



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 **29 June 2020 at 7.00 pm.**

The link to the Zoom meeting is below. If you prefer to join the meeting by phone please dial 020 8080 6592. Enter meeting ID 939 0561 4922 when prompted.

Link to meeting: <https://weareislington.zoom.us/j/93905614922>

Enquiries to : Jonathan Moore
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Despatched : 19 June 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. Islington Safeguarding Children Board: Annual Report	7 - 72
2. Quarterly Performance Report - Q3 & Q4 2019/20	73 - 100
3. Ofsted Inspection Report - March 2020	101 - 110
4. Equalities in Educational Outcomes - Draft Scrutiny Report	111 - 136
5. Covid-19 Update	137 - 144
6. Interim Work Programme	145 - 146

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 20 July 2020

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

Agenda Item 4

London Borough of Islington

Children's Services Scrutiny Committee - Tuesday, 11 February 2020

Minutes of the meeting of the Children's Services Scrutiny Committee held at Committee Room 1, Town Hall, Upper Street, N1 2UD on Tuesday, 11 February 2020 at 7.30 pm.

Present:	Councillors:	Cutler (Chair), Woolf (Vice-Chair), Bell-Bradford, Jeapes and Williamson
	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

154 APOLOGIES FOR ABSENCE (ITEM NO. A1)

Apologies for absence were received from Councillors Graham and Ngongo.

Councillor Jeapes was attending another council meeting and had submitted apologies for lateness.

155 DECLARATION OF SUBSTITUTE MEMBERS (ITEM NO. A2)

None.

156 DECLARATIONS OF INTEREST (ITEM NO. A3)

None.

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

RESOLVED:

That the minutes of the previous meeting held on 21 January 2020 be approved as a correct record and the Chair be authorised to sign them.

158 CHAIR'S REPORT (ITEM NO. A5)

The Chair advised that Item B2 would be considered as the first item for discussion.

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

None.

160 PUBLIC QUESTIONS (ITEM NO. A7)

None.

161

**UPDATE ON THE FAIR FUTURES COMMISSION RECOMMENDATIONS
(ITEM NO. B2)**

Tania Townsend, Children's Partnership Development and Strategy Manager, introduced the report that summarised the progress of the Fair Futures Commission recommendations.

The following main points were made in the discussion:

- The Fair Futures Commission sought to reimagine Islington as a fairer, child-friendly borough, taking account of the borough's inequalities and the changing political and financial landscape. The Commission was led by young people and informed by young people's experiences.
- The Commission had held a number of engagement events prior to concluding. These included borough tours led by young people, showing council officers their local area through their eyes, and a "Fair Futures Hack" event where young people proposed solutions to local issues.
- The Commission had considered the impact of austerity on young people's lives. It was commented that austerity had affected young people from both lower and middle incomes and some of the young people taking part in Commission events had lived the majority of their lives under austerity.
- The Commission's recommendations were focused around five long term ambitions: 21st century skills for growing up, 21st century skills for work and the future of work, a child-friendly place to live and grow, connected communities, and alliances for ambitious and fairer futures.
- Work to implement the recommendations extended beyond local authority services for children and young people; all public services could learn from the recommendations.
- The Commission's recommendations had informed many high profile council programmes, including the '100 Hours Work of Work' initiative and the '11 by 11' cultural enrichment programme.
- The Commission had recommended that young people's voices should be heard in development proposals. This was to be trialled in the Holloway Prison development and council new build schemes.
- Work to make Islington a child-friendly borough included the further development of play streets and developing affordable workspaces with childcare facilities. The Commission's recommendations had led to the removal of 'No Ball Games' signs from estates.
- Islington Council was developing a young entrepreneur mentoring programme.
- In response to the Commission, a specific policy had been included in Islington's draft Local Plan about developing a child-friendly borough.
- Young people had reported feeling unsafe on public transport and the council was engaging with the British Transport Police to address this.
- The Commission had been influential across London and other boroughs, as well as the GLA, were currently developing their own commissions.
- The Commission had been an effective vehicle for challenge and change. The Commission's recommendations had changed mind-sets

within the council and partner organisations. It would be important to continue to collaborate with young people in future.

- The Committee queried what had been learned from the process of carrying out the Fair Futures Commission, what the challenges had been and what could have been done better. In response, it was advised that it can be challenging to engage with certain groups of young people, however, the Chairs of the Commission had been very helpful in engaging with 'hard to reach' young people and establishing a safe space for them in which to contribute. It was also commented that the process could have benefited from more targeted engagement on estates as this may have encouraged greater numbers of young people to take part.
- The Committee noted the importance of meaningful engagement with young people; it was essential that engagement led to tangible outcomes. Officers involved in the Commission were providing guidance to other services on how best to engage with young people in a meaningful way.
- Over 250 young people had engaged with the Fair Futures Commission.
- A member of the public commented that the Fair Futures Commission recommendations made no mention of the climate. Officers commented that the climate emergency was very important to Islington's young people however this was not a prominent theme at the time the recommendations were drafted. It was suggested that if the Commission was held again now, the climate emergency would likely feature as a strong theme.
- A member queried the implementation of Islington's play streets scheme, commenting that many of the streets seemed to be based in traditionally middle-class areas, and asked if more could be done to target the development of new play streets in areas with the highest levels of need. In response, officers advised that they would look into this matter further.
- The Committee queried the budget for delivering the Fair Futures Commission recommendations. In response it was advised that all recommendations were delivered through existing resources. Many of the recommendations could be progressed through staff time, rather than specific expenditure.

The Committee thanked Tania Townsend for her attendance.

RESOLVED:

That the update on the Fair Futures Commission recommendations be noted.

162

UPDATE ON SCRUTINY REVIEW OF POST-16 EDUCATION, EMPLOYMENT AND TRAINING (ITEM NO. B1)

Andrea Stark, Director of Employment, Skills and Culture, and Lorraine Blyth, Post-16 Participation Manager, introduced the report that provided an update on the committee's review of Post-16 Employment, Education and Training.

The following main points were made in the discussion:

- The Chair stated that the scrutiny review was carried out in 2017-18 and that she felt that the review did not sufficiently address the role of school sixth forms and colleges. It was advised that this would be reviewed further at a later date.
- Officers summarised recent developments in the council's employment support services, stating that the services had progressed significantly since the time of the scrutiny review.
- Recent service developments included an employment and progress coach being based within the Youth Offending Service and the capacity and expertise of the iWork service being increased with the result that the service was able to offer more employment coaching and was also working to develop the coaching skills of young people to enable them to support their peers.
- Islington had 820 young adults claiming jobseekers' allowance. However, data available to the Public Health service indicated that up to 2,000 young adults were NEET (not in education, employment or training).
- Islington Council was providing consultancy support to schools on how to develop their employment support offer.
- At the time of the scrutiny review there was a particular concern about the employment support available to young people in Alternative Provision and New River College. Since the review had concluded, New River College had received new funding from the Richard Reeves Foundation to develop their employment support offer and this had made a significant difference to young people who were not in mainstream education. The Chair declared a personal interest that she was a governor of the Richard Reeves Foundation.
- The council was funding some community groups to work with young people who were not well suited to traditional employment pathways.
- A member noted that the initial scrutiny review highlighted concerns about the support available to young people dropping out of college; namely, how the support available to these young people had developed in recent years. In response, it was advised that the council's Employment and Skills team was now providing tutors, as well as employment coaches, as it was recognised that some young people needed additional support to remain in education.
- In response to a question, it was advised that a number of young people engaging with the Youth Offending Service had learning disabilities. It was important that progression support for those young people was tailored to their specific needs. The service had recently engaged with an Educational Psychologist and this had helped the service to better understand the needs of the cohort.
- The service had significantly increased the amount of engagement with employers in recent years. Officers were working to support employers in developing apprenticeships and other training opportunities. The importance of maintaining positive working relationships with employers was emphasised.

- In response to a question, officers explained how the council fostered good working relationships with employers. It was explained that the council sought to work with employers in a range of sectors and of all sizes. While some larger employers were keen to provide training and work experience opportunities through their Corporate Social Responsibility programmes, smaller employers tended to need additional support from the council. The council could encourage smaller employers to offer training and other opportunities by offering small financial incentives.
- In response to a question from a member of the public, it was advised that Arsenal Football Club engaged with the council on employment and work experience opportunities.
- A member of the committee queried the quality of careers advice and guidance provided in schools. In response it was noted that the quality of careers education had been a challenge for many years, however schools understood the importance of careers education and had appointed dedicated staff to oversee their advice and support offer. The council arranged borough-wide learning opportunities for school careers leads and this contributed to staff CPD.
- The council was in the early stages of drafting a borough-wide Skills Strategy that would guide the work of the local authority, schools and employers in future.
- The Committee requested a short report to a future meeting on the performance of school sixth forms and colleges in preparing young people for further education, employment and training. It was requested that this include demographic information on the sixth form and college cohort.

The Committee thanked officers for their attendance.

RESOLVED:

That the update on the scrutiny review of Post-16 Education, Employment and Training be noted.

163

**EQUALITIES IN EDUCATIONAL OUTCOMES - DRAFT
RECOMMENDATIONS (ITEM NO. B3)**

The Committee considered the draft recommendations and discussed how they were informed by the evidence received at previous meetings.

In relation to Recommendation 4, it was noted that exercise and happiness was also a crucial component of pupil wellbeing.

The Committee thanked officers for their contribution to the scrutiny review.

RESOLVED:

That the draft recommendations be agreed.

164 **WORK PROGRAMME (ITEM NO. B4)**

The Committee requested that a further report on the performance of school sixth forms and colleges be submitted to a future meeting.

MEETING CLOSED AT 9.10 pm

Chair

**People Directorate
222 Upper Street,
London N1 1XR**

Report of: Corporate Director – People Directorate

Children's Services Scrutiny	Date: 29 June 2020	Ward(s): All
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Delete as appropriate:		Non-exempt
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SUBJECT: Islington Safeguarding Children Board Annual Report 2018/19

1. Synopsis

- 1.1 The attached report shows that safeguarding activity is progressing well locally and that the Islington Safeguarding Children Board (ISCB) will continue with its strategic priorities for the coming year (p.15)
- 1.2 The ISCB has worked well in fulfilling its statutory functions under *Working Together to Safeguard Children 2015* statutory guidance. Statutory and non-statutory members are consistently participating towards the same goals in partnership and within their individual agencies.
- 1.3 This report covers an 18-month period from 1st April 2018 to 31st August 2019. This covers the period under old legislative requirements contained in Working Together 2015. This has since been superseded by Working Together 2018. New multi-agency safeguarding arrangements were introduced in Islington on 1st September 2019.

2. Recommendations

- 2.1 That the Islington Safeguarding Children Board Annual Report 2018/19 and the Key Messages (pp. 57-59) be noted:
 - Support and champion staff to share and record information at the earliest opportunity, and proactively challenge decisions that fail to adequately address the needs of children and young people and their parents or carers.
 - Make sure that help for parents and children is provided early in life and as soon as problems emerge so that children get the right help, at the right time.
 - Ensure that the priority given to child sexual exploitation by the Safeguarding Board is reflected in organisational plans, and that partners play their part in the work of The Board's sub-groups.
 - Ensure that work continues to address domestic abuse and that the evaluation of the local approach recognises the needs and risks to children and young people.

- Ensure work being undertaken to tackle neglect is evaluated and evidence of its impact on children and young people informs both strategic planning and service delivery.
- Ensure that substance misuse services continue to develop their role in respect of safeguarding children and young people and that greater evaluation is undertaken in regard to the links between parents and carers' sub-stance misuse and the high number of children and young people at risk of significant harm.
- Focus on young people who may be at risk and vulnerable as a result of disabilities, caring responsibilities, radicalisation and female genital mutilation.
- Make sure that young people going into Adult Services for the first time get the help they need and that there is clarity about the different processes and timescales involved.
- Ensure that agencies commissioning and delivering services to adults with mental health issues need to ensure mechanisms are in place for the monitoring and reporting of their performance in respect of safeguarding children and young people.
- Ensure that performance information is developed, collected and monitored and that this is provided with a narrative that helps everyone understand how effective safe-guarding services

3. Background

3.1 The Independent Chair of the ISCB has a statutory obligation to prepare an annual report on the work of the ISCB and the safety of children in the Local Authority.

3.2 The Board has done well to monitor and evaluate the effectiveness of safeguarding within Islington. The ISCB was subject to an Ofsted Joint Targeted Area Inspection in December 2018, looking specifically at the multi-agency response to sexual abuse in the family in Islington. The final report concluded that *'partners have good engagement with the board. Their consistent attendance and ownership of the work of the board's subgroups demonstrate a shared responsibility to improving outcomes for children and help agencies to hold each other to account. ISCB partners have created a learning environment with constructive challenge that drives continuous improvements in operational practice. An example of this is the effective monitoring of partners' engagement in child protection processes. This has improved information-sharing by strengthening levels of reporting and attendance at child protection case conferences.*

4. Implications

4.1 Financial implications:

There are no direct financial implications arising from the report.

4.2 Legal Implications:

The Local Safeguarding Children Board must prepare and publish an annual report about safeguarding and promoting the welfare of children in Islington (section 14A Children Act 2004).

The objective of the LSCB is to co-ordinate what is done by public bodies offering safeguarding services to children who are being provided with care by others (section 14 (1) Children Act 2004; regulation 5 The Local Safeguarding Children Boards Regulations 2006/90).

The report should provide an assessment of the performance of local services, identify areas of weakness, set out proposals for action and include lessons from reviews (*Working Together to Safeguard Children 2015*).

4.3 Environmental Implications:

There are no direct environmental implications arising from the report. The board itself has some minor environmental impacts from its building use and member travel.

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.

An RIA has not been completed because an assessment is not necessary in this instance. The Committee is asked to receive the report, note the ISCB priorities and utilise the priorities to inform its future work. No negative equalities implications for any protected characteristic, nor any human rights issues, are envisaged as a result of these recommendations. The report proposes actions which are intended to strengthen the Council's safeguarding measures. Should the Scrutiny Committee decide to take any other specific actions in response to the report, separate consideration of the impacts of these actions may be required.

5. Reason for recommendations

5.1 The LSCB Annual Report 2018/19 is for information and consideration by the Committee

Appendices

- Appendix 1: ISCB Annual Report 2018/19

Background papers: None

Final report clearance:

Signed by:

11 June 2020

Carmel Littleton, Corporate Director of
Children, Employment and Skills

Date

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ISCB Annual Report

1st April 2018 – 31 August 2019

Independent Chair
Alan Caton OBE

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Letter from the chair

I am pleased to present the Islington Safeguarding Children Board (ISCB) Annual Report covering the period 1st April 2018 to 31 August 2019.

This report sets out the work of the Board and its understanding of the effectiveness of safeguarding arrangements across Islington. The report also aims to give those people who live and work in Islington a greater understanding of the way agencies work together and individually to keep children safe from harm and abuse.

The period covered in this report was again challenging for all of the partner agencies who continue to work in an environment characterised by fewer resources and increased demand.

This has ultimately led to a reduction in capacity and resources in key safeguarding areas such as sexual health, mental health, school nursing services and specialist police child protection officers. This can lead to children experiencing delays in accessing services and support. The Board continues to monitor the impact of this reduced capacity and is scrutinising the agencies responses and planning to respond to increased demand.

Having said that, this report provides evidence of the commitment and determination amongst agencies and professionals to keep all of Islington's children safe.

It was during this period that Islington's safeguarding arrangements were subject to external scrutiny by Ofsted when they and their partner inspectorates conducted a joint targeted area inspection (JTAI) of the multi-agency response to sexual abuse in the family in Islington. The inspectors' findings highlighted that;

'...partners have good engagement with the Board. Their consistent attendance and ownership of the work of the Board's sub groups demonstrates a shared responsibility to improving outcomes for children and help agencies to hold each other to account'.

'ISCB Partners have created a learning environment with constructive challenge that drives continuous improvement in operational practice'.

July 2018 saw the publication of *Working Together 2018* in response to the *Children and Social Work Act 2017*. This act introduces significant changes to safeguarding arrangements. The Board and its partners have worked well together to develop new multi-agency safeguarding arrangements which will replace the Local Safeguarding Children Board on 1 September 2019.

Included at the rear of this report there are a number of key messages for all partner agencies and strategic partners. These messages are to ensure that safeguarding

ISCB Annual Report 2018-2019

and protecting children in Islington remains a priority for all.

Finally, may I take this opportunity to thank on behalf of ISCB all of the organisations and individuals in the public, voluntary and private sectors who work tirelessly across Islington to improve the safety and quality of life of our children and young people.

I commend this report to you and invite you to feedback your thoughts on how we can continue to develop and improve in order to keep all of Islington's children safe.

A handwritten signature in blue ink that reads "Alan Caton". The signature is written in a cursive style with a large initial 'A'.

Alan Caton OBE
Independent Chair
Islington Safeguarding Children Board

Introduction

ISCB Annual Report 2018-2019

PURPOSE OF THIS REPORT

Legislation¹ requires Local Safeguarding Children Boards (LSCBs / the Board) to ensure that local children are safe, and that agencies work together to promote children's welfare. The Board has a statutory duty² to prepare an annual report on its findings of safeguarding arrangements in its area:

"The chair of the LSCB must publish an annual report on the effectiveness of child safeguarding and promoting the welfare of children in the local area.

The annual report should be published in relation to the preceding financial year and should fit with local agencies' planning, commissioning, and budget cycles."

AUDIENCE OF THIS REPORT

The report should be submitted to the Chief Executive Officer of the Local Authority, the Leader of the Council, the Local Police and Crime Commissioner and the Chair of the Health and Wellbeing Board (H&WBB) to:

- note its findings and,
- inform the Independent Chair of

actions they intend to take in relation to those findings.

REMIT OF THIS REPORT

This report follows the *ISCB Annual Report 2017/18*³ and covers the period from 1st April 2018 to 31 August 2019.

METHODOLOGY

In writing this report, contributions were sought directly from board members, chairs of sub-groups and other relevant partnerships.

The report drew heavily on numerous monitoring reports presented to The Board and its sub-groups during the year, such as Local Authority Designated Officer (LADO) Report, Private Fostering Report and Corporate Parenting Board report.

PUBLICATION

The report will be published as an electronic document on The Board's website.

¹ Children Act 2004

² Apprenticeships, Skill, Children and Learning Act 2009

³ <http://www.islingtonscb.org.uk/Pages/default.aspx>

DEMOGRAPHICS

London Borough of Islington has a population of about 241 600 which is estimated to increase by 10% in 2039. Islington is the second smallest authority in London (after the City of London), but has the highest population density.

The population profile is on average younger than those for London are and England, with 45% being young adults aged between 20 and 39 years. There are approximately 47,900 children and young people aged 0-19 living in Islington, and around 77,000 0-25 year olds. The proportion of children from a BME background is relatively high at 66% and a significant proportion of children live in households where English is not the first language

In the 2019 Index of Multiple Deprivation (IMD), Islington was found to be the 53rd most deprived local authority in the country and 6th most deprived in London. It is the tenth most deprived based on IDACI (Income Deprivation Affecting Children Index), an improvement from being the third most deprived in the 2015 release, with 27.5% of children living in income-deprived households. 20% of Islington 0-18 year olds live in households where a parent or guardian claimed an out-of-work benefit, based on the latest data for 2017.

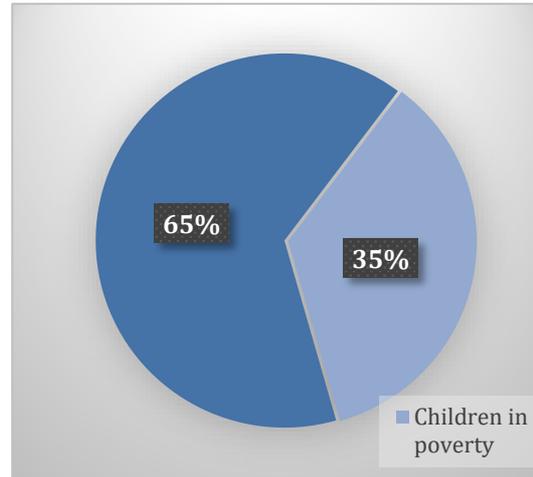


Figure 1 - Islington Children in Poverty

Of 123 Lower Super Output Areas (LSOA) in Islington, none is within the least deprived (IDACI) quintile nationally, and six are within the second least deprived quintile. At the other end of the scale, 69 Islington LSOAs are within the most deprived (IDACI) quintile nationally, and 33 in the second most deprived quintile.

Most housing is in flats with no outdoor space - only 13% of the borough's land is green space, the second lowest proportion of any local authority in the country. Overcrowding levels are similar to the London average at 11% of households.

Educational attainment has improved in Islington. The most recent Ofsted Official Statistics show that 91.0% of Islington's schools are 'good' or 'outstanding' as

ISCB Annual Report 2018-2019

judged by Ofsted, which is above the national average of 86.0% (as at September 2019). The number of young people who are not in education, employment or training (NEET) was 1.8% in 2018/19 (compared to 2.6% across the country), although the proportion whose status was unknown was higher than the national average. Overall, the borough has a high proportion of residents with low or no qualifications (25%) and a very high proportion of highly qualified individuals (48% have university degrees), who will generally be working in professions.

CHAIRING AND LEADERSHIP

Alan Caton OBE independently chairs the ISCB, and he has been the independent chair since September 2013.

Accountability

There are robust accountability mechanisms between The Board and chief officers in the authority with quarterly *Safeguarding Accountability Meetings* taking place between the Chief Executive of the LB of Islington, the Lead Member Officer of the Council, the Lead Member for Children's Services⁴, Director for Safeguarding and Family Support and the Director.

AGENCY REPRESENTATION AND ATTENDANCE OF THE BOARD

Islington agencies are well represented with a range of suitably senior officers attending the ISCB on a regular basis. Where necessary, representatives send delegates if they are unable to attend.

BOARD STRUCTURE

The structure chart (Figure 1) on page 14 shows how the functions of the LSCB are organised. Most of the Board's functions are discharged through one of The Board's six sub-groups that report to the ISCB chair at the *executive meeting* whereas strategic oversight sits with the main board who is accountable for the Board's statutory functions.

Sub-groups continue to be chaired by a range of senior multi-agency partners.

The ISCB business unit supports the Independent Chair, Board, and sub-groups.

ISCB Executive Meeting, Chair: Alan Caton, Independent Chair of ISCB

Key responsibilities of the sub-group are to

- Develop, implement, and monitor the Islington Business Plan.

⁴ Section 19 of the Children Act 2004 requires every top tier local authority to designate one of its members as Lead Member for Children's Services. The LMCS will be a local Councillor with delegated responsibility from the Council, through the Leader or Mayor, for children's services

ISCB Annual Report 2018-2019

- Oversee the functions of Islington LSCB' sub-groups.
- Oversee the Learning and Improvement Framework.
- Agree priority actions against the Board's core business.
- Develop the Board's forward plan and set the agenda for board meetings.
- Receive and agree policies and procedures received from sub-groups.
- Review relevant national policy developments and initiatives, prepare briefing papers to The Board, and recommended actions that may be required.
- Monitor attendance and agency representation at the Islington LSCB and its Sub-groups and make recommendations as appropriate.
- Provide in-depth scrutiny around The Board priorities, including s11 duties

Training and Professional Development sub-group, Chair: Stella Balsamo, Named Nurse, Whittington Health

Key responsibilities of the sub-group are to:

- Identify the inter-agency training and development needs of staff and volunteers.
- Develop and implement an annual training and development prospectus.
- Monitor and evaluate the quality of single and multi-agency training.
- Ensure lessons from Serious Case Reviews (SCRs) are disseminated.

- Measure the impact of multi-agency training.

Quality Assurance sub-group, Chair, Laura Eden (recently, Deborah Idris), Head of safeguarding & Quality Assurance.

Key responsibilities of the sub-group are to:

- Develop agreed standards for inter-agency safeguarding work.
- Establish and maintain appropriate mechanisms and processes for measuring the quality of inter-agency safeguarding work.
- Contribute to the development of strategies to address any shortfalls in effectiveness.
- Monitor and evaluate the quality of safeguarding work within individual Board partner agencies.
- Contribute to the development of strategies for single agencies to address any shortfalls in effectiveness.

Policy and procedure sub-group (ad-hoc)

This sub-group is convened on a Task-and finish basis only

- Continually review and monitor ISCB's policies, practice, and procedures.
- Plan the piloting of and / or introduce new multi-agency working practices.
- Maintain an up-to-date knowledge of relevant research findings.

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- Develop / evaluate thresholds and procedures for work with families.
- Assume editorial control over the ISCB web site and Newsletter.
- Going forward into the new financial year, this sub-group will function as a task-and finish group.

Missing, Child / Adolescent Exploitation sub-group, Chair: Detective Superintendent Treena Fleming / T/Detective Superintendent Jane Topping, MPS, North Central BCU

Key responsibilities of the sub-group are to:

- Agree and monitor the implementation of a child exploitation strategy and action plan to minimise harm to children and young people.
- Raise awareness of all forms of exploitation within agencies and communities.
- Encourage the reporting of concerns about exploitation.
- Monitor, review and co-ordinate provision of missing and child exploitation practice.

Case Review sub-group, Chair: Laura Eden / Deborah Idris, Head of safeguarding & Quality Assurance.

Key responsibilities of the sub-group are to:

- Consider all cases that may potentially meet the criteria for a serious case review.
- Appoint a suitable panel to carry out a serious case review.
- Commission a suitable independent reviewer to carry out a serious case review.
- To evaluate and monitor implementation of agencies case review action plans.

Education Sub-group, Chair: Nicola Percy, Head of New North Academy, Recently Anthony Doudle, Head of Primary School Improvement

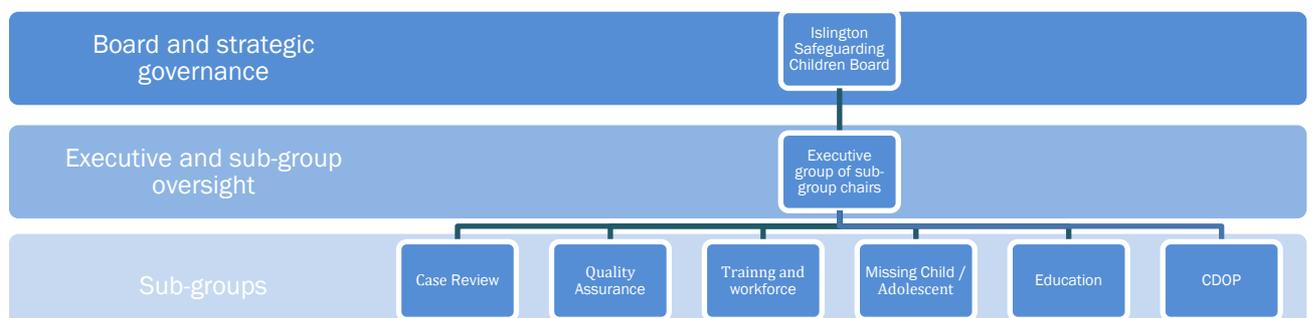
- To provide opportunities for the ISCB to hear and learn from Education providers in order to strengthen multi-agency working.
- To draw on the experiences of a core group of professionals engaged in the safeguarding and promotion of well-being of children and families to inform policies, procedures, and practices of the ISCB.
- To support the dissemination of recommended best safeguarding practice in education across Islington schools and settings.
- To collaborate with the ISCB to further strengthen agencies collective efforts to safeguard children.

Child Death Overview Panel, Chair: Jason Strelitz, Assistant Director, Public Health / Dr Leonora Weil, Acting Assistant Director, Public Health.

review

Key responsibilities of the sub-group are to:

- Collect and analyse information about each unexpected death with a view to identifying any learning.
- Notify the ISCB of cases that may need to have a Serious Case Review (SCR).
- Review and respond to any matters of concern affecting the safety and welfare of children.
- Review and respond to any wider public health or safety concerns arising from a particular death, or from a pattern of deaths.
- Put in place procedures for ensuring that there is a co-ordinated response by the Authority and its Board partners and other relevant persons to an 'unexpected' child death.
- Alert The Board about professional



practice concerns that may require a

Key ISCB activities

In previous reports, The Board set out the rationale for choosing our current priorities, and this is the fourth update on our work plan. The Board and sub-groups' key-activities are captured in the ISCB business plan.

