



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 via Zoom on **20 July 2020 at 7.30 pm.**

The link to the Zoom meeting is below. If you prefer to join the meeting by phone please dial 020 3481 5237. Enter meeting ID 968 3507 7053 when prompted.

Link to the meeting: <https://weareislington.zoom.us/j/96835077053>

Enquiries to : Zoe Lewis
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Despatched : 10 July 2020

Membership

Councillors:

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

Substitute Members

Substitutes:

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

Co-opted Member:

Mary Clement, Roman Catholic Diocese
Zaleera Wallace, Parent Governor Representative (Secondary)
Claire Ballak, Parent Governor Representative (Primary)
Vacancy Church of England Diocese

Quorum is 3 Councillors

A. Formal Matters

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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
5. Chair's Report
6. Items for Call In (if any)

1 - 6

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.	Permanent and Fixed Term Exclusions from School - 12 Month Update	7 - 22
2.	School Results 2019	23 - 34
3.	Covid-19 Update	Verbal Report
4.	Selection of Scrutiny Topic and Interim Work Programme	35 - 36

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 28 September 2020

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

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Agenda Item 4

London Borough of Islington
Children's Services Scrutiny Committee - Monday, 29 June 2020

Minutes of the virtual meeting of the Children's Service Scrutiny Committee held on Monday, 29 June 2020 at 7.00 pm.

Present: **Councillors:** Cutler (Chair), Woolf (Vice-Chair), Ozedmir and Williamson

Also Present: **Co-opted Members:** Mary Clement, Roman Catholic Diocese
Zaleera Wallace, Parent Governor Representative (Secondary)
Claire Ballak, Parent Governor Representative (Primary)

Councillor Vivien Cutler in the Chair

- 165 **APOLOGIES FOR ABSENCE (ITEM NO. 1)**
Apologies were received from Councillors Graham and Jeapes. Apologies were also received from Councillor Comer-Schwartz, Executive Member for Children, Young People and Families.
- 166 **DECLARATION OF SUBSTITUTE MEMBERS (ITEM NO. 2)**
None.
- 167 **DECLARATIONS OF INTEREST (ITEM NO. 3)**
None.
- 168 **MINUTES OF THE PREVIOUS MEETING (ITEM NO. 4)**

RESOLVED:
That the minutes of the meeting held on 11 February 2020 be confirmed as an accurate record of proceedings and the Chair be authorised to sign them.
- 169 **CHAIR'S REPORT (ITEM NO. 5)**
None.
- 170 **ITEMS FOR CALL IN (IF ANY) (ITEM NO. 6)**
None.
- 171 **PUBLIC QUESTIONS (ITEM NO. 7)**
None.

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

Alan Caton, the Independent ICSB Chair presented the report which outlined the progress of safeguarding activity locally and outlined how the board would work to achieve its strategic priorities in the coming year.

The following points were made in the discussion:

- The board had been adapting to new ways of working under the COVID-19 restrictions. Weekly virtual meetings had been held and recovery plans were in progress. Partnership working had been working well.
- More work would be done to see if there were any safeguarding variations between different demographics and if so how these could be addressed. It was suggested that more could be done to attract people from different backgrounds to the board and consideration would be given to how the board could better represent the wide diversity in Islington.

The Committee thanked Alan Caton for his attendance.

RESOLVED:

That the Islington Safeguarding Children Board's Annual Report be noted.

173 **QUARTERLY PERFORMANCE REPORT - Q3 & Q4 2019/20 (ITEM NO. B2)**

Carmel Littleton, Corporate Director - People presented the performance reports for Quarters 3 and 4 2019/20.

The following main points were made in the discussion:

- Work was taking place to narrow any attainment gaps widened as a result of COVID-19. Careful tracking was taking place and there would be a particular focus on catching up. There were high expectations, schools would be held to account and data would be scrutinised.
- The council had committed to ensuring that all young people in Islington benefited from 100 hours of experience of the World of Work by age 16. There had been a lot of work with secondary schools to achieve this. Although currently only four primary schools were signed up to the programme, a launch had taken place in January and good progress had been made since then with 14-15 schools. Although this was delayed with COVID-19, it would be programmed into the next academic year.
- In response to a question from a member of the public about whether any demographics were affected more than others, it was reported that the data was a year old; however there had been a focus on exclusions and as a result there had been significant improvements especially in the Black and Minority Ethnic (BAME) grouping. A report on this would be submitted to the next meeting.

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- There was a need to focus more on persistent absence. A focus group had been set up. A consistent approach was required. Schools would have to remind parents of the legal requirement for their children to attend school.
- Concern was raised about parents who did not speak English being unable to home school their children during the COVID-19 pandemic. It was reported that groups were being targeted for summer learning. Close relationships were being established to provide help and information on activities that were taking place and could help their children.
- Data suggested that the attainment outcomes of a child with English as an additional language (EAL) depended on the age at which they joined the British education system. There was a minimal impact if they joined by age five but the impact was greater if they were older when they joined. Officers would be suggesting to schools that they could purchase an App that would help parents of children with EAL.
- In response to a question from a member of the public about whether the council sent out any information about predicting grades of BAME young people, an officer advised that when it had been decided that summer 2020 exams would be cancelled and instead grades would be predicted, the council spoke to headteachers to ensure the process would be robust. Teacher assessment worked well when well moderated. Senior leaders had been contacted and would be held to account.
- Concern was raised that some children who did not have a laptop or the internet would not have been working during lockdown, an officer stated that the council had bought 400 laptops and Chromebooks and had received laptops from the Department for Education (DfE) at the beginning of lockdown. [The number of laptops received from the DfE was confirmed as 1,424 after the meeting.] Schools had also lent laptops where they could. Home learning packs had been sent to schools to distribute to those without the internet at home. In total this contained 11 weeks of work and 6 weeks of summer learning. Schools had been asked to sign up to survey work. There had been a significant improvement rate in the NEET (not in education, employment or training) percentage in the last year and work had been continuing throughout lockdown with schools and colleges to ensure a smooth transition.

The Committee thanked officers for attending and for all their work during lockdown.

RESOLVED:

That the performance report be noted.

174 **OFSTED INSPECTION REPORT - MARCH 2020 (ITEM NO. B3)**

Laura Eden, Director of Safeguarding presented the report.

The following main points were made in the discussion.

- 'The impact of leaders on social work practice with children and families', 'the experiences and progress of children who need help and protection' and 'overall effectiveness' had all been rated as 'Outstanding'. 'The experiences and progress of children in care and care leavers' had been rated as 'Good'.
- A member of the public asked if any of the Youth Councillors were care leavers. He was advised that currently no youth Councillors were care leavers. Most care leavers who wanted to participate in policy and influence service delivery locally and nationally usually joined CAIS – the children in care council.
- An action plan had been produced to address the two areas for improvement outlined in the report.

Laura Eden was thanked for her attendance and officers were congratulated on the inspection result.

RESOLVED:

That the report be noted.

175 **EQUALITIES IN EDUCATIONAL OUTCOMES - DRAFT SCRUTINY REPORT (ITEM NO. B4)**

The Chair presented the report and advised that a foreword had been added since the draft recommendations were submitted to the February 2020 meeting.

The following points were made in the discussion:

- Once agreed, the report would go to the July 2020 Executive meeting to note, then the Executive member would work with officers and there would be a report back at the Executive in November 2020.
- It was suggested that the report could be contextualised regarding the recent Black Lives Matter movement. The Chair stated that the report referenced understanding the history of communities and officers stated that the context would be included in the action plan. An afterword could provide further context.

The Chair thanked all those who had attended to give evidence.

RESOLVED:

That the report be agreed and that the final approval of the report after the inclusion of an afterword be delegated to the Chair.

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COVID-19 UPDATE (ITEM NO. B5)

Carmel Littleton, Corporate Director – People gave a presentation on how services had been reshaped to respond to COVID-19, the potential impact and lessons learned and the transition to recovery plans.

The following main points were made in the discussion:

- New and remote ways of working had been implemented.
- Schools had remained open for vulnerable pupils and children of critical workers who had been encouraged to attend.
- The council had obtained laptops for those without access to one.
- Some families were worried about job losses, prospects and finances. There were also concerns about digital exclusion and the widening of the attainment gap. There had been particular concerns about Black and Minority Ethnic (BAME) families due to the disproportionate health impacts of COVID-19 on the BAME community.
- During lockdown the youth offending rate had decreased and youth workers had found they were able to engage with young people virtually. Social work visits and counselling were taking place online and feedback was that many young people preferred communicating virtually to communicating face to face. Care leavers previously had a visit once every two months but virtual visits were taking place every two weeks. Partnership meetings had been better attended since they had been conducted virtually.
- Work was taking place which focussed on the re-engagement of young people who were not in education, employment or training (NEET) as having been NEET for a sustained period of time could make re-engagement harder. The council's youth hubs would be opening in July, there would be bespoke online activities and virtual work experience was being considered.
- Mental health support was being put in place and staff were being trained in dealing with bereavement.
- The murder of George Floyd had shown the importance of cultural competence.
- A young employability and skills team was being recruited.
- A session had been held with headteachers to help them support the transition from Year 6 into secondary school and work was taking place to support the transition from Reception to Year One.
- In response to a member's question about whether parents who were unwilling to send their children to school were being encouraged to do so, the Committee were advised that public health data showed that Islington had the lowest COVID 19 infection rates across London with no new cases in the previous days. Each day more children were returning to school, particularly in the older year groups, and this persuaded others to return, too. Soon children who were currently shielding would no longer be shielding and work was taking place to plan their return to school.

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- A member of the public asked whether every school was open and was advised that this was the case. Staff and building risk assessments had been undertaken.
- There would be a further presentation at the next meeting on the plans for the summer and next school term.

Carmel Littleton was thanked for her presentation.

RESOLVED:

That the presentation be noted.

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INTERIM WORK PROGRAMME (ITEM NO. B6)

The Chair reported that the next scrutiny review topic would be considered at the next meeting. There had been an initial discussion between the Chair, Vice-Chair and officers about the possibility of looking at the strategy underpinning the transition from COVID 19.

RESOLVED:

That Members of the Committee notify the chair if they had any particular areas they would like the review to focus on or if they had any alternative topics to propose.

MEETING CLOSED AT 9.00 pm

Chair



Report of: Executive Member for Children, Young People and Families

Meeting of:	Date:	Ward(s):
Children's Services Scrutiny Committee	20 July 2020	All

Delete as appropriate:	Exempt	Non-exempt

SUBJECT: Permanent and Fixed Term Exclusion from School – 12 Month Update

1. Synopsis

- 1.1 In June 2019, Executive received a report from the Children's Services Scrutiny Committee which examined the use and impact of fixed period and permanent exclusion from both primary and secondary schools in Islington. The report proposed fourteen recommendations to enable more children and young people to remain in mainstream education.
- 1.2 This report provides an update on action taken in response to the recommendations, and also provides comparative data to show impact¹. It confirms that fixed period exclusion from Islington secondary schools has reduced by 40% and from primary school by 25% over a 12 month period. Permanent exclusion from secondary school has also reduced by 10%, and has remained at the same level (i.e. 4 permanent exclusions) for primary schools. The report also outlines further action planned.

2. Recommendations

- 2.1 To note the progress made against the recommendations from the Review
- 2.2 To note the further work proposed to consolidate and build on the improvements to date.

¹ Data compares exclusion activity between April 2019-March 2020 to April 2018-March 2019 to take account of the COVID disruption (i.e. a school year comparison would be invalid as schools were only partially open for the Summer term 2020. However, we can confirm there have been no reported exclusions from Islington Schools during the COVID-19 period).

