



AGENDA FOR THE CHILDREN'S SERVICES SCRUTINY COMMITTEE

Members of the Children's Services Scrutiny Committee are summoned to a meeting, which will be held in Council Chamber, Town Hall, Upper Street, N1 2UD on, **28 February 2023 at 7.00 pm.**

Enquiries to : Theo McLean
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Despatched : 20 February 2023

Membership

Councillors:

Councillor Sheila Chapman (Chair)
Councillor Valerie Bossman-Quarshie
(Vice-Chair)
Councillor Janet Burgess MBE
Councillor Fin Craig
Councillor Ernestas Jegorovas-
Armstrong
Councillor Rosaline Ogunro
Councillor Gulcin Ozdemir
Councillor Saiqa Pandor

Co-opted Member:

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

Quorum is 3 Councillors

Substitute Members

Substitutes:

Councillor Jilani Chowdhury
Councillor Paul Convery
Councillor Praful Nargund
Councillor Toby North
Councillor Caroline Russell

A. Formal Matters **Page**

1. Apologies for Absence
2. Declaration of Substitute Members
3. Declarations of Interest

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

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

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

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

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

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

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

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

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

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

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

This applies to all members present at the meeting.

4. Minutes of the Previous Meeting 1 - 16
5. Chair's Report
6. Items for Call In (if any)

7. Public Questions

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

8. External Attendees (if any)

B. Items for Decision/Discussion

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|----|--|-----------|
| 1. | Making Children Visible - Witness evidence and concluding discussion
The Committee will hear from Josh Harsant, Head of Voice and Influence at Barnados | TO FOLLOW |
| 2. | School Results 2022 | 17 - 56 |
| 3. | Report on Equalities in Educational Outcomes (2019/20) scrutiny review | TO FOLLOW |
| 4. | Work Programme and Scrutiny Initiation Document | 57 - 60 |

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 March 2023

**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, 17 January 2023

Minutes of the meeting of the Children's Services Scrutiny Committee held at Council Chamber, Town Hall, Upper Street, N1 2UD on Tuesday, 17 January 2023 at 7.00 pm.

Present: **Councillors:** Chapman (Chair), Burgess, Craig, Jegorovas-Armstrong, Ogunro, Ozdemir and Pandor

Also Present: **Councillors**

Co-opted Member Mary Clement, Roman Catholic Diocese
Zaleera Wallace, Parent Governor Representative (Secondary)
Jon Stansfield, Parent Governor Representative (Primary)

Guests

Councillor Sheila Chapman in the Chair

57 **APOLOGIES FOR ABSENCE (ITEM NO. 1)**

Apologies were received from Cllr Bossman-Quarshie

58 **DECLARATION OF SUBSTITUTE MEMBERS (ITEM NO. 2)**

None.

59 **DECLARATIONS OF INTEREST (ITEM NO. 3)**

None.

60 **MINUTES OF THE PREVIOUS MEETING (ITEM NO. 4)**

The minutes of the meeting held on 29th November 2022 was confirmed as an accurate record and the Chair was authorised to sign them

61 **CHAIR'S REPORT (ITEM NO. 5)**

As part of evidence gathering for the scrutiny report, select members of the committee attended a coffee morning with Islington Foster Carers Association on 11th January 2023. The session was useful in obtaining suggestions and advice that can feed into the recommendations of the review.

Additionally, a series of one-to-one testimonials with families who have electively home educated are scheduled for this week (w/c 16th January) and the following week (w/c 23rd January), which will be held over Microsoft Teams and similarly will feed into the recommendations of the review. A visit to the Platform Islington Youth Hub will also be rescheduled and a suggestion from Cllr Jegorovas-Armstrong at the previous scrutiny meeting of 29th November to incorporate evidence from Islington's Library service will also be progressed.

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

None.

63 **PUBLIC QUESTIONS (ITEM NO. 7)**

None.

64 **EXTERNAL ATTENDEES (IF ANY) (ITEM NO. 8)**

None.

65 **MAKING CHILDREN VISIBLE SCRUTINY REVIEW - WITNESS EVIDENCE (ITEM NO. B1)**

The Committee received a presentation from Curtis Ashton, Director of Young Islington, on vulnerable adolescents within the borough. Key points highlighted included detail on:

- Commissioned Services in 2021-22; there were a number of specialist services that provide services to vulnerable young people during this time, such as Abianda, St Giles Trust, WIPERS and Chance UK
 - Chance UK focus on an intervention and prevention service, provide mentoring to primary school children who are experiencing emotional and behavioural difficulties, who are at risk of educational exclusion, anti-social behaviour and/or criminal behaviour in adolescence and adult early life.
 - Chance UK supported 51 children and families in 2021-22 and delivered 68 1:1 parent-carer sessions to completion. Good outcomes received from their work, with 100% of parents showing increased confidence and skills in parenting.
- Abianda's Star Project provides a specialist one-to-one service for young women aged 11-24 affected by gangs, providing support to develop healthy relationships and prevent violence, sexual violence and exploitation.
 - The project delivered 1:1 support to 25 gang affected young women and 63 young women engaged in group work; group work in two Islington secondary schools and two practice sessions. Outcomes included 71% of participants feeling able to keep themselves safe after the intervention ended and 100% feeling their knowledge of sexual violence and exploitation had improved.
 - Islington were one of the few local authorities to obtain additional funding from the Home Office pertaining to interventions for young women that will ensure that Islington can continue to work with Abianda for a further three years.
- St Giles Trust supports people facing severe disadvantage into sustainable employment, housing and other appropriate support.
 - In 2021-22, 190 people were referred and 184 young people were successfully engaged. 324 successful outcomes were achieved for young people with 90% supported around Education, Training & Employment, 80% achieving a positive outcome in health and wellbeing, 90% supported with