BOARD PRIORITIES

These priorities reflect our desire to improve the collective effectiveness of agencies in three key areas:

- Addressing the impact of neglect on children, including to help children become more resilient.
- Addressing the consequences / harm suffered because of domestic violence, parental mental ill health, and substance abuse.
- Identification of children who are vulnerable to sexual exploitation, criminal exploitation, and gangs.

KEY ACTIVITIES OF THE MAIN BOARD

The Board scrutinised work in the following areas (in chronological order):

Private Fostering arrangements

The Local Authority's annual report to the Islington Safeguarding Children Board (ISCB) is a requirement under *The Children (Private Fostering Arrangements for Fostering) Regulations 2005*.

Current Private Fostering Situation

There were **ten** notifications in the year

2018-2019. This is slightly higher than the previous year where nine notifications were received. The total number of private fostering arrangements is 12, involving 16 children.

Compliance with Private Fostering Standards

The Regulation (as before) requires the Local Authority to comply with the following Standards:

Standard 1 – Statement on Private Fostering

Standard 2 – Notification

Standard 3 – Safeguarding and Promoting Welfare

Standards 4-6 – Advice and Support

Standard 7 – Monitoring and Compliance with Duties and Functions in relation to Private Fostering

The report showed that the Local Authority complied with the above standards. Statutory visits were carried out as required although a small number of visits were delayed on reasonable grounds e.g. the child not available because of holiday with their parents, college commitments etc. All visits were, however, carried out despite being delayed.

Similar to last year's arrangements, most of

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the children are female (75%). They come from a diverse range of ethnic backgrounds incl. Caribbean, African, Bangladeshi, Cambodian, Korean, Portuguese, and British.

Six notifications came from social workers within the Safeguarding and Family Support Service in relation to (or related to) children already open to the service. Family members were the next most common referrer along with colleges/homestay notification. The remaining referrals came from other local authorities, a school and border police

Recommendations from 2017/18

Recommendation 1: Continued quality assurance of privately fostered children by Safeguarding and Quality Assurance Service and the Performance team, so there continues to be regular visiting to these children and thorough assessments to ensure they are safeguarded and their wellbeing promoted.

This has continued. The senior management team have agreed that this quality assurance and advice function will transfer to the *Permanence Team* later this year.

Recommendation 2: All ISCB training to consider Private Fostering and ensure any updates in legislation and procedures are incorporated, as a compulsory element to the training, ensuring new staff is provided with this training and current staff receive

refresher training.

This continues to be the case; private fostering remains an integral part of all safeguarding training.

Recommendation 3: Team managers and Deputy Managers across the service to review and monitor initial and on-going visits to ensure that social workers are completing these within timescale and each visit meets the statutory requirement.

This is taking place as evidenced in supervision records and management direction on case files. There remain a challenge in avoiding delays, many of which are due to families not being able to prioritise visits. More work will need to be done to examine the reasons for delays in the year 2019/20.

Recommendation 4: Social workers to continue to provide privately fostered children and young people with information about their right to have an advocate, seeking their views about this and informing the designated private fostering lead if any child would like to be provided with an advocate so this service can be put in place.

This continues to be the case.

Recommendation 5: Consideration to what action can be taken by the CCG and Whittington health to assure themselves that their staff is aware of their duties in relation to Private Fostering.

Private fostering is part of all safeguarding training within the trust.

Recommendations

1. Quality assurance and monitoring of privately fostered children to be transferred to the Permanence Service in partnership with the Data and Performance Team. Emphasis on future quality assurance will be around late visits.
2. ISCB will continue to include Private Fostering as a compulsory element to safeguarding training.
3. Team managers and Deputy Managers across the service to review and monitor initial and on-going visits. An audit of late visits should be carried out to understand the challenges better.

Safer Workforce

Children and young people are occasionally

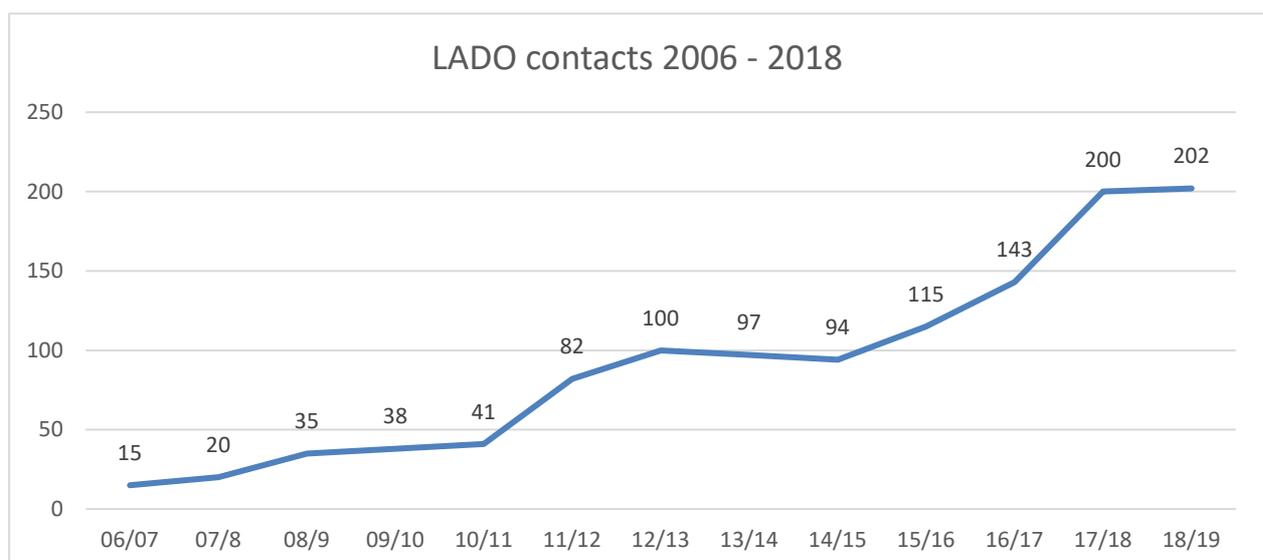
harmed by professional who are responsible to promote their welfare and safeguard them. This is never acceptable and the Board wants to be sure that those who work with children are carefully selected and that concerns or allegations are thoroughly investigated by the LADO, and in accordance with the Board's procedures.

LADO report

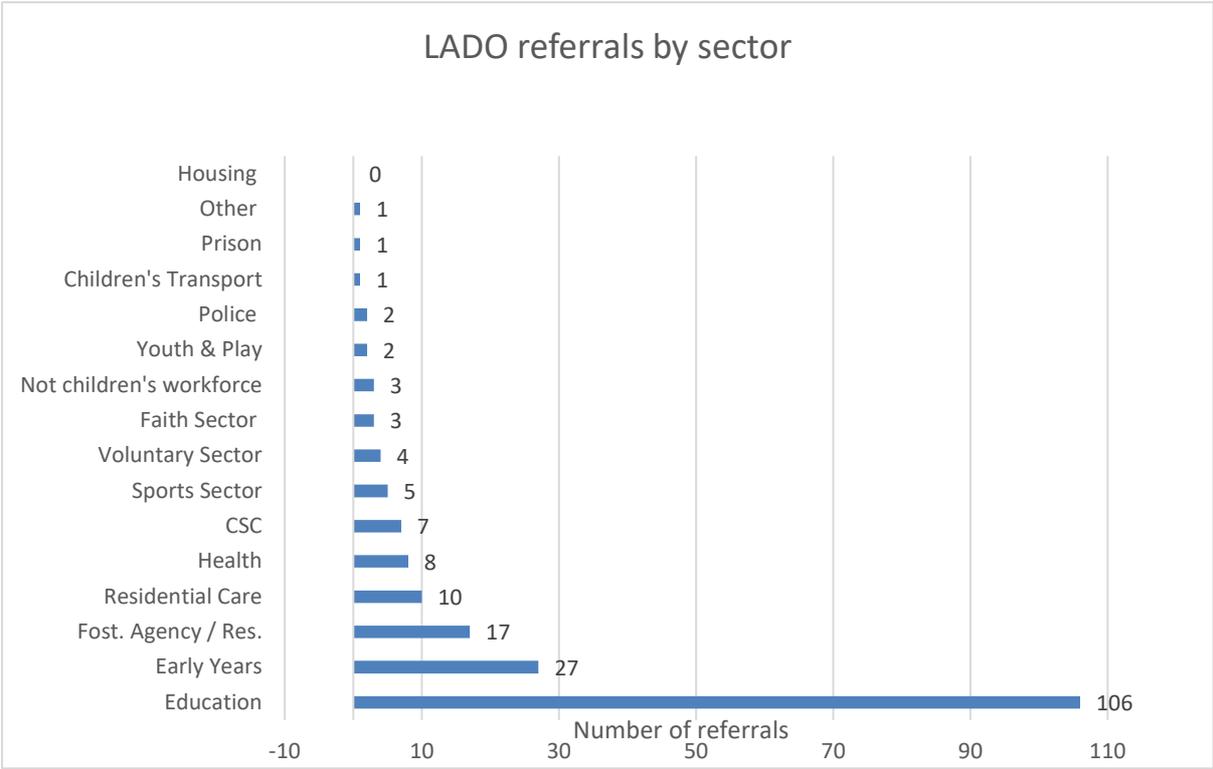
The ISCB received the 2018/19 LADO Annual Report for scrutiny.

Sources and nature of referrals

As in previous years, a variety of agencies between them made 202 referrals, which is only 2 more than the previous year. This



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plateau halts an almost unbroken increasing trend since 2006.

The vast majority of allegations relate to teaching staff, which is proportionate in view of the fact they are the major employer of the children’s workforce, having the most contact with children than any other agency. The Principal Officer Safeguarding in Education remains crucial in supporting head teachers and designated safeguarding leads.

The next most likely referral-setting is Early Years and referrals were very well supported by Safeguarding Leads in Early Years.

The wide variety of referral sources suggest that managing allegations procedures

are well known across the professional network.

LADO Referrals Nature of concerns	N	%
	Previous year in brackets	
Physical	82 (73)	41% (36%)
Private-life matters	36 (50)	18% (25%)
Complaints / Care standards	42 (34)	21% (17%)
Sexual	14 (24)	7% (12%)
Emotional	12 (15)	6% (7%)
Neglect	16 (4)	8% (2%)

Nature of referrals

The table above sets out the nature of referrals that were made to the LADO.

The majority of contacts were concerns about *physical abuse*.

Complaints about *care standards* follow which is a rise from last year, for the first time overtaking *private life matters*; these did not meet the LADO threshold since there was no allegation that a child was harmed. Agencies were advised to follow their disciplinary or complaints procedures.

The third highest number of contacts related to *private life matters*; such contacts only progress to an ASV meeting if there is a police investigation or if a member of staff's own children become subject to child protection procedures.

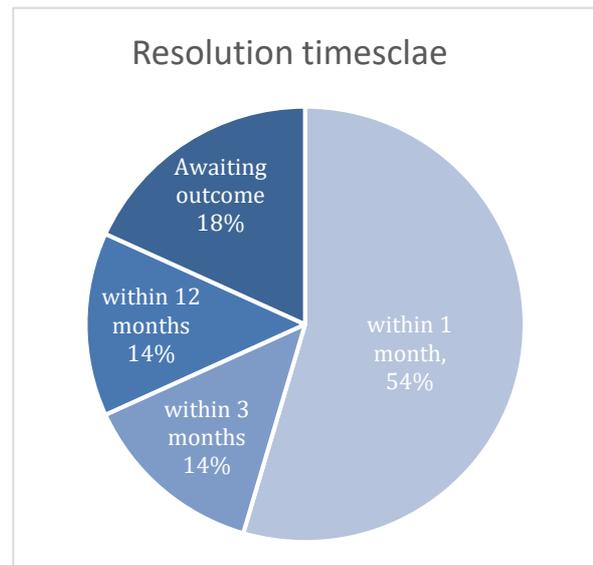
This year, 90% of referrals were made within one working day. This demonstrates good knowledge by agencies of their responsibilities to report swiftly. Where referrals were not made within one working day, this was taken up by Safeguarding Leads for the relevant agency.

In 83% of referrals, the employer was given advice and 22 cases proceeded to an ASV meeting.

The ISCB procedures expect that:

- 80% of cases should be resolved within **one month**,
- 90% **within 3 months**

All, but the most complex investigations, should be completed within 12 months.



As can be seen above, the LA completed 68% (previously 92%) of cases within 3 months.

JTAI inspection

Between 3 December 2018 and 7 December 2018, Ofsted, the Care Quality Commission (CQC), HMI Constabulary and Fire & Rescue Services (HMICFRS) and HMI Probation undertook a joint inspection of the multi-agency response to sexual abuse in the family in Islington. This inspection included a *deep dive* focus on the response to sexual abuse in the family. Inspectors

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found that:

“Islington senior leaders hold a strong strategic commitment to the multi-agency partnership and have made significant investments to improve practice and outcomes for children at risk of abuse, including those children subject to child sexual abuse in the family environment.”

The inspection report⁵ found good partnership support of the ISCB, consistent attendance, and ownership. The work of the sub-groups also demonstrated a shared responsibility to improve the outcomes for children and agencies holding each other to account: “ISCB partners have created a learning environment with constructive challenge that drives continuous improvements in operational practice”

ISCB Away-Day

The ISCB had its annual away-day to discuss the strategic direction and future priorities. The Board made the following decisions:

1. The multi-agency training offer should continue, focussing on core training and training related to ISCB Priorities
2. A clearer voice for schools through the education sub-group and *Islington Community of Schools*.

3. Transition-points, particularly transition from childhood to adulthood.
4. Board to ensure that partners are hearing the voice of children and partners in the delivery of their services.
5. Improving the Board’s data-set to include a dashboard and principle from NICE guidance.
6. Better links with *Adult Safeguarding Board*.
7. A greater focus on Early Help as a “way of working” instead of a service. ISCB agreed the establishment of an Early Help Sub-group as part of the new arrangements.
8. Continuing to explore the relationship between exclusions from school and safeguarding.
9. E-safety
10. Retain *neglect and impact of parental factors* (substance abuse, mental ill-health and domestic violence and abuse) as abuse. The current priority relating to sexual exploitation will be widened to include all factors making adolescents more vulnerable e.g. criminal exploitation.
11. Continuing to develop a whole-partnership approach informed by *trauma informed practice*.

Changes to CDOP arrangements.

As part of new safeguarding arrangements

⁵ Joint target areas inspection of the multi-agency response to Child Sexual Abuse in the family in Islington

set out in *Working Together to Safeguard Children*, published in July 2018, Child Death Review processes were required to transform. Guidance⁶ published by *Department of Education* and *Department of Health and Social Care* recognises that most child deaths are due to medical factors rather than safeguarding or other external factors, and to reflect this, national oversight for child death review processes has moved from the *Department for Education* to the *Department for Health and Social Care*. At a local level, the *Child Death Overview Panels*, first established in 2008, on 1 September 2019 seized as a sub-group of the ISCB and moved under the governance of the London Borough of Islington and Islington Clinical Commissioning Group.

To ensure that any potential safeguarding concerns are followed up the chair of Islington CDOP will continue to be represented on the *LSCB Executive Group* and *LSCB Partnership Board*. The LSCB will continue to receive an annual report from the CDOP Chair.

Future Safeguarding Partnership arrangements in Islington

In May 2017, the *Children and Social Work Act* received Royal assent requiring *Local Authorities*, *CCGs*, and the *Metropolitan*

Police to establish Multi-Agency Safeguarding Arrangements (MASA) and to set out the safeguarding arrangements that will replace LSCBs when they cease to exist on 29 September 2019.

Working Together 2018 provided further guidance for the three safeguarding partners in setting up local safeguarding arrangements. In Islington, partners have started development of the new arrangements in April 2018 and they published the *Islington Multi-Agency Safeguarding Arrangements* in July 2019 and the partnership became effective on the 1st September 2019.

Co-operation with other strategic boards.

The Board continues to improve its working relationship with other strategic boards i.e. the *Health and Wellbeing Board*, *Islington Children and Families Board*, *SIP*, *Corporate Parenting Board* and *Adult Safeguarding Board*. The Chair (or ISCB representative) attends all these boards in order to facilitate co-operation. This report will also be shared with the chairs of those boards.

Youth Justice Service Management Board (YJSMB)

In January, the Chief Executive Officer of

⁶ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/777955/Child_death_review_statutory_and_operational_guidance_England.pdf

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the Local Authority, and the Director of Youth and Communities attended the LSCB to present a paper relating the work of the YJSMB and the *Islington Youth Justice Plan 2018-2019*, which identified the following priorities areas to improve outcomes for young people whether they are victims or perpetrators:

1. Ensure that there is a strong focus on early intervention and prevention. This also means focussing on issues around trauma, DV, and young victims becoming perpetrators.
2. Increase education, training, and employment. Increasing the number of young people in education, employment, and training to reduce re-offending and improve their outcomes.
3. Hear and listen in respect of young people’s voices. Ensuring that service user’s voices are influencing service delivery and this includes hearing from them directly at the Board (and in other key forums where the views and perspective of the child/ young person is paramount)
4. Challenge and test ourselves so that learning is built into everything that we do and the learning from Serious Cases is embedded into all our work.
5. Work in partnership and act collectively. Collaboration is key.
6. Address *disproportionality*. Working as services to reduce disproportionality, supporting BME children and young

people to decrease their involvement in the criminal justice system and improve their outcomes

The Board welcomed the plan as a whole and in particular for supporting the ISCB priority area of working with vulnerable adolescent at risk of exploitation.

Safer Islington Partnership

“Islington Youth Council recognises the importance of crime and safety; we strongly believe that the youth of today represent a measure of success or failure for every borough. We believe that this plan will significantly help young people as they are the learners of today and the teachers of tomorrow. We need to do more to help young people to have a better future and a better life”.

- *Young Mayor Diana Gomez*

In response to the ISCB challenge that youth crime must be seen within a safeguarding framework, the Local Authority agree a partnership strategy and in January presented their *Working Together for a Safer Islington 2017 -2020 – a partnership response to tackling youth crime in our borough*. This plan is monitored by the ISCB and SIP and sets out the following objectives:

Objective 1: Create safer places for our children and young people to grow up in, learn

and enjoy.

Objectives 2: Build resilience within individuals, families, and communities.

Objective 3: Protect and safeguard young people and support them and their families when they are victims of crime.

Objective 4: Prevent young people from getting involved in crime and entering the Youth Justice System for the first time.

Objective 5: Tackle gangs, knife-crime and other violence by and against young people and reduce reoffending by young people

These objectives are aligned with the ISCB priorities to develop resilience in young people and the Board welcomed the strategy.

ISCB Risk register

The Board maintains a risk register to ensure risks are identified and plans formulated to mitigate risks.

The Board ensures that arrangements are in place to manage each risk. All risks have ownership at board level and an agency action-plan to reduce / remove the risk.

Escalation procedures

In line with *Working Together to safeguard Children* and The Board's Child Protection Procedures. There is a published protocol to resolve professional disagreements or

concerns between professionals.

In 2018/19 the procedure was used on several occasions, with an update given by the Head of safeguarding at each board meeting. Matters were most frequently escalated between the Children Social Care, the Metropolitan Police Service, and Schools.

All escalated matters were satisfactorily resolved before reaching the Board for resolution.

Lay Members

The Board benefited from having two lay members that actively contributed to the work of the Board. During the year a vacancy was created, which will be filled with the commencements of the new safeguarding arrangements in September 2019.

Lay members consistently challenge the work of the Board where appropriate, and continue to bringing a fresh perspective from Islington's residents.

EDUCATION SUB-GROUP

The sub-group is coordinated with the *Islington Head Teachers' Forum* to ensure collaboration between the Board and Islington's Schools and Early Years settings. The membership of the group now includes senior manager representing the School Visiting Service and Safe Schools Officers.

Shared Vision Event

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Several Young People from a local school participated in a joint event between the ISCB, *Shared Vision* and youth drama company. Young people explored the local impact of youth crime.

Section 175 / 11 Return

A bi-annual *Section 175 (section 11) self-audit* in schools and early year's settings is co-ordinated by the Principal Officer for Safeguarding in Schools and the Safeguarding Lead for Brightstart and reports to this sub-group. There has been a very good return of audits, and most had appropriately detailed action plans for improvements.

A *Section 11 Overview in Education Report* was presented to the sub-group showing the schools are meeting the required S11 Standards and that they have action plans to address any areas of improvement.

Overall, schools performed well in areas of governance, policy, and procedure, and safeguarding training. Inter-agency working, information sharing, and safer recruitment were areas that required the most remedial action.

Designated Safeguarding Lead (DSL) Supervision

In response to ISCB challenge, the *DSL Supervision Pilot* was launched in partnership with the Education Psychology Service in the LA. An update *DSL Supervision Annual Report* was presented to the sub-group

outlining that 61 DSL (52 schools) now benefit from monthly supervision and the service is highly valued by DSLs and Schools. This report, and the S175 audits, highlighted that DSLs in schools work under considerable pressures and this matter requires further attention.

Themes emerging from discussions at DSL supervision are:

1. Inter-agency working and difficulties around referrals, follow-up, thresholds, communication, updates, notification of case closures bureaucracy.
2. Home Schooling / schools changes as a response to schools raising safeguarding concerns with parents.
3. Children missing from education
4. Social Media.
5. Parental relationships and parental conflicts.
6. Reliability of external agencies (CAMHS etc.).
7. Level of need and of risk in community for children: poverty, knives, county lines etc.)
8. Multiple expectations and pressure on schools from different sources.
9. Pressure and lack of time to carry out the DSL role.
10. In some schools, lack of team members in DSL role.
11. Discussion around admin (CPOMs etc, transfer of records).

Youth Violence and Schools Project

This project was established by the Local Authority to aid schools who were not always able to access the help they needed to recognise and address the issues of gangs and youth violence and effectively support their pupils.

A youth violence tool was developed across the council along with police and after consultation with schools to help identify those at risk. The feedback from schools has been very positive.

Schools / CSC Communication Report

The sub-group welcomed the report commissioned by the LA's Head of Safeguarding and Quality Assurance to look at the communication between children social workers and schools. A lack of communication is a frequent discussion-point in the DSL Supervision forums. The report made several recommendations:

1. Better recording of communication on both CSC and Schools records
2. CSC to evidence communication with schools at important transition points: case transfer, closure, step-up/down or change in social worker.
3. Improved communication between DSLs (if not head teachers) and their DSLs.

Transfer or Records Policy

In response to the recommendation from the Child K Serious Case Review, the

schools *Transfer of Records Policy* was extensively discussed and updated to ensure that information transfers with a child to their next schools. This policy was distributed through the Designated Safeguarding Leads networks.

Policy Development

Model Safeguarding Child Protection Policy

Schools report that they find the *Model Safeguarding Child Protection Policy* very useful and it is available on the ISCB website for schools to adapt as they deem fit. It was also updated in response to *Keeping Children Safe in Education* and *Working Together 2018*

Separated Parents Policy

The area around *parental responsibility* was identified as a need for schools and that area was strengthened in the Separated Parents Policy.

Gender stereotyping and sexual bullying in Schools: a resource for schools staff.

An awareness raising resource for primary and secondary school staff to support them in identifying, preventing, and responding to gender stereotyping and sexual bullying (GSSB) in school. In addition, to provide support when working with children, young people, parents and carers so that the entire school community works collec-

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tively to implement a whole school approach which prevents sexual bullying and gender stereotyping and creates a gender equality ethos in Islington schools.

Draft Information-sharing Protocol

The sub-group looked at the London Board's *Draft Information Sharing Protocol*. The sub-group agreed with the proposal that *legal obligation* and *public task*, instead of *consent*⁷ should be relied on as basis for sharing information under the *Data Protection Act 2018*.

MISSING AND CSE SUB-GROUP

The Board, through the work of its Missing and CSE sub-group, challenges all member agencies to identify, address, and respond to children who were at risk of going missing or who are at risk of sexual exploitation.

Strategic Development:

The sub-group agreed four key themes, which forms the basis of the sub-group's action plan for 2018-2019:

1. Harmful Sexual Behaviour
2. Boys and Young Men
3. County Lines

4. Intelligence Gathering and Information Sharing

The sub-group annual report finds that:

"...data consistently shows that risks to Islington's children and young people to become vulnerable to CSE, HSB, Gangs, SYV, Modern day Slavery and trafficking, are intrinsically linked to peer groups and offending networks, such as gangs. The cohort of children and young people vulnerable to exploitation overlaps significantly with children and young people that go missing from home and care."

In response, the LA's *Exploitation and Missing Team* have focused on developing a less silo-ed, and more flexible model of *assessment, intervention and governance*; ensuring that children and young people across the spectrum of risk receive timely and targeted interventions, and that those children at acute risk receive a consistent safeguarding response.

Analysis and mapping of current risks related to exploitation and missing children remain is an important priority; alongside that the *Safeguarding and Family Support Service* and *Youth and Community Services* have undertaken a number of large pro-

⁷ GDPR defines consent narrowly because it was primarily concerned with limitations of data sharing for commercial purposes. It is no longer a satisfactory basis for sharing information for the purposes of promoting the wellbeing of or safeguarding children

jects. This includes embedding *trauma informed* and *motivational practice* models.

A review of children and young people connected to serious youth violence demonstrated that childhood-experiences of domestic violence and abuse was significantly prevalent across all profiles of exploited children.

The Local Authority have in response developed the innovative, co-ordinated multi-disciplinary *Keel-project* for families who experience domestic violence and abuse.

MASE

In November 2018 the MASE reviewed its Terms of Reference (TOR) given that the scope of MASE was expanding to consider not only child *sexual exploitation* but other areas of exploitation including *gangs, serious youth violence, harmful sexual behaviour* and *criminal exploitation*. It was agreed that input from additional partners was required to strategically respond to this broader area of exploitation; as such, *Community Safety* is now part of the MASE.

In the January 2019, the sub-group ratified the decision that the MASE should in future be known at the *Multi Agency Child Exploitation* (MACE) group to reflect all areas of exploitation. The MACE was also asked to prepare an annual report for the sub-group to strengthen the Board's oversight of the MACE work.

Ofsted inspection

The LA received an Ofsted inspection in April 2018. The themed visit focusing on *vulnerable adolescents* was very positive: including the following:

'the service provision for vulnerable adolescents in Islington is strong and robust...Risks to vulnerable adolescents...were identified well and comprehensively assessed. Risks are not seen in isolation and the interlinkages between risks are well understood. This leads to the development of effective intervention plans...result in effective targeted interventions and support'

Inspectors also remarked on the "substantive awareness raising and specialist training across the partnership" that have been undertaken by the Exploitation and Missing Team... "The impact of this activity has led to an increased confidence for those working with this vulnerable group in recognising and tackling such forms of exploitation".

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CSE Training and Awareness

Approximately 2,000 professionals from a range of services have received training on Exploitation and Missing risk areas over the past year. Audiences include whole-school staff groups, all Central North Police Officers and training for Special Guardians.

In the last year, we have been able to see the impact of our training and awareness raising on the response to safeguarding children and young people; an example of visible impact is evident in the training delivered to the *British Transport Police*, after which a practice-pathway was set up and a number of children missing and at risk of exploitation have been identified by them at an earlier stage. This is now being used London-wide.

In addition, training was delivered to *Safer Schools Police officers* in January 2019, in relation to Trauma Informed Practice (TIP). This training was well received and provided the opportunity for officers to reflect upon their own thinking and practice when working with vulnerable children and adolescents at risk of exploitation.

School-based Preventative Education

Specialist Social Workers in the Exploitation and Missing Team have over the last year offered 400 children targeted awareness sessions in their schools, with year-9 children accessing sessions on consent and healthy relationships.