3. Background

- 3.1 Between July 2018 and April 2019, Children’s Services Scrutiny Committee carried out a review of fixed period and permanent exclusion from Islington primary and secondary schools. In carrying out the review the Committee met with young people, parents, head teachers, council officers and other experts in the field to gain a balanced view. The Committee also considered relevant data, guidance and other documentation. Overall the Committee was satisfied with the range of support services available. However, they concluded that Islington’s exclusion rate was too high, that the significant variation of exclusion rates across Islington’s schools was not justified and that further focused work was needed. The Committee emphasised that exclusion is a fairness issue that has a real impact on young people and their families.
- 3.2 Although the partial closure of schools from March 2020 means that some work has been interrupted, a lot has still been achieved. Activity will pick up again at pace from September 2020.

4. Data update

- 4.1 The following data compares exclusion activity between April 2019-March 2020 to April 2018-March 2019 to take account of the COVID disruption (i.e. a school year comparison would be invalid as schools were only partially open for the Summer term 2020). We can confirm there have been no exclusions from Islington Schools reported during the COVID-19 period however.

Chart 1: Fixed Period Exclusion

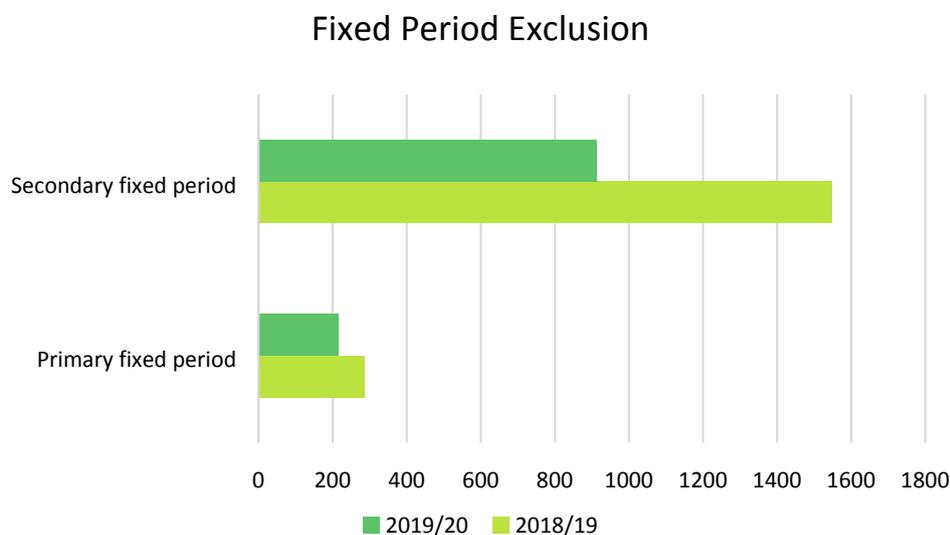


Chart 1 shows that fixed period exclusion from Islington Schools reduced by 40% at secondary and 24% at primary in a 12 month period.

In 2019-20, 48% of all fixed period exclusions at secondary were for persistent disruptive behaviour. This is a reduction of 4% on the previous period, although the actual number of exclusions for this reason reduced by 370+. The main reason for fixed period exclusion from primary school was for physical assault against an adult, although the actual number for this reason reduced by 20. Exclusion for physical assault against a pupil at primary also reduced by 30 over the reporting period.

Chart 2: Permanent Exclusion

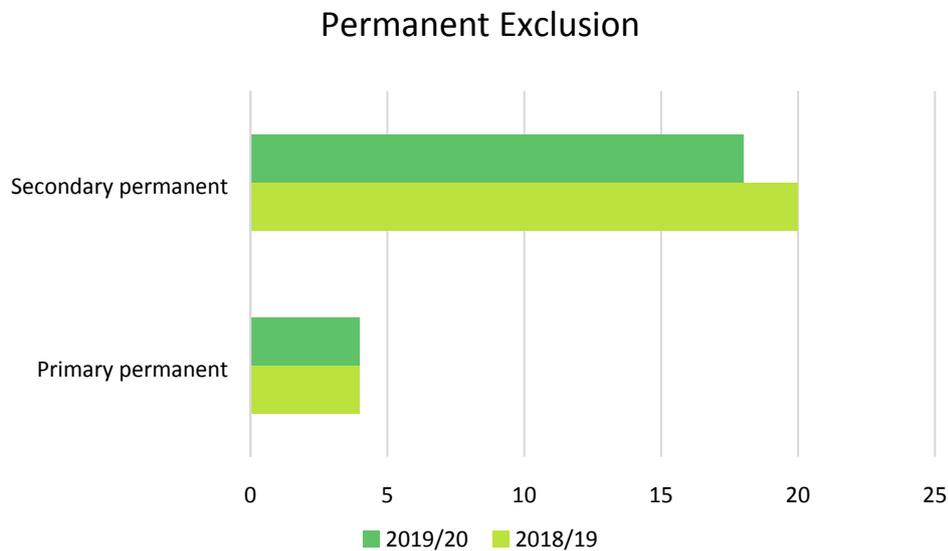
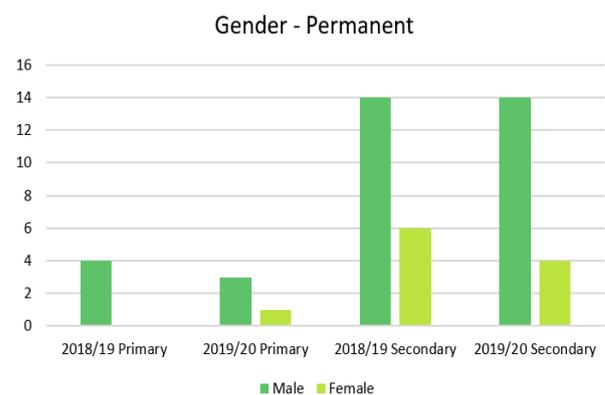
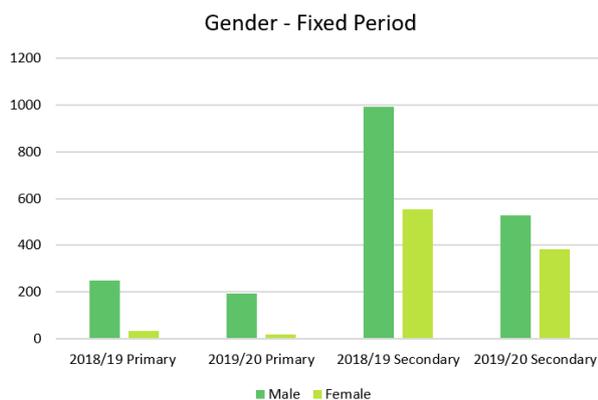


Chart 2 shows that during 2019-20, permanent exclusion from Islington Schools reduced by 10% at secondary and stayed the same (i.e. 4 permanent exclusions) at primary.

One secondary school accounted for 30% of all permanent exclusion from secondary school, although the same school accounted for only 5% of permanent exclusions during the previous 12 months; focused work is being undertaken with that school. For all other secondary schools, the number of permanent exclusion reduced compared to the same period in the previous year. There were 4 permanent exclusions from primary school in each year; this involved eight different primary schools.

In 2019-20, 40% of permanent exclusion from secondary school were weapon related. The main reason for exclusion from primary school was physical assault against either an adult or pupil.

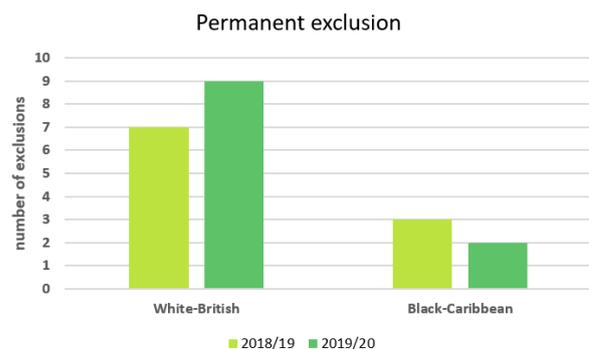
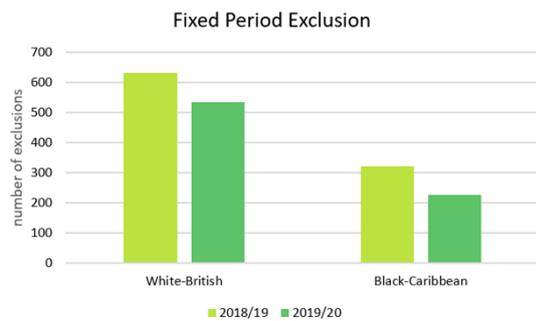
Charts 3: Gender



Charts 3 show that although the number of girls receiving fixed period exclusion reduced by 170 in 2019-20, as a percentage of all fixed period exclusions they rose from 36% to 42%. The number of girls receiving a permanent exclusion fell from 6 to 4.

Charts 4: Ethnicity

Charts replaced as follows:



Black Caribbean and White British children are over-represented among those excluded from Islington schools. **Charts 4** show that fixed period exclusion of Black Caribbean children reduced by 95 in 2019-20, representing a 29% fall. White British children receiving a fixed period exclusion reduced by 97, representing a 15% fall. The number of Black Caribbean children permanently excluded fell from 4 to 2, but the number of White British children permanently excluded rose from 9 to 11. Disproportionality remains a focus for further work this year.

Response to the Scrutiny Committee recommendations

5.

Helping our schools to prevent exclusions and support young people at risk of exclusion

5.1 Recommendation 1: Schools should be encouraged to make referrals at the earliest opportunity to support services such as Educational Psychology, CAMHS, the New River College outreach service and Early Help services.

Improving the range of services to support children and young people, and in particular to support their social, emotional and mental health (SEMH) needs was one of three priorities under Children's Services Special Educational Needs and Disabilities (SEND) Strategy 2018-20.

As a consequence, the range of services available has developed considerably over the last 12 months as follows:

- An expanded SEMH emotional wellbeing pathway, including Barnardo's (new contractual relationship); Emotional Wellbeing Workers (new roles); Social Prescription (Third Sector / Universal Services pilot); online counselling (Kooth – new service)
- Full integration of CAMHS and the emotional wellbeing pathway within the Children's Services Contact Team (CSCT) (live from September 2019).
- Mental Health in Schools Teams (see 5.2 below)
- Review of Early Help Services and relaunch for September 2020 with a much sharper focus on pushing support 'in' to schools (rather than schools needing to refer 'out')

The new / reorganised Services and pathways have been promoted to schools through briefings, communications and direct contact; schools are generally the highest referring agency.

Referral routes to school support services, including New River College Outreach, have been streamlined and simplified to make access less bureaucratic for schools and therefore provide quicker access. From September 2020, Schools will use a single referral route, and a multi-disciplinary team will then determine the most appropriate response, meaning there can be no 'wrong' referral.

New River College Outreach Service remains very well-used by our schools to advise at the first signs of concern. They have also collaborated closely with other Council and health services to help develop a [Recovery Curriculum](#) to support all schools in welcoming back all children to school in September 2020 following the COVID-19 disruption. They remain a strong and much valued partner.

Our schools continue to consult our Educational Psychology Service at a later stage of concern however, primarily for statutory assessment work as part of the Education, Health and Care needs assessment process. We will continue to encourage schools to make greater use of the early help advice that Educational Psychologists are able to offer on suitable interventions across a range of needs. The 'traded' model under which the service currently operates limits the extent to which this can be influenced (i.e. it is for the school that purchases the service to decide how to use it) although the service continues to promote a full offer.

5.2 Recommendation 2: Schools should be further encouraged to make best use of the whole-school transformation programmes offered by CAMHS, Educational Psychology, and the New River College outreach services.

Islington Trauma Informed Practices in Schools (iTIPS)

The [Islington Trauma Informed Practices in Schools \(iTIPS\)](#) project aims to help schools embed a whole-school trauma strategy. This academic year, 15 primary schools, three secondary schools and New River College have used the framework to support their work. A paper – [Developing trauma-informed practices in inner London schools – the iTIPS Pilot](#) - was published by *Research in Practice* earlier this year positively evaluating the model. The model was also cited as good practice by Ofsted in their report '[The multi-agency response to child sexual abuse in the family environment](#)' (para 82) published in February 2020 as follows:

'Islington, through strong strategic commitment, has improved practice by creating a working environment in which children can build trusting relationships, across both universal and specialist provision... It has made a significant difference to the culture in schools...'

