



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
26 November 2019 at 7.30 pm.

Enquiries to : Jonathan Moore
Tel : 0207 527 3308
E-mail : democracy@islington.gov.uk
Despatched : 18 November 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

Substitute Members

Substitutes:

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

Co-opted Members:

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

Quorum is 3 Councillors

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 - 6
5.	Chair's Report	
6.	Items for Call In (if any)	
7.	Public Questions	

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

B.	Items for Decision/Discussion	Page
1.	Equalities in Educational Outcomes - Witness Evidence	7 - 42
	a) Data Update	
	b) Evidence from Dr Antonina Tereshchenko, UCL Institute of Education	
2.	Overview of Social and Emotional Mental Health Support in and offered to Schools	43 - 58
3.	Islington SACRE Annual Report 2019	59 - 68
4.	Work Programme	69 - 70

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 21 January 2020

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

This page is intentionally left blank

Agenda Item 4

London Borough of Islington

Children's Services Scrutiny Committee - Tuesday, 29 October 2019

Minutes of the meeting of the Children's Services Scrutiny Committee held at Committee Room 4, Town Hall, Upper Street, N1 2UD - Islington Town Hall on Tuesday, 29 October 2019 at 7.30 pm.

Present:	Councillors:	Vivien Cutler (Chair), Woolf (Vice-Chair), Graham, Jeapes, Ngongo and Williamson
	Co-opted Members	Mary Clement, Roman Catholic Diocese Zaleera Wallace, Parent Governor Representative (Secondary)
Also Present:	Councillors	Kaya Comer-Schwartz, Executive Member for Children Young People and Families.
	Observers	Claire Ballak, Parent Governor Representative (Primary)

Councillor Vivien Cutler in the Chair

- 122 **APOLOGIES FOR ABSENCE (ITEM NO. 1)**
Apologies were received from Councillors Alice Clarke-Perry and Santiago Bell-Bradford.
- 123 **DECLARATION OF SUBSTITUTE MEMBERS (ITEM NO. 2)**
There were no declarations of substitute members.
- 124 **DECLARATIONS OF INTEREST (ITEM NO. 3)**
There were no declarations of interest.
- 125 **MINUTES OF THE PREVIOUS MEETING (ITEM NO. 4)**
RESOLVED:
That the minutes of the meeting held on 17 September 2019 be confirmed as an accurate record of proceedings and the Chair be authorised to sign them.
The Sub-Committee noted that the analysis of data for four year trend data for targeted cohorts would be completed shortly.
- 126 **CHAIR'S REPORT (ITEM NO. 5)**
The Chair raised concerns that during an event held during Black History Month, a Headteacher had stated that, during an assembly given at their school, none of the children and few of the staff had heard about Windrush.

127 ITEMS FOR CALL IN (IF ANY) (ITEM NO. 6)

None.

128 PUBLIC QUESTIONS (ITEM NO. 7)

None.

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

1) The Committee received a presentation about projects and approaches being used in schools from Anthony Doudle - Head of School Improvement – Primary, Emma Simpson – Secondary English Consultant, Penny Kenway – Head of Early Years and Childcare, Tracy Smith – EY Lead for Teaching and Learning, Helen Cameron – Health and Well-Being Manager and Hamish Mackay – Head of iWork.

The following points were noted in the discussion:-

a) Exploring Islington Solutions to a national challenge.

- Schools were engaging positively with this agenda.
- When pupils attended school regularly they would learn and remember more.
- It was important to develop a pupil 'growth mindset'. Pupils might not be able to do things 'yet' but the more they practised or the harder they worked, the better they would get.

b) Equalities Reference Group

- A charter was being drawn up from the good practice in schools which had best engaged with parents and pupils from target groups.
- The Charter would be made available to the Committee once published.
- Best practice included:- staff standing at school gates to build relationships with parents, welcoming parents into school, workshops for parents, mentoring with children and celebrating all pupil achievement.

c) Bright Start Islington: The Early Years

- Experiences before two years of age made a big difference to future healthy development.
- The concern that only 61% of children who had access to early education took up the offer.
- A timetable of early childhood services during the school term was circulated. It was noted that community centres could be used to encourage families to use free services.
- Those families that were less likely to use these services needed greater support and there needed to be greater data analysis on which families were not accessing these services and why.

Children's Services Scrutiny Committee - 29 October 2019

- It was noted that children who were identified as having severe and complex social and emotional and/or special educational needs were often identified through social workers, health visitors. These children would not need a diagnosis to access free services.
- All families were contacted a number of times about access to early learning and it was known that low income groups could really benefit.
- It was accepted that there was need to persuade more about the benefits of early learning, particularly for those disadvantaged.
- There was a need to support BAME and refugee women who may feel uncomfortable accessing services due to language barriers.
- It was considered that parents could be approached with details of the importance of early learning during their children's health check. The Committee noted that Children's Services were putting together a strategic action plan and would be looking at how best to encourage families in need to use early help services.
- The Committee noted that there could be cultural pressure in some families for the mother to look after children in the early years and it may be necessary to work with these groups.
- There was an 84% take up of early learning for those aged 3 and 4. This meant that some children would go into reception with no pre-school experience. It was known that these children, or those that entered reception at an unusual time of year, were more likely to do poorly.

d) Whole Class Reading

- Whole class reading was being used in primary schools rather than guided reading from year 3 to year 6.
- Comprehension was modelled on the questions pupils would experience in the SATs test so children were prepared along the way.
- Content domains would be used to assess children and children were exposed to these domains all of the time.
- Teachers should be able to recognise those children with dyslexia and use professional strategies to aid comprehension.
- Questions about the text would vary depending on the level of the student so that a more able student may receive a greater depth of questioning.
- The domains were set out in national guidance sent out by the Standard Testing Agency.
- It was considered that the whole class reading was having a significant impact in closing the gap in KS2 reading attainment.
- It was noted that language would become entrenched in memory through repetition.

e) Reading Road Map

- Children could read their way around Islington and parents could become involved in this process.

Children's Services Scrutiny Committee - 29 October 2019

- Each road was a different genre and there were 25/30 titles based on their interests.
- More schools were buying new packs of books and schools and both schools and libraries were investing in titles.
- Education services were also looking at a pilot mini film festival with the British Film Institute using film texts. Films would be selected which were relevant to target groups.
- It was noted that this project built on the Summer Reading Challenge which was well attended and had proved to be a huge success.

f) 11 by 11

- 11 by 11 was a commitment to make available 11 cultural experiences for all children by year 11.
- Education services were currently trying to get high levels of participation at this stage and would be looking to evaluate in due course.
- Groups were being monitored to look at who was accessing which activities in order to target groups in the future.
- Cultural partners were mainly based in Islington, however out of Borough partners such as Southbank, British Museum and the Opera House were also about to be added to the list.
- Uptake would need to be monitored as there would be children who already had access to these experiences.

g) iTIPS in Islington

- The target groups were more likely to experience trauma and less likely to be able to self-regulate.
- The number of schools involved had gradually increased since 2016/17.
- Exclusions had dropped in the first pilot schools.
- The figures for fixed term exclusion rate for the TIPS primary schools in 2016/17 were higher than average but had fallen below 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 which could indicate that the project was having a more significant impact on preventing young people having multiple exclusions.

h) World of Work

- There was a commitment to ensure that all young people in Islington would benefit from 100 hours experience of the world of work by the age of 16.
- All headteachers had been invited to a World of Work event on the 29 November.
- Work experience was often the highest priority for young people.
- It was considered that Islington Council should lead by example as an employer and this would make it easier to encourage other employers to follow.

RESOLVED that the presentation be noted.

2) Islington Trauma Informed Practices in Schools – Handout for Governors

RESOLVED that the handout be noted.

130

EXECUTIVE MEMBER QUESTIONS AND UPDATE (ITEM NO. B2)

Councillor Kaya Comer-Schwartz, Executive Member for Children, Young People and Families presented an update for the Committee.

The following was noted in discussion:

- It was noted that the Relationships Education, Relationships and Sex Education and Health Education curriculum would be mandatory by September 2020 and work was being carried out on delivering this.
- It was noted that officers were currently drafting the Executive response to the Scrutiny review of Permanent and Fixed Period Exclusions from School.
- It was hoped that resources would be pooled to deliver mental health support. The Executive member stated that issues were clearly evidenced and the outcomes would be closely monitored.
- The extension of the contracts for Lift, Platform and Rosebowl were required so that there would be no break in provision and to enable the service to look at having a longer term sustainable plan.

131

QUARTERLY REVIEW OF CHILDREN'S SERVICES PERFORMANCE (Q1 2019/20) (ITEM NO. B3)

Andrea Stark presented the quarter 1 performance report on progress against the relevant Corporate Performance Indicators (KPIs) for the relevant services within the People Directorate.

The following was noted in the discussion:

- 3.20 – It was expected that this indicator would move to green over the course of the year where the Motivational Practice model had made a significant impact. A further detailed update would be provided for the next meeting.
- 3.22 and 3.23 – These indicators would be closely monitored. Officers were currently working to deal with the limited supply of foster care and residential providers and a further, more detailed update would be provided for quarter 2.
- 3.6 & 3.9. A query was raised regarding the reasons for the discrepancy in direction of travel between these two indicators given the figures supplied. The Committee were advised that a response would be supplied.
- 3.5 – 3.9. There were some signs of improvement but all these indicators needed further work.

Children's Services Scrutiny Committee - 29 October 2019

- It was noted that in some cases academies were excluding more pupils than other schools. Officers were holding meetings with these schools and were confident that the academies could be encouraged to use other strategies. It was also noted that, where there had been exclusions in two schools, their results had nonetheless not increased.

RESOLVED

- a) that the report be noted;
- b) a response be given regarding the discrepancy in relation to CS PI Nos 3.5 and 3.9.

132

WORK PROGRAMME (ITEM NO. B4)

RESOLVED that the Work Programme be noted.

The meeting closed at 9.30 pm

Chair

Exploring Islington solutions to a national issue : Equalities in Educational Outcomes Scrutiny Review 2019/20 Part 2

Page 7

Children's Services Scrutiny Committee

26th November 2019

Agenda Item B1

Glossary of terms

EYFS – Early Years Foundation Stage. This sets standards for the learning, development and care of children from birth to 5 years old

GLD – Good Level of Development. A child that has achieved at least the ‘expected’ level for the early learning goals in all of the prime areas and maths and literacy by the end of reception is defined as having reached a good level of development.

KS1 – Key Stage 1 - Years 1 and 2 of primary school

KS2 – Key Stage 2 - Years 3-6 of primary school

KS4 – Key Stage 4 - years 10 and 11 (or sometimes in practice years 9, 10 and 11) in secondary school

ES – Expected Standard – expectation at end of key stage in a primary setting

GDS – Greater Depth - above expectation at end of key stage in a primary setting

ES+ - at Expected Standard or above in a primary setting

RWM – Outcomes in Reading, Writing and Maths combined at the end of KS1 & KS2

A8 – Attainment 8 – average attainment for a pupil or a school over 8 best subjects at the end of Key Stage 4

APS – Average point score



**The data used for these slides are the
2015, 2016, 2017 & 2019 results combined**

The indicators used are:

EYFS - % at GLD

Phonics – APS (pass =32, Max = 40)

KS1 - % at EXS for RWM combined

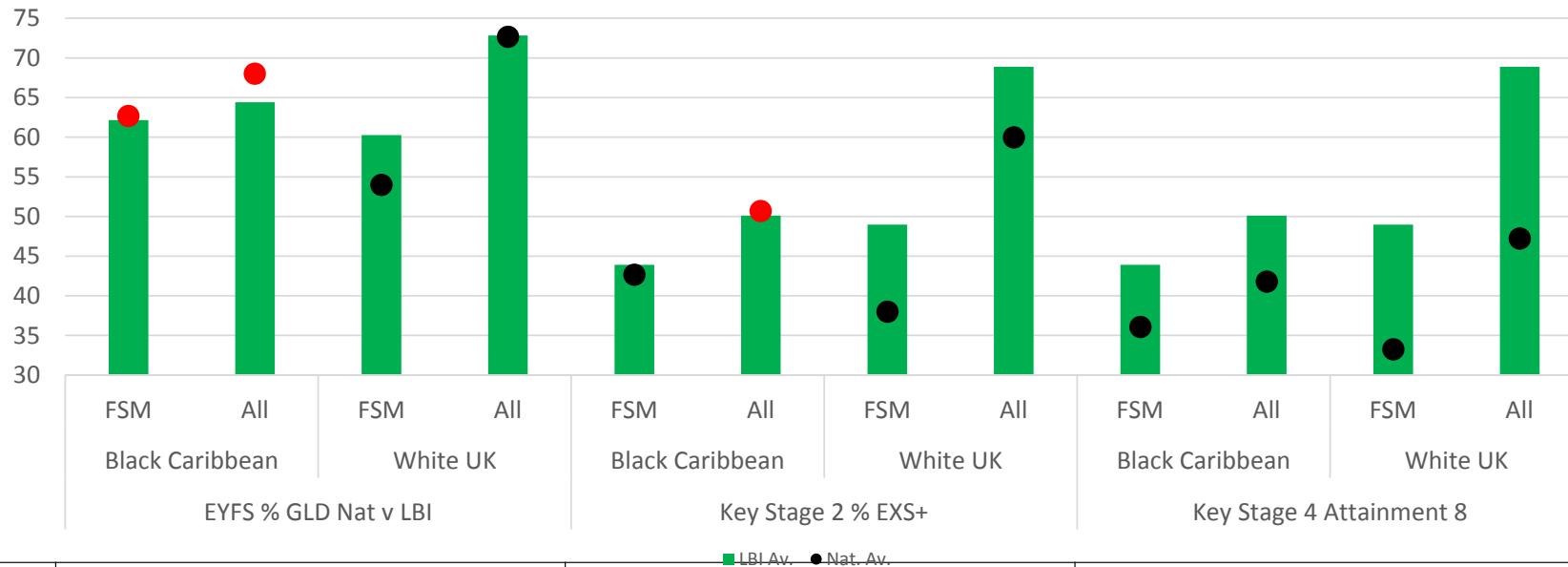
KS2 - % at EXS for RWM combined

KS4 – Attainment 8 (APS Max = 90)