Missing Children

During the last year, the total number of children missing from home and from care

Children Missing from Care, Missing from Home and Away from Placement without Authorisation (APWA)				
Month	N	Total	Epi-sodes	Total
April 2018	53	101	98	289
May 2018	51		87	
June 2018	53		104	
July 2018	46	85	109	269
Aug. 2018	41		93	
Sept. 2018	35		67	
Oct. 2018	38	74	75	211
Nov. 2018	37		59	
Dec. 2018	33		77	
Jan. 2019	34	72	90	226
Feb. 2019	30		59	
March 2019	39		77	

Figure 2 Children who went missing

was 332 (this includes away from placement without authorisation).

Children Missing from Home - Length of Missing Episode

In total 50% of the missing episodes involved young people going missing for less than 24 hours, and 20% involved children returning the following day.

2% of the missing episodes related to children going missing for more than one month. This data can be related to two individual young people, both of whom were identified as being criminally exploited to run County Lines, and were classified as *wanted* by police. This may have led to these young people believing that staying missing was better for them.

All of these young people have been offered a range of interventions.

Children Missing from Care - Length of Missing Episode

In total 56% of the missing episodes involved young people going missing for less than 24 hours, and 20% involved children returning the following day.

1% of episodes involved young people going missing for more than one month. This data is in relation to two individual children, both boys. One of whom was an unaccompanied asylum seeking child (UASC) remanded into the care of the LA and went

missing immediately after being placed in supported accommodation. The other child was identified as at risk of gangs and the Local Authority initiated care proceedings due to him continuing to be at significant risk of harm, despite intensive support and intervention.

Additional Vulnerabilities of Missing Children

When cross-matched with the risk hazards marker system for CSE, Gangs and Radicalisation we are able to see how many children that go missing from home and care are assessed as being at additional risk.

- **28** children who went missing this year are assessed as a category 1, 2 or 3 risk of CSE (category 3 being the highest level of risk and category 1 being the lowest level of risk)
- **45** children who went missing this year are identified to be either a gang nominal or considered to be at risk of gangs/serious youth violence.
- **0** children who went missing this year were assessed as at risk of radicalisation and referred to Prevent.

This data shows a significant increase from

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2017-2018 in terms of the number of children who go missing from care and from home who are identified as at risk of CSE or at risk of gangs/serious youth violence.

Other Local Authority Missing Children

Over the last year there were **94** children residing in Islington who were *Looked After Children* by another borough⁸.

Eight of the 94 children were reported missing from care or away from placement without authorisation. This is a decrease from 11 children in 2017/2018.

All Local Authorities who have placed children in Islington are written to on a quarterly basis and asked to provide an update as to whether their children are still placed and whether they have placed any new children in Islington. Where the LA believes a child to be at risk of exploitation or offending, the placing authority is asked to clarify the risk to their child.

Return Home Interviews (RHI's)

In the previous annual report, the recommendation was to bring the RHI team into the *Exploitation and Missing Team* to enable closer collaborative working with children who go missing from home and care,

Return to Home Interviews Status	N	%	%
Completed	194(129)	20%	34%
Attempted, Child Refused	146(117)	15%	25%
Attempted, Parent(s) Refused	25(13)	2%	4%
Not Possible, Unable to make contact	65(42)	7%	11%
Not Possible, Other	0(115)	0%	0%
Not Required, Authorised Absence	29(15)	3%	5%
Not Yet Completed	118(122)	12%	20%
Total (Excluding Still Missing Code)	576	58%	100%
RHI Not Possible - Child is Missing	418(303)	35%	-
Grand Total	994(856)	100%	-

⁸ Their *home* borough remains responsible for their well-being and care planning. However, as the borough in which the children are placed, Islington can challenge the home authority if there are concerns about the children's safety.

and to focus on developing and improving the take-up of RHI's. This has been done, although vacancies have existed in this team. The *Return Safe Team* now contribute to strategy meetings and mapping meetings for young people, and undertake on-going direct work with some children, with a view to decreasing the likelihood they will go missing again.

Over the last year, 458⁹ RHI's were offered to Islington children that went missing from home or from care.

The percentage of RHI's offered within 72 hrs is 54%, and this is an improvement from 2017-2018 (35%). Although this number is still relatively low, several factors affect this:

1. The social worker is not notified immediately by a parent or other agency that the child has returned, or a child returns over the weekend period and the Social Worker is not notified until

Monday morning.

2. If a child returns over the weekend period, the RHI worker will not be notified until the Monday morning and therefore there is a delay in offering the RHI.

Child Sexual Exploitation

The number of contacts Children Services Contact Team (CSCT) received in regards to CSE has quite significantly reduced over the last year; in 2017/2018 there were 115 contacts, decreasing to 65 in 2018/2019 (table below).

It is hypothesized that the extensive training and awareness raising across the partnership has increased the confidence of partner agencies in identifying and working with young people at risk or experiencing CSE.

The majority of children who have been identified as at risk of CSE over the year

Child Sexual Exploitation													
	Apr 18	May 18	Jun 18	Jul 18	Aug 18	Sep 18	Oct 18	Nov 18	Dec 18	Jan 19	Feb 19	Mar 19	Total
Contacts to CSCT	5	6	6	3	9	4	4	9	4	4	0	11	65

⁹ This number excludes the RHIs that were Not Yet Completed, those that were not required as the episode was actually an Unauthorised Absence, and those where it was not possible to offer an RHI as the child went missing again

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2018/2019 are female (53) with 8 males being identified.

In regards to age, in the previous two years the two most common ages were 17 and 14, however in 2018/19 the most common age was 15, followed by 14 and 17 being joint second.

The ethnicity of children categorised as:

- Level 1 risk: 39% White British, 18%, Black British-Caribbean, 13% any other White background, and 8% were Black British-African.
- Level 2 risk: 23% White British, 30% were mixed parentage.
- Level 3 risk: no discernible pattern because of small numbers.

Harmful Sexual Behaviour (HSB)

The data in relation to the number of contacts CSCT received over the past year in regards to HSB shows that the number of referrals fluctuates month to month and it is not possible to identify a specific pattern.

In response to recognising in last year's report that harmful sexual behaviour may be described in various ways, the Specialist Social Worker for CSE and HSB with CSCT carried out a piece of in relation to coding of referrals.

Seven Complex HSB Strategy meetings took place. The low number of strategy

meetings is a reflection of the police involvement with HSB cases. If the child is under 10, there is not a clear victim or offence that would lead to a conviction. Given the limited role of the Police in such cases, a professionals meeting is held rather than a complex strategy meeting.

County Lines

Referrals received in relation to County Lines would likely be coded as *CSE*, *gangs*, *SYV* or *missing* by CSCT, as there were no specific code on the recording system for County Lines at the current time. Additionally, these factors may be the presenting concern at the time of referral and upon further assessment indicators of County Lines may be identified

In November 2018, a new hazard for county lines were created by Children Social Care allowing better monitoring and identification of children and young people as at risk of county. As of the end of March 2019 a total of 20 children under the age of 18, and 6 young adults had been identified as at risk of county.

Serious Youth Violence (SYV)

There has been an increase of 39 contacts to CSCT between April 2018 and March 2019 in comparison to 2017/2018. This is likely due to the continued increase in training and awareness raising, promoting better identification, along with an overall

rise in gang related criminal activity and SYV.

A *gangs* and *SYV* contact code has been in place since early 2017, which allows for an accurate picture in terms of number of referrals. Since this contact code has been in use, CSCT have received 211 referrals in relation to gangs and SYV.

Over the year, 125 children were referred to CSCT in relation to gangs or SYV risk.

As of end of March 2019, 55 children were identified as at *risk of gangs / SYV* or identified by Police as a *gang nominal*.

In addition, 14 of these children have been assessed as likely to be involved in county lines.

QUALITY ASSURANCE SUB-GROUP

Attendance at the sub-group is good, and commitment is strong and was during this report period chaired by both the Head of Safeguarding and Quality Assurance in the Local Authority and the Independent ISCB Chair.

Performance data – Core Business Report

The sub-group scrutinises the performance report prior to it being presented to the Board. The members assist in the analysis that is written as an accompanying commentary report for each Board. During the year, the ISCB requested that the data

should include other areas that would assist the Board to have a better understanding of children's safeguarding and therefore the report was changed to include more data. Repetitive data was removed.

Health data

QA Sub-group receives an annual report from the CCG reflecting on Islington's performance against a wide range of health-related measures related to safeguarding, including some that were specifically requested by sub-group in the previous annual report. The report includes information on:

- Overall levels of hospital activity relating to children and young people in Islington
- Mortality rates
- Specific health issues
- Commissioned health services

This detailed report highlighted that A&E attendance rates are highest amongst children below the age of one. The report showed that there was, on average, an A&E attendance for every Islington child under one-year-old in 2015/16. This is in line with the Statistical Neighbour and London averages, although it is above the England average.

The report provided a wealth of health data and information regarding the service redesign to produce a new Emotional, Health, and Wellbeing model. The report

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also highlighted the current and ongoing issues in staffing, particularly around recruitment and retention of specialist staff namely health visitors and school nurses.

The CCG agreed to develop a Dashboard for future reporting which would highlight areas of concern and analysis for scrutiny by the ISCB; this work is ongoing.

Learning from audits

Joint Targeted Area Inspection (JTAI) – Child Sexual Abuse (CSA) in the Family Environment

The ISCB developed an audit tool to carry out the multi-agency audit in relation to CSA. The finding of the JTAI is reported elsewhere in this report and will not be repeated here. Key findings include the lack of an agreed data-set for senior leaders to review and oversee work in this area. The sub-group is in the process of agreeing how multi-agency CSA data can be obtained for inclusion in the *ISCB Core Business Report*.

In the multi-agency audit report, partners drew the following conclusions:

1. It is hoped that utilising *the Lighthouse* for all Child Sexual Abuse cases will provide more timely support to post abuse therapy, the criminal justice system, and intermediaries.
2. Where cases are taking a lengthy time to progress from arrest to charge, the police, social care and other agencies should discuss the impact of the harm the wait is causing to the child and their family and escalate to senior managers using the *Islington Safeguarding Children Board Escalation procedure*.
3. The Chair of the ISCB should raise with the London SCB the time that children wait for their alleged abusers to be tried to ascertain whether cases involving sexual abuse and children could be prioritised with the court.
4. In cases where there are abuse and neglect features and past parental issues such as mental health, reflective supervision should take place with staff to consider how this affects the parent's ability to identify and respond to the abuse.
5. Direct work with children who have been sexually abused, are at risk of sexual abuse or have displayed harmful sexual behaviour should cover interventions to help the child come to terms with the loss they have suffered. All professionals should be attuned to this loss and approach this through a trauma informed lens including where the loss involves the perpetrator of the abuse.
6. In cases where children have displayed harmful sexual behaviour and are being interviewed under caution the police and social care should work together to develop a system whereby such children are offered an ABE

trained social worker to facilitate disclosures of abuse as well as the interview of the child.

7. Social Care training to consider specific training for managers on secondary trauma, given the emotional impact of this work.
8. Named GP to complete an article in the GP newsletter of the need to stay proactively involved with Children's Social Care where needed.

JTAI Task and Finish Group

A task and finish group, with governance to the QA sub-group, was established to monitor the implementation of the *JTAI Multi-Agency Action Plan*. Implementation of the recommendations are progressing well but issues of agreeing a data-set for leadership oversight has not yet been fully completed.

PACE Audit on Children in Custody

This audit reviewed 18 incidences of young people in police custody within a 6-month period. Most young people were male, 16-17 years old, overwhelmingly from a BME background and over half of the children were Looked After.

It is clear that since the *PACE Case Review* commissioned by the ISCB, there is evidence of more joined-up thinking and planning between social care and the police when children come into custody. Most

(83%) children, however, who were arrested, charged and then have their bail refused remained in police custody until a court hearing. This can be anything up to 48 hours.

In some cases, police and social care worked hard to prevent young people from being in custody overnight. In other cases, more could have been done to improve the timeliness of charging and earlier liaison with social care so that if in the event a placement was needed, a search had already started for that placement.

Recommendations

1. Disseminate London Board PACE procedure when agreed. (The procedure has since been published)
2. Raise awareness about the PACE-champion role throughout the police and children's social care.
3. Encouraging MPS officers to notify the LA of a possible PACE transfer when it looks likely that a young person will be charge, instead of waiting for the charging decision.

There is ongoing good practice in this area, and CSC and MPS endeavour to avoid any child being held in custody overnight. The Head of Quality Assurance reviews the monthly *Islington Custody Data* shared by the MPS to ensure that practice in this area remain of a high standard.

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Analysis of Sec 47 Investigations following an increase in Islington compared to Statistical Neighbours

Through performance data, CSC detected an increase across the service of S47 Enquiries, exceeding that of comparator Local Authorities as well as an increase in Islington compared to previous years.

Twenty-seven *Section 47 enquiries* were reviewed, and the auditor examined strategy discussion decisions to undertake either a single or a joint investigation. It was found that in most instances, the correct decision was taken and in 7 cases (5 of these being single agency) an assessment under section 17 may have been more appropriate.

Threshold

In strategy meetings where the police decided not to initiate a criminal investigation (joint s.47 enquiry) there was sometimes an assumption that the enquiry must continue as single agency when it might have been more appropriate to undertake a child and family assessment under s17.

Out of 1181 *child protection enquiries*, 450 were *joint-agency* with the police and 715 were *single-agency*. The number single-agency enquiries were striking.

The review also found that children were

not routinely seen before decisions about child protection enquiries were made, which needed to be addressed.

Practitioners found the threshold table that used to be in the London Procedures useful and that is now part of the ISCB's threshold document¹⁰.

Practice Week

The scope was extended from previous Practice Weeks to include *Targeted Youth Support*, *Youth Offending Service*, and the *Integrated Gangs Teams*. As in previous Practice Weeks, it included managers and teams across *Early Help*, *CSCT*, *Children in Need* (including *Disabled Children's Team*) *Children Looked After* (including *Fostering and Adoption*) and *Independent Futures*.

Aims of practice week

- Observing practice helps senior managers to hold the experience of practitioners in mind, by walking in their shoes and gaining a richer understanding of the current frontline practice experience.
- It increases the visibility and approachability of senior leaders. Social workers learn that their senior leaders have a depth of knowledge around practice and the ability to build relationships

¹⁰ <https://www.islingtonscb.org.uk/SiteCollectionDocuments/2018.11.20%20%20ISCB%20Threshold%20Document.pdf>, p35

with families.

- It is a chance for senior managers to role model the behaviours that they expect from social workers and practice managers.
- It provides a huge and thorough audit of practice, helping us understand our strengths and weaknesses, and can be focused around a specific theme.

Findings and recommendation

- Continue to develop use of group supervision 'team around the child' particularly where planning for children involves several different teams e.g. Fostering and CLA.
- Develop advanced training around engaging other professionals in risk management through collaboration. Develop training for social workers on using Motivational Practice skills to build participation and ownership in a professional network, regardless of threshold level.
- Link trauma-informed training and narratives to a clearer understanding of adult-child attachments
- Create a tracking system for fostering and adoption family finding.
- Include trauma-informed language on case recording e.g. placement breakdown, disruption meeting.
- Children's lived experiences should form part of all updated case summaries.
- To further develop supervision training

for Managers.

- Collaborate with social workers to develop more guidance / best practice around supporting parenting / caring, using specific case studies of situations where carers may take a variety of approaches
- Team managers training – building a trauma-informed culture in teams.
- Develop training on assessment of a home environment.
- Develop a system of Serious Success Reviews.

Radicalisation

During this reporting period, the QA Subgroup received a report relating to children referred to the *Children's Services Contact Team* (CSCT) under the category *Vulnerable to being drawn into terrorism (radicalisation/extremism)* during the period April 2017 to March 2018.

CSCT received 24 contacts during the 12 months audited, involved 20 children from 10 families. Four children were referred twice. The sibling groups ranged from one to four children. 12 females and 8 males made up the sample group. The *index child* in 10 families was male on 6 occasions, and out of the 4 female children, 2 were from one child families. The ages of the children, at the point of contact, ranged from one month to 17½ years old.

In 7 out of the 10 referred families there was a school connection. Four contacts

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(eight children) were received after children researched concerning topics online at school/college. In other instances, children researched topics online but shared information in school.

Finding and Recommendations

- All of the contacts made to CSCT were, in the view of the auditor, appropriate.
- Referral frequency compares favourably with statistical neighbours and national figures.
- The audit evidenced outstanding partnership working between the Police, Education and Safeguarding and Family Support.
- The guidance and protocols between the three agencies are effective and swift action is taken once a concern is identified.
- As part of MASH-checks health, probation and housing were consulted as part of decision-making.

Trafficking

QA Sub-group received a report giving a brief overview of all children¹¹ and young people referred to the CSCT under the category *trafficking* during a 12-month period.

Only four contacts were received by CSCT during this 12-month period, involving one

sibling group of three children, and one other contact in respect of a 16 years old (the age was in dispute).

With such a low number, it is reasonable to assume there may be hidden cases that have not come to the attention of agencies. It is not clear how well Islington compares to neighbouring authorities or the national picture.

Findings and recommendations

- Peer review with neighbours to ascertain how Islington compares statistically in relation to trafficking.
- Inclusion in the ISCB Missing and Exploitation Action Plan (This was included in the action plan)
- Implement guidance provided within the Human Trafficking and Modern Slavery Briefing, dated March 2018. (Included in all *ISCB Refresher Safeguarding Training* course).

Quality Assurance Frameworks

The QA Sub-group received a report outlining the newly produced *Youth Offending Service, Quality Assurance Framework*. The Framework delivers an evidence-based approach which offers a 'Good Lives' model and a strengths-based approach to rehabilitation from offending which is fairly new to the service and to which all staff have

¹¹ Referrals not include cases of internal trafficking / county lines which are dealt with elsewhere.

been trained.

The sub-group requested that other partners also provide updates on their own Quality Assurance Frameworks / Arrangements. The *Designated Nurse* for Islington CCG provided an update on quality assurance arrangements on behalf the health economy.

The ISCB also presented its own *Learning and Improvement Framework*.

Updates from other partners have been added to the forward plan for the sub-group.

The role of Lead Professionals / Early Help

Islington CCG challenged the partnership on oversight regarding *early help* and in particular, how agencies fulfil the role of the *lead professional* in their organisations.

It was agreed that the Board does not currently have sufficient oversight of early help, and the local *early help* model that was agreed by the partnership in 2012 centres around targeted family support needs to be reviewed. There is a question about how partners support *Team Around the Family* meetings.

It was also acknowledged that some agencies, like school, do act as *lead professionals* calling multi-professional meetings but

that other organisations may not necessarily be aware of it. These efforts need to be mapped so that there is a shared understanding of the impact of those efforts.

The ISCB agreed that an Early Help Sub-group should be established under the governance of the ISCB and this issue will be pursued as part of a refreshed Early Help Strategy.

Annual Reports from partner agencies.

The sub-group scrutinises Annual Safeguarding Reports of agencies, where these are available. It is proposed that the sub-group requests safeguarding annual reports from *all partners* in future, particularly from the three local safeguarding partners: Local Authority, Islington CCG and North Central London Borough Command Unit.

Whittington Health NHS Trust

The Trust's *Quality Committee* receives a twice-yearly report from the Head of Safeguarding on the child and adults safeguarding arrangements in the trust relating to:

- staff training compliance,
- supervision,
- serious case reviews,
- LADO allegations,
- serious incidents and
- Inspections.

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The Safeguarding report was comprehensive and informative.

Moorfields Eye Hospital NHS Foundation Trust

The Designated Director and Nurse for safeguarding leads on presenting a *Safeguarding and Promoting the Welfare of Children and Young People Annual Report* to:

- Safeguarding Children and Young People Group Meeting
- Trust Board
- Quality and Safety Committee
- Clinical Governance Committee

Key Achievements noted by the QA sub-group.

- Continued to increase both the cohort of staff and the departments/services across the trust who have completed level 3 training.
- Held a safeguarding awareness stand at the clinical governance half-day in November 2018.
- Further developed the safeguarding champions including training another two cohorts.
- Took part in the Domestic Violence and Abuse Bill consultation.
- Worked collaboratively with Solace Woman's Aid and Mankind to promote awareness of domestic violence and

abuse including supporting the international "16 Days of Action".

- Extended the distribution of the internal Safeguarding Snippets newsletter.
- Contributed to the review of and had our feedback included in the Safeguarding Children and Young
- People Roles and Competencies for Healthcare Staff Intercollegiate Document (2019).
- Hosted the inaugural pan London Band 7 safeguarding children & young people acute trusts professionals network meeting.
- Been compliant with National Institute for Clinical Excellence (NICE) quality standards relating to safeguarding children and young people.
- Commenced question and answer sessions at Moorfields south network sites

The sub-group welcomed the comprehensiveness of the safeguarding report and the clear alignment with ISCB priority areas.

Camden and Islington NHS Foundation Trust

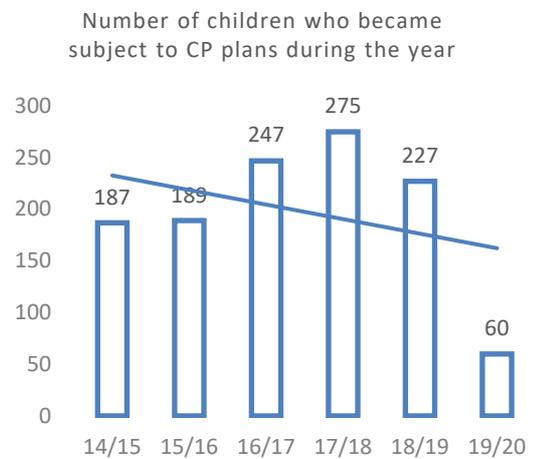
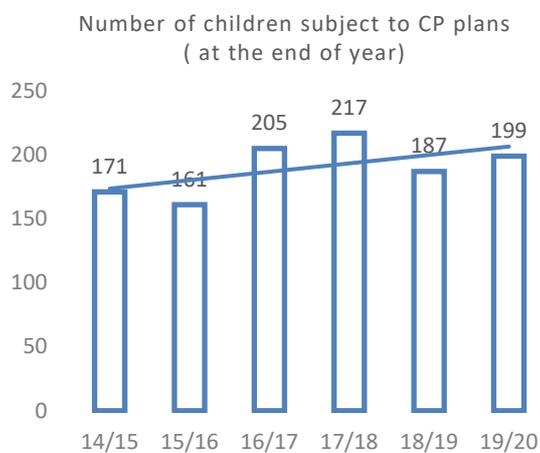
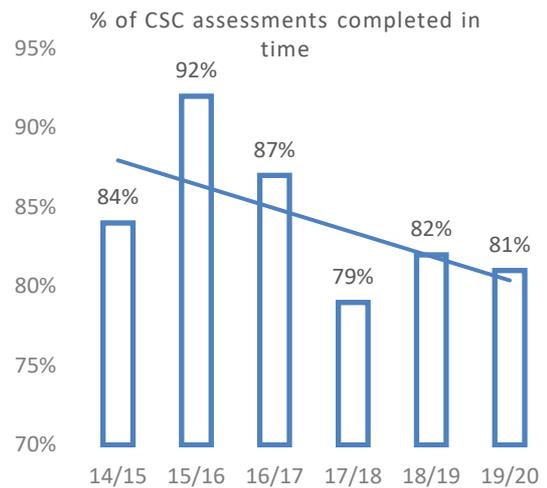
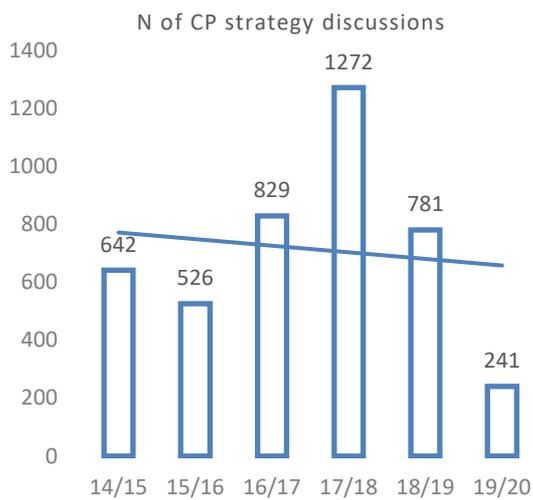
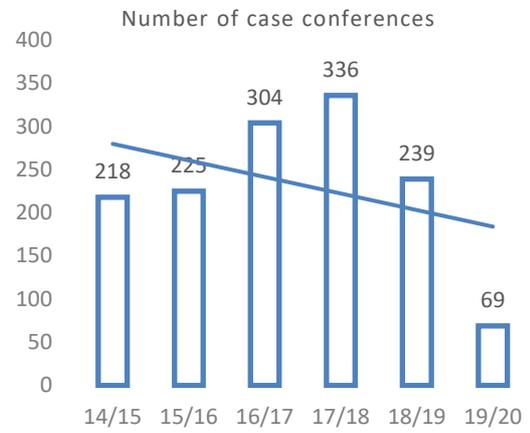
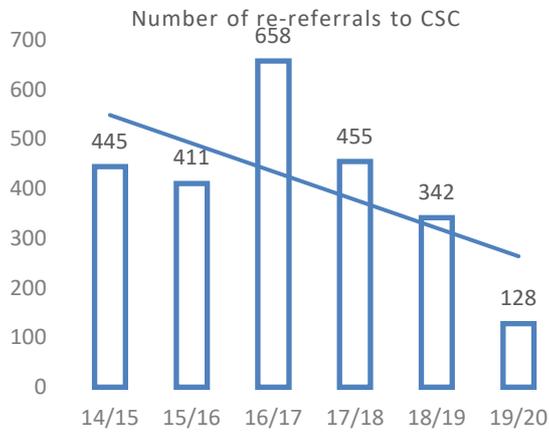
The Director of Nursing and Safeguarding Manager presents an annual safeguarding report to the Trust's *Quality Committee* and the ISCB sub-group covering:

- Training compliance
- Safeguarding reporting data
- Supervision

- Local Safeguarding Policies and procedures
- Prevent
- Serious Case Reviews and Multi-Agency reviews / DHRs / SARs
- LADO
- Domestic Abuse and Violence
- FGM
- Modern slavery and Trafficking
- MAPPA / MARAC / Channel
- JTAI
- S11 Audit

The annual report is very comprehensive and highlights areas of good practice and improvement, giving assurance to the subgroup that safeguarding in the trust is a high priority and that children are safe.

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TRAINING AND WORKFORCE DEVELOPMENT SUB-GROUP

The ISCB sub-group is chaired by the *Named Nurse for Safeguarding* in Whittington NHS and attended by a wide variety of agencies, including representatives from the private and voluntary sector.

The ISCB has commissioned a comprehensive training offer in line with its training strategy, *Competence Still Matters* and the *ISCB Business Plan*.

ISCB Training Strategy

The training strategy¹² was reviewed and the following requirements were inserted in light of Board's decision to embrace a *trauma informed approach* and findings from the JTAI inspection:

- All agencies to ensure that staff receive at least introductory training in *Trauma Informed Practice*
- All agencies to ensure that staff receive training in *Child Sexual Abuse in the Family Environment* as part of agency training

Amendments were made to the *ISCB S11 Audit Tool* to reflect these two requirements. The S11 analysis will be included in

the next annual report.