We are currently looking to consolidate funding to roll the programme out to more schools.

Mental Health Support Teams

In June 2019 Islington was successfully awarded 'Trailblazer' status as part of a national NHS initiative to provide trained mental health support in schools. Trailblazer sites will test how the development of Mental Health Support Teams (MHSTs) can work with schools, local authority and other services to improve earlier identification and intervention.

For the Islington pilot, we have established two teams, North and South of the borough, so that every schools, and therefore every child in an Islington school will have access to a MHST.

The MHSTs are building on support already in place e.g. school counsellors, nurses, Educational Psychologists, voluntary sector and programmes such as iTIPs to support children and young people with mild to moderate mental health issues e.g. exam stress, behavioural difficulties or friendship issues. They also help children and young people with more severe needs to access the right support, and provide a link to specialist NHS services

Staff have been appointed and trained. The project will recommence in September 2020 following COVID-19 disruption, and will be fully and independently evaluated.

5.3 Recommendation 3: Officers in Pupil Services and School Improvement should encourage schools to closely link their Behaviour Management and Special Educational Needs functions.

Social, Emotional and Mental Health (SEMH) is identified as one of four areas of need in the governments statutory SEN Code of Practice. It is also one of three priorities in the Council's [Special Educational Needs and Disabilities \(SEND\) Strategy 2018-20](#). Consequently, behaviour management in the context of SEND is an area of focus for regular support and development forums, including the SEN Co-ordinators, Designated Safeguarding Leads, Deputy Head teachers and Head teachers.

Officers from Pupil Services and School Improvement are collaborating more closely to develop materials and approaches for schools, for example recent guidance on [Well-being and Recovery](#), and [Attendance and Behaviour](#).

In response to recommendations from the Scrutiny Review, Officers have also developed an on-line interactive [SEND Support Behaviour Handbook](#) for Islington schools, to sit alongside [SEND Support handbooks](#) and other materials available through our mental health and well-being programmes.

The purpose of the Behaviour Handbook is to give information to assist with the early identification and planning of consistent support for children and young people with SEMH needs. It is informed by existing good practice in Islington as well as the latest DfE guidance on SEMH and SEND. It has a section on exclusion from school, including a protocol developed by a working group of Headteachers and Officers (see 5.4 below).

The Handbook was launched to schools in October 2019, and demonstrated at a SEND Exhibition of Good Practice for Islington Head teachers and SENCOs held at the Town Hall in November 2019. It is being well-used by schools in Islington and beyond.

The SEND Local Offer website has also been updated to include information about exclusion from school.

5.4 Recommendation 4: Officers in Pupil Services and School Improvement should encourage and support all schools to form Behaviour and Attendance Partnerships.

Officers from Pupil Services and School Improvement, have further researched different Behaviour and Attendance Partnership models in operation across the country and their impact, and presented evidence to Head teachers for further consideration. Islington Schools have already formed a number of collaborative education improvement partnerships (e.g. Future Zone, involving 22 schools who collaborated to provide a [protocol](#) for supporting children back into school following any fixed period exclusion – see 5.3 above). Attendance and behaviour are also standing agenda items for twice termly

Headteacher briefings. We have a focus group with ten schools whose attendance gives most concern that meets monthly. In addition, the role of Securing Education Boards has been further developed (see 5.7 below).

Our schools do not therefore consider that Behaviour and Attendance Partnerships would bring any additional value at this time.

5.5 Recommendation 5: School governors should receive training on how they can help to shape their school's culture and ethos, their role in the exclusion process, and how they can scrutinise school behaviour policies and practices.

Three presentations have taken place for all Chairs of Governors (May and September 2019. January 2020) on fixed term and permanent exclusion, the recommendations of the Scrutiny review and Governors role in developing an inclusive school ethos. Materials have been provided (e.g. questions to ask, a 'pupil movement' checklist). Further training sessions for all Governors have been offered, but not well attended.

A number of further actions are planned to improve access and engagement for Governors (e.g. more 'virtual' training, recruiting more Governors from BAME communities) and are set out as part of COVID-19 recovery programme. We will continue to work on this.

5.6 Recommendation 6. To ensure that all school staff are well equipped to support young people at risk of exclusion, officers in the Children, Employment and Skills directorate should explore how information on pupil needs can be shared widely between support services and school staff whilst meeting confidentiality requirements.

An [Information Sharing Agreement](#) for children and young people with special needs has been developed, agreed and signed off by relevant services following approval by the Council and Health Authority's respective Information Governance processes in the context of the General Data Protection Regulations (GDPR). It covers the purpose for sharing information, information that can be shared, the legal basis for sharing and a description of the arrangements for sharing information.

'Team Around the School' (TAS) is a partnership that enables schools and other family support services to meet on a regular basis and have a shared conversation about children they may be worried about. This means that early help and intervention can be put in place to stop concerns escalating.

We are further developing a local TAS model as an effective framework for enabling information-sharing, by setting out a local protocol and making better use of virtual platforms to improve sustainability. This will be underpinned by each schools data protection arrangements.

Developing best practice in our schools

5.7 Recommendation 7: The Securing Education Boards should consider if any of their processes can be amended to offer additional support to pupils at risk of exclusion.

All local authorities must have a Fair Access Protocol to ensure that any unplaced children are allocated a suitable school place as quickly as possible. This includes children permanently excluded from school. Islington's fair access arrangements are overseen by a primary and a secondary Securing Education Board. Each has multi-agency membership, including Head teachers.

The Boards have reviewed their role following recommendations from the Scrutiny Committee and now include as part of routine consideration:

- Data on exclusion and children who leave school to ensure an understanding of how such activity feeds into local trends
- Notification to the allocated social worker of any child referred to the Boards
- Follow up by an identified lead professional, as agreed by the Board, for any requests for alternative placement not agreed by the Boards
- Chair's action to expedite any urgent matters
- An annual report from each Board is now circulated to all schools

Examples of good practice are shared by Board members e.g. through briefings, professional networks and education partnership networks with all schools, so that all of Islington's pupils can benefit from good models in preventative and restorative work.

5.8 Recommendation 8: Officers in Pupil Services and School Improvement should use the Committee's findings to produce a Good Practice Guide for schools.

See 'Behaviour Handbook', as detailed in 5.3 above.

5.9 Recommendation 9: A 'Charter for Inclusion' should be developed with Islington Schools and New River College to affirm their commitment to supporting Islington's young people to stay mainstream education.

In researching successful approaches to inclusion to respond to this recommendation, we identified a body of research on '[Belonging and Place](#)', led by Kathryn Riley, Professor of Urban Education at UCL

The research suggests that one in four children report a feeling that they don't belong². It is also suggested that children from disadvantaged communities are twice as likely as their more advantaged peers to feel that they don't belong³, and four times more likely to be excluded⁴.

For some children, if they don't belong in school, they don't belong anywhere.

Schools come into their own when they recognise that each child, each young person, each adult who passes through the school gates brings their own story into the life of the school

² OECD (2017). PISA Results 2015 (Volume III).

³ OECD (2013). PISA 2012 Results in focus. What 15-year-olds know and what they can do with what they know. Paris, France: Organization for Economic Cooperation and Development..

⁴ The Fair Education Alliance (2017). Report Card 2016–2017.

The research evidence also shows that a sense of belonging in school leads to improved academic outcomes, and has a strong association with positive social outcomes such as health and wellbeing, increased student motivation and reductions in absenteeism⁵.

Recent evidence from the Trends in International Mathematics and Science Study (TIMMS, 2019) also shows a strong link between children's sense of physical and emotional 'safety' in school and their academic performance in maths and science.

It is also suggested that an impact of exclusion and a sense of not belonging can mean that disaffected or excluded children and young people therefore search for a sense of belonging elsewhere, and may find it in extremism, self-harming or gang membership. The research also recognises the key role of schools as one of the very few shared social institutions that can create a sense of belonging or exclusion.

This work reflects Islington's 'Fairer Together' approach, the Islington Parents SEND Charter and the recommendations from the Scrutiny Board to develop inclusion and address the underachievement of some groups. On the basis of a strong starting position, Professor Riley has therefore kindly agreed to work with us in Islington to develop 'Belonging in Islington - The Inclusion Imperative', with the aim of ensuring that all of our schools become places of belonging for all of our children.

In January 2020, Professor Riley hosted a conference for all of our schools to consider inclusion, belonging and place. Further workshops have taken place with Headteachers to introduce the concepts, give tools and consider what schools can recommend to take forward?

Focused work is also taking place with children in one of our primary schools – what does it look like when I feel I belong? What does it look like when I feel I don't belong?

What belonging means to children and young people in one of our schools:



The intended products from the work are a short leaflet charting the journey and recommendations for all schools, supported by a short film.

⁵ Goodenow, C., & Grady, K. E. (1993). The relationship of school belonging and friends' values to academic motivation among adolescent students. *Journal of Experimental Education*, 62(1), 60–71.; Louis, K. S., Smylie, M., & Murphy, J. (2016). Caring leadership for schools:

Unfortunately this work has been interrupted by the COVID-19 outbreak. However, workshops with Headteachers have continued with support from Prof Riley to consider leadership in the new era, taking into account some of the issues emerging from COVID-19 about equality - in particular the 'Black Lives Matter' campaign. The project will continue at pace from September 2020.

Supporting children and young people excluded from school

5.10 Recommendation 10: Officers in the Children, Employment and Skills directorate should review the feasibility of attaching a named social worker to New River College.

As part of Early Help Review outlined in paragraph 5.1, officers have consulted with New River College on the best model of delivering support to children and young people who attend the College and their families. Two dedicated workers from the new service will continue to work exclusively with children at the College and their families.

Because of the statutory framework, case supervision and professional development requirements for Social Workers it was not considered operationally viable to attach a named Social Worker directly to the College. However the Head of Service, Children in Need now links regularly with the College and provides a direct point of contact where any concerns need to be escalated.

5.11 Recommendation 11: To remove the stigma associated with attending a pupil referral unit, officers in the Children, Employment and Skills directorate should work with New River College to widely promote the successes of its pupils.

New River College (NRC) remains is a successful and well-run school, which Ofsted judged to be 'Good' overall (2018), securing good and sometimes outstanding progress for all learners, with the school's work to promote personal development and welfare also judged as outstanding. Staff continue to work tirelessly to provide educational and emotional support so that their young people can prosper. Up to 75% of students in some year groups have continued to attend the College during the COVID-19 period, with daily contact and home learning support for those who feel safer at home. The college remained open to students during the Easter and half-term breaks.

During the 2018/19 academic year, 23 pupils returned to mainstream education. The College also have a very high rate of children leaving with a firm education, employment or training offer, with no young people not in education, employment or training for the last two years. A number of young people are also supported to successfully move on to, as well as step down from, specialist settings. Students at the college and their families overwhelmingly report on the life-changing impact of the care and support they receive from the college community.

Plans are in place to further strengthen the education, employment and training offer to the College via iWork and the Council's HR team. As mentioned in 5.1 above, the Outreach Team from NRC have also collaborated with Officers to provide emotion health and well-being support guidance for all Islington schools during the COVID-19 disruption

Officers have continued to promote the successes of pupils at NRC, overseen by the Director of Learning and Schools Management Team. The most recent example of this is a video produced by the students – Stress on the Brain – which can be viewed [here](#).

5.12 Recommendation 12: Officers in the Children, Employment and Skills directorate should engage with neighbouring authorities and schools in neighbouring boroughs close to the borough boundary, making them aware of this review and the support that is expected for pupils who are Islington residents.