- interventions around offending behaviour and 70% supported around family and social life matters.
- Wipers Mentoring Service supports young people aged 11-17, and helps provide a bridge to education, training, and employment.
 - In 2021-22 they delivered mentoring and 1:1 sessions to 39 vulnerable young people, with over 390 hours of mentoring support provided. Support was extended from 3 to 6 months to ensure vulnerable young people's needs are met. 90% of participants received a minimum of 24 hours support, 60% presented an increase in their 'hopes, dreams and aspirations', 70% increase in 'Education & Work', 55% received extended monitoring supported and 100% made significant progress across all areas of the programme.
 - MOPAC Disproportionality Crime Fund – Islington as the lead borough of a consortium consisting of Camden, Hackney and Haringey Councils – has been allocated £250,000 to run a Disproportionality Leadership Project. The funding itself has come from a partnership of MOPAC (The Mayor's Office for Policing and Crime), London Councils and the Youth Justice Board – with the purpose of tackling systemic issues that contribute to disproportionality in the youth justice system at a local level.
 - In Islington, mixed-heritage children were recorded to have higher custody rates than most other groups of children from 2017-18 to 2020-21, and across all boroughs of the consortium, the rates of school exclusion for black and mixed-heritage children were disproportionately high. Additionally, while the serious of offences committed by children of black heritage in Islington was lower than that committed by children of White or Asian heritage, they were more likely to be remanded in custody.
 - The Disproportionality Leadership Project will be a year in duration and is already taking referrals across the four boroughs. Participants will also be interviewed by researchers from City & Essex Universities about their experience and what can be done to help them. It will be delivered over a minimum of 12 weeks – actual time will vary depending on the needs of the young person although the recommendation is approximately six months – and mentoring support will include ETE (education, training and employment) opportunities via WIPERS' community and corporate partners.
 - The Chair requested that an update on this programme be submitted to the Committee in September 2023.
 - Islington will be further rolling out the Violence Reduction Unit Parental Support Champion Network as funding has been received to continue this work for the next few years. Securing good education training and employment outcomes for the participants is a priority. A number of parent champions from ethnic backgrounds were supported to train other parents about how to keep their children safe.

- The Parent Champion Network Project is commissioned to Minority Matters in Islington. It offers self-development classes and awareness engagement workshops for the Somali community delivered in partnership with Islington Council and Al-Abrar Foundation.
 - The service is working with community wealth building to support parent champions in long term. Keeping these parents in employment raises the outcomes for the family overall. The Executive Member for Children, Young People & Families also noted that the service is collaborating with Minority Matters to ensure that participating parents have the confidence to overcome the barriers that might be preventing them from accessing education and/or employment.
 - The service is also working to engage more fathers in the programme.
- The Youth Counselling, Substance Misuse and Alcohol Service was created from two Council services to provide a holistic health service for young people that will allow for closer partnership work between the two interventions provided (Youth Counselling and Substance Misuse). Both services also offer informal consultation for colleagues, other professions, and parent/carers
 - Total of young people seen by YCSMAS = 161
 - TYS Youth Counselling referrals =138 (of which 99 became young people seen)
 - IYPDAS referrals = 92 (of which 64 became actual number of young people seen)
- The Youth Justice Service (YJS)
 - In July 2022 the number of YJS young people engaged in Employment, Training and/or Education was 72% (target is 65%). The target of 65% was deemed to be a realistic measure of success, given that some of the young people engaged are extremely vulnerable and there is much difficulty in keeping them in education and employment.
- Targeted Youth Support (TYS) work with young people aged 10 to 21 years old (12 – 21 for Youth Counselling), who require support to enable them to make informed choices and decisions and maintain positive pathways. An independent review of the work TYS delivers with schools took place in 2021. The inquiry and reporting framework used the SOAR model
 - TYS' complements that of Islington Child and Mental Health Services (CAMHS), and the service also work closely with the local clinical commissioning group (The NHS North Central London CCG), who are also a contributor of funding.
 - There is a proactive approach to ensure that there aren't large numbers waiting for these interventions, and the service is working with partners to ensure that children who are in need of support are able to access this as soon as possible.

In response to a member's concern about intervention and legacy long-term, and the availability of formal/informal alumni groups to participants of these programmes, the Director of Young Islington assured the committee that there was a step-down process in place for all of the programmes discussed. Long-term evaluation is something that would be discussed with all commissioned groups and they each would inform their supported young people that a universal offer is available more broadly through the Council.

In response to a member's concern that families from Turkish / Kurdish backgrounds may not be aware of the clear pathways to referrals, and the assurances sought that agencies such as the Police are also aware of the clear pathways to referral, the presenting officer informed the committee that each of the services have been briefed on this.