Amendments to Core Training

The ISCB have made the following amendments:

- Reviewed and incorporated learning from the serious case reviews for *Child K, Child EML, MAMR Child O, Pathways to Harm* and *JTAI CSA in Family Environment*
- Changes in *Working Together 2018*
- Changes in *Keeping Children Safe in Education 2018 and 2019*
- Learning from London Borough of Islington *Practice Week*
- *London Child Protection Procedures*, 6 monthly updates
- *General Data Protection Regulations and Data Protection Act 2018*
- Focus on *contextual safeguarding* and *Trauma Informed Practice* on all ISCB courses, including *criminal exploitation*.
- NICE Guideline NG76: *Child Abuse and Neglect, recognising, assessing and responding to abuse and neglect of children and young people*

Core Training Offer

At the ISCB away-day the Board agreed that the core training offer will remain unchanged, and that the Board will continue to offer multi-agency training as part of its

¹² [Competence Still Matters](#)

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core function. During the JTAI inspection, inspector remarked that:

“Staff across the partnership have opportunities to attend a wide range of core and specialist training programmes offered from the ISCB”

The core-training offer to multi-agency staff includes:

- *Child Sexual Exploitation (all groups)*
- *Designated Safeguarding Lead - Role and Responsibilities (group 5)*
- *Safeguarding and Child Protection Refresher/Update (Groups 2-5)*
- *Safeguarding and Information Sharing Foundation (Group 2)*
- *Serious Case Review Briefing (All Groups)*
- *Working Together to Safeguard Children Induction (Group 1, voluntary sector)*
- *Working Together: from referral to child protection conference - Part One*
- *Working Together: core group to child protection planning - Part Two*

Key Training data

This year, the ISCB trained in excess of 1125 members of staff. This is a 10.7% decline since last year (1260) despite the Board offering more training opportunities than last year and a steady demand for training places. Only 70% of training requests resulted in training.

The reasons for this are multi-factorial:

- *The learner or organisations withdrew their application.*
- *The Board declined the application.*
- *The learner failed to arrive for training.*

Training cancellations

It is expected that some learners will need to withdraw from courses because of sickness, operational pressures, or staff changes. The number of cancellations was not remarkable.

Non-attendance

As in previous years, some course places were wasted because of staff not attending booked courses - despite allowing course to be overbooked by 10-15%. Empty seats on training courses lead to complaints and unhappiness from partners who wanted to book their own staff on courses, and it is costly.

On average 14% of learners did not arrive for training, although it did vary considerably from course to course, e.g. *Designated Safeguarding Lead* training achieved 92% attendance, which is better than expected and because of overbooking effectively resulted in a full course. By contrast, attendance at *Gangs and CSE training* was more than twice as poor at 20%. Despite overbooking, courses were on average only 90% full.

In response to learner feedback, the ISCB

invested in the development of *system reminders* and *automated calendar invites* to diaries, but these measures have not made any difference suggesting that the lack of a system reminder, frequently sighted as the reason for non-attendance, is not the root cause of the problem.

It might be a factor that staff who attend *Designated Safeguarding Training* are more likely to be senior members of staff and failure to engage with training would result in potentially serious repercussions for their agency during safeguarding inspections.

Places withdrawn by the ISCB

Learners apply for courses on-line using the multi-agency training portal. Line managers in partner agencies have oversight of applications and they approve all their own staff's training to ensure that staff are available, operational demand can be met, that the course is appropriate, and that staff meet the course requirement.

An audit of course bookings have shown that despite line manager approvals a significant proportion of approved bookings did not meet the course requirements. The most likely reasons are:

- Learners requesting a place on the Designated Safeguarding Course but they have not completed the foundation course in safeguarding.
- They have already done the same course within the last three years (or two years for schools).
- Learners apply for courses that are not appropriate for their role and the organisation does not intend to utilise the member of staff in that role.
- Organisations booking entire staff-teams on one course, effectively using ISCB training as internal single-agency training.
- Learners booking themselves on several instances of the same course.

Responding to these issues are very time-consuming requiring significant administrative oversight, correspondence and management of enquiries.

The ISCB Business Unit is doing further analysis to see how these issues can be addressed, including a charging-model for partners who are not core financial contributors to the ISCB.

Training audience

There is an excellent variety of staff from all sectors (see table) attending ISCB training, representing more than 290 individual settings. Attendance from schools (notably Primary Schools), early years, children's centres, child minders, and the local authority is good.

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Training attendance by sector (n)	
Academy - Primary	3
Academy - Secondary	13
Adventure Playground	11
Alternative Provision	6
Chaperone Service	15
Charity	116
Childcare on Domestic Premises	1
Childminder	15
Children's Centre	71
Children's home / residential set	16
College Nursery	14
Community Centre	4
Company	8
Criminal Justice	1
Free School	11
GP Practice	30
Independent (PVI)	10
Independent School	42
Justice - Criminal	11
Local Authority	271
NHS Trust	43
Other	3
Out of School Club	27
Post-16 Learning	1
Primary School	134
Private (PVI)	94
PRU	9
Secondary School	40
SEN School	18
Social Enterprise	2
Supplementary school	13
Tertiary education	10
Voluntary (PVI)	89
Voluntary Children's Centre	42
Voluntary Sector	48
Youth Service	17

Grand Total	1259
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Training Quality Assurance and impact

ISCB training is very well regarded by attendees and 98% reported that the course met their training needs very well. 98.4% thought ISCB courses fulfilled their published objectives. Nearly all (99%) participants stated that ISCB courses enhanced their learning and knowledge about safeguarding children and associated procedures. Only 9% of participants claimed that they would not do anything differently as a result of attending the course and in all instances those participants explained that they are already very experienced in the field and attended only to refresh their knowledge. 99.2% of attendees will recommend ISCB course to their colleagues.

2019 /20 Training priorities

The Training and Professional Development sub group will focus on the following work streams:

- Core ISCB training
- Support and train the partnership in recognising the impact of early childhood trauma and domestic abuse as important predisposing factors that may contribute to vulnerability.
- Training needs analysis of skills supporting early help (once the Early Help Strategy has been revised and agreed)
- Inclusion of quarterly agency and ISCB training data in the ISCB core-business

report.

- Analysing the *Training Standard* in the Section 11 / 175 audit.
- Parental Conflict Training and Conference
- ISCB Summer Conference – Lessons from serious case reviews.
- *Train the trainer* training to enhance confidence in training multi-agency audiences and increasing ISCB training capacity.
- *Safer Recruitment training* (not for schools).

CASE REVIEW SUB-GROUP

In June 2018, the Board agreed a serious case review in relation to EML, a young person with significant and enduring mental health concerns who died by suicide. This review was published on 6 December 2019 and the case review sub-group is overseeing the implementation of the action plan.

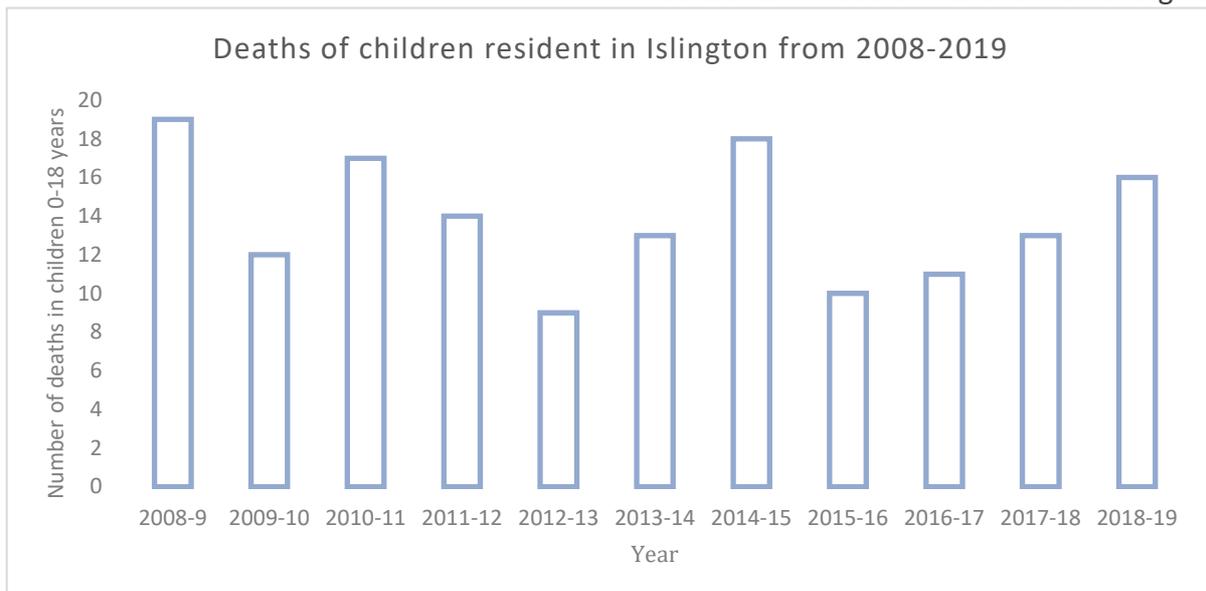
In February 2019 the Board agreed that a Serious Case Review should be carried out in relation to an Islington child, P. This review is nearing completion and will be published in the spring of 2020.

A review has also been agreed after the unexpected death of a child, Q. This review is progressing well and is likely to be published in late Spring 2020;

Learning from these reviews has been taken forward by the training sub-group and is included on all ISCB courses.

CHILD DEATH OVERVIEW PANEL

The panel is constituted as a subgroup of the Islington Safeguarding Board. The core membership of the ICDOP draws in members from health, the local authority, and the police. Dr Leonora Weil is currently the Chair of the ICDOP. Dr Andrew Robins, a Consultant Paediatrician at Whittington



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Health is the Designated Doctor for Child Death.

The work of the ICDOP is to review all child deaths through a systematic collection of information about the circumstances of the death. In doing this work, the aim is to identify if there were any modifiable factors contributing to the death, and to determine if there are any lessons that could be learned to reduce future child deaths and to improve practice and service delivery.

During the year, the ICDOP met on four occasions. This includes 2 joint neonatal meetings with Camden CDOP that were held on Sept 2018 and March 2019 and which were attended by Dr Mark Sellwood, Consultant Neonatologist, UCLH and by Mr Ruwan Wimalasundera, Obstetrics Lead, NCL (when available).

As in previous years, there were a number of cases discussed at meetings that had to be brought back to later meetings with additional information. There is always a period of time between when a child dies and when their case comes to the Panel for discussion. When there are criminal proceedings or a Serious Case Review (SCR), the Panel cannot formally complete its work until these other processes are finalised

Over the eleven years of its operation, there have been an average of 14 deaths per year.

During the year April 2018 to September 2019, there were 22 deaths of children who were residents in Islington (16 between April 2018-March 2019, and 6 between April-29th September 2019). The graph shows the number of deaths in children under 18 between April 2008 and March 2019. It should be noted that the numbers are small, and that conclusions cannot be drawn from the year-to-year fluctuations.

Deaths by gender and age

Of the 16 cases from April 2018-March 2019, more males died than females and more than 60% died in the first year of life (25% under one month, 37% at 1-12 months). This was a similar pattern for the total deaths between April 2008-Sept 2019 with over 60% in males and nearly 60% of deaths in the first year of life.

Cause of death

The panel is asked to categorise the deaths according to the list below¹³:

- Deliberately inflicted injury, abuse or neglect
- Suicide or deliberate self-inflicted harm
- Trauma and other external factors

¹³ Actual numbers are very small and not published in this report to protect the privacy of families.

- Malignancy
- Acute medical or surgical condition
- Chronic medical condition
- Chromosomal, genetic and congenital anomalies
- Perinatal/neonatal event
- Infection
- Sudden unexplained death

As in previous years, the highest numbers of deaths are related to congenital and genetic anomalies. Otherwise, there are no factors that emerge as trends, which warrant particular consideration. The numbers within the borough are too small to draw useful conclusions around trends in cause of death. They therefore need to be considered in the context of London-wide and national data. The NCL CDOP and national mortality database information will be helpful for this purpose.

Ethnicity and consanguinity

Ethnicity and consanguinity were not very reliably recorded. Consanguinity was not recorded in 15 cases, not present in 6 and present for one death. This death was the second death of a similarly affected son however there was no positive genetic diagnosis despite extensive GOSH investigation.

Learning

The CDOP process asks the panel to consider whether, through the assessment,

one or more factors are identified in any domain which may have contributed to the death of the child and which, by means of locally or nationally achievable interventions, could be modified to reduce the risk of future child deaths. The presence of modifiable factors is taken to be associated with preventability.

These discussions have highlighted the following important areas for learning:

Of the 16 cases from April 2018-March 2019 there were two SUDI deaths, one accidental death from a window fall and one from suicide. One 17-year-old young man was stabbed.

Of the 6 cases from April 2019-29th September 2019: one death was in a 3yr old-inpatient for presumed infection. One died from fulminant Group B meningococcal sepsis and there was one SUDI death.

Future of Child Death review / CDOP

New Statutory operational guidance around child death was published in October 2018 and put into place as per the national guidance on 29th September 2019. The rationale for the new model was based on numerous factors: including to improve the experience of bereaved families and professionals and to ensure information would be systematically captured to enable local learning and, through the National Child Mortality Database to inform changes

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in policy and practice. The key changes were:

- Oversight of CDR has moved from Department for Education to the Department of Health and Social Care with responsibility for the local child death review system with the local authorities and CCGs
- Each Child death review footprint to cover minimum number of 60 deaths per year (rather than covering the number of deaths per borough) to be included under a North Central London (NCL) wide Child Death Overview Panel that includes London Boroughs of Barnet, Enfield, Haringey, Camden and Islington with a focus on thematic learning. Furthermore, the deaths may be discussed in the NCL CDOP even if the child was not resident in the area, but if it is considered that the most learning would be had in that area. The responsibility for ensuring that the death is discussed in a CDOP is responsibility of the CDOP where that child is resident.
- Allocation of Key Worker for each bereaved family to improve the bereavement process.
- Child Death Review Meeting for every child
- Where deaths are thought to be caused primarily by not natural causes, a Joint Agency Repose will, occur similar to current rapid response meetings, followed by a child death review meeting

involving the same partner

Budget and resources

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Funding of LSCBs continues to be challenging, and collectively the London LSCB chairs are disappointed, as they were last year, that the MPS continues to choose to fund partnership safeguarding in London at a level which is 45% less than all the other large urban Metropolitan Police Forces in England.

Safeguarding is a complicated and demanding partnership arrangement that needs appropriate resourcing if it is to be effective. If the ISCB is to carry out its statutory duties, it needs to be properly supported.

The guidelines which we adhere to (*Working Together to Safeguard Children (2018)*) makes it clear that funding arrangements for Safeguarding should not fall disproportionately and unfairly on one or more partner to the benefit of others.

In London, this burden continues to fall unfairly on Local Authorities. MOPAC have been approached to provide reasonable and proportionate levels of funding to the Local Safeguarding Boards. As yet we have not seen an increase in funding.

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INCOME	2017/18	2018/19
Agency contributions		
London Borough of Islington	£132,200.00	£132,200.00
DSG Grant	£50,000.00	£50,000.00
Islington CCG	£10,000.00	£10,000.00
NHS England (London)	£0.00	£0.00
Camden & Islington NHS Trust	£7,500.00	£7,500.00
Whittington NHS Trust	£15,000.00	£15,000.00
Moorfields NHS Trust	£7,500.00	£7,500.00
National Probation Trust	£1,500.00	£1,500.00
Community Rehabilitation Company	£1,000.00	£1,000.00
MPS (MOPAC)	£5,000.00	£5,000.00
Cafcass	£550.00	£550.00
Fire Brigade	£550.00	£550.00
Subtotal	£230,800.00	£230,800.00
Other income		
None	£0.00	£0.00
Subtotal	£0.00	£0.00

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Total income	£230,800.00	£230,800.00
EXPENDITURE		
Staff		
Salaries, 2.5 staff	109,856.00	111,248.77
Chair	27,073.00	24,197.12
Agency (training)	£0.00	£0.0
Sessional worker	11,012.16	15,760.00
SaferLondon Post	£9,800.00	0
Subtotal	£157,741.16	£151,205.89
Board training		
Facilities & refreshments	£4,810.00	£4,092.75
ISCB Conference	£0.00	£0.00
Trainers	£0.0	£0.00
Subtotal	£4,810.00	£4,092.75
Other expenses		
SCRs	12,245.70	£12,490.00
Training portal license	£0.00	£276.00

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Legal costs	£0.00	
Board activities	£2194.50	£2,170.50
Stationery + phones	£47.75	£319.00
Printing	£1,149.00	£124.40
Travel	£133.50	£90.00
Subtotal	£15,770.45	£15,469.90
Total expenditure	£178,321.61	£170,768.54
Income	£230,800.00	£230,800.00
Expenses	£178,321.61	£170,768.54
Balance	£52,478.39	£60,031.46

Conclusions and key messages

Our aim year on year is to make sure that children in Islington are best protected from harm. This can only be achieved through ensuring the right systems are in place, that agencies work well together for each individual child and family and we develop our learning culture.

We need to be constantly reflecting whether children in Islington are safe and, if not, what more can be done to reduce incidents of child maltreatment and intervene quickly when children are at risk of suffering significant harm. We will continue to raise awareness within our local community that safeguarding children is everybody's business.

Key Messages for all partner agencies and strategic partners.

Partner agencies and strategic partners should:

- Support and champion staff to share and record information at the earliest opportunity, and proactively challenge decisions that fail to adequately address the needs of children and young people and their parents or carers.
- Make sure that help for parents and children is provided early in life and as soon as problems emerge so that children get the right help, at the right time.
- Ensure that the priority given to child sexual exploitation by the Safeguarding Board is reflected in organisational plans, and that partners play their part in the work of The Board's sub-groups.
- Ensure that work continues to address domestic abuse and that the evaluation of the local approach recognises the needs and risks to children and young people.
- Ensure work being undertaken to tackle neglect is evaluated and evidence of its impact on children and young people informs both strategic planning and service delivery.
- Ensure that substance misuse services continue to develop their role in respect of safeguarding children and young people and that greater evaluation is undertaken about the links between parents and carers' substance misuse and the high number of children and young people at risk of significant harm.
- Focus on young people who may be at

risk and vulnerable as a result of disabilities, caring responsibilities, radicalisation and female genital mutilation.

- Make sure that young people going into Adult Services for the first time get the help they need and that there is clarity about the different processes and timescales involved.
- Ensure that agencies commissioning and delivering services to adults with mental health issues need to ensure mechanisms are in place for the monitoring and reporting of their performance in respect of safeguarding children and young people.
- Ensure that performance information is developed, collected and monitored and that this is provided with a narrative that helps everyone understand how effective safeguarding services are.

Key Messages for Politicians, Chief Executives, Directors

Politicians, Chief executives and Directors should:

- Ensure their agency is contributing to the work of the Safeguarding Children Board and that it is given a high priority that is evident in the allocation of time and resources.
- Ensure that the protection of children and young people is consistently considered in developing and implementing key plans and strategies.
- Ensure the workforce is aware of their

individual safeguarding responsibilities and that they can access LSCB safeguarding training and learning events as well as appropriate agency safeguarding learning.

- Ask how the voice of children and young people is shaping services and what evidence they have in relation to the impact it is having.
- Ensure the agency is meeting its duties under Sections 10 and 11 of the Children Act 2004 and that these duties are clearly understood and evaluated.
- Keep the Safeguarding Children Board informed of any organisational restructures so that partners can understand the impacts on their capacity to safeguard children and young people in Islington.
- Ask questions about ethnicity, disability, gender to ensure strategic planning and that commissioning arrangements are sensitive to these issues.

Key Messages for the children and adult's workforce

Everyone who works with children, in a paid or voluntary capacity, should:

- Use safeguarding courses and learning events to keep themselves up to date with lessons learnt from research and serious case reviews to improve their practice.
- Should familiarise themselves with the role of the ISCB and *London's Child Protection Procedures*.

- Should subscribe to the Islington Safeguarding Board website and visit it regularly to keep up to date at www.islingtonscb.org.uk
- Ensure that they are familiar with and routinely refer to The Board's Threshold document and assessment procedures so that the right help and support is provided and that children and young people are kept safe.
- Should be clear about who their representative is on the Islington Safeguarding Children Board and use them to make sure the voices of children and young people and front-line practitioners are heard at The Board.

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**People Directorate
222 Upper Street, London N1 1XR**

Report of: Corporate Director of People Services

Meeting of:	Date:	Ward(s):
Children's Services Scrutiny Committee	29 June 2020	All

Delete as appropriate:		Non-exempt
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SUBJECT: Children's Services Quarter 3 2019/20 Performance Report

1. Synopsis

- 1.1 This Quarter 3 performance report provides an update on progress against the relevant Corporate Key Performance Indicators (KPIs) for the relevant services within the People Directorate.
- 1.2 A Data Dashboard, showing performance against the KPIs, is included in a separate attachment. This report should be read alongside the dashboard for a full, rounded understanding of performance in each area.

2. Recommendations

- 2.1 To consider Children's Services performance in Quarter 3 2019/20.

3. Background

- 3.1 The main body of this report is set out under the outcomes within the Corporate Plan for 2018-22. Only those KPIs where new data is available at the time of writing are discussed in this report, to avoid repetition from previous performance updates.
- 3.2 Note that some of the numbers identifying particular indicators have been changed from previous reports, as a result of slight changes made to the KPIs.

Outcome: Creating a safe and cohesive borough for all

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

80% of young people triaged in the first three quarters of 2019/20 were diverted away from the criminal justice system (35 out of 44). Although this is lower than it was in 2018/19, it is an improvement on the Q1-2 figure. It should be noted that as this measure is based on a relatively small cohort, it is highly volatile to changes in the outcomes of just one or two young people. For example, if just two more of the cohort had been diverted away from the criminal justice system, the overall proportion for the year would have been higher than the 2018/19 figure.

Targeted Youth Support continues to provide early and targeted help to vulnerable children, young people and their families. The overall objective is to ameliorate their circumstances and divert young people from the criminal justice system. Staff within the service have been trained in the Trauma Informed and Motivational Practice models and these are becoming more embedded within the teams. These increase the likelihood of the overall intervention being successful. Use of the multi-agency system, in work with these young people, continues to assist with the delivery of the interventions. These may include the provision of support from Youth Counselling or CAMHS, Police, sexual health and/or other health orientated staff, education and employment support staff such as the I-Work coach. Whole-family working arrangements are also being strengthened due to the availability of an Islington Families Intensive Team (IFIT) worker within the team. Staff can now receive consultations, which helps the worker to assess and plan interventions from a systemic and family orientated perspective. In addition, young people being worked with by the service can also benefit from a new mentoring service arrangement..

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

There were 42 first time entrants in the first three quarters of 2019/20, which is a reduction in the number of first time entrants compared to the same period in 2018/19. As the overall target is to have fewer first time entrants than last year, we are on course to meet this aim.

The Youth Justice Board (YJB) report on the rate of first time entrants for each local authority, to allow comparisons to be made between different areas. There has been no update published since the last quarterly report, when Islington's rate was 355 per 100,000 10 to 17 year olds, for April 2018 to March 2019 - the lowest reported rate for Islington since the introduction of this measure over a decade ago.

Important reductions continue to be made in relation to the number of first time entrants in the youth justice system. The current figures and those within the past year have represented Islington's best levels of performance in relation to this indicator. This achievement has been made all the more impressive despite Serious Youth Violence and knife crime being at record levels in London. Larger numbers of vulnerable young people are now being supported at an earlier stage in their journey and this is preventing the onset and escalation of more concerning and serious behaviours in numerous young people. The Youth Counselling Service is available for young people who require emotional support and there are high quality commissioned organisations available such as Wipers and Chance UK, who provide mentoring. Support is also available for young people from health staff such as the Sexual Health worker, the Liaison and Diversion Nurse and IYPDAS, (the substance misuse team), amongst other services.

Detached youth work sessions continue via planned and co-ordinated interventions in local areas and in 'hotspots'. The service also continues to support schools, particularly those who require more support with more complex cohorts of young people.

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

Provisional data shows that out of the 36 young people in the cohort for Q3 2018/19, 16 had re-offended during the following year (44%). This is in line with the level reported at the end of 2018/19.

The definition for this measure has been changed this year. Each quarter's performance will be based on the re-offending over the previous 12 months for the cohort of offenders from the quarter immediately prior to this 12-month period (i.e. those who offended between 15 and 12 months ago).

The Youth Justice Board (YJB) report on two different measures of re-offending, also based on a rolling cohort of young offenders in one quarter, and their levels of re-offending over the following 12 months. However, there has been no further update to the data since the figures presented in the Q2 report (60.7% re-offending for the July-September 2017 cohort, with 4.18 offences per offenders). YJB allow a significant time lag in their reporting, to allow for potential delays in the recording of outcomes, nationally, and their figures are a year behind our own local recording.

Our local analysis shows the cohort of young people who reoffend are predominately young people with very complex needs and vulnerabilities. Subsequently, this makes it more difficult to reduce their risk factors and to turn them around. The YOS continues to use the 'child first, offender second' ethos in working with these young people which looks at them as vulnerable children who are need of support and protection, as opposed to labelling them as offenders. These young people subsequently receive specialist and multi-agency packages of support that can improve their lives. The Trauma Informed and Motivational Practice models are further embedded within the service and have improved the quality of the work that has been delivered to our young people.

Note – the comparison shown above is a snapshot at the end of the last 12 months. The figures are listed as provisional, as the number of re-offences can be subject to change, as the outcomes of offences are confirmed.

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

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

There have been eight custodial sentences involving Islington young people in the first three quarters of 2019/20. This is less than half of the number there were during the equivalent period in 2018/19 (19 custodial sentences).

The YJB report on custodial sentences based on rates per 1,000 10-17 year olds during a rolling 12-month period, to allow comparisons to be made between different local authorities. This data has been updated in the latest publication, for October 2018 to September 2019. Islington's latest published rate is 0.66 custodial sentences per 1,000 population, which is marginally above the previous figure reported. However, the previous quarter's data was the lowest ever rate that has been reported for Islington, so the borough's rate is still much lower than it has tended to be over the last few years. Islington's rate remains higher than the London (0.30) and England (0.19) custody rates.

This has been a significant area of focus due to the very large numbers of Islington young people that were being sentenced to custodial sentences in previous and recent years. The YOS continues to make sure that Pre-Sentence Reports are both trauma informed and strengths based. They also capture the full needs of the young person and are now able to more effectively advise the courts of how the young person's risks can be managed in the community. Consequently, Magistrate and Crown courts are now much more confident in Islington's alternatives to custody and are more likely to sentence young people to these as opposed to custodial sentences.

At a local and national level, BAME young people are over-represented in the youth justice system and in the secure estate. We are prioritising this area from a strategic and operational perspective. Our disproportionality project, in conjunction with Haringey, with funding from the YJB, is being evaluated by City University and will make recommendations about how this area can be tackled. The findings will also be used to help other local areas address and tackle issues in relation to the over-representation of BAME young people within the youth and criminal justice system.

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

There were 13 different children missing from care for more than 24 hours during December 2019. This is higher than the number during March 2019 (11), but it was the same number as were missing for 24+ hours in December 2018 (13) and a reduction on the number who went missing for 24+ hours in September 2019 (21). It therefore appears that the peak of 21 children missing in September was an outlier, as the totals for the surrounding months have all been lower.

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

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

The Exploitation and Missing Team continue to provide training across the council and through the Islington Safeguarding Children Board which explores the link between children that go missing and risk of exploitation. During this quarter a training focussing on exploitation and missing was developed specifically for staff working with 16 and 17 year olds living in semi-independent accommodation. There is continuous scrutiny and senior management oversight of children who do go missing with briefings provided every Friday to senior leaders.

The Exploitation and Missing team are currently recruiting for 2 permanent Exploitation and Missing Engagement Worker posts. Their responsibilities will include completing RHIs with children who go missing, and providing on-going, additional key work to a cohort of young people who go missing and where there are exploitation concerns, in order to minimise instances of repeat missing episodes and to address exploitation concerns.

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

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

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

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

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

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

96.6% of Islington school leavers had a September Guarantee offer of EET. This figure is comparable to the previous year.

The Annual Activity survey will be complete on the 31st January 2020 and analysis of this will be available at the next reporting period.

During the months of September to November there is a period of 'churn' as enrolment data from schools and colleges is returned, and a range of follow up activities is targeted at young people for whom a destination is not known. To date 3 mailshots have gone out to young people and a targeted letter went to parents in December 2019. We have received over 250 responses both by letter and phone calls from young people and parents. This helped reduce the unknowns in November.