A copy of the Review has been shared with neighbouring Local Authorities at an operational level, alongside an extract from Islington's local 'advice, support and expectations' document and contact details of our Pupil Services and School Improvement Services, should they have any concerns about an Islington resident that cannot be addressed through services normally available to all children and young people at that school.

At a strategic level, the need for a cross-borough protocol for vulnerable children has been discussed by Service Directors across the North Central London area (Hackney, Camden, Barnet, Enfield, Barnet and Islington) at Islington's request and added to the work programme. This work will be picked up again in September 2020.

Urging Central Government to act in the best interests of young people

5.13 Recommendation 13: Islington Council should lobby for national policy changes that would support children to remain in mainstream education

A number of recommendations for Ofsted and the Department for Education are included in the Timpson Review. Officers will ensure that Islington continues to respond fully and robustly to any consultations that flow from these recommendations.

5.14 Recommendation 14: Officers in the Children, Employment and Skills directorate should report back to the Children's Services Scrutiny Committee on the findings of the national School Exclusions Review led by Edward Timpson CBE, and detail if it is possible to implement its recommendations locally.

A report on the findings of the Timpson Review was presented to Children's Services Scrutiny Committee in June 2019.

6. Further Action

6.1 Narrowing attainment gaps and securing equality in outcomes for all pupils remain central to the Council's 'Fairer Together' strategy. There is further concern that the COVID-19 disruption may exacerbate existing inequalities or create new ones, as the virus and lockdown impact more heavily on disadvantaged communities. Promoting inclusion and reducing exclusion therefore remain a high priority. The following actions are therefore included in our forward planning:

- A Black and minority ethnic action plan involving a wide programme of work
- Supporting the delivery of a Recovery Curriculum (which includes mental health and wellbeing) and encourage schools to offer a broad, inclusive curriculum for all pupils up to Year 11, including the arts and digital and other technologies as more children return to school

- Developing a local mechanism for supporting those who disagree with their assessed grade under the new COVID-19 exam arrangements
- Ensuring support for disadvantaged pupils transitioning to new provision in September, including progression post-16 and EET opportunities
- Developing local 'Black Lives Matter' materials for use by all schools e.g. celebrating black pioneers in the community (old and new)
- Promoting equality training in Continuous Professional Development (e.g. having challenging conversations) – including for Governors
- Reviewing processes within the Education system that may lead to unequal outcomes (e.g. UCL's Inclusive Curriculum Health-check tool)
- Supporting schools to undertake self-audit using Culturally Competent Curriculum tool and ensure social justice is threaded through
- Recruiting more Black and minority ethnic governors (detailed action plan)
- Encouraging our schools to further explore flexibility in grouping and consider minimising / removing setting where appropriate.
- Encouraging schools to develop their relationships with parents to ensure school staff understand the communities they serve, explore the make-up of their communities in staff induction and staff and governor training, revisit the aspirational values embedded in their work and reflect on whether they are meaningful for all of their communities
- Encouraging schools to adopt behaviour policies that are underpinned by fairness, kindness, consistency and positivity
- Schools will be asked to consider the identification of suitable role models and mentors who relate to borough's different communities to work with children and young people
- Reviewing school websites to ensure communication is positive
- Encouraging schools to strengthen engagement with local community groups as a way of building consensus on how to 'close the gap'
- Promoting mentoring opportunities for families from within their communities
- Ensuring pupil voice includes a range, including those who do not engage or are disillusioned (i.e. opportunities to discuss lived experiences).

7. Implications

7.1 Financial implications:

All of the recommendations have so far been implemented within existing budgets with the exception of part of recommendation 2 (Mental Health Support Teams), where in June 2019 Islington was successfully awarded 'Trailblazer' status as part of a national NHS and schools in England initiative to provide trained mental health support with attached funding in 2019/20 and 2020/21.

Moving forward, the preferred operating model for the Education Psychology Service (recommendation 1) remains a challenge under the current funding arrangements; particularly with regard to the traded element of the service, where schools buy-back Education Psychology time for specific services. The funding model is being reviewed to establish what changes are possible to better align funding with the preferred operating model, however this may require additional investment by the Council.

Similarly the level of funding required (and potential sources) to roll out the iTIPS offer more widely (recommendation 2) is being reviewed.

7.2 Legal Implications:

Governing bodies must have regard to Statutory guidance on the exclusion of pupils from local-authority-maintained schools, academies and pupil referral units and the principal legislation to which this Guidance relates to is:

- The Education Act 2002, as amended by the Education Act 2011;
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
- The Education and Inspections Act 2006;
- The Education Act 1996; and
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by the Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014.

The guidance makes clear that only the head teacher of a school can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed-period exclusion does not have to be for a continuous period.

Any decision of a school, including exclusion, must be made in line with the principles of administrative law, i.e. that it is: lawful (with respect to the legislation relating directly to exclusions and a school's wider legal duties, including the European Convention on Human Rights and the Equality Act 2010); rational; reasonable; fair; and proportionate.

Governing Bodies must also have regard to 'Behaviour and discipline in schools' as stipulated in the Education and Inspections Act 2006 and acknowledge the school's legal duties under the Equality Act 2010, in respect of safeguarding and pupils with SEN.

7.3 Environmental Implications

The actions proposed in this report do not have any environmental implications beyond those associated with standard office usage and are unlikely to significantly change the existing impacts of the services.

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.

Resident Impact Assessments have been undertaken as part of the process of developing and implementing policies and actions arising from this report.

8. Reason for recommendations

- 8.1 This report details the response to recommendations from the Children's Services Scrutiny Committee.

Final report clearance:

Signed by:

Executive Member for Children, Young People and Families Date

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ISLINGTON JSNA: FOCUS ON

EDUCATION & ATTAINMENT

SUMMER 2019

This report provides an overview of educational attainment in Islington. We aim to ensure our schools are places where all young people can learn and thrive. Achieving this ambition requires great teachers and leaders, outstanding schools, and a seamless, high quality experience for young people from early years to adulthood.

There is much to celebrate. Islington, along with the rest of London, is leading the country in terms of positive outcomes for many pupils in our schools; and the positive destinations of school leavers into education, employment and training. We are also working robustly to support and challenge school leaders to focus our efforts to address inequalities in outcomes so all children start well and can go on to achieve their potential.

Early Years and Primary (Under 4-11)

- **EYFYS** outcomes at aged 5 are stable and consistent with national
- In 2019, a sustained 84% in Year 1 **Phonics** passes closed the gap with top-performing Inner London region for the first time.
- 70% of pupils reached the expected standard in all of reading, writing and maths at the end of **key stage 2** in 2019, well above national; and the gap with Inner London average narrowed to just 1% point.

Secondary and Post-16 (aged 12-16+)

- Although **Attainment 8** and **Progress 8** dropped below the previous year. Progress 8 remains above national at +0.03, this means the average Attainment 8 score of Islington pupils is higher than pupils with a similar starting point (or 'prior attainment') nationally.
- 98% of Islington Y11 leavers moved into **education, employment or training** (EET), with most remaining 'in learning'.

Strategic Priorities

- Tackling inequalities in educational outcomes across the key stages, with a particular focus on:
 - narrowing the gap in attainment between Black-Caribbean pupils; as well as White British pupils eligible for FSM; and the Islington average at KS2 and KS4;
 - children with Special Educational Needs at the end of KS4
- Ensuring that all schools are good or outstanding.

Areas for further development

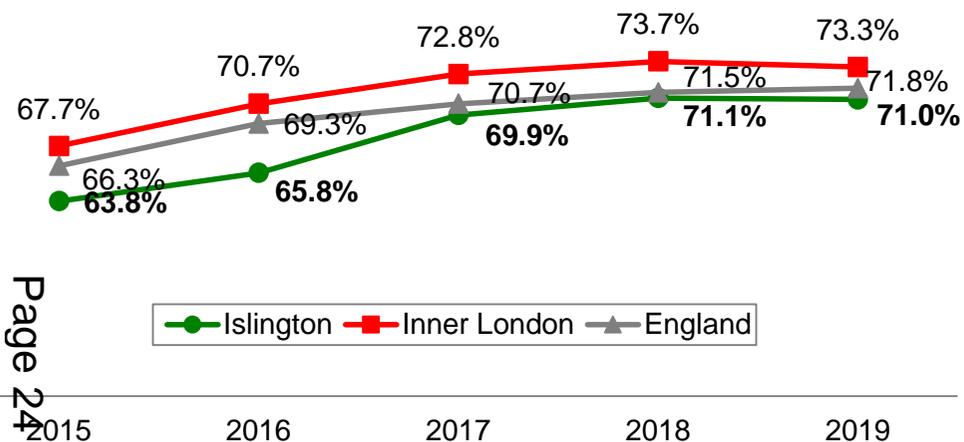
- While Key Stage 5 average point scores remain below Inner London and England figures in all categories, results were noticeably higher in "Academic", "A levels" and "All Level 3" areas in comparison to previous years'.

Agenda Item B2



EARLY YEARS FOUNDATION STAGE

- Children gaining a good level of development (GLD) are those achieving at least the expected level within the following areas of learning: communication and language; physical development; personal, social and emotional development; literacy; and mathematics. GLD is used to measure children's development and learning at age 5.

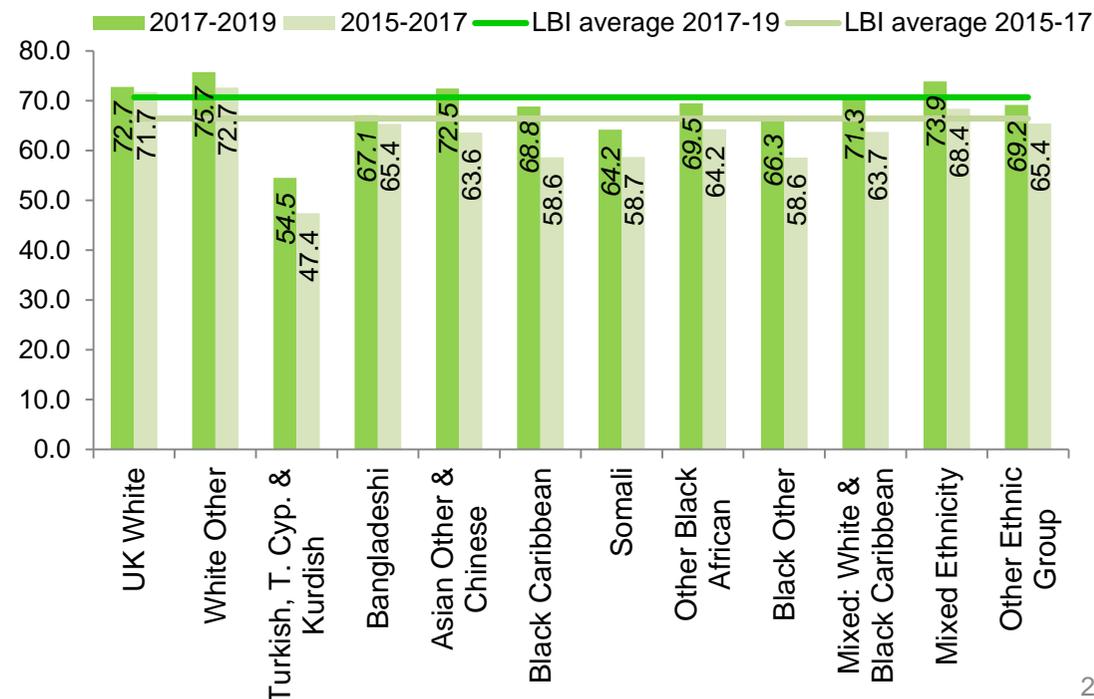


We want to make sure young children get the best start. In 2019, 71% of reception pupils gained a **‘good level of development’**, similar to last year; and within 1% point of national. Islington pupils continue to perform better than national in ‘listening and attention’ and ‘numbers’, while ‘managing feelings and behaviour’ was almost 3% points below national.