Laura Eden, Director of Safeguarding and Family Support, delivered a presentation to the Committee – which had been circulated prior to the meeting – about Children with a Social Worker.

The committee was informed that there had been lots of research conducted on children in need / children with protection plan, in contrast to before when the focus was greater on looked-after-children and attainment. Research showed that by the time children reached Key Stage Four, there was a real difference in the wellbeing of children who were known to social services and those who weren't, regardless of attainment or attendance.

Some of the key points raised in the presentation included.

- £100,000 in funding had been received from the DfE which funds the Deputy Head and a virtual teacher for the virtual school. Islington were at an advantage because of a previous, successful bid to the DfE to trial this programme (virtual school), which then became national guidance shortly after.
- There are currently 800 Children in Need and 150 on a Child Protection Plan
- There are currently 351 Children Looked After.
- The average attendance for Children Looked After in 2021-22 was 88.1%. 21% were persistently absent from school.
- 61% of care experienced-young people were in Employment, Education or Training (EET), which is among the highest in the country. top quartile for care experienced young people in EET in country. The presenting officer attributed the high jump in success rates to commitment from Councillors, Officers and lifelong corporate parenting.
- Some of the factors that can affect attainment include trauma. Children who achieved better were more likely to be in stable foster-care placements. Girls outachieved boys, but progress was being made on narrowing the gap.
- Islington looked-after children fared better when there was a trauma informed approach to their care. Additionally, schools

and colleges who adopted trauma informed approaches were shown to produce better outcomes.

- Islington looked-after children who attended schools within the borough performed better than those who attended out of borough schools.
- Islington wanted to ensure that care-experienced young people were able to have adult conversations, such as encouragement and assistance with job applications.
- The contributing circumstances behind the NEET (Not In Employment, Education or Training) cohort include mental health, offending issues, and/or lack of engagement.
- Islington's offer was well-received in OFSTED focus visits.

A member of the Committee expressed concerned that, particularly within some ethnic minority communities, misogyny and domestic violence could be masked from the wider community at large, which can greatly impact these children and as such, the member wanted to know if procedures were in place to pick up on this. In response, the Committee was informed that all staff, including early-help and social workers, were trained to spot signs of abuse and that schools had a designated safeguarding lead. It was acknowledged that some families can be both invested in a child's education and masking signs of abuse simultaneously, however it was stated that signs of abuse would still be identifiable by staff and that they were trained to handle this appropriately.

A member raised concern regarding the statistic that only 68% of young people with a social worker received any qualification at all, insisting that the target could be higher and that data on this cohort attempting to enter higher education would be useful to see. The response to the member was that some children in need of a social worker would have experienced traumatic situations that can affect their development and that some children have poor experiences of education due to neglectful situations at home. The response also noted that some children may not always be present at school because there is no one is to take them there, and that some children enter care as teenagers, by which time prior years of poor experiences would have taken its toll. However, the response also noted that a lot of the children in need do attain a qualification but that it takes them longer to experience those forms of education.

The Director of Safeguarding and Family Support stated that Islington aimed to protect young people's experiences of childhood. In part this involved identifying safeguarding issues at an early stage and working to ensure that children's emotional capacity was not taken up by adult issues. The Director of Safeguarding and Family Support also noted that the service was facilitating opportunities to bring young people into employment at Islington Council through channels such as internships, education and work experience to name a few. The intention was to set an example for partners to follow. A recent advertisement from Thames Water advert had helped raise visibility of children

in care, leading to a spike in such opportunities being offered to care experienced young people more broadly.

The Committee received a third presentation on Children Missing in Education by Sarah Callaghan, Director of Learning and Achievement.

The Director of Learning and Achievement informed the Committee that the National research identified some patterns in terms of those children who are disproportionately represented in not accessing formal education.

The Children's Commissioner's report investigated off-rolling. It identified in the period 2015-19 that there was a 50% increase in children being electively home educated. The Committee were told that it is a parental right to make that choice, however there is some disproportionality in the children being homed educated, particularly SEND (Special Educational Needs & Disability) children. The research also identified a practice where some schools were actively encouraging families to take up home education.

The Director of Learning and Achievement noted that this wasn't to say that there wasn't excellent practice in terms of home education but that in the context of the current scrutiny review into 'Making Children Visible', this one of the ways in which children can fall off the authority's radar. The report also picked up on exclusion, whereby some children had been off-rolled or encouraged to leave mainstream education as they were at risk of being excluded. In Islington, it was known that this was used as a last resort, however there is practice nationally that has identified some groups of children as being overrepresented. In Islington's own data, 39% of exclusions had some form of educational support / health and social care plan attached, and BAME children were overrepresented in exclusions.

The Committee was informed that permanent exclusions was not a particular issue in Islington – 73% were within three secondary schools, but if those were to be removed then Islington would be in the top quartile for performance nationally. What the borough does have an issue with is recurrent patterns of fixed-term exclusions. Schools can choose to have fixed-term suspensions of up to 45 days in that academic year.

