



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 **29 October 2019 at 7.30 pm.**

Enquiries to : Jonathan Moore
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Despatched : 21 October 2019

Membership

Councillors:

Councillor Vivien Cutler (Chair)
Councillor John Woolf (Vice-Chair)
Councillor Santiago Bell-Bradford
Councillor Alice Clarke-Perry
Councillor Phil Graham
Councillor Clare Jeapes
Councillor Michelline Safi Ngongo
Councillor Flora Williamson

Co-opted Member:

Mary Clement, Roman Catholic Diocese
Zaleera Wallace, Parent Governor Representative (Secondary)

Quorum is 3 Councillors

Substitute Members

Substitutes:

Councillor Satnam Gill OBE
Councillor Mouna Hamitouche MBE
Councillor Sara Hyde
Councillor Roulin Khondoker
Councillor Nurullah Turan
Councillor Nick Wayne

A.	Formal Matters	Page
1.	Apologies for Absence	
2.	Declaration of Substitute Members	
3.	Declarations of Interest	

If you have a **Disclosable Pecuniary Interest*** in an item of business:

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

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

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

***(a) Employment, etc** - Any employment, office, trade, profession or vocation carried on for profit or gain.

(b) Sponsorship - Any payment or other financial benefit in respect of your expenses in carrying out duties as a member, or of your election; including from a trade union.

(c) Contracts - Any current contract for goods, services or works, between you or your partner (or a body in which one of you has a beneficial interest) and the council.

(d) Land - Any beneficial interest in land which is within the council's area.

(e) Licences - Any licence to occupy land in the council's area for a month or longer.

(f) Corporate tenancies - Any tenancy between the council and a body in which you or your partner have a beneficial interest.

(g) Securities - Any beneficial interest in securities of a body which has a place of business or land in the council's area, if the total nominal value of the securities exceeds £25,000 or one hundredth of the total issued share capital of that body or of any one class of its issued share capital.

This applies to all members present at the meeting.

4.	Minutes of the Previous Meeting	1 - 8
5.	Chair's Report	
6.	Items for Call In (if any)	

7. Public Questions

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

B. Items for Decision/Discussion	Page
1. Equalities in Educational Outcomes - Witness Evidence	
a) Presentations on projects and approaches being used across schools	9 - 62
b) Islington Trauma Informed Practices in Schools - handout for governors	63 - 64
2. Executive Member Questions	65 - 66
3. Quarterly Review of Children's Services Performance (Q1 2019/20)	67 - 84
4. Work Programme	85 - 86

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 26 November 2019

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

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

None.

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

None.

119 **EQUALITIES IN EDUCATIONAL OUTCOMES - WITNESS EVIDENCE (ITEM NO. B1)**

a) Data Update

Harry Donnison, QPMU Service Manager, presented an update on the performance and progress of Black Caribbean pupils and White UK pupils eligible for free school meals, taking into account the 2019 provisional exam results.

The following main points were noted in the discussion:

- The number of Black Caribbean pupils in each school year was under 100, therefore there could be a significant statistical fluctuation in attainment and progress from year to year.
- The number of Black Caribbean pupils achieving the Good Level of Development at Early Years Foundation Stage had increased in recent years and the gap between Black Caribbean pupils and the Islington average was closing; however, White British pupils eligible for free school meals still experienced an attainment gap in Early Years.
- In response to a question, it was suggested that separating data by gender would not provide results with statistical significance, as the number of Black Caribbean pupils in each school year was under 100. It was indicated that a breakdown by gender and Free School Meals eligibility could be provided by analysing a four year rolling average of results.
- In 2019 there had been a decrease in Attainment 8 scores for all demographic groups and it was commented that this may be a national trend.
- The 2019 Key Stage 4 exam results indicated that the attainment gap had persisted and appeared to be widening over time.
- Officers noted that some measures were subject to a considerable statistical variance and the data had to be interpreted in that context.
- The Committee indicated that they wished to talk to a range of groups about their experiences and what they thought were the factors that contributed to the attainment gap.

b) Panel of Headteachers

The Committee received evidence from a panel of local Headteachers, including Martha Braithwaite (St Marks CE Primary School), Juliet Benis (Ambler Primary School), Damian Parrott (Drayton Park & Montem Primary Schools), Sarah Beagley (Elizabeth Garrett Anderson Secondary School), Mita Pandya (Archway and Willow Children's Centres) and Jane Heffernan (St Aloysius Secondary School).

The following main points were noted in the discussion:

- Headteachers commented that comparing the academic attainment of different demographic groups had to be handled in a sensitive way. Schools focused on pupils as individuals, and targeted interventions to their particular needs, rather than seeing them as part of a wider demographic trend. For example, some schools had fewer than five Black Caribbean pupils across all age groups. It was therefore not always possible, or appropriate, to target school-level interventions at particular groups.
- It was emphasised that the attainment gap was a national issue and, while actions could be taken to reduce the gap locally, the issue may require a national solution.
- Headteachers suggested that passing on pupil and demographic data to parents could be useful in addressing the attainment gap. It was suggested that schools should raise the aspirations of all pupils and tackle underachievement in an honest and straightforward way.
- Some schools made use of mentors to work closely with underachieving groups, however such interventions could only be targeted at a small number of pupils. Such interventions were typically reserved for those most in need of support.
- Headteachers commented that regular engagement with parents from Early Years onwards was important to build a working relationship with parents. It was commented that it was more difficult to engage with parents as pupils got older, so it was important to develop relationships from an early age.
- It was important for schools and settings to build effective working relationships with families, however this could be challenging if parents did not have a positive experience of school.
- Some Early Years settings took a holistic approach to engaging parents and delivered family activities including gardening and healthy eating projects. Such activities were beneficial both to children and their families and provided an opportunity for settings to develop relationships with parents in a structured way.
- Some schools worked with parents on how they could support their children to succeed in school. For example, schools teaching parents how to support their child in learning to read.
- Headteachers spoke of the importance of young people having positive role models.

- Drayton Park and Montem primary schools were acutely aware of the impact of disadvantage. It was commented that some pupils had low expectations of themselves and the schools were keen to challenge this while ensuring that their systems and processes did not compound disadvantage. For example, the schools had moved away from traditional setting by ability, as there was evidence to suggest that this compounds inequality by capping pupils' aspirations and expectations.
- Headteachers commented that many disadvantaged young people experienced social and emotional issues and they acknowledged the role of schools in supporting them. Several Headteachers commented that they had embraced Trauma Informed Practice as a method of supporting young people who had experienced trauma.
- It was observed that disadvantaged pupils sometimes have a more restricted vocabulary. This has an impact on how they understand the world and communicate with others.
- Headteachers advised that schools knew which pupils experienced disadvantage. These pupils were identified to teaching staff who were provided with details of their particular needs whilst maintaining confidentiality.
- Headteachers spoke of the importance of regularly inviting parents into school to meet with teaching staff to discuss the progress of their children. A member queried if families with working parents, particularly those in challenging financial circumstances and working multiple jobs, were missing out on such opportunities because they did not have the time to attend school meetings. In response, it was suggested that schools planned events and activities at different times of day to ensure parents were able to attend. Schools maintained records of which parents attended such events to assist with targeting future events.
- The Committee asked whether Headteachers believed that it was helpful to analyse pupil attainment and progress alongside demographic factors such as ethnicity. Although Headteachers recognised the demographic trends, they thought that the personal circumstances of pupils had a greater impact on the targeting of interventions than wider demographic factors. Resources for support services were scarce and schools were more likely to target specific interventions at those with known issues, rather than at demographic groups.
- Some schools made use of a Pupil Passport. This was a document which set out pupil needs, views and opinions and could be very useful when children transferred school or transitioned from Primary to Secondary education. Such tools were generally used for pupils with additional needs, however, in theory, could be used for all pupils. It could be helpful to provide these documents to parents so they understood their child's needs and how schools were working to meet them. It was commented that transition from Primary to Secondary school could be very difficult for pupils with additional needs and vulnerabilities.
- Some schools made use of the Education Endowment Foundation toolkit for parental engagement. This focused on providing parents with practical strategies for supporting learning at home, tailoring school

communications to encourage positive dialogue about learning, and offering sustained and intensive support where needed.

- Headteachers welcomed the council's '11 by 11' cultural entitlement programme, as it provided schools with a framework for cultural activities they could share with parents. Not all families participated in cultural activities outside of school and the programme could be used to encourage families to take up such opportunities in their own time.
- The Committee asked whether there were any barriers to improving the attainment of Black Caribbean and White British pupils eligible for free school meals. In response, it was suggested that there was no single solution. Some Headteachers spoke of the importance of aspiration, of providing careers advice at an early age, and of taking advantage of the cultural activities that London had to offer. They also commented that developing the confidence of pupils and parents was crucial. Other Headteachers spoke of the importance of parental mental health, noting that parents needed the capacity to be able to support their child to learn at home.
- Headteachers suggested that further engagement with Early Years services, as well as destigmatising accessing support services, particularly speech and language, would ensure that pupils were better supported in their learning.
- Some Headteachers were critical of the national curriculum, stating that English GCSE, in particular, now required a middle-class cultural knowledge that disadvantaged families and those from non-British backgrounds did not identify with.
- It was suggested that the significant increase in university tuition fees in 2012 had changed how young people from lower income families viewed their future.
- A Headteacher spoke of the importance of school attendance, emphasising that persistent absence had a significant impact on attainment.
- A member of the public asked whether the schools bought in additional support services for pupils, such as early help workers or therapists. In response, it was advised that schools did buy in additional support services and interventions, however resources for these additional activities were finite. It was hoped that Trauma Informed Practice would embed supportive practices within schools, which could have a significant impact at relatively low cost.
- The Committee enquired if there were any specific teaching strategies that could help these groups. One Headteacher commented that it could be beneficial to help lower attaining pupils in developing their long term memory. Teaching strategies to achieve this might include using basic images and repetition in class. Other Headteachers spoke of the importance of recognising the symptoms of trauma and not overloading pupils. It was also suggested that the learning environment was very important; pupils needed comforting and calming spaces to learn effectively.
- Some secondary schools provided after school study zones for their pupils, as it was recognised that some young people did not have

appropriate study space at home. Others also provided activities before school hours to develop pupils' organisational skills and to help them prepare for the day.

- It was noted that residential trips could have a significant positive impact on young people, particularly in building their confidence and expanding their knowledge. These visits did not have to be entirely recreational and could even focus on an area of academic priority, such as mathematics.
- The Committee sought further information on the factors and wider determinants that contributed to underperformance. In response, Headteachers advised that the mental health of pupils and their parents could be a factor; and the children of young parents might face more disadvantage that could impact on attainment. Insecure or unsuitable housing could also affect a young person's performance at school, as could food poverty. Headteachers emphasised how these pupils and their families could be supported by early help services and stated that they made referrals as appropriate.
- The Committee queried the demographic make-up of teachers in the borough and whether the backgrounds of teachers reflected the young people they teach. It was advised that teachers came from a range of backgrounds but these did not necessarily reflect the demography of the borough. Further, teachers were university educated and therefore had experiences and backgrounds that some young people found difficult to relate to. It was also noted that relatively few men worked in primary schools.
- Secondary schools could make use of alumni to provide role models and mentors for young people.
- In response to a question, Headteachers set out how they would engage parents prior to a permanent exclusion.
- The Committee thanked the Headteachers for providing their views on best practice and asked whether there was anything more that could be done to address educational equalities issues. Headteachers commented that there was no single solution, however. Further resources to support young people would be welcome, and also greater support for managed moves between schools could help to reduce the number of permanent exclusions.
- A Headteacher commented that some young people were vulnerable and had very chaotic lives. Schools wanted to support young people as best as they could, but did not have the specialist expertise to provide long-term therapeutic care. It was suggested that some young people needed support and services beyond what could be offered by schools alone.

The Committee thanked the Headteachers and officers for their attendance.

120

CHILD PROTECTION ANNUAL REPORT (ITEM NO. B2)

Laura Eden, Director of Youth and Communities, introduced the report which summarised the child protection activity in Islington over the past year.

The following main points were noted in the discussion:

- External inspections had previously identified many areas of strength in Islington's child protection services.
- The motivational practice model developed in Islington with grant funding from the Department for Education was being implemented successfully. There had been reductions in the number of looked after children and children subject to a child protection plan since the model was implemented.
- Trauma Informed Practice was one element of the motivational model and was being embedded in services for children across the borough. Trauma Informed Practice was championed by the Islington Child Safeguarding Board and training was provided to local authority staff and partner organisations, including schools. Officers considered that this was having a significant impact on staff and the way in which local services are delivered.
- Following a query, it was stated that councillors could attend a Trauma Informed Practice training session, however, this would also be covered in a forthcoming member development session on safeguarding matters.
- A member noted that Ofsted was due to carry out an inspection over the coming year and this would be carried out in accordance with the new inspection framework. The Committee asked about the changes to the inspection framework and how the council was preparing for these. In response, it was advised that the Youth Offending Service and services for children with Special Educational Needs and Disabilities were due a full inspection soon and officers summarised the areas that inspectors would review. It was noted that local authorities generally had performed well under the new inspection framework and that governance matters, including member-level leadership, were an important aspect of the new framework. The Committee noted the role of scrutiny in holding the Executive and senior officers to account on such issues.
- A member of the public enquired if there was a legal limit to the distance from Islington that a looked after child could be placed outside the borough. In response, it was advised that there was no legal limit to the distance and sometimes it was necessary to place children outside London due to safety and welfare issues. In addition, when siblings were placed in care, there was rarely accommodation in Islington large enough to take all of them together and therefore they may have to be placed elsewhere.
- A member queried why there had been a delay in holding some child protection conferences. In response, it was advised that this could be for a number of reasons, including parental mental health issues. However, the reason for delay had not always been clearly recorded and this was being addressed.

RESOLVED:

That the report be noted.

121 **WORK PROGRAMME (ITEM NO. B3)**

Noted.

MEETING CLOSED AT 9.20 pm

Chair

SCRUTINY REVIEW INITIATION DOCUMENT (SID)

Review: Equalities in Educational Outcomes

Scrutiny Review Committee: Children's Services Scrutiny Committee

Director leading the Review: Mark Taylor, Director of Schools and Learning

Lead Officers: Anthony Doudle, Head of School Improvement (Primary)

Overall aims:

To assess equalities in educational outcomes for Black Caribbean and White British pupils eligible for pupil premium funding, and to make recommendations to:

- Improve pupils' engagement in school and the wider community
- Improve pupils' progress and attainment across the key stages and into the world of work
- Raise awareness and commitment to action in educational settings and across service providers in Islington

Objectives of the Review:

- To analyse and clarify underperformance intersectionally in these key groups over the past 5 years both locally and nationally. This will allow the Committee to consider performance across all variables as well as individually and over a reasonable time-period.
- To use existing national research and literature to identify the barriers to improving educational attainment for these key groups in Islington schools
- To explore the ways in which school leaders drive up the progress and attainment of identified groups informed by best practice from schools that buck the trend
- To secure agreement and commitment on the strategies that will improve outcomes for these groups at each key stage and on into further education, employment and training
- To identify the causes of underperformance including the impact of factors such as attendance and exclusion
- Engage parents, pupils, communities and stakeholders in dialogue to find productive ways forward and guide future action
- To better understand the views of children and young people, parents and community groups on how performance for key groups can be improved
- To produce workable recommendations for the Council and schools to deliver sustainable improvements in educational outcomes across schools and beyond in Islington
- To call to action all the Council's services and functions to improve outcomes for identified groups
- To evaluate the work already underway to reduce the attainment gap and to identify how this could be developed further.

How this Review will be carried out:

The Committee will receive written and oral evidence; evaluate local and national research and practice; visit providers including schools; listen to the views of school leaders and listen to the views of children, young people, parents and the wider community.

Scope of the Review:

The progress and attainment of identified groups; the interrelationship of different factors which have an impact on progress and attainment in these groups; the identification of best practice.