Among boys the GLD rate has improved 2% points over 2-years, yet they continue to do less well than girls 65% to 78%.

All ethnic groups performed better for the 3-year average 2017-19 compared to 2015-17; and the GLD rate improved most among Black Caribbean pupils. Despite an improvement, ‘Turkish, Turkish Cypriot and Kurdish’ pupils remain the lowest performing ethnic group, just over half gaining GLD between 2017 and 2019

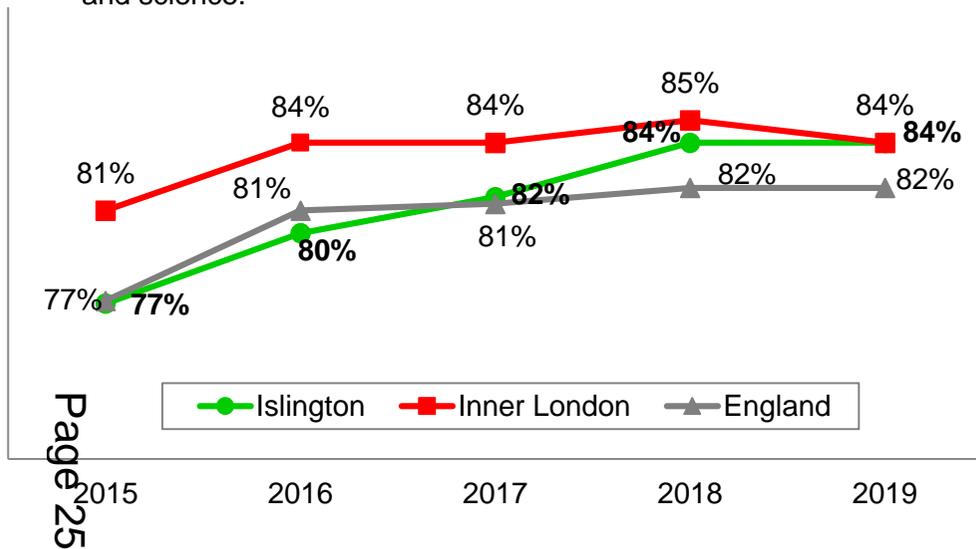
Islington pupils eligible for **Free School Meals** improved +3% points to 63.7%, while not-eligible was stable at 74.6%, both groups perform above their peers nationally; and locally the FSM-gap narrowed to 11% compared to a national gap of 17% (2018).





PHONICS & KEY STAGE 1

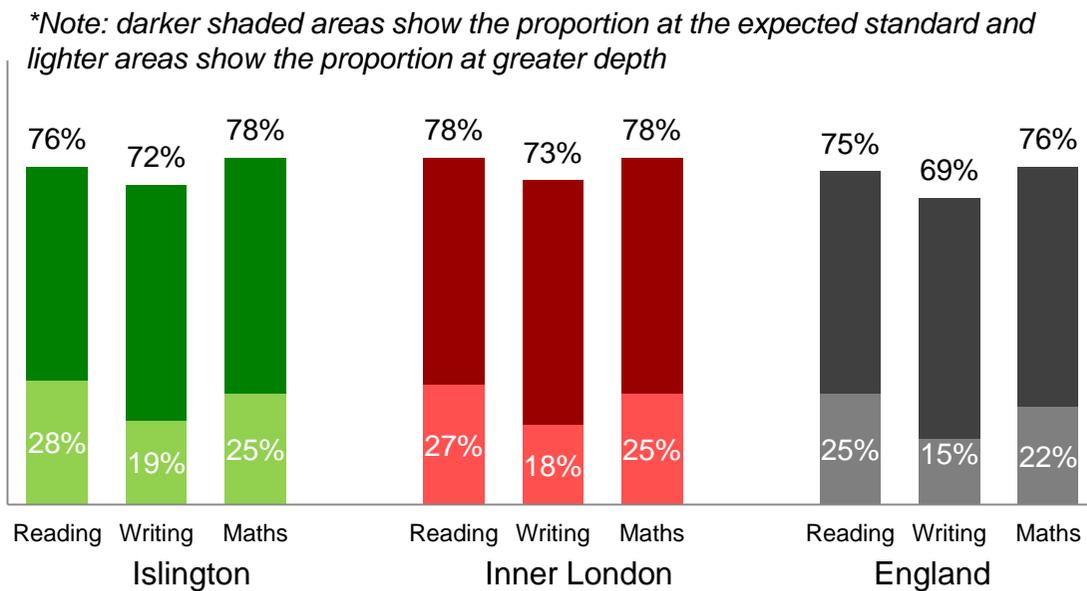
- Pupils take the phonics screening check at the end of year 1, typically aged 6. Pupils are assessed at the end of key stage 1 (year 2) in reading, writing, maths and science.



In 2019, year 1 **phonics** held at 2% points above national, 84% of Islington pupils met the expected standard in the screening check. By contrast, Inner London fell by 1% point and the gap closed between Islington and the top-performing Inner London region for the first time.

Pupils who did not meet the expected standard must take the check again in Year 2. In 2019, 92% of Islington pupils were at the expected standard by the end of Year 2, the same as Inner London, and above England (91%).

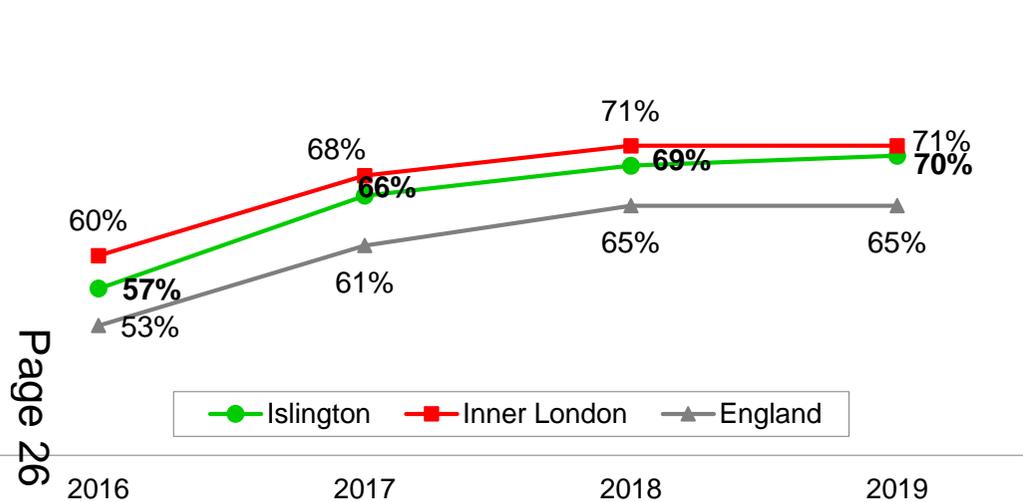
At key stage 1, the percentage of Islington pupils assessed at the expected standard remains consistently higher than national across all three subjects. In 2019, 78% of pupils met the expected standard in mathematics while one in four were working at greater depth, the same as Inner London. In reading and writing, performance was within 1%-2% points of Inner London, however a higher proportion of Islington pupils were assessed as working at a greater depth in both subjects.





KEY STAGE 2

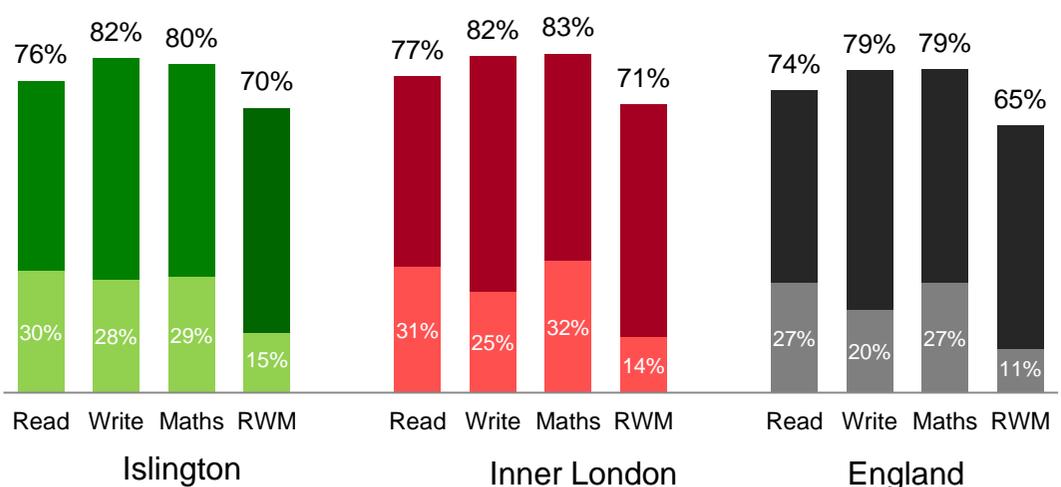
- Pupils take national curriculum assessment in year 6, at the end of KS2, when most pupils will reach age 11 by the end of the school year. Pupils take tests (commonly referred to as SATs) in reading, maths and grammar, punctuation and spelling (GPS) and receive a teacher assessment (TA) in writing.



In 2019, 70% of Islington pupils reached the expected standard (a scaled score of 100 or more) in the **combined reading, writing and mathematics (RWM)**; which is 5% points above national and the gap with Inner London narrowed to 1% point.

A higher proportion, 15% of Islington pupils were assessed as working at a greater depth in the combined RWM compared to 14% across Inner London and 11% nationally in 2019.

*Note: darker shaded areas show the proportion at the expected standard and lighter areas show the proportion at greater depth

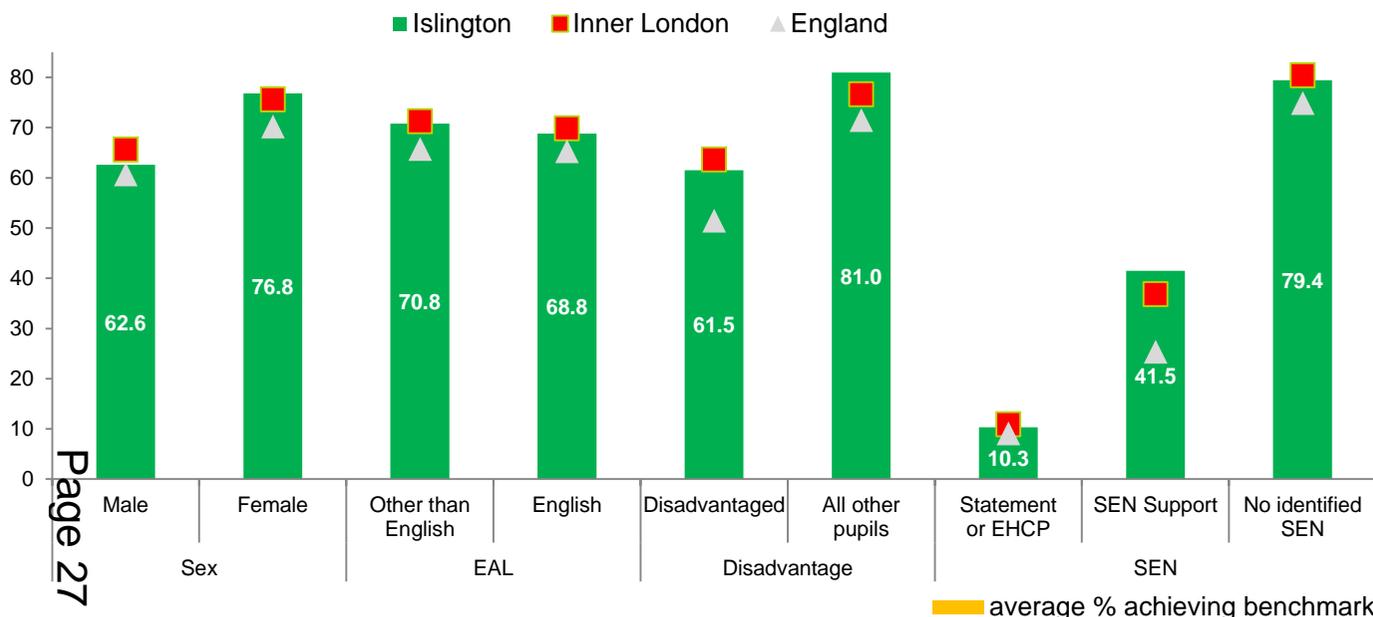


Attainment increased across all subjects, with the exception of reading. Reading test results fell 2% points in 2019 for Islington and both comparators. Writing TA was stable across London and England, while Islington results increased 1% point closing the gap with Inner London. Mathematics increased by 3% points both locally and nationally. Inner London also saw a rise by 2% points. A 3% point gap in mathematics remains between Islington and Inner London.