The Committee was told that the service is working with the City of London Multi-Academy Trust to establish a better working relationship with them and have arranged to meet with the Trust's new Chief Executive about shared priorities. Additionally, academies have different levels of autonomy and the Council needed to build stronger relationships with them.

Another issue highlighted was "unexplained pupil exits" – where children may have moved schools for reasons that could include better OFSTED ratings – the process of which could also serve to make children less visible to the local authority.

Regarding Elective Home Education (EHE), the Committee were informed that the role of the local authority was only to see that students were accessing

education, but that collaborative working can overcome this. As a last resort and/or if other issues were present, the local authority can use safeguarding legislation to intervene.

The withdrawn Schools Bill would have created in effect a register of "ghost children" – such as children not in school – and would have increased powers of the local authority to identify and have greater visibility of those groups of children.

The Committee was also informed that the service was strengthening monitoring of Islington's home-educated children through a new, dedicated post that would work with parents where appropriate to re-engage them with formal education.

The Committee was informed that the local authority was visited by the Department for Education (DfE) just before Christmas 2022. This was concerning new guidance to be implemented by September 2023 regarding exclusions. The local authority would be required to have half-termly meetings with schools to challenge their levels of attendance.

The Committee was also told that a forum had been established through which Islington have been able to secure agreement from the participating school leaders to share data on exclusions.

In response to a member's question as to whether officers were enquiring with the children themselves to establish solutions regarding their absence from school rather than just corresponding with parents, the Director of Learning and Achievement referred to the Education Plan which was informed by direct discussions with groups of young people who were not in education or had been excluded. Additionally, a highlight that came out of national research was the branding of alternative provision for those at risk of exclusion, which has been adopted – in dialogue, the borough's Pupil Referral Unit (PRU) is never referred to by that name, but by the facility's name instead. This is to not stigmatise its' attendees, particularly given its purpose is to enable students to return to school.

Responding to a member's question regarding creating an inclusive environment in the borough's schools, the Director of Learning and Achievement stated innovative work with several of the borough's schools, was being undertaken to create a supportive environment. This involved engaging with pupils to understand their views on what created an inclusive culture, and also having some primary school children survey their peers about what they feel helped them feel included and what things helped create belonging.

66

EXECUTIVE MEMBER QUESTIONS (ITEM NO. B2)

The Committee discussed the questions put to the Executive Member for Children, Young People and Families. Written copies of the responses provided to these questions were circulated to the Committee which were as follows:

Questions from Cllr Sheila Chapman:

1. What can be done to help give social workers a deeper understanding of the day-to-day challenges (practical, emotional, financial) of being a foster carer? Could social workers and prospective foster carers do training together?

All CLA and fostering social workers are provided training in Level One Dyadic Developmental Psychotherapy (DDP) and all foster carers are offered PACE for Parenting training (DDP for all foster carers) to develop understanding of our Practice Model and encourage a deeper understanding between social workers and foster carers.

Joint training used to be in place but is being re-launched, starting with joint training for foster carers, social workers and YPAs in managing professional relationships, positive endings and child protection, with a view to opening others up as appropriate.

Fostering staff are co-located with CLA staff, which has assisted with a greater level of working together across teams in the interests of foster carers and the children they care for.

The fostering team has two 'fostering champions' who attend the group supervision of CLA social workers on a rotational basis in order to bring a foster carers perspective to any cases presented.

The Service Manager raises the fostering perspective at all meetings she attends with colleagues across senior management.

Trauma formulation meetings are encouraged prior to matches being agreed and at other times where a joint approach is needed.

Fostering managers regularly invite themselves to other team meetings to keep the perspective of foster carers active in other professionals' thinking.

2. When a foster carer adopts a child, they lose a carer's allowance which makes sense but they also lose the support and benefits of being a carer (for example quicker access to mental health support for their young person). Does it make sense for this non-financial support to fall away? Does this disincentivise foster carers from adopting?

In relation to adoption vs fostering:

Education: as adopted children, they do still receive priority school places (as with CLA). However, the only other support offered to adoptive families by the Virtual School is at the level of 'advice and guidance'. For example, the Virtual

School Head can advise the school on how best to support the individual child from exclusion and/or how best to use the pupil premium to which they are entitled. Similarly, adoptive parents can contact the Virtual School Head for advice or to answer specific queries.

Health: whilst there are no specific health offers available to adopted children, Dr Evanson confirms we can support with some things, e.g., waiting lists, on a case-by-case basis but there is no standard offer.

CAMHS: as with other aspects of health noted above, there are no specific health offers available. However, on a case-by-case basis we can consider support with waiting lists. This would not necessarily result in a faster service given how stretched CAMHS services are already.

Adopters are entitled to seek support with applying for and financing therapeutic intervention via the Adoption Support Fund, which Special Guardianship carers are not.

People who express a wish to adopt are more often than not seeking to parent a child without a high level of state intervention, either financially or from social workers. There is however, a means-tested adoption allowance, dependent upon the child and family's level of need.

In theory, this retraction of support does not make sense given the needs of the children remain the same post-adoption order that they were upon placement.

This is why comprehensive support plans are an essential part of the planning process to ensure a child's individual needs are considered in the immediate, short- and longer-term.