The Review will focus on:

- The extent to which;
 - a child's background - including ethnicity, gender, culture, and social class and;
 - negative stereotyping and/or cultural bias can have an impact on the progress and attainment of identified groups
- The positive impact that schools can have on the progress that children make
- What children, young people, parents and the wider community think needs to be done to improve progress and attainment for identified groups
- The impact of school leadership, management and governance on attainment and equality
- The impact of support, monitoring, challenge and intervention mechanisms from the Local Authority/Academy sponsors on schools' culture and attainment practices.

Type of evidence:

The Scrutiny Committee will:

- Hear the views of children and young people to see what they perceive as the factors that support their engagement, progress and attainment
- Hear what parents and the community think can be done to improve outcomes for identified groups
- Receive evidence of alternative interventions and approaches that have been effective in improving outcomes for identified groups e.g. the interventions delivered by the Upward Bound Project
- Receive evidence from local authority officers and leaders in schools
- Receive oral evidence from key witnesses and analyses of relevant local and national performance data, including links between aspiration and academic attainment
- Receive written evidence from other interested parties
- Visit schools and examine first hand interventions that are in place for identified groups
- Receive expert witness presentation from national advisers.

Witness evidence:

It is proposed that witness evidence is taken from:

- Children and young people at school and beyond e.g. Youth Council
- Parents and carers
- The community and community leaders
- Representative headteachers and other school leaders
- Practitioners and researchers expert in the field both locally and nationally
- Local authority officers

Additional information:

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

Witness Evidence Plan

The below plan is indicative and is subject to change with the agreement of the Chair.

Committee Meeting – Tuesday 9 July 2019	
Who / What	Area of focus – Introductory Information
<ul style="list-style-type: none"> • Scrutiny Initiation Document 	For the Committee to agree the aim, objectives and scope of the review.
<ul style="list-style-type: none"> • Anthony Doudle, Head of School Improvement (Primary) with other relevant officers 	Introductory presentation: data, context; local and national position; work undertaken to date in Islington – Equalities 'Plan on a Page' and related documentation.

August	
Who / What	Area of focus – Background Information
<ul style="list-style-type: none"> • Written Evidence 	Written evidence will be circulated to members over August. This will include background information and relevant research.

Committee Meeting – Tuesday 17 September 2019	
Who / What	Area of focus – Short update on progress and attainment; the views of headteachers and best practice
<ul style="list-style-type: none"> Anthony Doudle, Head of School Improvement (Primary) with other relevant officers 	Update on data on progress and attainment for these key groups with national and local comparators where available.
<ul style="list-style-type: none"> A panel of Headteachers from Early Years, Primary and Secondary 	Best practice in schools, successes and challenges in implementing targeted approaches.

Committee Meeting – Tuesday 29 October 2019	
Who / What	Area of focus – The National Context
<ul style="list-style-type: none"> Representatives who can provide evidence on innovative approaches and projects being used across schools. 	Effective approaches currently in place that have a demonstrable impact on improving outcomes for these groups and lessons to be learnt. This may include the approaches of other boroughs.

Committee Meeting – Tuesday 26 November 2019	
Who / What	Area of focus – Effective interventions
<ul style="list-style-type: none"> National expert 	The bigger picture – national context and research. To be related to local considerations.

Committee Meeting – Tuesday 21 January 2020	
Who / What	Area of focus – Any outstanding matters
<ul style="list-style-type: none"> Other information as requested by the Committee 	To consider any outstanding information requested by the Committee during the course of the review.
<ul style="list-style-type: none"> Concluding Discussion 	For the Committee to discuss their thoughts and conclusions on the evidence received, prior to developing recommendations.

Committee Meeting – Monday 10 February 2020	
Who / What	Area of focus – Recommendations
<ul style="list-style-type: none"> Draft Recommendations 	To agree a set of draft recommendations that will form the basis of the Committee's report.

Committee Meeting – Monday 30 March 2020	
Who / What	Area of focus – Recommendations
<ul style="list-style-type: none"> Final Report 	To agree the final report, summarising all of the evidence received, and explaining the reasons for the recommendations. The report will then be submitted to the Executive.

Proposed Scrutiny Visits and Witness Evidence Sessions	
Who / What	Area of focus
<ul style="list-style-type: none"> Primary school / early years setting – preferably one with high levels of attainment for these groups 	To observe practice and talk to school leaders, pupils, parents and/or community representatives.
<ul style="list-style-type: none"> Upward Bound Project 	To talk to pupils attending the Upward Bound project run in partnership with London Metropolitan University. Parents may also be in attendance.
<ul style="list-style-type: none"> Islington Youth Council 	To talk to members of the Youth Council about their views on equality in education.
<ul style="list-style-type: none"> Parents 	To receive evidence from parents.

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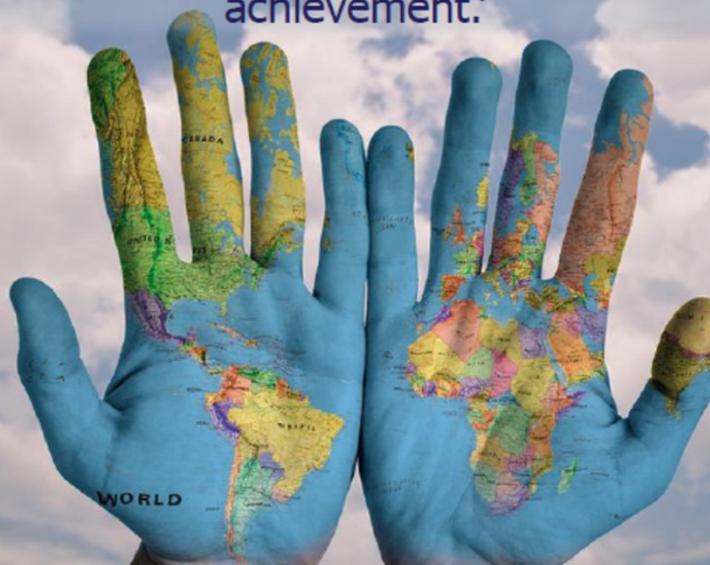
Exploring Islington solutions to a national challenge

29th October 2019

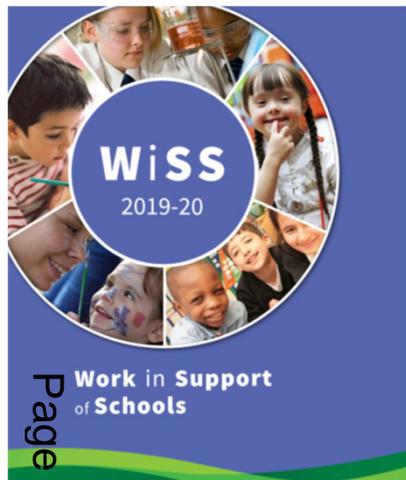
Children's Services Scrutiny Committee

Cultural Capital

'the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'



How are we doing this:



XXXXXX Primary School – Categorisation of the school according to the WiSS

Meeting to be held on XXXXXX XX XXXXXXXX 20XX, XXXX – XXXX am/pm

Venue:

Attendees: Headteacher
Chair of Governors
Senior school staff as agreed with the headteacher
Head of School Improvement

AGENDA

General introduction and purpose of meeting:

- 1 **Self-Evaluation Tool** – school to provide a summary of judgements and supporting evidence as required including links to the School Development Plan
- 2 **Outcomes and progress for SEND, Black Caribbean and White British disadvantaged pupils at EYFS, Phonics, KS1 and KS2**
- 3 **Attendance** – current figures and proposed actions
- 4 **Exploring FFT data for current Y6 cohort**
- 5 **Identification of potential risks to the school**
- 6 **Identify appropriate support as required**
- 7 **AOB**
 - **SIS training offer to all schools**

- Head Teacher Briefings
- Deputy and Assistant Head Briefings
- Deputy Head Conference
- Subject Leader Meetings
- NQT training
- Subject specific training
- Consultant work in schools

- Attendance Project
- Unconscious Bias Training
- Equalities Reference Group
- Health and Well Being Team

How are we doing this:

- Schools have adopted:
 - a “growth mindset” approach that underpins learning behaviours
 - Philosophy for Children
 - Talk for Writing
 - Mastery Learning - Maths Mastery Approach
 - Collaborative Learning
 - Metacognition and self-regulation – learning to learn
 - Reading comprehension strategies
 - Oral language interventions
 - Early years interventions
 - Feedback – marking the moment
 - Social and emotional learning

Equalities Reference Group Initiatives

October 2019

Page 19

Emma Simpson

Best Practice Charter for Engaging Parents, Pupils and Communities



- Best practice compiled from school improvement team visits to several schools which 'buck the trend' in relation to the target groups.
- Ideas presented as a charter which schools can sign up to, and a more detailed self-evaluation tool for school leaders.
- Three sections: engaging with parents/carers; during the school day; strengthening our staff.
- Due to be launched at the Deputy Heads Conference in January 2020.

Engaging Pupils in School and Society – transition project



- Pilot project involving 2-3 primary and secondary schools.
- Focus on transition: year 6 and year 7.
- Each school identifies 4-5 vulnerable pupils from the target groups.
- Leaders use comprehensive list of questions to reflect on how well the school provides opportunities which strengthen engagement.
- Areas include pupil voice, leadership roles, belonging, sense of felt safety, parental engagement, enrichment activities, careers advice.
- Currently recruiting schools with a view to activating initiative before Christmas.



Bright Start Islington: the early years

Penny Kenway, Head of Early Years and Childcare

Tracy Smith, EY lead for Teaching and Learning

Why Do Early Years Matter?



Early intervention cannot solve every problem, but it can:

- minimise the negative impacts of economic disadvantage
- increase social mobility and improve lifelong chances
- prevent some of the risks that can jeopardise a child's future

Wealth of evidence to support impact in the early years because of the rapid pace of physical, social, emotional and cognitive development in this phase

Brain Development Synapse Development over time

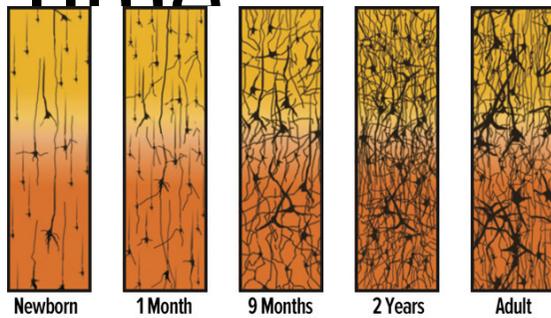


Fig. 1: The postnatal development of the human cerebral cortex. Cambridge, MA: Harvard University Press; 1975 Source: Corel, J.L.

- 80% of brain cell development takes place by age 3.

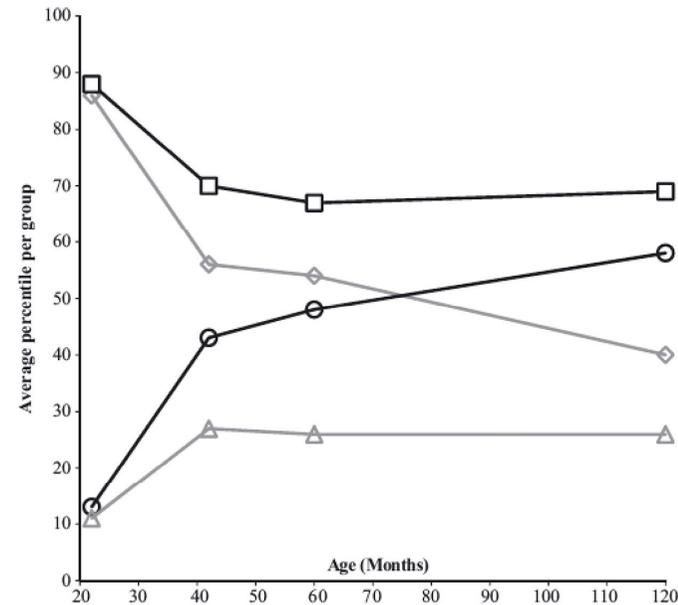
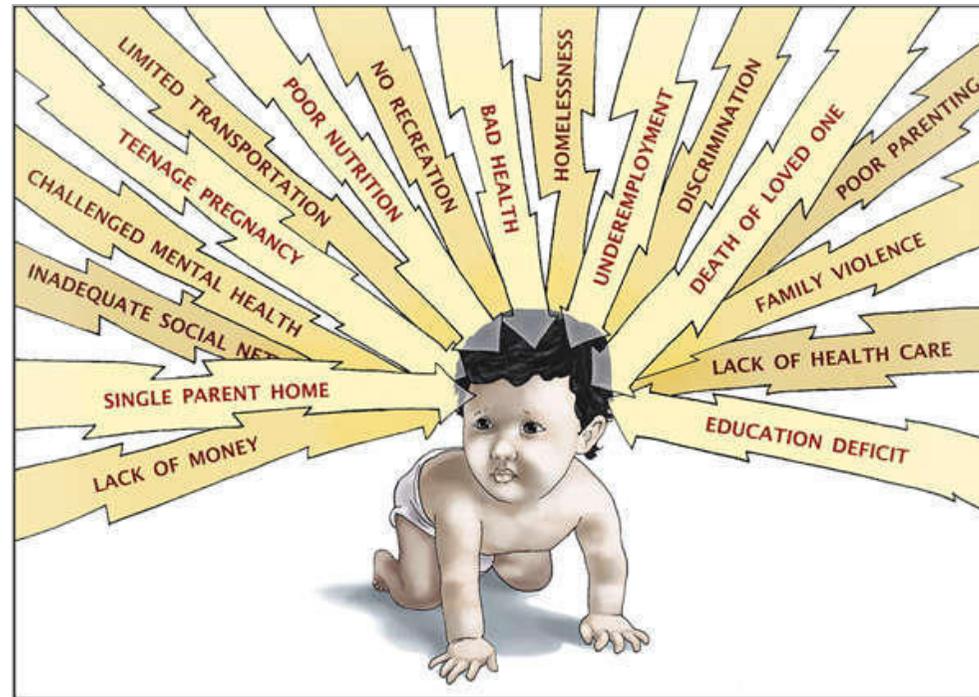


Fig. 2. Development of high and low ability children by socio-economic group—evidence from the existing literature (adapted from Feinstein (2003); based on 1970 British Cohort Study data): ◇, high ability–low SES; □, high ability–high SES; ○, low ability–high SES; △, low ability–low SES

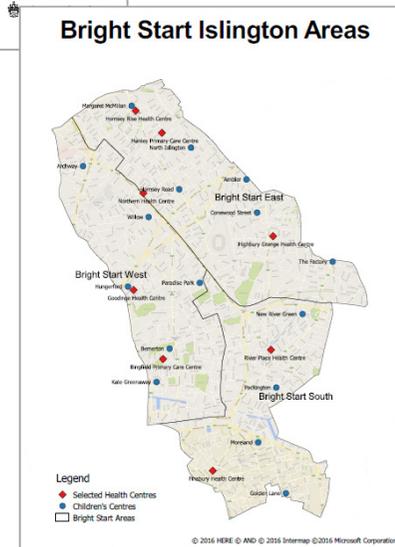
Toxic stress...