Note: National Comparison Data is for 2016-18 only

Attainment: FSM & All, Nat v LBI

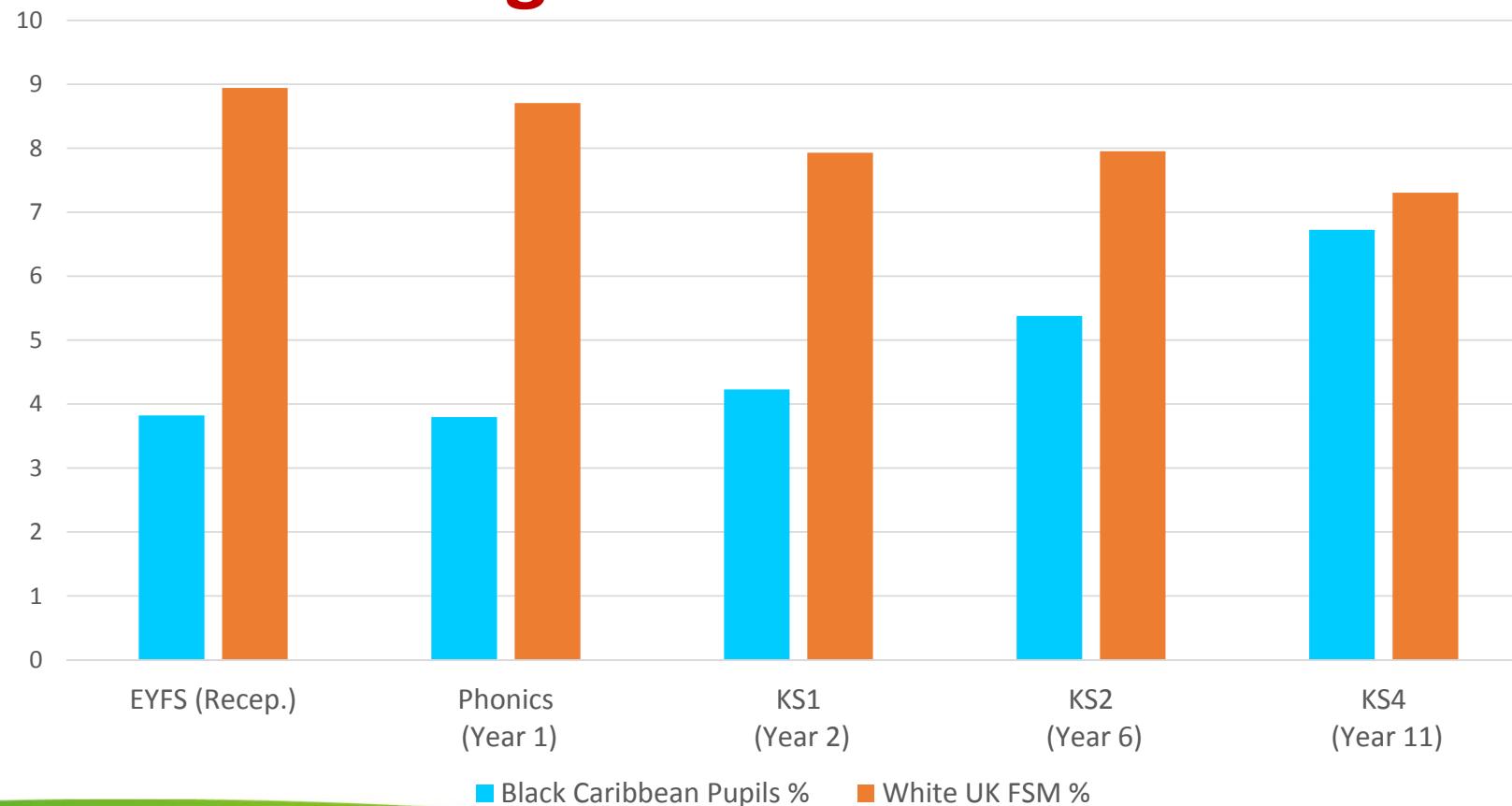
Page 10



3 Year Av. 2016 to 2018	EYFS % GLD Nat v LBI				Key Stage 2 % EXS+				Key Stage 4 Attainment 8			
	Black Caribbean		White UK		Black Caribbean		White UK		Black Caribbean		White UK	
	FSM	All	FSM	All	FSM	All	FSM	All	FSM	All	FSM	All
Nat. Av.	62.7	68.0	54.0	72.7	42.7	50.7	38.0	60.0	36.1	41.8	33.3	47.2
LBI Av.	62.2	64.4	60.3	72.8	43.9	50.1	49.0	68.9	43.9	50.1	49.0	68.9
Difference	-0.5	-3.6	6.3	0.2	1.3	-0.5	11.0	8.9	7.9	8.3	15.7	21.7

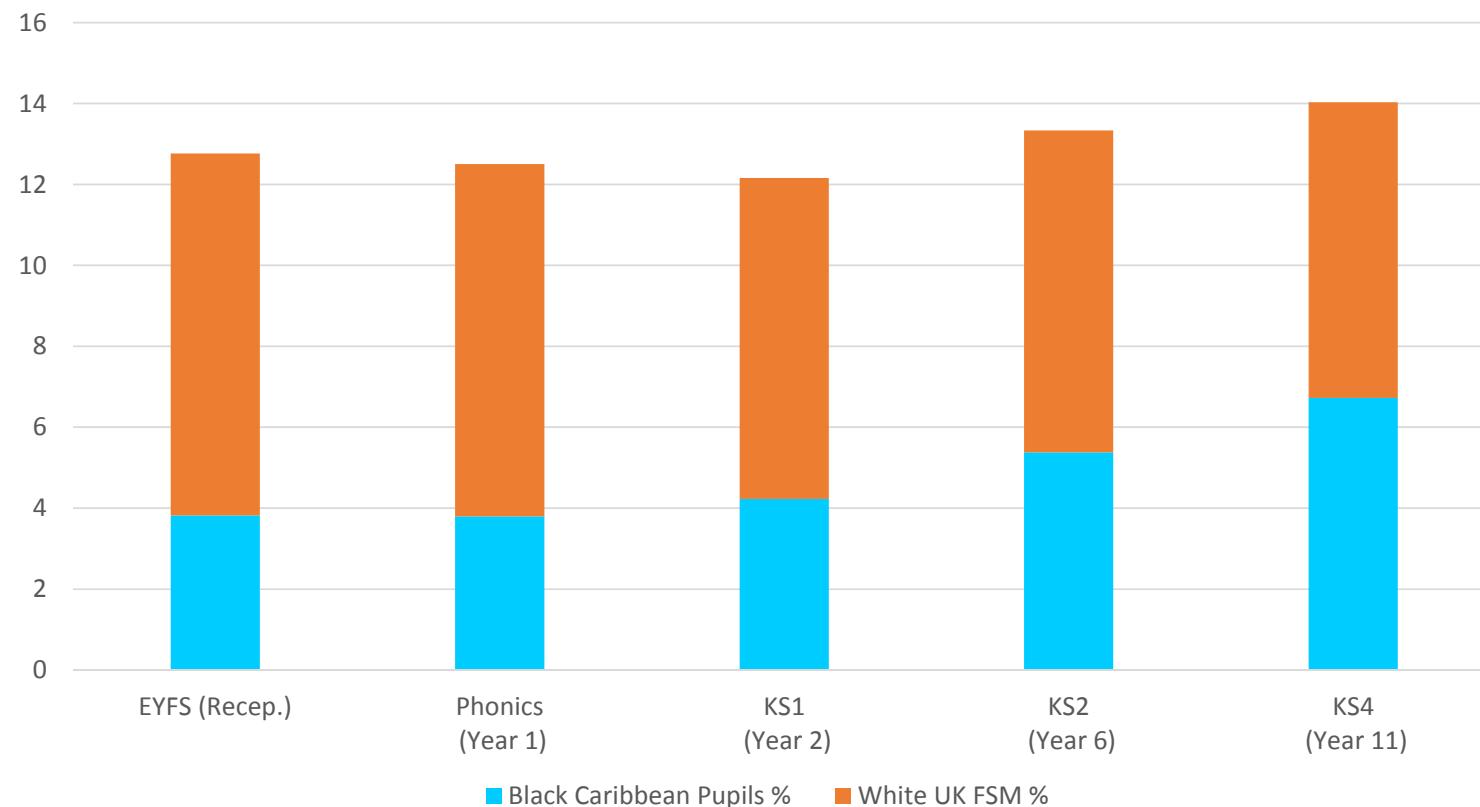
% of pupils that are Black Caribbean or White UK eligible for Free School Meals

Page 11



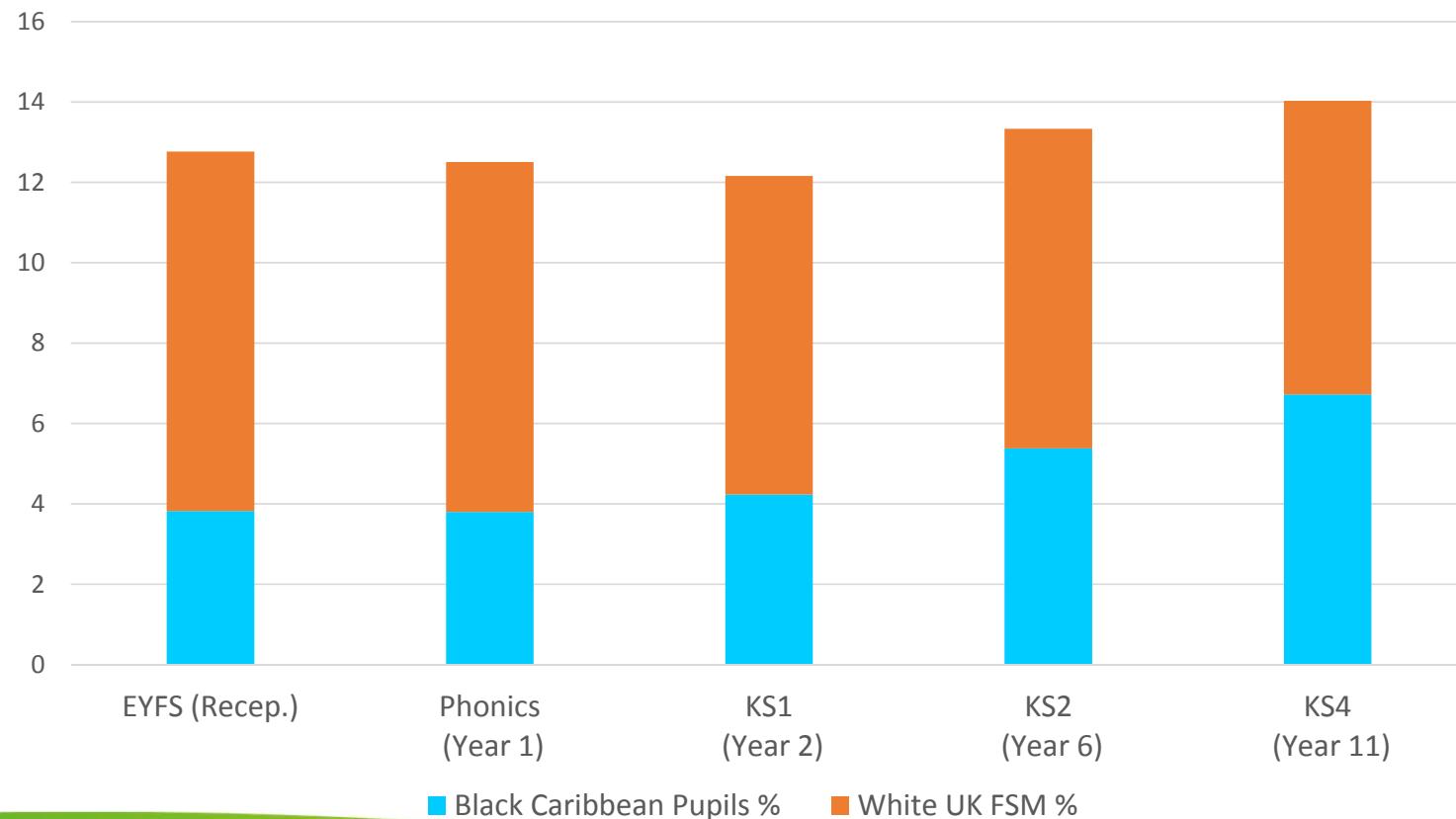
% of pupils that are Black Caribbean or White UK FSM Combined

Page 12



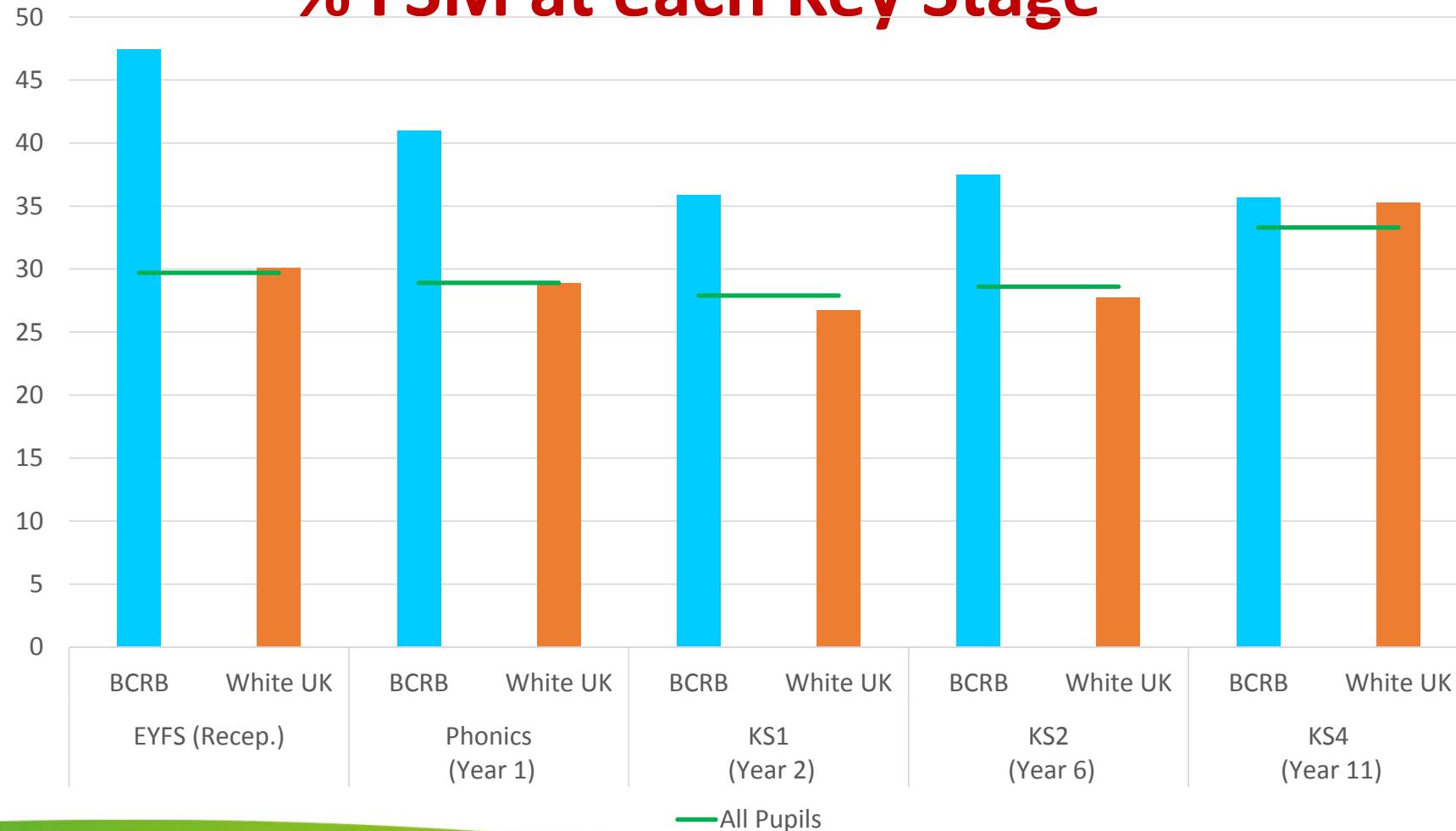
The LBI data used for these slides are the
2016, 2017, 2018 & 2019 results combined