There is no evidence that the above disincentivises foster carers from adopting as they still receive better support than if going down the SGO route, where families are not entitled to support from the Virtual School in the same way, for example.

Questions from Cllr Ernestas Jegorovas-Armstrong:

3. May we have an update on the implementation of the school organisation plan?

Further to the approval of the School Organisation Plan in October a 6 week consultation was carried out during November and December 2022 on a proposal to amalgamate Copenhagen and Vittoria schools.

The outcomes of this consultation and the recommended next steps will be considered by the Council's Executive at its meeting on 9th February.

The Local Authority admissions consultation also took place during this period to consult on the reducing the Published Admission Numbers of:

Highbury Quadrant, Pooles Park and Montem Primary Schools, alongside which the Learning in Harmony Trust also consulted on reducing the Published Admission Number of New North Primary Academy.

Supplementary: When did the council first become aware that the school population numbers at Primary will be decreasing?

In 2019, the GLA identified problems of overestimation in the official ONS migration estimates, this is particularly acute in areas of London with high international flows and can lead to inflated numbers of children in the projections. Falling EU migration is a recognised factor driven by the decrease in immigration, particularly for work.

4.What is the council doing to ensure that schools make the most of the National Tutoring Programme?

Schools receive regular reminders and updates from the DfE on National Tutoring Funding. Schools are responsible for the implementation of the funding. Many schools have now opted to access the school led tutoring route, which means that school staff are delivering the programme, rather than relying on external providers.

All schools must now complete a financial return to the DfE to indicate which pupils have received tutoring and the number of hours the pupil received. If schools do not spend the money, it is now returned to the DfE.

Supplementary: What percentage of the NTP subsidy has not been spent?

In 2021-22 academic year, the grant was called School-Led Tutoring. During this period, the local authority distributed a total of £ 1,617,581.25 to schools including academies, free schools and special schools. In the summer term of 2022 all schools were requested to record and report on the total cost incurred and the number of tuition hours delivered.

The National Tutoring Programme commenced in 2022-23 academic year. During this period, it is estimated that the local authority will have distributed a total of £1,249,037.78 to schools including academies, free schools and special schools. In the summer term of 2023, all schools were requested to record and report on the total cost incurred and the number of tuition hours delivered.

As the recording is completed at school level, the LA does not receive the year-end statement information submitted per school.

5.What work has the council done to increase the attendance of children to school?

Reducing levels of persistent absenteeism at school is one of six priorities identified within the Councils' 'Putting Children First' Education Plan 2023-30. We are currently co-ordinating school attendance support resource across the Children's Services partnership (including Health Partners) to form a virtual School Attendance Support Team in line with new guidance issued by the Department for Education, and which will be made a statutory requirement by September 2023.

We are currently delivering training to those identified as part of that team to enable a consistent response. We have categorised all schools based on three levels of need using persistent absence and other contextual data.

This term we will begin Targeting Support meetings with those schools in the highest category (eight primary and four secondary schools). Termly meetings which all schools will have in place by April 2023.

The Department for Education Adviser has commented favourably on our local plans to date and will be carrying out a deep dive later this month to further assist.

6.What is the council doing to support schools to raise awareness of the climate emergency?

School Improvement are working with partners to plan an event with schools in the summer term. This will be an opportunity to showcase what schools are doing to respond to the climate emergency.

This will build on and the previous work that was celebrated through the Great Science Share, which has focused on the climate and the environment.

7.What is the council doing to ensure there is ongoing provision for young people to learn watersport skills?

It is a statutory requirement that all primary schools provide swimming provision. Schools must report on this through their annual PE and Sports Premium report. These reports are published on the school website. By the end of Key Stage 2 pupils are expected to swim 25 meters of any preferred stroke.

In addition to this, is a significant focus on developing rescue ready skills. Many Islington Primary schools are now conducting intensive 10 day swimming programmes to ensure that these skills are secure.

In addition to the teaching of skills, Islington runs swimming carnivals for Key Stage 2 pupils to further develop water skills and resilience.

Islington's Secondary Schools

In secondary schools, Islington has been at the forefront of offering "Active Row" for secondary schools. This is another opportunity to develop water sports skills.

There is a strong promotion of the wider curriculum across every secondary school in Islington which is broadly themed into adventure and sport; community and culture; the creative arts; public speaking and debate; science and technology. These wider curriculum opportunities expose students to experiences that extend beyond the studied curriculum and enables them to practise and apply skills across a wide spectrum of contexts.

These opportunities are delivered as part of an extensive programme of out of school hours learning activities which includes before school, lunchtime and after school, activities. All schools also organise trips abroad, and trips to outdoor activity centres that provide a range of water sport activities. In many schools, The Duke of Edinburgh's Award (DoE) scheme also gives students the opportunity to engage in water sport activities through the Bronze Award (Year 9) and Silver Award (Year 12) pathways.

The wide range of water sport activities enjoyed by Islington students includes:

- Canoeing
- Sea Kayaking
- Dinghy Sailing
- Rowing
- Surfing
- Swimming
- Rafting
- Windsurfing
- SUP – Stand UP Paddle boarding

Disadvantaged students access these activities through the schools' Pupil Premium fund allocation and support from third sector organisations like the Jack Petchey Foundation.