...[Can de-rail healthy development](#)

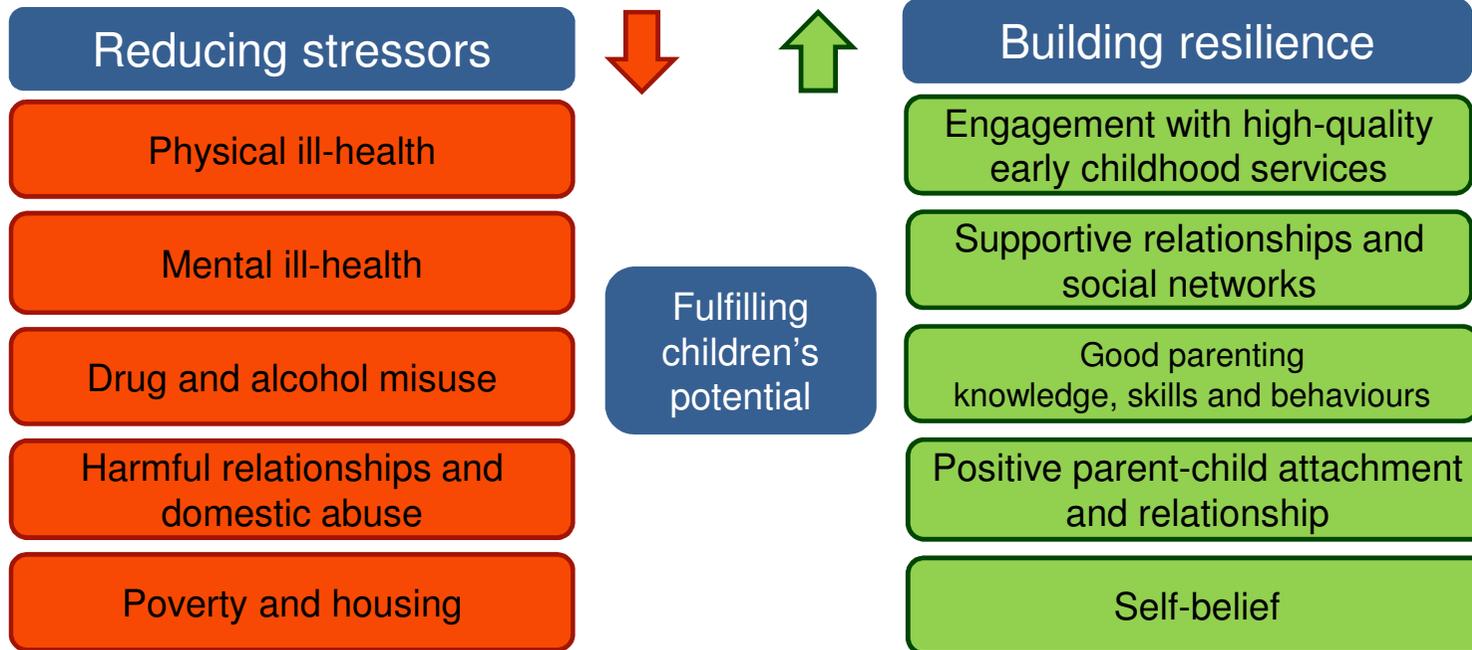


Bright Start Islington

- Prevention as well as early intervention services
- Importance of good quality universal education and health services for children and their families from conception to age 5
- Delivered from children's centres and other community venues
- Good antenatal services
- Focused on new parents and the youngest children before they go to nursery
- Support for good attachment between parent and baby
- Early identification of need for extra support
- Specialist perinatal mental health services
- Family support offer



Bright Start Vision



Our shared vision:

Practitioners
 from all early childhood services will develop their knowledge, confidence and skills in these key areas, being alert to early signs of stressors and completing an early help assessment when needed

Parents
 will see this simple, visual reminder in early childhood venues across Islington, finding out what makes a difference to children's lives and what they can do to support their children's development

Managers and commissioners
 will design, review and evaluate early childhood services for Islington families based on what the evidence tells us matters most, keeping a strong and determined focus on children's outcomes

Children
 will be happy, healthy, safe and active, learning and developing physically, emotionally and socially to their full potential. Reducing stressors and building resilience for parents, children, families and communities is key to supporting all young children to achieve this

South area weekly timetable Autumn Term

4 September - 20 December 2019

Venue details	
Moreland Children's Centre 2 Gard Street EC1V 8BX 020 7527 3500 Ext.1 020 7253 8144	Herongate House Ridgewell Close N1 8TJ
Golden Lane Children's Centre 101 Whitecross Street EC1Y 8JA 020 7786 4800	The Arc 98b St Paul Street N1 7DF
Packington Children's Centre 32a Popham Road N1 8SJ 020 7527 4089	The Peel at 3 Corners Centre Northampton Road EC1R 0HU
New River Green Children's Centre 23 Ramsay Walk N1 2SX 020 7527 4813	South Library 115-117 Essex Road N1 2SL 020 7527 7860
Islington FIS drop in Islington Customer Centre 222 Upper Street N1 1XR 020 7527 5959	Finsbury Library 245 St. John Street EC1V 4NB 020 7527 7960
Little Angel Studio 132 Sebban Street N1 2EH	

Monday AM	Tuesday AM	Wednesday AM	Thursday AM	Friday AM
Childminders' Group 9.30-11.30am Moreland	0-5s Stay and Play 9.30-11am Moreland	0-5s Stay and Play 9.30-11am Moreland	Child Health Clinic 9-11am, Moreland	Under 1s Stay and Play 9.30-11am Moreland
0-5s Stay and Play 9.30-11am Golden Lane	Chatterpillars (by invitation) 9.30-11am Moreland	Family Support Surgery For an appointment call 0207 527 3500 9.30-11.30am Moreland	Breastfeeding Support 9.30-11am Moreland	0-5s Stay and Play 9.30-11am New River Green
Baby Massage 10-11.30am (4 week course, to book call 020 7527 4089) Herongate House	Introducing Solids Workshop 10am-12noon 4th Tuesday of the month For more information please call 020 3316 1094 Golden Lane	Under 1s Stay and Play 9.30-11am New River Green	0-5s Song and Movement Stay and Play 9.30-10.15 The Peel at 3 Corners	Childminders' Group 10.30-11.30am Little Angel Studio
0-5s Stay and Play 9.30-11am New River Green	This Girl Can: Antenatal and Postnatal Yoga (£10 for 5 weeks, to book call 020 7527 4089) 9.30-10.30am Antenatal 10.30-11.30am Postnatal Packington at The Arc	First Aid Course for Parents Information sessions for parents. For more information or to book your place call 020 7527 4089 or email brightstartsouth@ islington.gov.uk	0-5s Stay and Play 9.30-11am New River Green	Baby Bounce Rhyme Time 11am South Library
Under Fives Story and Rhyme Time 11am South Library	Housing Surgery (For private renting tenants only) 9.30am-1pm 16/10, 21/10, 18/11, 16/12 Appointment only 020 7527 4089 New River Green	Did you know some 2 year olds are eligible for 15 hours free early learning? All 3 and 4 year olds are eligible for 15 hours free early learning and some are eligible for 30 hours. To find out more contact your local children's centre.	Family Support Surgery Information sessions For an appointment call 0207 527 4813 New River Green	Friday PM 0-5s Stay and Play 1.30-3pm Golden Lane
Housing Surgery (For private renting tenants only) 9.30am-1pm 16/10, 21/10, 18/11, 16/12 Appointment only 020 7527 4089 New River Green	Childminders' Group 9.30-11.30am New River Green	Food Bank vouchers Did you know all our staff can issue Food Bank vouchers? Ask a Bright Start family support worker or member of staff in a Stay and Play for more information.	Baby Bounce Rhyme Time 11am Finsbury Library	Breastfeeding Support 1-2.30pm New River Green
Look out for our area newsletters for other local activities happening throughout the week.	0-5s Stay and Play 10-11.30am Herongate House	Adult Community Learning (ACL) offer a range of free courses; for information see www.adultlearning.islington.gov.uk	Story and Rhyme Time for Childminders 10.30-11am (1st Thursday of every month) Finsbury Library	Under 1s Stay and Play 1.30-3pm New River Green
Free Healthy Start vitamins are available at all children's centres and some health centres.	Under Fives Story and Rhyme Time 11am Finsbury Library	Thursday PM	Islington FIS drop-in 9am-12.30pm 222 Upper Street	Support your child's learning through play. Little Learners Home Learning Packs available at Golden Lane Children's Centre stay and play. Come in and talk to a member of the Bright Start team.
Monday PM	Tuesday PM	0-5s Stay and Play 3.30-5pm Packington at The Arc	Thursday PM	SATURDAY ACTIVITIES
Under 1s Stay and Play 1.30-3pm Golden Lane	0-5s Stay and Play 1.30-3pm Golden Lane	Child Health Clinic (SEND) Introducing Solids drop-in during clinic 1st and 3rd Tuesday of the month New River Green	The Crib young parents drop-in (Under 25yrs) 1.30-3.30pm Little Angel Studio	Lego at the Library First Saturday of the month 2.30-4pm South Library
Extra Boost with Toy Library (SEND) 1.30-3pm New River Green	0-5s Stay and Play 3.30-5pm Golden Lane	Wednesday PM	0-5s Stay and Play 3.30-5pm Packington at The Arc	Fathers' Stay and Play 10am-12noon 14 & 28 Sept, 12 & 26 Oct, 9 & 23 Nov & 7 Dec New River Green

For more information visit www.islington.gov.uk/brightstart call 020 7527 5959 or email brightstartsouth@islington.gov.uk



30 hours free childcare for 3 and 4 year olds

If you are eligible, you can get up to 30 hours free childcare for 3 and 4 year olds.

Don't miss out on this offer. Visit www.islington.gov.uk for more information.

15 hours a week free early education, term-time, for all 3 and 4 year olds

High quality early education and childcare helps your child's development.

You could get 15 hours free early education each week if you are eligible.

Find out how to apply at www.islington.gov.uk

Contact: 020 7527 5959

Free early learning for 2 year olds



Your 2 year old can learn, play and make friends at a high-quality nursery, school or childminder.

If you are unemployed or earning less than £16,190 a year, your child could get 15 hours free early learning each week during term-time.

Apply now at www.islington.gov.uk/free2

For more information call 020 7527 5959



- Access to high quality, early years education, makes the most difference to the most disadvantaged

Priority Early Learning

- 324 priority places in children's centre and early years centre nurseries for babies, toddlers and 3 and 4 year olds
- Allocated to children who are identified as having severe and complex social and emotional and/or special educational needs
- Priority early learning places in children's centres offer a wider range of early help services to families in need
- Give 3 and 4 year olds who meet the criteria in other settings an additional 15 hours on top of their universal 15 hours
- High demand for the places
- Most children come from families on very low incomes or on benefits





ISLINGTON

Whole Class Reading in KS2

Page 31

Anthony Doudle

Whole Class Reading verses Guided Reading

Whole class reading:

- All pupils read the same book – one copy between two
- 45 minutes everyday
- Underpinned by teacher modelling of effective reading
- Focus on reading domains
- Comprehension is modelled on the questions pupils will experience in the SATS test

Guided reading:

- 5 groups set by ability
- Reading group works with teacher once a week – comprehension focus will often be oral
- Follow up task the next day often with the TA
- Pupils complete independent reading tasks over the week

Some research in both the UK and the US has observed guided reading sessions where the adult has controlled and dominated the talk.

Who is actually learning in these sessions?

English Reading Key Stage 2 2019

Content Domains

2a	2b	2c	2d	2e	2f	2g	2h
<i>Give / explain the meaning of words in context.</i>	<i>Retrieve and record information / identify key details from fiction and non-fiction.</i>	<i>Summarise main ideas from more than one paragraph.</i>	<i>Make inferences from the text / explain and justify inferences with evidence from the text.</i>	<i>Predict what might happen from details stated and implied.</i>	<i>Identify / explain how information / narrative content is related and contributes to meaning as a whole.</i>	<i>Identify / explain how meaning is enhanced through choice of words and phrases.</i>	<i>Make comparisons within the text.</i>
6	21	1	18	0	0	3	1
12%	42%	2%	36%	0%	0%	6%	2%

Page 33

Over three quarters (78%) questions assessed retrieval/Key details and inference.

The next most commonly asked questions assessed vocabulary



- Authentic discussions where pupils can express preferences, opinions and share strategies seem more likely to lead to effective learning.
- Adults resist the desire to over control a lesson and seize on teachable moments to underpin learning.

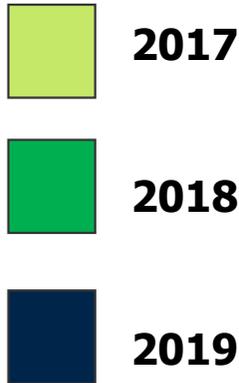
Page 34

In fact Eagleman says... *“The price we pay for our expertise is that the strategies we use have become hidden from us”.*

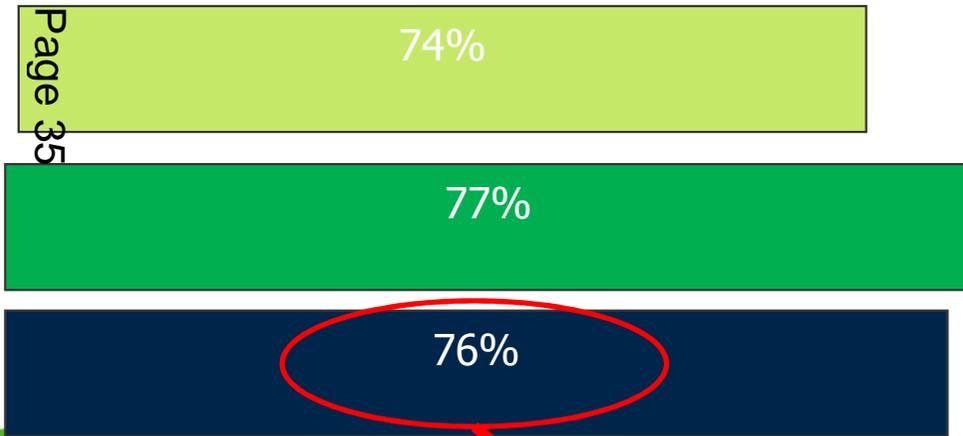
Whole class reading allows teachers to make reading strategies explicit and to 'unhide' them.

It also ensures that all children are taught reading every day, not just when it is their turn to work with the adult.

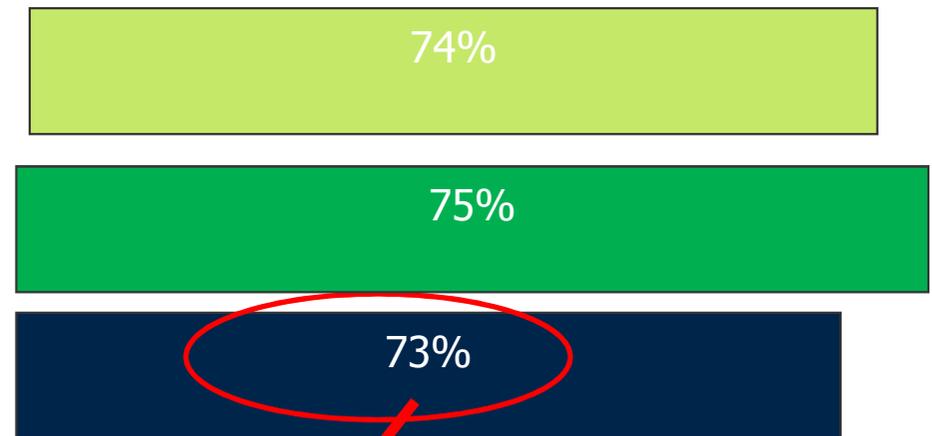
Percentage reaching the expected standard in KS2 tests



