEET 2. To assess the strategic role of Islington Council in helping to increase the number of young people in EET 3. To understand the obstacles to progression into EET 4. To identify and assess specific measures which will increase the progression into EET for groups of young people with low levels of participation in EET and other young people vulnerable to becoming NEET 5. To assess the availability and effectiveness of information, advice, guidance and employability skills support for young people regarding post 16 education, employment and training 6. To examine 'promising practice' approaches at school and local authority level that indicate the best success in reducing the number of young people NEET and preventing young people becoming NEET, and how they might apply locally. N.B. Objectives 2, 4 and 5 cover implementation of the Employment Commission recommendations, an area highlighted by the Committee for review.

How is the review to be carried out:

Scope of the Review

The review will focus on:

The national context
- Legislative framework
- National policy

Supporting young people
- Profile of young people NEET
- The local offer to support young people including roles, responsibilities, opportunities and resources
- The support available to young people within schools
- Obstacles for young people to progress into EET

Opportunities to make local arrangements more effective
- Partnership working between schools, the council, post-16 providers, businesses, and the voluntary and community sector.
- Local and external projects, models and approaches to support young people and vulnerable groups – promising practices

Types of evidence:

- **Documentary evidence including**
    - Contextual report/presentation
    - 'Reading list' of key documents for Committee members
    - Outcomes data for young people in Islington
    - Case studies
    - Government guidance and officer briefing notes
    - Service plans, performance indicators and update on impact

- **Witness evidence including**
    - Officer presentations
    - A range of secondary schools
    - Other local authorities
    - The Progress Team, the Careers Network and the Youth Employment Team
    - The Business/Employment Board
    - Other organisations delivering projects to support EET

- **Visits**
    - Young people
    - Services delivering support to young people

Additional Information:

This topic addresses the following strategic corporate objectives from Islington's 2015/19 Corporate Plan:
- Helping people find the right job: Create change for the next generation
- Making Islington a place where our residents have a good quality of life: Help children to achieve their potential

The main issues are:
- The rate of young people who are NEET in Islington has previously been persistently above the central London average. This issue is complex and has been stubborn to shift. However, recent figures have seen a welcome reduction in the NEET population.
- This group is a broad and diverse group with differing needs. Being NEET, whether at 16, 17 or 18 either may be a consequence of, or compound the outcomes for young people in alternative provision, attending New River College, known to the Youth Offending service or be in some other way vulnerable such as a child who has been looked after by the Council. However, the problem does not stop there; the chance of being NEET increases with age because some young people continue not to have the skills or opportunities to move on.
- The 'NEET' status affects young people's life chances and has cost implications to the public sector. Spending time NEET at a young age has a detrimental effect on physical and mental health with unemployment linked to ill-health, poor mental health and an increased risk of suicide. There are various risk factors and pre-cursors aligned to young people who end up NEET which can then transform into later forms of disadvantage and poor welfare outcomes. This impacts not just on education but also health, employment, welfare and housing. The time spent NEET also affects public finances through increased welfare and healthcare spending and can contribute to late intervention spend. The average 16-18 year old NEET has an estimated cost of £56,000 before retirement age. This is based on the costs of welfare benefits payments, costs to health and criminal justice services, and loss of tax and national insurance revenue.

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

Programme	
Key output:	To be submitted to Committee on:
1. Scrutiny Initiation Document	28 June 2016
2. Concluding Discussion	20 March 2017
3. Final Report	10 July 2017

Children's Services Scrutiny Committee – Work Plan

Our role and focus as a scrutiny committee:

1. To explore how to sustain improvements and continue to increase the number of young people progressing to, and in, post 16 education, employment and training; and

2. To suggest ways to prevent young people becoming not in education, employment or training (NEET) in the first place.

Outcomes and progression	**SID Objective 1:** To understand the profile of 16-18 and 18-24 year olds in Islington currently progressing to and in education, employment and training; and which groups of young people are most vulnerable to being NEET **SID Objective 3:** To understand the obstacles to progression into EET
Support to young people and accountability	**SID Objective 2:** To assess the strategic role of Islington Council in helping to increase the number of young people in EET **SID Objective 5:** To assess the availability and effectiveness of information, advice, guidance and employability skills support for young people regarding post 16 education, employment and training
Prevention and early intervention	**SID Objective 4:** To identify and assess specific measures which will increase the progression into EET for groups of young people with low levels of participation in EET and other young people vulnerable to becoming NEET **SID Objective 6:** To examine 'promising practice' approaches at school and local authority level that indicate the best success in reducing the number of young people NEET and preventing young people becoming NEET, and how they might apply locally.

Work programme for post-16 EET scrutiny

1. **Background information and additional documentation** *(circulated by email)*

   - Department for Education, 'Participation of young people in education, employment or training – Statutory guidance for local authorities', September 2014

   - Department for Education, 'Careers guidance and inspiration in schools – Statutory guidance for governing bodies, school leaders and school staff', March 2015

   - London Councils, 'London Ambitions: shaping a successful careers offer for all young Londoners', June 2015

   - The Islington Employment Commission, 'Working Better, The final report of the Islington Employment Commission – Summary', November 2014

   - Islington Employment Services Board, 'One Year On: Making it Work Better', November 2015

- Envoy Partnership, 'A Social Return on Investment, Evaluation of the ESF NEET Fast Forward Programme', February 2015

2. Witness Evidence Plan

Date: Thursday 22 September 2016 Evidence theme: Outcomes and progression		
Who	**Organisation/remit**	**Area of focus**
Holly Toft, Head of Post-16	Islington Council: Children's Services	The current picture of 16-18 in education employment and training and 18-24 year olds in employment/progressing to employment; the local offer to support young people including roles, responsibilities, opportunities and resources; key issues such as progression to university; distance to learning, engagement/re-engagement and cross borough issues.

Briefing notes prior to meeting:

- Contextual report

Date: Tuesday 18 October 2016 Evidence theme: Support to young people and accountability – Information, Advice and Guidance		
Who	**Organisation/remit**	**Area of focus**
Paul McIntyre, Assistant Head	Elizabeth Garrett Anderson School	IAG: - Schools and careers network – how it works - Quality - Good practice
Lesley Thain, Head of Employer Engagement	Central Foundation Boys' School	
Alison Bennett, Careers Education, Information, Advice and Guidance (CEIAG) Specialist	Islington Council – Children's Services CEIAG specialist re quality of IAG and work of employment commission re: careers entitlement;	
Holly Toft, Head of Post-16	Islington Council: Children's Services	Responses to questions raised at the previous meeting

Briefing notes prior to meeting:

- Careers Education, Information, Advice and Guidance in Islington's Secondary Schools – legal and policy context, brief history of responsibility for IAG, description of Careers Network, 'Gold Standard' for New River College and AP

Date: Monday 21 November 2016		
Evidence theme: Support to young people and accountability – Employability skills		
Who	**Organisation/remit**	**Area of focus**
Cherrylynn Jaffier, Progress Advisor (Vocational Pathways)	Islington Council – Works with young people pre-16 who are interested in a vocational pathway	• Support to young people interested in a vocational pathway
Lorraine Blyth, Post-16 Participation Manager	Islington Council – Children's Services	• Employability skills: 16 – 18 year olds
Hamish Mackay, Young Employment and Apprenticeships Manager	Islington Council – Children's Services	• Employability skills: 18 – 24 year olds • Apprenticeships • Youth employment • Connecting with businesses

Briefing notes prior to meeting:

- Employability skills support for young people
- The role of the Progress Advisor (Vocational Pathways)

Date: Wednesday 11 January 2017 Evidence theme: The role of the charity / community sector		
Who	**Organisation/remit**	**Area of focus**
Mer-IT	Mer-IT – community organisation, providing young people with ICT skills	• Community groups working with young people
Groundwork London	Groundwork London – charity providing a targeted youth programme.	

Briefing notes prior to meeting:

- Responses to Questions Raised at November Meeting

Date: Tuesday 28 February 2017		
Evidence theme: Support to young people; Prevention and early intervention + Concluding discussion		
Who	**Organisation/remit**	**Area of focus**
Jo Margrie, 14-19 Programme Manager / Pauline Adams, Head of Service Young Hackney	LB Hackney Council – to provide a comparison to another local authority	The approach of a neighbouring local authority to reducing number of NEETs and preventing young people becoming NEET
Jodi Pilling, Learning and Skills Manager	Islington Council – Children's Services	Careers Clusters
Dorcas Morgan, Development Director, Park Theatre	Local businesses working with young people	What local businesses are doing to progress this agenda
John Nugent, Chief Executive, Green and Fortune		

Briefing notes prior to meeting:

- Islington Schools/College Careers Cluster

3. Visits

Who	**Organisation/remit**	**Area of focus**	**When**
Young People and the Progress Team	Islington Council – Children's Services	Support to vulnerable young people – visit to the Progress Team and meeting with some young people (possibly those who are supposed to be in Yr 11) – to occur in the evening – should cover the barriers and obstacles to EET	8 December 2016, 6pm – Lift Youth Hub

4. Report

20 March 2016: Concluding Discussion

10 July 2017: Final report

ISLINGTON

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

Meeting of:	Date	Ward(s)
Children's Services Scrutiny Committee	10 July 2017	All

Delete as appropriate		Non-exempt

SUBJECT: EDUCATION IN ISLINGTON 2016 – ANNUAL REPORT

1. Synopsis

1.1 This is the sixth annual report on education performance in Islington. In the past year we have 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. An executive summary is included in the report on page 3.

2. Recommendations

2.1 To note the recent changes to curriculum, examination and assessment arrangements across all Key Stages.

2.2 To note that the further development of the Islington Community of Schools and the 'school led self-improving system' is a key strategic priority and supported through Schools Forum and the Education Improvement Strategy group.

3. Background

3.1 This is the sixth annual report on education performance in Islington. The previous year's 2015 full report is available online:
http://democracy.islington.gov.uk/documents/s7812/Education%20in%20Islington%20Appendix.pdf

4. Implications

4.1 **Financial implications:** Not applicable

4.2 **Legal Implications:** Not applicable

4.3 **Environmental Implications:** Not applicable

4.4   **Resident Impact Assessment:**

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

The attainment of Black Caribbean pupils remains an area of concern at Key Stage 2 and Key Stage 4, while there has been some improvement in the attainment of White British pupils – the performance of White British pupils eligible for free school meals underperform relative to their peers and the borough average. A full report on BAME attainment has been submitted to Children's Scrutiny earlier this year and this report provides a more indepth analysis of outcomes.

5.   Conclusion and reasons for recommendations

5.1   This report provides an overview of educational performance against the key areas of responsibility for the Council. It is clear that good progress continues to be made and that the Islington Community of Schools are in a strong position to build on the improvements seen in the last few years. Where further improvement is needed, there will continue to be robust arrangements in place to support and challenge schools.

Appendices: 2016 Annual Report (enclosed)

Background papers: None.

Final report clearance:

Signed by:

29 June 2017

Corporate Director of Children's Services   Date

Report Author: Lauren Pang, Head of Information and Performance
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Education in Islington

Annual Report 2016

Islington
Community of Schools

ISLINGTON

Contents

1. Islington Focus Report

This is the sixth annual report on education performance in Islington. In the past year we have 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

Nine out of ten primary schools were judged as good or outstanding in their most recent inspection, with several schools inspected under the new, more challenging framework over the last academic year.

This year saw the first set of results for the new 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, narrowly missing the top quartile by one place in reading, writing and mathematics combined.

Under the revised secondary accountability framework, Islington ranked in the top 20 for the new headline measure Progress 8, pupils on average gained almost one fifth of a grade point more than pupils nationally with similar starting points, better than Inner London and national average. Attainment 8 was an improvement on last year and also above national average. While English Baccalaureate performance remained strong at around 27%, 4% points above national.

Our most disadvantaged pupils continue to do exceptionally well, placing in the top ten for every subject at the end of primary school and performing better than Inner London comparators in Progress 8 and Attainment 8 at key stage 4.

There has been further improvement in the attainment, progress and attendance of children looked after (CLA) this academic year. Islington CLA performed above national CLA levels again this year at Key Stage 4 and in line with national at Key Stage 2.

Islington has continued its success in 16 to 18 year old resident participation and engagement in education, employment or training with higher numbers of young people continuing their learning and even fewer young people becoming NEET (1.7%).

The number of young people in alternative provision has reduced and is on track to meet local targets.

Challenges

Although achievement at the end of the Early Years' Foundation stage has continued to improve, acceleration in progress is needed to narrow the gap with the national and Inner London average. Outcomes for the bottom 20% of children continue to be a priority, the gap at EYFS widened in 2016. Further work has been undertaken this year to evidence the positive impact of early education, this has informed our strategic approach to targeted outreach.

The continued drive on school attendance has shown a lasting impact. Primary and secondary absence and persistent absence rates have reduced or been stable at the lower level, yet there is room for further improvement. Attendance should be at or above 96% in every school and new government benchmarks should be met. This cannot easily be achieved, with rising fixed term exclusion rates, which are above national rates particularly at primary.

Strategic priorities

The further development of the Islington Community of Schools and the 'school led self-improving system' is a key strategic priority that is well supported through Schools Forum and the Education Improvement Strategy group. This work must continue.

We must ensure that the expansion of additional school places, including for pupils with high needs, is well-managed so that all children can access high quality places when needed.

Arrangements to support children and young people with SEND will need to continue to be embedded and the wider strategy for provision will move forward over the academic year.

We have strengthened our focus on narrowing equalities gaps, which begins with access to good quality early education; there is a Council-wide effort to address inequalities for local families.

Main findings

- All primary and secondary schools are above national floor standards

- No Islington schools are coasting under the new national criteria

- 90% of primary schools were judged good or outstanding at their most recent inspection

- All maintained special schools are outstanding; and all secondary schools were judged good or outstanding in 2015/16

- Funded early education makes a difference for children

- Disadvantaged pupils continue to do exceptionally well in Islington schools

- KS2 57% of pupils achieved the new expected standard or above in reading, writing and maths, well above the national 53% (and above in each individual subject)

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

- KS4 new headline Progress 8 was 18th best in the country out of 151 local authorities in England, well above national average and above Inner London

- KS4 new Attainment 8 was above national

- NEET rate has further improved to just 1.7% and more young people stay in learning after KS4

2. About Islington

■ Islington is a small, densely populated Inner London borough with around 40,000 children and young people under the age of 18 years. This is 18% of the total population in the area (2016 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 29.1% (the national average is 14.5%)
- in secondary schools is 33.6% (the national average is 13.2%)

(Schools, pupils and their characteristics: January 2016)

■ Children and young people from minority ethnic groups account for 68% of all children living in the area, compared with 26% in the country as a whole. (Children's Services datasets in 2016 for Islington figure, 2011 Census for England)

■ The largest minority ethnic groups of children and young people in the area are young people of mixed ethnicity and from the White-Other ethnic group. (From Children's Services datasets)

■ The proportion of children and young people with English as an additional language:
- in primary schools is 43.7% (the national average is 20.1%).
- in secondary schools is 45.9% (the national average is 15.7%).

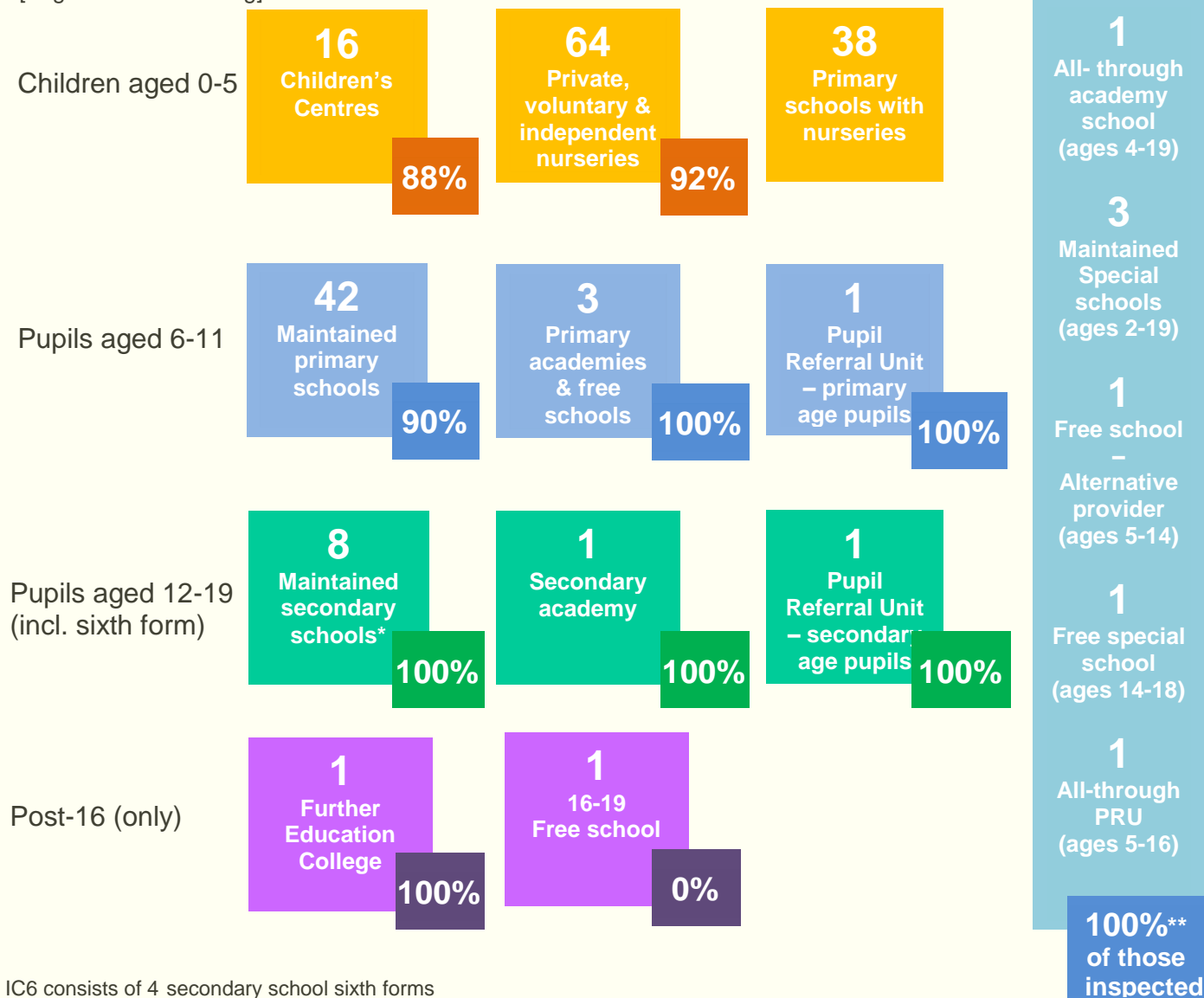(Schools, pupils and their characteristics: January 2016)

- Around 72% of the eligible 2 year old cohort are benefitting from free early years provision (Summer 2016, up from 65% published and 53% in 2015). Of which, 93% are in settings judged as good or outstanding.

- Approximately 85% of resident 3 and 4 year olds are in some funded early years' provision. The remainder may use out-borough settings or private provision.

3. Quality of Provision

- 94% of learners attend a good or outstanding school or pupil referral unit which is higher than found nationally (Ofsted Data View, August 2016)

- None of Islington schools are in an Ofsted category of concern

Islington schools and settings (August 2016)

[% good or outstanding]

Children aged 0-5	**16** Children's Centres — **88%**	**64** Private, voluntary & independent nurseries — **92%**	**38** Primary schools with nurseries	**1** All-through academy school (ages 4-19)
Pupils aged 6-11	**42** Maintained primary schools — **90%**	**3** Primary academies & free schools — **100%**	**1** Pupil Referral Unit – primary age pupils — **100%**	**3** Maintained Special schools (ages 2-19)
Pupils aged 12-19 (incl. sixth form)	**8** Maintained secondary schools* — **100%**	**1** Secondary academy — **100%**	**1** Pupil Referral Unit – secondary age pupils — **100%**	**1** Free school – Alternative provider (ages 5-14)
Post-16 (only)	**1** Further Education College — **100%**	**1** 16-19 Free school — **0%**		**1** Free special school (ages 14-18)
				1 All-through PRU (ages 5-16)
				100% of those inspected

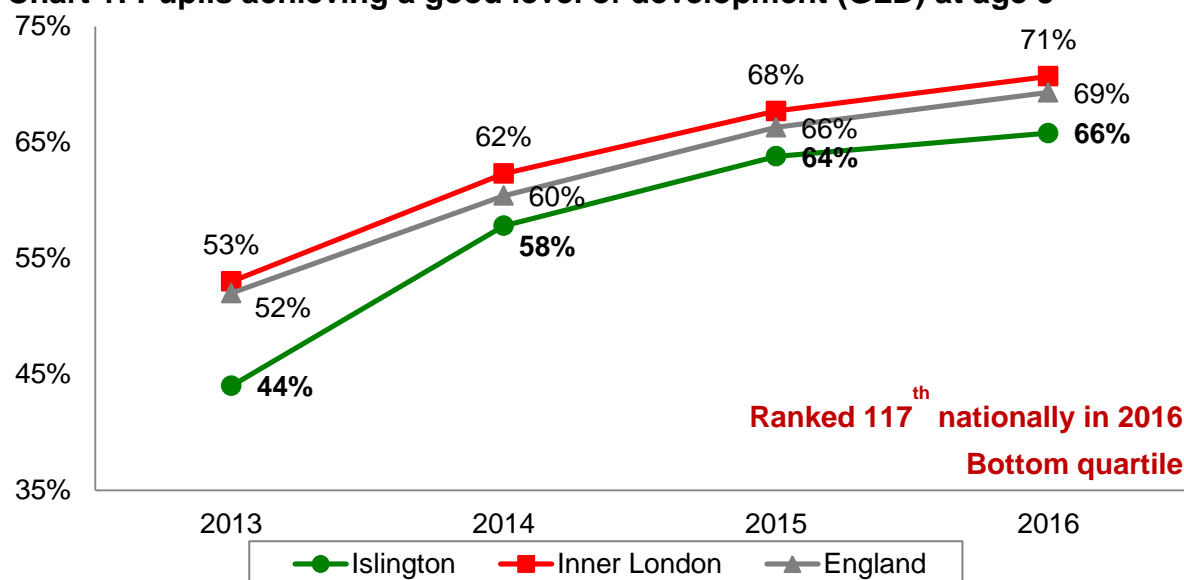* IC6 consists of 4 secondary school sixth forms
** Excludes the free special school

4. Educational performance[1]

4.1 Early Years Foundation Stage

In 2016, two thirds of pupils achieved a 'good level of development' up from under half in 2013.

Chart 1: Pupils achieving a good level of development (GLD) at age 5

Although the proportion of pupils reaching GLD in 2016 was a 2% point improvement on the previous year, progress has slowed and the gap with national comparators has widened.

When we look at aspects included in the good level of development measure, the biggest rise in scores this year is again in literacy - although this remains the lowest scoring area of learning. Maths has also seen a slight improvement but scores in all other areas have dropped. There remains a wide range of performance at school level, which reflects the variation in ability of children on entry to Islington primary schools.

Boys continue to do less well than girls, 58% of boys achieved GLD, compared to 75% of girls. Over the 4 years the gap between the sexes locally has mirrored that for England as a whole. Turkish, Kurdish and Black Caribbean pupils continue to be the lowest performing three groups. The percentage of Turkish children (97 in total) achieving the GLD has increased this year by +4.1% to 46.4%, which although an improvement, means a considerable gap remains.

The equality gap between the lowest attaining fifth of children and the rest, widened by 3.6% points in 2016 (36.3%), whereas the national gap narrowed to 31.4%. [The gap is calculated as the difference between the mean average of the total score of the lowest 20% and the median average of the total score for all children, expressed as a percentage of the median score for all children.]

We know that early education makes a fundamental difference to the life chances of children from disadvantaged backgrounds. In 2016, an impact analysis was conducted comparing the Early Years Foundation Stage profile (EYFSP) outcomes for children who had a funded 2 year

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[1] Unless otherwise stated, all data in this section are taken from Department for Education statistical first releases

old place in 2013/14, with children eligible for FSM who did not have a funded 2 year old place. Within the specific areas of learning, particularly literacy and maths, the 2 year olds with a funded place did far better in achieving the expected level or above (indicated by 2+ points). Their GLD at 61.8% was significantly closer to all children's (65.8%) than the FSM children who didn't have a funded place (55.4%). The proportion of eligible 2 year olds now benefitting from early education rose to 72% of those eligible Summer 2016. This is above the London average of 57% and above national at 68% (Spring 2016). This is also 9% point increase from the previous term.

Islington is in the national pilot looking at extending the existing offer of early education to 30 hours. The proportion of 3 year olds accessing their entitlement is 85% and the proportion of 4 year olds 95%. During 2016, further investigation into the cohort of children aged 3 and 4 year olds who were <u>not</u> accessing early education was conducted to improve targeted outreach to our local community.

4.2   Phonics

Year 1 outcomes in phonics have continued to improve. The proportion of 6 year olds meeting the required standard increased by 3% points, though has dipped below national average for the first time since the screening test was introduced in 2012.   Our local stretch target as set out in our equalities statement is for 85% of pupils at the end of Y1 to have achieved the expected standard by 2017, this is an ambitious target and would require a 5% point improvement this year.

Chart 4: Pupils passing the phonics decoding in Year 1

Ranked 84th nationally in 2016

Third quartile

Legend: Islington — Inner London — England
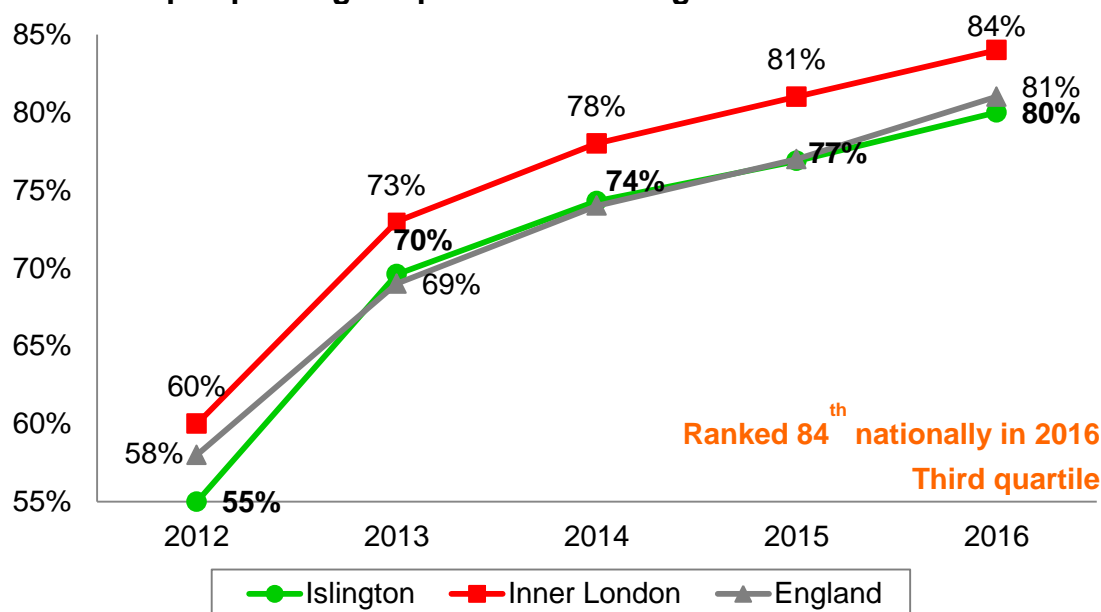
There is a two percentage point difference between the performance of pupils with English as an additional language (EAL) in Islington and EAL pupils nationally.

Pupils who did not take Year 1 phonics assessments or who failed it must taje the test in Year 2 unless they are disapplied for reasons of SEND or non-fluency in English. Overall, 92% of pupils were at the expected standard by the end of Year 2, which is slightly above national performance (91%) and an improvement on last year (88%).

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 this year. Results are no longer reported as levels, 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 for 2016 are not comparable to those for earlier years.

Please note: Level 2B or above is shown as the most relevant benchmark for the years 2011 to 2015. Results in 2016 are for the new, expected standard.

Chart 5: Pupils reaching the expected standard or above in key stage 1 reading
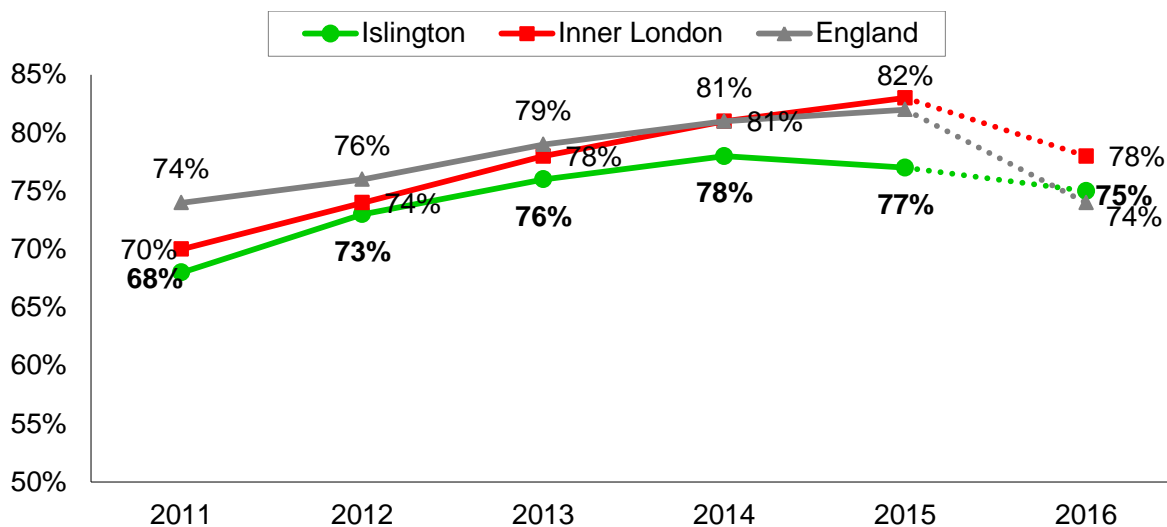
In 2016, for the first time ever, the proportion of pupils in the borough reaching the expected standard was higher than that for England for reading and also for writing (see below). The proportion reaching the expected level for mathematics also matched the national proportion for the first time as well.