Active Row Islington

London Youth Rowing Website

In September 2022, London Youth Rowing (LYR) expanded its flagship programme, Active Row, launching a new inner city rowing programme called Active Row Islington.

Every secondary school in Islington, two special schools and New River College are now involved with this exciting programme delivered by LYR at the Queen Elizabeth Olympic Park (QEOP).

Active Row Islington provides over fifty Concept 2 rowing machines to secondary schools in the Borough of Islington, with funding also supporting the allocation of an LYR Active Row coach to oversee the project, set up indoor rowing clubs in each of the schools and run on-water rowing sessions for participating students. Students are given the opportunity to take part in extracurricular indoor rowing clubs, before getting out on the water at QEOP, where they can hone the skills, they have learnt in the indoor rowing club in boats. The programme will focus on working with Year 8 pupils, many chosen by their schools from disadvantaged backgrounds as well as young people at risk of exclusion or NEET later in their school careers. Although primarily an early intervention strategy for some of the borough's most vulnerable students, as the programme develops, opportunities will be given to all age groups and all students.

An LYR Open Club has been set up on the Queen Elizabeth Olympic Park to provide the Islington students taking part the opportunity to train and compete in rowing independently, beyond their school. The pupils will also be able to try canoeing, SUP, and other paddle sports through new partnerships with British Canoeing, Sport England, and LYR Active Paddle, all based on the Olympic Park.

Supplementary: What mitigations are in place for the loss of Islington Boat Club and their service to Islington's young residents?

The lease came to an end on the 14th January 2023 and we are arranging to take back formal possession of the main building. We are liaising with the new board of Trustees of the club to put in place a licence to enable access to the basin to support existing activities. Options for a longer-term solution are being explored with the club.

8. May we have an update on the work of Early Help Services?

Early Help is an approach to supporting children/young people and their families at an early stage to prevent problems from occurring, and/or as soon as problem emerges to prevent it from getting worse. This is sometimes also referred to as early intervention and prevention.

Many services adopt an early help approach in their work (schools, health visiting service, play and youth work settings, children's centres). This means families benefit from a strong preventative offer from a range of partners in universal services who can provide the help families need in the first instance and know how to link them in to other services if this is needed.

Bright Start, Bright Futures and Targeted Youth Support provide a range of council run services that are part of the early help offer to children, young people and families 0-19. This includes family support, case holding of young people and outreach into schools, children's centres, play and youth settings and on estates. The purpose of these services is to intervene early to improve

outcomes and reduce escalation of needs. Outcomes they work on include improving school attendance and attainment, improving family finances, making progress towards employment, improved family relationships, improved health and wellbeing, stable and secure housing, reduced offending and anti-social behaviour, improving children's safety.

Last year (21/22) Bright Start and Bright Futures worked with 1860 families, up from 1120 in 20/21. The majority of referrals to the Childrens Services Contact Team (CSCT) come to Bright Start, Bright Futures or Targeted Youth Support (between April 21-August 22 6605 contacts compared to 3141 passed to Children's Social Care). Around 10% of families worked with in Bright Start or Bright Futures are stepped up to Children's Social Care.

Bright Start and Bright Futures currently sit across both Fairer Together and Children's Services within Early Intervention and Prevention. Targeted Youth Support currently sits within Childrens Services under Young Islington. Following consultation in December 2022, Bright Start and Bright Futures will move back into Children's Services with Bright Start going to Learning, Schools and Culture and Bright Futures to Safeguarding and Family Help. There are no changes to Targeted Youth Support.

Islington is one of 75 local authorities who have been selected by central government for funding to advance our early help ambition by implementing a Family Hubs model. Building on our Bright Start model, we will be taking the integration of support around families with children aged 0 – 19 (25 with SEND) to the next level through the family hub model to solve whole family issues, so children and young people are starting well, growing up well and progressing to adulthood well

The Independent Review of Children's Social Care (May 2022) proposed 80 recommendations including the introduction of 'Family Help' which would bring together the work currently undertaken at targeted early help and Children in Need, to form a new single offer of Family Help, delivered in local areas by multi agency teams. Currently a timeline has not been produced for implementation of the recommendations set out in the review.

The Early Intervention and Help Strategy 2015-2025 set the strategic direction for Early Help in Islington. The implementation of the multi-agency co-ordination of early help outlined in the strategy is currently overseen by the Islington Safeguarding Children's Partnership (ISCP) Early Help Sub-Group.

Supplementary: Early Help-Families worked with is rising, Q2 192 families worked with 2021-22 compared with 339 Q2 this year.

Although it is an increase on previous year when up to full staffing our capacity is about 400/450 depending on delivery of targeted parenting programmes.

Where cases are pending allocation, this is more to do with staffing situation-sickness etc

Managers triage all cases on the pending list and keep in touch with families and where appropriate link them into Bright Start or Bright Futures outreach workers

67 **WORK PROGRAMME AND FINAL SCRUTINY INITIATION DOCUMENT
(ITEM NO. B3)**

Noted.