Islington

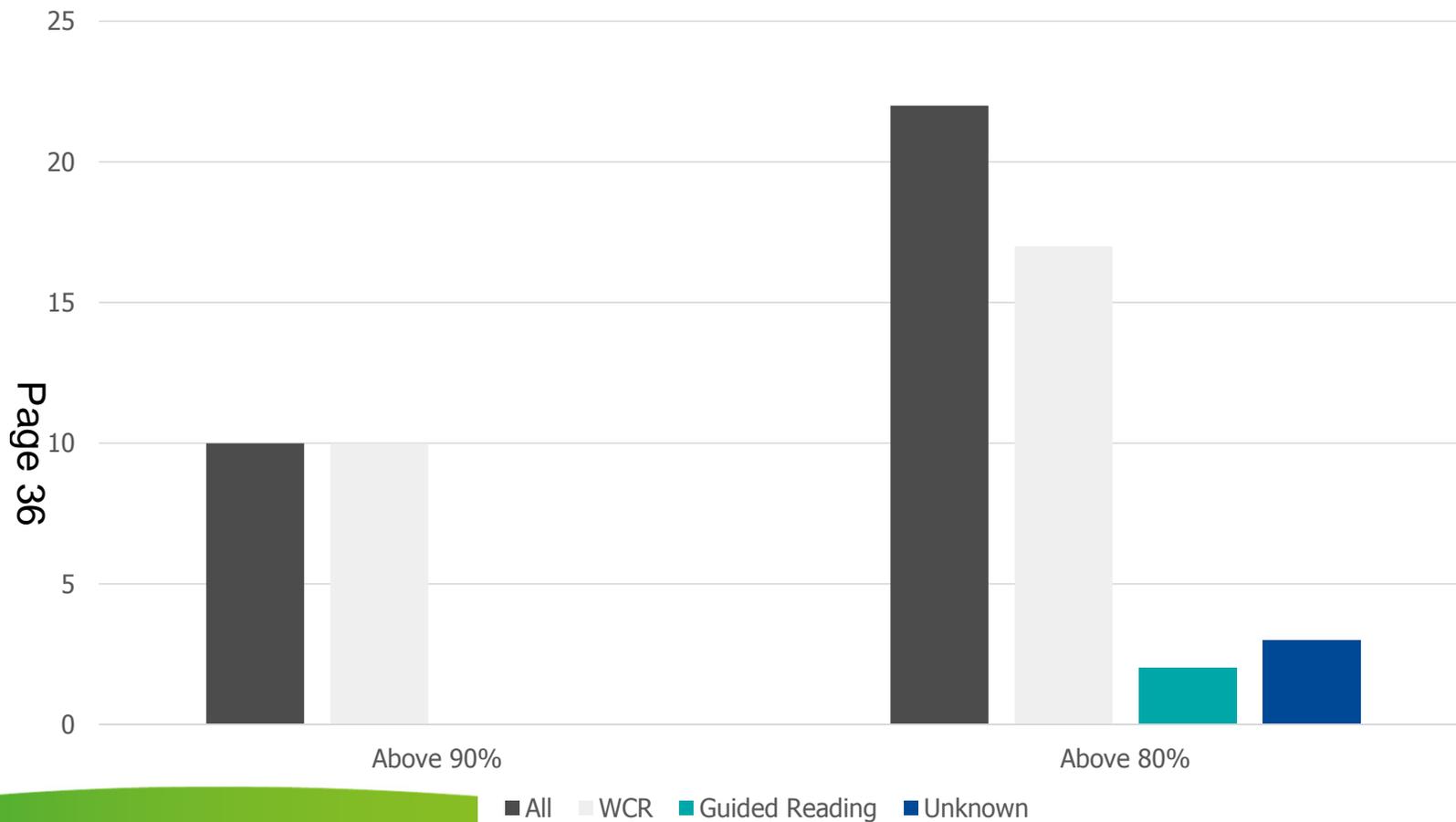


National



Islington is closing the gap in KS2 reading attainment and the implementation of WCR across many schools has had a significant impact on this.

KS2 2019 Reading EXT or above



Most of the schools in LBI who achieved above national teach reading whole class.



ISLINGTON

Islington Reading Road Map

Page 37

Anthony Doudle

- Currently 39 Primary Schools in Islington participate in the 5/6 Reading Road Map
- 30 schools participate in the 3/4 Reading Road Map and
- 28 participate in the Adventure Reading Map

Page 38

Islington Reading Roadmap: Education Library Service



Feedback from the Open University on their evaluation of the Reading Road Maps. This included interviews with teachers, children and parents.

- The carefully chosen and newly published quality texts together with the organisation of those texts by genre was seen as factors that encouraged the children to engage with the Reading Road Map and encouraged their motivation to read for pleasure.
- Children appreciated having the opportunity to choose the books that they wanted to read, and read at their own pace.
- Most children enjoyed receiving stickers and certificates as a measure of their success in reading the books.
- The traffic lights were seen to provide useful information particularly for the reluctant readers in helping select books.

You and your senior leaders have introduced significant changes to the teaching of reading. The pupils with whom I spoke are very proud of the progress they are now making in reading and enjoy the range of books available to them. They explained that the 'reading road map' encourages them to read and also challenges them to read a range of books.

St Luke's C of E Ofsted Report March 2018

'me before, I didn't really like reading, but then when the Reading Road Maps came out I started to like it even better' (low motivated reader Yr 4)

'I love everything about the Reading Road Map' (child Yr 1)

'you get to read books that are more interesting than the ones in the book corner' (low motivated reader Yr 6)



ISLINGTON

11 by 11

Anthony Doudle



11 by 11 is a commitment to make available 11 outstanding cultural experiences by Year 11 for all children and young people attending Islington schools

- We pledge that all children and young people in Islington will:
 - Have 11 outstanding cultural experiences by Year 11
 - Be inspired by talks delivered by creative organisations in school assemblies
 - Be able to learn through a suite of teaching resources and training opportunities developed with local cultural organisations



11 by 11 Cultural Partners



ISLINGTON



How it works



ISLINGTON

11 by 11 Activity Menu

'Culture is creative activity that enables people to make connections with the world around them'

- 1. Music**
- 2. Theatre**
- 3. Dance**
- 4. Science**
- 5. Heritage & Museum**
- 6. Literature**
- 7. Visual Art, Craft & Design**
- 8. Film & Digital**
- 9. Outdoor, Adventure & Sport**

Structure: Termly windows

- The Cultural Enrichment Team refresh the menu each term with new partners and activities
- Schools will have a 2 week window to apply for activities
- Any teacher can apply for activities
- Cultural Enrichment Team allocate activities to each school and e-introduce teachers to Cultural Partners to plan



11 Schools Engagement



ISLINGTON

Since March 2019...

- 53 schools have nominated a Cultural Lead Teacher
- 55 schools have applied for, and been offered, free cultural experiences from the 11 by 11 Activity Menu
- 29 schools have engaged with the Culture Bank CPD programme
- Over 7500 pupil experiences have been brokered through 11 by 11

Feedback



ISLINGTON

“I have just been told by a pupil that they got to play the organ, and the feedback from staff has been immense! Thank you so much for your hospitality- what an amazing experience for the pupils! The staff seem really onboard with 11 by 11, and it is supporting our pupils to understand the opportunities that lie on their doorstep in such an epic part of London.”

Cultural Lead Teacher, Clerkenwell CoE Primary School

“Thank you so much for your help with getting these trips arranged. Our students really benefit from getting out of school and enjoying cultural experiences so the 11 by 11 project is a wonderful initiative! I took my class to the Barbican AI: More than Human exhibition yesterday as part of the scheme and it was brilliant, the pupils loved it!”

KS1 Teacher, Richard Cloudesley School



Feedback



ISLINGTON

“I just wanted to thank you for all your help organising the Ballet Black Trip. We took 40 children from years 4, 5 and 6 and they all found something in it they really enjoyed. Even just the experience of going to a 'posh' theatre was a big thing for them.”

Cultural Lead, Pooles Park Primary

“We have just returned from the wonderful performance of The Flying Bath. I just wanted to thank you again for the tickets. It really was a fun and engaging show for the children. This was an excellent visit. The children loved the performance and listened intently. The children talked about what they had seen and related aspects of the story to their own experiences. Reception were talking about the animals on the bus and I am sure they will tell their parents all about the visit tonight.”

Cultural Lead, Yerbury Primary School





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iTIPS in Islington

Helen Cameron



Islington Trauma
Informed Practices
in Schools

What is complex trauma?

Complex trauma is a response to overwhelming negative life events and experiences which happen to children over time, often within their families, communities and personal relationships.

If there is no safe adult to help a child process what is happening the experience is more likely to have a traumatic effect.

Trauma is common



Whittington Health 


Islington
Clinical Commissioning Group



ISLINGTON



- School violence
- Refugee and immigrant trauma
- Medical trauma
- Natural disasters
- Human-caused disasters

Community violence: racism, group trauma affecting a particular community

Poverty: Lack of resources, support networks, or mobility, financial stressors, homelessness

Intended outcomes

- Staff are better equipped to support children who may be dealing with underlying trauma
- Children and young people see their school as being a sensitive and caring environment and one in which there is an adult who they feel comfortable talking to
- Schools have increased capability in supporting vulnerable children
 - Schools are better at holding cases of vulnerability
 - Schools are better at identifying vulnerability
 - Schools work more collaboratively with partners where there are concerns about individual pupils and make more effective use of referral pathways
- Schools experience improvements in school behaviour and attendance

iTIPS in Islington



CAMHS / EPS
consultation for school
staff and the team
around the school

School working group
established

Research of existing
school practice,
identification of next
steps

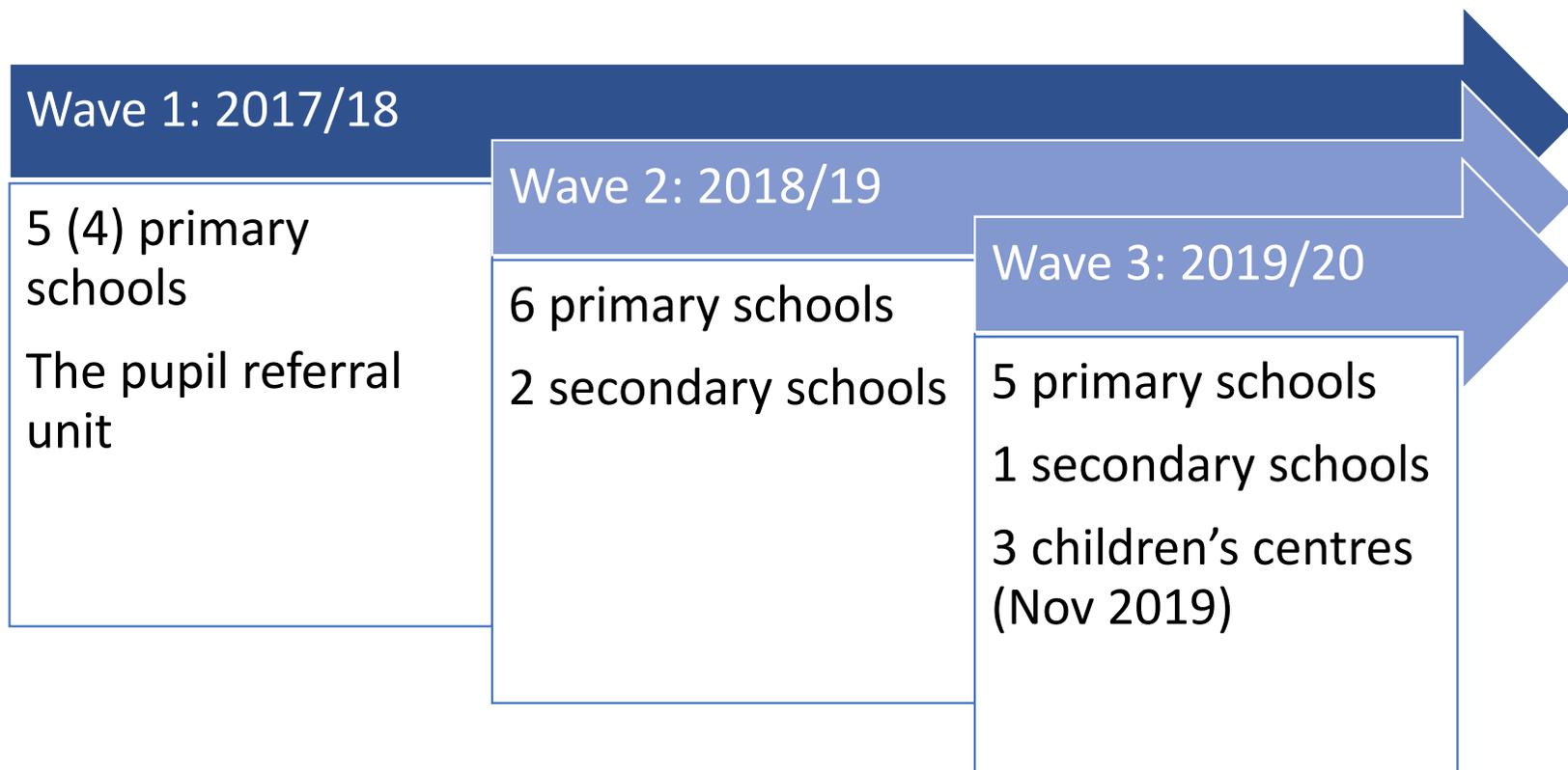
Whole school action
plan

Partnership work to
support children, young
people and their
families

Learning about what
works and adapting as
we go...



Schools involved



And?

- Staff report having a better understanding of trauma and its impact; have an increased range of strategies to respond to pupils' challenging behaviour and feel more confident that they can help pupils manage their emotions
 - *"There have been fewer occasions where pupils' behaviour has fallen below the expected standard."*
- Staff describe being better able to self-regulate and respond to pupils with empathy
 - *A few adults have found it difficult in the past to take their own emotions out of the equation and not take personally what is happening when a child is angry, etc. – this has definitely improved, however there is still some way to go"*
- Staff are openly and thoughtfully discussing different children in a way that puts the trauma up front and centre to whatever the issue is for the child
 - *'I need to take a step back to think about what are all the other factors that could be influencing their behaviour. Where pupils are flipping out, it really made me think that's their life and it's my job to help them make sense of their emotions.'*

School exclusion highlight findings

- Looking at the fixed term exclusion rate, number of days excluded per pupil on roll and the proportion of the school roll who were excluded, the figures for the TIPS primary schools were, as a group, higher than the average for other Islington primary schools in 2016/17, but have now fallen below the average for the group of other primary schools in 2017/18.
- The proportion of pupils who were excluded at least once during each year did not fall by as much as the fixed term exclusion rates, amongst the TIPS schools. This may indicate that the project is having a more significant impact on preventing young people having *multiple* exclusions than on having *any* exclusions.
- The fixed term exclusion rate of the TIPS schools more than doubled between 2015/16 and 2016/17, but then has almost halved, year-on-year, in 2017/18. The fixed term exclusion rate for other Islington primary schools has increased slightly each year over the same period.