Page 13

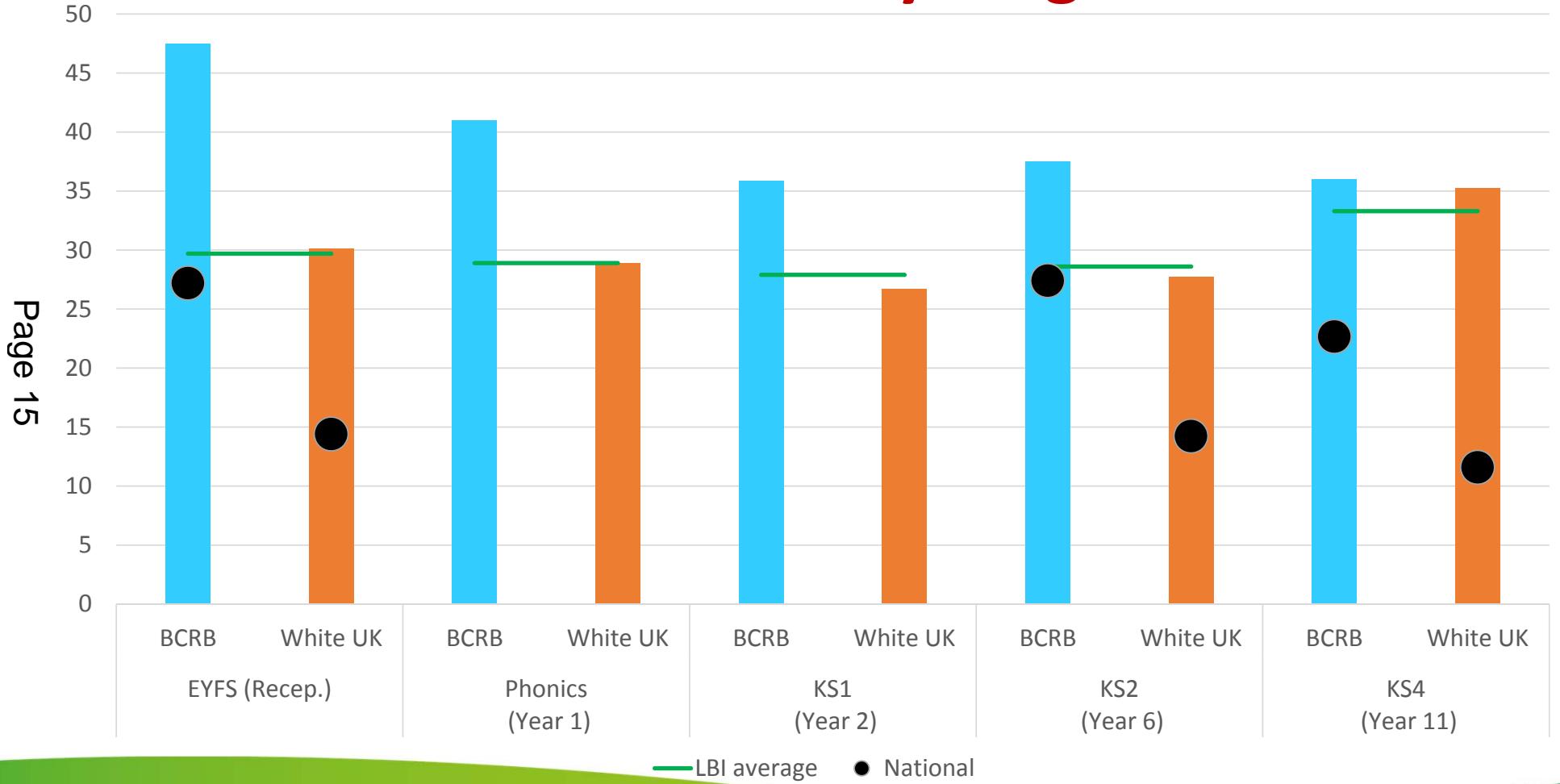


% FSM at each Key Stage

Page 14

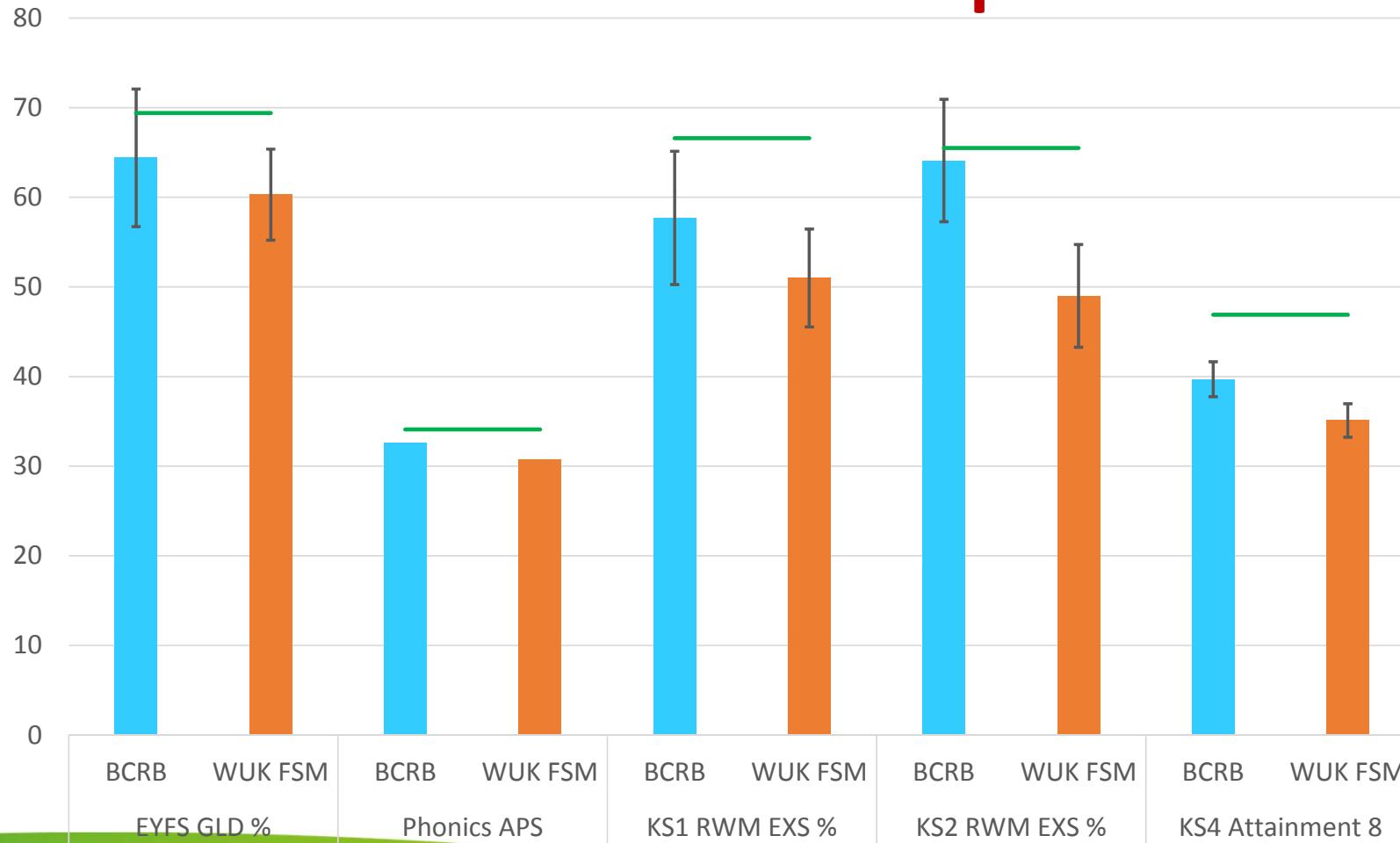


% FSM at each Key Stage



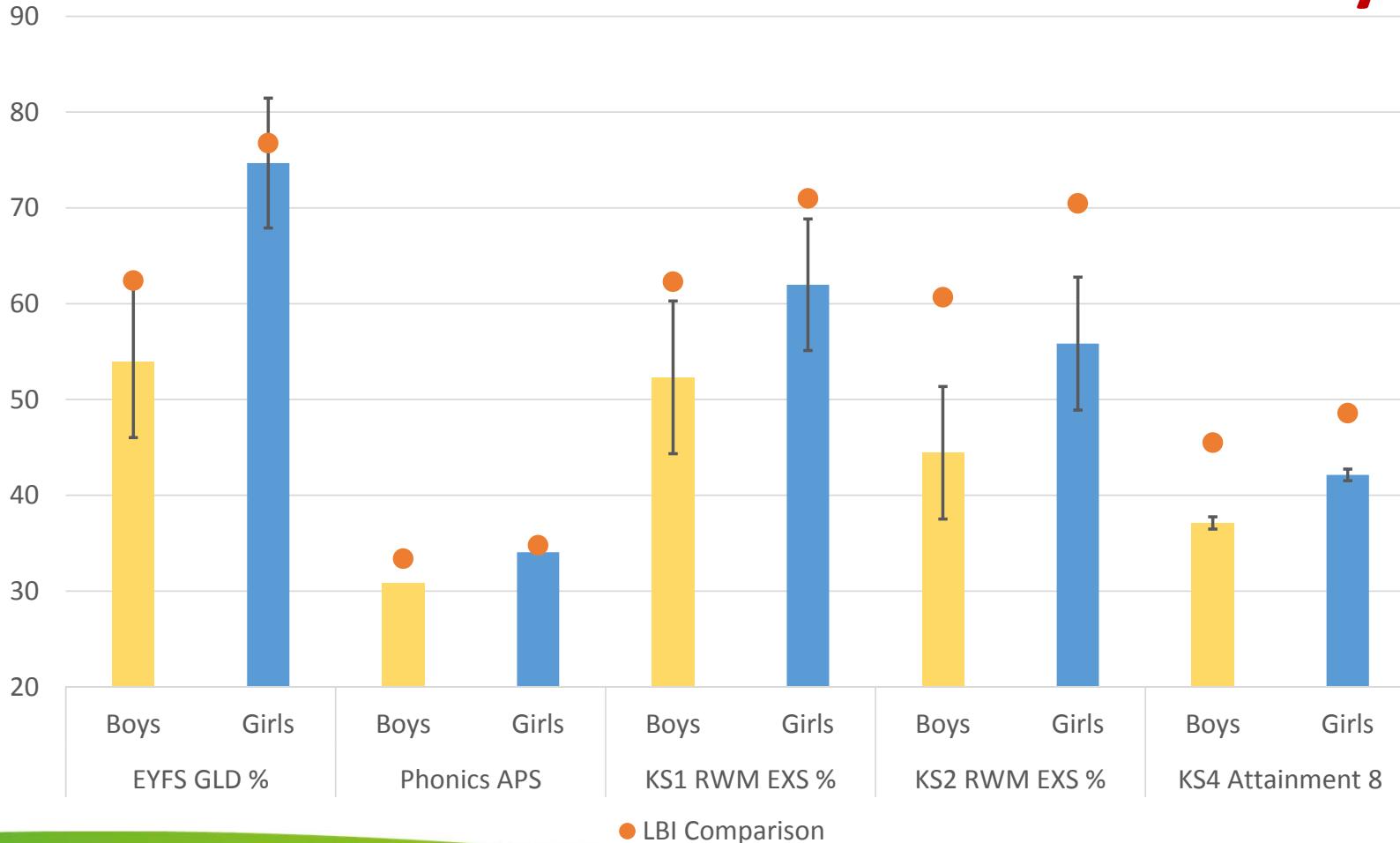
Attainment – All Pupils

Page 16

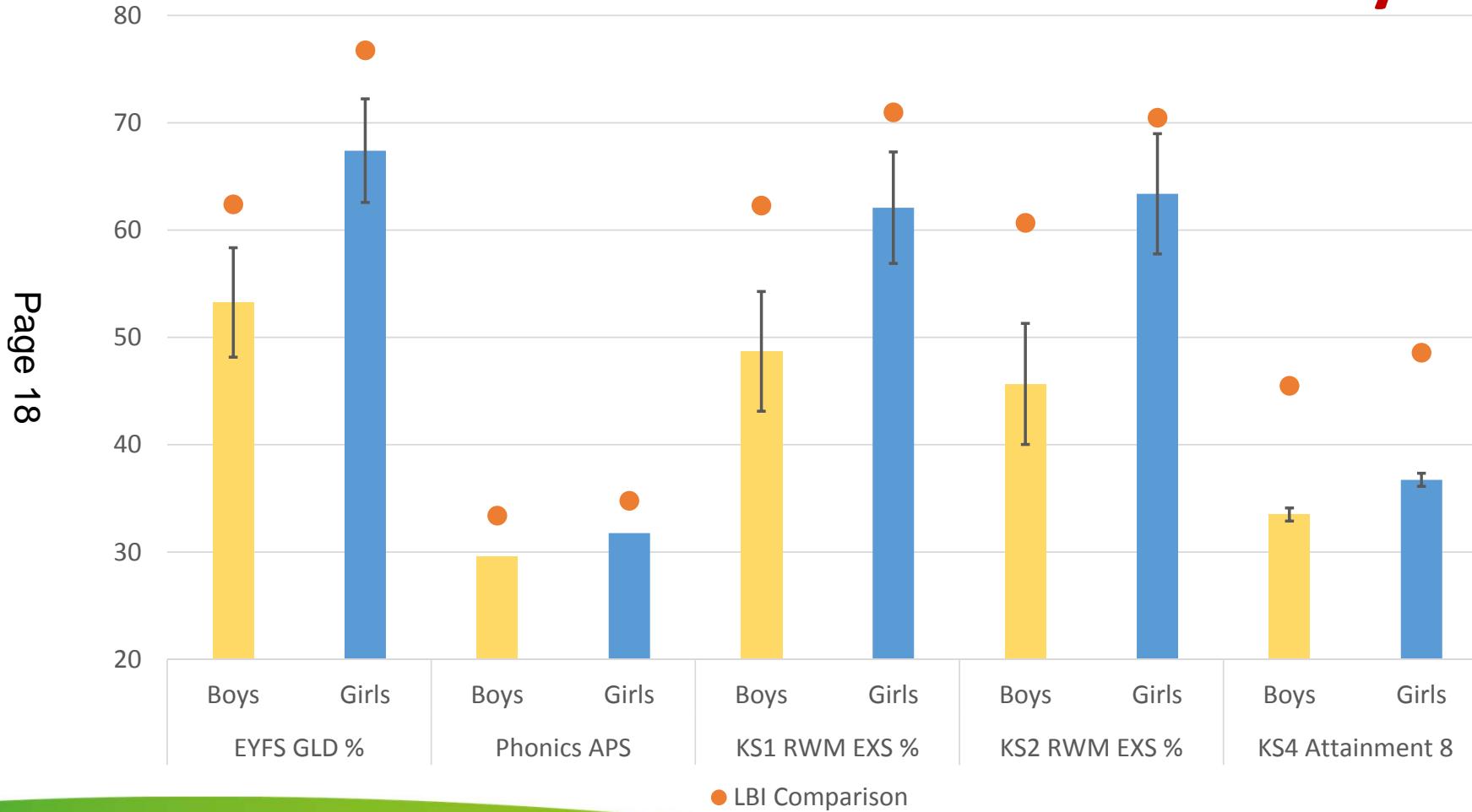


Attainment – Black Caribbean Girls & Boys

Page 17



Attainment – White UK FSM Girls & Boys



Attainment – Girls & Boys Gaps

	Girl - Boy Gap				
	EYFS GLD %	Phonics APS	KS1 RWM EXS %	KS2 RWM EXS %	KS4 Attainment 8 APS
All LBI Pupils	14.4	1.4	8.7	9.8	3.1
Black Caribbean	20.8	3.2	9.7	11.4	5.0
White UK FSM	14.1	2.2	13.4	17.7	3.2

This page is intentionally left blank

Attainment grouping and social inequality

Dr Antonina Tereshchenko
UCL Institute of Education
a.tereshchenko@ucl.ac.uk





Page 22

Outline

- Background – and terminology
- Summary of our key findings
- Discussion of implications

[Register for free](#)

Already registered?
[Log in](#)

Page 23

England's pupils among the most segregated by ability

England has much higher rates of within-school ability grouping than similar countries, study finds

By Catherine Lough
24 September 2019

Share this



Most Read

13 things you need to know about phonics

The death of the staffroom is a sign of bigger problems

Labour conference votes to end academies

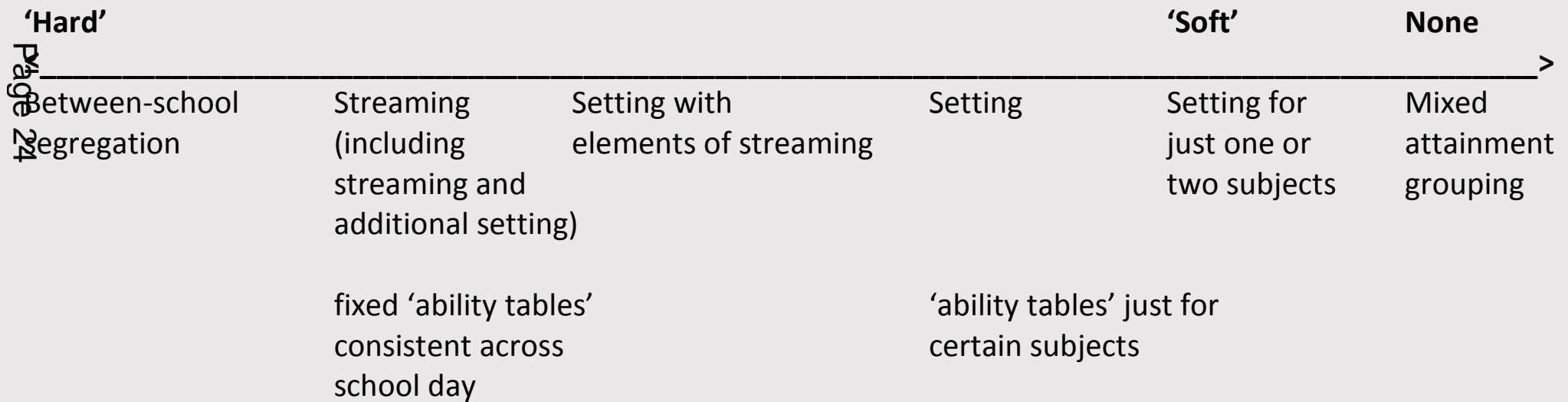
Early years: When topic-based learning goes wrong

MAT boss's firm 'made £840k while schools struggled'

Supply teaching: when no one cares if you're late

'Be honest with children'

Attainment grouping spectrum



Source: Francis, Taylor & Tereshchenko (2020) *Reassessing ability grouping*. London: Routledge.

Background to the study

- Educational attainment and socio-economic background are closely correlated
- Disadvantaged students are disproportionately concentrated in low sets and streams
- Students in lower sets and streams have poorer progress and attainment outcomes
- So, segregation by ‘ability’ within schools exacerbates wider social inequalities
- Research finds no significant benefit overall for attainment grouping



Explanations for poor outcomes of students in low sets and streams

- Misallocation to groups
- Lack of fluidity of groups
- Quality of teaching for different groups
- Teacher expectations and related pedagogy
- Impoverished curriculum and qualifications
- Student engagement and attitudes to school
- Self-fulfilling prophecy

The 'Best Practice in Grouping Students' Study

- Focused on English and mathematics.
- Followed pupil cohorts from beginning of Year 7 (age 11) to end of Year 8 (age 13).
- Mixed methods study including:
 - 2 RCTs: Best Practice in Setting (126 schools); Best Practice in Mixed Attainment (13 schools)