Chart 6: Pupils reaching the expected standard or above in key stage 1 writing
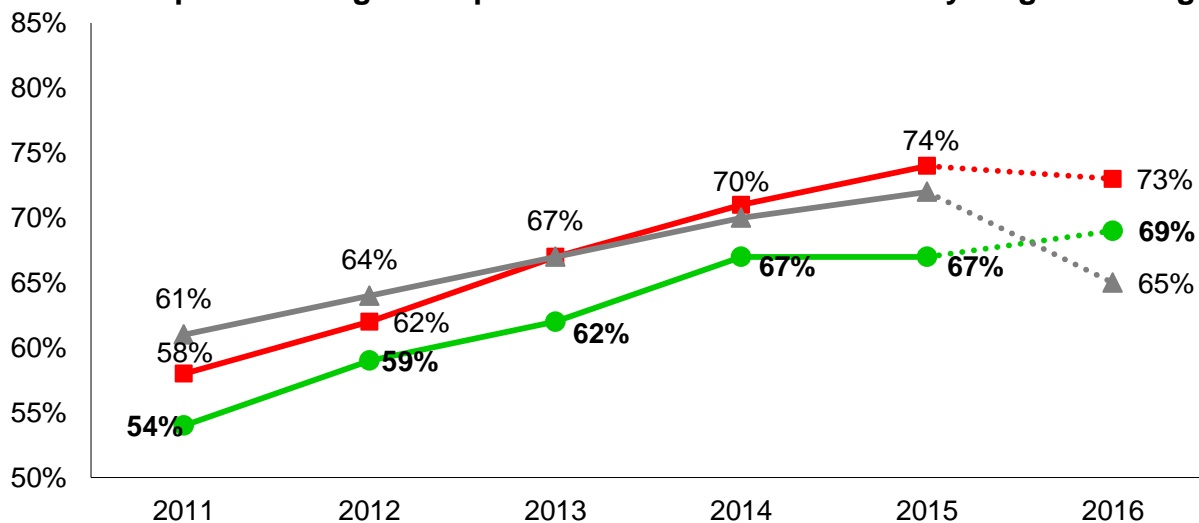
Chart 7: Pupils reaching the expected standard or above in key stage 1 mathematics

Chart 8: Pupils reaching the expected standard or above and working at greater depth by subject in 2016*
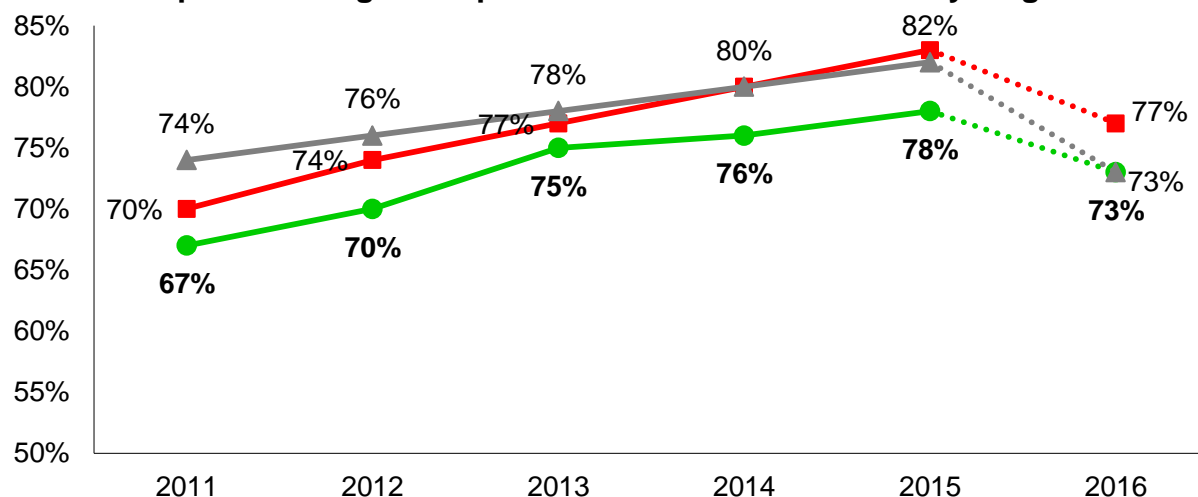
The proportion of pupils in Islington schools at the higher standard of 'working at greater depth' was either equal to or above the national average in 2016. There was a 2% point gap with Inner London across these subjects for pupils reaching the higher standard and a 3-4% point gap with Inner London for the expected standard.
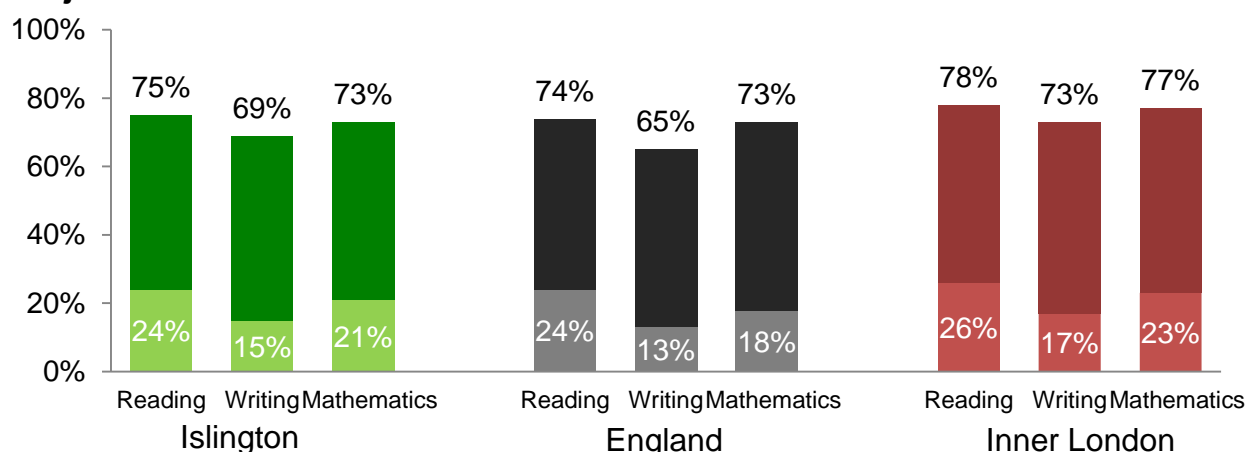
* Please note: darker shaded areas represent expected standard or above and lighter areas are greater depth

4.4   Key Stage 2

All 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. Because of the changes to the curriculum, figures for 2016 are not comparable to those for earlier years.

The percentage not reaching the national standard in 2016 was lower than previous years both nationally and locally in all three core subjects. In 2016, 57% of Islington pupils reached the new expected standard in the reading, writing and mathematics combined, this is 4% points above national and Islington ranked 39th in the country, narrowly missing the top quartile by one place. Despite this, Islington's performance was below our other comparators, with Inner London boroughs performing better than outer London and most of the rest of the country.
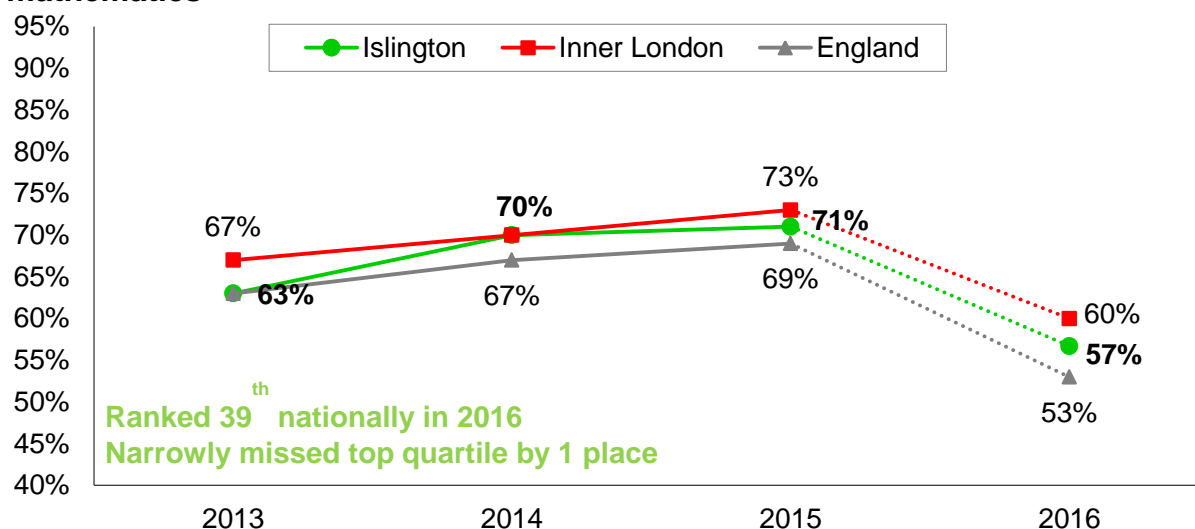
Please note: Level 4B or above is shown as the most relevant benchmark for the years 2013 to 2015. Results in 2016 are for the new, expected standard.

Chart 9: Pupils reaching the expected standard or above in combined reading, writing and mathematics

The Department for Education sets a "floor standard" for primary schools, to achieve a minimum level of attainment and expected progress, for 2016 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 English reading, -5 in mathematics and -7 in English writing).

All Islington primary schools continue to be above the floor standard in 2016, placing us among just 35 local authorities in the country (of which 20 are in London)**.** Just one primary school had been below the floor in 2014, although four were below in 2013.

None of our schools are considered as coasting in 2016, nor can they be coasting in 2017 as the criteria spans three consistent years of underperformance.

Chart 10: Pupils reaching the expected standard or above in reading

Legend: Islington, Inner London, England

- 2013: 76%, 75%, 74%
- 2014: 81%, 80%, 78%
- 2015: 83%, 82%, 81%
- 2016: 70%, 68%, 66%
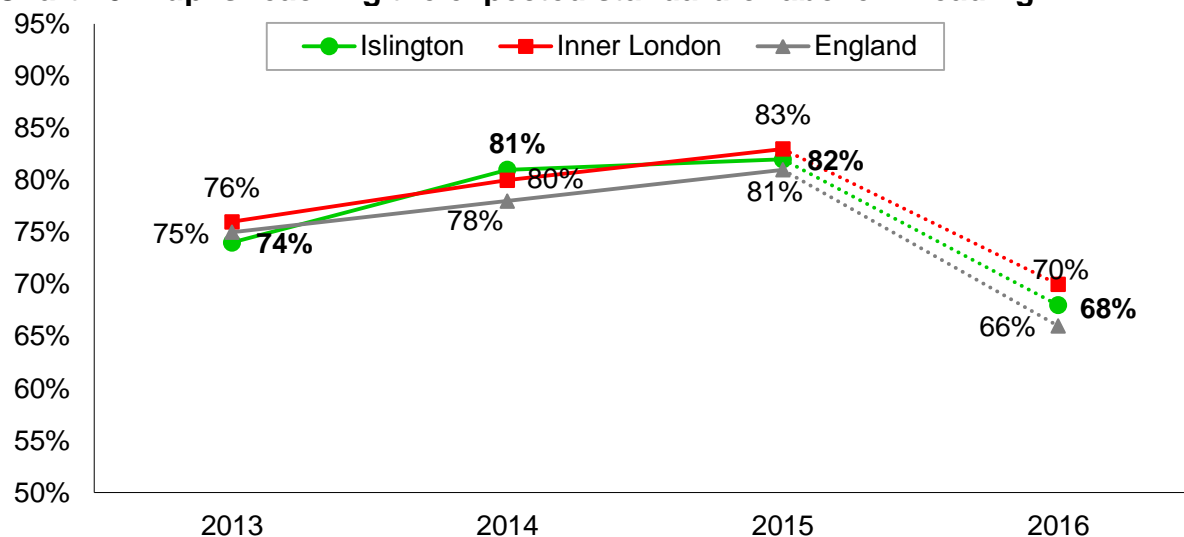
Chart 11: Pupils reaching the expected standard or above in writing

- 2013: 86%, 84%
- 2014: 88%, 87%
- 2015: 90%, 88%
- 2016: 81%, 80%, 74%
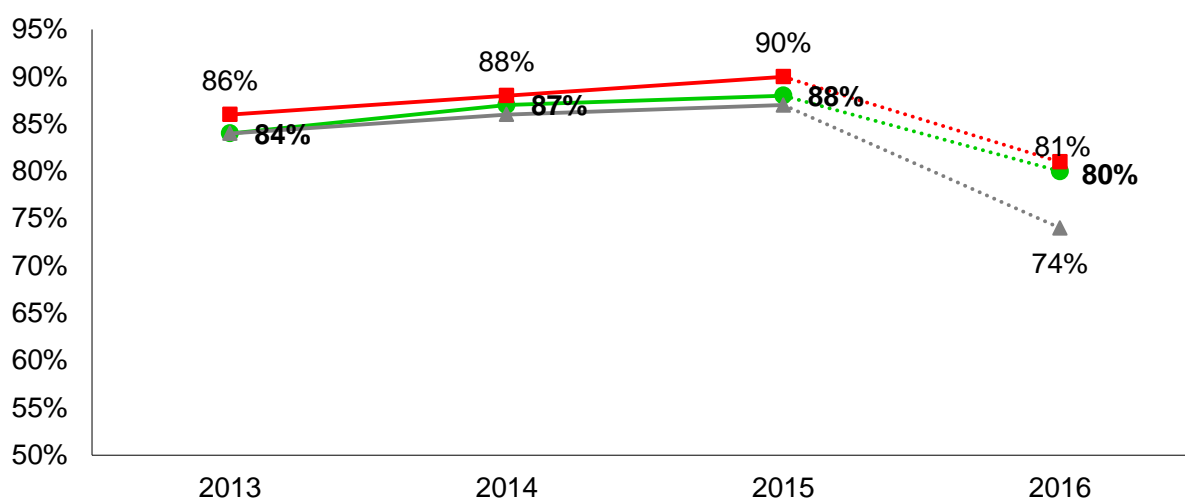
Chart 12: Pupils reaching the expected standard or above in mathematics

- 2013: 78%, 75%, 73%
- 2014: 79%, 79%, 76%
- 2015: 81%, 79%, 77%
- 2016: 77%, 75%, 70%
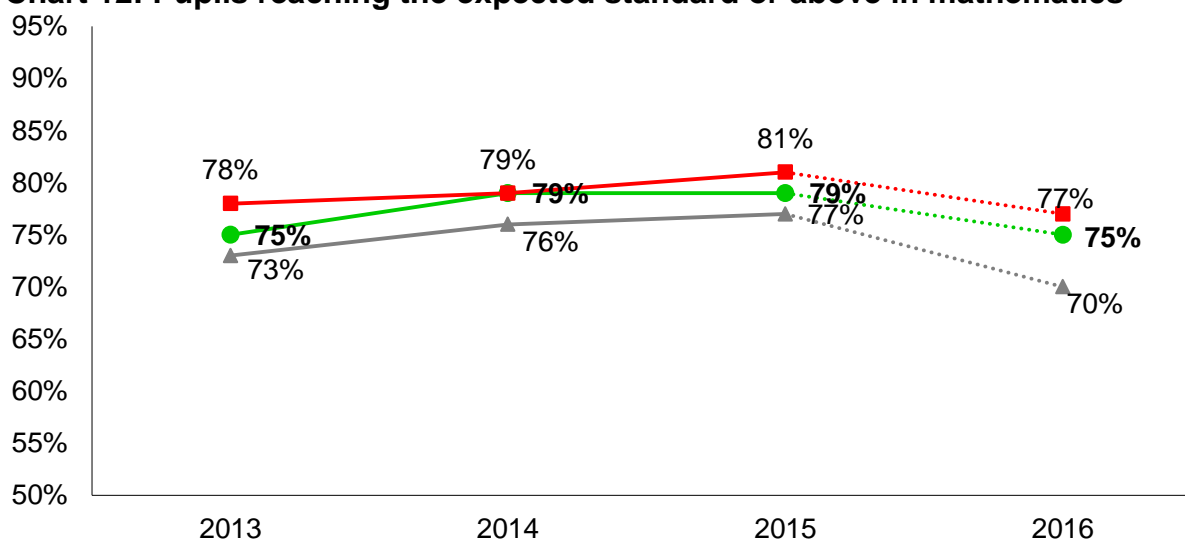
In 2016, the proportion of children reaching a higher standard i.e. working at greater depth for their age was significantly above national for each of the three main subjects, and at, above or near Inner London average.

Chart 13: Pupils reaching the expected standard or at greater depth by subject in 2016*

* Please note: darker shaded areas represent expected standard and lighter areas are greater depth, no comparisons with Level 5 are drawn
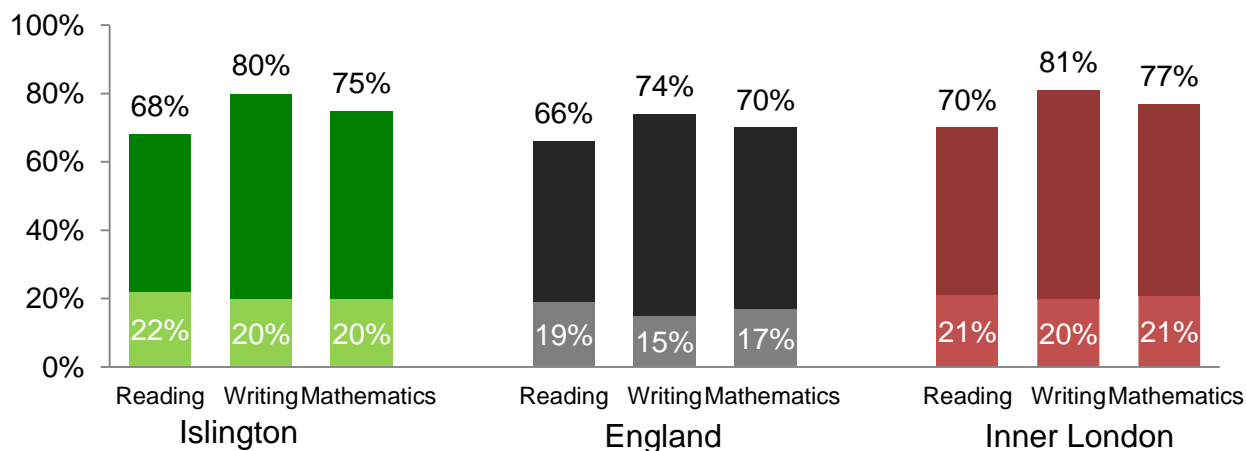
For the combined reading, writing and mathematics, 9% of Islington pupils were working at great depth across all three subjects, which is above the national average (5%) and Inner London (8%). Our rank position was 7th best in the country, and out of the 13 top performing local authorities for this measure ten were London boroughs.

Key Stage 2 performance by pupil characteristics

Girls perform better than boys both in Islington and nationally at the end of key stage 2 for reading and writing, and locally, also for mathematics. Islington boys and girls outperform their national counterparts across all three subjects.

Chart 14: Percentage reaching the expected standard by subject and gender in 2016
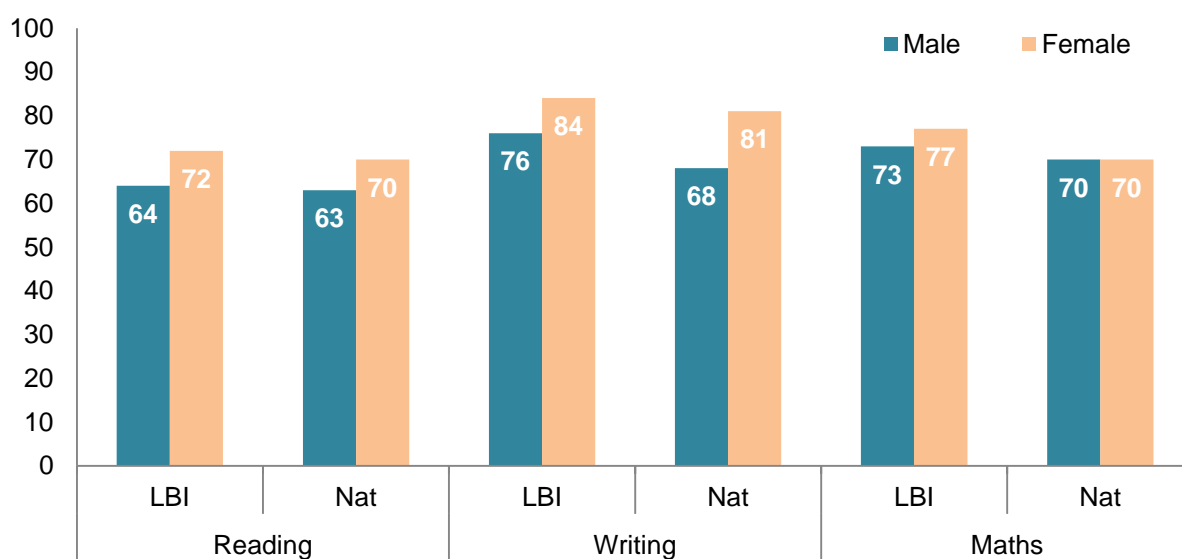
For the combined measure, the gap between the sexes is greater locally than elsewhere, with 62% of girls meeting the expected standard across all three core subjects compared with 53% of boys; and 11% of girls working at greater depth versus 7% of boys. Yet, at 7% for the higher standard Islington boys are 11th best in the country for boys, with girls 6th best.

Disadvantaged pupils[2] in Islington schools performed among the top 10 best in England for each of the three core subjects: 8th in reading, 6th in writing and 7th in mathematics out of 152 local authorities in 2016. Almost as many disadvantaged pupils in Islington schools reached the expected standard in all three core subject as all pupils nationally (50% versus 53%).

Chart 15: Percentage reaching the expected standard in Combined RWM by pupil characteristics in 2016
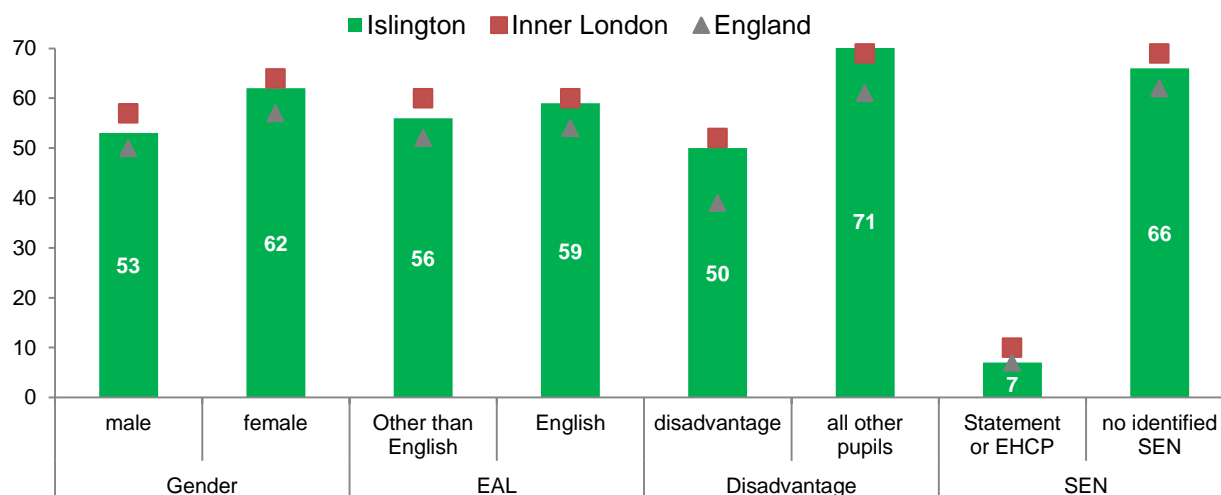
In recent years, the performance of all 14 recorded ethnic groups within Islington has improved[3], in each of the three key subjects reading, writing and mathematics at the end of key stage 2. Given the relatively small numbers per year and cohort, 3-year averages are commonly used to look at performance by ethnicity. Given the changes to assessment, 2016 is a baseline year for future analysis. In 2016, pupils from a Black Caribbean ethnic background continue to be the lowest performing on average with roughly a 15% point gap to the LA average.

Chart 16: Percentage of pupils reaching the expected standard by ethnicity in 2016

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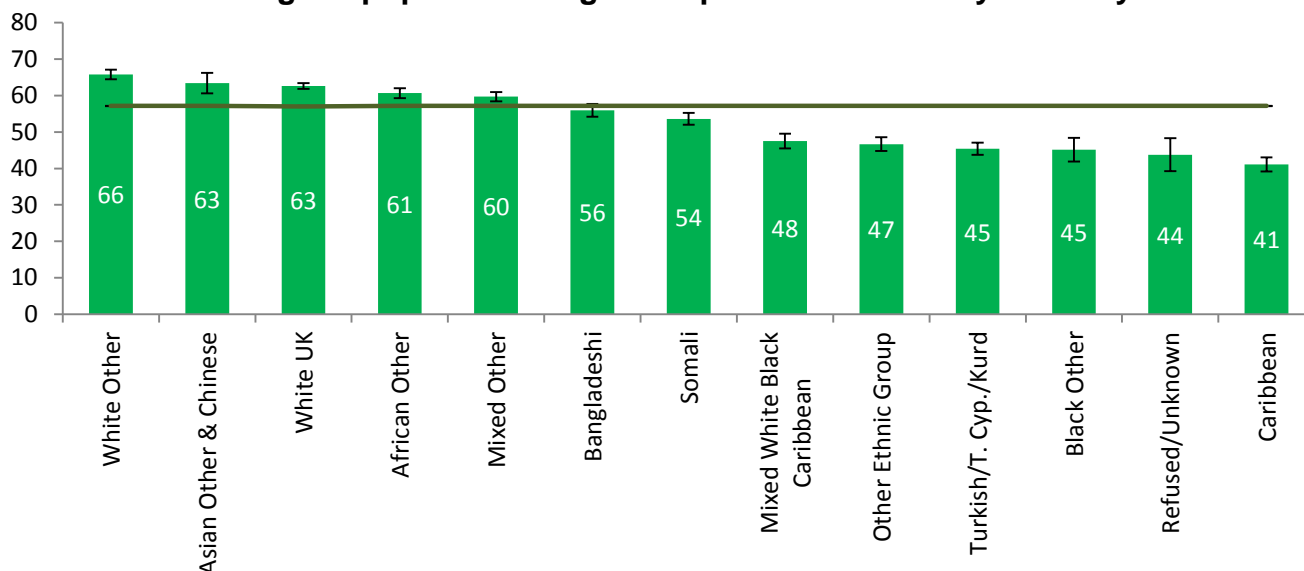
[2] According to the DfE, pupils are defined as disadvantaged if they are known to have been eligible for free school meals in the past six years, if they are recorded as having been looked after for at least one day or if they are recorded as having been adopted from care.
[3] On average all ethnic groups have improved by +12% points between 2009-11 and 2013-15 based on figures averaged over 3 years to reduce 'noise' and show the underlying trends.

Children Looked After Attainment at Key stage 2

All looked after children have a Personal Education Plan (PEP) each term, noting their progress, attainment levels and details of additional support and how it is organised and delivered. All children looked after (CLA) pupil premium requests made to the Virtual School head teacher were agreed and additional support was delivered in the education setting.

A quarter of Islington children looked after (continuously for at least 12 months) achieved the expected standard in reading, writing and maths in 2016 (25%) which is in line with the national CLA figure of 25%. Nationally, 53% of all pupils achieved the expected standard; and 57% of all Islington pupils achieved this standard (this includes pupils not in care).

Please note: 2015 data is not comparable owing to the national changes in assessment.

Chart 17: Children looked after reaching 4B or above in reading and mathematics and Level 4 in writing 2012-2015, or EXS all 3 subjects in 2016
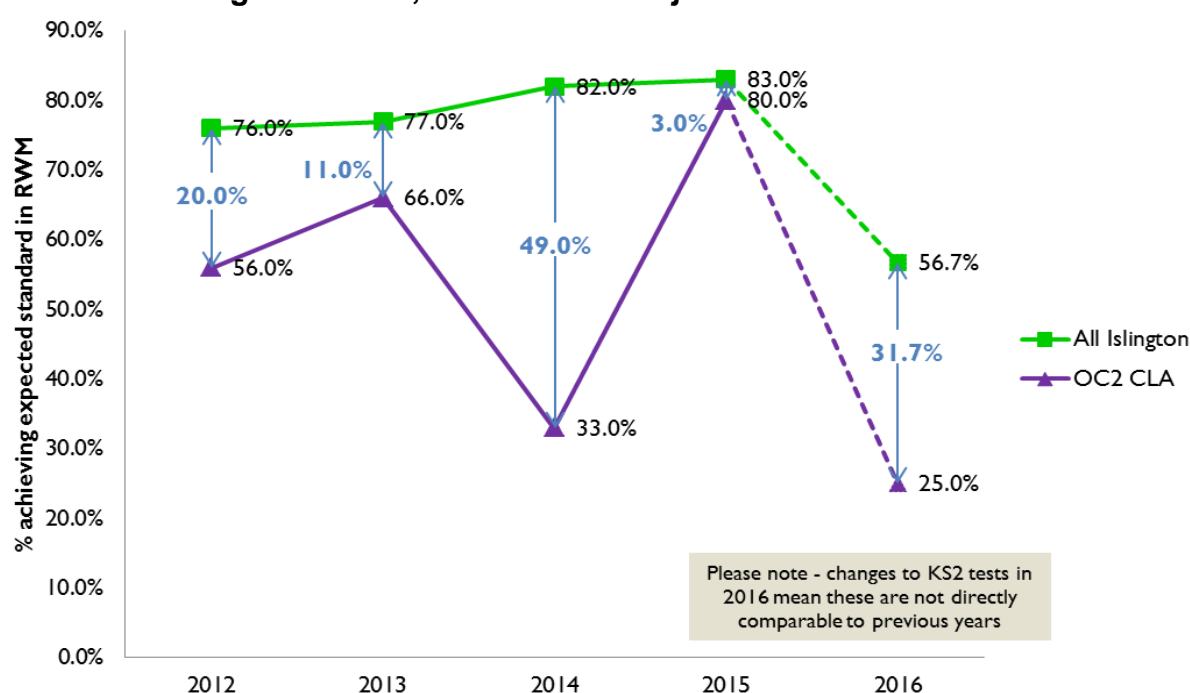
Source: Virtual School, OC2 cohort only

A quarter made above expected progress in reading, writing and maths i.e. where their relative progress score is greater than zero, which means that they made more progress than all pupils nationally with the same starting point. By subject, a quarter made expected progress in reading, 100% in writing, 50% in maths.

Due to the small cohort size (averaging at 10 pupils or fewer), individual pupils' results have a much greater weighting on overall attainment than the all-Islington and national CLA figures. This means that results can vary from year to year, which also means that comparisons over time of Islington CLA outcomes cannot be made unless adjusted for. In summary Islington CLA results will vary greatly from year to year and do not provide a good basis for statistical comparison year on year or between boroughs.

Progress from Key Stage 1 to Key Stage 2 (all pupils)

In 2016, the previous expected progress measures were replaced by value-added measures. There is no 'target' for the amount of progress an individual pupil is expected to make.

The new progress measures aim to capture the progress that pupils make from the end of key stage 1 to the end of primary school. Any amount of progress a pupil makes contributes towards a school's progress score.