ISLINGTON

World of Work

Hamish Mackay

Page 56



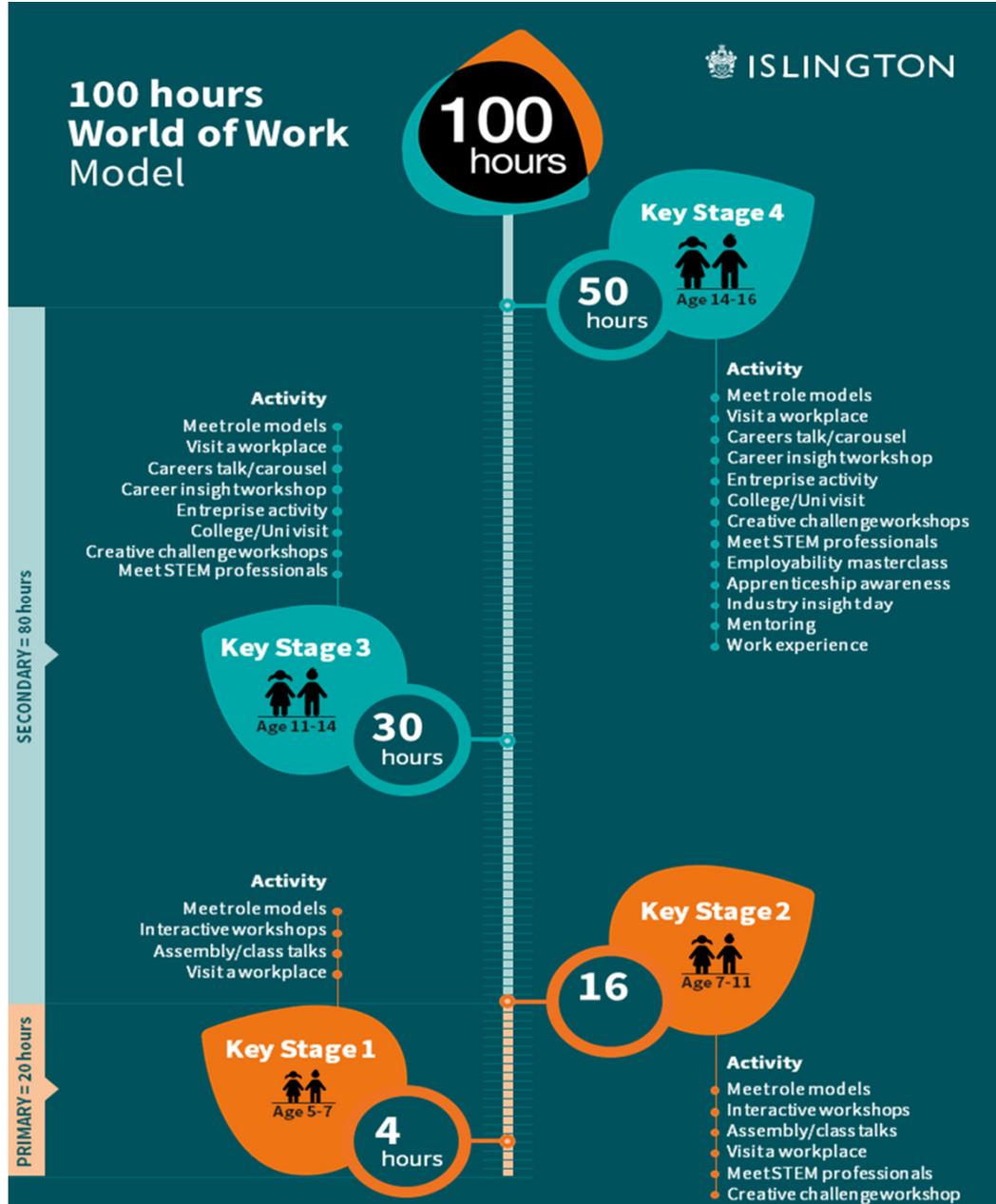
Islington Council has committed to ensuring that all young people in Islington benefit from 100 hours' experience of the world of work by age 16.

This includes a wide range of free activities delivered through both primary and secondary schools. These activities help young people to build a greater awareness of their future career options, key transferable skills and social capital.

Current Priorities

- Continue to engage with more local businesses to increase our offer of free, meaningful world of work activities to schools
- Expand on our successful Primary School pilots
- Build up to our event on 29th November at the Institute of Physics
- Developing a bespoke offer for groups of vulnerable young people





ADA National College
for Digital Skills



Aldi



Arsenal in the Community



Mears



Making People *Smile*

Moorfields Eye Hospital
NHS Foundation Trust



Berkeley Group



Big Sky Studios



The Brokerage



Royal Air Force



Sensible Music Group



Camden and Islington
NHS Foundation Trust

Page 59



Education and Employers



GLL



Three



Transport for London



HALO



Islington Council



London's Air Ambulance



Slaughter and May

SLAUGHTER AND MAY

Success so far – Ted Baker and New River College

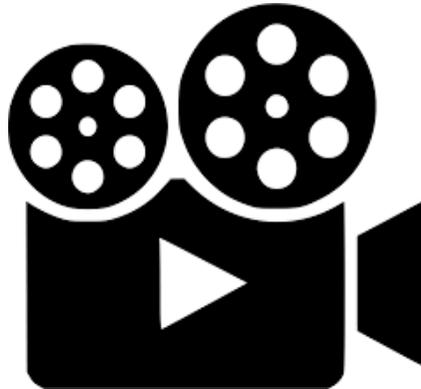
- Programme of activity began in March 2019
- Series of T-shirt production and careers workshops
- Follow up visit to Ted Baker head office

Page 60



- Ted Baker have committed to longer term support for NRC across this academic year
- Ted Baker have also pledged further support including an interview wardrobe for YOS young people

100 hours' World of Work



Page 61

Film set visits and school based talks/activities with industry professionals

- Year 10 work experience slots at Islington Film Office
- To connect specialist Film/Media colleges (London Screen Academy) and FE courses to schools for alternatives to traditional Sixth Form.

100 hours' World of Work



London's
Air Ambulance
Charity

Page 62



- Assembly talks and classroom presentations
- 'Helivan' replica of an air ambulance

Moorfields Eye Hospital



NHS Foundation Trust

Healthcare Career
Insight Session

- Healthcare Employability Sessions
- Healthcare Taster Session – at the hospital



Adverse Childhood Experiences

Traumatic events that can have negative, lasting effects on health and wellbeing



People with 6+ ACEs can die

20 yrs

earlier than those who have none



1/8 of the population have more than 4 ACEs



www.70-30.org.uk
@7030Campaign

4 or more ACEs

3x the levels of lung disease and adult smoking



11x the level of intravenous drug abuse



14x the number of suicide attempts



4x as likely to have begun intercourse by age 15

4.5x more likely to develop depression



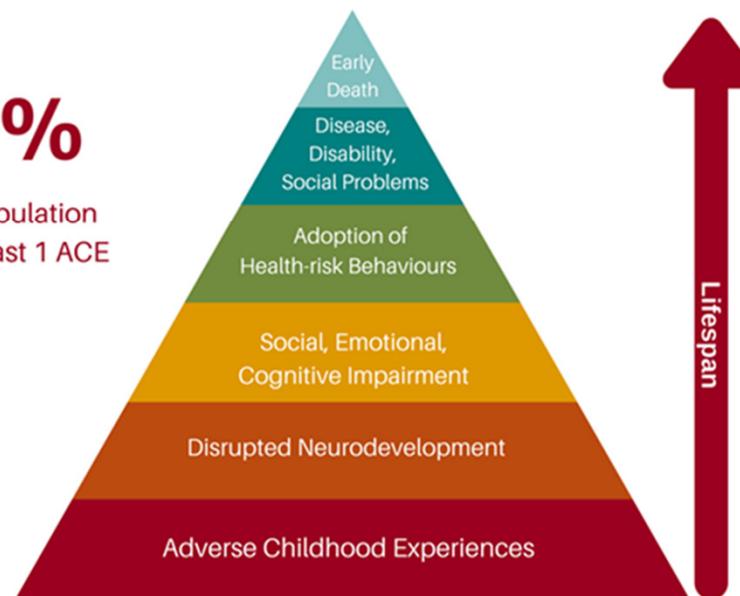
2x the level of liver disease



“ Adverse childhood experiences are the single greatest unaddressed public health threat facing our nation today ”

Dr. Robert Block, the former President of the American Academy of Pediatrics

67%
of the population have at least 1 ACE



Childhood Trauma

An event that a child finds overwhelmingly distressing or emotionally painful, often resulting in lasting mental and physical effects.

2x
more likely to develop
DEPRESSION

3x
more likely to develop
ANXIETY DISORDERS

Common causes:

 Child abuse (physical, emotional, sexual)

 Grief

 Witness/victim of violence

 War/Terrorism

 Neglect

 Medical trauma

 Substance misuse

 Mental illness

 Bullying in school

 Separation from loved ones

LONG-TERM IMPACTS:

Affects perception of reality 

 Takes away sense of safety

 Wires brain to expect danger

 Increases stress hormones flowing through the body

 Triggers fight, fright or freeze response

 Creates a sense of helplessness

 Creates relationship problems

 Results in serious behaviour problems

“ The initial trauma of a young child may go underground but it will return to haunt us ”
James Garbarino

PREFRONTAL CORTEX (PFC)
"Thinking Centre"
Underactivated
Difficulties concentrating & learning.

A traumatised brain is "bottom heavy"

ANTERIOR CINGULATE CORTEX (ACC)
"Emotion Regulation Centre"
Underactivated
Difficulties with managing emotions.

AMYGDALA
"Fear Centre"
Overactivated
Difficulty feeling safe, calming down, sleeping

Complex Trauma: a result of repetitive, prolonged trauma



www.70-30.org.uk
@7030Campaign

Children's Services Scrutiny Committee

29 October 2019

Executive Member Update and Questions

The Committee is invited to question the Executive Member for Children, Young People and Families on her work and the work of the Committee.

The procedure for Executive Member questions is appended to this item.

Questions for the Executive Member may be submitted in advance by emailing democracy@islington.gov.uk by 5pm on Wednesday 23 October 2019

Procedure for Executive Member Questions at Children's Services Scrutiny Committee

- (a) Elected members and members of the public may ask the Executive Member for Children, Schools and Families questions on any matter in relation to the executive portfolio or the work of the committee.
- (b) The intention of the session is to complement and enhance the work of the committee. The Executive Member may submit written information in advance of the meeting to advise of their recent work and other topical and timely matters of relevance. The session is not intended to replace or replicate the questions sessions held at each ordinary meeting of the Council.
- (c) Questions should be submitted in writing to the committee clerk no later than three clear working days in advance of the meeting. Such questions will be notified to the Executive Member which may facilitate a more detailed answer at the meeting. Details of how questions should be submitted will be detailed on the agenda for the meeting.
- (d) Questioners should provide their name to enable this to be recorded in the minutes of the meeting. The minutes of the meeting will include a summary of the question and the response.
- (e) The Chair may permit questions to be asked at the meeting without notice.
- (f) The time set aside for questions shall be no longer than 15 minutes.
- (g) No individual may ask more than two questions at each meeting.
- (h) Where there is more than one question on any particular subject or closely related subjects, the Executive Member may give a joint reply to the questions.
- (i) The committee clerk shall have power to edit or amend written questions to make them concise but without affecting the substance, following consultation with the questioner.
- (j) An answer may take the form of:
 - A direct oral answer;
 - Where the desired information is in a publication of the Council or other published work, a reference to that publication; or
 - Where the reply cannot conveniently be given orally, a written answer circulated later to the questioner within 5 working days provided the questioner has given contact details.

(k) Priority shall normally be given to questions notified in advance.

(l) The Chair may permit supplementary questions to be asked. Supplementary questions must arise directly out of the original question or the reply.

(m) A question may be rejected by the committee clerk, or the Chair at the meeting, if it:

- does not relate to the executive portfolio or the work of the committee;
- is defamatory, frivolous or offensive;
- is substantially the same as a question asked to the Executive Member at any meeting within the last six months;
- requests the disclosure of information which is confidential or exempt; or
- names, or clearly identifies, a member of staff or any other individual.

People Directorate
222 Upper Street, London N1 1XR

Report of: Director of Youth and Community & Acting Director of Safeguarding and Family Support

Meeting of:	Date:	Ward(s):
Children's Services Scrutiny Committee	29 th October 2019	All

Delete as appropriate:		Non-exempt
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SUBJECT: Children's Services Quarter 1 2019/20 Performance Report

1. Synopsis

- 1.1 This Quarter 1 performance report provides an update on progress against the relevant Corporate Key Performance Indicators (KPIs) for the relevant services within the People Directorate.
- 1.2 A Data Dashboard, showing performance against the KPIs, is included in a separate attachment. This report should be read alongside the dashboard for a full, rounded understanding of performance in each area.

2. Recommendations

- 2.1 To consider Children's Services performance in Quarter 1 2019/20.

3. Background

- 3.1 The main body of this report is set out under the outcomes within the Corporate Plan for 2018-22. 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.
- 3.2 Note that some of the numbers identifying particular indicators have been changed from previous reports, as a result of slight changes made to the basket of KPIs.

Outcome: Creating a safe and cohesive borough for all

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

84% of young people triaged in the first quarter of 2019/20 were diverted away from the criminal justice system. This is better than performance during 2018/19, and also better than performance during the same quarter in 2018/19.

The service has continued to ensure that children and young people who need support are reached at the earliest opportunity. The youth workers within the service continue to use the Assessment, Planning, Intervention and Supervision (APIS) framework in order to provide a robust and effective early intervention package of support to the young person to help them address the difficulties that they are enduring and divert them from the criminal justice system. Much effort and focus has been given to the quality of the relationship between the allocated Youth worker and the young person. The utilising of the Trauma Informed and Motivational Practice models has assisted with this regard and helps when tailoring interventions. Optimum use is also being made of the multi-agency network in order to ensure that the expertise that is available from other parts of the system can be used to support the young person who is subject to the triage. This may include the provision of support from Police, sexual health and/or other health orientated staff and education support staff such as the I-Work coach. This is particularly applicable to young people who may be offered an extended Triage due to the nature of the incident/offence that they have been referred to Targeted Youth Service (TYS) for and because of the complexity of their needs.

Young people who are subject to Triage interventions are now also able to benefit from whole-family working arrangements due to the re-introduction of an IFIT worker within the team on a part-time basis. The worker is able to offer consultations (and accept referrals in some cases) which helps the worker to assess and plan from a systemic and family orientated perspective.

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

There were 16 first time entrants in the first quarter of 2019/20, which is just below the number of first time entrants in the same quarter in 2018/19.

The Youth Justice Board (YJB) report on the rate of first time entrants for each local authority, to allow comparisons to be made between different areas. Islington's latest reported rate was 357 per 100,000 10 to 17 year olds, for January to December 2018. This is the lowest reported rate for Islington since the introduction of this measure over a decade ago, although the Islington rate remains above the London and England rates.

Islington continues to see reductions in relation to the number of first time entrants in the youth justice system and the latest figures represent Islington's best levels of performance. This achievement is all the more significant given the current climate of increased Serious Youth Violence and knife crime in London and in cities across the country. There is now a strong argument to suggest that Islington's early intervention and prevention offer is having the desired effect in terms of supporting more vulnerable young people at an early stage for example young people receiving a triage intervention, thus preventing the onset of further and more concerning behaviour and issues and the entrance to the Criminal Justice System.

TYS has continued to deliver targeted interventions to local areas which have increased levels of need and where there have been serious incidents. For instance, there has been an increased focus on providing support to young people (and the community) in the Caledonian Road area due to the fatal stabbing of a young person earlier in the year and in the New Orleans area, due to the concerning activity of a number of young people and adults within the vicinity. Staff are also delivering more group work sessions including female only groups.

There has been continued prioritisation of work with schools, particularly those who require more support with complex issues. Through strategic developments following the review of the top 25 high risk young people

who committed the most offences, the transitions project has now been implemented with funding from MHCLG and two TYS workers have been seconded into the roles. An identified group of young people who have recently moved from Year 6 to Year 7 are subsequently being worked with from hot spots areas. The early feedback from children and families in relation to the project has been positive.

Efforts have been made to ensure that young people being worked with have access to a menu of interventions that should be sequenced and tailored to meet their needs. The Youth Counselling Service is used for young people who require emotional support and there are commissioned organisations available such as Safer London and Chance UK, who provide mentoring. Young people also have access to health staff such as the Sexual Health worker, the Liaison and Diversion Nurse and IYPDAS, (the substance misuse team), amongst other services.

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

Provisional data shows that out of the 38 young people in the cohort for Q1 2018/19, 14 had re-offended during the following year (37%). This is a lower percentage than the level reported at the end of 2018/19.

The definition for this measure has been changed this year. Each quarter's performance will be based on the re-offending over the previous 12 months for the cohort of offenders from the year previously.

The YJB report on two different measures of re-offending, also based on a rolling cohort of young offenders in one quarter, and their levels of re-offending over the following 12 months. However, the YJB allow a significant time lag in their reporting, to allow for potential delays in the recording of outcomes, nationally, and their figures are eighteen months behind our own local recording. The latest data for the YJB re-offending 'binary' measure is for the April – June 2017 cohort of offenders, and 28.6% of these young people re-offended in the following year (10 out of 64), which is less than half the rate reported in the previous quarter. This is the lowest level of re-offending reported for Islington since the YJB moved to a quarterly re-offending measure in 2014. This is lower than the 41.0% re-offending rate across London and 38.4% across England as a whole for the same period. In relation to the YJB 'frequency' measure, Islington still ranks highly out of our comparators, as many of those that do re-offend commit multiple offences.