Activity is well underway in preparation for the annual reporting period for 16-17 year old NEET performance; figures for December show that Islington is making good progress, and in a much better position in regards to the overall unknown and NEET figure in comparison to this time the previous year. This is due to earlier identification of activity of those young people who were Unknowns. While this had a positive effect on reducing the Unknown numbers, due to some young people being identified as NEET, it also inevitably slightly increased the NEET numbers.

Despite the slight increase to NEET numbers, this is preferable to young people remaining unknown. Early identification of young people becoming NEET enables the Progress Team to offer support and to refer young people to a range of providers who have January starts. Key local providers include SPEAR and Arsenal in the Community, and the Princes Trust, while the council are recruiting young people for a construction pre-apprenticeship programme to commence in February 2020.

The Employment Pathways programme offers young people on a Youth Justice order the opportunity to engage with work experience activities, and receive a bursary for doing so. This has made a difference in helping young people to stay on track with their EET activities. Recent examples include a young person with an EHCP who did well on his reparation order in retail, and has now progressed to a community based learning provision where he will learn carpentry skills and work with school students. This will help increase his confidence and communication skills and it is hoped he will progress onto a supported internship.

A closer working relationship with City and Islington College has enabled the council to identify shared priorities, including the identification of young people at risk of not completing their courses, and more effective data sharing to provide the right support for this group.

Partnership work with the Princes Trust, and a 'whole family approach' to engaging with parents, has also enabled a young person facing significant barriers to take up a one week work experience in catering, and subsequently progress into a hospitality apprenticeship.

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

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

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

Q3 Update:

65 schools have engaged with the 11 by 11 Programme, as at the end of December 2019. This is above the profiled target of 60 schools by the end of 2019/20.

Highlights include:

- 65/72 (90%) schools have now engaged with 11 by 11; 59 schools have applied for cultural activities from the 11 by 11 Activity Menu; 55 schools have nominated a Cultural Lead teacher; 41 schools have had a 121 meeting about the initiative.
- 58 cultural organisations submitted offers on the primary, secondary or both 11 by 11 Activity Menus for the Spring term.
- 45 schools applied for cultural activities for Spring 2020, a significant increase from 29 schools applying for activity in the previous term.
 - 15 of these schools did not apply for activities in the previous window(s); i.e. this is the first time that they have engaged with the activity menu.
- In total, 318 activity applications were offered places for Spring 2020, equating to 5614 pupil experiences: 5404 at primary level, and 210 at secondary.
- The breakdown of schools that engaged this time was: 36 early years/primary and 9 secondaries. Of the primary, 3 schools are an SEN setting and 1 is a Pupil Referral Unit. Of the secondary, 4 schools are SEN settings and 2 are Pupil Referral Units.
- Using the census data and FSM data from September 2018, 1,690 of the 5,404 primary pupils offered an 11 by 11 activity are FSM, equating to 31% of the 11 by 11 Spring term opportunities that were offered to primary aged students.
- A monitoring and evaluation framework has been developed to track engagement of schools, jointly with 100 Hours World of Work.
- The Cultural Enrichment Team has identified 22 target schools for 11 by 11 engagement, using as evidence of low cultural engagement the following sources: the November 2018 Cultural Enrichment schools survey, individual meetings with secondary schools and liaison with Schools Improvement Service. Of the above 22 target schools
 - 2 are secondary
 - 12 are primary
 - 3 are alternative provision/PRU
 - 5 are special

77% of our identified target schools applied for activities for Spring 2020, or 17 of the 22 target schools.

Cultural Lead Teachers and CPD

- 55 Cultural Lead teachers have now been nominated
- At time of writing, 4 CPD sessions have taken place through Culture Bank and, in total, 77 teachers have engaged with these.

Secondary Engagement in 11 by 11

- Engagement by secondary schools with 11 by 11 has been proportionally less than that of primary. We presented to the English Coordinators network last quarter at the advice of the SI Secondary Consultant, and look forward to seeing if this targeting has any effect on increasing numbers in the coming booking window. We are also looking closely at how 11 by 11 activity can help schools connect and transition to the 100 Hours World of Work initiative. It is notable that the 3 City of London academies and St Mary Magdalene Academy have engaged very little, which, for the CoLAT schools, could be due to cultural enrichment being sourced from the Culture Mile.

11 by 11 and Vulnerable Groups

We are piloting ways of working with the most vulnerable children and young people through partnerships with other LBI services and partners. With the Virtual School, we are planning a taster event for Looked After Children and their Carers on 21st February 2020. We are also planning an event with Young Carers for August 2020 working with Family Action and Isledon Arts. We have met with and are developing ways of working with Pupil Services and Children's Emotional Wellbeing Service.

2.5 – Corporate Indicator: 100 hours of the World of Work - Number of schools engaged with the programme

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

Key developments for Quarter 3 include:

- 15 schools engaged with the programme, including 11 secondary and 4 primary.
- 21 activities delivered, including STEM workshops, careers talks and enterprise challenges.
- 2069 pupil experiences delivered through these World of Work activities.
- 37 businesses currently signed up to offer activities through the 100 hours World of Work online menu.

A successful event to celebrate 100 hours World of Work was held in January 2020 at the Institute of Physics, with 150 guests attending including primary and secondary school heads, and employers. Hosted by Cllr Shaikh, the event featured a Q&A session with an expert panel, as well as active demonstrations of World of Work activities by primary school children. Feedback was excellent, with immediate interest from new schools and employers in participating in activities which is being followed up, and local press coverage.

Consequently, an increased amount of activity with schools is planned for Q4. This includes a careers week with New River College PRU, bookings from 16 activities across six new primary schools who had not previously engaged, and a bespoke event for children looked after.

Building further relationships with primary schools remains a priority, and the team attended the Deputy Heads' conference in January 2020 as well as working closely with the Cultural Enrichment Team to maximise opportunities to link the programme with the 11 by 11 offer.

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

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

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

The Summer term 2018/19 absence data has been collected from Islington schools within the Autumn term School Census. Analysis shows that the local provisional persistent absence figures for Islington primary schools was 9.8%. This is a reduction compared to last year. The provisional persistent absence figure for Islington secondary schools is 14.2%, which is marginally higher than the 2017/18 figure.

Comparator data for the full 2018/19 academic year will be published later in the year and will be included in the Q4 Performance Report.

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

School attendance audits have been carried out with those schools with the highest persistent absence levels. This has been followed up with a targeted focus group of twelve schools, who have met on five occasions to develop their respective action plans and responses. All but one of these schools has seen a positive improvement, and the programme will be repeated this term with a new group of schools.

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

- All parents meet their responsibilities to ensure their child attends school regularly
- All schools have effective leadership and management of attendance in place
- All partners provide needs based support to improve attendance at school
- The Local Authority continues to challenge and support schools to ensure measures taken to improve attendance are effective.

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

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

The revised data for 2018/19 shows that the proportion of Islington pupils achieving the expected level in Reading, Writing and Maths at Key Stage 2 was 70% in 2018/19, up from 69% in 2017/18. This is marginally lower than the Inner London and London averages (both 71%), but above the England average of 65%. Islington's ranking compared to other authorities on this outcome measure improved compared to 2017/18:

- Nationally, Islington ranking improved from 32nd to 22nd out of 151 Local Authorities and Islington is in the top quartile of local authorities in the country
- Islington's ranking in London improved from 23rd to 18th
- Within Inner London, Islington's ranking rose from 11th to 8th
- Islington's ranking amongst the borough's Statistical Neighbours improved from 8th to 5th

Another encouraging outcome is that 15% of pupils achieved a higher standard in Reading, Writing and Maths at Key Stage 2 (a higher standard is a scaled score of 110 or more), above our comparators. Islington is ranked 12th in the country on this measure.

Reading outcomes at KS2 have remained consistent and are above national, which reflects the focussed work undertaken by schools and their determination that pupils are reading across the curriculum in order to build their cultural capital and therefore meet the demands of KS2 reading tests. Writing has remained consistent and this in part is due to the nature of teacher assessment but also reflects the consistent training and

support schools have received from School Improvement. Maths has remained consistent against national outcomes. Schools continue to focus on developing mathematical fluency, particularly in arithmetic to support pupils to be successful. More emphasis needs to be given to securing pupils' reasoning skills. More able pupils across all three subjects do particularly well and are consistently above national outcomes. Schools are meeting the needs of more able pupils and using data effectively to ensure progress is maximised for pupils so that they are ready for the next stage of their learning.

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

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

The revised results for 2019 show that the proportion of Black Caribbean pupils achieving the expected standard increased by around 7 percentage points in 2019, up to 56%. With the smaller change in the overall Islington figure, the gap has narrowed to 13 percentage points, from 19 percentage points last year.

To give these differences some context, if 15 more Black Caribbean pupils achieved the expected standard in 2019, the group's results would have matched the Islington average.

Nationally, 56% of Black-Caribbean pupils achieved the expected level, the same as in Islington. However, as the national figure for all pupils achieving the expected standard was lower than the Islington figure at 65%, the gap nationally is narrower than the gap in Islington at 9 percentage points.

The DfE have started to publish more detailed breakdowns of Key Stage 2 results at a local authority and regional level, so we can now compare our local performance on this measure to other areas. Across London as a whole, 59% of Black-Caribbean pupils achieved the expected standard, compared to 71% of all pupils, meaning the gap across London as a whole was 12%.

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

The revised results for 2019 show that the proportion of White-British pupils who were eligible for Free School Meals that achieved the expected standard increased from 50% in 2018 to 55% in 2019, narrowing the gap with the overall Islington figure from 19 percentage points in 2018 to 15 percentage points in 2019.

The latest available comparator data for this breakdown of pupil characteristics for the 2018 revised results is at a national level only. Nationally, 43% of White-British FSM-eligible pupils achieved the expected standard in Reading, Writing and Maths, so there was a gap of 22 percentage points with the national average for all pupils (65%). The gap in Islington has been narrower than this in both the 2018 and 2019 results. If the DfE repeat their publications of these breakdowns, an update for 2019 results should be available during the Summer of 2020.

The Equalities Reference Group continue to meet on a regular basis. The outcomes of this work were recently shared at the Islington Deputy and Assistant Head Teacher Conference (30th/31st January 2020). These initiatives aim to increase engagement of both groups:

- Free Unconscious bias training – staff working in schools and settings
- Equality teach workshops offer – free training in all schools
- Best Practice Charter – aimed at supporting pupils, parents and communities
- Transition project aimed at supporting vulnerable pupils in their transition to secondary school

- Suite of inclusive assemblies that raise aspirations and develop a sense of belonging to the community

Work has also continued to inform Childrens Scrutiny about both groups. Childrens Scrutiny made 14 recommendations following their review of both groups' provision across the borough. These were presented on the 11th February 2020. These recommendations with the full report will be presented to the Council Executive in due course.

3.13 – Number of children in Alternative Provision

The number of pupils in Alternative Provision (AP) at the end of Q3 2019/20 was 58 pupils compared to 59 last year. This equates to a decrease in comparable 2018 figures and includes all pupils attending Alternative Provision whether commissioned through New River College (NRC) or directly by schools.

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

3.14 – Corporate Indicator - Average Attainment 8 Score

The revised average Attainment 8 figure for Islington schools for 2018/19 is 45.8, a marginal improvement compared to the provisional figure, but a slight decrease on the 2017/18 average (46.3). Islington's average is below the comparator averages.

Attainment 8 measures achievement across 8 qualifications.

3.15 – Corporate Indicator - Average Progress 8 Score

The revised Progress 8 figure for Islington schools for 2018/19 is 0.03, a marginal improvement compared to the provisional figure, but below the average for the previous year (0.15). Islington is below the Inner London average (0.18), but above the national average (-0.03).

Progress 8 captures the progress a pupil makes from the end of key stage 2 to the end of key stage 4. It compares pupils' Attainment 8 scores with the average Attainment 8 score of all pupils nationally who had a similar starting point (or 'prior attainment'), based on their assessment results from the end of primary school.

This drop is mainly linked to a decline in outcomes at three schools. We are working robustly to support and challenge maintained school leaders using processes outlined in the Work in Support of Schools (WiSS) document to focus them on bringing about sustained improvements in progress and outcomes for their pupils. We are also meeting with leaders of Multi Academy Trusts to discuss their approaches to bringing about improvements in academies over which they have control. Many Islington secondary pupils have continued to performed very well in relation to Attainment 8 and Progress 8 and have performed strongly in other measures.

3.16 –Corporate Equalities Indicator - Narrowing the gap in attainment between Black-Caribbean (BCRB) pupils and the LBI average at KS4 (gap in Progress 8 between BCRB pupil and LBI average)

and

3.17 –Corporate Equalities Indicator - Narrowing the gap in attainment between White British pupils eligible for Free School Meals and the LBI average at KS4 (gap in Progress 8 between White-British FSM pupils and LBI average)

The average Progress 8 score for Islington's Black-Caribbean pupils in the revised 2018/19 results was -0.35, a fall from -0.28 in the 2017/18 results. However, as the overall Islington average Progress 8 score has fallen by a larger amount, this means the gap between Islington's Black-Caribbean pupils and the borough average has narrowed from 0.43 points in 2017/18 to 0.38 points in 2018/19. Nationally, the average Progress 8 score for Black-Caribbean pupils was -0.31, so this was similar to the Islington figure. However, the overall national average Progress 8 score is lower than the Islington average at -0.03, and therefore the gap is narrower across England as a whole than it is for Islington.

The average Progress 8 score for Islington's White-British pupils who were eligible for Free School Meals in the revised 2018/19 results was -1.14, a fall from -0.65 in the 2017/18 results. The overall Islington average also fell, but not by as much as the average score for this group of pupils. The gap between the two averages therefore widened, from 0.80 points in the 2017/18 results to 1.17 in the 2018/19 provisional results. Nationally, the average Progress 8 score for White-British pupils eligible for Free School Meals was -0.78, and the gap between this and the overall national average Progress 8 score was 0.75.

Whilst the narrowing of the progress gap for Black Caribbean pupils is promising, its context within the fall in overall progress makes the achievement of these pupils a continuing priority. The widening gap for White British Disadvantaged students can be largely accounted for by underachievement in three schools which have a high proportion of these pupils. Since September, all meetings between the Heads of Primary and Secondary School Improvement and headteachers have had the need to improve the achievement for these target groups as a key point for action. It has also been a key focus of the meetings held in the autumn term with headteachers to identify areas for specific support to individual schools. Council officers have also met with leaders from the Academy Trusts in meetings of mutual interest and again have raised the need for improvement in the achievement of the target groups as an explicit agenda item. These meetings of mutual interest are a particularly important strategic step in tackling the issue at borough level.

Below is an outline of some of the work which has been happening since the last report.

This year the Childrens scrutiny committee's focus is on the achievement of these two groups of pupils. This has provided an effective and sustained framework through which to interrogate current approaches and explore issues to bring about improvement. After an initial session on setting the scene, the committee have had an opportunity to question a panel of headteachers, hear about current borough approaches, gain insight into a national research project into the impact of grouping practices on disadvantaged pupils, and visit various Islington settings to talk to pupils, parents and staff. This process will culminate in a series of recommendations which will inform future actions for both council officers and school staff. The headteacher termly briefings have been used to feedback on this work and continue the focus on this critical issue.

Since the last report, the Equalities Reference Group have continued to meet on a half termly basis. The focus on the second priority (engaging parents, pupils and communities) has led to an Islington Best Practice Charter which was launched at the Deputy Heads conference at the end of January. The aim is to encourage as many schools as possible to sign up to the charter and thereby to adopt and adapt the best practice which is present in schools which buck the trend in relation to these two groups.

The Equalities Reference Group has also been working on the third priority (engaging pupils in school and society) which has led to a transition project due to be piloted in 3 primary and 3 secondary schools from January. The aim is to support 4-5 pupils from the target groups in each school to develop their sense of safety and belonging, express their ideas and opinions and embrace leadership opportunities.

Both of the above initiatives featured at the Deputy Heads Conference at the end of January, together with further input from the cultural competency trainer who had such an impact last year. The focus of the conference was again equalities. As such, it provided an opportunity to launch a suite of inclusive assemblies which have been written specifically for Islington schools. These feature notable people from local history and include representatives from both the target groups.

Islington Council is in the process of securing unconscious bias training to be rolled out to all council employees. A basic unconscious bias training course, delivered by a council officer, has also been made available to any Islington school which wishes to have it.

Academic research into the lived experience of White British disadvantaged pupils has continued to progress. The data collection period is almost at an end. Results will be shared with participating schools during the Spring term and senior leaders will engage in dialogue to decide on recommendations for their setting. A borough report will be published in the summer term.

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

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

Historically, our re-referral rate has remained fairly constant at about 20%, which has been similar to the national average. However, the proportion of re-referrals within the last 12 months has reduced from 16.8% at the end of 2017/18 to 16.4% at the end of 2018/19. There has been a slight increase so far in 2019/20 and the latest figure is 17.3%, but this is still below the long term average of 20%. Comparator data for 2018/19 shows that the Islington rate is just above the Inner London rate (16.0%) but well below the England rate (21.4%). Islington is in the second quartile, nationally, although Islington was only one place outside the top quartile.

The reduction in the re-referral rate is an indication that the Motivational Practice model is now having a sustainable and longer term impact on the wellbeing of children and their families, as improvements in this indicator have been sustained for two years.

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

The figure for repeat child protection (CP) plans for the end of Q3 is currently 21.2%: of the 146 new CP plans made, 31 were repeat plans (relating to 18 family groups). This is above Islington's target, although in line with the 21.3% reported for the end of Q3 in 2018/19. At the same point last year, 169 new child protection plans had been made, 36 of which were repeat plans.

There has been a 14% decrease in new CP plans being made at the end of Q3 compared to the same quarter the previous year. There has also been a 14% decrease in the number of repeat child protection plans from the previous year. Repeat CP plans need to be seen in the context of fewer children subject to such plans but with more complex and chronic needs. Domestic abuse remains a significant factor in such plans. We have in place a system where an alert is raised of any potential repeat plan before a conference is booked and therefore highlights the need for advance overview of the child's file. Prior to any potential repeat Initial Child Protection Conference being booked we request that a CP consultation is booked in.

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

As at the end of December 2019, 8.4% of Islington's looked after children had been in 3 or more placements over the course of the year. This is a cumulative measure that increases throughout the year and resets each April. A comparison to the same point in 2018/19 shows that the proportion of children with 3 or more placements is slightly higher than it was at the equivalent point during the previous year, although it was in line with performance for the year before this.

Comparator data for 2018/19 has now been published. This shows that the proportion of Islington's looked after children who had 3 or more placements over the year was higher than national average of 10.4% and the London average of 10.6%. However, Islington's ranking improved from 120th in the country to 102nd, and Islington has moved out of the bottom quartile on this measure.

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

The proportion of children in long-term stable placements has increased each month since May 2019 and has now risen to 79.1%, so we are expecting the year-end figure to show a significant increase on the previous year.

The published data on this measure shows that the Islington performance on this measure in 2018/19 was better than we had provisionally thought. More detailed checks are now being made on the underlying data each month to ensure we are not counting additional placement changes as moves (e.g. where a child moves placement location but remains with the same carer), in line with the methodology being used by the DfE.

The 2018/19 data shows that 68.9% of Islington's looked after children who had been looked after for 2.5 or more years were in stable placements. This was marginally higher than the London and England rates of 68.7%. Islington was in the second from top quartile on this measure, nationally.

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

The recent reorganisation in CLA aims to embed our practice model further. In particular, it will enable more intensive work with foster carers and children to promote placement stability. Alongside a revised permanency protocol, increased monitoring by senior managers has begun to make a positive difference to our performance. Long term placement stability has improved in-year and is better than London and national annual 2018/19 outturns.

3.24 – Number of looked after children

At the end of Q3 2019/20 there were 335 children looked after by Islington. This is above the 313 at the end of 2018/19, the 318 at the end of Q2 and the 327 at the same point during 2018/19. The increase is largely due to increases in the number of Unaccompanied Asylum Seeking Children, including those who have recently become looked after by Islington as part of the Dubs scheme. However, this figure is still lower than levels seen across the medium term, as the numbers of looked after children have tended to be around 340 to 350 in recent years.

The reduction in the numbers of children looked after is very positive and an indication of the impact of our Motivational Practice model.

3.25 – Rate of looked after children

The DfE have now published their rates of looked after children for each local authority, as at the end of 2018/19. Islington's rate fell to its lowest reported level of 74 per 10,000 under 18s, compared to 81 the previous year. Islington has bucked the national trend, as the number and rate of looked after children across England as a whole has continued to increase.

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

6.2 - Percentage of good and outstanding Islington schools

The proportion of Islington schools judged good or better rose slightly from 91.0% at the end of September 2019 to 91.2% at the end of December 2019. Islington remains above the England average (86.2%) in terms of inspection outcomes, but is slightly below the London average (92.4%). However, the gap between Islington and the London average has narrowed by half a percentage point in Q3. Islington remains in the second highest quartile nationally.

There were three section 8 inspections of Islington schools in Q3 2018/19. All three schools maintained their good or outstanding inspection statuses. There was also a first inspection for City of London Primary Academy, Islington, which was judged to be outstanding.

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

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

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

- 100% of nursery schools (3/3)
- 93.5% of primary schools (43/46)
 - 97.5% of local authority maintained primary schools (39/40)
 - 66.7% of academies and free schools (4/6)
- 70% of secondary schools (7/10)
 - 66.6% of local authority maintained secondary schools (4/6)
 - 75% of academies and free schools (3/4)
- 100% of special schools (5/5)
- 100% of Pupil Referral Units (4/4)

4. Implications

4.1 Financial implications:

Not applicable.

4.2 Legal Implications:

Not applicable.

4.3 Environmental Implications

Not applicable.

4.4 Resident Impact Assessment:

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

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

5. Reason for recommendations

5.1 In accordance with its remit:

Scrutiny Committee is asked to discuss the progress set out in the report.

Appendices

- Appendix A: Data Dashboard for Q3 2019/20
- Appendix B: Q4 performance data

Background papers: None

Final report clearance:

Signed by:

18 June 2020

Carmel Littleton, Corporate Director, People

Date

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Appendix A - Data Dashboard

CS PI No.	Corporate Indicator?	Indicator	Current Figure (Period covered)	Previous Figure (Period covered)	Figure at end of previous year	Direction of travel	London	England	National quartile
Outcome: Creating a safe and cohesive borough for all									
1.1	✓	Corporate Indicator: Percentage of young people (aged 10-17) triaged that are diverted away from the criminal justice system	80% (Q1-3 2019/20 provisional)	82% (Q1-3 2018/19)	83% (2018/19 FY)	↔	n/a	n/a	n/a
1.2	✓	Corporate Indicator: Number of first time entrants into Youth Justice System	42 (Q1-3 2019/20 provisional)	44 (Q1-3 2018/19)	58 (2018/19 FY)	↔	n/a	n/a	n/a
1.3	✓	Corporate Indicator: Percentage of repeat young offenders (under 18s)	44% (Q3 2019/20 provisional)	Not applicable - change in definition	45% (2018/19 FY)	-	YJB measure on reoffending uses a different cohort so is not comparable		
1.4	✓	Corporate Indicator: Number of custodial sentences for young offenders	8 (Q1-3 2019/20 provisional)	19 (Q1-3 2018/19)	26 (2018/19 FY)	↓	n/a	n/a	n/a
1.5	x	Number of children missing from care for 24+ hours	13 (December 2019)	13 (December 2018)	11 (March 2019)	↔	n/a	n/a	n/a
Outcome: Delivering an inclusive economy, supporting people into work and financial independence and helping them with the cost of living									
2.4	✓	Corporate Indicator: Number of schools engaged in the 11 by 11 Cultural Enrichment Programme	65 (End Q3 2019/20)	59 (End Q2 2019/20)	New indicator	-	n/a	n/a	n/a
2.5	✓	Corporate Indicator: 100 hours of the world of work - Number of schools engaged with the programme	16 (End Q3 2019/20)	14 (End Q2 2019/20)	New indicator	-	n/a	n/a	n/a
Outcome: Making Islington the best place for all young people to grow up – where children and families can thrive and reach their potential									
3.5	✓	Corporate Indicator: Percentage of primary school children who are persistently absent (below 90% attendance)	9.8% (2018/19 AY provisional)	11.0% (2017/18 AY)	11.0% (2017/18 AY)	↓	8.3% (Autumn & Spring terms 2018/19)	8.4% (Autumn & Spring terms 2018/19)	Bottom
3.6	✓	Corporate Indicator: Percentage of secondary school children who are persistently absent (below 90% attendance)	14.2% (2018/19 AY provisional)	13.9% (2017/18 AY)	13.9% (2017/18 AY)	↔	11.1% (Autumn & Spring terms 2018/19)	12.7% (Autumn & Spring terms 2018/19)	Bottom
3.10	x	Percentage of pupils achieving the expected level in Reading, Writing and Maths (combined) at the end of Key Stage 2	70% (2018/19 AY)	69% (2017/18 AY)	69% (2017/18 AY)	↔	71% (2018/19 AY)	65% (2018/19 AY)	Top
3.11	✓	Corporate Equalities Indicator: Narrowing the gap in attainment between the BCRB pupils and the LBI average at KS2 (gap in percentage of pupils achieving the expected level in Reading, Writing and Maths)	13 pts (2018/19 AY)	19 pts (2017/18 AY)	19 pts (2017/18 AY)	↓	12 pts (2018/19 AY)	9 pts (2018/19 AY)	n/a
3.12	✓	Corporate Equalities Indicator: Narrowing the gap in attainment between White British pupils eligible for Free School Meals and the LBI average at KS2 (gap in percentage of pupils achieving the expected level in Reading, Writing and Maths)	15 pts (2018/19 AY)	19 pts (2017/18 AY)	19 pts (2017/18 AY)	↓	n/a	22 pts (2017/18 AY)	n/a

CS PI No.	Corporate Indicator?	Indicator	Current Figure (Period covered)	Previous Figure (Period covered)	Figure at end of previous year	Direction of travel	London	England	National quartile
3.13	x	Number of children in Alternative Provision	58 (Q3 2019/20 FY)	76 (Q3 2018/19 FY)	76 (End of 2018/19 FY)	↓	n/a	n/a	n/a
3.14	✓	Corporate Indicator: Average Attainment 8 score	45.8 (2018/19 revised)	46.3 (2017/18 AY revised)	46.3 (2017/18 AY revised)	↔	49.7 (2018/19 AY revised)	46.8 (2018/19 AY revised)	2nd from bottom
3.15	✓	Corporate Indicator: Average Progress 8 Score	0.03 (2018/19 revised)	0.15 (2017/18 AY revised)	0.15 (2017/18 AY revised)	↓	0.22 (2018/19 AY revised)	-0.03 (2018/19 AY revised)	2nd from top
3.16	✓	Corporate Equalities Indicator: Narrowing the gap in attainment between Black-Caribbean (BCRB) pupils and the LBI average at KS4 (gap in Progress 8 between BCRB pupil and LBI average)	BCRB = -0.35 Gap = 0.38 (2018/19 AY revised)	BCRB = -0.28 Gap = 0.43 (2017/18 AY revised)	BCRB = -0.28 Gap = 0.43 (2017/18 AY revised)	↓	Not available below National	BCRB = -0.31, Gap = 0.28 (2018/19 AY)	n/a
3.17	✓	Corporate Equalities Indicator: Narrowing the gap in attainment between White British pupils eligible for Free School Meals and the LBI average at KS4 (gap in Progress 8 between White-British FSM pupils and LBI average)	White British FSM pupils = -1.14 Gap = 1.17 (2017/18 AY revised)	White British FSM pupils = -0.65 Gap = 0.80 (2017/18 AY revised)	White British FSM pupils = -0.65 Gap = 0.80 (2017/18 AY revised)	↑	Not available	White British FSM pupils = -0.78 Gap = 0.75 (2018/19 AY)	n/a
3.20	✓	Corporate Indicator: Percentage of re-referrals to Children's Social Care within the previous 12 months	17.3% (Q3 2019/20 FY provisional)	15.6% (2018/19 Q3)	16.4% (2018/19 FY)	↑	16.0% (2018/19 FY)	21.4% (2018/19 FY)	2nd from top
3.21	✓	Corporate Indicator: Percentage of children who become the subject of a Child Protection Plan for a second or subsequent time	21.2% (Q1-3 2019/20 FY provisional)	21.3% (Q1-3 2018/19)	20.9% (2018/19 FY)	↔	18.9% (2018/19 FY)	20.8% (2018/19 FY)	2nd from top
3.22	x	Placement stability - short term - Proportion of looked after children with 3 or more placements over the course of the year	8.4% (Q3 2019/20 FY provisional)	7.3% (2018/19 Q3)	11.8% (2018/19 FY)	↑	10.6% (2018/19 FY)	10.4% (2018/19 FY)	2nd from bottom
3.23	x	Placement stability - long term - Percentage of children who have been looked after for more than 2.5 years who have been looked after in the same placement for at least 2 years or placed for adoption	79.1% (Q3 2019/20 FY provisional)	n/a - Revised calculation	68.9% (2018/19 FY)	↑	68.7% (2018/19 FY)	68.7% (2018/19 FY)	2nd from top
3.24	x	Number of Looked After Children	335 (Q3 2019/20 FY provisional)	327 (2018/19 Q3)	313 (2018/19 FY)	↔	Not comparable	Not comparable	n/a
3.25	x	Rate of Looked After Children	74 (2018/19 FY)	81 (2017/18 FY)	81 (2017/18 FY)	↓	50 (2018/19 FY)	65 (2018/19 FY)	2nd from bottom
Outcome: Ensuring our residents can lead healthy and independent lives									
Outcome: Making Islington a welcoming and attractive borough and creating a healthy environment for all									
Outcome: Continuing to be a well-run council, making a difference despite reduced resources									
6.2	x	Percentage of good and outstanding Islington schools (all phases)	91.2% (Q3 2019/20 FY)	92.5% (Q3 2018/19 FY)	91.0% (Q4 2018/19 FY)	↔	92.4% (Q2 2019/20 FY)	86.2% (Q3 2019/20 FY)	2nd from top

Corporate Performance

2019/20 Directorate Report



Children & Young People

May 2020

Performance Highlights

Our Strategic Objectives

Children and Young People Making Islington the best place for young people to grow up

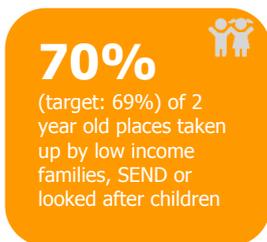
- Always keep children and young people safe and secure and reduce the number of children growing up in poverty
- Make sure young people get the best start
- Ensure our schools are places where all young people can learn and thrive

Covid-19 Impact

With schools and early years settings only open to vulnerable children and children of critical workers, as well as the cancellation of exams for Summer 2020, many of the education measures under the 'Children and Young People' theme will not be reportable for the 2019/2020 academic year. We have also seen a fall in the number of referrals to children's social care since the introduction of the lockdown measures, as many of the services that would make referrals are either not operating or operating differently given the current situation. However, this will have more of an impact on early 2020/21 than late 2019/20, as the lockdown was just before the end of the financial year.