Progress scores are presented as positive or negative numbers either side of zero. A score of zero means that pupils in a school (or group) made the same progress as those with similar prior attainment 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 18: Pupil progress scores between KS1 and KS2 (aged 7 to 11) by subject in 2016
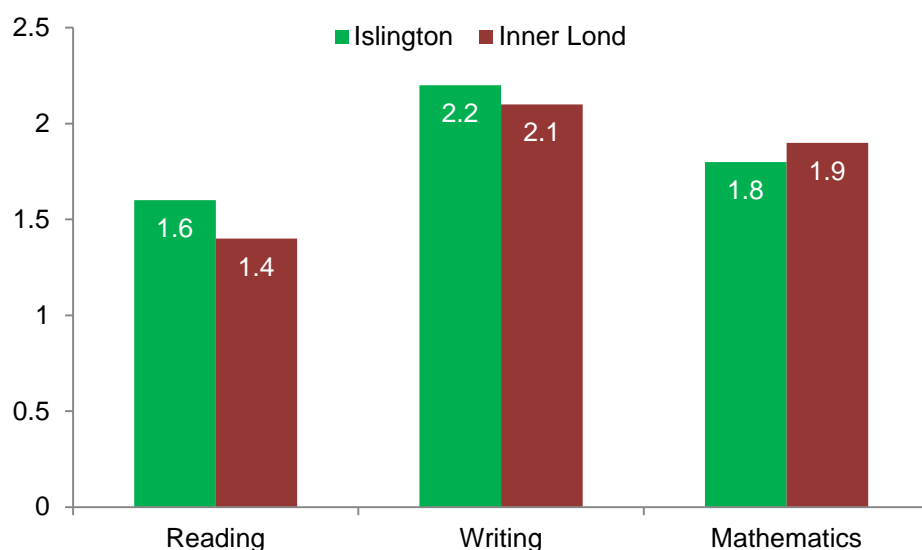
Pupils in Islington schools make above national progress (shown as zero). The borough's progress scores in reading, writing and mathematics are above the national average for pupils with similar starting points and better than the Inner London averages in two of the three core subjects in 2016 (i.e. reading and writing).

4.5   Key Stage 4 (GCSE and equivalent)

A new secondary school accountability system[4] was implemented in 2016. The main measures for schools now are: Attainment 8, Progress 8, attainment in English and maths (A* to C), English Baccalaureate (EBacc) entry and achievement, and destinations of pupils after key stage 4.

Attainment 8

Attainment 8 measures the achievement of pupils across 8 key qualifications including:
- 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; and
- 3 further qualifications that can be GCSE qualifications (including EBacc subjects) or vocational qualifications from the DfE approved list.

The average Attainment 8 score for Islington pupils increased by 0.9 points from 2015 to 2016, to 50.6 per pupil. This was above the national average score (48.5) yet slightly below Inner London average (51.3).

Chart 19: Average score per pupil in each element of Attainment 8 in 2016
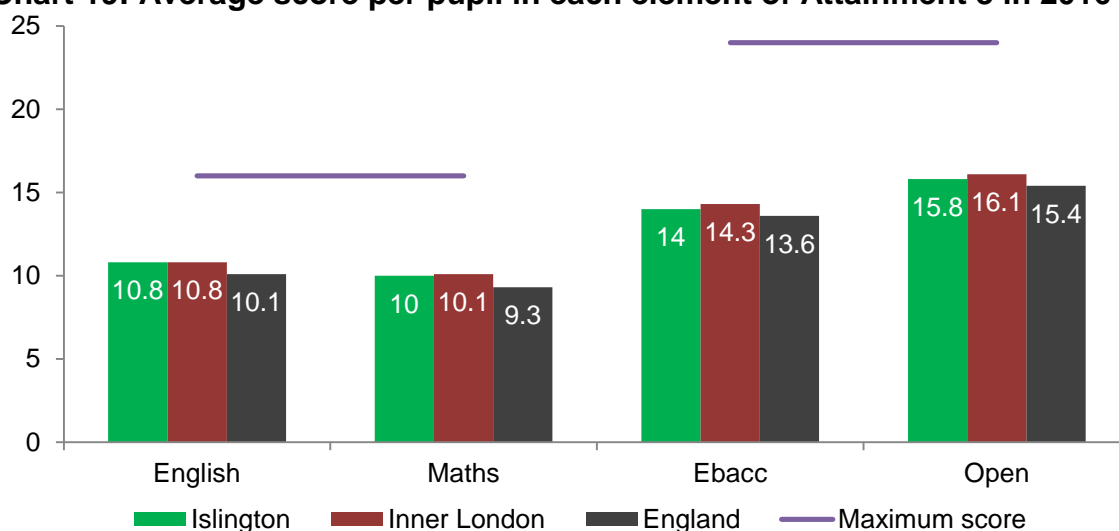
Average scores per pupils were equal to Inner London for the English element, similar in mathematics (both double weighted), and slightly below in the additional 3 English Baccalaureate subjects and less than half a point below in the open element, i.e. 3 further qualifications.

Progress 8

Progress 8 is the new headline measure for secondary school performance. Progress 8 is a measure of the average academic progress pupils make across the eight qualifications (Attainment 8) between the end of primary school and finishing their GCSEs, compared to the national average of pupils who started secondary school at a similar academic level i.e. with a similar key stage 2 average point score. As a consequence the figures are quite small but small differences are important.

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[4] https://www.gov.uk/government/publications/progress-8-school-performance-measure

A score of +0.5 means that, on average, every assessment included in a pupil's Attainment 8 score was half a grade higher than the national average of pupils who ended primary school with similar grades.

In 2016, Islington's Progress 8 score was 0.19, this means that on average pupils in our schools gained almost one fifth of a grade point more than pupils nationally with similar prior attainment.

Chart 20: Progress 8 - the average of the difference between the Attainment 8 score of each pupil and the average A8 score of pupils with a similar end of KS2 point score in 2016
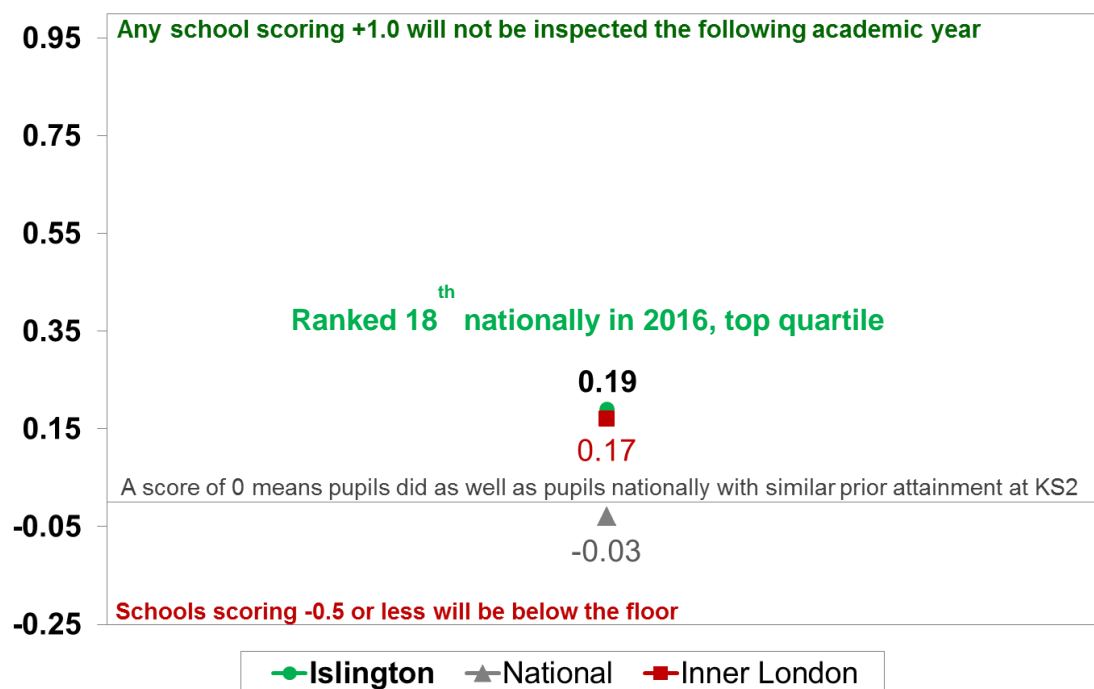
Islington was ranked in the top 20 local authorities in the country (18 out of 151) for this new headline measure; and performed well above England all schools (0.0), all state-funded (-0.03) above London (0.16) and Inner London (0.17) averages.

Because Islington's Attainment 8 score was slightly below Inner London (-0.7) and London (-1.3) averages, yet the Progress 8 score is higher than both these comparators, this means that pupils in Islington schools made more progress than their Inner London and London peers albeit from a lower starting point.

Floor standards

All Islington secondary schools were above the new floor standard in 2016 (just as they were above the previous floor standard in 2015). 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[5]. 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)

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

This new measure looks at the percentage of pupils achieving A* to C in both English and maths. The methodology requires pupils on the English language and English literature pathway to achieve an A* to C in <u>either</u> language or literature, with no requirement to take both.

Chart 21: Percentage of pupils passing both English and maths (A*-C grades)
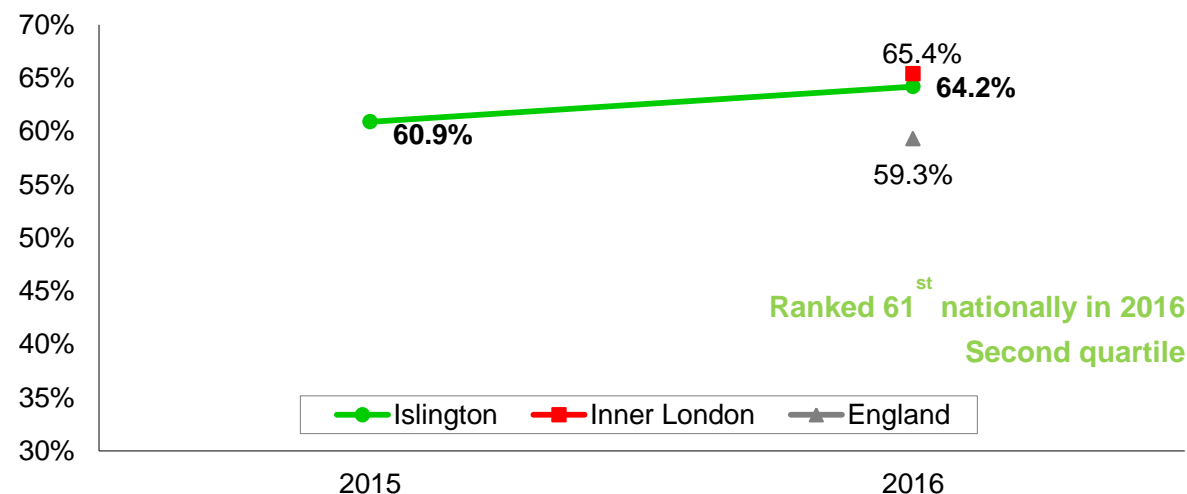
Please note: Local data has been used to calculate 2015 performance; published tables did not provide 2015 Inner London and national comparators using the new methodology.

Islington pupils performed above the national average on this new measure, and improved +3.3% points from 2015. Girls performed better than boys (66.4% versus 62.4%), yet underperformed relative to their peers across Inner London (69.0%; and 63.8% nationally); whereas boys did better than their peers nationally (55%) and across Inner London (61.7%).

English Baccalaureate

The percentage of pupils achieving the English Baccalaureate[6] (EBacc) qualification continues to exceed national average which stayed around 23%. At 27.1% Islington is 3% points below Inner London. A slight 0.2% point drop compared to last year, however 4% points above England.

Chart 22: Percentage of pupils achieving the English Baccalaureate

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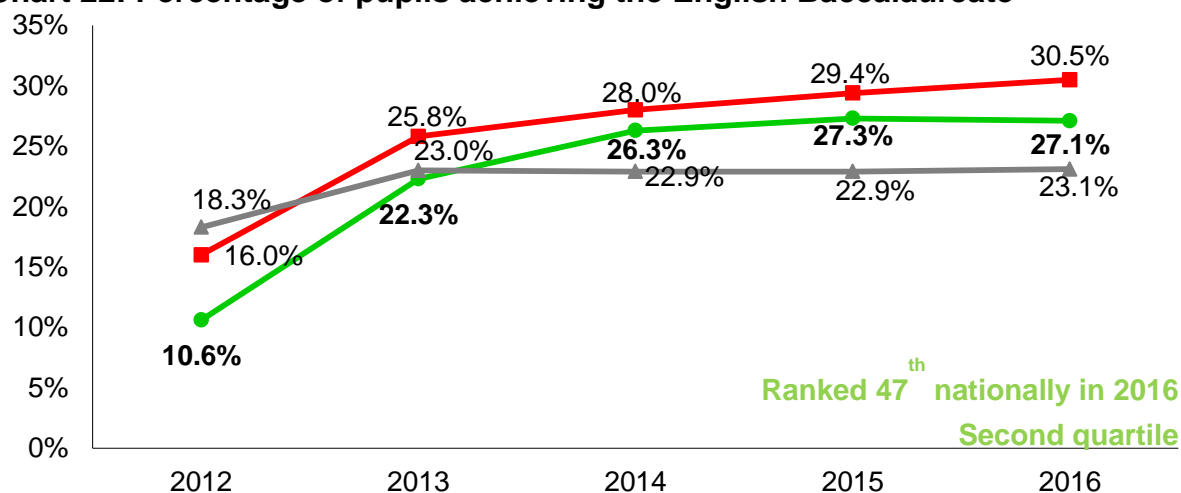
[6] As with English and maths passes, from 2016 pupils now need to achieve A* to C in either qualification on the English language and English with no requirement to sit both; resulting in a 0.3% point average rise, further details: https://www.gov.uk/government/publications/english-baccalaureate-ebacc/english-baccalaureate-ebacc

Islington has held its position in the top third of all local authorities in England for the English Baccalaureate (47 out of 151), having moved up 74 places since 2012 when around 10% of pupils achieved this benchmark.

The proportion of pupils entered for the English Baccalaureate (EBacc) declined in 2016 despite a rise elsewhere in the country. Of the five components that make up EBacc: English, maths, science, a language, and history or geography; entries into English and maths are stable, while entries to humanities have increased since 2015 (+3.4%). However, entry for the sciences element remains below comparators and languages entries dropped by -3.8% points this year to below Inner London (57% compared to 65%) though remains above national (49.4%).

Chart 23: Percentage of pupils entered for the English Baccalaureate
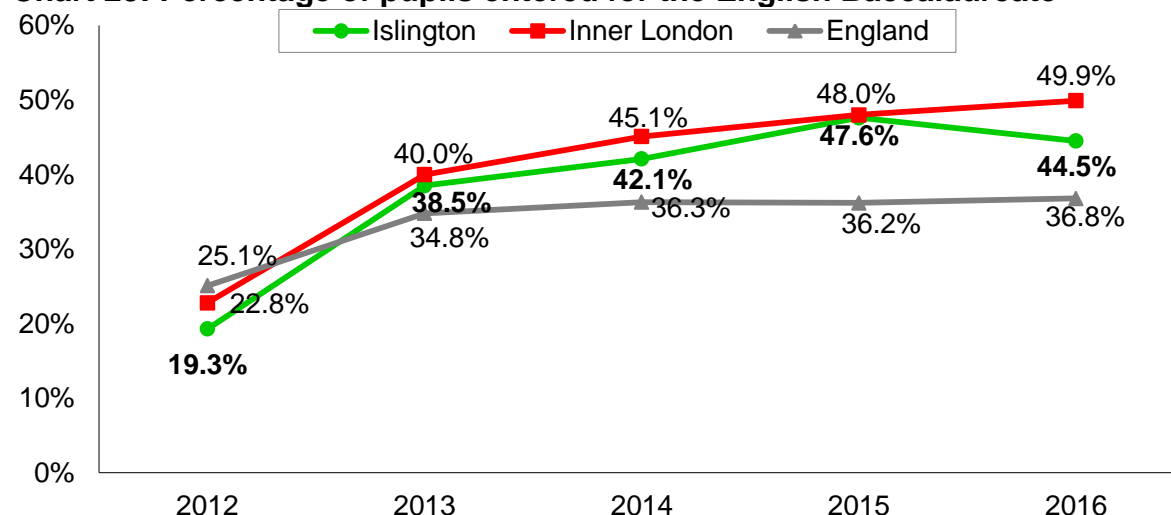
English

English EBacc passes have risen to 79.3% and remains above Inner London, and well above national averages as it has been in recent years. The new methodology has led to a similar rise across England.

Chart 24: Percentage of pupils who pass English (an element of EBacc)[7]

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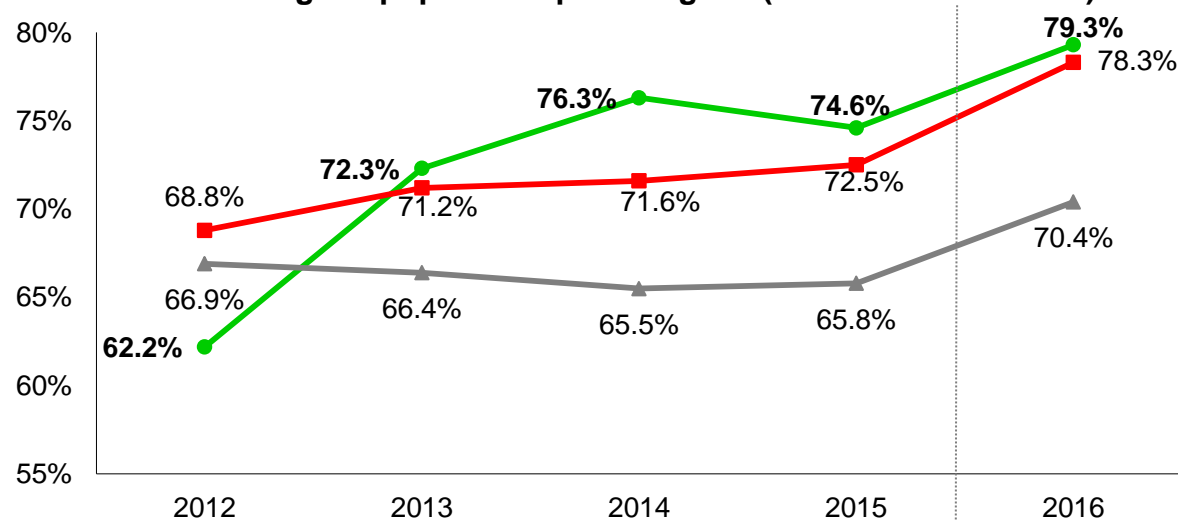
[7] To pass the English element of the EBacc from 2016, pupils must achieve either: A* to C in combined English10 GCSE or approved equivalents; or A* to C in English language or English literature, with entries into both. Previously pupils on this pathway had to take exams in both English language and literature, and achieve a C or above in English language (applies to 2015 and earlier).

Mathematics

Performance in Mathematics improved, and almost closed the gap with Inner London. Although nationally the results fell, Inner London school results were stable. The raising of the pass mark in the higher paper for one of the examination boards last year, was considered a factor for the previous dip in 2015 results.

Chart 25: Percentage of pupils who pass mathematics (an element of EBacc)[8]
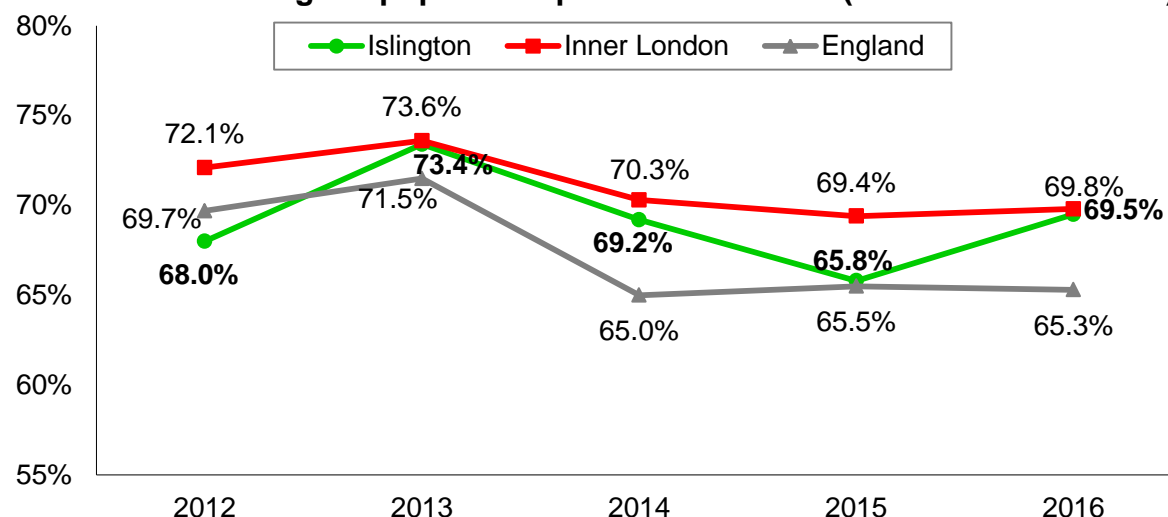
Science

The proportion of pupils achieving at least two good grades in science subjects remained high, despite a drop nationally and across Inner London in 2016.

Chart 26: Percentage of pupils who get two good grades in Science (EBacc)[9]
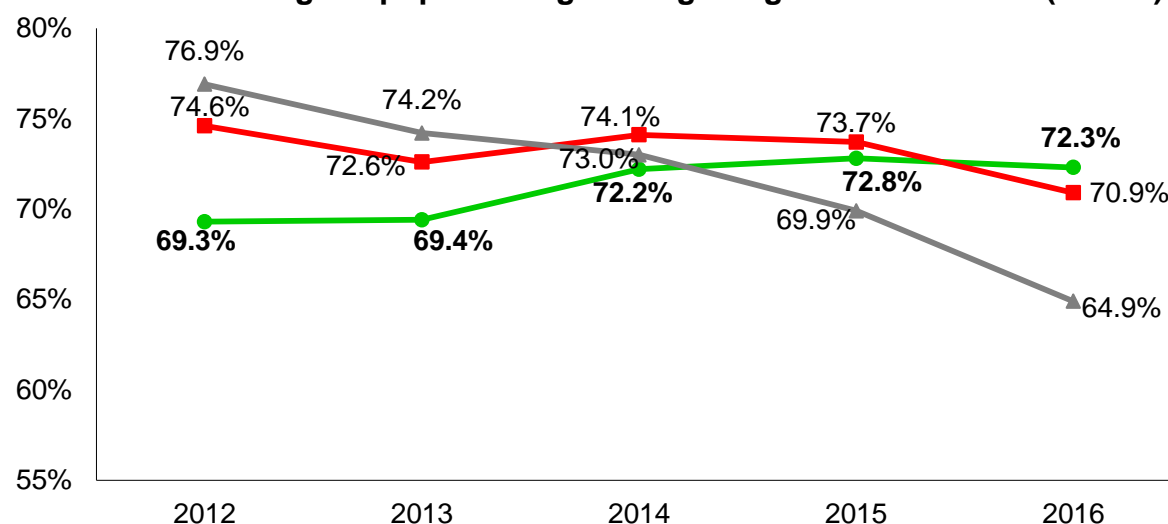
A national rise in the proportion of pupils entered for EBacc science (+12.4% points compared to 2015) is driven by an increase in pupils entering the core and additional pathway, moving away from Science BTECs - with more pupils with lower prior attainment entered for EBacc Science in 2016. The increase in entry rate has come with a corresponding fall in attainment nationally.

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[8] To pass the maths element of EBacc pupils must achieve either A*-C in maths GCSE or equivalent; or A*-C in at least one element of GCSE maths linked pairs (application of maths and methods in mathematics). Where this option is chosen, both elements of linked pairs must be taken for the pupil to have entered EBacc maths.

[9] It is compulsory for state-funded schools to teach science at key stage 4. For EBacc science, a pupil must enter: three individual sciences (three out of biology, chemistry, physics, and computer science); or core and additional science11; or double science. A pupil achieves EBacc science with: A* to C in at least two of biology, chemistry, physics and computer science, having entered at least three; or A* to C in both core and additional science; or A*A* to CC in double science

Previous headline: 5 or more A* to C grades including English and mathematics

The Department for Education decided to publish the now redundant level 2 passes in 2016.

This shows that whilst Islington performance increased by 0.1% point on this measure from 2015 to 2016, the England average fell 1% point.

Explanations of previous policy changes alongside performance are given in the chart below.

Chart 27: Percentage of pupils achieving 5+ A*-C including English and mathematics
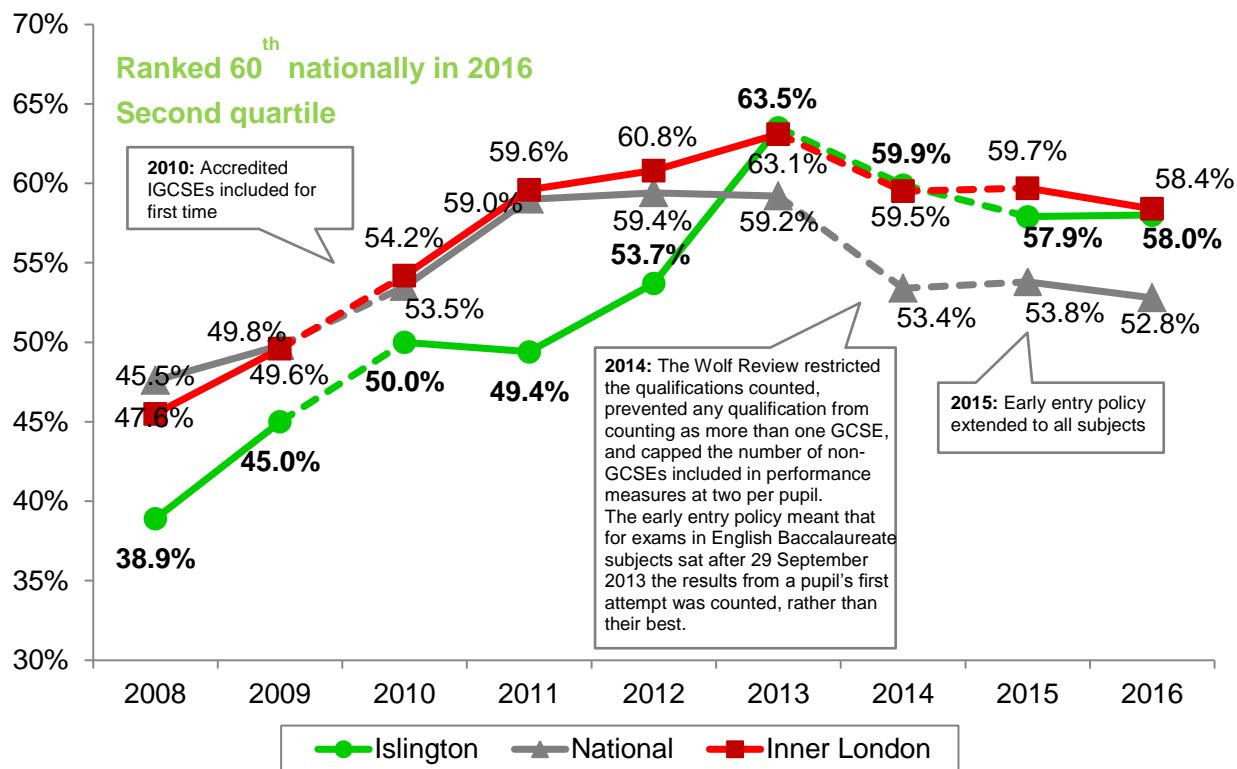
Islington was ranked 60th in the country in 2016 which remains firmly in the top 50% of all local authorities in England (second quartile).

Coasting schools

A new 'coasting' measure was introduced in 2016, with schools defined as coasting eligible for Government intervention.

In 2016, the definition applies to secondary schools that:
- in 2014 and 2015 had fewer than 60% of children achieving 5+ A* to C GCSEs including English and maths, and below the median percentage of pupils making expected progress in English and mathematics1; and
- in 2016, the school has a Progress 8 score below -0.25 and the upper band of the 95% confidence interval is below zero.

None of our schools are considered as coasting in 2016, nor can any schools be considered as coasting in 2017 as the criteria spans three years underperformance.

GCSE and equivalent performance by pupil characteristics

Islington schools are among the best in the country for helping disadvantaged pupils[10] achieve good results. In 2016, disadvantaged pupils achieved an Attainment 8 score of 48.7 on average, which is well above England (41.2) and above Inner London (47.8) peers. Disadvantaged pupils in Islington schools made significantly more progress than our comparators.