Reducing the reoffending rate of young people who are prolific offenders and service users of the Youth Offending Service has proved a significant challenge in recent years with our performance being higher than most of London and our statistical neighbours. However, the recent performance data shows that there have been improvements which is positive. The figures for the 'binary' measure are more impressive, whilst there is still further work to do to reduce the 'frequency' rate. We have recognised through our internal auditing and local research processes that the group of young people involved are those with significant and multiple vulnerabilities– domestic abuse; broken attachments to carers; parental substance and/or alcohol misuse; chaotic school histories; speech and language difficulties and special educational needs – meaning that it is difficult to solve the issues of such young people swiftly. We have seen reductions in the reoffending rates because we continue to use the 'child first, offender second' ethos in working with these young people. Subsequently, we have been focussing on strengthening the specialist packages of support that can improve the lives of these young people. Our health workers have been co-ordinating their offer via our Clinical Specialist Panel; we have been working with local providers and businesses to identify more Education, Cultural (through 11by11), Training and Employment opportunities for the cohort, we are strengthening our victim and restorative justice processes (as this has an evidence-base in reducing reoffending) and we are enhancing our mentoring offer for such young people so that they have a positive role models to confide in and look up to. The embedding of Trauma Informed and Motivational Practice has strengthened the quality of the assessment, planning and interventions to all of our young people.

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

It is recognised that with a low First Time Entrants rate and over 50% reduction in the YOS cohort that those young people known to the YOS are likely to be entrenched in offending and have a multitude of complexities.

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

There were 2 custodial sentences involving Islington young people in the first quarter of 2019/20. This is lower than the profiled target of 6 during these months, and much lower than the 12 custodial sentences that were received by Islington young people during the first quarter of 2018/19.

The YJB report on custodial sentences based on rates per 1,000 10-17 year olds during a rolling 12-month period, to allow comparisons to be made between different local authorities. The latest data, for 2018/19, reports Islington's rate as 1.19 custodial sentences per 1,000 population, which is the lowest end of financial year total that has been reported for Islington. Despite this decrease, Islington's rate remains higher than the London (0.49) and England (0.30) custody rates.

The YOS has placed a lot of effort into this area because we recognise that the secure and custodial estate is not suitable for young people and that it should only be used as a very last resort. It is for this reason that we continue to dissuade courts from imposing custodial sentences on young people because we argue that the risk that (most of) our young people pose to the public can be managed in the community. Caseworkers and managers have worked tirelessly to ensure that the assessments and the subsequent Pre-Sentence Reports that the courts are furnished with are trauma informed and strengths based, with a clear rationale and outline of risk and protective factors. The courts continue to be complimentary about the YOS's Pre-Sentence Reports, even for those cases where young people are at risk of custody, and custody has been avoided for a number of cases. In addition, the offer of the Intensive Supervision and Surveillance Programme has also helped to prevent further custodial sentences as courts are confident that the YOS has the ability and resources to manage the young person's risk in the community.

Due to the fact that BAME young people are over-represented in the youth justice system and in the secure estate, we are one of the few areas that are focusing intensively on this from a strategic and operational perspective. We are part of the multi-agency, cross-borough YOS steering disproportionality group which recently presented to officials at MOPAC. Our disproportionality project, in conjunction with Haringey, with funding from the Youth Justice Board, has commenced and will involve providing unconscious bias training to staff. It will involve consulting young people and their parents on their experiences whilst identifying ways of how to tackle such discrimination.

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

There were 13 children missing from care for more than 24 hours during June 2019. This is slightly higher than the number during March 2019 (11), but slightly lower than the number during June 2018 (14). However, this measure was first set when, historically, the number of children missing from care was higher at around 20 children each month, so these are relatively small changes compared to the fall that has occurred over the longer term.

Islington's demographics profile for children missing from care remains consistent, with more boys than girls, and those children aged 16 and 17 years old going missing from care more frequently than younger ages. Our profile of children missing from care, who are also at risk of exploitation (i.e. gangs and SYV, CSE etc.) also remains consistent – with a higher number of children missing from care and at risk of exploitation identified, than those that go missing from home.

Children that are identified as missing from care and also at risk of exploitation continue to be overseen by the Specialist Social Workers in the Exploitation and Missing Team. This allows for risks to be independently monitored, greater oversight of contextual risks and profile, and ensures a specialist lens through which interventions are delivered.

The Exploitation and Missing Team continue to provide training across the council and through the Islington Safeguarding Children Board which explores the link between children that go missing and risk of exploitation. There is continuous scrutiny and senior management oversight of children who do go missing with briefings provided every Friday to senior leaders and council members.

Of the children who went missing from care in quarter 1, 56% accepted and completed a Return Home Interview. This is an improvement of the proportion who have accepted and completed a Return Home Interview in previous quarters. This evidences a positive take-up of the return safe offer from children in care. Our Return Safe Team are supported to build consistent relationships with our looked after children that go missing from care, through children always being allocated the same Return Safe Worker, and the working being facilitated to visit the child regardless of their location.

Outcome: Delivering an inclusive economy, supporting people into work and helping them with the cost of living

Corporate Indicators and associated targets relating to Employment, Skills and Culture are generally reported to the Environment and Regeneration Scrutiny Committee. However, any of these measures that relate particularly to children and young people will also be reported to Children's Services Scrutiny.

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

Although this measure is only reported annually in quarter 4 of each year, the following provides an update on the progress made since the 2018/19 data was reported.

Islington Council has a statutory duty to track and report on all 16-17 year olds and to have an up to date destination for this cohort, ensuring they are engaged in education, employment and training (EET).

For those young people are unable to access EET due to social & emotional health issues and other significant barriers, there is support provided through the Islington Council Progress Team. There is a re-engagement offer that provides 1-1 support and a stepping stone approach for the most vulnerable young people in Islington.

Since the last reporting period, the Progress Team has taken measures to strengthen performance in improving EET outcomes for young people.

- A link adviser been identified to work Capital City Group and there is developing plans to ensure we work collaboratively to support young people who are at risk of becoming NEET.
- A weekly report is produced identifying those young people with no September Guarantee offer of learning, who are unknown to us. Weekly late night follow-up sessions have helped officers to speak with a larger number of young people, out of office hours.
- Young people at the Pupil Referral Unit and on YOS orders are offered on-going support to attend college interviews and successfully enrol on courses.
- Improved join-up with teams across the People Directorate working with vulnerable young people, including IFIT, SEN, Children in Need and Targeted Youth Support, to ensure that young people are being provided with Information, Advice and Guidance on options and pathways. Crucial support is provided for young people in care and those who do not have a high level of parental support.
- To ensure resources are utilised and planned to maximise on impact mapped home visits will only take place when all other follow up activities are exhausted.
- A mailshot to 1,500 young people asking them to respond with information about their next steps. 165 responses have been received so far.
- There will be an on-going planned and targeted approach to ensure the Annual activity survey and NEET/Unknown follow up targets are achieved.
- Officers from People Directorate have commenced an analysis of employment support for vulnerable young people aged 16-25. We want to understand the effectiveness of the current support available and identify gaps in provision, so that we can have greater impact through joint working. Analysis of available data has helped to identify particular areas in the borough with higher levels of youth unemployment; this will be supplemented by further qualitative research into the lived experience of unemployed young people, to inform a place based approach that more effectively reaches those young people who are not already engaged in council services.

2.4 – Corporate Indicator: Number of schools engaged in the 11 by 11 Cultural Enrichment Programme

11 by 11 is a commitment to providing all children and young people in Islington with 11 outstanding cultural experiences by Year 11 in school. It is a programme which aims to ensure equality of access to enrichment activities, particularly targeting those who are disadvantaged. This new corporate plan priority and recommendation of the Fair Futures Commission is an evidence-based response to enhancing life skills through engagement with cultural activity.

A school is defined as engaged in 11 by 11 if, in the last 2 quarters, it has a) applied for an 11 by 11 activity, b) has a Cultural Lead teacher who has attended a Cultural Lead Network meeting or had a 1:1 with CET, or c) a teacher at their school has attended a Culture Bank CPD opportunity

- As at the end of June 2019, 49 schools have engaged with the 11 by 11 Programme over the Q4 18-19 and Q1 19-20. This is above the profiled target of 40 schools by the end of Q1 2019/20.
- Since Autumn 2018, 39 schools have had a member of the senior leadership team meet with the Cultural Enrichment Team about 11 by 11.
- Since the launch event in March 2019, 47 schools have nominated a Cultural Lead teacher.

During Q1 19-20:

- 43/67 (64%) schools engaged with 11 by 11:
 - 37 schools applied for cultural activities from the 11 by 11 Activity Menu;
 - 31 schools have a nominated Cultural Lead teacher who is actively engaging with CPD or has met with the Cultural Enrichment team)
- 43 cultural organisations submitted offers on the primary, secondary or both 11 by 11 Activity Menus for the summer term. In total, the 11 by 11 Activity Menu had enough opportunities for 408 classes to be offered an activity. 11 new cultural organisations contributed an offer to the activity menu for the new academic year.
- 2,553 primary school pupil experiences were offered for the Summer term 2019:
 - 195 for EYFS (8%)
 - 676 for KS1 (26%)
 - 1,682 for KS2 (66%).
- 483 secondary school pupil experiences have been offered for the Summer term. 95% of these experiences were for Y8 or Y9 pupils.
- Using the census data and FSM data from September 2018, 694 of the 2,553 primary pupils (27%) offered an 11 by 11 activity are on FSM. This is slightly below the FSM average of 31% for Islington primary settings. However, this average includes the PRUs and primary special schools. PRU engagement is being targeted in the current window.
- The Cultural Enrichment Team has identified 22 target schools for 11 by 11 engagement, using as evidence of low cultural engagement the following sources: the November 2018 Cultural Enrichment schools survey, individual meetings with secondary schools and liaison with Schools Improvement Service. Of the above 22 target schools
 - 2 are secondary
 - 12 are primary
 - 3 are alternative provision/PRU
 - 5 are special
 - 17 of the target schools have had at least one engagement with 11 by 11
 - 17 attended the 11 by 11 launch
 - 16 have had a 121 meeting with the Cultural Enrichment Team
 - 13 have signed up for activities.
- 3 target schools have had no engagement with 11 by 11:
 - St Joan of Arc Primary
 - Blessed Sacrament Primary
 - The Family School

- In consultation with School Improvement Data Team, a monitoring and evaluation framework for 11 by 11 is being developed to track engagement of schools.
- A New Direction and the Dame Alice Owen Foundation have each committed £25,000 of funding to Culture Bank, a series of teacher development opportunities and a youth voice framework and programme that will support 11 by 11. The 11 by 11 Culture Bank will provide youth leadership and teacher development opportunities, including a network of Cultural Leads across Islington Schools. Culture Bank will help widen the impact of the 11 by 11 Pledge to ensure that all children and young people in Islington schools and education settings have a great cultural education and 11 inspiring cultural enrichment experiences by Year 11.

2.5 – Corporate Indicator: 100 hours of the world of work - Number of schools engaged with the programme

12 schools have engaged with the programme, as at the end of June 2019. This is above the profiled target of 8 schools by the end of Q1 2019/20. 10 secondary schools and 2 primary schools have engaged with the programme, as at the end of Q1 2019/20.

The council has committed to ensuring that all young people in Islington benefit from 100 hours' experience of the World of Work by age 16. This builds upon the work that has been in action since the recommendations of the Employment Commission in 2014 to develop a high quality careers offer in schools that is industry led, in order to create change for the next generation.

Key developments over the last quarter have included:

- Introduction of a web-based menu that schools are using to book employer led career activities that are brokered and collated by the council.
- Delivery of 16 activities brokered by iWork for 8 schools, which reached 420 young people.
- New activities were introduced for primary schools across key stages 1 and 2, with a variety of sectors including Construction (working with Mears), Tech (Three Discovery Centre) and Health and Social Care (NHS and London Air Ambulance). These will inform a wider programme of activity with primary schools in 2019/20 academic year.
- In June students and teachers from 11 primary schools and 2 secondary schools took part in the City of London Careers Festival 2019 in June. Activities and workshops delivered by Microsoft, London Met, Barbican, Google, PWC, Mace and others.
- 30 businesses are currently signed up to offer activities through the 100 hours World of Work online menu.
- Collaboration with the Richard Reeves Foundation to support schools in accessing grant funding. This will build capacity within schools to deliver careers education and experiences of work. iWork is delivering additional consultancy for schools funded by the foundation to develop programmes of employer led activities that support the 100 hours World of Work alongside a plan for achieving the Quality in Careers Standard. 5 out of 6 schools have received a stage 1 certificate for the quality award.
- A 100 hours World of Work Breakfast Event is scheduled to take place in November 2019 at the Institute of Physics. The aim of the event is to recruit schools not already involved, recruit more employers from priority sectors, to celebrate the good work already happening to highlight the benefits of the programme to all parties involved.

Bespoke offers for priority groups continue to be developed and a schedule of activities has been agreed with the Virtual College for looked after children, with the first activity to commence in Autumn term 2019.

A range of employers have committed to offering work experience placements to year 10 New River College Students for early July. Employers offering placements include Outlandish, Soapbox, Museum of London, Inmarsat, King Square Nursery, K&M, Freightliners Farm.

A new relationship has been established between Ted Baker and New River College PRU. A programme of activity began in March 2019 with T-shirt production workshops, with follow up sessions and a visit to Ted Baker head office taking place in June. Ted Baker have committed to supporting NRC next year including further workshops and donations of equipment.

Outcome: Making Islington the best place for all young people to grow up

Many of the educational outcome measures are reported under this Corporate Plan outcome. However, at the time of writing this report, the results are still being collated, so only a limited number of these are included within the Q4 Performance Report. Provisional academic results will be reported again in future Quarterly Performance Reports in the Autumn and Spring terms.

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

This measure is based on the number of children in funded early education places compared to the number of eligible parents received from the DWP. Provisional data for the Summer term suggests there were 626 2 year olds in funded places in the Summer Term 2018/19, an increase on the 600 in funded places for the Spring term. However, the number of eligible parents increased as well, and the overall proportion of places taken up fell slightly to 61%.

Low awareness of and confusion about the national offer continues to be the main barrier to take up, together with cultural barriers within certain groups. Ensuring that all local practitioners working in any capacity with young children and their families are aware of the offer and equipped to sell the benefits of taking up free early education is a priority. Following a successful information sharing session supported by Childcare Works, we will be launching sessions on a monthly basis for partners and professionals.

We also know that word of mouth and peer-to-peer recommendations are the most effective way to spread the message about the 2-year-old offer. There are 18 parent champion volunteers active across Bright Start Islington, speaking a range of community languages and focusing on promoting early learning entitlements and other Bright Start services. A new cohort of parent champions was trained in the summer term 2019 – there are now 10 additional champions including 2 dads. There will be new cohort beginning training in November. We are also making much greater use of social media, particularly Facebook, to spread clear and simple messages about the offer. Research indicates that our target group, women aged 25-44 from social groups C1DE use Facebook more than any other social media.

Research carried out last year and published by the DfE indicated that it is beneficial to differentiate the message depending on the target group. Therefore, our marketing materials have been refreshed with messages appropriate for parents of 2 year olds alongside updated branding.

A golden ticket approach has been agreed and is now being implemented. A place will be given to all children who appear on the eligible list which we receive from the DWP. This significantly simplifies the process of accessing a place, and has been highly successful in increasing take up where it has been implemented in other boroughs.

3.3 – Corporate Indicator: Percentage of pupils achieving a Good Level of Development in the Early Years Foundation Stage Profile

Provisional data for 2018/19 suggest that 71.1% of Islington pupils achieved a Good Level of Development (GLD) in the Early Years Foundation Stage Profile (EYFSP), the same proportion as last year. Comparator data is not yet published, but early estimates suggest the England average will be around 71.8%.

The GLD is the proxy indicator used to measure children's development and learning at age 5. The rate of improvement has flat lined. Further analysis is needed on why this has happened. However, this is the first year of children who were affected by the 30 hours entitlement, so fewer children would have benefited from full time nursery education.