MEETING CLOSED AT 9.13 pm

Chair

Children's Services
222 Upper Street, LONDON N1 1XR

Report of: Corporate Director of Childrens Services

Meeting of: Children's Services Scrutiny

Date: February 2023

Ward(s): All

Subject: Education Outcomes 2022

1. Synopsis

- 1.1. Statutory Assessments returned in 2021 – 22 for all key stages in the education sector
- 1.2. Early Years (Good Level of Development) and Primary assessments (Phonics, Key Stage 1 and Key Stage 2) will not be published nationally, however the 2022 outcomes will be the new baseline of all accountability measures moving forward.
- 1.3. Outcomes for Key Stage 4 and Key Stage 5 will be published nationally.

2. Recommendations

- 2.1. To note that the Local Authority level data for all key stages is to be used with caution against comparisons with previous years or with London and national averages.
- 2.2. To note that Early Years and Primary outcomes will be published in 2023.
- 2.3. The Education Plan, SEND Strategy and School Organisation Plan will be the vehicle to drive education outcomes and reduce the gap between vulnerable groups and all Islington pupils.
- 2.4. Targeted support for schools will remain the focus of the education team to ensure that the quality of education demonstrates impact through improved outcomes to meet the first milestones of the Education Plan.
- 2.5. The introduction of the Islington Professional Partner programme provides challenge and support to schools to improve outcomes and narrow the gap for disadvantaged groups.

3. Background

- 3.1. There were no adaptations or changes to the suite of assessment tasks in light of the pandemic for the Early Years and Primary sectors of education. Pupils undertook a range of assessments despite an interrupted education provision as schools and settings managed two significant closures of schools in response to the pandemic.
- 3.2. Pupils who do not achieve the expected standard in phonics at the end of Year 1 are required to retake the assessment at Year 2.
- 3.3. KS1 assessments are a combination of teacher assessment and a test for reading and maths. Writing is a teacher assessment. The Local Authority has a statutory duty to moderate 25% of all schools teacher assessments for KS1. Science is not moderated by the local authority.
- 3.4. KS2 writing is teacher assessment. The Local Authority has a statutory duty to moderate 25% of all schools teacher assessment of writing.
- 3.5. The Early Years assessments in 2022 are new and this year's outcomes are not directly comparable with earlier years due to significant changes to the Early Years Foundation Stage profile.
- 3.6. Secondary assessments were undertaken with some adjustments to subjects. These adjustments will be removed going forward as the secondary sector returns to a full suite of assessments. Outcomes for KS4 and KS5 will be published nationally. National outcomes for KS4 and KS5 have not yet been published at the time of writing this report and should be noted as provisional.
- 3.7. Outcome data for Children in Need (CIN) and Looked After including previously looked after are not yet available.
- 3.8. **Assessment of Early Years – Good Level of Development (GLD):**

Good Level of Development (GLD) outcomes rank Islington **10/11** against our statistical neighbours, **29/33** against London and **86/153** compared to national. **Early Learning Goals (ELGs)** outcomes rank Islington **9/11** against our statistical neighbours, **24/33** against London and **73/153** compared to national.

The percentage of Islington's 5-year-olds who achieved a good level of development (GLD) at the end of Reception year was **64.7%**. Nationally the GLD was **65.2%**, London was **67.8%** and our statistical neighbours were **66.6%**.

The percentage of children at the expected level across all early learning goals (ELGs) in Islington was **63.6%** which was slightly higher than National (**63.4%**), but lower than London (**67.8%**) and our statistical neighbours (**66.6%**). The physical development and expressive arts and design areas of learning had the highest percentage of children at the expected level of development (**81.9%**), and the literacy area of learning had the lowest (**66.5%**). Nationally, physical development achieved the highest outcome and literacy outcomes were the lowest.

On average, Islington pupils were at the expected level in **13.6** out of the 17 early learning goals. This is a new accountability measure. This was lower than National (**14.1**), London (**14.1**) and our statistical neighbours (**13.9**).

Summary Outcomes Pupil Groups - at the end of Reception

Girls achieved better outcomes than boys in both the GLD and expected in all ELGs. Girls achieving the number of ELGs at expected was **14.2** compared with **13.1** for boys. Despite this, a lower percentage of girls in Islington achieved these measures compared with all three comparator groups. A higher percentage of boys achieved GLD and expected in all ELGs compared with the national average. Boys ranked higher than girls in all three measures in all three comparator groups.

Eligible Free School Meals (FSM) pupils achieved the GLD (**53.4%**) in Islington. This is above national (**49.1%**) but below London (**56.2%**) and our statistical neighbours (**56.9%**).

Pupils with an **Education Health and Care Plan (EHCP)** achieved the GLD (**5.4%**). Islington is above national (**3.6%**) and London (**4.6%**) and a percentage point below our statistical neighbours (**5.5%**).

31.8% of pupils eligible for SEND support achieved the GLD. Islington is above national (**22.9%**), London (**26.4%**) and our statistical neighbours (**27.3%**).

60.9% of Somali pupils (110) achieved the GLD. This is higher than national (**58.9%**) but lower than London (**61.7%**). **65.5%** of pupils other black (29) achieved the GLD. This is higher than national (**58.2%**) and London (**60.7%**). **52%** of white UK eligible for FSM (152) achieved the GLD. This is above national (**47.1%**) and London (**50.7%**). Turkish (64), Black Caribbean (74) and Mixed White/Black Caribbean (73) all achieved below national and London. The group with the biggest gap to national and London was the Turkish group. Islington pupils achieved **43.8%**, compared to national (**53.4%**) and London (**56.9%**). At the time of writing the report, there is no comparable data with our statistical neighbours.