Chart 28: Attainment 8 average scores by pupil characteristics in 2016
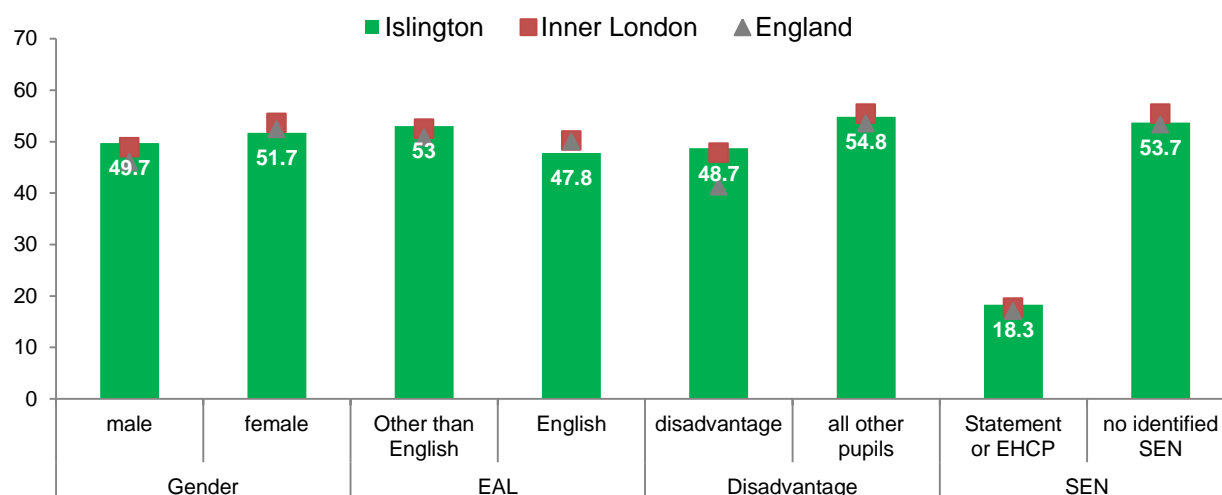
Chart 29: Progress 8 scores by pupil characteristics in 2016
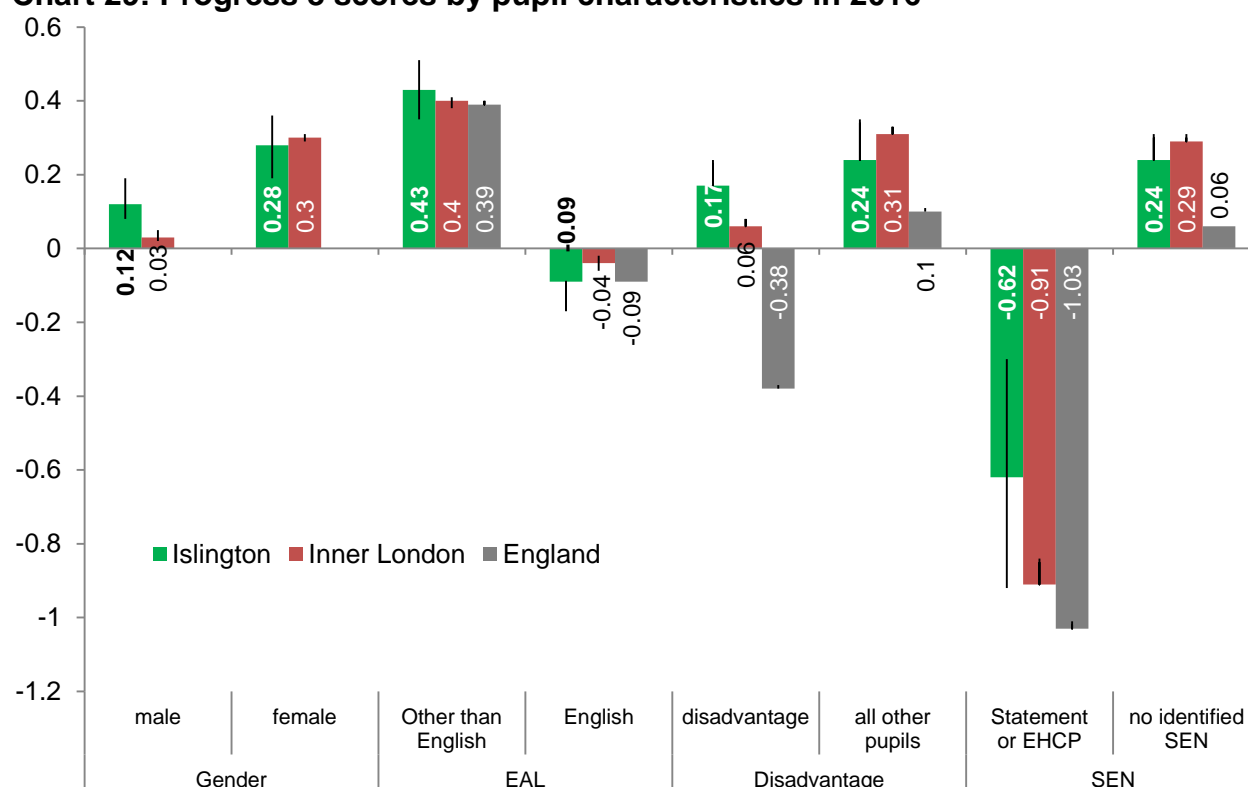
Both boys and girls, disadvantaged and non-disadvantaged pupils; and those with and without SEN, all made significantly more progress than their peers nationally by group (Progress 8).

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[10] According to the DfE, pupils are defined as disadvantaged if they are known to have been eligible for free school meals in the past six years (from year 6 to year 11), if they are recorded as having been looked after for at least one day or if they are recorded as having been adopted from care.

Only pupils with English as a first language and those with an EHCP/Statement 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 none of these groups made significantly less progress than their equivalent peers nationally.

It is in the progress and attainment of girls, English speaking pupils and non-disadvantaged pupils; without SEND, where there remains a small gap with Inner London average performance.

Chart 30: Progress 8 average scores by ethnicity in 2016
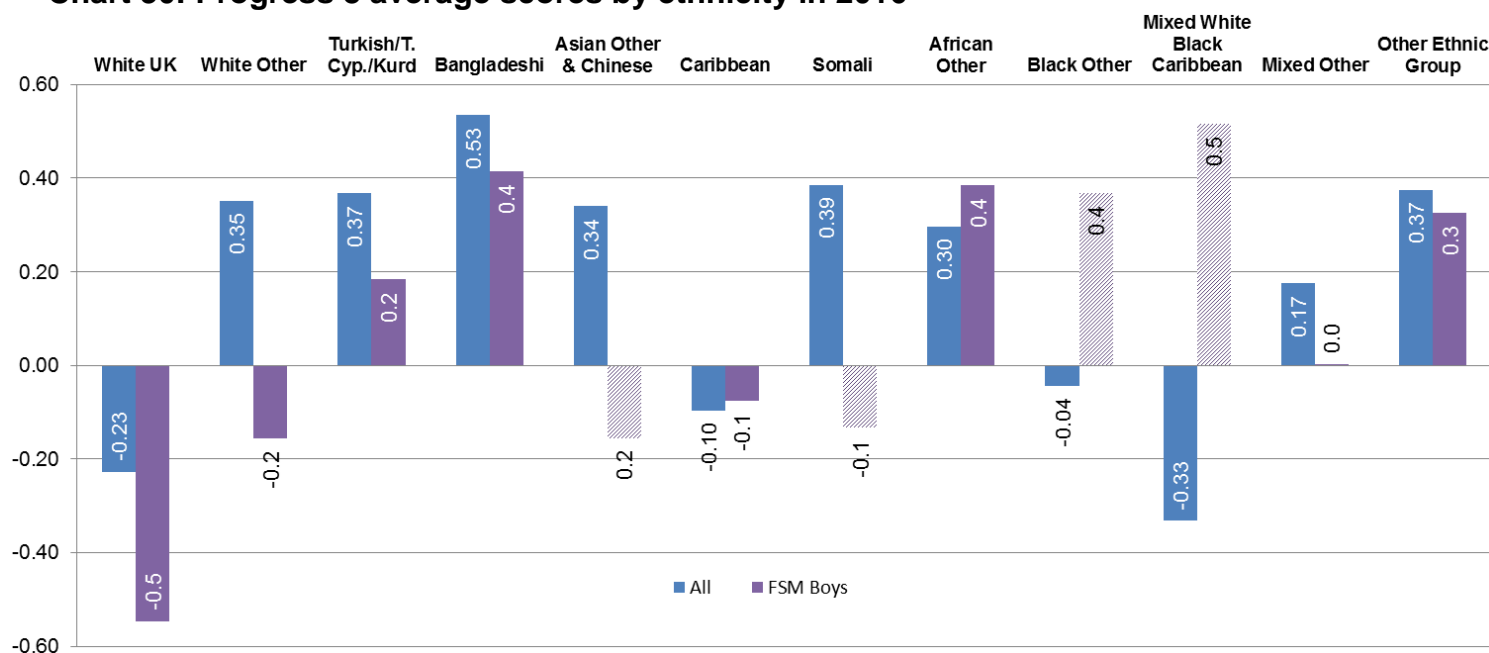
Please note: P8 figures based on small numbers are denoted by light shaded bars and must be treated with caution

Given the relatively small numbers per year and cohort, 3-year averages are commonly used to look at performance by ethnicity. Given the changes to performance measures, 2016 is a baseline year for future analysis.

In this first year of the new accountability framework, the lowest performing groups by ethnicity remain largely consistent with previous years under the old measures; with White UK pupils having the lowest progress 8 scores on average, followed by Black Caribbean pupils. Mixed White and Black Caribbean pupils also had a negative progress 8 score this year on average, although it was a small cohort (44 pupils).

Above average progress was made by Bangladeshi pupils (0.53), and there continues to be good progress among the results for Somali pupils who have really improved over the last 5 years at GCSE (0.39 Progress 8 in 2016).

Looking across multiple factors including: gender, race and disadvantage finds that White British boys from disadvantaged backgrounds make the least progress compared to all pupils with a similar starting point (-0.5 Progress 8 in 2016). This reflects the national picture, boys from disadvantaged groups (-0.54) and White British boys (-0.22) make the least progress.

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

Child Looked After Attainment at Key Stage 4

The average Attainment 8 score for Islington children looked after (continuously for at least 12 months) was 24.6, equivalent to an average grade of E-. This is above the England CLA Attainment 8 score of 22.8 however is a 26 point gap with their peers in Islington schools, where pupils' scores averaged at a C grade equivalent.

The average Progress 8 score for Virtual School pupils was -1.20 based on 71% of pupils with prior Key Stage 2 attainment information.

Using the previous headline performance measure of 5+ GCSEs at grades A*-C including English and maths, 19.4% of pupils achieved this standard. Compared to their peers in Islington schools, there is a 39% point attainment gap.

Table 31: Children looked after results at Key Stage 4

	2015/16 (Internal figures)	2015/16 (All England CLA)	2014/15 (LBI CLA published)
Cohort	**31**		35
5+ GCSEs at grades A*-C including English & mathematics	**19.4%**	**Not published**	17.6%
A*-C in English & mathematics	**22.6%**	**17.5%**	23.5%
5+ GCSEs at grades A*-C	**25.8%**	**Not published**	26.5%
Attainment 8 Score	**24.58 (E-)**	**22.8 (F+)**	n/a
Progress 8 Score	**-1.20**	**-1.14**	n/a

Source: Virtual School, OC2 cohort only

Chart 32: Percentage of Islington children looked after and all pupils attainment gap using the previous measure %5+ A* - C including English and mathematics

Source: Virtual School, OC2 cohort only

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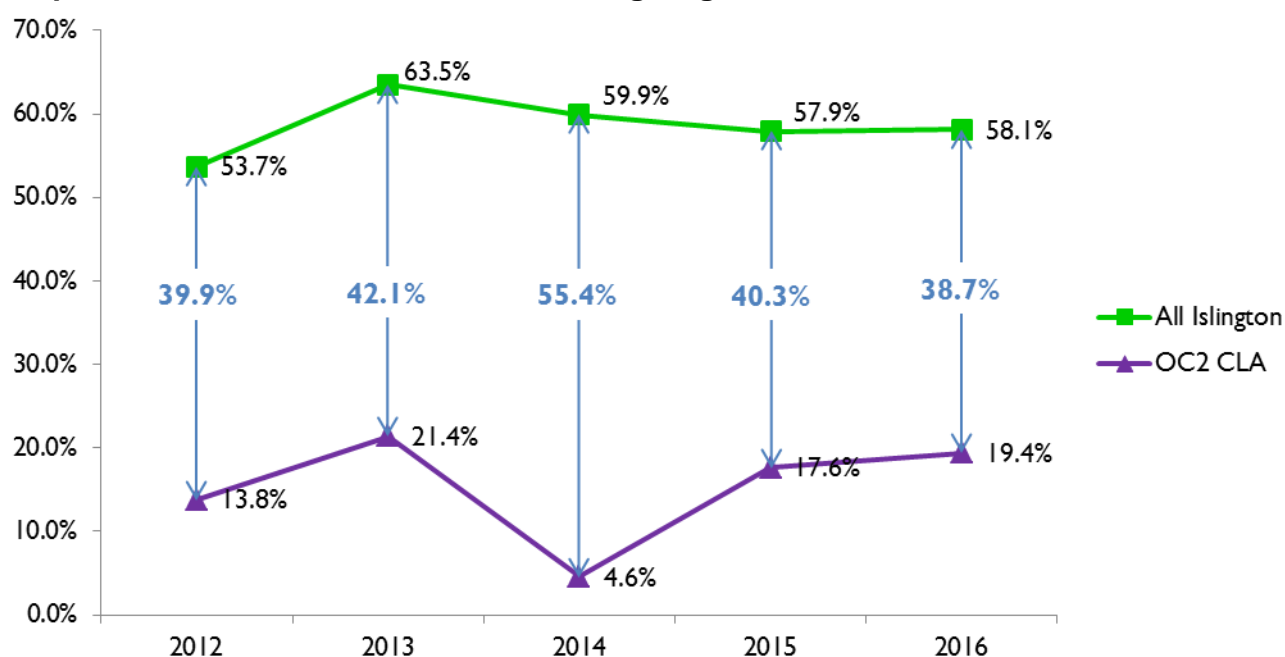
4.6 Special School pupils making progress

It is important that all pupils make their best progress possible, including those with special educational needs and disabilities (SEND). Islington has three outstanding special schools that cater for a wide range of needs. All three 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.

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. For these reasons it is not appropriate to make comparisons between schools.

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 outstanding progress across the school, particularly in the key skills of literacy and numeracy." **Samuel Rhodes, 2013 Ofsted report**

Future Changes

New performance accountability measures that were introduced in 2016 will continue to take the place of the now redundant 5 A*-C including English and maths and this is unlikely to be published again.

GCSE outcomes in English and maths were published using a 1-8 scale in 2016, taking the place of A*-G, where 1 is equivalent to a grade G GCSE and 8 equivalent to an A* GCSE. From summer 2017, all subjects will move over to new scales 1-9, where individual grades will no longer convert to a single scale point 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 has been implemented in 2016, which includes new headline accountability measures and changes to the methodology for calculating 16-18 results. As a result there is no comparable data to previous years' Key Stage 5 measures.

Islington has four maintained secondary schools, that comprise the Islington sixth form consortium (IC6), three academies (City of London Islington, St Mary Magdalene, Tech City College) and one FE college that offer post-16 provision in the local authority.

A new measure looking at "Average point score (APS) per entry- best 3", which covers students at the end of advanced level study who were entered for at least one A level, applied single A level, applied double A level or combined A/AS level during 16-18 study, excluding critical thinking and general studies and only includes A level students who have entered less than a total of size 1 in other academic, applied general and tech level qualifications, shows Islington's score converted to a grade as a C. This is below the National grade of C+. At individual school level, more Islington schools have the C+ grade in line with the national grade.

The percentage of students achieving grades AAB or better at A level subjects of which two are facilitating subjects, at Islington schools was at 4.6%, while the national percentage was 17%.

Table 33: Key stage 5 passes in Islington 2016

School/College name	# students entered for at least one AS or A level qualification	Number of students entered for 1 or more A level[14]	APS per entry, best 3[11]	APS per entry, best 3 as a grade	% students achieving grades AAB or better at A level, of which at least two are in facilitating subjects[14,15]
Islington Sixth Form Consortium	**220**	**156**	**28.44**	**C**	**3.8%**
Central Foundation Boys' School	58	43	33.88	C+	2.3%
Highbury Fields School	45	37	33.15	C+	5.4%
Highbury Grove School	57	31	28.82	C	6.5%
St Aloysius RC College	61	45	19.11	D	2.2%
City of London Academy Islington	47	21	32.86	C+	0.0%
St Mary Magdalene Academy	30	15	31.78	C+	0.0%
City and Islington College	NYA	NYA	NYA	NYA	NYA
Tech City College	114	62	24.09	D+	6.5%
Islington	**1,245**	856	28.56	C	**4.6%**
England*	**323,273**	224,100	34.97	C+	**17.0%**

The new attainment measure shows the average point score per entry, expressed as a grade and average 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 Level qualifications

Table 34: Key stage 5 average point scores per entry in Islington 2016

Pupils completing Key Stage 5 in 2016		Average point score / grade per entry			
School/College name	# Students entered for an advanced (level 3) qualification	A level	Academic	Tech level (Occupational)	Applied General (Vocational)
Islington Sixth Form Consortium	**342**	**26.57 (C-)**	**26.72 (C-)**	**41.5 (Dist+)**	**32.65 (Dist-)**
Central Foundation Boys' School	102	29.28 (C)	29.22 (C)	SUPP	36.88 (Dist+)
Highbury Fields School	57	31.56 (C)	31.95 (C+)	No Entries	36.75 (Dist+)
Highbury Grove School	96	23.8 (D+)	23.91 (D+)	42.37 (Dist*-)	26.88 (Merit+)
St Aloysius RC College	90	21.53 (D)	21.64 (D)	No Entries	31.63 (Dist-)
City of London Academy Islington	55	24.65 (D+)	24.65 (D+)	SUPP	45 (Dist*-)
St Mary Magdalene Academy	70	31.79 (C+)	36.63 (B-)	No Entries	No Entries
City and Islington College	NYA	NYA	NYA	NYA	NYA
Tech City College	173	20.69 (D)	20.69 (D)	36.52 (Dist)	20.69 (Dist)
Islington	**2,200**	**26.34 (C-)**	**26.91 (C-)**	**31.39 (Dist-)**	**29.93 (Merit+)**
England*	**440,455**	**31.79 (C+)**	**32.11 (C+)**	**30.77 (Dist-)**	**34.69 (Dist)**

* England figures include all schools and FE sector colleges.

Islington has on average a 4 point gap per entry with national and 2 point gap with Inner London for all level 3 qualifications.

Specifically, the gap is the widest for entries at A levels with a 5.5 point with National and 3.1 point with Inner London. On the other hand, Islington average point score is higher for entries for Tech Level, 0.6 point above the national aps and 0.4 point above Inner London

Chart 35: Average point score per entry by category
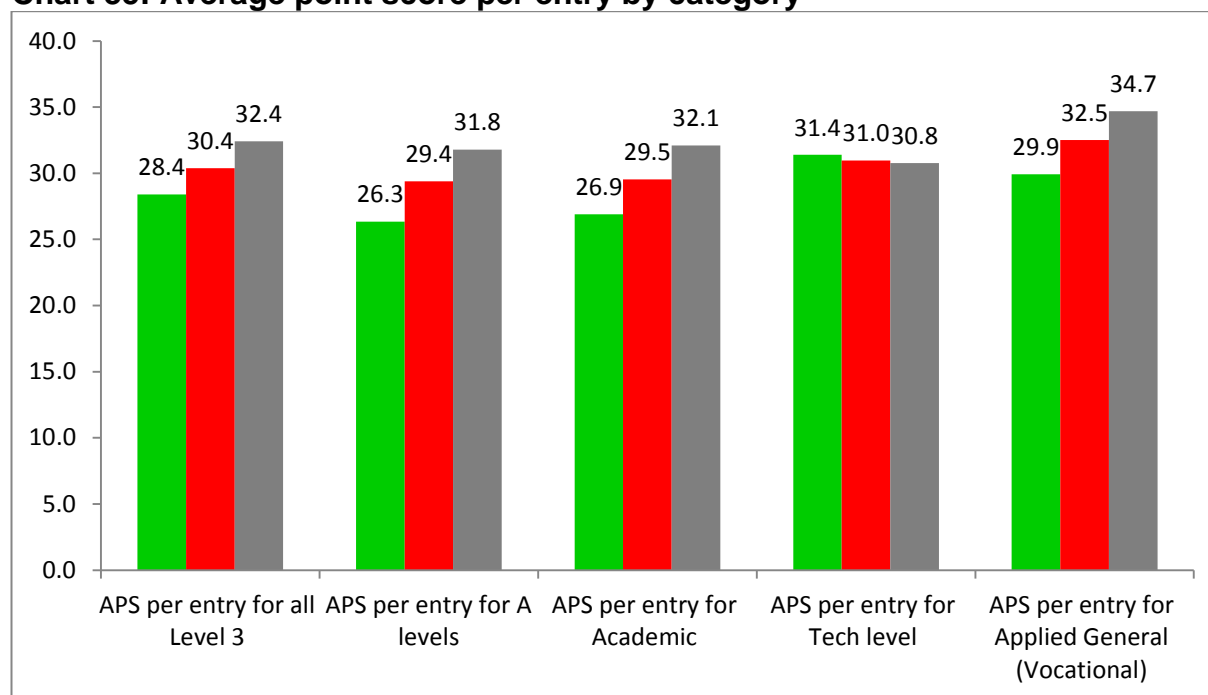
4.8 Qualifications by age 19

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 19, wherever they are studying. There has been a strong focus on qualifications by 19 as low levels of performance have historically been a cause for concern.

Chart 36: Percentage of 19 year olds qualified to level 3 by local authority
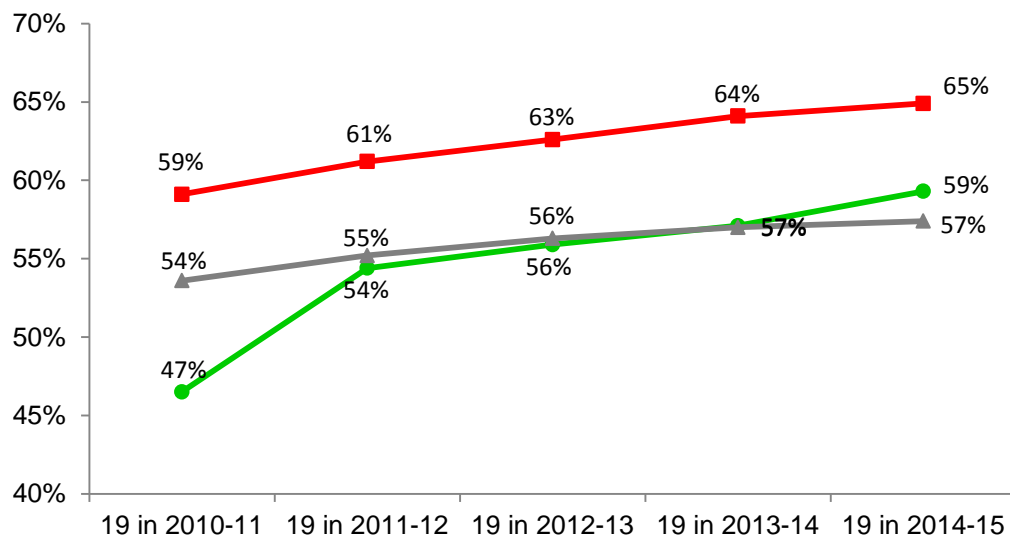
4.9 Securing education, employment and training (EET)

Islington residents

The percentage of resident young people aged 16 to 18 who were not in education, employment or training (NEET) showed further improvement in 2016-17 and was at 1.7%, down from 2.2% the previous year (Nov-Jan 3-month average). The council has exceeded its 2016 target of reducing the % of NEET residents below the 2014 Central London Connexions (CLC) average of 3.5%

Chart 37: Percentage of 16-18 year old Islington Residents NEET (Adjusted NEET - Nov-Jan snapshot)
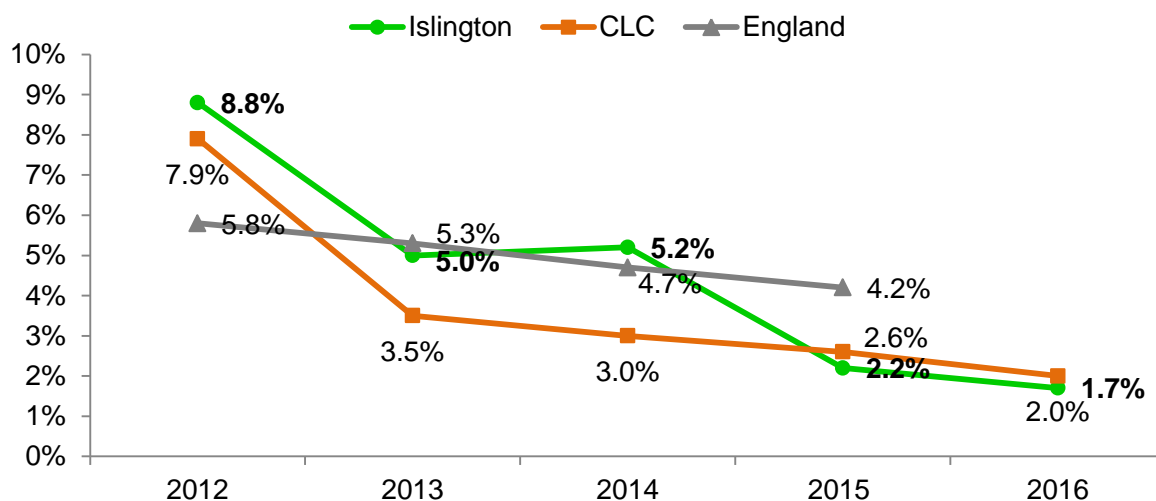
Please note: figures are adjusted to include a percentage of unknowns

In 2016 the new DfE Performance Measure replaced the 16-18 year old residents with 16 & 17 year old residents and reporting a combined actual NEET and Unknown figure for November to January 3-month average instead of the Adjusted NEET figure for the same period. Using the new methodology, Islington percentage of those not in education, employment and training or in a not known activity was at 4.6% compared to 7.7% in 2015. The Islington figure is above the Central London Connexions average % of 6.4%.

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

A higher proportion of Islington and out of borough resident young people who were attending Islington schools and settings remained in learning following key stage 4. The 2016 figure of 97.3% for "In Learning" percentage is higher than last year's 96.7% figure.

NEET figure was lower than the previous year (1.1% compared with 2.2% in 2015).

There are EET opportunities which start after 1 November (when the snapshot was taken) which we expect some of these young people will take up (or will have taken up).

Unknown figures remained similar to 2015 figures and were at a low 0.9%. Islington continues to keep in touch with more young people and that appropriate support can therefore be provided to a larger population group as and when it is needed.

Table 38: Destinations of local authority school leavers - Islington 2016

Local Authority	Survey Total	In Learning**		Employment - No Training		NEET		Other		Unknown	
		No.	%	No.	%	No.	%	No.	%	No.	%
Islington 2015*	1,507	1,457	96.7%	5	0.3%	33	2.2%	0		12	0.8%
Islington 2016	1,511	1,470	97.3%	10	0.7%	17	1.1%	1	0.1%	13	0.9%
Camden	1,465	1,423	97.1%	6	0.4%	22	1.5%	1	0.1%	13	0.9%
Hackney	2,123	2,051	96.6%	2	0.1%	15	0.7%	1	0.0%	54	2.5%
Kensington & Chelsea	767	733	95.6%	5	0.7%	6	0.8%	0		23	3.0%
Lambeth	1,988	1,921	96.6%	3	0.2%	21	1.1%	0		43	2.2%
Southwark	2,493	2,410	96.7%	8	0.3%	35	1.4%	1	0.0%	39	1.6%
Wandsworth	1,795	1,698	94.6%	5	0.3%	24	1.3%	0		68	3.8%
Westminster	1,596	1,566	98.1%	0		15	0.9%	0		15	0.9%
2016 Survey Totals	13,738	13,272	96.6%	39	0.3%	155	1.1%	4	0.0%	268	2.0%

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. Pupil absence

Primary pupil absence rates have improved and the step-change reduction in 2013/14 has been sustained. Islington's primary school absence rate remains just one tenth of a percentage point above Inner London, yet this remains in the bottom quartile and slipped in the national rankings because absence fell further this year beyond London with lower absence due to sickness.

Chart 39: Primary school pupil absence (% of Autumn & Spring sessions)
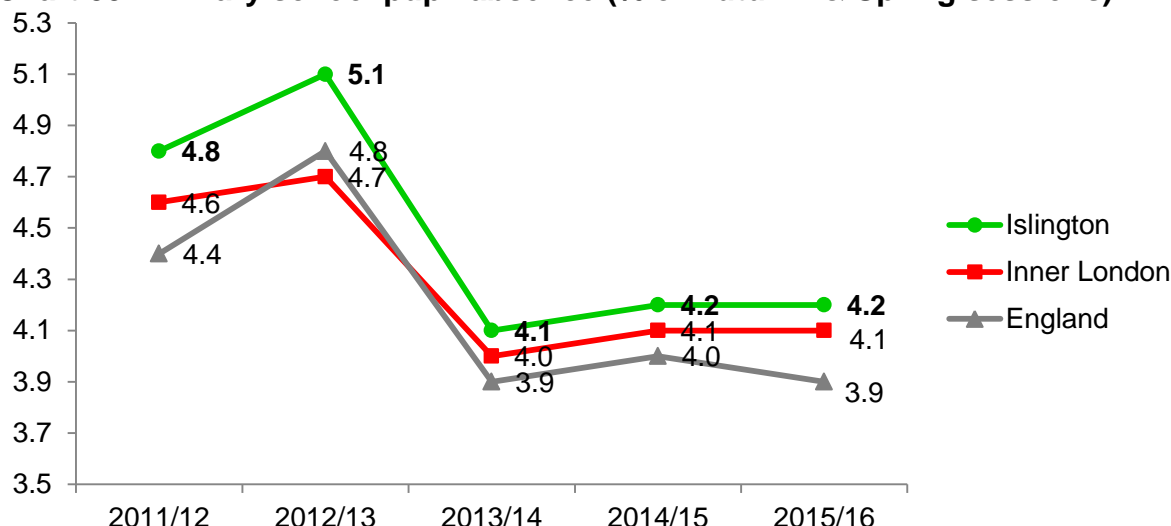
Secondary pupil absence improved over the last academic year (two terms) and remains better than national average and just 0.2% points above Inner London.

Chart 40: Secondary school pupil absence (% of Autumn & Spring pupil enrolments)
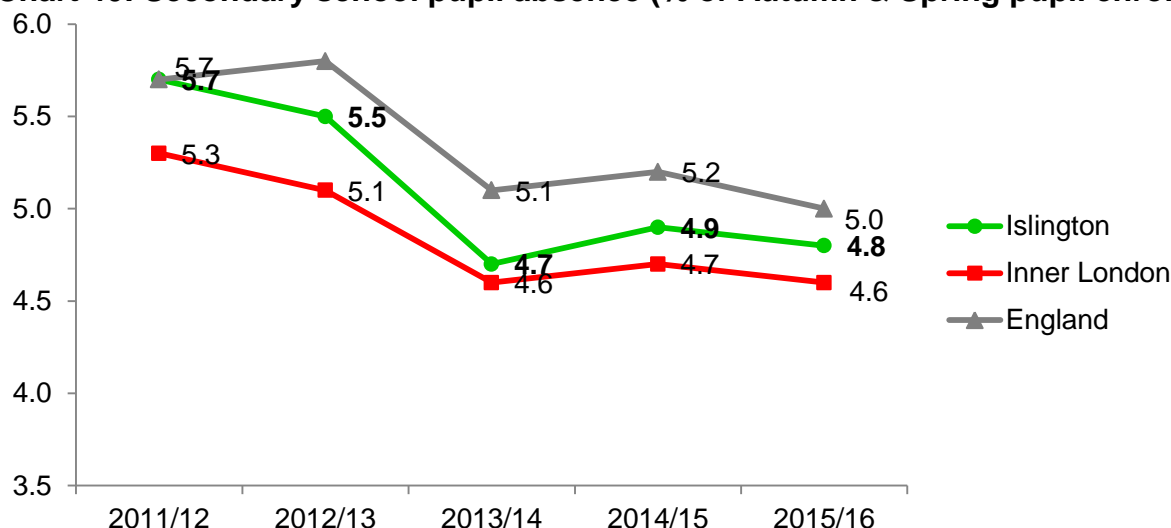
Persistent absentees are those pupils with high levels of absence from school. The DfE has set out a new challenge for school attendance by further lowering the level at which a child is deemed persistently absent. Persistent absence (PA) data now includes all pupils whose attendance is 90% or less. The DfE has also changed the definition of this measure during the year. 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 DfE have changed the PA definition to be any pupil who misses 10% or more of their own individual total number of possible sessions of school (where one session is a half day).