3.4 – Corporate Equalities Indicator - Percentage of Free School Meals / non-Free School Meals pupils achieving a Good Level of Development in the Early Years Foundation Stage Profile

The gap between the results for Free School Meal (FSM) eligible children and their peers has narrowed in 2018/19 due to improvement in results for FSM-eligible pupils.

In Islington provisional results show that 64% of FSM-eligible pupils achieved a Good Level of Development (GLD) in 2018/19, an increase from 61% the previous year. 75% of non-eligible pupils achieved a GLD in 2018/19, the same proportion as the previous year. This means the attainment gap has narrowed from 14 percentage points in 2017/18 to 11 percentage points in 2018/19. National results are not yet available, but in 2017/18 only 57% of FSM pupils across England achieved a GLD, whilst 74% of other pupils achieved a GLD, so Islington is above last year's national averages for both groups.

Further analysis and comparisons with national data, when available, will be carried out, including an evaluation of the impact of actions outlined in previous reports.

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

3.6 – Corporate Indicator - Percentage of secondary school children who are persistently absent

The DfE have now published comparator data on absence for the Autumn term 2018/19. This confirms that the persistent absence rate in Islington primary schools was 9.5%, which was lower than the rate during the Autumn term of the previous year (10/8%). The Islington persistent absence rate remains above the London (8.8%) and England (9.2%) averages, although the gap between Islington and each comparator has narrowed. The persistent absence rate for Islington in the Autumn term was lower than the persistent absence rate for the borough across 2017/18 as a whole.

The persistent absence rate for Islington secondary schools in the Autumn term 2018 was 13.1%, which is marginally above the rate for the same term the previous year. This is lower than the overall rate for Islington for 2017/18 as a whole. However, it remains above the London (10.9%) and England (12.7%) averages.

Work has been undertaken with partner agencies to agree a joint working approach around the role of key practitioners working with children/young people and families where poor attendance is an issue, including how best they can support them and provide appropriate challenge.

School attendance audits have been carried out with those schools with the highest persistent absence levels. This has been followed up with a targeted focus group of twelve schools, who have met on 6 occasions to develop their respective action plans and responses. There is evidence that this targeted work undertaken jointly by School Improvement and Pupil Services has had a significant impact. All but one of the 12 schools has seen an improvement in attendance, and the programme is being repeated in the Autumn term 2019 with a new group of schools including secondary schools.

Improving and sustaining attendance remains a key priority. An Attendance Strategy 2018-2020 is in place with four key deliverables:

- All parents meet their responsibilities to ensure their child attends school regularly
- All schools have effective leadership and management of attendance in place
- All partners provide needs based support to improve attendance at school

- The Local Authority continues to challenge and support schools to ensure measures taken to improve attendance are effective.

There have been briefings for all headteachers and governors. Performance in relation to attendance is a key evaluation point in the Autumn 2019 categorisation of schools delivered through the Work in Support of Schools framework.

3.7 – Corporate Indicator - Percentage rate of fixed term exclusions - primary

The published rate of fixed term exclusions for Islington primary schools was 2.08% in 2017/18. This was an increase on the previous year (1.95%). The target for this measure is to be in line or below the Inner London average, which has been confirmed as 0.94% for 2017/18, so Islington remained above the Inner London average. Islington would have had to have 176 fewer fixed term exclusions from primary school to be in line with the Inner London average, as opposed to 321 exclusions during the year. Local data for the current academic year is encouraging.

3.8 – Corporate Indicator - Percentage rate of fixed term exclusions - secondary

The published rate of fixed term exclusions for Islington secondary schools was 16.46% in 2017/18. This is an increase compared to the rate of 10.73% in 2016/17. The target for this measure is to be in line or below the Inner London average, which has been confirmed as 9.31% for 2017/18, so Islington remained above the Inner London average. Islington would have had to have 617 fewer fixed term exclusions from secondary school to be in line with the Inner London average, as opposed to 1,420 exclusions during the year.

3.9 – Corporate Indicator - Percentage rate of permanent exclusions - secondary

The published rate of permanent exclusions for Islington secondary schools was 0.23% in 2017/18. This was a decrease compared to 2016/17 (0.28%). The target for this measure is to be in line or below the Inner London average, which has been confirmed as 0.21% for 2016/17, so Islington remained above the Inner London average, although the gap has narrowed. Islington would have had to have 2 fewer permanent exclusions from secondary school to be in line with the Inner London average (i.e. 18 permanent exclusions rather than the 20 that did occur). Again, local data for the current Academic year is encouraging.

It is well established that school exclusion remains closely linked to deprivation factors and social vulnerability; and that once exclusion occurs, outcomes - both academic and social – are weakened.

Department for Education (DfE) guidance on exclusions states:

“Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted. However, permanent exclusion should only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school”.

We know that nationally:

- Exclusion (fixed period and permanent) escalates with age, and affects boys three times more than girls.
- There is over-representation of pupils with certain ethnic groups and those from lower socio-economic groups.
- Persistent disruptive behaviour is the most commonly recorded reason for exclusion.

Analysis of local exclusion vulnerability factors largely reflects these national trends, although with some interesting differences.

Children’s Services Scrutiny Committee identified exclusion from school as their main area of focus for 2018-19. In their final report (June 2019) they made 14 recommendations. At about the same time, the national Timpson Review of Exclusion from School reported with 30 recommendations, with good synchronicity across

the two sets of recommendations. The Council Executive will consider a response to the recommendations in November 2019.

Please note that there is no Corporate Indicator on permanent exclusions at primary school, as the numbers of exclusions are very low (usually in single figures). The latest published rate for permanent exclusions from Islington primary schools was 0.04% for the 2017/18 academic year, based on 6 permanent exclusions. This is marginally above the national average of 0.03%.

The Director of Youth and Communities chairs a partnership task and finish group which reports in to the Safeguarding Children Board. The purpose has been to explore the link between exclusions and offending and/or exploitation for Islington children and to enhance the practice of schools and partner agencies before and after an exclusion.

3.10 – Percentage of pupils achieving the expected level in Reading, Writing and Maths (combined) at the end of Key Stage 2

The provisional data for 2018/19 confirms that the proportion of Islington pupils achieving the expected level in Reading, Writing and Maths at Key Stage 2 was 69% in 2018/19, the same as in the 2017/18 revised results, but above the 68% reported in the provisional results last year. Islington aims to be at or above the Inner London average at each Key Stage, and we have achieved this in these provisional results, as the Inner London figure has fallen to 69%.

Another encouraging outcome is that 15% of pupils achieved a higher standard in Reading, Writing and Maths at Key Stage 2 (a higher standard is a scaled score of 110 or more), above our comparators. Islington is ranked joint 8th in the country on this measure.

Reading outcomes at KS2 have remained consistent and are above national and this reflects the focussed work undertaken by schools and their determination that pupils are reading across the curriculum in order to build their cultural capital and therefore meet the demands of KS2 reading tests. Writing has remained consistent and this in part is due to the nature of teacher assessment but also reflects the consistent training and support schools have received from School Improvement. Maths has remained consistent against national outcomes. Schools continue to focus on developing mathematical fluency, particularly in arithmetic to support pupils to be successful. More emphasis needs to be given to securing pupils' reasoning skills. More able pupils across all three subjects do particularly well and are consistently above national outcomes. Schools are meeting the needs of more able pupils and using data effectively to ensure progress is maximised for pupils so that they are ready for the next stage of their learning.

Combined outcomes for reading, writing and maths continue to improve. Islington's outcomes at the end of KS2 remain above national and are now in line with Inner London. Analysis of school outcomes over time has identified a number of schools who are consistently underperforming against one or both measures despite incremental improvements each year. Through the annual categorisation process, these schools will be challenged to provide an effective strategy of improvement that will secure future outcomes.

Compared to Inner London, Islington ranks 7/13, which represents a significant improvement on previous years, and Islington is now in line with the Inner London average.

3.11 – Corporate Equalities Indicator - Narrowing the gap in attainment between the Black Caribbean pupils and the LBI average at KS2 (gap in percentage of pupils achieving the expected level in Reading, Writing and Maths)

The provisional results for 2019 show that the proportion of Black Caribbean pupils achieving the expected standard increased by around 7 percentage points in 2019. With slight changes in the overall Islington average, the gap has narrowed to just under 13 percentage points, from 19 percentage points last year.

Nationally, 56% of Black-Caribbean pupils achieved the expected level, but Islington has overtaken this in the provisional results, with 56.6% of Black-Caribbean pupils achieving the expected level.

To give these differences some context, if 14 more Black Caribbean pupils achieved the expected standard in 2019, the group's results would have matched the Islington average (as there are around a hundred Black Caribbean pupils in the cohort).

School Improvement will focus on this group through their work in schools. Practice in all schools is being reviewed and a working group has been established to support schools who consistently struggle with this issue. Achievement for these pupils will be the focus of the annual Deputy Headteacher conference and a Strategic Partnership of schools is being developed to support other schools. This is one of the work streams for the Islington Community of Schools. Work with Subject Leaders for maths and reading will also highlight this issue in schools and Y6 teachers will receive additional support.

The impact and learning from this work to improve outcomes for underperforming groups is fed back to head teachers at the termly briefings and is explicitly referenced as a key priority.

3.12 – Corporate Equalities Indicator - Narrowing the gap in attainment between White British pupils eligible for Free School Meals and the LBI average at KS2 (gap in percentage of pupils achieving the expected level in Reading, Writing and Maths)

Provisional results for 2019 show that the proportion of White-British pupils who were eligible for Free School Meals that achieving the expected standard increased from 50% in 2018 to 54% in 2019, narrowing the gap with the overall Islington figure from 19 percentage points in 2018 to 15 percentage points in 2019.

White British pupils (i.e. including those not eligible for Free School Meals), as a group, consistently achieve better than the LBI average over the past three years. In reading these pupils outperform LBI pupils by 4%, by 0.5% in writing and 0.6% in maths. At the combined outcome White British perform 2.8% better than LBI peers. Progress for this group of pupils is consistently good, particularly in reading.

The latest available comparator data is for the 2018 revised results. Nationally, 43% of White-British FSM-eligible pupils achieved the expected standard in Reading, Writing and Maths, so there was a gap of 22 percentage points with the national average for all pupils (65%). The gap in Islington has been narrower than this in 2018 and the provisional 2019 results.

3.13 – Number of children in Alternative Provision

Local and national data confirms that mainstream schooling offers the best outcomes and life chances for most students. Islington schools are therefore committed to only placing students on AP in exceptional circumstances. To this end, the Secondary Securing Education Board monitor the number of students attending AP. All of our Secondary schools have identified a contact person to facilitate the sharing of data in relation to students attending AP. This information is collected on a monthly basis prior to the Securing Education Board meetings and the LA pupil database updated accordingly in line with GDPR requirements.

There were 86 pupils in Alternative Provision (AP) at the end of Q4 2018/19. This represents a slight increase of 10 pupils compared with the end of Q3, and a smaller increase of 3 compared to the same period in the previous year, when there were 83 pupils in AP (although this covered a cohort with a narrower definition – see below). This is still a significant decrease in the number of AP students from the June 2016 baseline however, when there were 130 students in AP.

This KPI has been amended for 2018/19 to now look at ALL pupils in Alternative Provision, including AP directly commissioned by schools. Previously, the figure was based on those pupils in Alternative Provision commissioned by New River College (NRC) on behalf of those schools buying in to a Service Level Agreement to source and quality assure suitable provision. At the end of Q4 in 2017/18, there were 48 pupils in Alternative Provision commissioned by New River College on behalf of schools. The equivalent figure for the same schools 2018/19 is 44 pupils, so there has been a slight fall. Based on trends for the previous measure, we would expect a gradual increase in the numbers of pupils in Alternative Provision throughout each academic year, before a drop as pupils leave at the end of Year 11.

From September 2018, referring schools are directly responsible for monitoring the attendance, progress and outcomes for any student they have placed in AP. Schools still have the option to purchase the services of NRC to broker placements, including the undertaking of a risk assessment, but can choose to do this themselves. Headteachers support the premise that only in exceptional circumstances should children and young people not be provided for in a mainstream setting.

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

This indicator relates to children who have had a social care assessment and intervention which has resulted in their case being closed and who have then been referred again within 12 months of the case closure. Our auditing of these cases suggests that the majority of these children relate to children living with domestic abuse where either the level of risk had apparently diminished or where the family no longer wanted social work intervention and the needs were not so great as to warrant statutory child protection processes being instigated. Audits of the cases when they are referred is indicative of new incidents of domestic abuse or an escalation of the original concerns.

Historically, our re-referral rate has remained fairly constant at about 20%, which has been similar to the national average. However, the proportion of re-referrals within the last 12 months has reduced from 16.8% at the end of 2017/18 to 16.3% at the end of 2018/19, and down again to 16.1% at the end of Q1 2019/20. The reduction in the re-referral rate from 20% to 16.8% is an indication that the Motivational Practice model is now having a sustainable and longer term impact on the wellbeing of children and their families, as improvements in this indicator have been sustained for two years.

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

The proportion of children who became the subject of a Child Protection Plan for a second or subsequent time is 8.5% at the end of Q1 2019/20. This is lower than the 20.7% at the end of 2018/19, and the 20.9% during the first quarter of the previous year.

The figure for this quarter is based on only 4 out of 47 children becoming the subject of a plan for the second or subsequent time. The equivalent figures for the first quarter of 2018/19 were 14 out of 68 children, so both figures that make up this percentage have fallen.

An audit was undertaken of all repeat plans in 2018/2019. Domestic violence and abuse (DVA) is the main contributing factor for repeat plans. Early experiences of DVA is also a factor contributing to plans being made for children at risk of contextual harm such as serious youth violence.

A comparative audit was also undertaken on cases of DVA where there was a repeat plan and cases where there was no repeat. This audit concluded that support and intervention offered to families where DVA is a feature is varied and that children affected by DVA feature highly in re-referrals, repeat CIN and CP plans.

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

Provisional data shows that 5 out of Islington's 307 looked after children had had 3 or more placements during the year 2019/20 so far, which is 1.6% of the total. This is slightly higher than the same quarter in 2018/19, when 0.9% of Islington's looked after children had 3 or more placements during the year, although the numbers involved are very low at this point in the year.

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

Provisional data shows that at the end of the first quarter of 2019/20, 64.0% of Islington's looked after children who had been looked after long term were in stable placements. This is above the proportion at the end of the previous quarter (59.5%), but below the proportion for the same point in 2018/19 (69.4%).

A certain number of placement moves are expected and positive, as some children move from short to long term and permanent placements. However, we still have a significant cohort of older young people entering care and other young people who came into care aged between 9 and 12 who by the age of 14 are experiencing multiple placement moves.

The recent reorganisation in CLA aims to embed our practice model further. In particular, it will enable more intensive work with foster carers and children to promote placement stability. Alongside this we are launching a revised permanency protocol this month which aims to improve practice and increase monitoring by senior managers. Work is also being undertaken to increase the number of high quality foster carers with the capacity to sustain relationships and help children and young people come to terms with their experiences.

In addition, there are factors beyond the control of the Local Authority that are significantly impacting upon placement stability. Foster care and residential providers are in short supply and so have a choice about which children and young people they are willing to offer placements to. This means that our children and young people with the most complex needs, are often the hardest to find an appropriate placement for, particularly if their previous placement has broken down in a crisis. In addition, the Ofsted regulatory framework for residential providers and foster carers means that they are unwilling to offer placements to children and young people with particularly complex and volatile presentations, or those who frequently run away, as this can negatively impact on their Ofsted ratings. Work at a strategic level, is being undertaken with other Local Authorities and with Ofsted to try and address this.

3.24 – Number of looked after children

At the end of Q1 2019/20 there were 307 children looked after by Islington. This is lower than the 321 at the same point last year, and lower than the 313 at the end of 2018/19. The reduction in the numbers of children looked after is very positive and an indication of the impact of our Motivational Practice model.