 - Baseline and follow-up surveys with students and teachers (13,462 student responses, 597 teacher responses)
 - Interviews with students (246) and teachers (54).
- Idea was to test impact ('effect') or otherwise of two interventions, against two key measures, as well as gathering other data. Evaluated by NFER.
- Team: Becky Francis (PI), Jeremy Hodgen, Becky Taylor, Antonina Tereshchenko, Louise Archer (UCL) and Paul Connolly and Nicole Craig (QUB)



Our research findings

- Misallocation of students to groups
- Teacher quality
- Student self-confidence
- Schools find improvement in setting practice difficult

Who is in which set?

At the beginning of the study (Year 7):

Page 20

- Working-class and FSM students were more likely to be in middle and bottom sets.
- White students were significantly more likely to be in top sets for English and maths.
- A greater proportion of boys were in the bottom set for English (60% vs. 40%), but more boys were in the top set for maths (56% vs. 44%).
- Black and mixed-ethnicity students (and Asian in the case of English) were more likely to be in lower sets for both maths and English.

Which students are wrongly allocated?

Misallocation of students to maths sets by gender & ethnicity

Nature of misallocation	Difference in odds of being misallocated
-------------------------	--

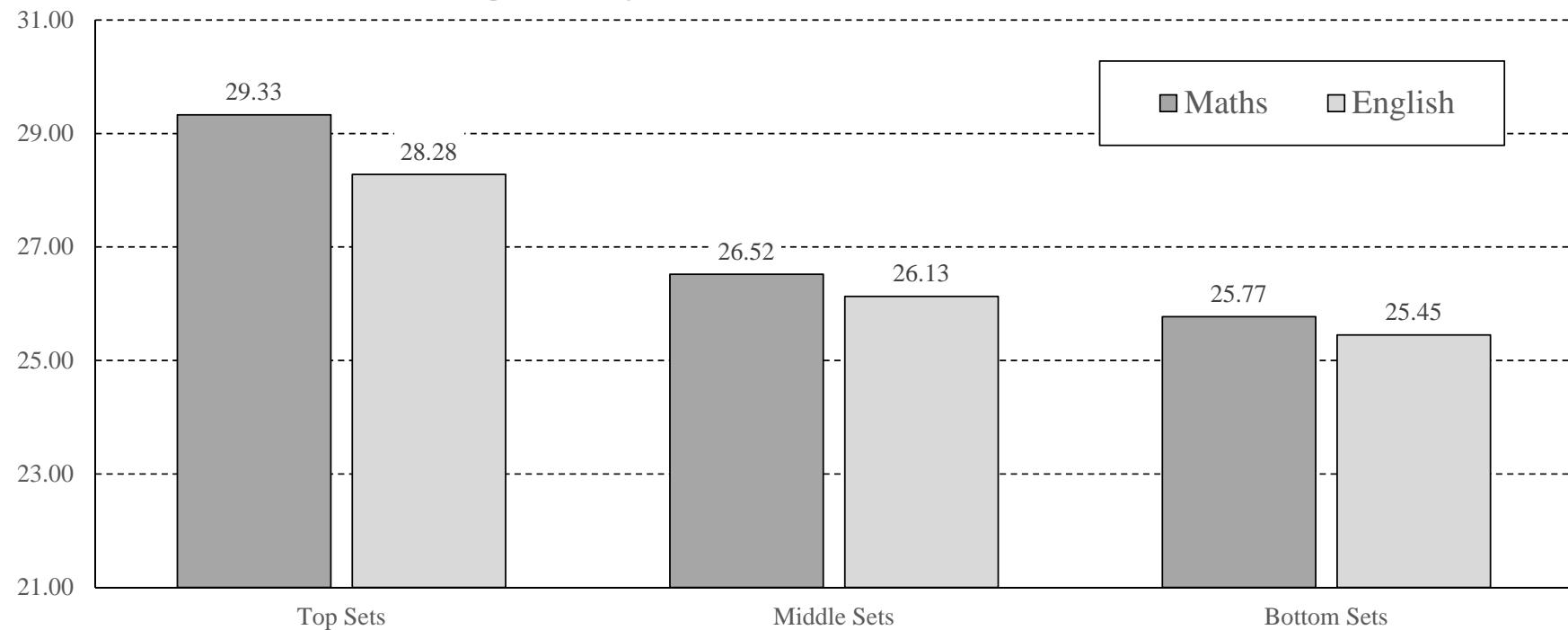
- | | |
|------------------------|--|
| To lower set in maths | <ul style="list-style-type: none">• Black students 2.54 times more likely than White students.• Asian students 1.77 times more likely than White students.• Girls 1.55 times more likely than boys. |
| To higher set in maths | <ul style="list-style-type: none">• White students 1.79 times more likely than Black students.• White students 1.69 times more likely than Asian students.• Boys 1.42 times more likely than girls. |

Teaching quality

- Some evidence of allocation bias: teachers highly qualified in their taught subject were less likely to be allocated to low sets
- Some evidence of mitigation for intervention schools
- Pupils perceived teachers of high sets to have:
 - rigorous expectations of discipline,
 - ‘pushing’ pupils to do their best,
 - respect for their pupils, conveyed by the provision of independent learning opportunities.
- By contrast, pedagogy for low sets was widely perceived to be:
 - more tolerant and relaxed,
 - ‘spoon-feeding’, with less opportunities for independent study and skill development
 - slow-paced and less demanding

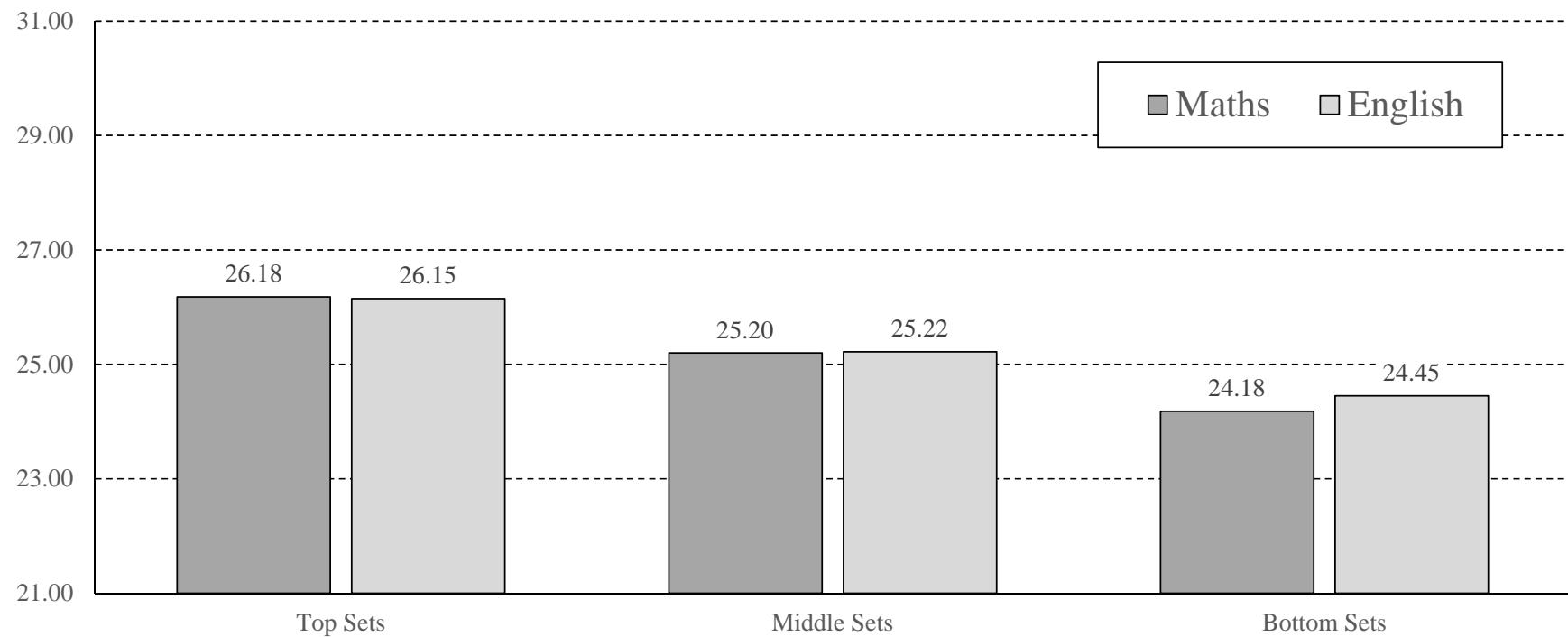
**Figure 1. Adjusted Mean Scores for Self-Confidence in Maths
and English by Perceived Set Allocation***