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Charts 41-42 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.

Chart 41: Primary school persistent absence (% of total Autumn & Spring sessions)
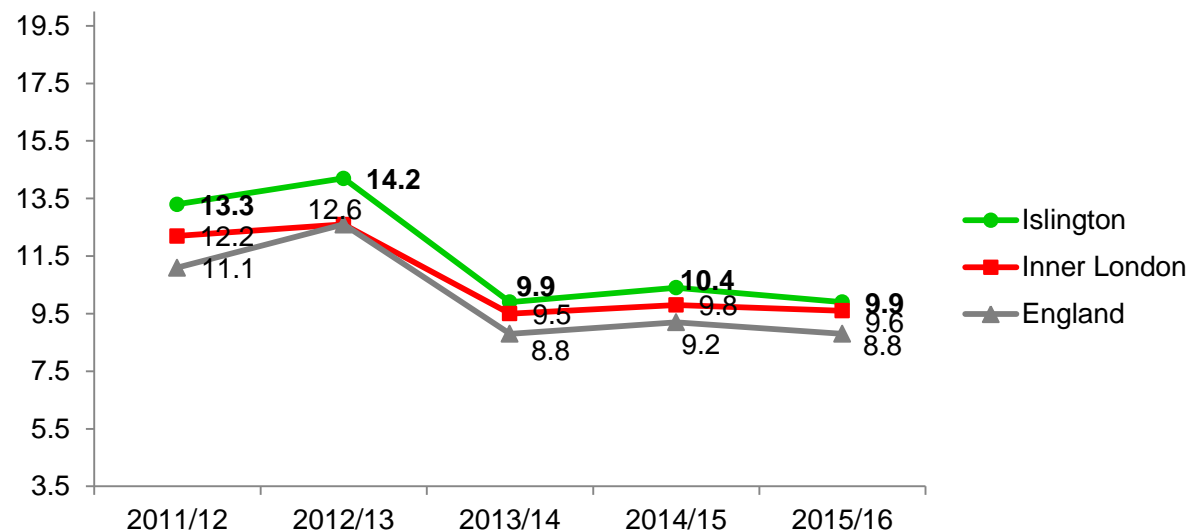
Chart 42: Secondary school persistent absence (% of Autumn & Spring pupil enrolments)
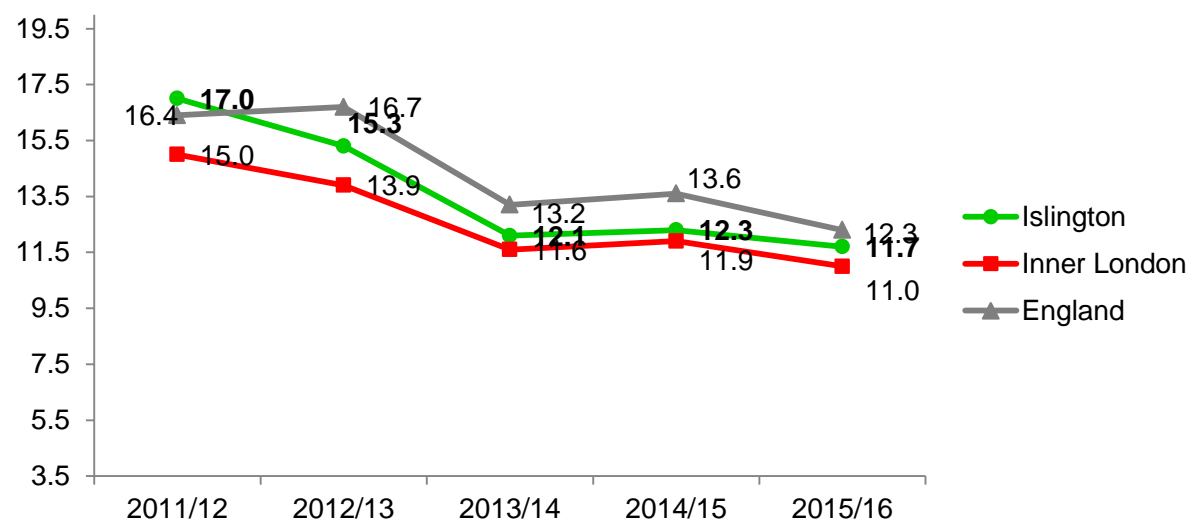
Progress has been made to reduce persistent absenteeism, both primary and secondary rates have improved and are within 1% point of the Inner London average in 2015/16 (two terms), although further reductions are needed to close the gap with national at primary phase.

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, bucking the national and Inner London trend this year.

Please note: the latest data available for special school is 2014/15; and 2015/16 full year data will be published in March 2017.

Chart 43: Special school pupil absence (% of total sessions)
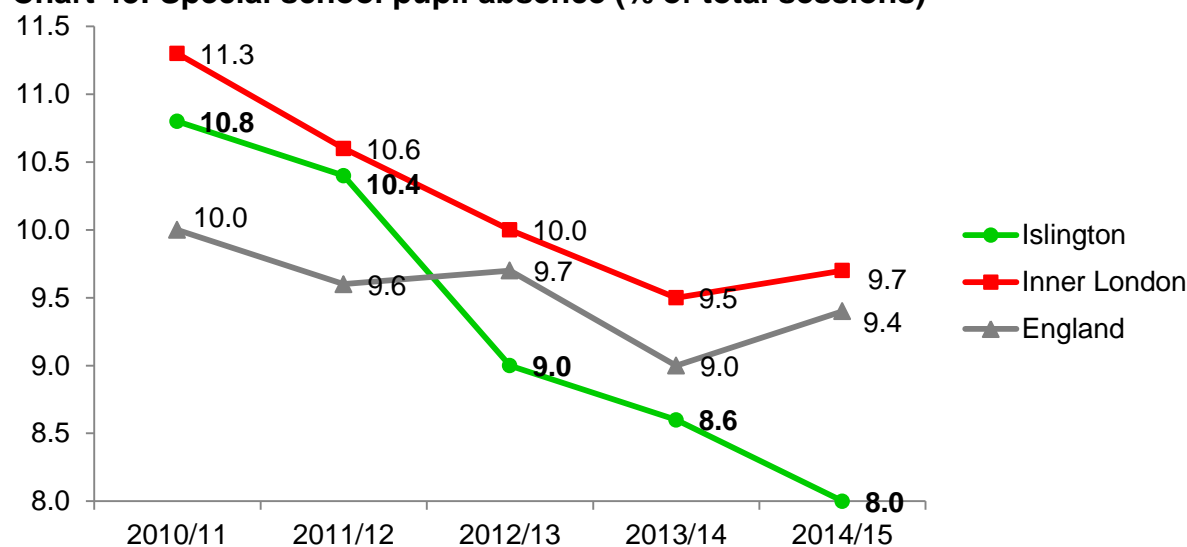
Chart 44: Special school persistent absence (% of pupil enrolments)
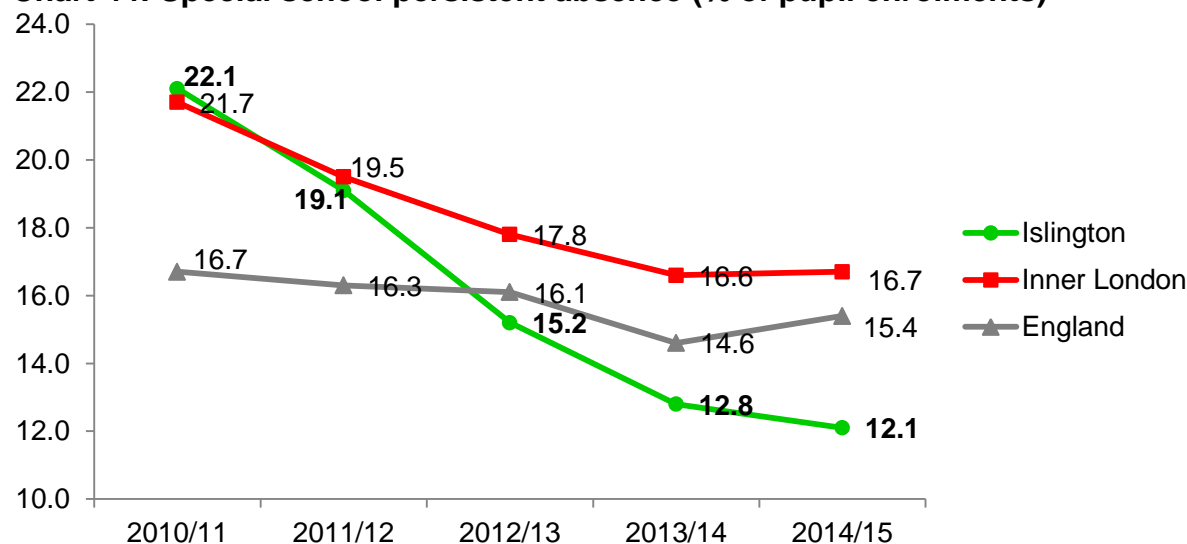
Please note: special school absence and persistent absence are based on the combined Autumn, Spring and 1st half of the Summer terms, except 2014/15 which is the full year (6 half terms) as DfE ceased publication of 5 half terms.

6. Exclusions

Fixed term exclusions

Islington has historically had a higher than average rate of fixed term exclusions among primary school pupils than national and Inner London comparators, in 2014/15 the fixed exclusion rate rose substantially above comparators, which also experienced a slight rise. The number of fixed term exclusions increased from 179 to 306 (+71%). The latest available data is for 2014/15 academic year.

Chart 45: Primary school fixed term exclusion rate (% of the school population)
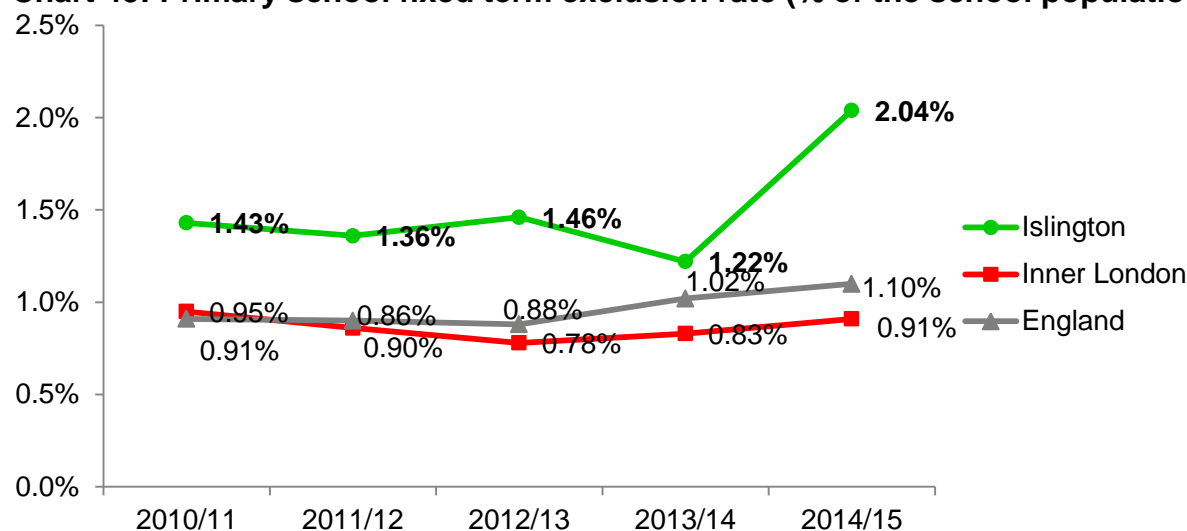
Chart 46: Primary school fixed term 'excludees' rate (% of the school population)
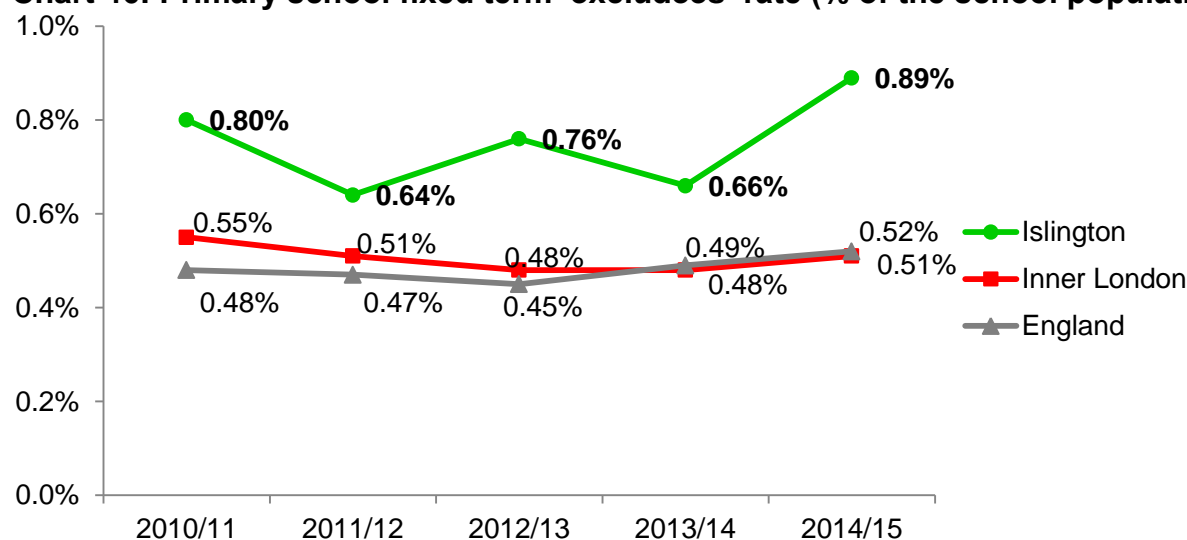
More pupils were excluded one or more times and 'excludees' accounted for a higher proportion of the growing primary school population. Pupils were also excluded more frequently and for longer periods. The total school days lost due to fixed term exclusion increased by 213 days in one year (up to 555 days).

Secondary fixed term exclusions have increased in line with the national and Inner London trend. The rate is now better than national but above Inner London. The local rate of excludees is now also above national and Inner London averages.

Between 2013/14 and 2014/15 there were around 120 more fixed term exclusions from secondary schools in the borough (up from 519 to 640), involving around 79 more pupils excluded one or more times ('excludees') up from 356 to 435 pupils. Yet, the average number of exclusions per pupil was stable at around 1.5 and the average days lost per pupil was slightly lower (4.7 compared to 5.3), suggesting that more pupils were excluded for shorter periods and this was below the previous peak in 2012/13.

Chart 47: Secondary school fixed term exclusion rate (% of the school population)
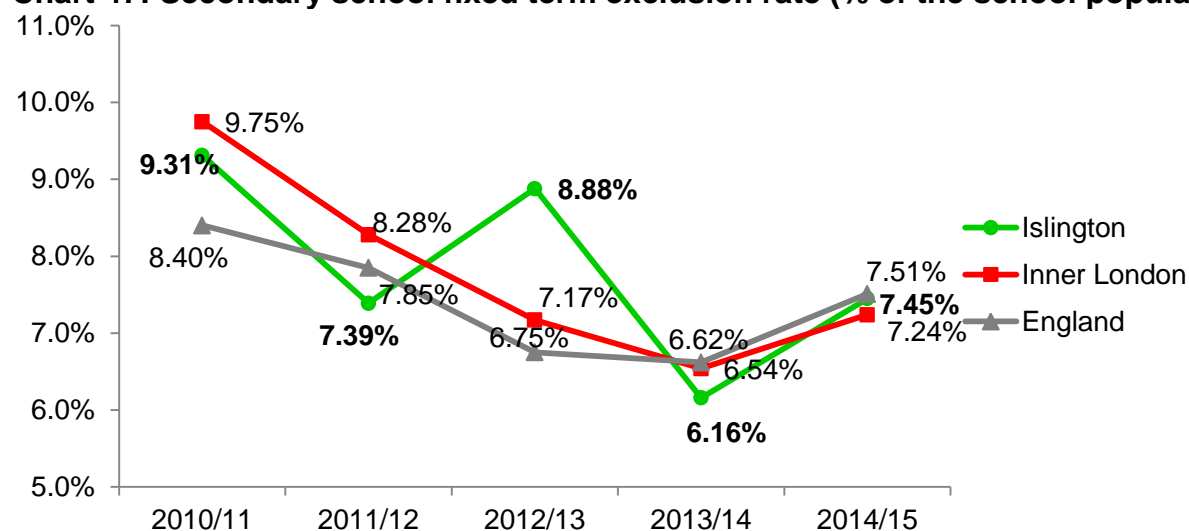
Chart 48: Secondary school fixed term 'excludees' rate (% of the school population)
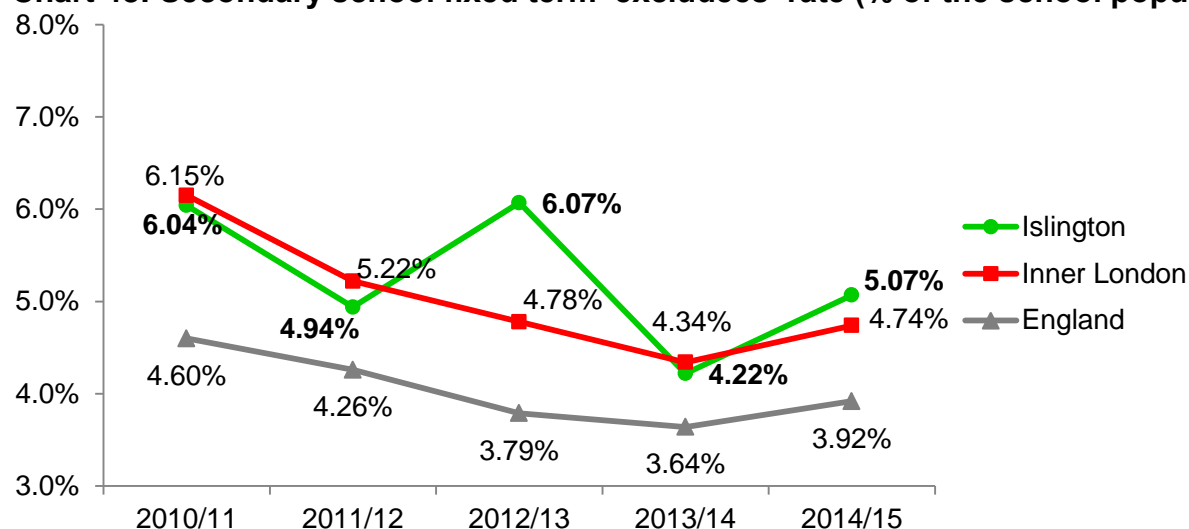
The most common reasons for fixed term exclusions are for persistent disruptive behaviour or for physical assault against a pupil. Physical assault against an adult is also common amongst the primary school exclusions, but not at secondary level.

A much higher proportion of exclusions and excludees from Islington primary and secondary schools are male, compared to the proportion of the school roll that are male. Analysis of fixed term exclusions by ethnicity shows that the groups over-represented are: Black Caribbean and Mixed White and Black Caribbean. Black African were also overrepresented at primary schools.

Permanent exclusions

Fewer than 5 pupils were permanently excluded from an Islington primary school in 2014/15 (as with the previous year). Due to low numbers the exact figures are not given and cannot be expressed as a rate.

In 2014/15, there were 18 secondary pupils with a permanent exclusion (from 17 in 2013/14 and 24 the previous school year). Once expressed as a rate of the school population, the figure is fairly consistent with the previous year.

Chart 49: Secondary school permanent exclusion rate (% of the school population)
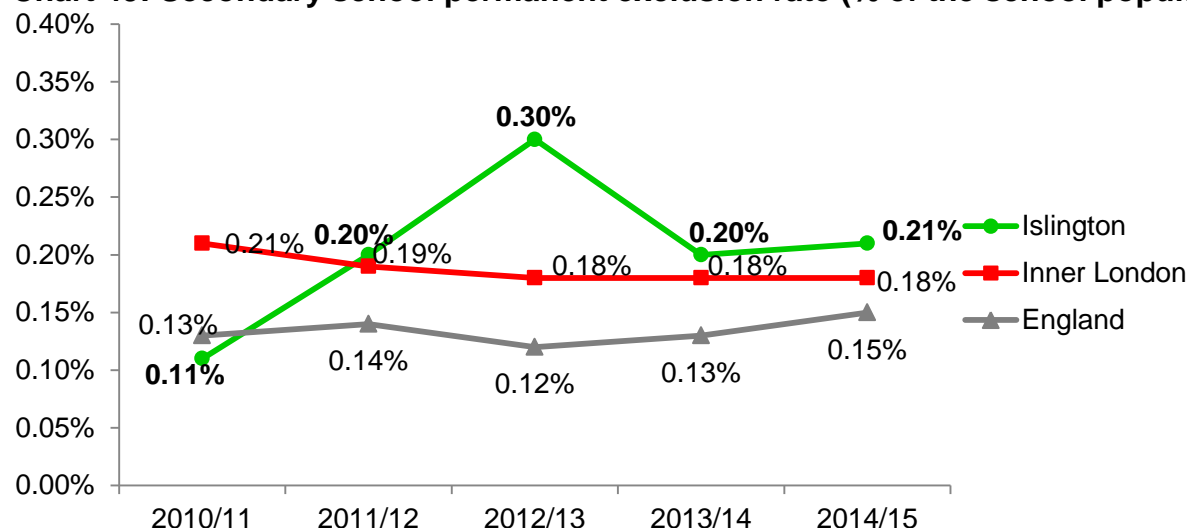
7. School Place Planning

The 2016 School place planning report is available online.
https://www.islington.gov.uk/children-and-families/schools/apply-for-a-school-place

8. Conclusion

This report provides an overview of educational performance against the key areas of responsibility for the Council. It is clear that good progress continues to be made and that the Islington Community of Schools are in a strong position to build on the improvements seen in the last few years.   Where further improvement is needed, there will continue to be robust arrangements in place to support and challenge schools.

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ISLINGTON

Report of: Corporate Director of Children's Services

Meeting of:	Date	Ward(s)
Children's Services Scrutiny Committee	10 July 2017	All

Delete as appropriate		Non-exempt

SUBJECT: SCHOOL ROLL PROJECTIONS FROM 2016/17 TO 2030/31

1.   Synopsis

1.1   The purpose of this report is to provide an update on recent trends in the number of, and projected demand for, places at schools in Islington.

1.2   Islington commissions school roll projections from the Greater London Authority (GLA). Places at primary are projected across six planning areas; to summarise the 2016 projections for Reception places:

- Planning Area 1 – Holloway: is close to capacity, and demand for reception class places is projected to exceed current capacity over the two years prior to the proposed permanent expansion of Tufnell Park.
- Planning Area 2 – Hornsey: there is sufficient capacity in this area up until 2025.
- Planning Area 3 – Highbury: there is sufficient capacity in this area up until 2021; and we are considering the feasibility of expanding a one form entry school to two forms of entry to meet future demand for places.
- Planning Area 4 – Barnsbury: has sufficient capacity for the medium term.
- Planning Area 5 – Canonbury: has a shortfall of places for all future years, owing to a fast rate of projected increase in the local child population.
- Planning Area 6 – Finsbury: has sufficient capacity, including a free school which opens from September 2017.

1.3   Places at secondary phase are considered at borough-level. Following years of decline, secondary school rolls have begun to rise due to the increased numbers of Reception pupils now funnelling through, and a period of rapid growth is expected as the expanded primary population makes the transition into secondary phase.

2.   Recommendations

2.1   To consider the projected demand for school places and how it will be met.

3.   Background

3.1   The 2016 school place planning report is published online:
https://www.islington.gov.uk/children-and-families/schools/apply-for-a-school-place

4.   Implications

4.1   **Financial Implications:**

The council has an agreed capital budget in place to increase the number of school places in the borough. The revenue costs of increased provision are met through the Dedicated Schools Grant.

4.2   **Legal Implications:**

The council has a duty to ensure that there are sufficient schools for providing primary and secondary education available for their area. The schools have to be sufficient in number, character and equipment to provide the opportunity of appropriate education for all pupils for which the Council is responsible (section 14 Education Act 1996).

4.3   **Environmental Implications:** Not applicable

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

A Resident Impact Assessment was completed on 19 April 2017 and the summary is included below.

a) What are the **equality impacts** of the proposal?
   - By ensuring there are sufficient school places, we improve access to education for children
   - The closure of Mount Carmel School and opening of a co-educational City of London Academy – Highgate Hill increases choice in available places for boys. A RIA has previously been conducted on this decision.

b) What safeguarding **risks** have been identified? Please provide bullet points below.
   - None

c) What are the potential **Human Rights breaches**? Please provide bullet points below.
   - All children have a right to an education, this report helps us to uphold this fundamental human right.

5. Conclusion and reasons for recommendations

5.1 We have a duty to ensure there are sufficient primary and secondary school places. Recommendations are based on robust analysis of school roll projections and are considered by the local Education and Childcare Commissioning Board (ECCB) when making decisions to meet demand for school places.

Appendices: 2016 School Roll Projections Report (enclosed)

Background papers: None

Final report clearance:

Signed by:

29 June 2017

Corporate Director of Children's Services   Date

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Primary and Secondary School Roll Projections from 2016/17 to 2030/31

Contents

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1. Purpose

1.1   The purpose of this report is to provide an update on recent trends in the number of, and projected demand for, places at schools in Islington.

2. Background

2.1   Demand for school places in London has reached record levels over the past decade and is showing little signs of abating. London has experienced the fastest rate of pupil growth in the country between 2010/11 and 2016/17. As explained in the latest 2016 London Councils publication Do The Maths[1]; key drivers of London's higher growth rate have included a rising birth rate, inward migration and the growing popularity of London's school system.

> *Islington's population will rise by 16.6% in the ten years to 2024, the 6th highest rate in England.*
> (ONS all ages, 2016)

2.2   The unparalleled improvement in standards in London's schools has meant that more than ever London is a destination of choice for parents wishing to give their children the best possible education. All secondary schools in Islington are rated good or outstanding by Ofsted; 91% at primary are good or outstanding in 2016. Islington is a net importer of pupils at primary age (+4.8% of school pupil size January 2016 relative to resident population size, the equivalent of +643 pupils); and this is increasingly true at secondary (+0.7%, 51 pupils up from 0.2% 2015).

2.3   Inward international migration has been consistently higher than outward migration and the Capital is still attracting higher numbers of immigrants who are drawn by the better prospect of jobs compared to other parts of the UK. Many of these migrants may already have children or opt to have children once they settle in London, which increases the number of children living in London who require a school place. There has been a rise in referrals from the Pan London Rota, resulting in higher numbers of unaccompanied asylum seeking children (under 18) in the borough, with 57 UASC at July 2016.

3. Methodology

3.1   Islington commissions school roll projections from the Greater London Authority (GLA). GLA roll projections are considered to be the most robust available, and take into account the context of population changes across the whole of London.

3.2   For the first time this year a new process was introduced allowing local authorities greater autonomy and responsibility in producing their own school roll projections alongside the GLA. Details of the new process are included in Appendix 1.

4. Live births in Islington

4.1   There was a short term reduction in the birth rate in 2013, reported last year.

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[1] London Council's Do The Maths (September 2016). London's School Places Challenge www.londoncouncils.gov.uk

Unlike the national trend which saw a further small drop in 2014 births, locally there was a rise in the 2014 birth rate. As the GLA standard model did not account for a recovery in births; the high fertility model was used to create population projections this year. This brought 2015 estimates for births in line with those estimates produced last year.

4.2 The 2015 births estimates have been published at 2,939 for the 2015 calendar year; this is within 16 cases from the early estimates used to produce the school roll projections this year, so the change in method can be considered robust.

Figure 1: Islington births 2001 to 2014 and projected births from 2015 to 2041
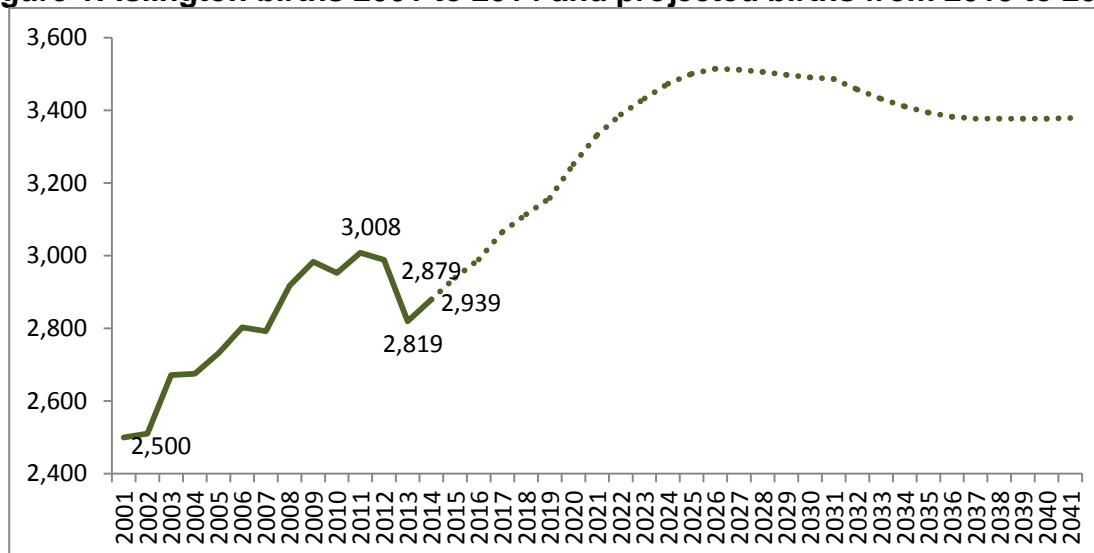
Source: ONS Vital Statistics for live births and GLA 2012 Round of Demographic (SHLAA) for projected births

4.3 Following the recent dip, live births are projected to continue rising year-on-year over the next ten years; and are projected to peak in 2026. For early years place planning, see the Childcare Sufficiency Assessment 2015. A refresh of this report is due for publication later this year.

5. Housing developments

5.1 Islington has a strategy of developing a number of affordable housing projects with significant numbers of units delivering a child yield, in line with the GLA housing targets. Estimates for Holloway Prison were also included as this is a large-scale project and will likely go ahead within the timeframe of the forecasts.

5.2 While actual completions for 2015/16 will not be known until after the annual survey, there were 475 fewer completions than we had projected in last year's trajectory for 2014/15 and estimates for 2015/16 are down.

5.3 Some sites due for completion in 2017/18 and 2018/19 (City North; City Forum) have been delayed or phased. As delayed developments are due to get back on track from 2019/20 onwards, population numbers will then rise with a lag. There are also significant new sites with permission due to come on board from 2019/20, resulting in an upturn in figures from this point forward. A summary on housing developments by individual planning area is included in Section 7.

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6. Primary projections

Reception rolls, capacity and projections

6.1 Figure 2 shows the impact of the short term reduction in births and delayed housing developments on projected reception pupil numbers (4 year olds).