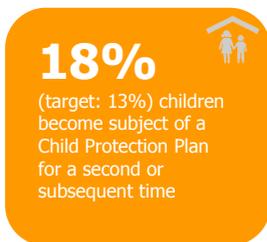
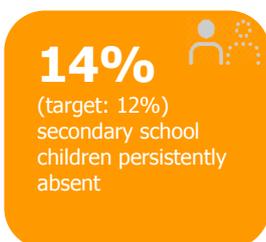
Key Achievements at Q4

*This is the latest data available but may not reflect full-year performance.

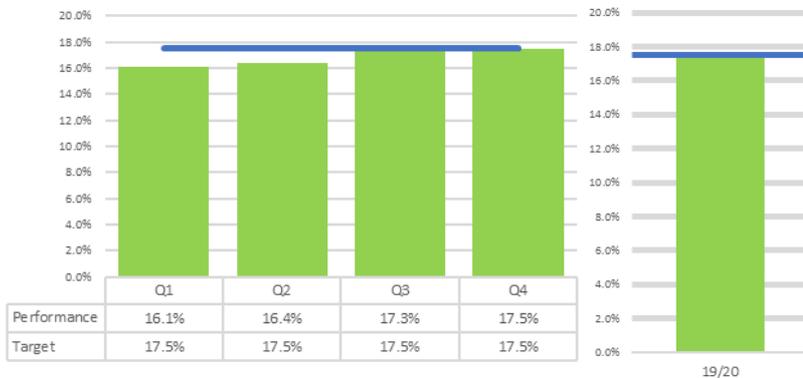


Key Challenges at Q4

*This is the latest data available but may not reflect full-year performance. Where outline is red, impact is due to Covid-19.

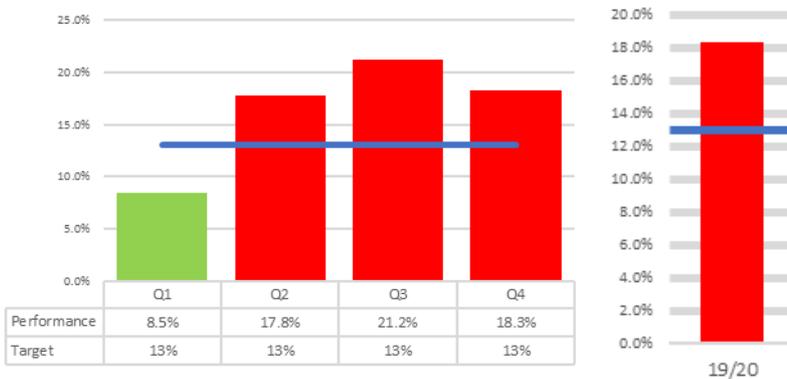


Percentage of re-referrals to Children's Social Care within the previous 12 months



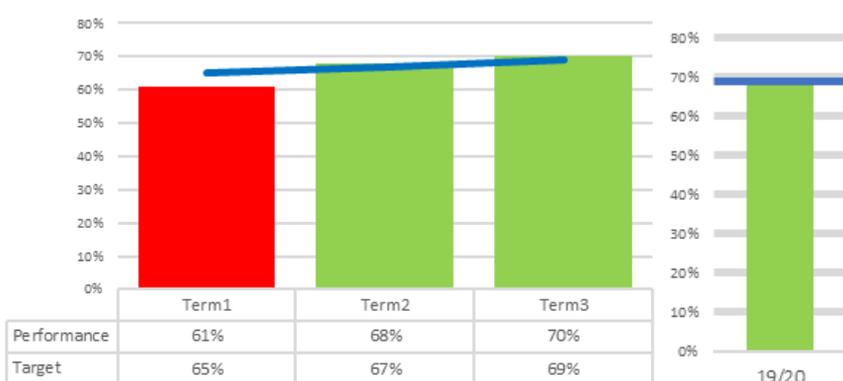
19/20 Performance	17.5%
19/20 Target	18%
Direction of Travel	▲
Comments	<p>Target already set as part of Children & Families Outcomes Framework and has been met.</p> <p>The Islington provisional figure for 2019/20 is below the latest reported London and England figures (for 2018/19).</p>

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



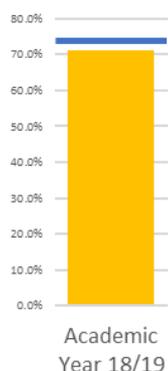
19/20 Performance	18.3%
19/20 Target	13.0%
Direction of Travel	▼
Comments	<p>The figure for repeat child protection plans for the end of Q4 is 18.3%, which represents an improvement on the previous quarter, and an improvement on 2018/19. Of the 202 new CP plans made, 37 were repeat plans. More than three quarters of the repeat plans involved more than one child in the same family group (21 family groups). Those where domestic violence concern are more likely to become subject for a second or subsequent time.</p>

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



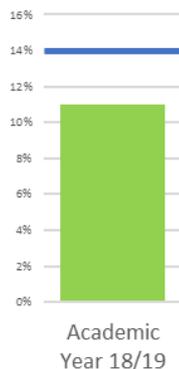
19/20 Performance	70%
19/20 Target	69%
Direction of Travel	▲
Comments	<p>We have managed to improve the proportion of eligible two year olds in funded early education places since last Summer. For the two years prior to this, performance had been bouncing around the 61-64% range. Islington is now just above the last published national average.</p>

Percentage of pupils achieving a Good Level of Development in the Early Years Foundation Stage profile



Performance	71%
Target	73.3%
Direction of Travel	▶
Comments	<p>The target represents the Inner London average, which was published in October 2019. Although Islington remains below the Inner London average, the gap has narrowed in 2018/19. The Islington figure fell by 0.1% in 2019, whilst the Inner London average fell by 0.3%.</p> <p>GLD scores have flatlined nationally this year. In Islington we have seen a very small decline. An analysis is underway.</p> <p>This is the first cohort of children for whom the government restricted Islington's ability to provide 30 hours of early education in nursery. Introduced in September 2017, entitlement to 30 hours was restricted to children of working parents. Islington successfully disapplied to the DFE to make provision for children with severe and complex social, emotional and or special educational needs to have 30 hours; but the overall number of children benefitting from full-time nursery was reduced.</p> <p>*Significant Covid-19 impact requires interim suspension of this indicator*</p>

Percentage gap at EYFS between pupils entitled to Free School Meals and non-FSM pupils



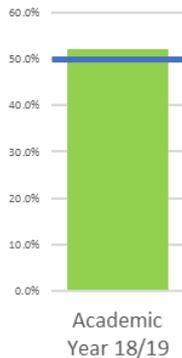
Performance	11%
Target	Below 14%
Direction of Travel	▼
Comments	<p>The gap has narrowed due to improvement in results for FSM-eligible pupils.</p> <p>In Islington, the proportion of FSM-eligible pupils who achieved a Good Level of Development in the EYFSP rose from 61% in 2017/18 to 64% in 2018/19. The proportion of non-eligible pupils achieved the GLD remained at 75%.</p> <p>*Significant Covid-19 impact requires interim suspension of this indicator*</p>

Participation rate for Islington play offer (5 to 12 year olds)



Performance	60.6%
Target	67%
Comments	<p>19/20 data not yet available</p> <p>*Significant Covid-19 impact requires interim suspension of this indicator*</p>

Participation rate for youth offer (13 and older)



Performance	52.2%
Target	50%
Comments	2019/20 data not yet available *Significant Covid-19 impact requires interim suspension of this indicator*

Percentage of primary school children who are persistently absent (below 90% attendance)



Performance	9.7%
Target	8.7%
Direction of Travel	▼
Comments	We have halved the gap to the Inner London average from 2.1 percentage points in 2017/18 to 1 percentage point in 2018/19. We have delivered a 6 month targeted programme (January to June) to those primary schools with the highest level of persistent absence over the last three years. All but one school saw a positive improvement the percentage of children persistently absent, ranging from 0.5% to 6.5% improvement, with the mean average across the 12 schools improving from 17.35% to 13.82%. *Significant Covid-19 impact requires interim suspension of this indicator*

Percentage of secondary school children who are persistently absent (below 90% attendance)

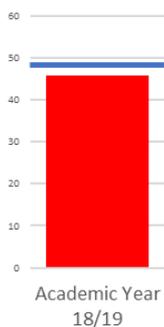
Performance	14.2%
Target	12.0%
Direction of Travel	▶
Comments	Both Islington and Inner London saw marginal increases in their PA rates for secondary schools between 2017/18 and 2018/19. Reducing PA at secondary remains a high priority. A focus group is being arranged for secondary schools with the highest number of PA pupils, using the same approach as for primary (see above). We have also targeted a small group of schools requiring immediate additional support with case work management, keeping records of school interventions and preparing papers for



prosecution, and a workshop has been delivered to provide practical guidance to support these schools.

Significant Covid-19 impact requires interim suspension of this indicator

Attainment 8 score



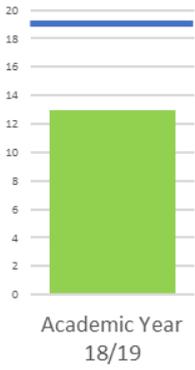
Performance	45.8
Target	48.4
Direction of Travel	▶
Comments	<p>Target represents the revised Inner London average for 2018/19. The average Attainment 8 score for Islington decreased by 0.5 compared to last year's results, whereas the Inner London average is in line with the 17/18 results. This drop is mainly linked to a decline in outcomes at three schools.</p> <p>We are working robustly to support and challenge maintained school leaders using processes outlined in the Work in Support of Schools (WiSS) document to focus them on bringing about sustained improvements in progress and outcomes for their pupils. Where appropriate we are meeting with leaders of Multi Academy Trusts to discuss their approaches to bring about improvements in academies over which they have control.</p> <p>*Significant Covid-19 impact requires interim suspension of this indicator*</p>

Average Progress 8 score



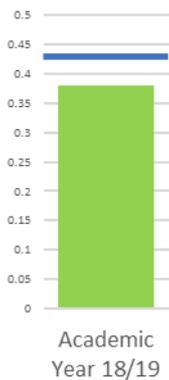
Performance	0.03
Target	0.18
Direction of Travel	▼
Comments	<p>Target represents the revised Inner London average for 2018/19. The Islington Progress 8 score is down on last year, whereas the Inner London average is in line with the previous year. As in CYP11, this drop is mainly linked to a decline in outcomes at three schools. We are working robustly to support and challenge maintained school leaders using processes outlined in the Work in Support of Schools (WiSS) document to focus them on bringing about sustained improvements in progress and outcomes for their pupils. Where appropriate we are meeting with leaders of Multi Academy Trusts to discuss their approaches to bring about improvements in academies over which they have control.</p> <p>*Significant Covid-19 impact requires interim suspension of this indicator*</p>

Gap in attainment between Black Caribbean pupils and the LBI average at Key Stage 2 (expected standard in Read, Writing and Maths)



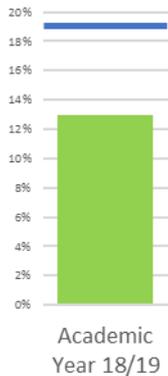
Performance	13 pts
Target	19 pts
Direction of Travel	▼
Comments	<p>The revised results for 2019 show that the proportion of Black Caribbean pupils achieving the expected standard increased by around 7 percentage points in 2019, up to 56%. With the smaller change in the overall Islington figure, the gap has narrowed to 13 percentage points, from 19 percentage points last year.</p> <p>To give these differences some context, if 15 more Black Caribbean pupils achieved the expected standard in 2019, the group's results would have matched the Islington average.</p> <p>Nationally, 56% of Black-Caribbean pupils achieved the expected level, the same as in Islington. However, as the national figure for all pupils achieving the expected standard was lower than the Islington figure at 65%, the gap nationally is narrower than the gap in Islington at 9 percentage points.</p> <p>*Significant Covid-19 impact requires interim suspension of this indicator*</p>

Gap in attainment between Black Caribbean pupils and the LBI average at Key Stage 4 (Progress 8 Score)



Performance	0.38
Target	0.43
Direction of Travel	▼
Comments	<p>The revised Progress 8 score for Islington's Black-Caribbean pupils in 2019 is -0.35, compared to 0.03 for Islington overall, so the gap is 0.38 points. Although the Progress 8 score for Black Caribbean pupils is lower than in last year's revised results, the change was not as large as the change in the overall Islington average, so the relative gap has improved.</p> <p>Nationally, the average Progress 8 score for Black-Caribbean pupils was -0.31, so this was similar to the Islington figure. However, the overall national average Progress 8 score is lower than the Islington average at -0.03, and therefore the gap is narrower across England as a whole than it is for Islington.</p> <p>*Significant Covid-19 impact requires interim suspension of this indicator*</p>

Gap in attainment between White British pupils eligible for Free School Meals and the LBI average at Key Stage 2 (expected standard in Reading, Writing and Maths)



Performance	15 pts
Target	19 pts
Direction of Travel	▼
Comments	<p>The revised results for 2019 show that the proportion of White-British pupils who were eligible for Free School Meals that achieving the expected standard increased from 50% in 2018 to 55% in 2019, narrowing the gap with the overall Islington figure from 19 percentage points in 2018 to 15 percentage points in 2019.</p> <p>The latest available comparator data for this breakdown of pupil characteristics for the 2018 revised results at a national level only. Nationally, 43% of White-British FSM-eligible pupils achieved the expected standard in Reading, Writing and Maths, so there was a gap of 22 percentage points with the national average for all pupils (65%). The gap in Islington has been narrower than this in both the 2018 and 2019 results.</p> <p>*Significant Covid-19 impact requires interim suspension of this indicator*</p>

Gap in attainment between White British pupils eligible for Free School Meals and the LBI average at Key Stage 4 (Progress 8 Score)



Percentage rate of fixed period exclusions – Primary



Percentage rate of fixed period exclusions – Secondary



Performance	1.17
Target	0.80
Direction of Travel	▲
Comments	<p>The average Progress 8 score for White-British pupils eligible for Free School Meals in the 2018/19 revised results was -1.14. Compared to the overall Islington Progress 8 score of 0.03, the gap is 1.17, wider than in 2017/18. Nationally, the average Progress 8 score for White-British pupils eligible for Free School Meals was -0.78, and the gap between this and the overall national average Progress 8 score was 0.75.</p> <p>The largest numbers of our White-British are on roll at the same schools flagged in CYP11 and 12. The focus of our work with school and multi academy trust leaders from those schools is the achievement of those pupils.</p> <p>*Significant Covid-19 impact requires interim suspension of this indicator*</p>

Performance	2.08%
Target	0.94%
Direction of Travel	▲
Comments	<p>Ten mainstream primary schools accounted for 47% of all primary fixed period exclusions, with the highest excluding school accounting for 15% of all primary exclusions, almost double the proportion of the next highest school (8%) during this reporting period. 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 school in Islington. The report gave fourteen recommendations that will enable more children and young people to remain in mainstream education.</p> <p>*Significant Covid-19 impact requires interim suspension of this indicator*</p>

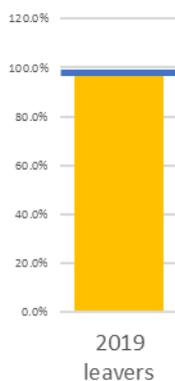
Performance	16.46%
Target	9.31%
Direction of Travel	▲
Comments	<p>44% of all secondary fixed period exclusions is accounted for by one school during this reporting period. This rise arose during the transition phase to academy status. The current picture is improved. See also information above on Children's Services Scrutiny Committee report and recommendations.</p> <p>*Significant Covid-19 impact requires interim suspension of this indicator*</p>

Percentage rate of permanent exclusions – secondary



Performance	0.23%
Target	0.21%
Direction of Travel	▼
Comments	<p>Although Islington remained above the Inner London average, the gap has narrowed from 0.07% in 2016/17 to 0.02% in 2017/18.</p> <p>*Significant Covid-19 impact requires interim suspension of this indicator*</p>

Percentage of Islington School leavers in Year 11 who move into education or training



Performance	97.0%
Target	98.0%
Direction of Travel	▶
Comments	<p>While this figure remains relatively stable, there were a greater number of young people who went into employment without training compared to the previous year, which resulted in a slight decrease in participation in learning and training. There is a risk of participation falling this year due to the impact of Covid-19, particularly from priority groups, and this has been included as a recovery performance indicator.</p> <p>*Significant Covid-19 impact requires interim suspension of this indicator*</p>

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London Borough of Islington

Inspection of children's social care services

Inspection dates: 9 March 2020 to 13 March 2020

Lead inspector: Nicola Bennett
 Her Majesty's Inspector

Judgement	Grade
The impact of leaders on social work practice with children and families	Outstanding
The experiences and progress of children who need help and protection	Outstanding
The experiences and progress of children in care and care leavers	Good
Overall effectiveness	Outstanding

Children in Islington benefit from services that have gone from strength to strength since the last inspection in 2017, when they were judged good overall, and outstanding for leadership, management and governance. Senior leaders and members of the council demonstrate an unwavering commitment to improving and enriching the lives of children and their families. This is evidenced by the significant and sustained investment in children's services, and by the wide range of highly successful initiatives that are having a positive impact on children and their families, whatever their level of need. Highly skilled and experienced staff listen carefully to children to understand their needs and ensure that plans are effective.

Senior leaders promote a strong culture of learning and development and have built on the findings of the focused visit and the joint targeted area inspection in 2018. Partnership working is strong and well established and has contributed to the development and successful implementation of many creative and innovative services. Senior managers have an accurate picture of the quality of practice and services delivered in Islington and the improvements that are still required, through highly effective performance information and quality assurance systems. Staff receive high-quality support and take great pride in their work.

What needs to improve

- The timeliness and quality of planning for children at high risk in the community, when they are placed back with their parents while alternative accommodation is sought.
- The engagement of care leavers in pathway planning and the consistent provision of health histories.

The experiences and progress of children who need help and protection: outstanding

1. Children and families in Islington benefit from well-established and appropriately targeted early help services. Services provide high-quality support to families who are experiencing a wide range of complex issues. Timely and thorough assessments, plans and reviews enable professionals and families to evaluate the effectiveness of early help services in addressing issues and sustaining improvements.
2. Thresholds between early help and social care are well understood and applied appropriately. Escalating risk or need is recognised and results in timely referrals to children's social care, followed by a swift response. Since the last inspection, the local authority has introduced the co-location of highly experienced and dedicated early help and mental health practitioners in the children's services contact team. This is a significant strength and results in early signposting to specialist services to meet children's needs.
3. Timely communication with the police and other professionals within the multi-agency safeguarding hub (MASH) and external partners results in prompt help and protection for children. Experienced and knowledgeable social workers screen contacts without delay. The 'no names' telephone consultation service is well used and valued by professionals and provides an effective service. Parental consent is carefully considered and overridden as necessary. Children's experiences are clearly recorded and inform decisions regarding the level of services required to address their identified needs.
4. Prompt and effective action is taken to safeguard and protect children who are at immediate risk of harm. Strategy discussions are thorough, and, following the joint targeted area inspection in 2018, senior leaders have successfully addressed concerns regarding the attendance of some partner agencies at these meetings. As a result, the police now attend the vast majority of strategy meetings and contribute effectively to information-sharing, the evaluation of risk, and planning. The emergency duty team provides an effective service out of hours, ensuring that protective action is taken to safeguard children.
5. Young people who are presenting as homeless receive timely and sensitive responses. Thorough social work assessments identify risks and needs well, and young people are provided with support that takes account of their individual needs.

6. Children who are privately fostered are supported well. Regular visiting and supervision ensure effective oversight of changing circumstances so that children are protected, and their welfare is promoted.
7. Allegations against adults who work or volunteer with children are taken seriously and responded to swiftly. Thresholds are understood across the partnership and applied consistently. Investigations are well coordinated to ensure that children are protected.
8. Visits to children are regular, purposeful and responsive to children's circumstances. Social workers see children alone and undertake skilled, direct work to capture their views and understand their experiences, and this information is then used to inform assessments and plans. Good use is made of the consultation services offered by specialist mental health and exploitation professionals to inform assessments and plans. Comprehensive, authoritative assessments are informed by family history and culture and capture children's experiences effectively. The impact on children of parental trauma, as well as substance misuse, domestic abuse and mental ill-health, is well considered and evaluated.
9. Child protection conferences are timely, and multi-agency reviews are held regularly to review and update children's plans. Almost all plans are of good quality; they are appropriately evaluative and well targeted, with achievable and measurable actions. Plans are progressed in a timely way and lead to risks being reduced. Collaborative, well-coordinated multi-agency interventions such as child and adolescent mental health services (CAMHS), the adolescent multi-agency support service, the targeted youth service and The Lighthouse, for children who have experienced sexual abuse, all make a positive contribution to improving the lives of children. When risks are reduced, partner agencies, as the lead professional, continue to support children.
10. Disabled children and their families receive timely responses that take into account parental support and the child's needs. Children and their families benefit from a broad range of services delivered by committed social workers and professionals across the partnership. The needs of children in the family who are not disabled are also fully considered. Risks and needs are very well identified and integrated into plans that are informed by regular and purposeful visiting. Assessments and plans identify children's needs well and clearly show how these needs will be met.
11. Dedicated, highly experienced social workers in child in need teams are ambitious for children and have a clear and determined focus on improving their lives. A stable workforce and manageable caseloads enable social workers to develop positive and enduring relationships with children. The local authority's preferred social work model is well embedded, and workers demonstrate a good understanding of the impact of trauma on children's lives. Practitioners build effective relationships with parents and provide appropriate challenge.

12. Supervision and management oversight are regular, and social workers describe receiving good-quality, reflective supervision. However, a small number of records are not comprehensive or timebound, or they are overly focused on parental need.
13. Children and young people at risk of sexual and criminal exploitation and gang involvement receive a highly effective response. Creative and persistent efforts are made by exceptionally knowledgeable and skilled practitioners in the 'exploitation and missing' team and the integrated gangs unit to locate and engage with children who go missing. The identification and understanding of risk for children facing exploitation are sophisticated and impressive. The quality of return home interviews has improved significantly since the last inspection; they are now of consistently high quality and they are promptly shared. This informs effective disruption, prevention and safeguarding activity, which reduces risk for these highly complex and vulnerable children and young people.
14. Professionals make timely referrals when they have concerns about the potential radicalisation of children. Responses are considered and proportionate to the needs of any children identified as being at risk of harm.
15. Senior leaders have established clear and comprehensive arrangements to identify and respond to children who are missing from education or who are electively home educated. Strong and collaborative partnerships ensure that vulnerable children are safeguarded effectively.

The experiences and progress of children in care and care leavers: good

16. Services for children in care and care leavers continue to be good and are improving. Most children receive a service that meets their needs well.
17. In most cases, when children's circumstances do not improve, timely and appropriate decisions are made for them to come into care. Legal planning meetings and the pre-proceedings stage of the public law outline arrangements are mostly effective, although a small number of children have had repeat episodes of being on a child protection plan before being considered at a legal planning meeting. The judiciary speaks highly of social workers in Islington. The quality of assessments is good, and care plans are well evidenced to inform decision-making and the timely conclusion of proceedings.
18. When children come into care, they receive a good service. Children are carefully matched with experienced, well-supported and skilled carers, who promote their individual and cultural needs. Social workers and other professionals work tirelessly to help children to feel safe, to recover from trauma and to achieve. Risks are assessed and responded to well, and practical arrangements are put in place quickly to help to meet children's needs.
19. Most children in care live in safe, stable, good-quality placements that meet their needs, with experienced carers who provide them with emotional warmth, stability

and the nurturing that they need to develop confidence and overcome adversity. Permanence for all children is considered early, and alternative plans are progressed speedily for children who are unable to live safely with their families. Innovative approaches to family finding result in children living in high-quality homes together with their brothers and sisters. However, although family group conferences routinely take place, and respond to children's immediate support or care needs, they do not consistently consider or identify alternative carers within the family. Nevertheless, the local authority makes good use of special guardianship and fostering arrangements, to enable children to live with family members if appropriate.