Page 32



*Estimated using multilevel model (students within classes within schools) and controlling for ethnic group, family occupational background and number of set levels within school

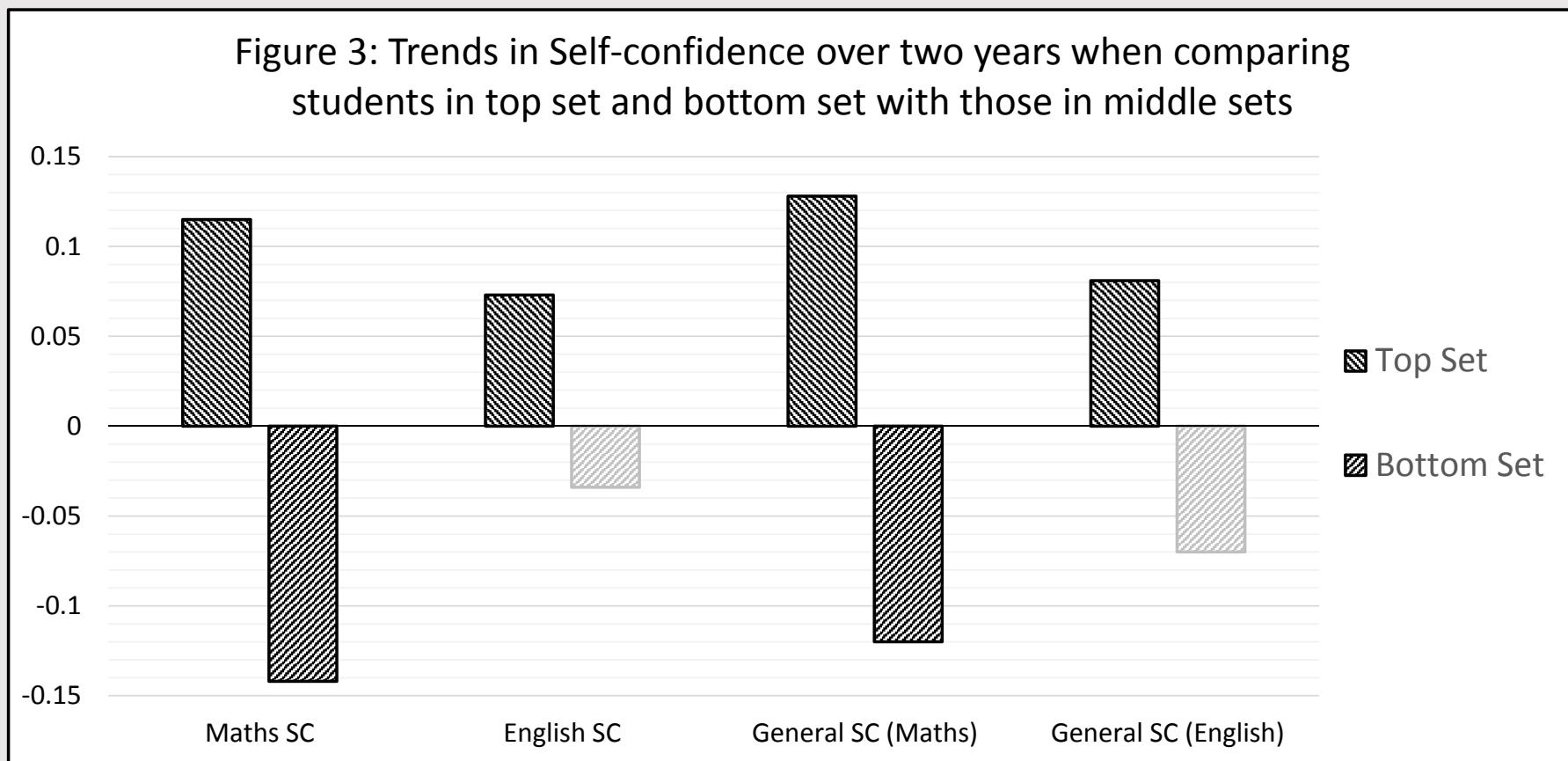
Figure 2. Adjusted Mean Scores for General Self-Confidence by Perceived Set Allocation in English and Maths*



*Estimated using multilevel model (students within classes within schools) and controlling for ethnic group, family occupational background and number of set levels within school

Trends in self-confidence over time

Figure 3: Trends in Self-confidence over two years when comparing students in top set and bottom set with those in middle sets



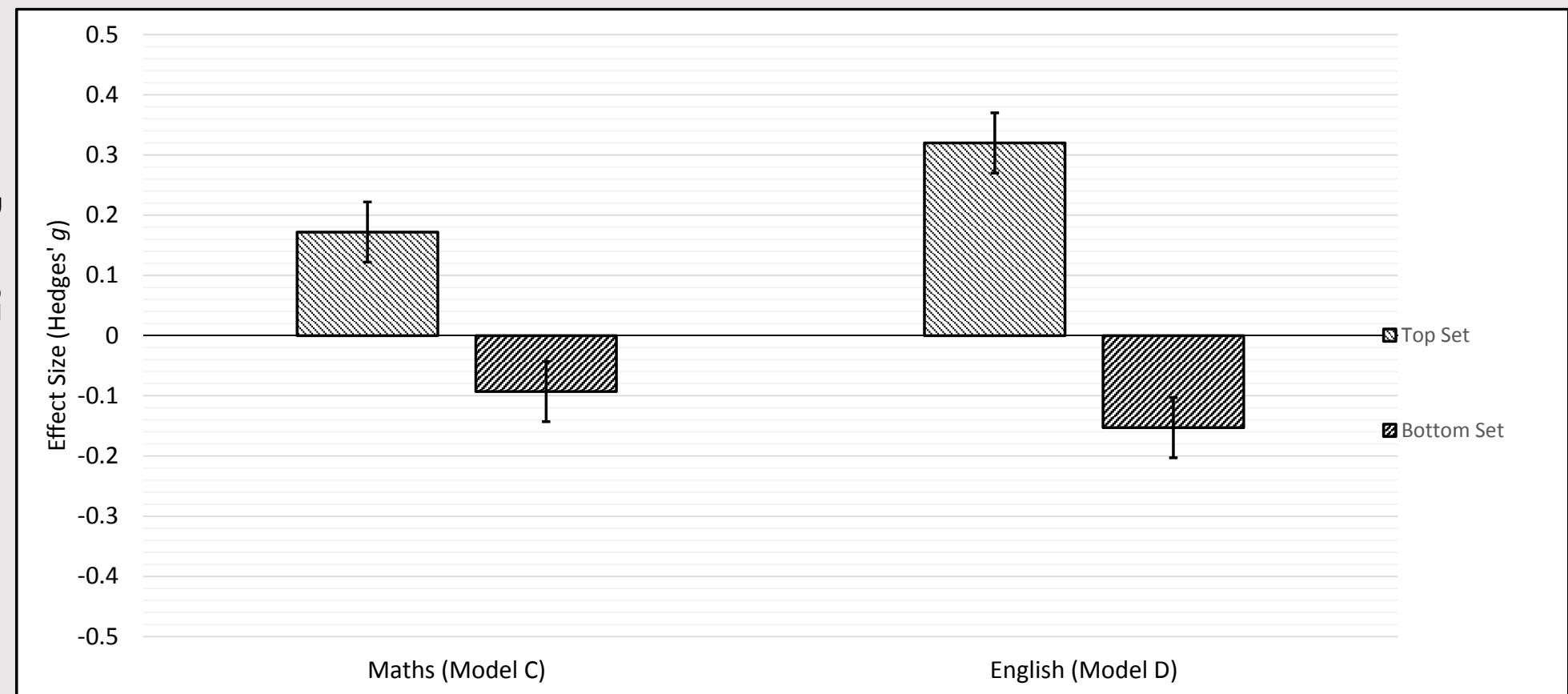
Self-fulfilling prophecy

- 'It affects us because it makes you feel either you are cleverer or have better abilities, **or not very good abilities...or not very good, basically. [...] I think like that sometimes'**.
(James, Set 4 maths, White British, low SES)
- 'Sometimes some children they'll tease you about why are you in set five and it, kind of, does make you, like, **feel a bit nervous and anxious** about what — okay, that person said that you're in set five but what is the other person going to say?' (Naomi, Set 4 maths, Black Caribbean, middle SES)

Impact on engagement

- 'Bad. I feel like I can do better.' (Lydia, Set 4 English, White, low SES)
- ^{Page 30} 'It makes me think, "Why can't I be taught with everyone else who's in the top group?" And then I try my best and I do try my best. Even though it's my best and I get put low – not low – but in a different group than the high group, so it feels like if that's my best and this is all I can do, what can I do?' (Martina, Sets 3, mixed ethnic background, low SES)
- 'I've heard people, they like freak out about being moved down a set and then they even get jealous if people get moved up a set. It's like, 'Don't worry about it. Just get used to it'.' (Kevin, Sets 4, White, low SES).

Post-test mean gains in attainment by set level, controlling for prior attainment, number of sets in school, and gender compared with the middle set.



What can we say about attainment grouping?

- Attainment grouping creates social segregation – and certain pupil groups more likely to be misallocated
- Students in low sets have low subject and general self-confidence. The self-confidence gap between high set and low set students widens over time
- Attainment outcomes also widen over time, with high set students advantaged and low set students disadvantaged
- Quality of provision differs between sets
- Schools find it hard to improve equity in setting (practical challenges; cultural challenges)
- Still not enough evidence about mixed attainment grouping

Sources of fear of mixed attainment

Page 39

Stakeholder opinions

- Colleagues (6)
- Parents (3)
- Students (2)
- School leaders (1)
- Governors (1)

Workload factors

- Time (6)
- Workload (4)
- Resource development (3)
- Need for training (1)

Accountability

- Results (1)
- Judgements (1)

Pedagogic factors

- Differentiation (4)
- Used to setting vs mixing(4)
 - Pace (2)
- Nature of maths (1)
- High attaining students (1)
- Low attaining students (1)

Change factors

- Resisting change until certain (3)
- Interpreting policy for the context (1)
- Lack of exemplars (1)
- Departmental autonomy (1)



Implications

- Presently attainment grouping is perpetuating social injustice, and doubly disadvantaging students most in need of support
- ‘High integrity setting’ is preferable to other forms of between-class grouping (e.g. streaming). But, difficult – and still inequitable
- So, between-class grouping should be minimised
- Need to support good practice in mixed attainment grouping

Dos and Don'ts of attainment grouping



<https://www.ucl.ac.uk/ioe/departments-and-centres/centres/best-practice-grouping-students>

Or Google – Best practice in grouping students

This page is intentionally left blank



Report of: Director of Strategy and Commissioning

Meeting of:	Date:	Ward(s):
Children's Scrutiny Committee	26 November 2019	All
Delete as appropriate	Exempt	Non-exempt

SUBJECT: Overview of Social and Emotional Mental Health Support in and offered to Schools

1. Synopsis

- 1.1 This report provides an overview of the Social and Emotional Mental Health Support currently available to Children and Young People (CYP) in Islington Schools as well as an outline of the recently launched Social and Emotional Mental Health (SEMH) Central Point of Access and the range of services available as part of this offer to CYP in Islington.

2. Recommendations

- 2.1 To note and discuss report

3. Background

- 3.1 Over the last 4 years there has been a significant focus in Islington on the development of Social Emotional and Mental Health Well Being Services that have been informed by significant consultation, engagement and co design with CYP. The overarching principles in the development of our Transformation programme over this period of time include the concept of '**No Wrong Front Door**' so that once a young person is referred (or self refers) into the system they should be able to access any of the services available without having to be redirected.
- 3.2 This complements the long standing work that has been taking place in our schools locally targeting the whole school population delivered by our local Child and Adolescent Mental

Health service (CAMHS) provided by Whittington Health, as well as specialist Outreach support via New River College, and whole school approaches detailed below.

3.3 This overview report sets out the work and service offer available across Islington. Our children and young people's joint commissioning arrangements and our well-developed multi-agency approach to Social and Emotional Mental Health means we have a range of services jointly funded across the partnership. These services can be broken down into three sections addressing:

1. Prevention and Whole School Approaches
 - IMHARS
 - iTIPS
 - Outreach Support from New River College
2. Direct Interventions provided directly into schools
 - CAMHS in schools
 - MHSTs in Schools (Trailblazer)
3. Onward Referrals – wider SEMH services that CYP are able to access in Islington.
 - SEMH Central Point of access

Prevention and Whole School Approaches

3.4 Prevention in schools involves promoting social, emotional and mental health alongside identifying concerns and putting in place support as early as possible. A whole school approach enables the involvement of all members of the school community and all aspects of school life. Islington has two programmes that work to develop these whole school approaches: iMHARS (Islington Mental Health and Resilience in Schools) and iTIPS (Islington Trauma Informed Practices in Schools). These programmes are delivered into schools by the Islington School Improvement Service Health and Well Being Team.

Islington Mental Health and Resilience in Schools

3.5 iMHARS was developed in Islington and sets out the components of school practice and ethos that effectively develop resilience, promote positive mental health and support children at risk of, or experiencing, mental health problems; it provides tools to examine school practice and understand what works, and where there are gaps. Schools are supported in this research by a member of the Health and Wellbeing Team.

3.6 Over the past four years ***52% of Islington schools have used iMHARS to improve practice and further develop their whole-school approach to mental health.*** This includes 24 of 47 primary, 6 of 11 secondary and 4 of 6 special schools, with a plan to have involved at least 80% of schools by 2021 and continuing work to work with additional schools and revisit schools that have been previously involved.