The proportion of children reaching a higher standard (GDS) remains well above national for all three subjects in 2019; and same as Inner London for reading, 3% points above in writing TA, while 3% points below Inner London in mathematics.

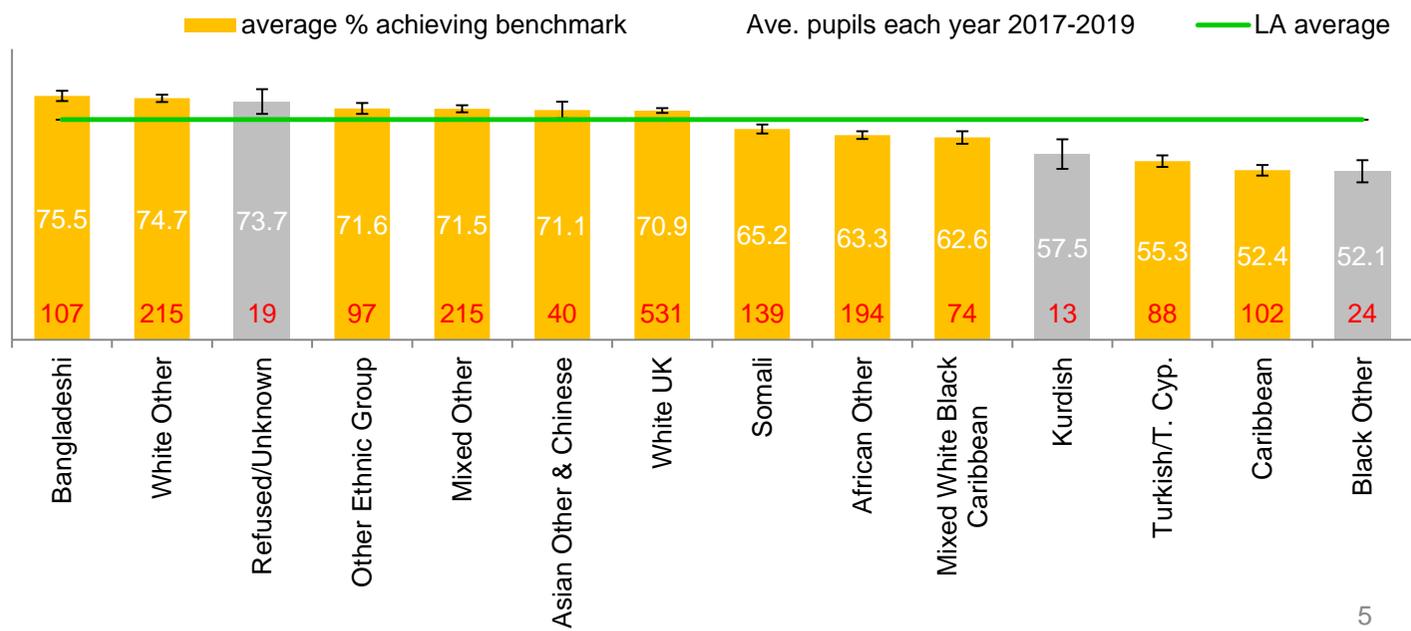


KEY STAGE 2 BY PUPIL CHARACTERISTICS



Islington girls once again outperformed girls nationally in all three subjects and the combined RWM in 2019. Islington boys also performed better than boys nationally in reading and writing and the combined measure, despite being 1% point below boys nationally in maths. 62% of disadvantaged pupils in Islington schools met the expected standard in all three subjects compared to just 51% nationally, 64% in Inner London. One in ten pupils with an education, health and care plan (EHCP) met the expected standard in RWM, similar to Inner London and national. Around two in five SEN support pupils achieved this standard, this is better than both Inner London and national.

Black Caribbean and 'Turkish, Turkish Cypriot' pupils are the lowest performing of the larger ethnic groups in 2017-19, they are also the most improved. Black Caribbean pupils achieving the expected standard in RWM gained +7% pts in 2019, up to 56%. With the smaller change in the overall Islington figure, the gap has narrowed to 13 % pts, from 19% pts last year. Turkish pupils improved by +9% pts to 60% in 2019 (a gap of 10% pts).



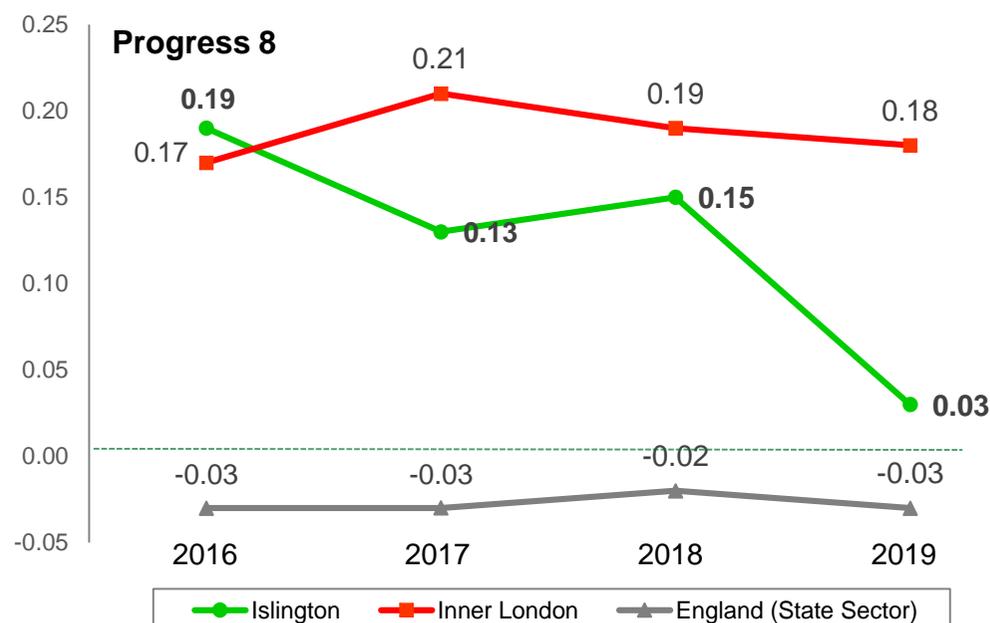
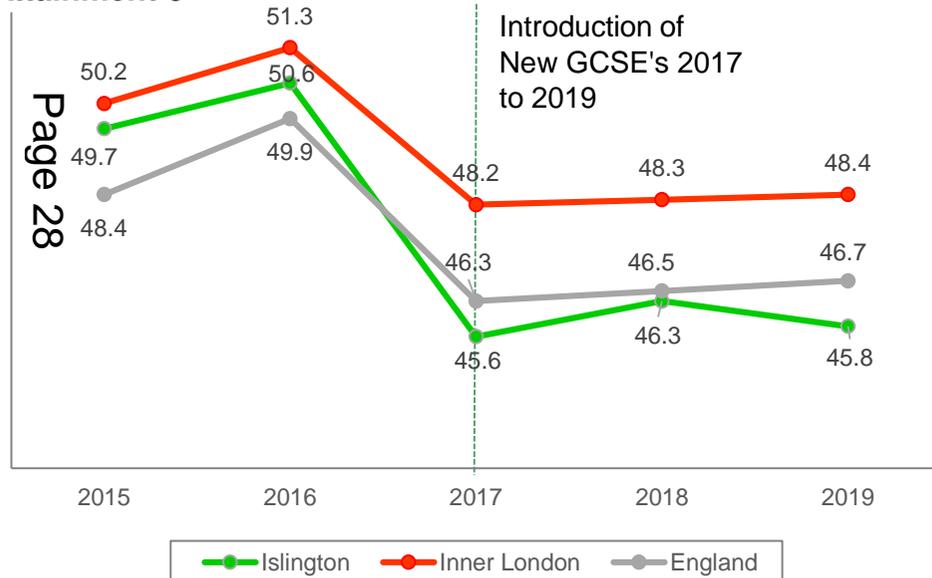
*Note: all groups with fewer than 100 pupils across 2017 to 2019 combined have been shaded grey.



KEY STAGE 4 – State funded schools

- GCSE results in English and mathematics were published using a 9-1 scale in 2017, taking the place of the A*-G grading system. Grades 9 to 4 are considered as a 'standard pass' and grades 9 to 5, are known as a 'strong pass'. **Attainment 8 (A8)** measures achievement for up to 8 of each pupil's best grades. The 8 qualifications must include: mathematics (double weighted); highest English grade (double weighted if both Language and Literature were sat); up to 3 qualifications in the English Baccalaureate ('Ebacc slots'); and up to 3 GCSEs not already counted or vocational qualifications from an [approved list](#) ('Open Slots'). **Progress 8 (P8)** is the difference between each pupil's A8 score and the national average A8 score of pupils with a similar starting point (or 'prior attainment').

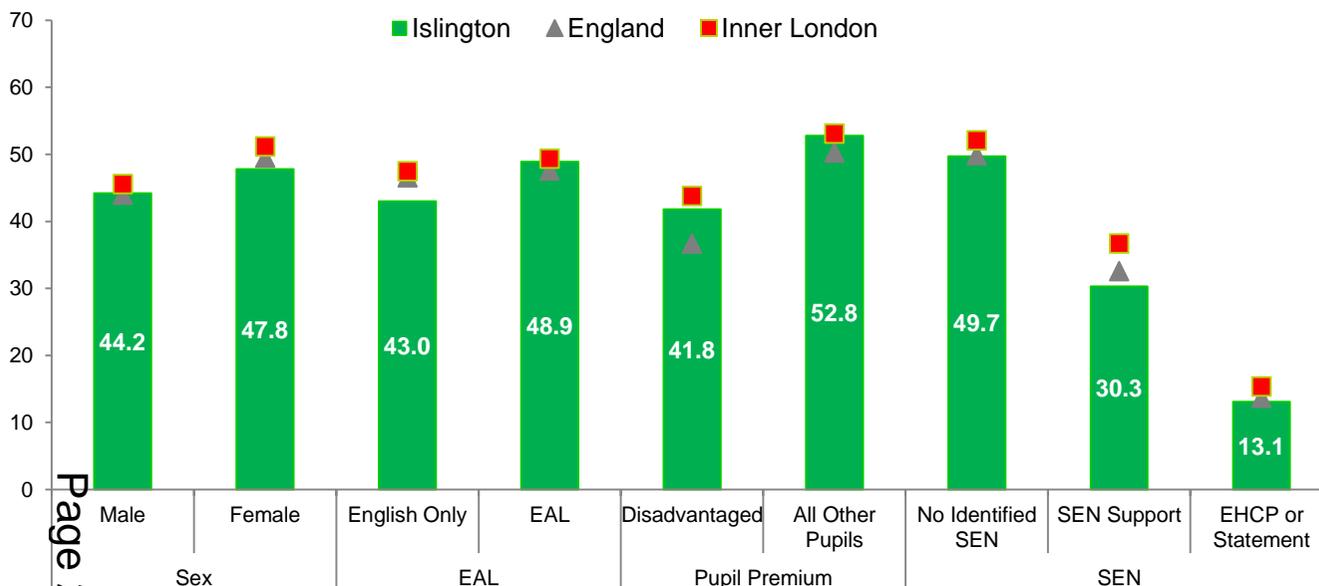
Attainment 8



Because of the change in the grading of English and maths GCSEs, A8 scores fell in 2017. In the summer of 2018, most other GCSEs moved over to the new scale and in 2019 all GCSEs were assessed against the new scale with performance (and progress) weighted towards the higher end of achievement. **Attainment 8** in 2019 was slightly higher in Inner London and England compared to the previous year but lower for Islington. This dip in Attainment 8 and Progress 8 is mainly linked to a decline in outcomes at three schools. **Progress 8** for Islington schools for 2018/19 is just above zero, this means pupils in Islington schools have a slightly higher Attainment 8 score than pupils with similar prior attainment nationally. Islington remains below the Inner London average, but above the national average.