20. Experienced, highly skilled and confident social workers know their children well. They have high aspirations for children and young people and advocate on their behalf to ensure access to the services that they need. Co-location of mental health specialists with social workers promotes early consideration and provision of services to address children's emotional needs. As a result, children's experiences improve when they come into care. Children's interests, hobbies and activities are actively encouraged and supported; this assists them to develop confidence and skills and to socialise. The stability of the social work staff team means that most children benefit from consistent and established relationships with their social worker.
21. Social workers undertake regular visits to children in care, including those children living at a distance from Islington. Although visits are regularly undertaken, records of visits are not always up to date. Children's wishes and feelings are actively sought and acted on. Social workers undertake sensitive, thoughtful and creative life-story work, which helps children to understand the reasons for being in care.
22. Thorough assessments and well-coordinated and timely multi-agency plans and reviews ensure that children's changing needs are recognised and addressed. Children are supported to attend their reviews, and independent reviewing officers (IROs) provide effective oversight and challenge in the majority of cases. Children's health and education needs are carefully considered, and they have good access to advocates and independent visitors.
23. Most children who have been placed back with their parents by the local authority are appropriately cared for, and their needs are well met. However, a very small number of young people at high risk of exploitation and gang involvement, whose placements have broken down, have been placed with their parents while extensive searches are undertaken for more suitable placements. Managers have not ensured that safety and contingency plans are in place to try to mitigate these risks, and oversight of plans by senior managers, social workers and IROs has not been sufficiently rigorous. As a result, these young people have continued to be at high risk. When inspectors identified this issue, senior managers took immediate action to address the concerns and to prevent re-occurrence.
24. A review and a re-structuring of fostering services have improved placement stability and increased the range of fostering and connected carer placements to meet the complex and diverse needs of children in care. An emphasis on providing specialist

training to supervising social workers and foster carers, supported by clinicians within the service, is making a difference to placement stability, as well as the capacity of carers to understand and meet the needs of the children in their care. Experienced and passionate carers offer a range of specialist services and support groups, enabling them to care for teenagers, brothers and sisters and unaccompanied asylum-seeking children.

25. Senior managers have been instrumental in the strategy and planning which has supported the smooth transition into the regional adoption agency, Adopt London North, hosted by Islington. Effective early permanency planning ensures that children are placed in adoptive homes quickly; no children are waiting to be adopted. A proactive approach to adoption support ensures that adopters have the right support at the right time to enable children to live in settled and stable homes.
26. The virtual school is well led, and school staff and those from the virtual school know their children well. As a result, the curriculum offered is tailored well to meet their specific needs. Over time, children make good progress from their starting points, both academically and socially. The pupil premium is used well to support progress. The quality of personal education plans for school-aged children has improved since the previous inspection, and these plans are now good. A good range of enrichment and extra-curricular activities helps children and young people to pursue their interests and to develop their broader skills and knowledge. Young people are well prepared for their next steps when they leave school. As a result, an increasing proportion of young people remain in education and training when they start Year 12.
27. The large majority of children in care attend school regularly. The percentage of children who are persistently absent from school is reducing, but it is still higher than in similar local authorities. The number of children who experience fixed-term exclusions is increasing. Staff in the virtual school and partner agencies are continuing to make determined efforts to improve these figures. Equally, the proportion of 17- to 21-year olds who are not in education, employment or training is higher than that of similar authorities. Tackling this issue is a priority for the local authority, which has put in place additional financial and staff support to assist young people.
28. Care leavers live in suitable accommodation and are helped to move towards independence and to manage their own tenancies at their own pace. Care leavers have many opportunities to get involved with and influence how the service is run, and their views are carefully considered.
29. Young people benefit from stable, trusting relationships with workers who find creative ways to meet and engage with them. The local authority is in touch with the majority of its care leavers, and workers are persistent in their efforts to see young people, ascertain their welfare and provide the right support.

30. Pathway plans are routinely in place; they are of good quality and they are mostly up to date. The majority of plans capture young people's views. Good consideration is given to past history and trauma, and this contributes to clear action planning. However, some care leavers do not have opportunities to be involved in their pathway plans and do not routinely receive copies of these plans. Health histories are not routinely provided to care leavers in order to help them to make informed choices in relation to future medical treatment.
31. Unaccompanied asylum-seeking children are very well supported in accommodation that meets their needs. A high-quality bespoke project assists and develops the skills of carers and offers consultation to social workers to better meet the needs of these young people. As a result, the young people make progress and benefit from being in care and from the support provided to them as care leavers.
32. Care leavers benefit from access to an employment specialist, who works with them to access work, apprenticeships and further education that meets their needs. The House Project is an innovative and highly valued service that is making a significant difference for care leavers. The service helps young people to build confidence and to make friends for life, through preparation for independence and the provision of secure and affordable accommodation. Young people said to inspectors that being involved in the project makes them feel like they have a family.
33. The Children in Care Council is highly influential within and across Islington. The chair and vice-chair are both care leavers, and many children in care and care leavers have been engaged in a wide variety of projects, including the delivery of training and the recruitment of staff at all levels of children's services.

The impact of leaders on social work practice with children and families: outstanding

34. Corporate and political leaders demonstrate a strong and sustained commitment to improving the lives of children, young people and their families in Islington. Senior leaders are highly aspirational in their approach and ambition for all children to have access to opportunities and services that enhance their lives, and to help them to achieve and flourish as adults. Strong and effective senior leadership has led to continued improvements to both the quality and impact of social work practice for children in need of help and protection, those in care and care leavers.
35. Sustained investment in early help and universal services means that families can access high-quality help when needs first arise. Clear, shared priorities across the local authority, the Islington safeguarding children partnership (ISCP) and other agencies have resulted in highly effective, joined-up commissioning and co-location of services that are making a difference for children. This successful approach is now to be rolled out across all local authority departments. Senior leaders have significantly increased financial investment in children's services, such as in the violence against women and girls (VAWG) project, and they have created a group of specialist foster carers to care for children with highly complex needs.

36. Senior leaders have a comprehensive knowledge of the strengths and areas for development in children’s services, and they respond quickly when improvements are needed. For example, robust collaborative partnerships have led to significant improvements in the identification of and response to children and young people at risk of sexual abuse and the subsequent development of services to meet local need effectively.
37. Clear lines of accountability and mature relationships between the chief executive, the director of children’s services and elected members ensure that performance is effectively and regularly scrutinised. Leaders strive for ongoing practice improvement. They have embedded rigorous quality assurance processes, which have enabled a comprehensive knowledge of performance strengths and areas for improvement. Audit activity is widespread, and twice-yearly practice weeks, which involve senior leaders, provide a clear understanding and oversight of the quality of frontline practice. Learning from audit activity is used well to inform and improve service developments and practice.
38. Senior leaders in Islington are very committed to learning and innovation. Their relentless focus on improving services and providing opportunities to help children, young people and their families is evident in the introduction of a wide range of innovative projects. For example, the 11 by 11 project has been established to ensure that all children attending a school in Islington have 11 outstanding cultural experiences by Year 11, and the multi-disciplinary Keel project works with families experiencing domestic violence and abuse to improve long-term outcomes for children. Most schools have received training on the social work model of practice, to enable better understanding of and response to the causes of children’s behaviour, and a transition project to support vulnerable children moving from primary to secondary school is in place. Both initiatives are making a difference and transforming lives. The co-location of specialist CAMHS workers at the ‘front door’ and within teams provides real benefits through early consultations, assessments and interventions that are helping children.
39. The local authority and senior leaders have high aspirations for children in care and care leavers, who have influence and inform service developments and delivery. The children and young people have an active role in the corporate parenting board, their successes are celebrated and they have the opportunity to partake in many cultural and social experiences.
40. Senior leaders have taken decisive action to recruit highly skilled foster carers to provide care for a small number of children with complex needs. This initiative, accompanied by highly effective commissioning arrangements, means that children and young people live in stable placements or accommodation that is well matched and meets their needs.
41. Significant investment in children’s services means that social workers have manageable caseloads. Effective planning, access to good-quality training and a

strong focus on relationship-based practice have attracted highly skilled and experienced social workers to Islington. Staff are very positive about the support and opportunities available and speak passionately about the practice model and how it informs their approach and interventions. The social work model is now well embedded and contributes to good and outstanding practice across all services, which is making a significant difference for children and families and is transforming lives.



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ISLINGTON

Equalities in Educational Outcomes

DRAFT REPORT OF THE CHILDREN'S SERVICES SCRUTINY COMMITTEE

**London Borough of Islington
June 2020**

Foreword:

As the Fair Futures Programme Strategy states, Islington Council is committed to making Islington a fairer place for all. At the heart of this mission is ensuring that everyone has the best start in life and is supported to achieve their dreams, regardless of their background.

Both nationally and locally, Black Caribbean and White British pupils eligible for pupil premium funding lag behind their peers in educational outcomes at every key stage, from Early Years to GCSE and beyond to participation in Higher Education.

The Committee formed the view that, despite the fact that this has been a seemingly intractable country-wide as well as local problem over many decades, Islington Council has a moral imperative to try to redress this imbalance in pursuit of its commitment to equality and fairness.

Building on the existing Equalities developments led by officers, the Committee undertook a wide-ranging scrutiny review of the educational outcomes of Black Caribbean and White British pupils eligible for pupil premium funding and the possible causes of underachievement.

In addition to interrogating extensive performance data and a number of research papers, we heard from officers, academics and other experts; talked to headteachers, staff and pupils in schools and a children's centre and visited the Upward Bound project at London Metropolitan University for discussions with groups of school and college students, tutors and some parents.

The evidence gathered in the review pointed to the adverse effects of many Central Government policies on pupils' enjoyment of school life; the impact of austerity more generally, and of racism.

We have made a total of fourteen recommendations, grouped into four themes that cover areas such as values, aspirations and relationships; underpinning children's and young people's wellbeing through the curriculum and developing school processes and council services to offer the best support to pupils. These reflect current research findings as well as some welcome changes of direction in the most recent Ofsted Framework.

To conclude, this has been an intensive review and the Committee would like to express its thanks to all the institutions, officers and other witnesses who have given evidence to us for their time and the quality of reflection on what are such challenging and complex issues.

Cllr Vivien Cutler
Chair of the Children's Services Scrutiny Committee

EXECUTIVE SUMMARY

Equalities in Educational Outcomes

Aim:

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

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

Evidence:

The Committee commenced the review in July 2019. Evidence was received from a variety of sources:

Visits to schools and other settings

- Elizabeth Garrett Anderson School (6 November 2019)
- Upward Bound Project (9 November 2019)
- Ambler School (13 November 2019)
- St Mark's CE School (20 November 2019)
- Willow Children's Centre (21 November 2019)
- St Aloysius' College (5 December 2019)

Evidence from Headteachers

- Martha Braithwaite (St Mark's CE Primary School)
- Juliet Benis (Ambler Primary School)
- Damian Parrott (Drayton Park & Montem Primary Schools)
- Sarah Beagley (Elizabeth Garrett Anderson Secondary School)
- Mita Pandya (Archway and Willow Children's Centres)
- Jane Heffernan (St Aloysius' College Secondary School)

Evidence from council officers:

- Mark Taylor, Director of Learning and Schools
- Anthony Doudle, Head of School Improvement (Primary)
- Jeff Cole, Head of School Improvement (Secondary)
- Harry Donnison, QPMU Service Manager
- 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 Wellbeing Manager
- Hamish Mackay, Head of iWork

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Academic and other evidence:

- Dr Antonina Tereshchenko, UCL Institute of Education
- Maxine Bunting-Thomas, London Metropolitan University, Upward Bound project
- Katrina Ffrench, CEO, StopWatch

Documentary evidence:

- Outcomes data
- Islington Council: Equalities Plan on a Page 2019
- Department for Education: Multiple disadvantage and KS4 attainment: evidence from LSYPE2 (2019)
- Extract from Children's Services Performance Report: Q3 2018/19
- RSA: The social class gap for educational achievement: a review of the literature (2010)
- 'You can't say that! Stories have to be about white people' by Darren Chetty (extract from 'The Good Immigrant' ed: Nikesh Shukla)
- Best Practice Charter for engaging parents/carers, children and communities

Recommendations:

Values, Aspirations and Relationships

1. Islington Council should continue to support schools in developing their relationships with parents/carers to ensure school staff understand the communities they serve. School leaders may wish to explore the make-up of their communities and raise awareness of unconscious bias through cultural competency training in staff induction materials and staff and governor training sessions.
2. Islington schools should revisit the aspirational values embedded in their work. Schools should be encouraged to reflect on whether their values and aspirations are meaningful for all of their communities, particularly those from underachieving groups.
3. Islington schools should consider the identification of suitable role models and mentors to work with children and young people. It is important that role models and mentors are relatable to the borough's different communities.

Supporting children and young people's wellbeing through the curriculum

4. The Committee considers that the wellbeing of children and young people should be supported through the school curriculum. From September 2020 the new statutory health education curriculum will provide an opportunity for schools to reflect on how well they address pupil wellbeing through personal, social and health education (PSHE), including strategies for dealing with stress, sleeping and eating well. They should also aim to provide age-appropriate life skills lessons to support their personal development journey to adulthood. If possible, and within school budgets, schools could consider appointing dedicated and specialist staff to support children and young people who would benefit most from such approaches.
5. Islington Council should encourage schools to offer a broad, inclusive curriculum for all pupils up to Year 11, including the arts and digital and other technologies, to ensure that everyone can enjoy their learning and optimise their skills in order to progress to a successful adult life. A broad curriculum would reflect the new Ofsted Framework for inspection and support Islington Council initiatives such as 11 by 11 and the 100 hours of the World of Work.
6. As teachers are increasingly aware, and research studies confirm, setting pupils can contribute to feelings of segregation and lower aspirations for young people. We encourage Islington schools to further explore flexibility in groupings and consider minimising or removing setting where appropriate. Issues for consideration should include opportunities for movement between sets and/or how teachers are allocated to sets and year groups to ensure the most effective use of teaching experience and expertise. Islington Council should help to raise awareness of the impact of setting through the Community of Schools and governor briefings.

Developing school processes to offer the best support to children and young people

7. Islington Council should support schools in developing clear strategies for raising the achievements of any underachieving group within their school, taking into account approaches identified as best practice within the Islington Community of Schools. Islington Council should also support governing bodies in their oversight of underachievement and equality issues. The Committee welcomes the work already underway to achieve this.
8. Islington Council should continue to encourage schools to make best use of iTIPs and adopt other supportive approaches to understanding the behaviour of children and young people. As far as possible, all school staff are encouraged to be trained on how to recognise and respond to symptoms of trauma in children, young people and their parents/carers.
9. Islington Council should encourage schools to adopt behaviour policies that are underpinned by fairness, kindness, consistency and positivity. Behaviour policies should provide clear and succinct guidance to pupils, parents/carers and staff on what is and is not acceptable.
10. Islington schools should review their staff appointments to ensure that, wherever possible and in all kinds of posts, these reflect local communities. Schools and the local authority should also review appointments to governing bodies to ensure that they reflect the borough's communities.
11. Best practice in supporting young people and their parents/carers across transitions should be shared throughout Islington's Community of Schools. This should focus on all transitions from early years to post-16. This could include enabling staff to liaise with other education settings about the needs of pupils prior to transition, developing pupil resilience prior to transition and providing support for lower achieving and vulnerable pupils throughout and beyond the process.

Developing Council services

12. Islington Council should continue to raise awareness of equalities issues among all staff through historical and local contextual information regarding specific communities and should provide unconscious bias and other relevant training to encourage fairness.
13. Islington Council should review how it supports schools to use data related to Black Dual/Mixed Heritage groups of children and young people. This may include using the data to plan a series of assemblies and school topics/educational experiences that reflect differences in self-definition and personal identity among this group; e.g. post-Windrush 'Black Londoner' or 'Black British' as opposed to the diaspora-related 'Black Caribbean'.

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14. To improve outcomes to children and their families, Islington Council's social care and early help services should further develop their interactions and work with schools. This could include engaging with schools to review systems and processes jointly with the aim of ensuring that they are as effective as possible for all parties. Islington Council should also consider if it can help to enhance the relationships between schools and key partner organisations, such as the Police and voluntary sector.

CHILDREN'S SERVICES SCRUTINY COMMITTEE

MEMBERSHIP – 2019/20

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 Flora Williamson
Councillor Alice Clarke-Perry (to December 2019)
Councillor Gulcin Ozdemir (from February 2020)

Co-opted Members:

Claire Ballak, Parent Governor Representative (Primary)
Mary Clement – Roman Catholic Diocese Representative
Zaleera Wallace, Parent Governor Representative (Secondary)

Acknowledgements:

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

Officer Support:

*Anthony Doudle – Head of School Improvement (Primary)
Jonathan Moore – Deputy Manager Committee Services*

1. Introduction

- 1.1 The review was held between July 2019 and February 2020. The overall aim of the review was to assess equalities in educational outcomes for Black Caribbean pupils and disadvantaged White British pupils eligible for pupil premium funding. The Committee has monitored the attainment gap between these groups and the overall cohort for several years and wished to review the reasons for this gap and how these issues are being addressed.
- 1.2 The Committee also agreed to the following objectives:
- To analyse and clarify underperformance intersectionally in these key groups over the past 5 years both locally and nationally;
 - To use existing national research and literature to identify the barriers to improving educational attainment for these key groups in Islington schools;
 - To explore the ways in which school leaders drive up the progress and attainment of identified groups informed by best practice from schools that buck the trend;
 - To secure agreement and commitment on the strategies that will improve outcomes for these groups at each key stage and on into further education, employment and training;
 - To identify the causes of underperformance including the impact of factors such as attendance and exclusion;
 - Engage parents, pupils, communities and stakeholders in dialogue to find productive ways forward and guide future action;
 - To better understand the views of children and young people, parents and community groups on how performance for key groups can be improved;
 - To produce workable recommendations for the Council and schools to deliver sustainable improvements in educational outcomes across schools and beyond in Islington;
 - To call to action all the Council's services and functions to improve outcomes for identified groups;
 - To evaluate the work already underway to reduce the attainment gap and to identify how this could be developed further.
- 1.3 In carrying out the review the Committee met with young people, Headteachers and school staff, council officers, independent experts and others to gain a balanced view. The Committee also considered local and national data and a variety of documentary evidence.

2. Summary of Main Findings

Local and National Context

- 2.1 Throughout the review the Committee considered a range of local and national data on the attainment gaps and educational inequalities between Black Caribbean pupils, White British pupils eligible for free school meals and the overall cohort.

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- 2.2 Nationally, 15% of White UK early years pupils are eligible for free school meals. In Islington the figure is double the national average at around 30%. This gap widens at Key Stage 4, with around 35% White UK pupils eligible for free school meals, slightly more than double the national average. Nationally, 28% of Black Caribbean early years pupils are eligible for free school meals. In Islington, this figure is 45%. Islington has an above average proportion of Black Caribbean pupils eligible for free school meals at every key stage.
- 2.3 National data indicates that, on average, pupils from Black Caribbean and White British groups eligible for free school meals do not make the same level of progress as their peers. This is also the case in Islington.
- 2.4 The Committee reviewed data on the particular academic challenges faced by different demographic groups in Islington. There were gaps in attainment at every key stage. At Key Stage 1 White UK pupils eligible for free school meals were more likely to struggle with reading and writing, whereas Black Caribbean pupils were more likely to struggle with mathematics.
- 2.5 The number of Black Caribbean pupils achieving the Good Level of Development at Early Years Foundation Stage has increased in recent years and the gap between Black Caribbean pupils and the Islington average is closing; however, White British pupils eligible for free school meals still experience an attainment gap in Early Years.
- 2.6 Performance data for Reading, Writing and Maths at Key Stage 1 indicates that the attainment gap for Black Caribbean pupils and White British pupils eligible for pupil premium begins to widen from a young age. This attainment gap is more pronounced in Islington than at national level.
- 2.7 The attainment gap widens further at Key Stage 4. Progress 8 data indicates that, on average, White British pupils eligible for pupil premium achieve half a grade lower at GCSE than their peers. The gap is particularly wide in the key subjects of English and maths.
- 2.8 At Key Stage 4, both Black Caribbean and White UK pupils eligible for free school meals tend to underperform across all subjects. However, for English and maths, the attainment gap between these groups and the borough average decreased between Key Stage 2 and Key Stage 4. It was thought that this was due to schools prioritising English and maths GCSEs.
- 2.9 Officers advised that there was a correlation between low attainment and high levels of absence, caused by either attendance issues or exclusion. The Committee considered how exclusion from school disproportionately affects certain groups in the previous year's scrutiny review.
- 2.10 The Committee asked if one or two schools had particular issues with attainment and progress that would impact on the overall figures. In response, it was noted that Islington's schools did have differing levels of attainment, however pupils at lower-attaining schools tended to attain lower grades overall. Attainment issues at those schools were not limited to specific groups.

Evidence from Panel of Headteachers

- 2.11 The Committee received evidence from a panel of Headteachers and discussed equalities issues and their approaches to supporting pupils.
- 2.12 Headteachers commented that comparing the academic attainment of different demographic groups had to be handled in a sensitive way. In general, schools focused on pupils as individuals and targeted interventions to their particular needs, rather than seeing them as part of a wider demographic trend. For example, some schools have fewer than five Black Caribbean pupils across all age groups. As a result it is not always possible, or appropriate, to target school-level interventions at particular groups.
- 2.13 The Committee asked whether Headteachers believed that it was helpful to analyse pupil attainment and progress alongside demographic factors such as ethnicity. Although Headteachers recognised the attainment gap, they thought that the personal circumstances of pupils had a greater impact on the targeting of interventions than wider demographic factors. Resources for support services are scarce and schools are more likely to target specific interventions at children with known issues, rather than at demographic groups. However, it was recognised that having honest and straightforward conversations about the attainment of different groups was important. It was suggested that passing on pupil and demographic data to parents could be useful in highlighting these issues and addressing the attainment gap. Although this may be helpful, the Committee considers that developing strategies for raising the achievement of underachieving groups would help schools to target support at those who need it.
- 2.14 Headteachers highlighted the importance of young people having positive role models. Some schools made use of mentors to work closely with underachieving groups, however such interventions were often reserved for those most in need of support. The Committee suggests that a broader approach to mentoring may help to support young people and to raise aspirations, particularly if the mentors reflect the borough's diverse communities and young people can relate to their experiences.
- 2.15 Headteachers emphasised the importance of building effective working relationships with families, although it was recognised that this could be challenging if parents did not have a positive experience of school. The Committee was encouraged by the holistic approaches to engaging parents used by some Early Years settings, such as hosting family activities including gardening and healthy eating projects. Such activities were beneficial both to children and their families and provided an opportunity for settings to develop positive relationships with parents in a structured way.
- 2.16 Headteachers spoke of the importance of regularly inviting parents into school to meet with teaching staff to discuss the progress of their children. The Committee queried if families with working parents, particularly those in challenging financial circumstances and working multiple jobs, were missing out on such opportunities because they did not have the time to attend school meetings. In response, it was advised that best practice was to plan events and activities at different times of day

to ensure parents were able to attend. Headteachers commented that they maintained records of which parents attended such events to assist with targeting future events.

- 2.17 The Committee queried the demographic make-up of teachers in the borough and whether the backgrounds of teachers reflected the young people they teach. It was advised that teachers came from a range of backgrounds but these did not necessarily reflect the demography of the borough. Teachers were also university educated and therefore had experiences and backgrounds that some young people found difficult to relate to. The Committee considers that it is important for school staff to reflect the make-up of their local community. It is suggested that schools may wish to consider this in their approach to recruitment.

Evidence from visits to schools and other settings

- 2.18 The evidence gathering was undertaken by five members of the Committee through visits to two secondary and two primary schools and a children's centre, all of whose Headteachers had participated in the evidence session at the 17th September Committee meeting.
- 2.19 Committee members also visited the Upward Bound project, an education project aimed at raising attainment and aspirations for young people attending Islington secondary schools. The project is a partnership between Islington Council and London Metropolitan University. Sessions take place every Saturday throughout most of the academic year.
- 2.20 There were many common features among the settings. For example, all were totally committed to giving their children and young people the widest possible range of experiences. They recognised the importance of knowing their communities well and prioritising good relationships with parents and carers. All had high attendance rates, a function of the trust that they had built up with harder to reach groups, particularly White British families with free school meals eligibility. They all recognised the challenges of raising attainment with the target groups, although only one school, St Aloysius College, had a statistically significant number of Black Caribbean students and a strategic approach to them as a group as well as individuals.
- 2.21 The Upward Bound project had a large majority of BAME students and staff. The Programme Director commented that it had been challenging to recruit White British students, despite considerable efforts to establish good relations with families.

Values

- 2.22 All the schools have values that are clearly expressed in strap lines and mottoes displayed throughout the buildings and in school documentation. The values could be grouped by those related to achieving social justice; the importance of high quality teaching and learning; having high aspirations and positivity; the centrality of community and mutual respect. Ambler has the strap line 'Achieve more' that is realised by six core values expressed through the acronym DREAMS: determination,

resilience, enthusiasm, ambition, motivation and self-belief. The Willow Children's Centre was noted by Ofsted inspectors in their 2019 inspection report as having '...a highly focused ethos, which is reflected in the positive attitudes of staff, parents and children. Meeting children's care, well-being and learning needs is central to all that they do'.

- 2.23 For the Upward Bound students, the majority of whom are BAME, the values of social justice and equal opportunities are paramount: understanding, kindness and nurture by teaching staff are identified as equally crucial for students to thrive. The students commented on the importance of reducing stress and felt it was important for teachers to support rather than segregate, and to celebrate unique identities rather than to stigmatise. Students commented that relationships should be based on equality with staff; they should be inclusive and joyful.
- 2.24 The Committee considers that it is very important for schools to have aspirational values embedded in their work. It is essential that those values and aspirations are meaningful for all of the school's communities, particularly those from underachieving groups.

Curriculum and achievement

- 2.25 Both secondary schools have ambitious approaches to meeting the needs of their students through the curriculum. Elizabeth Garrett Anderson opts for a very wide choice of options from Year 9 onwards to optimise achievement, whatever level the student starts from, and provides enrichment beyond the cohort's experiences. A group of Year 10 students expressed their pride in the range of experiences they had been given by the school, including careers lessons from Year 7 and visits to universities. The school attempts to meet everyone's needs and, in line with the latest Ofsted Framework, the key focus is on the quality of teaching and learning. Staff commented that they were aware of the negative impacts of setting and were working implement mixed ability classes.
- 2.26 The route that St Aloysius College is taking is slightly different; that of an aspirational journey with a bespoke curriculum; for example, some programmes leading to more vocational college courses or apprenticeships where appropriate. There is a strong focus on the tracking of progress to identify target groups with support from dedicated Raising Achievement Groups of staff. Mentoring, often using community role models, and work experience opportunities from Year 10 all help students on the transition to adult life. As with Elizabeth Garrett Anderson School, there is a relentless focus on teaching and learning and a move towards reducing setting, with most classes now mixed ability.
- 2.27 The primary schools celebrate the diversity of their communities in their curriculum and, in the case of Ambler, emphasise the promotion of self-belief and positivity, especially in Early Years, to try to close possible attainment gaps as early as is feasible. There is a wide range of extra-curricular activities for children and parents. At St Mark's, there is an ambition to make the curriculum less teacher-led. There is considerable additional support for literacy and a focus on the arts and a wraparound curriculum of after-school clubs run by teaching staff.

- 2.28 The Willow curriculum is largely child-led. There is encouragement for the children to socialise and explore the outdoor environment through play. There is also extensive exposure to the arts through gallery visits, including by some of the youngest children.
- 2.29 The Upward Bound students had clear ideas about the need for breadth in the curriculum. They wanted to see every student able to take arts and practical courses to maintain their interests and develop their talents, and the retention of a full complement of PE lessons to enable them – especially boys - to use exercise to de-stress. They felt strongly that wellbeing and life skills lessons should be compulsory (both are offered at the project) and encouragement for the development of leadership skills, as per the Peer Mentor group in the project. One student commented that too many schools had become “marketised”, only focusing on the best outcomes for a small group of students.
- 2.30 Some students wanted to ensure that bottom sets had as wide and enjoyable an experience of the curriculum as others, not just given an even greater focus on English and maths. They commented that schools should also include more opportunities for discussion and debate, especially on global issues such as the climate crisis. There was an almost unanimous dislike of setting among students; this was felt to depress aspiration and separate off already-underachieving students, leaving them to fall even further behind.
- 2.31 The Committee considers that schools should offer a broad and inclusive curriculum for all pupils up to Year 11 as this will ensure that all young people can enjoy their learning and optimise their skills. A broad curriculum would also reflect the new Ofsted Framework for inspection and support Islington Council fairness initiatives such as 11 by 11 and the 100 hours of the World of Work.