Figure 2: Reception roll numbers, future projections and capacity (PANs)
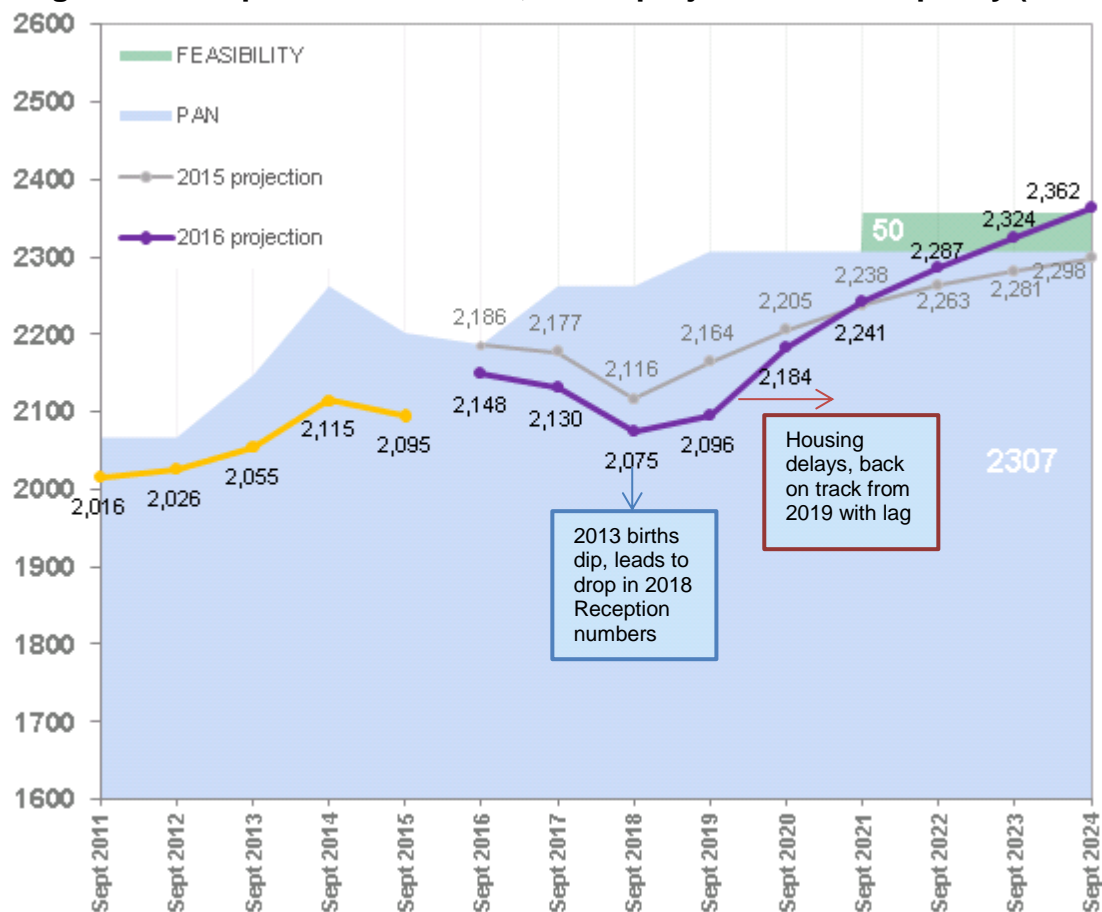
Source: DfE May Census 2012-16, GLA projections and school capacity (PANs)

6.2 Capacity (PANs) shown as the blue-green area in Figure 2 now includes the two proposed permanent expansions of Tufnell Park (+45 PAN, PA1) from September 2019 and increase at Moreland from September 2017 (+15 PAN, PA6).

6.3 The new free school City of London Academy Islington primary is included above (60 PAN, PA6) opening from September 2017.

6.4 The feasibility studies which are required to meet future demand are at St John's Highbury Vale (+30 PAN, PA3) and St John's Evangelist (+20 PAN, PA5). These potential places are not included in the future PANs as funding approval and governing body agreement have yet to be secured.

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Table 1: Reception rolls by planning area from 2012 to 2016

Planning Area	Actual School Rolls					Change 2015 - 2016	Change 2012 - 2016	2012-16 Change as % of 2011
	2012	2013	2014	2015	2016			
PA 1	395	402	404	407	416	9	21	5.3%
PA 2	413	432	445	485	462	-23	49	11.9%
PA 3	340	330	370	370	365	-5	25	7.4%
PA 4	283	277	254	254	263	9	-20	-7.1%
PA 5	349	354	344	348	350	2	1	0.3%
PA 6	236	231	238	251	239	-12	3	1.3%
Islington	**2,016**	**2,026**	**2,055**	**2,115**	**2,095**	**-20**	**79**	**3.92%**

Source: May Census 2012-2016 (Sept 2011-2015 entry) based on children aged 4 on 31st August

Table 2: Reception rolls against PAN academic years 2012/13 to 2015/16

Planning Area	2012 - 2013			2013 - 2014			2014 - 2015			2015 - 2016		
	Roll (R)	PAN (P)	(P) less (R)	Roll (R)	PAN (P)	(P) less (R)	Roll (R)	PAN (P)	(P) less (R)	Roll (R)	PAN (P)	(P) less (R)
1 - Holloway	402	402	0	404	422	18	407	417	10	416	417	1
2 - Hornsey	432	420	-12	445	465	20	485	525	40	462	495	33
3 - Highbury	330	345	15	370	375	5	370	375	5	365	375	10
4 - Barnsbury	277	305	28	254	290	36	254	320	66	263	320	57
5 - Canonbury	354	355	1	344	355	11	348	355	7	350	355	5
6 - Finsbury	231	240	9	238	240	2	251	270	19	239	240	1
Islington total	**2026**	**2067**	**41**	**2055**	**2147**	**92**	**2115**	**2262**	**147**	**2095**	**2202**	**107**
% of places unfilled :			2.0			4.3			6.5			4.9

Source: May School Census 2013 to 2016 and SCAP Capacity
Please note: the capacity figures used in this report are based on the sum of the Published Admission Numbers (PANs) for each year group. These are not the same as net capacity figures, which involve a more technical calculation of capacity within school buildings.

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6.5 Our current assessment is that there is no Borough-wide shortfall of reception class places up until September 2024, with pressure on places from September 2023.

Table 3: Reception class numbers from 2010/11 to 2029/30

	Academic Year	Reception roll #s & projections	PAN	Surplus / deficit	% Surplus / deficit	Place Planning Timeline
		**# of Reception pupils and places**				
Actual Rolls	2011/12	2016	2067	51	2.5%	
	2012/13	2026	2067	41	2.0%	
	2013/14	2055	2147	92	4.3%	
	2014/15	2115	2262	147	6.5%	Temporary expansions at 3 schools; Whitehall Park school opens in temporary accommodation
	2015/16	2095	2202	107	4.9%	
Roll Projections	2016/17	2148	2187	39	1.8%	
	2017/18	2130	2262	132	5.8%	Moreland expansion (+15). COL primary free school open (+60).
	2018/19	2075	2262	187	8.3%	
	2019/20	2096	2307	211	9.1%	Expansion of Tufnell Park (+45)
	2020/21	2184	2307	123	5.3%	
	2021/22	2241	2307	66	2.9%	Beyond 2020 projections are outside the scope of DfE returns (SCAP 2016)
	2022/23	2287	2307	20	0.9%	As above
	2023/24	2324	2307	**-17**	**-0.7%**	Projected shortfall, excludes places made available through further feasibility studies. Should all plans be fully funded and implemented, estimates suggest there would be sufficient places up until September 2024 and available places are within a 5% margin beyond 2027.
	2024/25	2362	2307	**-55**	**-2.4%**	
	2025/26	2393	2307	**-86**	**-3.7%**	
	2026/27	2422	2307	**-115**	**-5.0%**	
	2027/28	2444	2307	**-137**	**-5.9%**	
	2028/29	2463	2307	**-156**	**-6.8%**	
	2029/30	2477	2307	**-170**	**-7.4%**	
	2030/31	2480	2307	**-173**	**-7.5%**	

Source: May School Census 2012 -16 and GLA Roll Projections 2017 to 2031

* SCAP 2016 return extends to 2020/21 only

*   Note: projections in the totals column above may differ from the ''total' column in Table 4 because the GLA projections were rounded at PA level in rather than borough level. For future years the capacity figures are estimates based on a combination of actual and estimated PANs.

6.6 The most immediate pressure for places is in Canonbury (PA5), which is projected as being higher than capacity for all future years. A permanent increase to capacity in the area is being considered (St John Evangelist +20 places). In the interim, the shortfall of places will be met through surplus capacity in planning area six, as recommended in last year's full report.

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Figure 4: Planning area view on reception class projections

Legend:
- PAN
- feasibility
- 2015 projection
- 2016 projection
- ROLL

Holloway: 395, 416, 438, 472, 462
Hornsey: 413, 462, 456, 488, 495
Highbury: 340, 365, 372, 388, 375
Barnsbury: 283, 263, 280, 306, 290
Canonbury: 349, 350, 365, 415, 355
Finsbury: 236, 239, 237, 293, 330
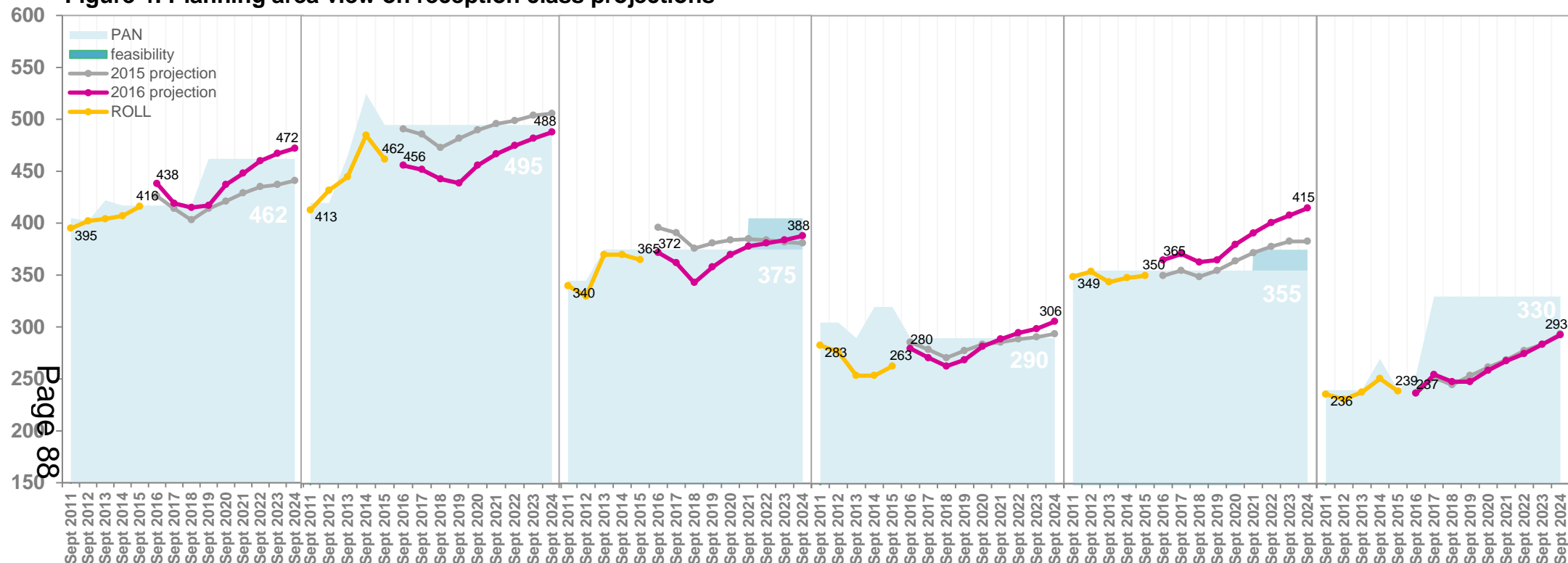
	1 HOLLOWAY	2 HORNSEY	3 HIGHBURY	4 BARNSBURY	5 CANONBURY	6 FINSBURY
	Tufnell Park (+45 places) by September 2019	None	St John's Highbury vale (30 places) by September 2018	None	St John Evangelist (for +20 places) by September 2018	City of London Academy free school (60 places) due to open in 2017
	Immediate shortfall of places to be met by planning area 2.	Additional spaces remain available at Poole's Park.	No immediate shortfall.	Temporary expansion at Winton for one year only.	Immediate pressure for places to be met by planning area 6.	Clerkenwell temporarily expanded (+30 places) 2014/15 only. Expansion of Moreland agreed to 60 places from September 2017.

See also Appendix 4 for data tables

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Table 5: Reception class surplus or shortfall in places 2010/11 to 2029/30

	Academic Year	PA1 Holloway	PA2 Hornsey	PA3 Highbury	PA4 Barnsbury	PA5 Canonbury	PA6 Finsbury	Total *
# of Reception Class Spare Capacity								
Actual Rolls	2011/12	10	7	5	22	3	4	51
	2012/13	0	-12	15	28	1	9	41
	2013/14	18	20	5	36	11	2	92
	2014/15	10	40	5	66	7	19	147
	2015/16	1	33	10	57	5	1	107
Roll Projections	2016/17	-21	39	3	10	-10	18	39
	2017/18	-2	43	13	19	-16	75	132
	2018/19	2	52	32	27	-8	82	187
	2019/20	45	56	17	21	-10	82	211
	2020/21	25	39	5	8	-25	71	123
	2021/22	14	28	-3	1	-36	62	66
	2022/23	2	20	-6	-5	-46	55	20
	2023/24	-5	13	-9	-9	-53	46	-17
	2024/25	-10	7	-13	-16	-60	37	-55
	2025/26	-18	-1	-14	-20	-62	29	-86
	2026/27	-23	-8	-16	-24	-65	21	-115
	2027/28	-27	-13	-18	-26	-67	14	-137
	2028/29	-30	-17	-19	-29	-69	8	-156
	2029/30	-31	-22	-21	-30	-70	4	-170
	2030/31	-31	-24	-21	-31	-69	3	-173

Source: May School Census 2012 -16 and GLA Roll Projections 2017 to 2031, excludes feasibilities
* *Note: projections in the totals column above may differ from the 'Surplus / deficit' column in Table 3 because the GLA projections were rounded at PA level rather than borough level. For future years the capacity figures are estimates based on a combination of actual and estimated PANs. SCAP 2015 return extends to 2019/20.*

6.7 Immediate and rising demand for places in Canonbury (PA5) can be offset by surplus of places in neighbouring areas, particularly Finsbury (PA6). Also, neighbouring Tower Hamlets have reported a surplus of places at primary for the next 2 to 3 years.

Delayed admissions of summer born children

6.8 Parents of a summer born child (children born between 01/04 and 31/08) may opt to delay their child's admission to reception until the September following their fifth birthday and may request that they are admitted out of their normal age group – to reception rather than year 1.

6.9 Islington residents are required to submit a written request using a standardised pro-forma, stating their reasons for wishing to delay their child's admission to reception class. The requests are considered by a panel of senior officers from Early Years, Social Care and Educational Psychology. Decisions are based on the child's individual needs and circumstances, taking into account the parent's views; information about the child's academic, social and emotional development; where relevant, their medical history and the views of a medical professional; whether they have previously been educated out of their normal age group; and whether they may naturally have fallen into a lower age group if it were not for being born prematurely; in accordance with national guidance.

Table 6: delayed admission requests (as at 22 September 2016)

Academic Year	Number of Requests Agreed	Cohort	Number of children in cohort born between 01/04 and 31/08	% of children in cohort born between 01/04 and 31/08	% of delayed admission agreed from the total of summer born children
2015-16	4	2110	920	44%	0.40%
2016-17	19	2201	881	40%	2.20%

Source: Admissions service

6.10 A local adjustment may need to be provided to future estimates to take account of the amendment to the admissions code.

Primary rolls, capacity and projections

6.11 Total primary school rolls have risen year on year, and the increase has been greatest in the north of the borough (PA 2 – Hornsey; and PA3 - Highbury); followed by PA4 – Barnsbury in the south. The area with the least rise in school rolls so far has been in Canonbury (PA5), our projections indicate this is due to change with a rapid increase expected in this area from 2019/20.

Table 7: Primary school rolls by planning area from 2011 to 2015

Planning Area	Actual School Rolls					Change 2015 - 2016	Change 2012 - 2016	2012-16 Change as % of 2012
	2012	2013	2014	2015	2016			
PA 1	2,535	2,543	2,606	2,662	2,699	37	164	6.47%
PA 2	2,586	2,655	2,679	2,836	2,921	85	335	12.95%
PA 3	2,111	2,129	2,219	2,297	2,324	27	213	10.09%
PA 4	1,660	1,707	1,734	1,752	1,780	28	120	7.23%
PA 5	2,250	2,255	2,275	2,293	2,323	30	73	3.24%
PA 6	1,531	1,535	1,558	1,576	1,631	55	100	6.53%
Islington	**12,673**	**12,824**	**13,071**	**13,416**	**13,678**	**262**	**1,005**	**7.93%**

Source: May Census 2012 to 2016 (Sept 2015 entry) Reception to Year 6

6.12 Having taken forward two planned expansions, GLA projection estimates now suggest that primary school places have at least a 5% margin up until 2025.

Table 8: Primary school rolls, projections and capacity

	Primary totals				
	Academic Year	Recept.-Yr 6 roll #s & projections	PAN	Surplus / deficit	Surplus (%)
Actual Rolls	2013/14	13,071	14,709	1,638	11%
	2014/15	13,416	14,828	1,412	10%
	2015/16	13,678	14,905	1,227	8%
Roll Projections	2016/17	13,971	15,012	1041	7%
	2017/18	14,210	15,194	984	6%
	2018/19	14,266	15,389	1123	7%
	2019/20	14,270	15,629	1359	9%
	2020/21	14,421	15,789	1368	9%
	2021/22	14,613	15,834	1221	8%
	2022/23	14,801	15,939	1138	7%
	2023/24	14,955	16,059	1104	7%
	2024/25	15,167	16,104	937	6%
	2025/26	15,431	16,149	718	4%

Source: May DfE School Census 2014 to 2016 and GLA (full model) roll projections to 2026

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6.13 Analysis by planning area reflects reception intake, with a shortfall in total primary school places (Reception-Y6) in planning area 5, from 2020/21. Other areas are projected to be within capacity.

Table 9: Primary school surplus or shortfall in places 2010/11 to 2023/24

	Academic Year	PA1 Holloway	PA2 Hornsey	PA3 Highbury	PA4 Barnsbury	PA5 Canonbury	PA6 Finsbury	Total *
# LBI Primary Totals Spare Capacity								
Actual Rolls	2013/14	258	366	286	386	190	152	1,638
	2014/15	214	299	208	383	174	134	1412
	2015/16	174	274	181	370	149	79	1227
Roll Projections	2016/17	128	313	140	322	111	27	1041
	2017/18	74	422	133	262	43	50	984
	2018/19	80	538	146	251	13	95	1123
	2019/20	134	676	158	237	7	147	1359
	2020/21	111	737	150	205	**-17**	182	1368
	2021/22	106	705	147	125	**-53**	191	1221
	2022/23	104	684	134	67	**-96**	245	1138
	2023/24	124	658	125	50	**-128**	275	1104
	2024/25	125	621	100	21	**-167**	237	937
	2025/26	118	573	63	**-18**	**-208**	190	718

Source: Source: May Census 2014-16 and GLA Roll Projections 2017 to 2026

7. Summary by planning area

7.1 Planning Area 1 - Holloway

Planning area 1 is close to capacity, and demand for reception class places is projected to exceed current capacity over the two years prior to the proposed permanent expansion of Tufnell Park.

7.1.1 We have recently expanded two schools and proposed permanent expansion to one school in this area by 45 places from September 2019. The expansion of Tufnell Park would enable rising need for places to be met in this area, without which we would expect a shortage of available places in all future years. The timescale for expansion builds in a contingency for delayed works as pressure on places accelerates from 2020 onwards.

7.1.2 No schools are currently above capacity, although Yerbury is at capacity. Four schools are within 5% of capacity. The two expanded schools currently show as above 10% surplus capacity. These are both expanded sites, where the larger intake has not yet moved up across all the year groups.

Table 10: Planning Area 1 school rolls in 2014/15 and 2015/16 against capacity

School Name	Academic Year 2014/15 (May 15)	Academic Year 2015/16 (May 16)	Change 2014/15 to 2015/16	Capacity in 2015/16	2015/16 Surplus Capacity	2015/16 Surplus Capacity (%)
Hargrave Park	208	226	18	255	29	11%
Hungerford	384	389	5	420	31	7%
Robert Blair	189	189	0	198	9	5%
Sacred Heart	362	377	15	420	43	10%
St John's Upper Holloway	201	192	-9	210	18	9%
St Joseph's	395	400	5	420	20	5%
St Mary Magdalene's	208	206	-2	210	4	2%
Tufnell Park	301	300	-1	320	20	6%
Yerbury	414	420	6	420	0	0%
Planning Area 1	**2,662**	**2,699**	**37**	**2,873**	**174**	**6%**

Source: May DfE School Census 2015 and 2016, PAN net capacity Recept.-Y6 in 2015/16

Housing developments[2] in planning area 1: Holloway, Junction, St George's.

7.1.3   Early modelling for the likely large scale redevelopment of Holloway Prison are included in the housing projections this year, and will be subject to revision until planning permission has been granted and estimates for number of units finalised.

7.1.4   The largest amount of development is concentrated around Archway. The Core Site (as identified in Islington's Local Plan) includes the conversion of two office buildings - Archway Tower and Hill House - that will see the addition of 118 and 147 homes respectively (predominantly studio and one bedroom flats) which are likely to be delivered in the near future, with a further 53 units on the site estimated in the longer term that do not currently have planning permission. 443-449 Holloway Road has permission for 80 flats containing a mixture of unit sizes). To the north and east, Archway Campus, Highgate Hill, N19, and Whittington Hospital ancillary buildings have a combined estimated capacity of around 390 units. Further south housing is identified on the former Territorial Army site on Parkhurst Road, N7, which has an estimated capacity of around 96 units. These sites do not have planning permission and are therefore likely to come forward in the medium to longer term. There are also a number of smaller sites that will contribute towards further housing delivery in the area.

Actions and recommendations

7.1.5   To continue to consult on the proposed expansion of Tufnell Park, for which funding has been secured, in order to meet the growing demand for reception places.

7.1.6   To assess the potential for further expansion of sites in this area; for delivery from 2023 onwards.

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[2] The number of units quoted in each of the housing development sections for the six planning areas is the net number of units, i.e. the number of existing units being replaced has been deducted from gross numbers wherever applicable. The numbers of units on sites without planning permission are estimates only, based on assumptions about the capacity of the site and mix of uses.

7.2 Planning Area 2 - Hornsey

Pupil projections indicate sufficient capacity in this area up until 2025.

7.2.1 There are currently surplus places in schools in planning area 2. One school is at capacity; four schools have surplus capacity below 5% and two schools have surplus capacity above 10%. One of which, has a surplus above the DfE's upper limit of 25% owing to a bulge class that was not used. Christ the King expanded to 2 FE in September 2013 (previously 45 PAN) which accounts for the surplus.

Table 11: Planning Area 2 school rolls in 2013/14 and 2014/15 against capacity

School Name	Academic Year 2014/15 (May 15)	Academic Year 2015/16 (May 16)	Change 2014/15 to 2015/16	Capacity in 2015/16	2015/16 Surplus Capacity	2015/16 Surplus Capacity (%)
Ashmount	366	388	22	420	32	8%
Christ the King	351	341	-10	390	49	13%
Duncombe	402	418	16	420	2	0%
Grafton	442	438	-4	450	12	3%
Montem	390	394	4	420	26	6%
Pakeman	303	302	-1	315	13	4%
Pooles Park	328	322	-6	450	128	28%
St Mark's	201	203	2	210	7	3%
Whitehall Park NEW	53	115	62	120	5	4%
Planning Area 2	**2836**	**2921**	**85**	**3195**	**274**	**9%**

Source: May DfE School Census 2015 and 2016, PAN net capacity Recept.-Y10 in 2015/16

Housing developments in planning area 2: Finsbury Park, Hillrise, Tollington

7.2.2 This planning area includes the City North site, Fonthill Road, N4, which has planning permission for 335 homes, construction has commenced and the site is expected to be completed in the next few years. Another site in Hertslett Road/Seven Sisters Road, N7, allocated for housing in the Local Plan, has an estimated capacity of 310 homes; this site does not have planning permission and is likely to be a longer term development. Other significant development in the area includes 44 homes in progress at 107-209 Seven Sisters Road, N7, and 46 units on part of the Ashmount School site.   640-648 and 650 Holloway Road has permission for a further 39 units. There are also a number of smaller development sites that will contribute towards housing delivery in the area.

Actions and recommendations

7.2.3 Due to pressures across the borough, potential additional reception places was created at Poole's Park in 2014 which we have not yet needed to utilise but is available for future years. Projections were revised downwards in this planning area and so we have not expanded St Mark's, an option considered last year.

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7.3 Planning Area 3 - Highbury

Pupil projections indicate there is sufficient capacity in this area up until 2021; and we are considering the feasibility of expanding a one form entry school to two forms of entry to meet future demand for places.

7.3.1 No schools are currently above capacity, yet three schools have a surplus below the 5% margin and one further school is completely full. The other three schools have a surplus of 9% or above.

Table 12: Planning Area 3 school rolls in 2013/14 and 2014/15 against capacity

School Name	Academic Year 2014/15 (May 15)	Academic Year 2015/16 (May 16)	Change 2014/15 to 2015/16	Capacity in 2015/16	2015/16 Surplus Capacity	2015/16 Surplus Capacity (%)
Ambler	264	292	28	300	8	3%
Drayton Park	292	288	-4	315	27	9%
Gillespie	210	210	0	210	0	0%
Highbury Quadrant	350	338	-12	420	82	20%
Newington Green	366	380	14	420	40	10%
St Joan of Arc's	409	411	2	420	9	2%
St John's Highbury Vale	206	207	1	210	3	1%
St Jude's & St Paul's	200	198	-2	210	12	6%
Planning Area 3	**2297**	**2324**	**27**	**2505**	**181**	**7%**

Source: May DfE School Census 2015 and 2016, PAN net capacity Recept.-Y10 in 2015/16

Housing developments in planning area 3: Highbury East, Highbury West, Mildmay

7.3.2 This planning area has seen large scale development in recent years at the Queensland Road development with the remaining 140 of the 700 unit development completed in 2014/15. The only other significant site identified is on Kingsland Road, E8, allocated for housing in the Local Plan with an estimated capacity of around 97, this site is expected to come forward in the next 5-10 years.

Actions and recommendations

7.3.3 To meet the projected demand for places in planning area 3, Ambler permanently expanded in September 2013 (by 30 places). Additional capacity in the short term may be utilised to manage temporary shortfall in planning area 1. We have also conducted a feasibility study for the expansion of St John's Highbury Vale, a one form entry school to a two form entry to meet longer term demand for places for which we are projecting a shortage.

7.4 Planning Area 4 - Barnsbury

This planning area has sufficient capacity for the medium term.

7.4.1 One school is above capacity; Laycock, while Thornhill is below the 5% margin. The remaining five schools have surplus capacity; two schools are above the DfE limit of 25% surplus. The potential for temporary expansion had been created in this area and is not currently required, this accounts for surplus places at Winton.

Table 13: Planning Area 4 school rolls in 2013/14 and 2014/15 against capacity

School Name	Academic Year 2014/15 (May 15)	Academic Year 2015/16 (May 16)	Change 2014/15 to 2015/16	Capacity in 2015/16	2015/16 Surplus Capacity	2015/16 Surplus Capacity (%)
Blessed Sacrament	188	198	10	210	12	6%
Copenhagen	195	198	3	420	222	53%
Laycock	406	392	-14	350	-42	-12%
St Andrew's	194	200	6	210	10	5%
Thornhill	411	407	-4	420	13	3%
Vittoria	185	193	8	210	17	8%
Winton	173	192	19	330	138	42%
Planning Area 4	**1752**	**1780**	**28**	**2150**	**370**	**17%**

Source: May DfE School Census 2015 and 2016, PAN net capacity Recept.-Y10 in 2015/16

Housing developments in planning area 4: Barnsbury and Caledonian

7.4.2 This area includes four schemes that are expected to deliver in excess of 100 homes which have planning permission and are anticipated to come forward within the next five years. This includes a scheme of 117 units on Pentonville Road, N1; the delivery of a further 114 units on King's Cross Triangle (part of the wider King's Cross scheme mostly in Camden); Gifford Street embankment beside Bemerton Estate, N1, is expected to provide 156 units; and finally 252 units are anticipated at 423-425 Caledonian Road. There are also a number of smaller sites that will contribute towards further housing delivery in the area.

Actions and recommendations

7.4.3 Pupil projections indicate there is sufficient capacity in this area to meet the demand for places. Planning area 4 has surplus capacity in some schools as at 2015/16, and the temporary expansion of Winton (by 30 places) created additional capacity for the short term that is no longer required and has not been extended in 2016/17; this should help address the number of excess places which has reduced since last year. Additional capacity will also be utilised to manage temporary shortfall in planning area 1.

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7.5 Planning Area 5 - Canonbury

This planning area has a shortfall of places for all future years, owing to a fast rate of projected increase in the local child population.

7.5.1 Four schools have small surpluses at or within the 5% margin, while two schools have more than 10% surplus capacity.

Table 14: Planning Area 5 school rolls in 2013/14 and 2014/15 against capacity

School Name	Academic Year 2014/15 (May 15)	Academic Year 2015/16 (May 16)	Change 2014/15 to 2015/16	Capacity in 2015/16	2015/16 Surplus Capacity	2015/16 Surplus Capacity (%)
Canonbury	404	401	-3	420	19	5%
Hanover	308	307	-1	315	8	3%
New North Academy	343	357	14	420	63	15%
Rotherfield	372	387	15	411	24	6%
St John Evangelist	277	271	-6	276	5	2%
St Mary's	172	186	14	210	24	11%
William Tyndale	417	414	-3	420	6	1%
Planning Area 5	**2293**	**2323**	**30**	**2472**	**149**	**6%**

Source: May DfE School Census 2015 and 2016, PAN net capacity Recept.-Y10 in 2015/16

Housing developments in planning area 5: Canonbury, St Mary's, St Peter's

7.5.2 This planning area has several significant housing schemes contributing to projected housing growth. There is a concentration in City Road, EC1, with the two schemes expected to deliver nearly 500 units expected to complete shortly and a further 98 units are expected in the next few years on a development nearby on Wharf Road.