Islington Trauma Informed Practices in Schools (iTIPS)

3.7 iTIPS works with whole school staff teams to:

- understand what complex trauma is,
- how it effects children and young people,

- what this means for schools and how schools can effectively respond to the needs presented as a result of children and young people's experiences.
- 3.8 The approach is informed by the ARC (attachment, regulation and competency) framework that has been developed at The Trauma Centre in Massachusetts (Blaustein and Kinniburgh). A recent presentation at the Safeguarding Board resulted in formally adopting the trauma informed approach across the Partnership. This has seen the language and approach of trauma informed practice being widely adopted and embedded across our schools and wider system.
- 3.9 Currently ***nineteen schools are part of iTIPS***, including three secondary schools, fifteen primary schools and New River College. All schools have benefitted from whole-staff training and ongoing support from a trained iTIPS clinician. We hope to recruit new schools each year, aiming for an additional 4-5 primary schools and 1 secondary or special school each year.
- 3.10 The findings to date indicate potentially positive impact of the work, especially in relation to:
- Increased school attendance for Children and Young People and improved behaviour
 - Children and young people seeing their school as being a sensitive and caring environment and one in which there is an adult who they feel comfortable talking to
 - Staff being better equipped to support children who may be dealing with underlying trauma
 - Schools having increased capability in supporting vulnerable children

Outreach Support from New River College (NRC)

- 3.11 The NRC Outreach Service provides the following to all Islington mainstream primary and secondary schools in Islington to enable them to develop their capacity to support pupils with social, emotional and behavioural needs:
- Staff training around behaviour management strategies and understanding pupil behaviour through a core offer of central training and bespoke training for staff in schools.
 - Support for whole school policy development including whole school behaviour audits.
 - Attendance at Pastoral Care/Inclusion meetings as part of the "Team Around the School". Each school has a designated NRC Outreach professional.
 - Support for school staff to set up systems to better manage or prevent pupil/student behaviour difficulties (such as peer support systems, playground activities, classroom systems).
 - Modelling and coaching staff around group work with pupils/students (such as anger management, social skills and self-esteem groups, nurture-type groups). The Service also provides resources to support planning of such groups.
 - Outreach work with individual or groups of children where interventions and/or strategies are modelled to key school staff (e.g. Year 6-7 transition groups, nurture groups, reintegration following a place at the PRU or Aspire Programme).

3.12 For any direct outreach work with individual or groups of pupils/students, a member of school staff works alongside the Outreach Service so that strategies/interventions can be embedded. A Partnership Agreement is written by the NRC Outreach Service and the school to make a clear agreement about the nature of support provided. A Pastoral Support Programme (PSP) or behaviour plan is developed for individual pupils, and reviewed at least every 6-weeks. At the end of a piece of work or training and/or at the end of the summer term, the service asks each school to complete an evaluation of support received.

3.13 **Intervention in Schools**

CAMHS in Schools

Islington CAMHS has a long history of successfully offering a skilled and innovative service in Islington schools. Originally, the CAMHS-Ed team provided mental health input to secondary schools. In 2009, Islington CAMHS took part in a pilot called 'Targeted Mental Health in Schools' (TaMHS) project. The most deprived primary schools in the Hornsey Ward were selected as 'pilot sites' and received weekly input, by experienced clinicians. This pilot was so successful that Islington Schools' Forum commissioned the extension of this service to all the schools in Islington. With funding from schools and the London Borough of Islington we now have 10 years of experience in offering CAMHS input universally into Islington schools. We are commissioned to provide weekly clinics in the borough's secondary schools, fortnightly clinics in primaries and regular clinics in the special schools.

Aims of the team

3.14 The service remit is to support the emotional needs, well-being and mental health of children in school, by offering a service to the whole school while embedded within it. The aim of the service is to work with school staff, children, young people and families. The team is especially tasked with responding to school-based mental health problems, preventative work, early identification and intervention needs, and offering work to families with multiple or complex needs whom services have not been able to engage.

3.15 Specifically, the service objectives are:

- To provide an equitable, highly skilled core service across the borough, for all children attending Islington schools.
- To provide an accessible and engaging service, with particular attention to enabling a CAMHS provision for harder to engage families.
- To consult with, support and train school staff to identify children and young people with, or at risk of developing, mental health difficulties.
- To assist schools in deciding on the right interventions for the right people in the right service by identifying other appropriate local services to meet the identified needs.
- To work collaboratively with schools to think about workforce development to enable school staff to feel equipped to identify needs and support the mental health and wellbeing of pupils within the school environment.
- To offer consultation to schools to think about how they develop whole-school processes that impact positively on the well-being of pupils and staff.

- 3.16 The service, which is part of Islington CAMHS provided by Whittington Health, has thirty-two school clinicians representing six disciplines: child and adolescent psychodynamic psychotherapy; clinical psychology; counselling psychology; educational psychotherapy; social work; and systemic and family psychotherapy
- 3.17 Specialist schools are managed separately within the Neurodevelopmental Pathway (NDP) in CAMHS, all clinicians in specialist schools are part of the NDP, ensuring that they have the necessary knowledge and support to work with pupils with significant additional developmental and physical needs, and are supported by a Specialist School Case Discussion Group.

Interventions offered by CAMHS in Schools

- 3.18 Work is agreed between the school and CAMHS clinician, tailored to the individual school's needs. The service offers a menu of work to schools including the interventions listed below.

- Pre-referral consultations with families
- Assessment appointments
- School observations
- Cognitive assessments
- Extended assessments
- Screening for ASC and/or ADHD
- ADHD assessments
- Therapeutic interventions (individual and group)
- Signposting and referral to other Services
- Staff consultation and reflective practice
- Workshops and trainings

- 3.19 Interventions can be divided into two groups, depending on whether or not a client is seen face-to-face

Direct work

- 3.20 Direct work is any intervention where the referred child or their family is met face-to-face as part of the work. This can include:

- *Hard to engage families* are children and families in a school that would not otherwise access a service at the Northern Health Centre. This might be due to the complexity of the family's needs, their relationship to help, or because they live or attend school somewhere in the borough that makes it difficult to access a clinic-based service.
- *Early intervention* means children and young people who would benefit from a piece of brief early intervention or preventative work from a CAMHS Clinician but would not meet criteria for Central CAMHS.
- *School-based problems* include school-related concerns about learning, social and emotional well-being, attendance or behaviour, presenting in the school setting, and/or difficulties where carrying out the intervention in school is clinically indicated.

- *Children and families who the school want to prioritise* offering a school based CAMHS service to and the school clinician agrees that this is clinically indicated.

3.21 The service might also offer a school-based intervention if there are a number of children in the school who would benefit from a mental health screen or a group intervention. The service can also offer workshops to children and parents and coffee mornings to parents.

Indirect work

3.22 A key part of work in schools is to offer support to staff through consultation, training and reflective practice.

Measuring change and outcomes

Evaluating direct work

3.23 As with all CAMHS cases the service administers and use Routine Outcome Measures (ROMs) to establish a baseline, develop and review the treatment plan and to monitor and track progress in clinical work.

3.24 ROMs are collected at assessment (Time 1), after 4 appointments (Time 2) and at the end of treatment (Time 3). The services use a range of evidenced based measures including Strengths and Difficulties Questionnaires (SDQ) for parents and young people and Revised Childhood Anxiety and Depression Scale (RCADS). See section below for findings of these measures in relation to the 18/19 CAHMS in schools cohort.

Current Schools Data September 2018 to July 2019

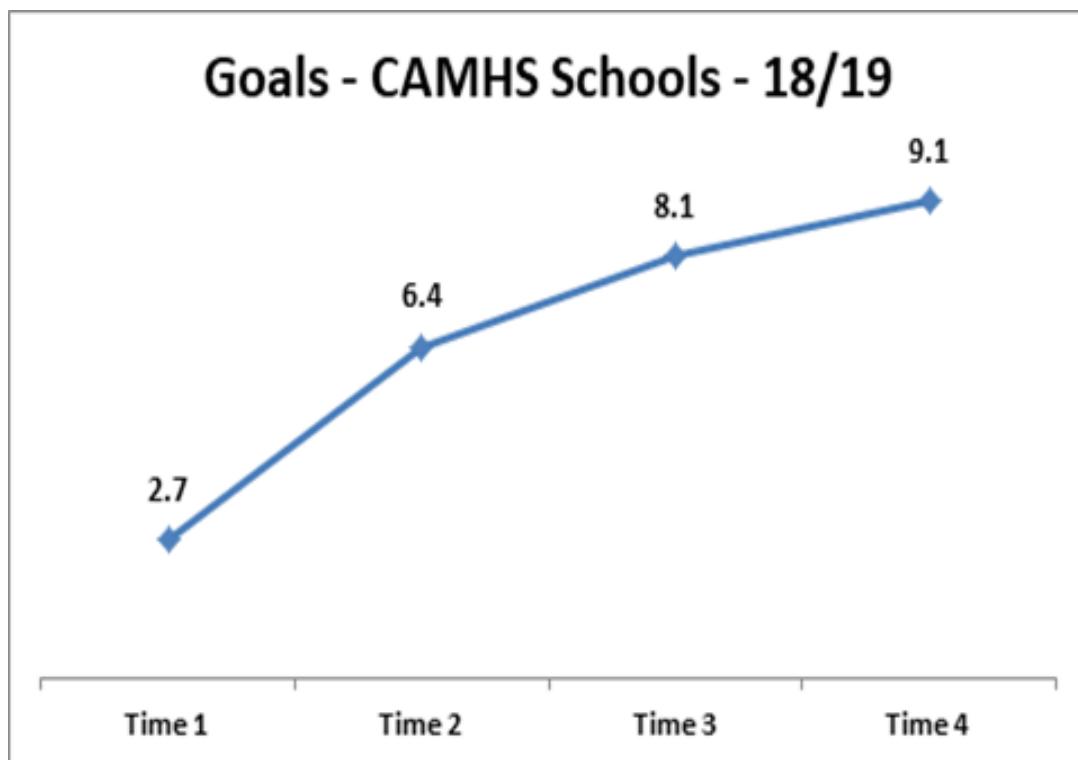
3.25 In the year September 2018 to July 2019 the schools team offered 1955 appointments for 318 individual children. This equates to an average of 6 contacts per child.

Presenting Problems

3.26 Clinicians report on presenting difficulties of children and young people. For 18/19 the majority of children and young people referred presented with difficulties including; anxiety - separation anxiety (19), social anxiety (18) and generalised anxiety (19), peer relationship difficulties (19) behavioural difficulties (13), low mood (12), carer management of behaviour (12)

3.27 Of the 138 children seen we are currently able to report on 137 time 1 ROMs and 34 sets of Time 2 -4 ROMs. See Figure 1 below.

Figure 1- this measure indicates a positive change of 6.4 points towards Goals between time 1 and time 4 measures



- 3.28 **Appendix 1** includes 3 tables providing a breakdown of SDQ and RCAD scores for the 18/19 cohort of children and young people and their parents who received an intervention from CAMHS in Schools Clinicians. With both of these measures you would expect to see a decrease in score from point 1 to point 2. It is important to be mindful these are relatively small numbers and that the measures are capturing a dynamic process and so variation by a small number of children could impact significantly on the averages.

Referrals from School clinicians

- 3.29 Following assessment or intervention by a school based clinician; on occasion the outcome may require an onward referral to specialist CAMH services based at The Northern Health Centre. These may include referral into specialist services such as the Priority 1 Team, Psychiatry, ADHD assessment or Growing Together. In 18/19 74 referrals onto specialist services were made by school based CAMHS clinicians.
- 3.30 Clinician may also make onward referrals to other support available as part of universal services or provided by voluntary, community or faith sector in the local community.

Mental Health Support Teams in Schools (Trailblazer Programme)

- 3.31 Islington CCG and partners recently secured Trailblazer funding to develop 2 Mental Health Support Teams (MHSTs) in Islington
- 3.32 Islington's MHST model will include all primary (47) and secondary (11) schools and the pupil referral unit (PRU) and alternative provision, thereby covering the whole mainstream

population of pupils across Islington, including school-based 6th form. There will be two MHSTs; one for the north of the borough and one for the south. Where schools have strong existing partnerships, or are part of a multi-academy trust (for example the City of London Academies Trust) they have been placed within the same MHST, regardless of geography.

- 3.33 The teams will each be based in an Islington school that is currently being identified.

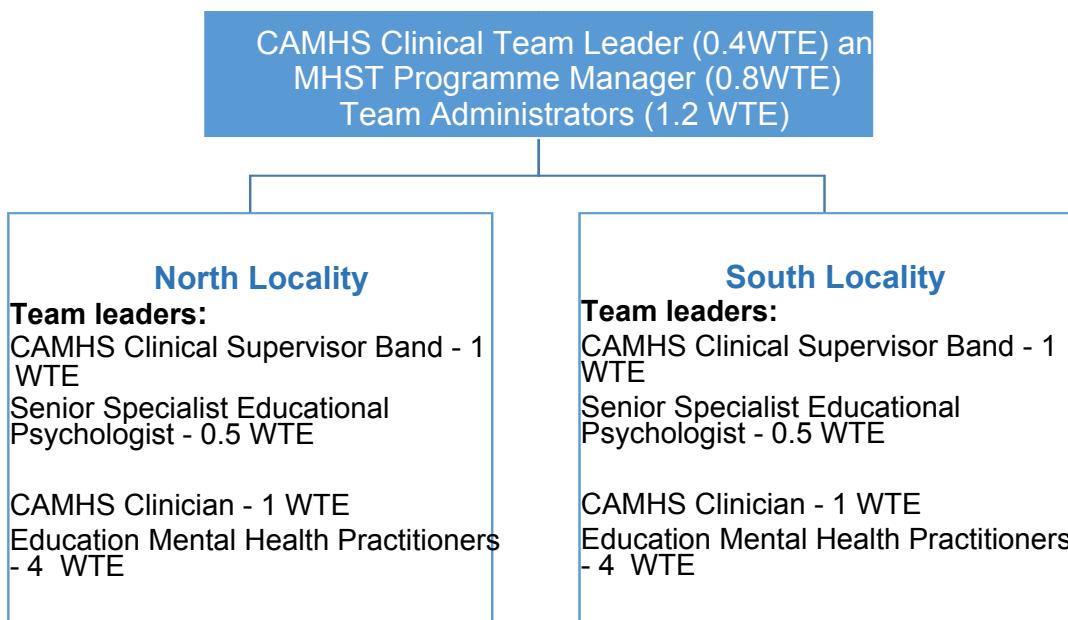
MHST workforce

- 3.34 The new workforce will exist of two distinct teams; both led by a highly skilled CAMHS clinical leader. Each team will then have a clinical supervisor, a CAMHS clinician (nurse, psychologist or psychotherapist), a dedicated Educational Psychologist and four Education Mental Health Practitioners (EMHPs) – who will be undertaking their training through the Anna Freud National Centre Higher Education Institute. Each team will also have an administrator, who will amongst other tasks, be able to support the teams to deliver on the data outputs and data quality requirements of the programme. A Senior Project Manager will lead the implementation of the MHSTs, including monitoring and reporting requirements.