Factors determining achievement

- 2.32 All of those interviewed on the scrutiny visits recognised a range of external factors as playing a significant role in the attainment of young people; including poor and overcrowded housing, domestic violence, mental health issues, substance abuse, poverty and the impact of austerity, low educational achievement of some families and lack of aspiration.
- 2.33 Upward Bound students commented on unequal access to the widest curriculum and the overly excessive enforcement of rules as factors impacting on achievement. Some also cited more overt discrimination and a lack of interest in and knowledge of their backgrounds by school staff. They felt that there should be greater staff diversity in their schools.
- 2.34 Both schools and students recognised the negative impacts of setting. Upward Bound students also appealed for a less formal atmosphere and improved relationships with their teachers, with more optimism and less perceived hostility towards them. They expressed the view that students should be allowed to work more at their own pace and set their own goals. Some felt that teachers failed to

understand the psychology that underpinned support to raise achievement, and that they should recognise and celebrate improvement in progress from whatever stage.

Pastoral support

- 2.35 All of the schools visited offered a wide range of support services but wished that they could offer even more given the diversity of needs and levels of complexity presented.
- 2.36 The secondary schools have developed teams to bridge the gaps between the home and school environment. Staff are made aware of problems that have arisen with students and/or their families the previous day. At Elizabeth Garrett Anderson (EGA), there is a daily circular giving staff the names of those vulnerable students needing the most support at the time. EGA also carries out a fortnightly review of the most challenging students and case studies are used extensively.
- 2.37 Primary schools have a focus on kindness and empathy, rewarding instances of both in the children. Some spoke of the need to be pro-active in interventions, and had created specialist intervention rooms. They commented that the adoption of trauma informed practices has led to increased consistency in dealing with behaviour issues. The primary schools visited had also employed additional therapists and other workers to supplement local authority provision.
- 2.38 Both secondary schools made extensive use of mentors and roles models and tried to match these to the different groups in the school communities, though there was some debate about what constitutes an appropriate role model.
- 2.39 St Aloysius has an inclusion unit that focuses on enabling students to return to class or to undertake bespoke programmes for students at risk of permanent exclusion. The Head of Unit is a long-serving member of staff and is well-known to parents across the generations. There is also a trained teacher who operates as a mentor and fulfils some of the roles undertaken by the pastoral staff at Upward Bound.
- 2.40 All the schools state that they hesitate to resort to exclusion unless there are the most compelling reasons. The schools visited favoured a more nuanced, inclusive approach to isolation units, a feature of school life particularly disliked by Upward Bound students.
- 2.41 For Willow, the support is as much for the parents and carers as for the children. The Centre works very closely with social workers and health visitors. High quality staff training enables Willow staff to intervene effectively both with children and their parents.
- 2.42 Although Upward Bound operates for only half a day per week, there is pastoral support provided for students. Two members of Islington's CAMHS team are employed and the fact that they are BAME is welcomed by students who feel their needs are better understood than their counterparts at school. The project also provides life skills sessions that are well received by the students; committee members observed one session on dealing with stress.

Transitions

- 2.43 The importance of support during transitions was emphasised. The most vulnerable children and young people find the transition from one phase or setting to another the most challenging and there is far less resource available to schools to devote to this than used to be the case. Both primary schools are fortunate in being able to provide internal transition for children who attend their early years provision so that consistency of approach is maintained. Good parental engagement and the use of a home-school liaison officer were factors that could help to support transitions, however it was accepted that this was less straightforward for children residing out of borough.
- 2.44 Both the secondary schools have well-established processes for transition. St Aloysius starts the aspirational journey through engagement with Year 6 children. EGA offers very detailed primary-secondary transition arrangements including visits to feeder primaries and days to introduce students to the school. This incorporates events held in the summer holidays to make friends and build alliances.
- 2.45 Even the most modest moves for children in Willow, from one age group to another, are accompanied by processes to give confidence and security to the children. These include visits to the new room and opportunities to meet their older peers. There is also significant support from social workers and health visitors, working in partnership with Willow staff, when children and their parents/carers join Willow.
- 2.46 Upward Bound students commented on the difficulty of moving from KS3 mixed ability groups to extensive setting in KS4. They also commented on the need to prepare better for adult, independent life when they left school or college.
- 2.47 The Committee welcomes the work of the schools in supporting transitions and considers that best practice for transitions should be shared throughout the Community of Schools. Following the feedback from young people, it is suggested that a renewed focus on preparing young people for adult life and independence would also be beneficial.

Support for staff

- 2.48 There is clear recognition amongst all the settings that staff wellbeing and support are crucial. These can be manifested in a number of ways ranging from extensive CPD opportunities to more direct rewards and recognition such as in Ambler's peer rewards scheme that enables staff to express thanks and appreciation of colleagues.
- 2.49 St Aloysius, which has the largest proportion of Black Caribbean students, has a proactive approach to creating and supporting a more diverse staff cohort, including members of the senior leadership team, and in identifying role models for students.

Council services

- 2.50 There was a consistent response from the schools in relation to the support currently available from Islington Council. All were positive about the quality of CAMHS and the SEND team, though they commented that they would like to access additional support for the most challenging pupils, subject to the funding being available. Those who have adopted iTIPs spoke warmly of its impact and others were considering doing so.
- 2.51 Another area that was mentioned was the need to see better relationships and joined up working between services that care for children and young people, including the police, and better sharing of information. It was noted that it is possible to predict the trajectory of a child's actions, but sometimes interventions are not able to be implemented early enough. It was thought that further joint working would help to address this.
- 2.52 While there were examples of effective partnership working between schools and social services, it was also felt that interactions between social workers and schools could be developed further. Systems and processes could be jointly reviewed to ensure that they are as effective as possible for all parties. Of all the providers, Willow staff spoke most positively about partnership working. As a result of the policy of co-visiting new parents/carers in order to register each new child, they worked closely with social workers.

Evidence on the impact of setting on social inequality

- 2.53 The Committee received evidence from Dr Antonina Tereshchenko, UCL Institute of Education, on the impact of setting and attainment grouping on social inequality.
- 2.54 Research indicates that attainment grouping in schools entrenches social inequalities. There is a spectrum of different attainment grouping methods used across primary and secondary schools and these result in differing levels of segregation between higher and lower attaining pupils. Although not all schools use setting for all subjects, all secondary schools in England use setting for mathematics and half of all primary schools have introduced setting for Year 5 and 6 pupils.
- 2.55 Dr Tereshchenko highlighted that the socio-economic background of pupils is closely linked to levels of attainment. Research had found that pupils were mis-allocated to sets, with working-class and BAME pupils disproportionately allocated to lower sets, and White students most likely to be allocated to top sets, regardless of their academic ability. This exacerbates social inequalities and contributes to social segregation within schools.
- 2.56 Lower sets are more likely to be placed with less qualified teachers, which can result in a poorer quality education. Schools have lower expectations for pupils in lower sets; pupils are not challenged to attain higher grades and may be entered for foundation tier qualifications where it is not possible to attain the highest grades. Pupils in the lowest sets also report lower levels of self-confidence than their peers

in higher sets. Dr Tereshchenko suggested that placement in a lower set could be a self-fulfilling prophecy, rather than an accurate reflection of academic ability.

- 2.57 Dr Tereshchenko explained how pupils could be mis-allocated to sets. Classroom sizes were limited and therefore when pupils of a similar ability were not able to be contained within a single class, or when pupil attainment was borderline between a higher and lower set, schools had to make a decision on which pupils should be in each set. This process could lead to the mis-allocation of pupils to sets. Dr Tereshchenko's study had evaluated the setting of pupils in KS3 against their Year 6 SATs scores. This found that Black students were 2.5 times more likely to be mis-allocated to a lower set, and girls were more likely than boys to be mis-allocated to a lower set in mathematics.
- 2.58 UCL researchers had asked pupils about their experiences of setting and their views on their teachers. Young people perceived differences between the teaching styles of different sets, commenting that higher sets had higher behavioural standards and there was respect between pupils and teachers, whereas lower sets were taught at a slower pace, rules were relaxed, and there was an element of "spoon feeding" pupils information. Some pupils also expressed frustration with the lack of flexibility in setting. Some had been promised that they could move up a set if they achieved high levels of attainment, however, in reality this did not happen often.
- 2.59 Researchers had evaluated the reported self-confidence of pupils at the start of Year 7 and how this developed over time. It was found that pupils in higher sets increased in self-confidence by the end of Year 8, whereas the self-confidence of pupils in lower sets decreased. Pupils in lower sets were more likely to be nervous, anxious and disengaged from education. There was evidence that the attainment of pupils decreases after they are placed in a lower set.
- 2.60 It was suggested that some teachers were resistant to ending or minimising setting, commenting that it would result in additional work at a time when they are already significantly overworked. There was also a concern at the reaction of parents, who were thought to strongly support setting, seeing it as a "common sense" approach, and something they would recognise from their own school days.
- 2.61 UCL did not advocate ending setting and moving to entirely mixed-attainment grouping as there was a lack of evidence on the impact of this. However, it was important for teachers to be aware of the impact of setting, and work to minimise or mitigate this. Flexibility in setting practices partially helped to address these concerns.
- 2.62 The Committee would welcome the introduction of further flexibility in setting, and for this to be minimised or even removed where appropriate. It is also suggested that Islington Council could help to raise awareness of the impact of setting on social inequalities through the Community of Schools and governor briefings.

Evidence from council services

- 2.63 The Committee received a range of evidence on projects and approaches being used in the local authority and across schools and other settings to promote equality and fairness.
- 2.64 The Council has established an Equalities Reference Group with representation from the local community. The group developed a Charter for Best Practice in engaging with parents/carers, pupils and communities, launched in January 2020. Best practice has been established by visiting several schools that buck the trend on outcomes, and the document is accompanied by a self-evaluation tool for school leaders. The Charter emphasises the importance of listening to feedback from parents/carers and children; providing a broad, balanced and inclusive curriculum; and championing the diversity of staff. The Committee welcomes and supports this important work.
- 2.65 School leaders have been provided with unconscious bias training that was very well received. The Committee suggests that this could be rolled out to council staff, alongside contextual information about the boroughs communities.
- 2.66 The Committee considered the importance of Early Years education. Evidence indicates that attending an Early Years setting can help to minimise the impact of economic disadvantage, increase social mobility, and prevent risks to young people. The Council's Bright Start early years services focus on prevention as well as early intervention. However, there was a concern that only 61% of children who have access to early education take up the offer, rising to 84% take up of early learning for those aged 3 and 4. This means that some children go into reception with no pre-school experience. Officers advised that these children, or those that entered reception at an unusual time of year, were more likely to struggle with attainment. The Committee considered that communicating the benefits of early learning was the best way to persuade parents to access these services.
- 2.67 The 11 by 11 programme was an important aspect of the council's fairness agenda. This was a commitment to make 11 cultural experiences available to all children by Year 11. Partners included theatres, museums, music venues and sports clubs. Since March 2019 over 7,500 pupil experiences had been brokered through the programme and positive feedback had been received.
- 2.68 The Council had also committed to ensuring that all young people in Islington benefited from 100 hours' experience of the world of work by age 16. This programme of activity began in March 2019 and the Committee noted several positive examples of the activities for young people.
- 2.69 The Committee considered the progress of iTIPS (Islington Trauma Informed Practices in School). iTIPS recognised that young people could experience many different forms of trauma; more overt forms of trauma included violence, abuse and neglect, however the impacts of poverty, austerity and racism could also be traumatic for young people. Trauma could have an impact on young people's cognition and learning, however the iTIPS programme sought to equip teachers with

the skills to identify and support trauma-experienced young people. As a result, children should see their school as being a sensitive and caring environment and schools should experience improvements in behaviour and attendance in return. Over time, this should have a positive impact on educational outcomes. The Committee considers that schools should be encouraged to make best use of iTIPS and training on trauma informed practices should be available to all school staff, as far as possible.

- 2.70 Officers suggested that the changes to the national curriculum in recent years has disproportionately affected certain demographic groups. The new curriculum has more content than in the past and therefore absence from school has an even more significant impact. The new curriculum is also considered to be less diverse and less inclusive than the previous curriculum. For example, all texts not written by British authors have been removed from the GCSE English curriculum. This strong focus on an historic White British literary canon is not engaging for all pupils. Furthermore, GCSEs are now carried out entirely through terminal assessment and there was no coursework element. This requires pupils to have strong organisational and revision skills; pupils with appropriate study space and few disruptions at home are more likely to embed effective study habits. This is more challenging for pupils in adverse socio-economic circumstances.

3. Conclusion

- 3.1 This review has focused on the inequalities faced by young people from disadvantaged White British and Black Caribbean backgrounds throughout their education. This is a national issue, but we cannot wait for a national solution. As part of its commitment to fairness and equality, Islington Council must seek to address these inequalities at a local level.
- 3.2 The causes of these inequalities are complex. There is no simple solution and progress may be incremental. However, the Council must be proactive in promoting equality and the Committee must continue to monitor these issues and the impact on young people in the borough. The Committee notes the progress made over recent years on this issue; the work of the Equalities Reference Group is welcomed, and efforts have been made to close the attainment gap. It is hoped that the Committee's review will further support this agenda by highlighting the inequalities in educational outcomes and by proposing practical changes to address these.
- 3.3 Fourteen recommendations have been made in response to the evidence received. These are related to values, aspirations and relationships; supporting children and young people's wellbeing through the curriculum; developing school processes to offer the best support to children and young people; and developing council services. The Committee would like to thank all the witnesses that gave evidence in relation to the review. The Executive is asked to endorse the Committee's recommendations.

SCRUTINY REVIEW INITIATION DOCUMENT (SID)
Review: Equalities in Educational Outcomes
Scrutiny Review Committee: Children’s Services Scrutiny Committee
Director leading the Review: Mark Taylor, Director of Schools and Learning
Lead Officers: Anthony Doudle, Head of School Improvement (Primary)
<p>Overall aims: To assess equalities in educational outcomes for Black Caribbean and White British pupils eligible for pupil premium funding, and to make recommendations to:</p> <ul style="list-style-type: none"> • Improve pupils’ engagement in school and the wider community • Improve pupils’ progress and attainment across the key stages and into the world of work • Raise awareness and commitment to action in educational settings and across service providers in Islington
<p>Objectives of the Review:</p> <ul style="list-style-type: none"> • To analyse and clarify underperformance intersectionally in these key groups over the past 5 years both locally and nationally. This will allow the Committee to consider performance across all variables as well as individually and over a reasonable time-period. • To use existing national research and literature to identify the barriers to improving educational attainment for these key groups in Islington schools • To explore the ways in which school leaders drive up the progress and attainment of identified groups informed by best practice from schools that buck the trend • To secure agreement and commitment on the strategies that will improve outcomes for these groups at each key stage and on into further education, employment and training • To identify the causes of underperformance including the impact of factors such as attendance and exclusion • Engage parents, pupils, communities and stakeholders in dialogue to find productive ways forward and guide future action • To better understand the views of children and young people, parents and community groups on how performance for key groups can be improved • To produce workable recommendations for the Council and schools to deliver sustainable improvements in educational outcomes across schools and beyond in Islington • To call to action all the Council’s services and functions to improve outcomes for identified groups • To evaluate the work already underway to reduce the attainment gap and to identify how this could be developed further.

How this Review will be carried out:

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

Scope of the Review:

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

The Review will focus on:

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

Type of evidence:

The Scrutiny Committee will:

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

Witness evidence:

It is proposed that witness evidence is taken from:

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

Additional information:

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

Witness Evidence Plan

Committee Meeting – Tuesday 9 July 2019

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

August

Who / What	Area of focus – Background Information
<ul style="list-style-type: none"> • Written Evidence 	Written evidence was circulated to members over August, including: <ul style="list-style-type: none"> • Islington Council: Equalities Plan on a Page 2019 • Department for Education: Multiple disadvantage and KS4 attainment: evidence from LSYPE2 (2019) • Extract from Children’s Services Performance Report: Q3 2018/19 • The RSA: The social class gap for educational achievement: a review of the literature (2010) • ‘You can’t say that! Stories have to be about white people’ by Darren Chetty

Committee Meeting – Tuesday 17 September 2019	
Who / What	Area of focus – Short update on progress and attainment; the views of headteachers and best practice
<ul style="list-style-type: none"> • Anthony Doudle, Head of School Improvement (Primary) with other relevant officers 	Update on data on progress and attainment for these key groups with national and local comparators where available.
<ul style="list-style-type: none"> • A panel of Headteachers from Early Years, Primary and Secondary: <ul style="list-style-type: none"> - Martha Braithwaite (St Marks CE Primary School), - Juliet Benis (Ambler Primary School), - Damian Parrott (Drayton Park & Montem Primary Schools), - Sarah Beagley (Elizabeth Garrett Anderson Secondary School), - Mita Pandya (Archway and Willow Children’s Centres) - Jane Heffernan (St Aloysius Secondary School) 	Best practice in schools, successes and challenges in implementing targeted approaches.

Committee Meeting – Tuesday 29 October 2019	
Who / What	Area of focus – The Local Context
<ul style="list-style-type: none"> • Representatives who can provide evidence on innovative approaches and projects being used across schools. <ul style="list-style-type: none"> - 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 Wellbeing Manager - Hamish Mackay, Head of iWork. 	<p>Effective approaches currently in place that have a demonstrable impact on improving outcomes for these groups and lessons to be learnt.</p> <p>This included: the work of the Equalities Reference Group, early years services and Bright Start Islington, Whole Class Reading approaches, the Reading Road Map, 11 by 11, iTIPS in Islington, 100 Hours World of Work.</p>

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Committee Meeting – Tuesday 26 November 2019	
Who / What	Area of focus – Data
<ul style="list-style-type: none">Harry Donnison, QPMU Service Manager	Data on educational outcomes, using four-year rolling averages.

Committee Meeting – Tuesday 21 January 2020	
Who / What	Area of focus – Any outstanding matters
<ul style="list-style-type: none">Jeff Cole, Head of School Improvement (Secondary)	Update on data
<ul style="list-style-type: none">Dr Antonina Tereshchenko, UCL Institute of Education	Research on the impact of setting and attainment grouping in school.
<ul style="list-style-type: none">Best Practice Charter for engaging parents/carers, children and communities	Charter developed in collaboration with the Equalities Reference Group to

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

Scrutiny Visits	
Who / What	Area of focus
<ul style="list-style-type: none">Elizabeth Garrett Anderson School (6 November 2019)	To observe practice and talk to school leaders and pupils about their experiences.
<ul style="list-style-type: none">Upward Bound Project (9 November 2019)	To observe sessions and talk to Peer Mentors, Year 9 students and parents about their experiences.
<ul style="list-style-type: none">Ambler School (13 November 2019)	To observe practice and talk to school leaders and pupils about their experiences.
<ul style="list-style-type: none">St Marks School (20 November 2019)	To observe practice and talk to school leaders and pupils about their experiences.
<ul style="list-style-type: none">Willow Children's Centre (21 November 2019)	To observe practice and discuss the review with centre staff.
<ul style="list-style-type: none">St Aloysius College (5 December 2019)	To observe practice and talk to school leaders and pupils about their experiences.

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ISLINGTON

Rebuilding Back Better Covid19 Update

Children's Services Scrutiny Committee
29 June 2020

Overview

- We have reshaped services to respond to Covid19 by:
 - Using virtual visits to continue supporting families and children and young people
 - Vulnerable children and children of key workers attending school/all primary schools open
 - Swiftly adapting 11by11, 100 Hours World of Work and Music Education to online and offline offers
 - High quality offer for home learning and a home learning site online.
 - Virtual professional development for teachers and leadership meetings and a range of guidance for schools and parents through the Back to School Bulletin
 - Direct support to families such as food distribution and laptops/equipment for young people
 - Supporting schools to engage with students in innovative ways
 - Headteachers and governors engaged in future strategy planning
 - Adult Community Learning adopting a blended approach teaching and learning & providing devices
 - Going virtual with operational and strategic partnership meetings going which has actually increase and maximised attendance
- We are now managing services through the initial peak of Covid19 and planning for the “new normal.” This is an opportunity for a new and better normal.
- There are additional opportunities and challenges to advance our strategic ambition for our children and families. We now need to progress and implement a programme that delivers the “new normal” that:
 - incorporates the lessons learned from our Covid19 experience
 - builds on our strengths
 - strengthens our ways of working and approach to equalities, diversity and inclusion
 - incorporates our collaboration, innovation and partnership aspirations



Potential impact and lessons learned from Covid19



Life long learning and enrichment

- Impact on school readiness/attainment – Covid19 may compound existing inequalities
- Potential gaps in learning, Recovery Curriculum, Behavior for learning and attendance must be secured, clear strategy to link home and school learning, examinations and testing
- Young people's future prospects impacted by an economic downturn
- A significant rise in unemployment in an increasingly competitive labour market
- Buildings closures resulting in residents unable to access services including access to PCs and Wi-fi
- Pressures could lead to some groups being further disadvantaged

Early help and supporting our vulnerable children

- Gaps in/disruption to early childhood outcomes and relationships
- Disruption to the development of social & emotional capabilities connected to issues such as employability, youth crime and preparation for adulthood
- Continued stress and anxiety for families including the impact of loss and bereavement and increase in parental mental health issues through isolation and stress
- Higher risks in BAME populations and the impact on children who are seeing higher mortality in their families.
- Hidden harm
- Difficulties in securing the best placement that meets children's needs because of national placement sufficiency issues

Working together for a safer Islington

- Vulnerabilities of children and young people could increase due to safeguarding mechanisms being delivered in a different way
- Reductions in offending were seen during lockdown but this has gradually increased with some very serious offences in neighbouring boroughs
- Increased incentives to become involved in criminal activity due to worsening economic conditions
- Heightened awareness in communities about domestic abuse due to campaigns with numbers being lower than anticipated
- Online tensions and the need to generate income - youth violence, gang activity, exploitation of children and Serious Youth Violence could increase following the first phase of Covid19 in the UK

Connecting with our communities

- Families living in poverty more likely to feel excluded due to lack of access to IT/wifi access.
- Limited or restricted engagement with online resources and service offers such as home learning and cultural enrichment
- The move to a more 'online' world has accelerated the need for digital literacy, and reliable access to the internet, to not only look for work but also carry out relatively basic day to day tasks.
- The online mode of delivery can be a barrier to future participation due to lack of residents' access to technology or the internet, or the expertise to make use of devices, should they be available.

Potential impact and lessons learned from Covid19



Resources and partnerships

- External providers may face financial difficulties, such as losses in income, potentially making them less able to deliver services
- Capacity to deliver activities if/when social distancing relaxed.
- Potential impact on admissions, staffing, recruitment and retention and professional development
- Increased creativity - ways to reach out to each other and families.
- Excellent practice by Social Workers and practitioners in response to challenges
- Swift and responsive joint support between safeguarding services, school improvement and schools put in place for vulnerable children
- Greater enhanced joint understanding of safeguarding and increased contact to vulnerable children and families using virtual platforms
- Increased proficiency with IT systems, accessibility of training and development opportunities and greater opportunities to engage family/friends from outside of Islington in supporting children through better use of technology
- Partnership/collaborative working - strengthened, video conferencing more accessible to a wider range of professionals than physical meetings.



Transition to recovery themes and objectives



ISLINGTON

1. Lifelong learning and enrichment

A strong focus on sustained targeted support: from early years, transition from primary to secondary, closing the attainment gap and progression to adulthood - underpinned by equitable enrichment

Progression routes for our young people to inspire and equip them for the transition from school to further/higher education, vocational training or employment

Expand a compelling EET offer to sustain our vulnerable young people as the social and economic impact of Covid19 unfolds.

Open up high quality vocational pathways, with the right support for our vulnerable young people and adults to thrive.

Secure a high quality and high performing, inclusive schools system; build on relationships for a locally responsive further education and skills offer and ensure no one is left behind by a fast changing, and potentially unequal labour market as a result of Covid19

Accessible lifelong learning to skill-up / re-skill residents who need our help the most

Launch pad for a new normal – objectives:

- Safe phased return to lifelong learning: in early years, education, alternative provision , library and community settings
- A joint plan of action to improve EET outcomes
- A joint plan of action to embed enrichment in the recovery curriculum



Transition to recovery themes and objectives

2. Our early help offer and support to vulnerable children

- Advance better take up and relationships with those who most need it within Early Help Services
- Increase capacity and take-up of early years provision for families particularly those who most need it
- Ensure there is a sufficient childcare offer to give parents an element of choice
- Align with Fairer Together, embedding the principles from the Early Help Review and harnessing a strategic partnership approach to Early Help
- Embed our motivational practice model, outcomes focused practice and behaviours to continue to empower our children, young people, parents and staff
- Embed learning, insight and evidence-informed approaches such as the Keel Project throughout our early help offer and services for vulnerable children to mitigate the social and economic impact of Covid19
- Secure stability for our looked after children and develop best practice for adoption and post-adoption support as host for Adopt North London
- A strengthened focus on developing our response to adolescents at risk of poor outcomes
- Expand our integrated social, emotional and mental health approach for children and young people with health and the third sector
- Advance an integrated approach to progression to adulthood for young people with SEND
- **Launch pad for a new normal – objectives:**
 - Respond to increased demand to ensure children’s disclosures are responded to
 - Safe return to contact and visits with vulnerable children and young people
 - Support for vulnerable children and families within universal settings
 - All age mental health approach to ensure the right services and capacity is in place particularly for BAME communities



Transition to recovery themes and objectives

3. Working together for a safer Islington

- Ensure that universal Play and Youth provision can provide children and young people with adequate support as part of the 'earliest help' offer
 - A stronger focus on prevention and early intervention support for key groups of children and young people who are at risk of, or involved in youth crime, exploitation or serious youth violence as the social and economic impact of Covid19 unfolds
 - Influence systems and build upon multi-agency relationships for a responsive universal and targeted youth support system, ensuring young people have the skills required for life and work in response to the impact of Covid19
 - Accessible integrated and effective support for survivors of violence against women and girls and domestic abuse via commissioned and new internal resources
- **Launch pad for a new normal – objectives:**
- Safe return to play and youth work at adventure playgrounds and youth hubs
 - Respond to increased demand to ensure Covid19-hidden domestic abuse or involvement in youth crime or exploitation are responded to
 - Safe return to commissioned services for VAWG and domestic abuse survivors that includes face-to-face contact
 - Safe return to face-to-face contact with young people in targeted youth support and youth offending services to fully engage them



4. Reinvent and Rebuild

• **Connecting with our communities**

- A stronger focus on digital inclusion and skills for children, young people, adults and staff
- Embed virtual delivery and engagement with residents and staff as part of support, delivery, training and development
- 'No recovery about me, without me' – involvement and participation of children, young people and parents/carers in recovery planning and implementation

• **Alliances for fairer futures**

- Consolidate and build on the system connectivity, both locally and with partners, and the impetus for growth and change to unblock blockages, remove barriers, quickly share learning, ideas and tasks
- Advance the relationships with the third sector to reach out to our communities in support of a shared prevention and early intervention approach
- Further develop links with health professionals to overcome health impacts and inequalities

• **Enabling and supporting our staff**

- Skill up our staff and senior leaders including in bereavement, cultural differences/cultural competence and digital technology
- Support our staff's emotional recovery experienced through personal loss or working with children, young people and adults who have experienced loss
- Consolidate and build on a culture of creativity and flexible and agile ways of working
- Embed a culture of visible, strong, supportive and inspiring leadership
- Recruiting, retaining and developing a highly skilled flexible workforce



Children's Services Scrutiny Committee

Interim Work Plan 2020/21

DRAFT

29 June 2020

1. Islington Safeguarding Children Board: Annual Report (*to be noted*)
2. Quarterly Performance Report – Q3 & Q4 2019/20
3. Ofsted Report
4. Equalities in Educational Outcomes – Scrutiny Report
5. Covid-19 Update

20 July 2020

1. Permanent and Fixed Term Exclusion from School – 12 Month Update
2. School Results 2019
3. Covid-19 Update
4. Selection of scrutiny topic and work programme for the year

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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