7.5.3 The ongoing redevelopment of the Packington Estate, N1, (previously noted in planning area 4) will see the addition of 270 homes, to be completed under phases three through six, in the area. While the total delivery during these phases of the estate redevelopment will be 522 by 2017/18, if construction remains on course, the net projected number accounts for the demolition of housing previously occupying the site.

7.5.4 Also in the N1 postcode, the redevelopment of Royal Mail premises (Almeida Street and Upper street sites) will reap 261 additional homes, while redevelopment of 85 Canonbury Road (currently underway), previously included in planning area 3, will add a further 90 units to the housing stock, in the area. 56 flats were recently delivered as part of an office conversion on Halliford Street (mainly studios). There are also a number of smaller sites that will contribute towards further housing delivery in the area.

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Actions and recommendations

7.5.5 We have conducted a feasibility study for the expansion of St John Evangelist to a two form entry school (up from 40 PAN to 60 PAN). The immediate pressure for places will be met by capacity in planning area 6.

7.6 Planning Area 6 - Finsbury

This planning area has sufficient capacity, including a free school which opens from September 2017.

7.6.1 No schools are above capacity, although one school is completely full. There are two schools with limited surplus capacity, within the 5% margin and the remaining schools have dropped below the 10% margin.

Table 15: Planning Area 6 school rolls in 2013/14 and 2014/15 against capacity

School Name	Academic Year 2014/15 (May 15)	Academic Year 2015/16 (May 16)	Change 2014/15 to 2015/16	Capacity in 2015/16	2015/16 Surplus Capacity	2015/16 Surplus Capacity (%)
Clerkenwell Parochial	217	226	9	240	14	6%
Hugh Myddelton	366	387	21	420	33	8%
Moreland	193	196	3	210	14	7%
Prior Weston	393	410	17	420	10	2%
St Luke's	207	209	2	210	1	0%
St Peter's & St Paul's	200	203	3	210	7	3%
Planning Area 6	**1576**	**1631**	**55**	**1710**	**79**	**5%**

Source: May DfE School Census 2015 and 2016, PAN net capacity Recept.-Y10 in 2015/16

Housing developments in Planning Area 6: Bunhill, Clerkenwell

7.6.2 This planning area has a number of sites contributing significantly to housing projections in the EC1 postcode, not least the borough's largest extant scheme at City Forum (250 City Road), phased delivery of which will add 930 homes currently anticipated in the years between 2018/19 and 2020/24. The number on the approved scheme remains the same as the previous estimate for the site, formerly part of planning area 4.

7.6.3 Mount Pleasant post office (Rosebery Avenue) straddling the borough boundary with Camden has planning permission with 336 homes on the Islington side.

7.6.4 Development of 50 units has commenced at a site in Central Street with completion expected soon. There are a further three schemes with planning permission that are expected to come forward for development within the next 5 years, totalling 251 units – this includes the Former Moorfields School on Bunhilll Road as well as developments on the King Square and Redbrick Estates.

7.6.5 Finally there are several longer term sites without planning permission that are expected to deliver a further 264 units, this includes around 100 units anticipated at the intended redevelopment of the Finsbury Leisure Centre. There are also a number of smaller sites that will contribute towards further housing delivery in the area.

Actions and recommendations

7.6.6 We are not projecting a shortfall in places for this planning area. The City of London primary academy is due to open from September 2017 as a two form entry free school, and this is factored into our projections. The new free school will be directly linked and supported by the City of London School for Girls and so may attract a rise in inward migration from the neighbouring borough.

7.6.7 To meet wider borough demand and particularly a shortage of places in neighbouring planning area 5, we plan to permanently expand Moreland to 60 places from September 2017 (with a 1-year expansion to 45 PAN in 2016).

8. Neighbouring Boroughs - Primary School Place Planning Activity

8.1 The neighbouring boroughs of Camden, Haringey and Hackney also use the GLA roll projections service. To the west, **Camden** has reported sufficient surplus primary places until 2024/25.[3] Camden contains the King's Cross development adjacent to the south west of Islington; and the Mount Pleasant site straddles Camden and Islington. Permanent expansion at Kingsgate (2FE) and Hawley Infants, now a primary school (1FE) took effect in 2016/17. Further proposed expansions to St Luke's and Abacus free schools were not supported by Camden as their 2016 projections suggest doing so would create additional surplus places.

8.2 **Haringey**, to our North is also projecting a small surplus of places at primary until 2024/25, including in the south of the borough bordering Islington (PA2), with a small number of Haringey pupils reportedly taking up spaces at Whitehall Park in Islington. They also moved to a high fertility model in 2016.[4] **Hackney** to our East, is also projecting a surplus at primary, the borough previously increased primary provision through a mixture of bulge and permanent class expansions, and four free schools have opened in the borough.

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[3] https://opendata.camden.gov.uk/Children-Schools-Family/2016-Annual-School-Places-Planning-Report-Primary-/tsd7-4r3w/data
[4] http://www.haringey.gov.uk/children-and-families/schools-and-education/projects-consultations-and-inspections/consultations/school-place-planning-report

9. Secondary projections

Year 7 rolls, capacity and projections

9.1 Following years of decline, secondary school rolls have begun to rise due to the increased numbers of Reception pupils now funnelling through, and a period of rapid growth is expected as the expanded primary population makes the transition into secondary phase.

Figure 16: Year 7 roll numbers, future projections and capacity (PANs)
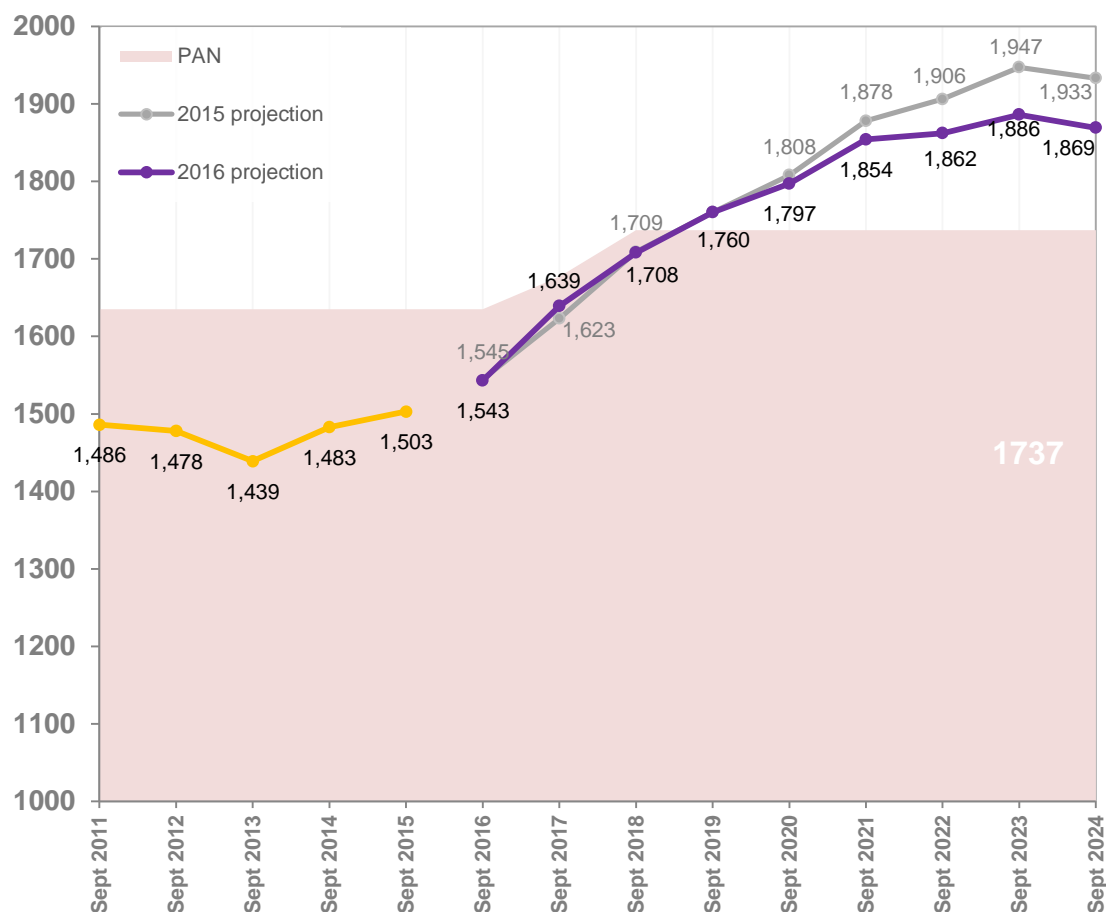
Source: May Census 2012-15 (aged 11), 2014 & 2015 GLA projections, 2016 capacity (PANs)
Please note: 2016 SCAP return includes projections to 2021/22 only

9.2 There is a coherent and effective Council strategy to provide sufficient places and choice which has been agreed by the Islington Community of schools and discussed with the Regional Commissioner.

9.3 There are agreed permanent expansions to four schools; by September 2017 Arts and Media School Islington (+30 PAN) and St Mary Magdalene (+12 PAN), followed by Central Foundation (+30 PAN) and Highbury Grove (+30 PAN) for September 2018, resulting in a total of 102 additional places (or roughly 3.5FE) by September 2018.

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9.4   We currently have 8% surplus capacity in our Year 7 cohort, and with the proposed closure of Mount Carmel and opening of City of London Academy Highgate Hill in September 2017 we expect to have sufficient Year 7 places for the next three years and are considering options to meet needs up to and beyond 2021.

Table 17: Year 7 school rolls, projections and capacity (includes planned expansions to PANS 2017 and 2018)

	Academic Year	Roll data & projections	Capacity	Surplus capacity	Surplus (%)
LBI Secondary Year 7					
Actual Rolls	2012/13	1478	1635	157	10%
	2013/14	1439	1635	196	12%
	2014/15	1483	1635	152	9%
	2015/16	1503	1635	132	8%
Roll Projections	2016/17	1543	1635	92	6%
	2017/18	1639	1677	38	2%
	2018/19	1708	1737	29	2%
	2019/20	1760	1737	**-23**	**-1%**
	2020/21	1797	1737	**-60**	**-3%**
	2021/22	1854	1737	**-117**	**-7%**
	2022/23	1862	1737	**-125**	**-7%**

Source: May School Census 2012 to 2015, PANs and GLA (full model) roll projections 2017 to 2022

Table 18: Year 7 school rolls compared with PANs in 2015/16

School Name	Year 7 roll 2015/16 (May 16)	Year 7 PAN in 2015/16	Year 7 PAN less Roll	Year 7 Pan less Roll (%)
Central Foundation	151	150	-1	-1%
City of London Ac.	122	125	3	2%
Elizabeth Garrett Anderson	180	180	0	0%
Highbury Fields	128	140	12	9%
Highbury Grove	206	210	4	2%
Holloway School	163	180	17	9%
Arts & Media Sch.	124	150	26	17%
Mount Carmel / Highgate Hill	71	140	69	49%
St Aloysius	178	180	2	1%
St Mary Magdalene	180	180	0	0%
Secondary totals	**1,503**	**1,635**	**132**	**8%**

Source: May School Census 2015, PAN Y7 in 2015/16

9.5 A further 20 places at least are available at Dame Alice Owen's School5 in Potters Bar, Hertfordshire, of which around 1 FE is offered to Islington residents each year.

Table 19: Places offered to Islington residents at Dame Alice Owen's School

Admission in September	Total offers	Male	Female
2016	**26**	10	16
2015	**21**	11	10
2014	**23**	13	10

Source: Islington Admissions Service

Secondary rolls, capacity and projections (Year 7 to Year 11)

9.6 Secondary school capacity (for years 7 to 11) is currently at 11% surplus. Eight schools have a surplus at or below 10%. Of the two schools with an existing surplus above 10%, Mount Carmel (an all girls faith school) has the largest surplus of places at 45%. It is proposed to close the school and open a co-educational provision, namely Highgate Hill Free School from September 2017 and admission applications are showing a positive interest in the new school. This will help address the shortage of boys places in the borough, as previously reported.

Table 20: Secondary school rolls from 2011/12 to 2014/15 against capacity

School Name	2012/13 (May 2013)	2013/14 (May 2014)	2014/15 (May 2015)	2015/16 (May 2016)	Capacity in 2015/16	2015/16 Surplus Capacity	2015/16 Surplus Capacity (%)
Central Foundation	723	724	728	729	750	21	3%
City of London Ac.	597	559	565	571	625	54	9%
Elizabeth Garrett A	812	825	809	845	900	55	6%
Highbury Fields	664	656	660	649	700	51	7%
Highbury Grove	916	957	1013	1025	1050	25	2%
Holloway School	776	792	796	807	900	93	10%
Arts & Media Sch.	589	547	541	569	750	181	24%
Mount Carmel	550	487	415	382	700	318	45%
St Aloysius	854	873	859	870	900	30	3%
St Mary Magdalene	835	830	828	841	900	59	7%
Secondary totals	**7,316**	**7,250**	**7,214**	**7,288**	**8,175**	**887**	**11%**

Source: May School Census 2013 to 2016 Y7-Y11 only, PAN net capacity Y7-Y11 in 2015/16

9.7 In addition to the numbers on roll in schools there are students on the roll of the Pupil Referral Unit (PRU) and in alternative provision. As at May 2016 there were 69 students on the roll[6] of the secondary PRU, of whom 43 were in Key Stage 4. As at January 2016, there were 224 secondary age students in alternative provision, of whom 119 were in Key Stage 4 and 64 were in Key Stage 5. Most of the older students are in specialist provision because of their high needs.

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5 http://damealiceowens.herts.sch.uk/publication/view/admission-arrangements-2018-19-consultation/
6 70 students had a sole or main registration. A further 21 with subsidiary registrations (19 in KS4)

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Table 21: Secondary school rolls (Y7-Y11), projections and capacity (includes planned expansions to PANS 2017 and 2018) [7]

	Academic Year	Y7-11 roll #s. & projections. May '15	PAN	surplus/deficit on May '15 Prj.	Surplus (%)
Actual Rolls	2012/13	7,316	8,175	859	11%
	2013/14	7,250	8,175	925	11%
	2014/15	7,214	8,175	961	12%
	2015/16	7,288	8,175	887	11%
Roll Projections	2016/17	7,442	8,175	733	9%
	2017/18	7,590	8,217	627	8%
	2018/19	7,836	8,319	483	6%
	2019/20	8,088	8,421	333	4%
	2020/21	8,387	8,523	136	2%
	2021/22	8,693	8,625	**-68**	**-1%**

Source: May School Census 2013 to 2016, PANs and GLA (full model) roll projections 2017 to 2021

Chart 22: Secondary school rolls (Y7-Y11), projections and capacity (includes planned expansions to PANS 2017 and 2018) [7]
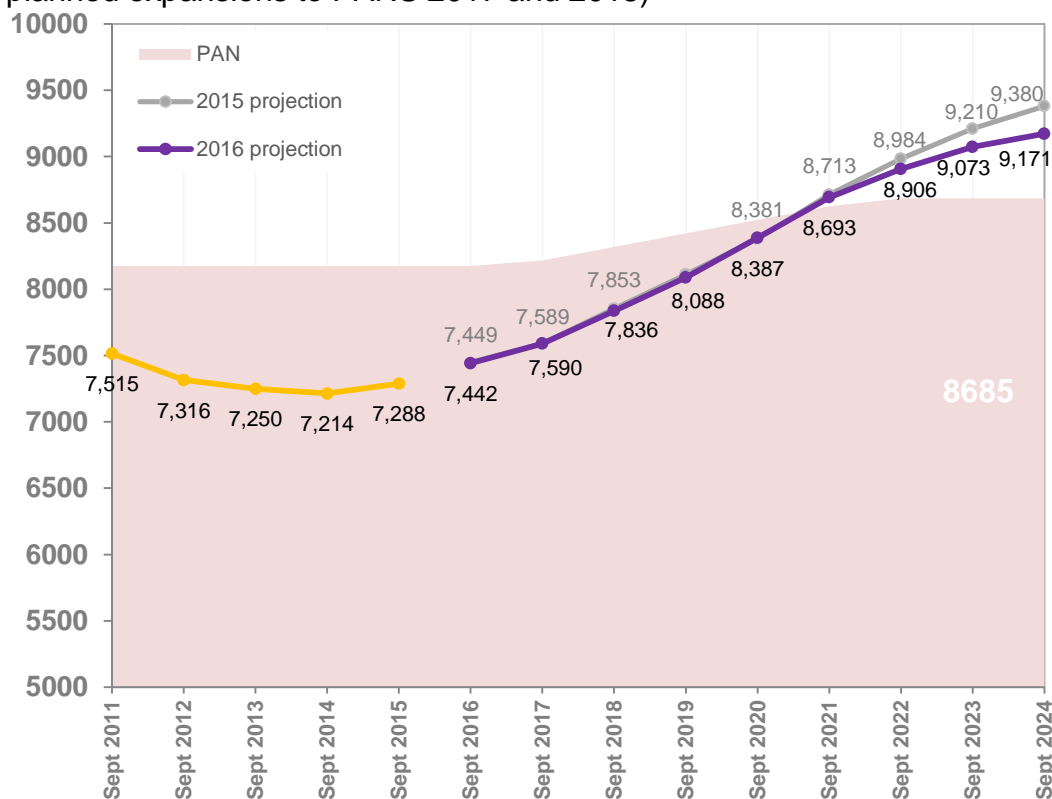
Source: May Census 2012-15 (aged 11-15), 2015 & 2016 GLA projections, 2016 capacity (PANs)

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[7] Please note that secondary academies are included in this analysis as they are also included in the GLA's roll projections. Sixth form pupils and STEM are excluded for the purpose of this analysis

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Actions and recommendations

9.8 Progress the proposed expansion of four Islington secondary schools to meet rising demand for places and explore further options for future need.

9.9 Consider and respond to applications and any proposals for free schools.

9.10 Monitor further announcements on Government policy relating to selective schools.

10. Neighbouring Boroughs - Secondary School Place Planning Activity

10.1 The below map illustrates shortfall of secondary school places across London, the highest growth area in Islington is expected to be in the East of the borough along the Hackney border. This is consistent with rapid growth seen at primary. None of the wards in neighbouring boroughs, along the Islington borough boundary, are highlighted as expecting to have a significant shortfall of places (outside 5% margin). Across London, the areas most affected by shortage of places, are in South and West London, along the Thames where there has been significant housing development and improvement to transport links.

10.2 Map 23 excludes planned increases to four Islington secondary schools (+3.5FE), which brings the shortfall down to just 1% consistent with our neighbours (in grey).

Map 23: Shortfall in secondary school roll projection numbers to 2019/20

Source: London Councils, Do the Maths 2016, London School Places Challenge (September 2016)

11. Post 16 rolls, capacity and projections

11.1 There are four schools with sixth forms in Islington (IC6) and three post-16 academy providers. The below chart shows (in yellow) actual Islington roll numbers (Years 12 and 13) with GLA roll projections (for pupils aged 16 years and over) in purple.

Chart 24: Post-16 actual roll numbers 2014/15-15/16, projections 2016/17 to 2030/31
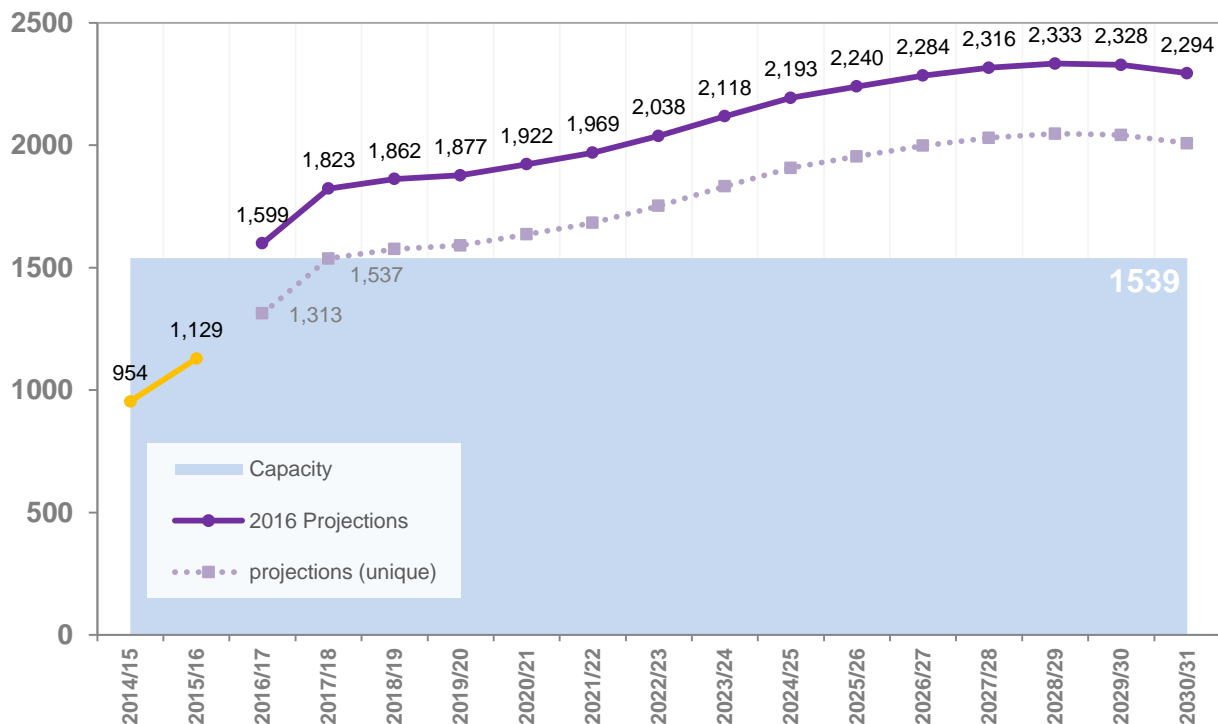
11.2 As part of collaborative work through IC6, pupils can enrol at more than one provider to attend a variety of courses. The dotted purple line represents an estimate for unique pupils (based on a reduction of 268 pupils who were dual registered as at May 2016 snapshot). Capacity is represented as the block shaded area in the chart in blue.

11.3 Actual Year 12 and Year 13 roll numbers have risen following the requirement to pass English and Maths. GLA projections indicate that this trend will continue and with current provision would imply a shortage of available places by 2018/19. Long term projections appear above existing capacity (IC6 and 3 academies), although it is acknowledged that some pupils will attend FE college provision and this is not currently factored into capacity estimates (such as those attending CANDI).

11.4 Islington is a net importer of 16-18 year olds attending all types of provision (by around +2000 pupils – see Appendix 5). A July 2015 study across London (by LCCIS) found that Islington imports 4,297 pupils from other London boroughs (and from outside London); and 2,100 were exported to other areas; with the main imports from Haringey (865), Hackney (765) and exports to Camden (711) among other areas.

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Further considerations and exceptions

11.5 Both Tech City (previously known as STEM) and the merged Westminster Kingsway and City and Islington College (WKCIC/CANDI) are not included in the SCAP return (this is determined by the DFE based on the type of provisions). However, The GLA model calculates post-16 projections using the same methodology as is used for younger ages so it will continue ageing children in the same way (with the exception of those aged 18 which are calculated using an attrition rate of those age 17). SCAP 2016 projections for Year 12 are as a result higher as more pupils are assumed to be staying onto sixth form, some of Islington school leavers are likely to be attending these other LA provisions.

11.6 Tech City has already been included in the capacity estimates as the blue shaded area (at 442 places). The provision at Tech City is not currently full and the college is actively recruiting with the expectation that growth in pupil numbers will occur (last academic year there were 217 pupils as at May 2016). While, CANDI has roughly 1,000 Islington residents attending (October 2016 snapshot) and this makes up just 18% of their total roll numbers.

Appendix 1: Methodology

Islington commissions school roll projections from the Greater London Authority (GLA) as they are considered to be the most robust available. For the first time this year a new process was introduced by the GLA allowing local authorities greater autonomy in producing their own school roll projections.

Figure 25: Illustration of the GLA school roll projection process (four steps)

How Witan and the SRP work together

Housing development data csv file → **Witan** → Ward Population Projection Split Gender csv file

Completed School Roll csv file (template provided by GLA) → **SRP (School Roll Projections)** → Borough, Planning Area and School level Projection csv files

Witan accepts development data, and lets you generate ward and borough level population projections, broken down by age and gender.

These are output as csv files, with their assumptions written into the filename.

For the SRP, the important file is *Ward Population Projection Split Gender* output file.

Data from Witan's *Ward Population Projection Split Gender* file is used along with one of two possible School Roll template files provided by the GLA.

The School Roll Projections data is returned, broken down at Borough, Planning Area and School levels.

Source: Witan blog https://witanbulletin.wordpress.com/

1. **Generate population projections using Witan**

The local housing development file (conventional sites only) was uploaded into the Witan (i.e. the new GLA demographics tool) to produce revised population projections. In addition to reflecting the latest housing development information - population projections produced this way provide a breakdown of GLA estimates for births, deaths and migration.

2. **Download the output file and validate the results**

Comparison of the outputs with local intelligence found that the GLA standard model estimates did not account for a recovery in births; as a result the high fertility model was used to re-create population projections this year.

3. **Send GLA the School Rolls template and population projections from Witan**

Actual school pupil numbers from the May Census were submitted to the GLA again this year so that projections are adjusted to take into account the latest available data including in-year admissions and pupil movement since January. This was sent to the GLA along with the population projection outputs from the Witan tool.

4. **Receive School Roll projections**

This is the second year of projections across the six planning areas, previously four. Smaller areas resulted in greater year-on-year variation in figures as smaller numbers trigger a 5% difference.

A number of outputs from the GLA's models and supporting documentation can be found on the London Datastore: (http://data.london.gov.uk/demography/population-projections/)

Appendix 2: Live births

Table A2 - 1: Live births by calendar year in Islington from 2005 to 2014

	Live Births Per Year									
Year	**2006**	**2007**	**2008**	**2009**	**2010**	**2011**	**2012**	**2013**	**2014**	**2015**
Births	2803	2792	2917	2983	2952	3008	2988	2819	2879	2939

Source: ONS Vital Statistics for live births (calendar year); SCAP closed before actual 2015 births were published

Appendix 3: Map of schools by the 6 new planning areas

A3 – table A3 - 1 Islington primary schools by the six planning areas

Planning Area		No. of schools	School
No.	**Name**		
PA 1	Holloway	9	Hargrave Park
			Robert Blair
			Yerbury
			Tufnell Park
			Hungerford
			Sacred Heart
			St John's Upper Holloway
			St Joseph's
			St Mary Magdalene's Academy
PA 2	Hornsey	9	Duncombe
			Grafton
			Pakeman
			Ashmount
			Montem
			Pooles Park
			St Mark's
			Christ the King
			Whitehall Park (new)
PA 3	Highbury	8	Ambler
			Drayton Park
			Gillespie
			Highbury Quadrant
			Newington Green
			St John's Highbury Vale
			St Jude's & St Paul's
			St Joan of Arc's
PA 4	Barnsbury	7	Copenhagen
			Laycock
			Thornhill
			Vittoria
			Winton
			St Andrew's
			Blessed Sacrament
PA 5	Canonbury	7	Hanover
			Canonbury
			Rotherfield
			St John Evangelist
			St Mary's
			William Tyndale Academy
			New North Academy
PA 6	Finsbury	6	Moreland
			Prior Weston
			Hugh Myddelton
			Clerkenwell Parochial
			St Luke's
			St Peter's & St Paul's

Appendix 4: Reception class rolls from 2011/12 to 2015/16, projections 2016/17 to 2030/31, against capacity (PANs)

	Academic Year	Planning Area 1			Planning Area 2			Planning Area 3			Planning Area 4			Planning Area 5			Planning Area 6		
# of Reception Class Spare Capacity																				
		PAN	GLA est	Diff	PAN	GLA est	Diff	PAN	GLA est	Diff	PAN	GLA est	Diff	PAN	GLA est	Diff	PAN	GLA est	Diff
Actual Rolls	2011/12	405	395	10	420	413	7	345	340	5	305	283	22	352	349	3	240	236	4
	2012/13	402	402	0	420	432	-12	345	330	15	305	277	28	355	354	1	240	231	9
	2013/14	422	404	18	465	445	20	375	370	5	290	254	36	355	344	11	240	238	2
	2014/15	417	407	10	525	485	40	375	370	5	320	254	66	355	348	7	270	251	19
	2015/16	417	416	1	495	462	33	375	365	10	320	263	57	355	350	5	240	239	1
Roll Projections	2016/17	417	438	-21	495	456	39	375	372	3	290	280	10	355	365	-10	255	237	18
	2017/18	417	419	-2	495	452	43	375	362	13	290	271	19	355	371	-16	330	255	75
	2018/19	417	415	2	495	443	52	375	343	32	290	263	27	355	363	-8	330	248	82
	2019/20	462	417	45	495	439	56	375	358	17	290	269	21	355	365	-10	330	248	82
	2020/21	462	437	25	495	456	39	375	370	5	290	282	8	355	380	-25	330	259	71
	2021/22	462	448	14	495	467	28	375	378	-3	290	289	1	355	391	-36	330	268	62
	2022/23	462	460	2	495	475	20	375	381	-6	290	295	-5	355	401	-46	330	275	55
	2023/24	462	467	-5	495	482	13	375	384	-9	290	299	-9	355	408	-53	330	284	46
	2024/25	462	472	-10	495	488	7	375	388	-13	290	306	-16	355	415	-60	330	293	37
	2025/26	462	480	-18	495	496	-1	375	389	-14	290	310	-20	355	417	-62	330	301	29
	2026/27	462	485	-23	495	503	-8	375	391	-16	290	314	-24	355	420	-65	330	309	21
	2027/28	462	489	-27	495	508	-13	375	393	-18	290	316	-26	355	422	-67	330	316	14
	2028/29	462	492	-30	495	512	-17	375	394	-19	290	319	-29	355	424	-69	330	322	8
	2029/30	462	493	-31	495	517	-22	375	396	-21	290	320	-30	355	425	-70	330	326	4
	2030/31	462	493	-31	495	519	-24	375	396	-21	290	321	-31	355	424	-69	330	327	3

Source: DfE May Census 2012-16, 2016 GLA projections and school capacity (PANs); shaded area is outside the scope of the SCAP return.