Education mental health practitioners (EMHPS)

- 3.35 EMHP is a new role to provide early intervention mental health and emotional wellbeing support for children and young people in schools and colleges. Islington will be recruiting trainee EMHPs during the autumn, and they will start their year-long training programme in January 2020.
- 3.36 EMHP training, delivered by The Anna Freud Centre, will equip them to deliver evidence-based early interventions for children and young people with emerging mild to moderate (pre-CAMHS) mental health and emotional wellbeing difficulties:
- For children using guided self-help via the parents/carers
 - Anxiety (up to 11 years)
 - Challenging behaviour (4-8 years).
 - For adolescents using guided self-help
 - Anxiety
 - Low mood
 - Common adverse experiences, including bullying, social pressures (inc, via social media), transitions and exam stress
 - Developing resilience and wellbeing, including sleep and health promotion using groups, via parents and carers and peer mentoring
- 3.37 In their training year (Jan – Dec 2020) EMHPs will deliver (with close supervision) individual and group work in the host and other identified schools.
- 3.38 MHSTs are expected to deliver interventions to CYP all year around including over school holidays when schools are closed. To facilitate this, we will be linking them into our SEMH

wider offer (see section 3) to enable them to deliver interventions from Lift Platform and Rosebowl.



- 3.39 The MHSTs will offer individual children, young people and their families evidence based interventions, including group work and co-delivery of whole school approaches. The work is targeted at a mild to moderate level specifically focusing on low level anxiety and depression. This additional capacity in schools will mean that existing specialist CAMHS workers based in schools will be able to focus their work on children and young people who require a more specialist level of support.
- 3.40 Requests for support from the MHST will be made using Islington's established team around the school model, identified and supported by the school's mental health lead and allocated CAMHS clinician. This will enable us to ensure interventions are targeted at the right level.
- 3.41 The teams' Education Psychologist will provide consultation specific to identifying and supporting learning needs, helping families to engage in assessments of learning difficulties and disabilities and helping MHSTs adapt low-intensity and group interventions (where appropriate) for children and young people with special educational needs.
- 3.42 Every school will have a named, direct link to a member of their MHST who will work closely with their existing allocated CAMHS in Schools clinician

Social and Emotional Mental Health Central Point of Access

- 3.43 In September 2019 an integrated central point of access (CPA) for Children and Young People was established as part of the Islington Children's Services Contact Team enabling access to all social, emotional and mental health services (SEMH) via one central front door.
- 3.44 This was the result of significant consultation and engagement with partners in social care, education and health and with CYP, parents and carers. The service operates from the principle of 'no wrong referral' the model extends beyond traditional CAMHS settings to improve access

into a wide range of health, social and digital community-based services for local CYP, through a new multi-agency intake team.

3.45 Social, emotional and mental health services offered include:

- emotional wellbeing services offer counselling and therapeutic support including Barnardos, The Brandon Centre, increased provision from the Targeted Youth Support Counselling service
- Child and Adolescent Mental Health Services (CAMHS)
- Early Help Services including Bright Start, Families First, Islington Families Intensive Team, Adolescent Multi-Agency Support Service and Targeted Youth Support
- Social Prescribing, including support to access third sector services, through the Isledon Wellbeing service
- Emotional Well Being Workers inked to Youth Hubs
- Kooth – an online counselling service for YP up until their 19th birthday

3.46 The new provision also includes a new youth worker role – Emotional Well Being Workers – who are focused on supporting young people in the community who need additional support from a trusted professional to support them in building confidence to access SEMH services. These new roles which were specifically co designed with young people to support them to access services.

3.47 Barnardos, the Target Youth Support Counselling Service and the Isledon Wellbeing Service support CYP at a range of community venues including youth hubs (Lift, Platform and Rosebowl) and local leisure centres. They all sit on the CPA multi- agency intake team and work in partnership to provide SEMH provision to CYP.

3.48 Direct referral pathways into the CAMHS clinicians in schools offer remain in place. However, if the needs of the CYP referred cannot be met within the school offer then the case will be discussed internally between the school CAMHS clinician and the CAMHS team and, where required, with the SEMH CPA team. The CYP will then be placed appropriately within the SEMH pathway. Feedback on allocation of service will be provided by CAMHS to the referrer within the school.

4. Implications

4.1 Financial Implications:

None – for information only

4.2 Legal Implications:

None – for information only

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

None

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 this report only provides an overview of current services

5. Conclusion

5.1 The offer across our schools, which reaches out to the whole school population, provides a comprehensive and robust offer that is continuing to develop. The recent addition of Trailblazer Mental Health Support Teams will enable us to build on our offer in schools and ensure children and young people receive interventions at the right level and at the right time. This additional investment means we are also able to ensure that those young people that require more specialist interventions are able to do so in a more timely manner. Across Islington schools and professionals working in schools, as well as across our universal settings, we continue to see a strong commitment and dedicated approach to ensuring young people are able to access the social and emotional support that they require in a setting that meets their individual need.

Appendices

- Appendix 1 – SDQ and RCADS scores (Time 1 and 2)

Background papers:

- None

Signed by:

Jess McGregor, Director of Strategy and
Commissioning

Date 5 November 2019

Report Author: Sheron Hosking
Tel: 020 7527 1772
Email: Sheron.hosking@islington.gov.uk

Appendix 1 – SDQ and RCADS scores (Time 1 and 2)

Figure 2 -Change in SDQ scores Time 1 and 2

CAMHS SCHOOL 18/19

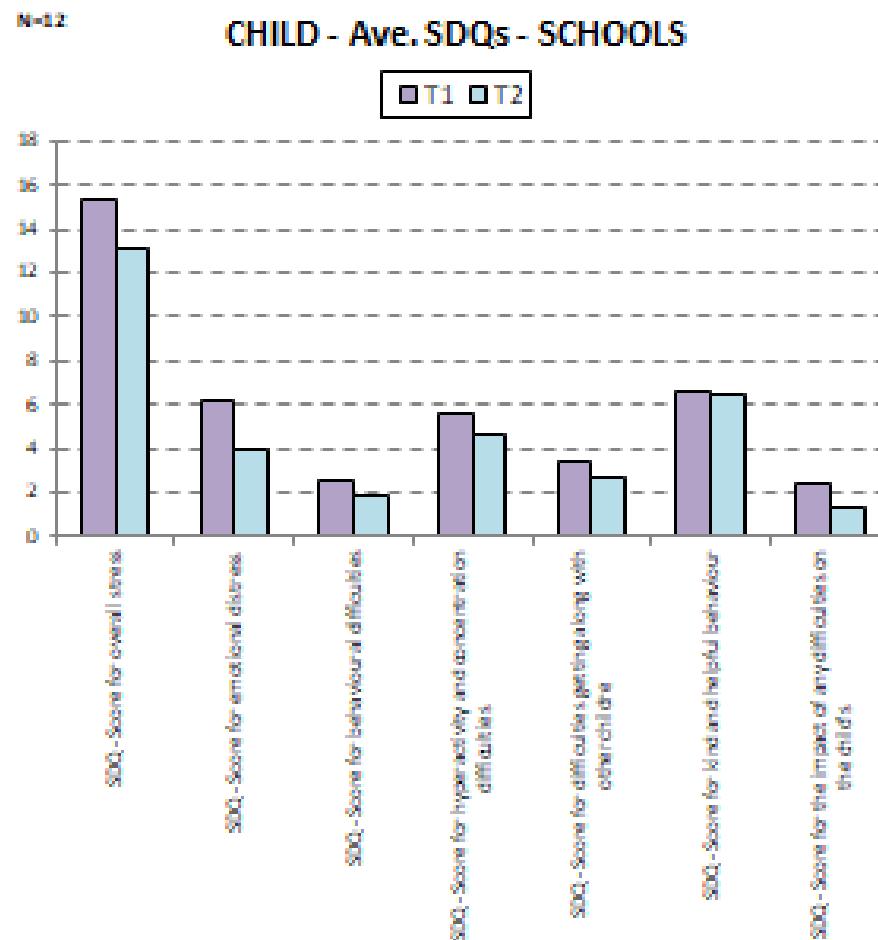


Figure 3 Change in Child or YP RCADS scores T1-2

CAMHS SCHOOL 18/19

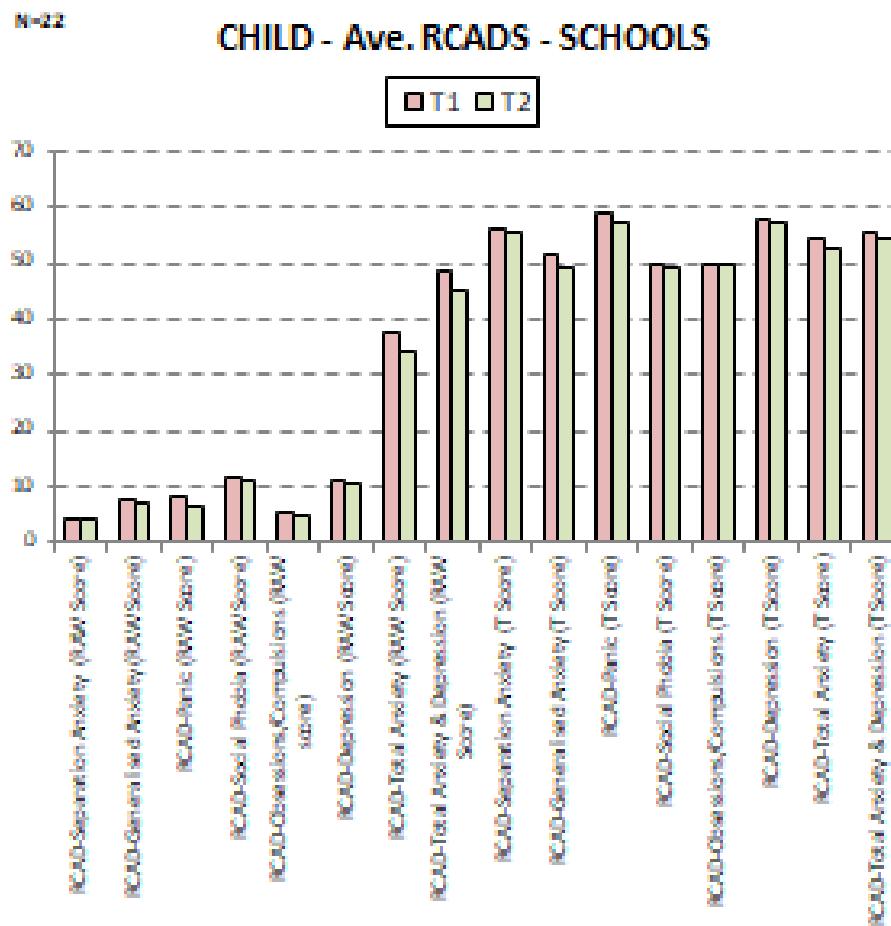
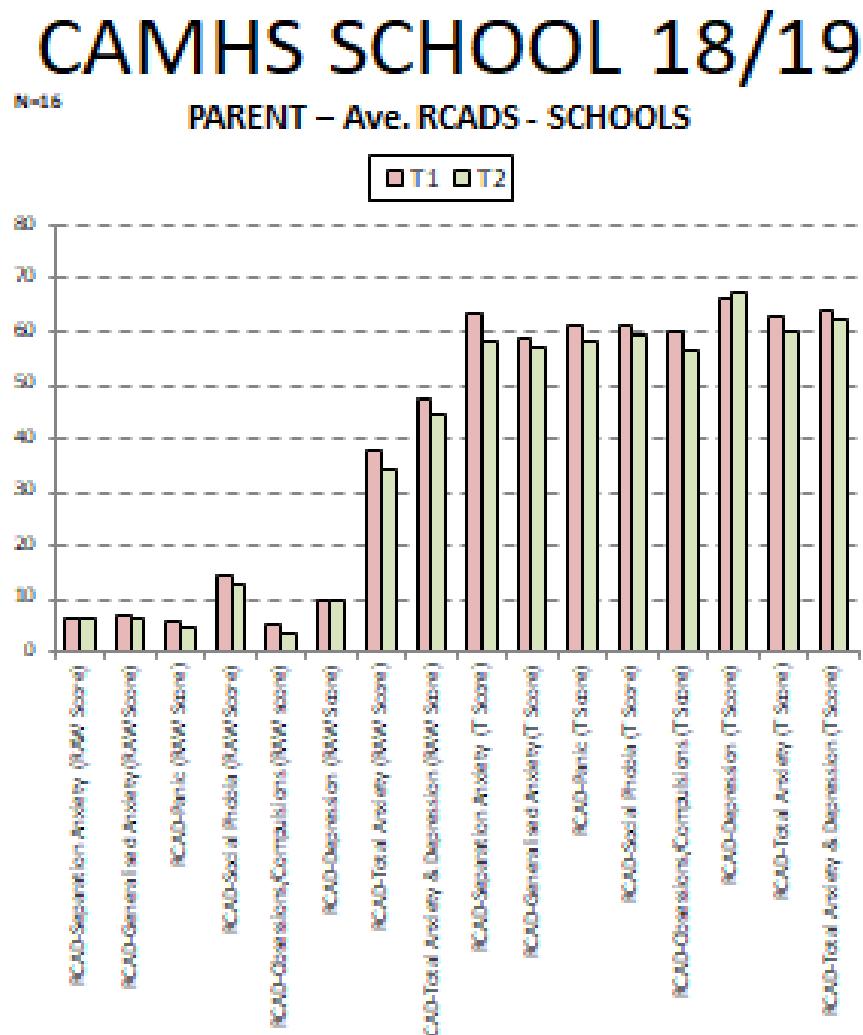


Figure 4 Change in Parent RCADS scores Time 1 and 2



This page is intentionally left blank

Report of: Director of Learning and Schools

Meeting of:	Date:	Ward(s):
Children's Scrutiny Committee	26 November 2019	All

Delete as appropriate	Exempt	Non-exempt
-----------------------	--------	------------

SUBJECT: Islington SACRE (Standing Advisory Council on Religious Education) Annual Report 2019

1. Synopsis

- 1.1 Religious Education encompasses not only religious literacy and the knowledge of the values and insights of religious and non-religious world views, but also the endorsement of diversity and the encouragement of tolerance, respect and mutual understanding within our neighbourhood, our nation and the wider world. Since RE is the only strand of the Curriculum which can be moulded by local perspectives SACRE is in a unique position to listen to and take account of local needs and circumstances. Above all, we seek to provide the encouragement, support and subject knowledge that local schools need as they seek to provide teaching of the highest quality.