KEY STAGE 4 BY PUPIL CHARACTERISTICS Attainment 8



The differences between boys and girls, remained relatively small in comparison to other groups and the national gap in 2019.

EAL pupils continue to outperform pupils whose first language is English across London.

The widest difference remained between pupils with SEN (EHCP) and those with no identified needs.

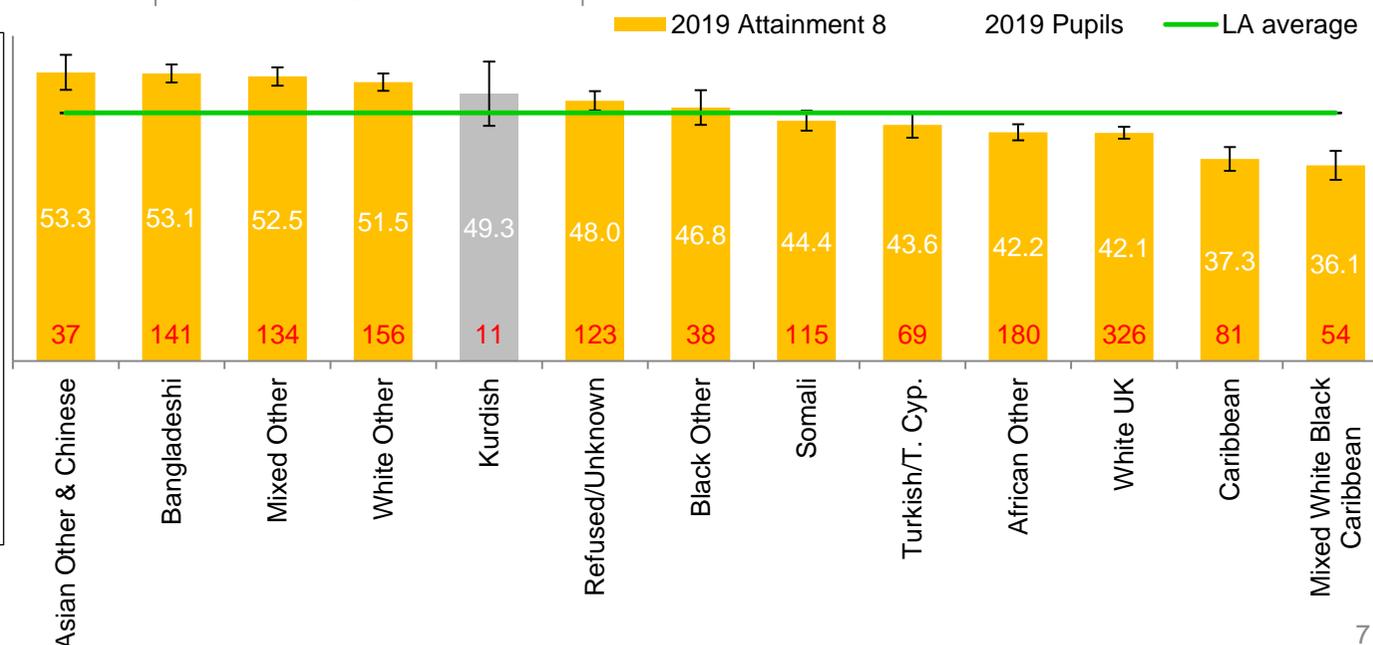
SEN support, and non-EAL pupils both underperformed relative to their peers nationally.

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Disadvantaged pupils in Islington schools continue to perform better than their peers nationally. The gap between disadvantaged pupils and all other pupils is 11 points in Islington schools compared to 14 points nationally.

'Mixed White and Black Caribbean' and 'Black Caribbean' pupils remain the lowest performing ethnic groups in 2019. Average Attainment 8 of Black Caribbean pupils remained unchanged at 37% in 2019. The achievement of these pupils is a continuing priority, along with White UK pupils eligible for Free School Meals (FSM).

**Note: groups with fewer than 30 pupils in 2019 have been shaded grey.*





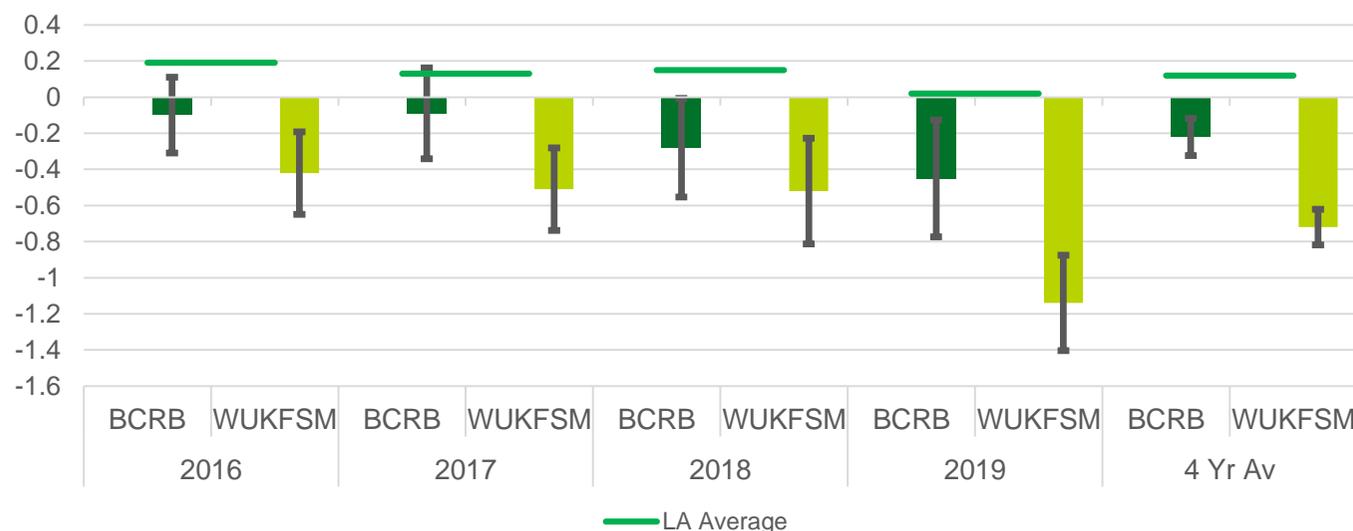
Key Stage 4 PERFORMANCE BY PUPIL CHARACTERISTICS Progress 8



Boys, disadvantaged and non-disadvantaged pupils, along with pupils without SEND in Islington schools all had higher Progress 8 scores than the national average when compared to their peers in 2019.

Out of all the groups, only pupils whose first language is English made significantly less progress than their peers nationally.

The average Progress 8 score for Black-Caribbean pupils was -0.35, a fall from -0.28 in 2018. However, as the overall Islington average Progress 8 score has fallen by a larger amount, the gap between Islington's Black-Caribbean pupils and the borough average narrowed from 0.43 points in 2018 to 0.38 points in 2019. Conversely, Progress 8 for White-British pupils who were eligible for Free School Meals in 2019 was -1.13, a fall from -0.64 in 2018. The overall Islington average fell, but not by as much as the average score for this group of pupils. The gap between the two averages therefore widened, from 0.79 points to 1.16 in the 2019 results.



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POST-16 – YEAR 11 DESTINATIONS AND NEET/UNKNOWN SCORECARD

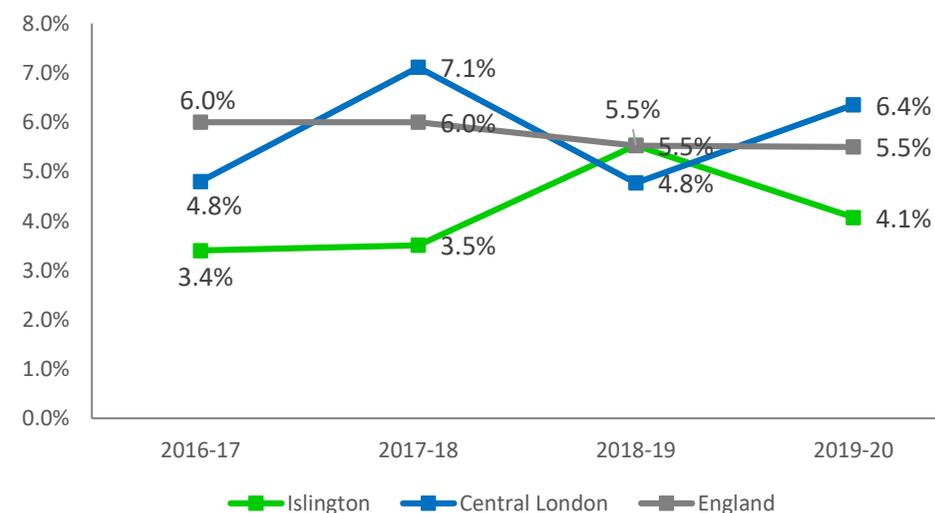
- Under Raising Participation Age (RPA) Islington has a responsibility to ensure its residents continue to participate in education or training from when they leave school at year 11 until at least their 18th birthday, and to reduce the proportion of young people aged 16 and 17 not in education, employment or training after they leave compulsory education phase.

Local Authority	Survey Total	In Learning*	Employment - No Training	NEET	Other	Unknown
Islington 2018	1487	97.6%	0.3%	1.3%		0.8%
Islington 2019	1,524	97.0%	0.7%	1.4%		0.9%
Camden	1,657	98.0%	0.2%	1.2%		0.6%
Hackney	2,330	97.6%	0.3%	0.8%		1.3%
RBKC	945	98.0%		1.5%		0.5%
Lambeth	2,280	94.4%	0.1%	1.1%	0.04%	4.3%
Southwark	2,637	96.6%	0.2%	3.0%	0.1%	0.1%
Wandsworth	1,918	95.0%	0.2%	0.6%	0.1%	4.2%
Westminster	1,688	98.8%		0.8%		0.4%
2019 Total	14,979	96.8%	0.2%	1.4%	0.03%	1.6%

Destinations of Year 11 leavers are collected on 1 November in the year pupils left an Islington school. 97.0% of young people who attended Islington schools and settings remained or continued 'In Learning' after leaving Year 11. This is higher than the Central London region average. The in-learning percentage was slightly lower than the 2018 figure. The percentages of Islington pupils with NEET or unknown destinations were slightly higher than the previous year's figures. On 1 November 2019, 1.4% of Year 11 leavers were NEET (1.3% in 2018) and for 0.9% activity was unknown (0.8% in 2018). There are EET opportunities that started after 1 November which we expect some of these young people will have taken up.

The percentage of 16 and 17 year old residents not in education, employment and training or in a 'not known' activity (Dec-Feb snapshot) was 4.1% compared to 5.5% in 2018 and 3.5% in 2017. The 2019/20 Islington figure, while was below the national figure, it was also lower than the Central London average of 6.4%.

The decrease in Islington's figure was primarily due to earlier follow up action of those in unknown activities using mailshot, phone calls and home visits. As a result of this, the 3-month overall average percentage of NEET and Unknown combined was noticeably lower than 2018-19 percentage of 5.5%.