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Appendix 5: *Travel into and out of each borough in the Central London sub-region- 16-18 year old (July 2015 LCCIS data)*

CENTRAL LONDON	IN	OUT	IN	OUT	IN	OUT	IN	OUT	IN	OUT	IN	OUT	IN	OUT	IN	OUT
16-18 IN EDUCATION	Import	Export	Import	Export	Import	Export	Import	Export	Import	Export	Import	Export	Import	Export	Import	Export
Remain in borough	Camden		Hackney		Islington		Kensington		Lambeth		Southwark		Wandsworth		Westminster	
BARKING & DAGENHAM	28	1	33	25	27	8	7	0	4	1	4	4	1	2	30	3
BARNET	218	131	49	74	196	173	58	2	3	5	3	9	6	2	204	33
BEXLEY	18	1	6	1	3	1	7	0	8	4	9	14	15	0	27	0
BRENT	261	73	15	8	63	12	342	18	6	2	0	12	31	5	658	66
BROMLEY	3	3	3	2	6	2	15	2	40	63	17	132	50	3	79	3
CAMDEN	1501		55	333	401	711	68	58	17	189	6	282	10	40	449	254
CITY OF LONDON	2	52	2	24	10	53	2	20	3	5	5	6	0	1	4	32
CROYDON	36	6	18	8	15	14	17	3	302	295	30	160	536	87	74	11
EALING	20	9	4	19	11	6	157	30	8	15	3	18	7	16	105	27
ENFIELD	82	37	135	139	363	79	20	3	8	17	3	20	9	4	167	4
GREENWICH	42	3	15	5	14	0	11	0	20	5	18	43	26	1	58	2
HACKNEY	333	55	2449		765	305	38	4	13	40	7	60	10	5	160	9
HAMMERSMITH & FULHAM	33	55	3	28	33	32	311	441	14	97	1	64	144	203	114	271
HARINGEY	233	26	333	185	865	160	18	3	9	11	3	2	11	3	274	11
HARROW	16	21	4	8	12	3	21	4	2	4	0	4	5	1	86	17
HAVERING	31	2	4	18	8	2	2	1	0	1	3	3	1	0	41	2
HILLINGDON	6	7	4	3	12	10	37	14	3	5	1	2	6	1	42	8
HOUNSLOW	7	7	0	3	9	1	36	43	5	13	0	7	13	11	22	19
ISLINGTON	711	401	305	765	1559		28	14	19	91	5	155	12	17	226	51
KENSINGTON & CHELSEA	58	68	4	38	14	28	413		7	77	3	142	38	85	214	237
KINGSTON-UPON-THAMES	0	3	0	1	1	5	5	10	7	132	1	40	79	385	13	12
LAMBETH	189	17	40	13	91	19	77	7	1938		246	394	1193	211	305	53
LEWISHAM	108	11	27	27	44	6	36	10	122	305	241	1490	201	16	148	11
MERTON	2	1	6	1	4	4	10	13	108	304	3	85	997	394	60	9
NEWHAM	108	5	180	70	215	14	30	2	10	7	8	19	18	3	182	2
REDBRIDGE	48	1	44	22	48	1	16	0	4	0	1	3	7	0	55	1
RICHMOND-UPON-THAMES	1	9	1	4	4	4	32	58	3	189	1	105	28	233	9	44
SOUTHWARK	282	6	60	7	155	5	142	3	394	246	1419		484	4	436	7
SUTTON	4	1	2	2	1	2	4	2	12	101	1	21	280	112	17	1
TOWER HAMLETS	90	3	379	143	305	7	10	0	8	3	19	19	10	1	105	3
WALTHAM FOREST	44	23	275	477	472	68	13	1	11	10	4	12	6	1	126	4
WANDSWORTH	40	10	5	10	17	12	85	38	211	1193	4	484	2145		95	35
WESTMINSTER	254	449	9	160	51	226	237	214	53	305	7	436	35	95	1398	
SURREY	26	5	2	1	1	0	5	5	5	34	1	8	32	111	11	6
ESSEX	35	4	10	33	19	3	0	1	7	0	0	3	2	0	9	1
HERTFORDSHIRE	44	16	9	9	20	50	12	3	2	0	0	1	1	0	16	7
Other Outside London	82	87	27	217	22	74	21	45	31	137	2	119	38	69	47	89
Educated YP within borough	4996		4517		5856		2343		3417		2079		6487		6066	
Total residents in education		3110		5332		3659		1485		5844		5797		4267		2743
Total Students Imported	3495		2068		4297		1930		1479		660		4342		4668	
otal Students Exported		1609		2883		2100		1072		3906		4378		2122		1345

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ISLINGTON

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

Meeting of	Date	Ward(s)
Children Services Scrutiny Committee	10 July 2017	All

Delete as appropriate	~~Exempt~~		Non-exempt

SUBJECT: Children's Services Performance 2016/17: Quarter 4 Update

1. Synopsis

1.1 This Quarter Four (Q4) performance report provides an update on progress against Key Performance Indicators (KPIs) across Children's Services.

1.2 A Data Dashboard, showing performance against the KPIs, is included in a separate attachment. This report should be read alongside the dashboard for a full, rounded understanding of performance in each area.

1.3 Only those KPIs where new data is available at the time of writing are discussed in this report, to avoid repetition from previous performance updates.

1.4 Corporate Indicators are highlighted – these have profiled targets for each quarter.

2. Recommendations

2.1 To consider Children's Services performance in Quarter 4 2016/17;

2.2 To note the following proposed changes to Children's Services Corporate Performance Indicators:

- Removal of CI9 Number of active childminders. This measure was introduced when the number and Ofsted outcomes for childminders was less strong, it is now much improved and compares well.
- Removal of CI11 Number of new mainstream foster carers recruited in Islington. However, this measure will continue to be monitored through Children's Services Scrutiny Committee each quarter;
- Amend CI12 Number of children missing to over 24 hours only;
- Replace CI15 Level 2 at KS4, 5+ A*-C grades including English and mathematics, with Progress 8;
- Amend CI16 Percentage of Islington school leavers in Year 11 who move into sustained education or training to match the DfE measure, based on pupil destinations as at the start of November

2.3　Also to note the following new Equalities indicators for Children's Services:

- Improving uptake of funded early education among Turkish/Kurdish families
- Narrow the gap in attainment between Black Caribbean pupils and the LA average for all pupils at Key Stage 2 (expected standard in Reading, Writing and Maths) – to be reported once 2017 results available
- Narrow the gap in attainment between Black Caribbean pupils and the LA average for all pupils at Key Stage 4 (Progress 8) – to be reported once 2017 results available

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

1.3 - Equalities: Improving uptake of funded early education among Turkish/Kurdish families

As part of our overall drive to improve the uptake of funded early education places for 2 year olds, an equalities measure has been agreed to focus on the uptake of these places by children from Turkish and Kurdish families. A target of ensuring there are 50 or more Turkish and Kurdish children taking up 2 year old places by January 2018 has been agreed.

Between January 2016 and January 2017, the number of Turkish and Kurdish 2 year old children taking up early years places increased from 30 to 42.

Uptake has increased as families in general become more aware of the 2 year old offer and more local provision becomes available. Proportionately uptake from Turkish and Kurdish families has increased more as more resource has been focused on the bilingual outreach service commissioned from Minik Kardes. While this area of work has been ongoing additional funding has recently been made available to enable more time to be devoted to supporting eligible families to access and take up a funded place.

1.5 - Percentage of primary school children who are persistently absent

At the time of the Q3 report, we knew there had been a reduction in the persistent absence rates in Islington primary schools from 9.9% in 2014/15 to 9.2% in 2015/16. Published data for our comparators is now available, which shows that persistent absence in other parts of the country also fell, year on year.

Nationally, persistent absence levels for primary school pupils fell from 8.4% in 2014/15 to 8.2% in 2016/17. In London, persistent absence levels for primary school pupils fell from 8.9% in 2014/15 to 8.6% in 2016/17. Persistent absence levels in Inner London boroughs tend to be higher than other areas and in both 2014/15 and 2015/16 the Inner London average was 8.9%. The gap between Islington and our comparators therefore narrowed.

The proposed target for this academic year is to be at or lower than the Inner London average.

Data for the Autumn term 2016/17 is now available. This shows that across the country, absence levels increased compared to the previous year. The Islington persistent absence rate for primary school pupils rose to 10.5%, which is slightly above the Inner London and London averages of 10.2%. Absence levels tend to be highest in the Autumn term, so we expect the persistent absence rate to fall during the Spring and Summer terms.

Persistent Absence (PA) is moving in the right direction since resources previously held centrally were delegated to schools from 2015-16. But it still remains too high when compared to other LAs, particularly at primary. Interventions are targeted on schools with the highest levels of PA. An emphasis is placed on the consistent use of systems and procedures (e.g. first day calling) and a range of in-schools factors (e.g. encouraging extra-curricular participation).   Recognising that some of the factors associated with chronic absence are beyond the school's direct control, we are also supporting improved links between schools and the Early Help Service, with children who are PA and their families targeted for support.

1.8 - Number of children in Alternative Provision

There were 117 Islington pupils in Alternative Provision at the end of March 2017, which is higher than the 112 at the end of December 2016, but lower than the 127 at the end of March 2016.

For 2017/18, Islington schools will have responsibility for managing their own arrangements for pupils in Alternative Provision. This means that the Alternative Provision team will only be managing cases where schools purchase this as a service from the local authority. Therefore, it will be up to schools to choose what is appropriate for each pupil, and reduce the influence of the Local Authority. The message remains, however, that the best place for the vast majority of pupils is in a school.

We continue to work with Secondary Schools encouraging them to think carefully about referring pupils to Alternative Provision. This academic year the current numbers of Year 10 pupils are down by 45%, however, the current Year 11 have increased by 20%.

The Action Plan for 2016-17 is in place. This has identified a piece of work with Islington Schools and Local Authority to transfer responsibility for Alternative Provision to New River College. The process for this with schools will be in place for the summer term.

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

1.13 – Proposed revision to Corporate Indicator: Percentage of Islington school leavers in Year 11 who move into education or training

There was a slight increase in the proportion of Islington school leavers who move into sustained education or training (i.e. for two terms), from 96.7% for those who left in 2015 to 96.9% for those who left in 2016.

It is proposed that the Corporate Indicator on this measure is amended to match the measure published by the DfE, based on pupils' destinations as at the start of November each year. On this measure there was also a slight increase, from 96.8% for those who left in 2015 to 97.3% for those who left in 2016.

1.14 - Percentage of 16-18 year olds Not in Education, Employment or Training (NEET)

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

The proportion of Islington's 16-18 year olds Not in Education, Employment or Training (NEET) has fallen in recent years, from 5.2% in 2014/15, to 2.2% in 2015/16 and 1.7% in 2016/17.

However, the DfE are revising this measure to look only at 16 and 17 year olds, but including those young people whose status is not known to the local authority in the figures. 4.6% of Islington's resident 16 and 17 year olds were NEET or Not Known in 2016/17, which is better than the London and England average (6.7%).

The improvement in performance in both the 'in learning' measures reflects continued work with schools to identify early those learners who are assessed as being at risk of not progressing to post 16 learning and ensuring that the appropriate support is provided to them. A specialist progress adviser has been in place since September 2015 whose role is to work with young people who wish to pursue a vocational pathway post 16. This role working with schools has contributed to the numbers of young people remaining in learning, as has sustained follow up of school leavers and work carried out by progress advisers in the GCSE results period.

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

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

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

This is based on the number of children in funded places compared to the size of the list of eligible parents received from the DWP. There were 728 2 year olds in funded places, a slight fall of 14 compared to the previous term. However, the size of the cohort of eligible children also fell, so 70% of eligible children were taking up a funded place in each of the last two terms.

Our refreshed communications strategy has helped to promote the offer maintaining the percentage of funded 2 year olds taking up a place alongside reminders about the offer and its impact on outcomes with colleagues and partners The development of the family engagement worker role as part of the wider transformation of early childhood (to be implemented September 2017) will have a keener focus on ensuring all families access their early education and childcare entitlements.

In terms of numbers of places, we currently have sufficiency in line with take-up but are continuing to develop more places, particularly in schools and children's centres where levels of staffing qualifications are higher and the impact on children's outcomes better.

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

Claims for a further 56 families were made in January 2017 and then a further 74 families in March 2017, on top of the 87 families for which there was a claim in September 2016, making a total of 217 in 16/17, which exceeds our target of 200 for 2016/17.

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

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

The proportion of re-referrals fell in Q4, although the provisional year-end figure remains above the 2015/16 figure. However, the proportion of re-referrals for Islington in 2016/17 remains consistent with the 2015/16 national average.

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

In 2015/16, Islington had the 28th highest proportion of children who become the subject of a Child Protection Plan for a second or subsequent time in the country. However, the provisional year-end figure for 2016/17 has almost halved compared to 2015/16. The 2016/17 year-end figure for Islington is lower than the London and England averages for 2015/16, and is equivalent to top quartile performance based on the 2015/16 figures across the country.

This reduction is a result of the intensive work being performance to ensure children who are the subject of a Child Protection Plan are not removed from the plan until their needs are met.

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

This is a local measure. A change in the cohort covered by this measure during Q2 of 2016/17 means only trend data and no comparator data is currently available for this indicator. The measure is included for information only.

3.4 and 3.5 - Number of children missing from care; and home

The number of missing episodes has significantly decreased in the last few months. The numbers of children who have been missing in the last quarter has remained relatively similar. The missing from care data evidences the same number of looked after children going missing. However there is significant decrease in the amount of times those children went missing in comparison to the previous quarter. There has been a marked decrease in individual children missing from home on a subsequent occasion; this has been due to improved safety planning within the Social Work teams alongside partner agency contribution. The fewer number of times a child goes missing the less potential risk there is to that child.

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

In the last quarter, 4 out of 21 young people Triaged went on to receive a substantive disposal – so 81% were diverted away from the criminal justice system, an increase on the 76% the previous quarter. Over the whole year, 26 out of 131 young people Triaged went on to receive a substantive disposal, so overall 80% were diverted away from the criminal justice system.

This is a very positive performance, demonstrating that the Triage service offered by the Targeted Youth Service is successful in moving young people away from criminality. As a result, we are examining whether there are further groups of young people who could be managed through out of court means, and are currently trialling a Restorative Disposal to be used with the small numbers of complex young women who offend in a prolific but low level manner, and for whom the statutory justice system may not be the best means of meeting their needs or reducing the risks of recidivism. This work is in a nascent stage and outcomes will be examined when there are sufficient numbers receiving the disposal.

3.7 - Number of first time entrants into Youth Justice System

Provisional year-end data suggests there were 79 first time entrants into the Youth Justice System in 2016/17, a significant reduction from 2015/16, when there were 102 first time entrants.

This is very positive, and reflects the good performance of the Triage service as above. We are on track to achieve and indeed exceed what was once felt to be an over demanding target. Initiatives such as the Youth Restorative Disposal aim to continue to divert young people where possible, so that the statutory system concentrates on young people whose offending is serious enough to warrant this.

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

Provisional year-end data suggests 45% of the 2016/17 cohort re-offended during the year. This is a reduction from a revised figure of 56% for the previous year. This provisional data also shows that the frequency rate of re-offending, which tracks the re-offending rate of the most prolific individuals within the cohort, is also set to reduce.

We attribute this in part to improved case management within the YOS, and also to our work in tracking the cohort through use of the 'live tracker' tool, which enables more accurate targeting of the groups most likely to re-offend in Islington. The key themes arising from tracker data include the need to tackle the very high rates of breach of CBO; the need to continue to focus on school engagement, and targeted work to promote positive black masculinity.

3.9 - Number of custodial sentences for young offenders

Provisional year-end data suggests custodial sentences have reduced substantially in the year, and the YOS is again on track to exceed our ambitious target.

The establishment of a specialist Intensive Supervision and Surveillance programme, which enables rigorous management of high risk young people in the community, has contributed to this positive reduction. However improvements in the quality of the service across a range of aspects – the service delivered to the courts and the consequent confidence of sentencers; the standard and consistency of pre-sentence reports; the confidence of and resources available to staff to work with higher risk groups and the positive, child centred ethos of the YOS team have all led to this achievement.

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

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

Comparator data for 2015/16 has not yet been published on this measure. In 2014/15, Islington was in the bottom quartile on this measure. However, the Islington figures improved in 2015/16 and the provisional year-end figures for 2016/17 show a similar figure to 2015/16.

There are various reasons why some children have not been in the same placement for 2 years. There have been positive moves for children from their placements particularly children returning home, children moving from therapeutic residential care to foster care or supported accommodation, placed for adoption or who have moved to permanent families. There has been a trajectory for improvement for children placed for adoption with some children being placed swiftly. Some young people placed in supported accommodation have been moved to improve their safety.

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

As above, the comparator data relates to 2014/15, and the long term stability of placements for Islington's looked after children has since improved. Provisional data for 2016/17 suggests that 66.2% of the cohort for this measure were in a stable placement, the same proportion as in 2015/16.

The majority of changes in long term placements involve children over the age of 14, and in short term moves young people over the age of 17. The themes are late entry to care, difficulty in meeting behavioural needs and the shortage of placements available for these children and young people. Some of these young people have benefitted from placements out of the area, where specialist help is available for them and they can make a new start away from negative influences.

A policy is already in place whereby all second moves and above are scrutinised at senior management level. There are also processes in place to scrutinise the placements of children in long term fostering arrangements. Permanency Planning Meetings are held by the adoption Service for children up to and including 13 year olds. Our Adoption and Permanency panel approves fostering matches for children under the age of 10 and our Long Term Fostering panel scrutinises and decide whether to approve all prospective long term foster placements for children over the age of 10. A Care Planning Panel is also being established to ensure greater senior management oversight of these cases.

4.7 - Percentage of good and outstanding early years settings

The proportion of early years settings judged to be good or better in their most recent inspection has increased throughout 2016/17. The latest published data (as at the end of December 2016) shows 90.4% of Islington's early years settings are good or better, which is in line with the London average, although slightly below the England average.

While the direction of travel continues to improve although the figures appear disappointing in comparison with national averages, all nursery settings bar one in the borough across the

private, voluntary, independent and maintained sectors now have a good or better Ofsted inspection outcome.

This indicator also gives equal weighting to individual childminder inspections. The number of childminders with a less than good outcome is 15. However, some of these inspection outcomes are very old and the childminders themselves may not be minding any more but choose to remain on the early years register. Local data shows that only six active childminders currently have a "Requires Improvement" outcome. Childminding co-ordinators are working with them to support them to improve provision.

Four other non-domestic settings with "Requires Improvement" outcomes are after school clubs on the Early Years Register which rarely take children under five. Two of the four have received an inspection judgement of good since January. The childcare monitoring officer is working with the third voluntary sector setting. The fourth setting is an independent company commissioned by a local school to deliver an after school service.

4.8 - Percentage of good and outstanding Islington schools (primary, secondary and special)

The proportion of schools judged good or better fell slightly in Q4. Published data shows that across the country, fewer schools are receiving good or outstanding inspection outcomes in recent inspections. Only 44% of schools across England that were inspected in Q4 2016/17 were judged good or better, compared to 7 out of the 8 Islington schools inspected during the same period.

Subsequent to these figures and recent published reports the current figure of good or better schools across Islington is 93%. This includes the following:
- 93% good or better primary (Maintained)
- 75% good or better secondary (non-academy)
- 100% good or better special school
- 100% good or better primary/secondary (Academy/Free School)

Currently this would indicate that Ofsted outcomes for Islington schools are in line with London figures and are above national figures.

The local authority is anticipating a further inspection of a primary school currently judged as requiring improvement. All indicators suggest that this school will be judged "Good" and therefore the primary figure will rise to 95% good or better.

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

5.1 - Number of active childminders

There has been little change in the overall number of childminders during the year, with the number at the end of 2017/18 standing at 188, an increase of one over the previous year. However, the quality of provision continues to improve, with the latest published data showing that 88% of Islington's childminders judged good or better by Ofsted, in line with the London average (as at the end of December 2016).

The delays in the DBS checking remain with subsequent negative impact on the recruitment of childminders. iWork continues to work closely with childminder recruitment, supporting childminders with the cost of initial training and DBS checks.

A revised childcare business grant has now been made available from the DfE for new childminders if they are planning to offer the 30 hours and are registered with their Local Authority to do so. This has been incorporated into the Islington childminder recruitment and development pathway.

5.4 - Number of new mainstream foster carers recruited in Islington

11 new foster families were approved in 2016/7, with 8 more applicants at different stages. Without continuous advertising, enquiries slow down. There is currently a shared Consortium internet recruitment campaign followed by a Consortium Recruitment event in May. Islington is also launching a Google Adwords campaign to raise our own internet profile, plus we are planning a microsite to give better information to the public about fostering.

Appendices: Appendix A – Data Dashboard

Background papers: None

Final report clearance:

Signed by:

Carmel Littleton
Corporate Director of Children's Services   Date:

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CS PI No.	Corporate PI No.	Indicator	Q4 (May 17 for July meeting)	Frequency reported	Current Figure (Period covered)	Previous Figure (Period covered)	Figure at end of previous year	Direction of travel	London	England	National quartile
CS 2016/19 Aim ONE:		**Through strong universal services, children, young people and adults are enabled to achieve good education and employability outcomes**									
1.3	x	**Equalities:** Improving uptake of funded early education among Turkish/Kurdish families (2 year olds)	Y - target at least 50 children taking up 2 YO places	Termly	**42 (January 2017)**	30 (January 2016)	n/a - January Census collection	↑	n/a	n/a	n/a
1.5	13	**Corporate Indicator:** Percentage of primary school children who are persistently absent (below 90% attendance)	Yes - for comparators only	Termly	**10.5% (Autumn term 2016/17)**	9.5% (Autumn term 2015/16)	9.2% (2015/16 AY)	↑	10.2% (Autumn term 2016/17)	10.0% (Autumn term 2016/17)	2nd from bottom
1.8	14	**Corporate Indicator:** Number of children in Alternative Provision	Y	Quarterly	**117 (End Q4 2016/17 FY)**	112 (End Q3 2016/17 FY)	127 (End 2015/16 FY)	↓	n/a	n/a	n/a
1.13	16	**Corporate Indicator:** Percentage of Islington school leavers in Year 11 who move into sustained education or training	Y	Report after year end	**96.9% (2016 leavers)**	96.7% (2015 leavers)	96.7% (2015 leavers)	↑	n/a	n/a	n/a
New 1.13	New 16	**Proposed amendment to Corporate Indicator:** Percentage of Islington school leavers in Year 11 who move into education or training (as at start of November)	Y	Annual	**97.3% (2016 leavers)**	96.8% (2015 leavers)	96.8% (2015 leavers)	↑	97.4% (2016)	96.8% (2016)	2nd from bottom
1.14	x	Percentage of 16-18 year olds Not in Education, Employment or Training (NEET)	Y + methodology change	Annual (Nov-Jan)	**1.7% (2016/17)**	2.2% (2015/16)	2.2% (2015/16)	↓	3.1% (2015/16)	4.2% (2015/16)	Top
New 1.14	x	Percentage of 16 & 17 Year old Residents NEET or Not Known	Y + methodology change	Annual (Nov-Jan)	**4.6% (2016/17)**	n/a - new measure	n/a - new measure	n/a	6.7% (2016/17)	6.7% (2016/17)	Top
CS 2016/19 Aim Two:		**The resilience of children, young people and families is strengthened by accessing effective early intervention approaches**									
2.1	7	**Corporate Indicator:** Percentage of 2 year old places taken up by low income families, children with Special Educational Needs or Disabilities (SEND) or who are looked after	Y - Spring term	Termly	**70% (Spring term 2016/17 AY)**	70% (Autumn term 2016/17 AY)	63% (Spring term 2015/16 AY)	↔	57% (January 2016)	68% (January 2016)	2nd from bottom (at Jan 2016)
2.4	10	**Corporate Indicator:** Number of families in Stronger Families programme with successful outcomes as measured by payment by results	Y - March claim	Min. 2 claims a year - September, January and March for 16/17	**217 families (Sept 2016, Jan and March 2017 claims)**	143 families (Sept 2016 and Jan 2017 claims)	30 families (First claim of Phase 2)	n/a - cumulative figure	n/a	n/a	n/a
CS 2016/19 Aim Three:		**Children and young people are kept safe through effective safeguarding and child protection arrangements which respond to risk, early identification and reduce escalation of concerns**									
3.1	x	Percentage of re-referrals to Children's Social Care within the previous 12 months	Y - Q4 provisional	Monthly (internal) / quarterly for Scrutiny	**21.8% (2016/17 FY provisional)**	23.0% (End Q3 2016/17 FY)	16.8% (2015/16 FY)	↑	16.0% (2015/16 FY)	22.3% (2015/16 FY)	2nd from top
3.2	x	Percentage of children who become the subject of a Child Protection Plan for a second or subsequent time	Y - Q4 provisional	Monthly (internal) / quarterly for Scrutiny	**12.1% (2016/17 FY provisional)**	12.3% (End Q3 2016/17 FY)	22.2% (2015/16 FY)	↓	14.0% (2015/16 FY)	17.9% (2015/16 FY)	Bottom
3.3		Percentage of children who were seen in accordance with a Children in Need Plan	Y - Q4 provisional	Monthly (internal) / quarterly for Scrutiny	**73% (2016/17 FY provisional)**	72% (End Q3 2016/17 FY)	n/a – change in definition of the cohort during the year	↔	n/a	n/a	n/a
3.4	12	**Corporate Indicator:** Number of children missing from care *(To be amended to look at those missing for 24+ hours for 2017/18)*	Y - Q4	Monthly (internal) / quarterly for Scrutiny	**36 (March 2017)**	30 (December 2016)	18 (March 2016)	↑	n/a	n/a	n/a
3.5	x	Number of children missing from home	Y - Q4	Monthly (internal) / quarterly for Scrutiny	**27 (March 2017)**	17 (December 2016)	20 (March 2016)	↑	n/a	n/a	n/a
3.6	17	**Corporate Indicator:** Percentage of young people (aged 10-17) triaged that are diverted away from the criminal justice system	Y - Q4 provisional	Quarterly	**80% (2016/17 FY provisional)**	83% (Q1 to 2 2016/17 FY)	80% (2015/16 FY)	↔	Not published		
3.7	18	**Corporate Indicator:** Number of first time entrants into Youth Justice System	Y - Q4 provisional	Quarterly	**79 (2016/17 FY provisional)**	66 (Q3 2016/17 FY)	102 (2015/16 FY)	↓	n/a	n/a	n/a
3.8	19	**Corporate Indicator:** Percentage of repeat young offenders (under 18s)	Y - Q4 provisional	Quarterly	**45% (2016/17 FY provisional)**	41% (Q3 2016/17 FY)	56% (2015/16 FY - revised)	↓	YJB measure on reoffending uses a different cohort so is not comparable		
3.9	20	**Corporate Indicator:** Number of custodial sentences for young offenders	Y - Q4 provisional	Quarterly	**30 (2016/17 FY provisional)**	25 (Q3 2016/17 FY)	37 (2015/16 FY)	↓	n/a	n/a	n/a

CS 2016/19 Aim Four:		Children, young people and families thrive through good local area health, care and education provision									
4.5	x	Placement stability - short term - Proportion of looked after children with 3 or more placements over the course of the year	Y - Q4 provisional	Monthly (internal) / quarterly for Scrutiny	**12.0% (2016/17 FY provisional)**	9.3% (Q3 2016/17 FY)	11.8% (2015/16 FY)	↔	11% (2014/15 FY)	10% (2014/15 FY)	Bottom
4.6	x	Placement stability - long term - Percentage of children who have been looked after for more than 2.5 years who have been looked after in the same placement for at least 2 years or placed for adoption	Y - Q4 provisional	Monthly (internal) / quarterly for Scrutiny	**66.2% (2016/17 FY provisional)**	72.8% (Q3 2016/17 FY)	66.2% (2015/16 FY)	↔	67% (2014/15 FY)	68% (2014/15 FY)	Bottom
4.7	x	Percentage of good and outstanding early years settings	Q3 published data now available	Quarterly	**90.4% (Q3 2016/17 FY)**	88.0% (Q2 2016/17 FY)	83.1% (2015/16 FY)	↑	90.3% (2016/17 Q3)	92.7% (2016/17 Q3)	Bottom
4.8	x	Percentage of good and outstanding Islington schools (all phases)	Y - Q4 provisional	Quarterly	**87.5% (Q4 2016/17 FY - provisional)**	92.2% (Q3 2016/17 FY)	89.1% (2015/16 FY)	↑	93.2% (Q4 2016/17 FY - provisional)	88.9% (Q4 2016/17 FY - provisional)	2nd from bottom
CS 2016/19 Aim Five:		A high quality strategic and business support infrastructure stimulates the development and delivery of efficient and effective services									
5.1	9	**Corporate Indicator:** Number of active childminders	Y - Q4	Quarterly	**188 (As at end Q4 2016/17 FY)**	189 (As at end Q3 2016/17 FY)	187 (As at end 2015/16 FY)	↔	n/a	n/a	n/a
5.4	11	**Corporate Indicator:** Number of new mainstream foster carers recruited in Islington	Y - Q4	Monthly / quarterly for Scrutiny	**11 (2016/17 FY)**	8 (As at end Q3 2016/17 FY)	9 (2015/16 FY)	↑	n/a	n/a	n/a

CHILDREN'S SERVICES SCRUTINY COMMITTEE

SCRUTINY TOPICS AND WORK PROGRAMME 2017/18

The Committee is asked to identify its scrutiny topics for 2017/18 and review its work programme.

The Council's Constitution allows the Committee to undertake one review of its own choosing, and any further reviews if directed by the Policy and Performance Scrutiny Committee.

The scrutiny review must be completed within the municipal year. The Committee may also request one-off reports on other matters related to Children's Services.

Monday 10 July 2017

1. Membership, Terms of Reference, Dates of Meetings
2. Post-16 Education, Employment and Training – Draft Report
3. Education in Islington: Annual Report
4. Update on trends and demand for places at Islington schools
5. Quarterly Review of Children's Services Performance (Q4 2016/17)
6. Scrutiny Topics and Work Programme 2017/18

Tuesday 19 September 2017

1. Results of Children's Services Ofsted Inspection
2. Scrutiny Review *[Topic TBC]* – Scrutiny Initiation Document and Introductory Presentation
3. Executive Member Annual Presentation
4. Quarterly Review of Children's Services Performance (Q1 2017/18)
5. Review of Work Programme

Monday 30 October 2017

1. Scrutiny Review *[Topic TBC]* – Witness Evidence
2. Corporate Parenting Board Annual Report
3. SEND Reforms and Impact – Update
4. Executive Member Questions
5. Review of Work Programme

Tuesday 28 November 2017

1. Scrutiny Review *[Topic TBC]* – Witness Evidence
2. Alternative Provision Review 2015/16 – 12 Month Report Back
3. Quarterly Review of Children's Services Performance (Q2)
4. Executive Member Questions
5. Review of Work Programme

Tuesday 9 January 2018

1. Scrutiny Review *[Topic TBC]* – Witness Evidence
2. The Children's Services Response to Prevent – Update
3. Executive Member Questions
4. Review of Work Programme

Tuesday 20 February 2018

1. Scrutiny Review *[Topic TBC]* – Witness Evidence and Concluding Discussion
2. Islington Safeguarding Children Board: Annual Report
3. Child Protection Annual Report
4. Executive Member Questions
5. Review of Work Programme

Tuesday 20 March 2018

1. Scrutiny Review *[Topic TBC]* – Draft Report
2. Quarterly Review of Children's Services Performance (Q3)
3. Executive Member Questions