Over the past 12 months Islington SACRE's task has been, with the support of RE Today consultant Kate Christopher, to embed the current syllabus for the teaching of RE and to improve support and training for RE teaching. In this, we have sought to provide a framework for the teaching of Religious Education based on current thinking on religious education, but attentive to local circumstances and the needs of Islington schools. With the help of School Improvement Lead Anthony Doudle, Islington SACRE's website now publishes a valuable range of resources and guidance for schools.

Continuing the implementation of the syllabus and scheme of works, broadening the range of resources directly available to schools and discovering new ways to engage with local schools remain important ongoing tasks for SACRE. Whilst we have broadened and renewed the membership of Islington SACRE, we are still seeking faith representative from a number of traditions as well as local teachers. We want to ensure that all voices are heard and every perspective is included.

2. Recommendations

2.1 To note Islington SACREs work in 2018-19, specifically:

- Published guidance on Ramadan, Collective Worship, PE
- Future guidance on Sex and Relationships education under discussion
- Worked with Primary teachers on the Agreed Syllabus, focusing on assessment
- Produced exemplars of learning outcomes to support the Agreed syllabus
- Briefed Deputies and Governors on RE-related matters
- Produced RE-specific words to support understanding of new Ofsted framework in relation to RE
- Enlarged membership
- Organized a summer conference for teachers and SACRE members

3. Advice to statutory bodies

- 3.1 SACRE has written up-to-date advice which is to be shared on Islington Council's website. This advice is for schools, parents, Local Authority parties or any other interested member of the community. An online function enables members of the public to contact Anthony Doudle, Head of School Improvement and SACRE lead on the council, to ensure SACRE can receive questions and comments. In 2018 – 19 SACRE have published national guidance about diversity of religion and belief as well as the 2017 Agreed Syllabus for Islington.
- 3.2 SACRE have created guidance on further key topics (below), which are currently being edited and will be published soon. These topics are:
- Supporting students during Ramadan
 - Matters of religion and belief associated with PE (Physical Education)
 - Collective Worship in schools.
- 3.3 SACRE are currently considering a statement and advice regarding new Ofsted Sex and Relationships education requirements.
- 3.4 Additionally, Anthony Doudle works directly with Heads and Deputies across Islington. Where necessary this provides a platform for keeping senior leaders abreast of news about SACRE. For example; in advance of the launch of the 2017 Agreed Syllabus RE adviser Kate Christopher and Anthony Doudle briefed this group on the importance of the syllabus
- 3.5 Through CPD offered to teachers on the new Ofsted framework, members of SACRE created a list of key words children should have learned at each Key Stage in RE lessons. This is linked to the new Syllabus and directly supports teachers in connecting RE to Ofsted requirements.

4. New Grading system

4.1 In 2018 GCSE changed to a new grading system - under the new 1-9 system of grades would be used, and therefore replacing the A*-G, known now as the 'legacy' system.

For examination in 2018 students will start the GCSE in 2016. Therefore the legacy data we have for 2017 describes schools who entered their Yr 10s for examination at GCSE, who would have started in 2015. This will be the last year of legacy grading.

Once a GCSE subject has been reformed to be assessed under the new system, the legacy data will not appear in 2018 GCSE performance tables. The number of entries for the RE (9-1) GCSE in 2018 that were included in the DfE performance tables were 365. This compares to 810 in 2017. The fall in numbers will be explained largely or completely by the exclusion of A* to G RE GCSEs taken by Year 10 in 2017. Ofsted do not want schools to begin GCSEs in Year 9, whether students sit the exam in Year 10 or 11. Results being disallowed in this way can be seen as punitive, although Ofsted argue that students should enjoy a full Key stage 3 before GCSE's start. The expectation that GCSEs start in Year 10 and not Year 9 is present in the new Ofsted framework.

However, schools begin GCSEs in Year 9 because the GCSE examinations themselves are more challenging, and this is particularly true of RE. This suggests SACRE could support Secondary schools (including Academies) with Key Stage 3 planning and provision that prepares students for the content to be covered at GCSE, but is appropriate for Key stage 3 learning.

4.2 Standards and Quality of Provision of RE

Appendix 1: Islington GCSE data 2016 – 2017 indicates that 53.6% of pupils were entered for a GCSE in Religious Studies in 2016 and 58.7% in 2017. This represents a 5% increase in uptake. In 2016 the percentage of pupils who achieved a grade C and above was at 73.3%. in 2017 this outcome declined to 68.1%.

Appendix 2: Islington GCSE data 2017 – 2018 - because the grading system is different from 2017 it is not possible to compare the results over the previous year at a grade by grade level although it is possible to make the following comparisons with the previous year:

- a GCSE average point score (APS) - 2018: APS 5/2019: APS 5.36
- the percentage at grade 7 and above
- the percentage at grade 4 and above

As can be seen the GCSE APS in 2018 was 5.0, an increase on 4.5 for 2017. As 2018 results were achieved by Y11 entrants rather than Y10 & Y11 as was the case in 2017. It is not possible to say if the age of the students makes a difference form this data alone. Potentially a Y10 student is less intellectually mature and lower grades can be expected. Conversely Y11 students are juggling several GCSE subjects at the same time, therefore it could be argued that sitting the exam in Y10 allows students to focus more effectively. However, it seems certain that schools will enter most or all students in Y11 from now on, and SACRE can support Secondary schools with their Key Stage 3 provision.

Appendix 3: Islington GCSE data 2018 – 2019 outcomes are better than those for 2018* for all indicators - % 4+, % 5+, % 7+ whether we look at % of entrants passed or % of roll that passed. In 2019 there was a large increase in the number of pupils taking RE compared to 2018 (497 compared to 365, an increase of 36%). The RE GCSE sat in 2018 was the first sitting of the new 1-9 RE GCSE and so any old style RE GCSEs taken in Y10 in 2017 by that cohort would have been discounted.

4.3 Quality of RE provision in schools

Across the Primary sector, SACRE has begun to reap the rewards of a deliberate effort to reach out to and support teachers of RE at Primary. To this end Primary Hubs meet once a term. In the year 2017- 2018, the main focus was on the Agreed Syllabus; sharing information for those not at the launch, workshopping teaching approaches and sharing best practice. Teachers' main questions concern how to work a significant new piece of planning into their already

existing teaching and learning. The focus in the year 2018-19 is on assessment of the Agreed Syllabus. Teachers chose key questions from each strand of the syllabus for each year group. Pupils produced work to exemplify the key questions in action. These are to be collated and shared with all teachers, so an example of good RE and how it might be assessed, at every year group based on the Agreed Syllabus, can be seen. This is a significant piece of work that will be of enormous value to teachers.

Collective Worship has also been explored in the Hub, led by Anthony Doudle. Understanding the nature and purpose of Collective Worship and how it differs from RE in the curriculum is important for teachers and this was well-received.

The idea of a **Youth Council** or **Youth SACRE** has been briefly suggested to Hub teachers but not explored in any detail. It is suggested that teachers will have a chance to further consider this idea at the summer conference, where SACRE members, faith and belief representatives and teachers will be together.

Across the Secondary sector, contact between SACRE and Secondary teachers has declined somewhat. The 2017 Agreed Syllabus made full provision for Secondary however nationally there is a tendency for Secondary's to engage with their locally Agreed Syllabus only so far as it supports the GCSE. Ofsted do not recommend this, but it happens. There is much in the Agreed Syllabus that could support teachers at KS3 in offering a rich and age-appropriate learning experience at KS3, which is also good preparation for KS4. Like Primary colleagues, it may be that Secondary teachers also need time and space devoted to discussing and planning together.

4.4 **Withdrawal and Complaints**

There have been no complaints about RE and no requests for withdrawal. There have been no requests for change of designation and no complaints about collective worship. There have been two FOI requests which have been responded to within the statutory time frame

4.5 **Agreed Syllabus**

As noted above, the Agreed Syllabus was launched in 2017 and work is well under way with Primary teachers of RE to share good practice, further develop teaching resources and understanding of assessment in relation to the Agreed Syllabus. Work this year has focused on assessment of the Agreed Syllabus.

Kate Christopher has briefed SACRE on the final report of the Commission on RE (CoRE, Sept 2018).

SACRE are aware that the Commission recommends changes to SACREs in future, to be renamed Local Advisory Networks for Religion and Worldviews, and significantly to lose their statutory duty to review and produce an Agreed Syllabus every 5 yrs. SACRE will keep abreast of any policy or pressures which suggest such changes might be underway through the input of the RE adviser and updates from NASACRE.

SACRE will also prepare to review the 2017 Agreed Syllabus in 2022 as it is uncertain whether such changes to primary legislation will occur. This work will begin in 2021.

5. **Collective Worship**

5.1 Guidance on Collective Worship

SACRE has written a comprehensive guidance on Collective Worship (CW) for the website covering the legal requirements, its presence in different school types and the difference between 'collective' and 'corporate' worship.

5.2 Quality of Collective Worship

Collective Worship is a statutory requirement in all schools. The legal requirement to provide a daily act of Collective Worship and religious education in the curriculum, known as the 'religious clauses', stems from the 1944 Education Act. In this Act RE was included in the school day as Christian faith nurture rather than an academic subject of the curriculum. Some schools find the requirement for Collective Worship an anomaly, other schools do not offer worship in a religious sense but bring pupils together to celebrate shared values and develop a sense of trust, commitment and community. The future for RE seems to be as an academic subject rather than personal growth. Islington SACRE's continued guidance on Collective Worship, including non-religious Collective Worship, is good practice.

5.3 Determinations and Complaints about collective worship

As noted, there have been no requests for change of determination or complaints about collective worship.

Contribution of SACRE to the wider Local Authority agenda

6 SACRE's contribution to other agendas

- 6.1 Schools' partnership:** supporting groups of schools to work together share good practice, and understand for themselves their strategic goals and how to achieve them. In bringing teachers together for the Hub and conference SACRE is contributing to school's ability to collaborate effectively.

In briefing Deputies and Governors on RE-related matters, including the work of teachers, SACRE supports schools' knowledge and understanding of the wider educational picture.

Attainment measures: in line with national levels. With a focus on assessment and learning outcomes in the Hub, SACRE enables teachers of RE to create high quality teaching and learning and assessment materials. This means pupils have the opportunity to achieve the highest levels in RE. Teachers' understanding of (a) high quality learning and (b) how to assess this are the essential first steps in raising attainment and SACRE is supporting Primary teachers well with this.

SACRE's contribution to the LA's public sector equality duty

- 6.2** Islington SACRE contributes to the borough's wider equality duty by actively recruiting and welcoming people from diverse backgrounds. Islington is a diverse borough and SACRE reflects this. Members are not expected to integrate into a dominant culture, but each represent their own particular background, expertise and commitments. In this sense SACRE is a good example of collaboration and shared goals achieved in a pluralistic culture.
A Youth SACRE or Youth Council could offer the same plural, collaborative culture for young people in Islington. Some young people are proud of their backgrounds and beliefs and would love the chance to share their knowledge and experiences more widely as well as learn about others in their community. However, diversity of faith, belief and worldview is only one type of

diversity. The Commission on RE final report recommends SACREs enlarge to include expertise from education, academia, museums and galleries, as well as faith and belief 'insiders'. SACRE could consider enlarging membership to reflect this.

7. Implications

7.1 Financial Implications

There are no financial implications arising from this report.

7.2 Legal Implications

Every local authority is required by law to have a SACRE. It is an independent statutory body that is responsible for advising the council on religious education and collective worship in schools.

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

None.

7.4 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 as it is not required in this instance.

8. Conclusion and Reasons for Recommendations

The Children's Services Scrutiny Committee is asked to note the work of SACRE and the appended GCSE data.

Appendices

- Appendix 1: Islington GCSE data 2016 – 2017
- Appendix 2: Islington GCSE data 2017 – 2018
- Appendix 3: Islington GCSE data 2018 – 2019

Signed by:

Mark Taylor
Director of Learning and Schools

Date:

Report Author: Anthony Doudle
Tel: 020 7527 3387
Email: Anthony.doude@Islington.gov.uk

Appendix 1: Islington GCSE data 2016 – 2017

2016 RS GCSE	Islington Yr 11 inc special schools	2017 RS GCSE	Islington Yr 11 inc special schools
A*	53	A*	60
A	148	A	119
B	272	B	186
C	201	C	187
D	137	D	109
E	55	E	62
F	29	F	50
G	12	G	22
U	12	U	12
X	0	X	3
No of entries	919	No of entries	810
No of C and above	674	No of C and above	552
% on roll entered for GCSE	53.6	% on roll entered for GCSE	58.7
RS	73.3	RS	68.1
% of entries achieved C and above		% of entries achieved C and above	

Appendix 2: Islington GCSE data 2017 – 2018

GCSE entries & results 2018 compared to 2017				
	Old Grade (2017)	Results 2017	New Grade (2018)	Results 2018
A*	A*	60	9	12
			8	26
A	A	119	7	43
			6	70
B	B	186	5	71
			4	59
D	D	109	3	49
E	E	62	2	19
F	F	50	1	13
G	G	22		
U	U	12	U	3
X	X	3	X	0
# Entries		810		365
# 7+ / A+		179		81
# 4+ / C+		601		318
7+ / A+ grades included in performance tables* as % of entries		22.1		22.2
4+ / C+ grades included in performance tables* as % of entries		74.2		87.1
Entries included in perf. tables as % of Roll.		58.7		25.9
Average Point Score		4.5		5.0

Appendix 3: Islington GCSE data 2018 – 2019

GCSE entries & results 2019 compared to 2018			
	Grade	Results 2018	Results 2019
	9	12	34
	8	26	55
	7	43	74
	6	70	79
	5	71	84
	4	59	60
	3	49	62
	2	19	35
	1	13	9
	U	3	4
	X	0	1
# Entries		365	497
# 7+		81	163
# 4+		318	386
7+ grades included in performance tables* as % of entries		22.2	32.8
4+ grades included in performance tables* as % of entries		87.1	77.7
Entries included in perf. tables as % of Roll.		25.9	33.8
Average Point Score		5	5.36

This page is intentionally left blank

Agenda Item B4

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. Overview of Mental Health Provision in Schools
3. 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)

Monday 10th February 2020

1. Update on Scrutiny Review of Post-16 Education, Employment and Training
2. Update on the Fair Futures Commission recommendations – One Year On
3. Equalities in Educational Outcomes – Draft Recommendations

Monday 30th March 2020

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

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