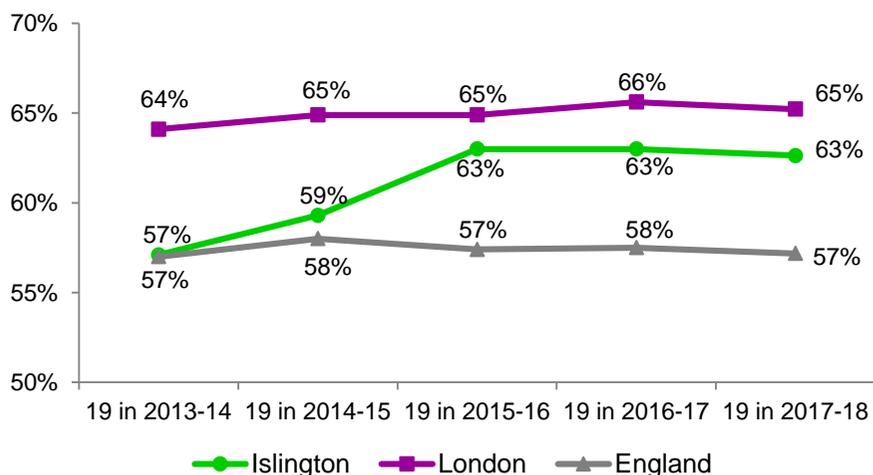
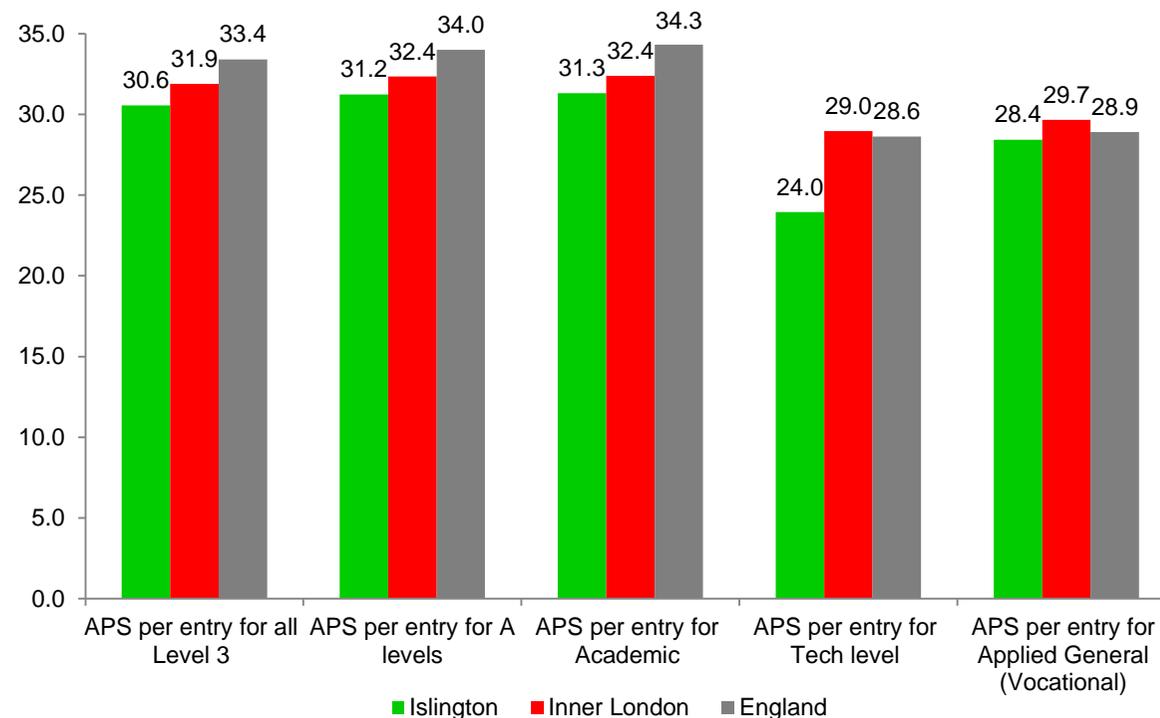


POST-16 – ATTAINMENT & ACHIEVEMENT

- In 2018-19 Islington's post 16 provision consisted of three maintained secondary schools and three academies: City of London Academy (COLA) Islington, COLA Highbury Grove and St Mary Magdalene Academy, one post 16 free school: Tech City College and one independent school.

The Key Stage 5 attainment measure shows the Average Point Score (APS) per entry, expressed as a points for all level 3 qualifications combined, academic qualifications, including a separate result specifically for A levels, tech level qualifications (vocational qualifications that focus on hands-on practical training and generally take two years to complete) and applied general qualifications (vocational qualifications that have a broader area of study and generally take one year to complete).

While Islington's APS were below Inner London and England figures in all categories, the LA's results were noticeably higher in "Academic", "A levels" and "All Level 3" areas in comparison to previous years' when the APS were in mid-20s for all three categories. As the national and inner London figures remained relatively similar to the previous year's, the difference in average point scores between Islington and these in the 3 categories were noticeably smaller in 2018.



The Level 3 by 19 measure looks at students who were in Islington schools in Year 11 and then at their attainment level by the time they are aged 19. Attainment at Level 3 equates to the achievement of 2 or more A-levels or an equivalent sized vocational qualification. Performance has held at the higher rate of 63% of students at Level 3 by age 19.



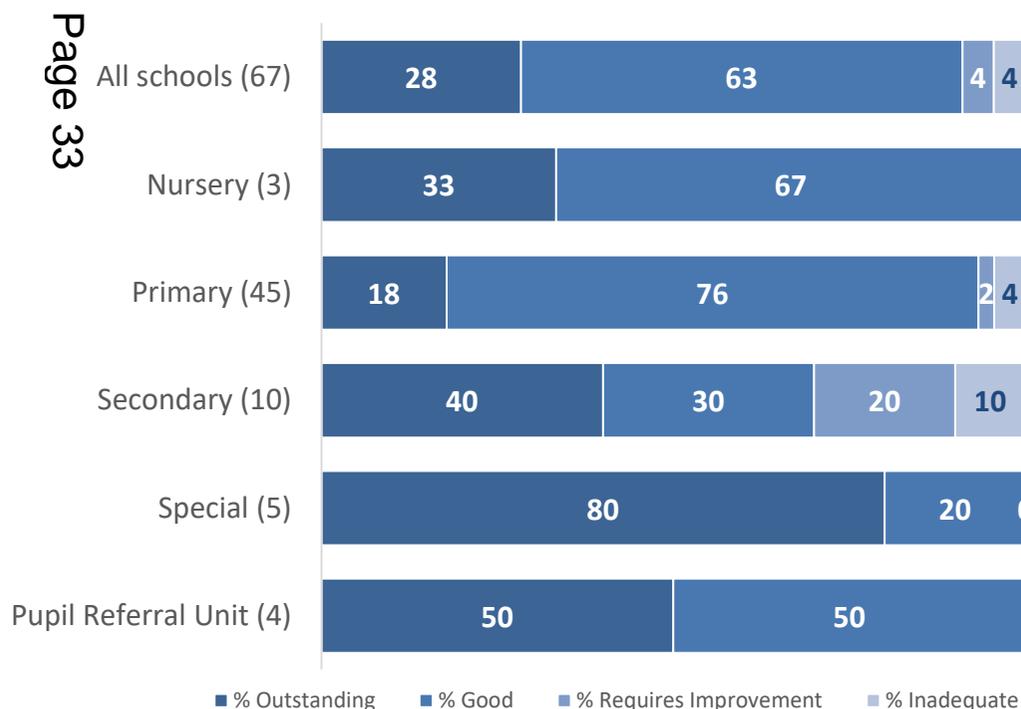
QUALITY OF PROVISION

- All young people in Islington should have access to a high quality school place whatever the phase or type of education. This section considers the schools in Islington in terms of school quality.

The vast majority (91%) of schools in Islington were rated as good or outstanding in 2019 (Ofsted Data View, August 2019), this includes:

- 100% of nursery schools were good or outstanding
- 94% of primary schools were good or outstanding
- 70% of secondary schools were good or outstanding
- 50% of pupil referral units (PRU) were good or outstanding
- 80% of special schools were good or outstanding

Further, 96.4% of early years settings were rated good or outstanding, this compares positively to national (96.1) and London (94.9) December 2019.



Nationally, just 62% of schools are rated by Ofsted as good or outstanding as at August 2019. London region leads the way in terms of both pupil's educational outcomes and high quality school places, with 93% of schools rated as good or outstanding.

In Islington, 40% of secondary schools are Outstanding compared to 36% across London and just 21% nationally. Fewer secondaries however were rated as good, just 30% compared to 51% in London and 55% nationally. Of the 3 secondary schools inspected during the 2018/19 academic year, 1 moved from good to outstanding, one was graded down, and one remained, at requires improvement.

Since August 2019 there has been a slight improvement in overall Ofsted ratings, with 91.2% of all schools judged as good or outstanding in Islington as at March 2020. This is the result of an outstanding inspection result for a new Primary academy school in Islington.



FURTHER INFORMATION

Further information on this topic, and previous outputs and reports used to inform this fact sheet can be found at the following locations:

– Previous Annual Education Report 2018 can be found at:

<https://democracy.islington.gov.uk/documents/s18233/Annual%20Educational%20Attainment%20Report%202018.pdf>

– Statistics on individual school results can be found at Department For Education Performance Tables:

<https://www.compare-school-performance.service.gov.uk/schools-by-type?step=default&table=schools®ion=206&la-name=islington&geographic=la&for=primary>

– You can compare and contrast performance in Ofsted inspections between regions, local authority areas and parliamentary constituencies using Ofsted Data View:

<https://public.tableau.com/profile/ofsted#!/vizhome/Dataview/Viewregionalperformancevertime>

– Published statistics on educational attainment and key national and local authority figures are available on the government research and statistics gateway <https://www.gov.uk/search/research-and-statistics>

– 2019 School Place Planning report can be found at: <https://www.islington.gov.uk/children-and-families/schools/islingtons-schools>

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About Islington's JSNA

[Islington's Evidence Hub](#) brings together information held across the organisations into one accessible place. It provides access to evidence, intelligence and data on the current and anticipated needs of Islington's population and is designed to be used by a broad range of audiences including practitioners, researchers, commissioners, policy makers, Councillors, students and the general public.

This factsheet was produced by Lauren Pang, Head of Data and Performance and approved for publication by Carmel Littleton, Corporate Director, People Directorate in June, 2020

Contact: JSNA@Islington.gov.uk

Key facts	Early Years	Phonics and Key Stage 1	Key Stage 2	Key Stage 2 breakdowns	GCSEs	GCSE breakdowns	Post-16	Quality of Provision	Further info
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CHILDREN'S SERVICES SCRUTINY COMMITTEE SCRUTINY TOPICS AND WORK PROGRAMME

(A) SELECTION OF SCRUTINY TOPIC FOR 2020/2021

The Council's Constitution allows the Committee undertake one review of its own choosing. In recent years the Committee has carried out the following reviews:

- Alternative Provision (2015/16)
- Post-16 Education, Employment and Training (2016/17)
- Vulnerable Adolescents (2017/18)
- Fixed Period and Permanent Exclusion from School (2018/19)
- Equalities in Educational Outcomes (2019/20)

The Committee is invited to select its scrutiny topic for 2020/21.

(B) WORK PROGRAMME

Interim Work Plan 2020/21

DRAFT

28 September 2020

1. Scrutiny Initiation Document & Presentation
2. Q1 Performance Report (incl. Covid-19 indicators)

The work plan for the remainder of the year is to be confirmed.

The dates of meetings are as follows:

- 3 November 2020
- 14 December 2020
- 26 January 2021
- 9 March 2021
- 4 May 2021

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