Outcome: Continuing to be a well-run council, making a difference despite reduced resources

6.1 - Percentage of good and outstanding early years settings

The latest published data (as at the end of the 2018/19 financial year) shows the proportion of Islington's settings on the Early Years Register judged good or better has increased again to 94.7%, up from 94.3% at the end of 2018. This is above the London average, but below the England average. Islington remains in the third quartile, nationally, although this is better than previous performance - historically Islington had tended to be in the bottom quartile for this measure. To show how tightly grouped together the figures are for each local authority, if just 5 more of Islington's 189 settings improved their inspection judgement, Islington would be in the top quartile of local authorities, nationally.

At the end of 2018/19, there were no Islington early years settings judged to be inadequate.

Islington's rate of outstanding provision is well above both England and London averages at 29.1% compared with 19.9% and 17.8% respectively. Provision classed as non-domestic (i.e. not childminders or group childcare in people's homes) is particularly good with 45.8% judged as outstanding (including five out eight council-run settings) compared with 22.4% across London and 23.9% in England. 94.1% of private, voluntary and independent nurseries were judged to be good or outstanding.

6.2 - Percentage of good and outstanding Islington schools

The proportion of Islington schools judged good or better stood at 91.0% at the end of June 2019, the same proportion as at the end of 2018/19. There were two full inspections (Robert Blair and Beacon High) and one short inspection (Ashmount) in the first quarter of 2019/20, but none resulted in a change in overall inspection outcomes. Islington remains above the England average (85.6%) in terms of inspection outcomes, but is slightly below the London average (92.4%). Islington remains in the top quartile, nationally.

Three secondary and three primary schools are currently requiring improvement or inadequate, half of these being academies. These schools are receiving robust support and challenge to secure rapid improvement leading to a good or better judgement at the next inspection.

Alongside the Categorisation meetings for local authority schools which are undertaken with school leaders in the first half of the Autumn term, meetings of Mutual Interest have been arranged with Academy Trusts or 'stand-alone' Academy Boards.

The breakdowns by school phase (good or better) are:

- 100% of nursery schools (3/3)
- 93.3% of primary schools (42/45)
 - 97.5% of local authority maintained primary schools (39/40)
 - 60% of academies and free schools (3/5)
- 70% of secondary schools (7/10)
 - 66.6% of local authority maintained secondary schools (4/6)
 - 75% of academies and free schools (3/4)
- 100% of special schools (5/5)
- 100% of Pupil Referral Units (4/4)

6.3 - Percentage of new EHC Plans issued within 20 weeks

Excluding exceptional cases, Islington issued 75.9% of new EHC Plans within the target timescale of 20 weeks in 2018 (calendar year). This was a significant improvement on the previous year, when 51.6% of new plans were completed within timescales. The Islington figure has moved above the London and England averages.

Including all cases, Islington issued 69.7% of new EHC Plans within the target timescale of 20 weeks in 2018. Again, this was an improvement and Islington moved above the London and England averages.

This improvement in issuing EHC Plans within timescales has seen Islington move into the second quartile, nationally. If Islington had completed 27 more of the 185 plans issued within the timescales, including the exceptional cases, Islington would have moved into the top quartile.

Performance towards meeting timescales is improving as a result of an Improvement Plan. Turn-around time for health advice to EHC assessments has reduced on average from 20 weeks to 6 weeks. We have progressed from 50% of EHC plans issued within 20 weeks in 2016/17 to 60% issued within 20 weeks in 2017/18, and our current performance is running at around 80%, demonstrating that effective steps are being taken to meet the timescales required. Although current performance is better than inner London (48.9%), it is still not where we would like it to be, and remains an area for further development.

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.

A Resident Impact Assessment has not been completed because, although there are some equalities data-monitoring measures within this report, this is part of a regular set of reporting and no major changes to service provision have been recommended. A Resident Impact Assessment would be completed if there was a recommendation or decision to make a substantial change to an existing service, or to launch a new service, in light of the findings of this report. The information contained within this report may, however, form part of the evidence base for future Resident Impact Assessments as required.

5. Reason for recommendations

- 5.1 In accordance with its remit, the Scrutiny Committee is asked to discuss the progress set out in the report.

Appendices

- Appendix A: Data Dashboard for Q1 2019/20

Background papers: None

Final report clearance:

Signed by:

Laura Eden, Director of Youth and Community
and Acting Director of Safeguarding and Family
Support

Date 18/10/2019

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Appendix A - Data Dashboard

CS PI No.	Corporate Indicator?	Indicator	Frequency reported	Current Figure (Period covered)	Previous Figure (Period covered)	Figure at end of previous year	Direction of travel	London	England	National quartile
Outcome: Creating a safe and cohesive borough for all										
1.1	✓	Corporate Indicator: Percentage of young people (aged 10-17) triaged that are diverted away from the criminal justice system	Quarterly	84% (Q1 2019/20 provisional)	80% (Q1 2018/19)	83% (2018/19 FY)	↑	n/a	n/a	n/a
1.2	✓	Corporate Indicator: Number of first time entrants into Youth Justice System	Quarterly	16 (Q1 2019/20 provisional)	17 (Q1 2018/19)	58 (2018/19 FY)	↔	n/a	n/a	n/a
1.3	✓	Corporate Indicator: Percentage of repeat young offenders (under 18s)	Quarterly	37% (Q1 2019/20 provisional)	Not applicable - change in definition	45% (2018/19 FY)	↓	YJB measure on reoffending uses a different cohort so is not comparable		
1.4	✓	Corporate Indicator: Number of custodial sentences for young offenders	Quarterly	2 (Q1 2019/20 provisional)	12 (Q1 2018/19)	26 (2018/19 FY)	↓	n/a	n/a	n/a
1.5	x	Number of children missing from care for 24+ hours	Monthly (internal) / quarterly for Scrutiny	13 (June 2019)	14 (June 2018)	11 (March 2019)	↔	n/a	n/a	n/a
Outcome: Delivering an inclusive economy, supporting people into work and financial independence and helping them with the cost of living										
2.4	✓	Corporate Indicator: Number of schools engaged in the 11 by 11 Cultural Enrichment Programme	Quarterly	49 (End Q1 2019/20)	New indicator	New indicator	-	n/a	n/a	n/a
2.5	✓	Corporate Indicator: 100 hours of the world of work - Number of schools engaged with the programme	Quarterly	12 (End Q1 2019/20)	New indicator	New indicator	-	n/a	n/a	n/a
Outcome: Making Islington the best place for all young people to grow up – where children and families can thrive and reach their potential										
3.2	✓	Corporate Indicator: Percentage of 2 year old places taken up by low income families, children with Special Educational Needs or Disabilities (SEND) or who are looked after	Termly	61% (Summer 2018/19 AY)	63% (Summer 2017/18 AY)	63% (Spring 2018/19 AY)	↔	56% (January 2019)	68% (January 2019)	2nd from bottom
3.3	✓	Corporate Indicator: Percentage of pupils achieving a Good Level of Development in the Early Years Foundation Stage Profile	Annual	71.1% (2018/19 AY provisional)	71.1% (2017/18 AY)	71.1% (2017/18 AY)	↔	73.8% (2017/18 AY)	71.5% (2017/18 AY)	2nd from bottom
3.4	✓	Corporate Equalities Indicator: Percentage of Free School Meals / non-Free School Meals pupils achieving a Good Level of Development in the Early Years Foundation Stage Profile	Annual	FSM - 64% Non-FSM - 75% 11 pt gap (2018/19 AY provisional)	FSM - 61% Non-FSM - 75% 14 pt gap (2017/18 AY)	FSM - 61% Non-FSM - 75% 14 pt gap (2017/18 AY)	↓	FSM - 64% Non-FSM - 75% 11 pt gap (2017/18 AY)	FSM - 57% Non-FSM - 74% 17 pt gap (2017/18 AY)	2nd from top for gap (Top quartile for % FSM achieving GLD)
3.5	✓	Corporate Indicator: Percentage of primary school children who are persistently absent (below 90% attendance)	Termly	9.5% (Autumn term 2018/19)	10.8% (Autumn term 2017/18)	11.0% (2017/18 AY)	↓	8.8% (Autumn term 2018/19)	9.2% (Autumn term 2018/19)	2nd from bottom
3.6	✓	Corporate Indicator: Percentage of secondary school children who are persistently absent (below 90% attendance)	Termly	13.1% (Autumn term 2018/19)	12.9% (Autumn term 2017/18)	13.9% (2017/18 AY)	↔	10.9% (Autumn term 2018/19)	12.7% (Autumn term 2018/19)	2nd from bottom
3.7	✓	Corporate Indicator: Percentage rate of fixed term exclusions - primary	Annual	2.08% (2017/18 AY)	1.95% (2016/17 AY)	1.95% (2016/17 AY)	↑	0.85% (2017/18 AY)	1.40% (2017/18 AY)	Bottom
3.8	✓	Corporate Indicator: Percentage rate of fixed term exclusions - secondary	Annual	16.46% (2017/18 AY)	10.73% (2016/17 AY)	10.73% (2016/17 AY)	↑	7.63% (2017/18 AY)	10.13% (2017/18 AY)	Bottom
3.9	✓	Corporate Indicator: Percentage rate of permanent exclusions - secondary	Annual	0.23% (2017/18 AY)	0.28% (2016/17 AY)	0.28% (2016/17 AY)	↓	0.19% (2017/18 AY)	0.20% (2017/18 AY)	2nd from bottom
3.10	x	Percentage of pupils achieving the expected level in Reading, Writing and Maths (combined) at the end of Key Stage 2	Annual	69% (2018/19 AY)	69% (2017/18 AY)	69% (2017/18 AY)	↔	69% (2018/19 AY provisional)	65% (2018/19 AY provisional)	Top

CS PI No.	Corporate Indicator?	Indicator	Frequency reported	Current Figure (Period covered)	Previous Figure (Period covered)	Figure at end of previous year	Direction of travel	London	England	National quartile
3.11	✓	Corporate Equalities Indicator: Narrowing the gap in attainment between the BCRB pupils and the LBI average at KS2 (gap in percentage of pupils achieving the expected level in Reading, Writing and Maths)	Annual	13 ppts (2018/19 AY provisional)	19 ppts (2017/18 AY)	19 ppts (2017/18 AY)	↓	Not available below National level	9 ppts (2018/19 AY provisional)	n/a
3.12	✓	Corporate Equalities Indicator: Narrowing the gap in attainment between White British pupils eligible for Free School Meals and the LBI average at KS2 (gap in percentage of pupils achieving the expected level in Reading, Writing and Maths)	Annual	15 ppts (2018/19 AY provisional)	19 ppts (2017/18 AY)	19 ppts (2017/18 AY)	↓	n/a	22 ppts (2017/18 AY)	n/a
3.13	x	Number of children in Alternative Provision	Quarterly	86 (Q1 2019/20 FY)	76 (Q4 2018/19 FY)	Not comparable	-	n/a	n/a	n/a
3.20	✓	Corporate Indicator: Percentage of re-referrals to Children's Social Care within the previous 12 months	Monthly (internal) / quarterly for Scrutiny	16.1% (Q1 2019/20 FY provisional)	15.4% (2018/19 Q1)	16.3% (2018/19 FY)	↑	16.7% (2017/18 FY)	21.9% (2017/18 FY)	2nd from top
3.21	✓	Corporate Indicator: Percentage of children who become the subject of a Child Protection Plan for a second or subsequent time	Monthly (internal) / quarterly for Scrutiny	8.5% (Q1 2019/20 FY provisional)	20.9% (2018/19 Q1)	20.7% (2018/19 FY)	↓	14.9% (2017/18 FY)	20.2% (2017/18 FY)	Top
3.22	x	Placement stability - short term - Proportion of looked after children with 3 or more placements over the course of the year	Monthly (internal) / quarterly for Scrutiny	1.6% (Q1 2019/20 FY provisional)	0.6% (2018/19 Q1)	11.8% (2018/19 FY)	↑	11.1% (2017/18 FY)	10.5% (2017/18 FY)	Bottom
3.23	x	Placement stability - long term - Percentage of children who have been looked after for more than 2.5 years who have been looked after in the same placement for at least 2 years or placed for adoption	Monthly (internal) / quarterly for Scrutiny	64.0% (Q1 2019/20 FY provisional)	69.4% (2018/19 Q1)	59.5% (2018/19 FY)	↓	67.2% (2017/18 FY)	69.8% (2017/18 FY)	Bottom
3.24	x	Number of Looked After Children	Quarterly	307 (Q1 2019/20 FY provisional)	313 (2018/19 FY)	313 (2018/19 FY)	↓	Not comparable	Not comparable	n/a
Outcome: Ensuring our residents can lead healthy and independent lives										
Outcome: Making Islington a welcoming and attractive borough and creating a healthy environment for all										
Outcome: Continuing to be a well-run council, making a difference despite reduced resources										
6.1	x	Percentage of good and outstanding early years settings	Termly	94.7% (End 2018/19 FY)	94.3% (End December 2018)	92.7% (2017/18 FY)	↑	93.2% (End 2018/19 FY)	95.5% (End 2018/19 FY)	2nd from bottom
6.2	x	Percentage of good and outstanding Islington schools (all phases)	Quarterly	91.0% (Q1 2019/20 FY)	91.0% (Q4 2018/19 FY)	91.0% (Q4 2018/19 FY)	↔	92.4% (Q1 2019/20 FY)	85.6% (Q1 2019/20 FY)	Top
6.3	x	Percentage of new EHC plans issued within 20 weeks	Annual	75.9% (exc. exceptions) 69.7% (inc. exceptions) (2018)	51.6% (exc. exceptions) 41.5% (inc. exceptions) (2017)	51.6% (exc. exceptions) 41.5% (inc. exceptions) (2017)	↑	58.1% (exc. exceptions) 54.6% (inc. exceptions) (2018)	60.1% (exc. exceptions) 58.0% (inc. exceptions) (2018)	2nd from top

CHILDREN'S SERVICES SCRUTINY COMMITTEE WORK PROGRAMME 2019/20

Monday 3rd June 2019

1. Membership, Terms of Reference, Dates of Meetings
2. Executive Member Annual Presentation
3. The role of Islington's supplementary schools
4. Update on the Timpson Review of Exclusion from School
5. Scrutiny Topics and Work Programme 2019/20

Tuesday 9th July 2019

1. Equalities in Educational Outcomes – Scrutiny Initiation Document and Introductory Briefing
2. Quarterly Review of Children's Services Performance (Q4 2018/19)
3. Coordinated and Joined Up Services for Vulnerable Adolescents Scrutiny Review – 12 Month Report Back

Tuesday 17th September 2019

1. Equalities in Educational Outcomes – Witness Evidence
2. Child Protection Annual Report

Tuesday 29th October 2019

1. Equalities in Educational Outcomes – Witness Evidence
2. Quarterly Review of Children's Services Performance (Q1 2019/20)
3. Executive Member Questions

Tuesday 26th November 2019

1. Equalities in Educational Outcomes – Witness Evidence
2. Update on the Fair Futures Commission recommendations – One Year On
3. Overview of Mental Health Provision in Schools
4. SACRE Annual Report

Tuesday 21st January 2020

1. Equalities in Educational Outcomes – Witness Evidence and Concluding Discussion
2. Quarterly Review of Children’s Services Performance (Q2 2019/20)
3. Islington Safeguarding Children Board: Annual Report

Monday 10th February 2020

1. Update on Scrutiny Review of Post-16 Education, Employment and Training
2. Equalities in Educational Outcomes – Draft Recommendations

Monday 30th March 2020

1. Equalities in Educational Outcomes – Draft Report
 2. Quarterly Review of Children’s Services Performance (Q3 2019/20)
 3. Education Annual Report
 4. Executive Member Questions
-

Tuesday 2nd June 2020

1. Membership, Terms of Reference, Dates of Meetings
2. Executive Member Annual Presentation
3. Scrutiny Topics and Work Programme 2020/21

July 2020 [date TBA]

1. Scrutiny Review – Scrutiny Initiation Document and Introductory Briefing
2. Permanent and Fixed Term Exclusion from School – 12 Month Update, including Response to Timpson Review