3.9. Phonics at Key Stage 1

Year 1 outcomes rank Islington **7/ 11** against our statistical neighbours, **18/33** against London and **40/152** compared to national. **Year 2** outcomes rank Islington **4/11** against our statistical neighbours, **8/33** against London and **18/152** compared to national.

In Islington the percentage of pupils meeting the expected standard in phonics in **Year 1** was **77%**. This is higher than national (**75%**), lower than London (**79%**) and our statistical neighbours (**78%**).

Summary Outcomes Pupil Groups – Year 1 Phonics

Girls (**80%**) outcomes were higher than boys (**74%**) in Islington. Girls' outcomes are higher than National (**79%**), below London (**81%**) and higher our statistical neighbours (**79%**). Similarly, boys' outcomes are higher than National (**72%**), below London (**75%**) and our statistical neighbours (**75%**).

At the end of **Year 1**, Somali (**69%**), Turkish/Cypriot (**67%**), Black Caribbean (**66%**), mixed white/black Caribbean (**65%**) and White UK FSM (**56%**) all achieve outcomes lower than national and London. Other Black (**84%**) perform best in all groups and outcomes are higher than national and London. Overall, the combined ethnic groups achieve (**77%**) expected standard in phonics, this is in line with all Islington pupils and above national (**75%**) but below London (**79%**).

In Islington the percentage of pupils meeting the expected standard in phonics by the end of **Year 2** was **89%**. This is higher than national (**87%**), London (**88%**) and our statistical neighbours (**87%**).

Summary Outcomes Pupil Groups – Year 2 Phonics

Girls (**90%**) outcomes were higher than boys (**87%**) in Islington. Girls' outcomes are higher than National (**89%**), in line with London (**90%**) and above our statistical neighbours (**89%**). Similarly, boys' outcomes are higher than National (**85%**), London (**85%**) and our statistical neighbours (**85%**).

At the end of Year 2, outcomes for all ethnic groups apart from Other Black demonstrates an improvement. Somali (**90%**), Turkish/Cypriot (**90%**), Black Caribbean (**88%**), mixed white/black Caribbean (**86%**) and White UK FSM (**82%**) all achieve outcomes higher than national and London. Other Black (**84%**) outcomes are just below national and London. Overall, the combined ethnic groups achieve (**88%**) expected standard in phonics, this is just below all Islington pupils, above national (**87%**) and in line with London (**88%**) for all pupils.

3.10. Summary Outcomes at Key Stage 1 (Year 2): Reading Writing, Maths

Reading at the expected standard rank Islington **4/ 11** against our statistical neighbours, **9/33** against London and **13/152** compared to national. **Reading** for the higher standard rank Islington **5/11** against our statistical neighbours, **9/33** against London and **12/152** compared to national.

In Islington the percentage of pupils meeting the expected standard in **reading** is **72%** at the expected and **24%** at the higher standard. At the expected standard Islington is above national (**67%**), London (**70%**) and our statistical neighbours (**71%**). At the higher standard, Islington is above national (**18%**), London (**22%**) and our statistical neighbours (**22%**).

Summary Outcomes Pupil Groups – Year 2 Reading

Pupils eligible for **Free School Meals (FSM)** achieved **63%** in Reading at the expected standard. This is above national (**51%**), London (59%) and our statistical neighbours (**61%**)

Pupils with an **Education Health and Care Plan (EHCP)** achieved **13%** in Reading at the expected standard. This is above national (**12%**), in line with London (**13%**) but below our statistical neighbours (**17%**)

Outcomes for **girls** in reading are **74%** compared to **boys** at **69%**. Girls and boys do better than national, while girls are in line with London and our statistical neighbours, whereas boys are above London and our statistical neighbours. This is also mirrored at the higher standard.

Writing at the expected standard rank Islington **4/ 11** against our statistical neighbours, **7/33** against London and **7/152** compared to national. **Writing** for the higher standard rank Islington **3/11** against our statistical neighbours, **5/33** against London and **5/152** compared to national.

In Islington the percentage of pupils meeting the expected standard in **writing** is **65%** and **14%** at the higher standard. At the expected standard Islington is above national (**58%**), London (**63%**) and our statistical neighbours (**63%**). At the higher standard, Islington is above national (**8%**), London (**12%**) and our statistical neighbours (**12%**).

Summary Outcomes Pupil Groups – Year 2 Writing

Pupils eligible for **Free School Meals (FSM)** achieved **55%** in Writing at the expected standard. This is above national (**41%**), London (**50%**) and our statistical neighbours (**52%**)

Pupils with an **Education Health and Care Plan (EHCP)** achieved **11%** in Writing at the expected standard. This is above national (**7%**), London (**9%**) but below our statistical neighbours (**12%**)

Pupils identified for **SEND Support** achieved **41%** in Writing at the expected standard. This is above national (**20%**), London (**29%**) and our statistical neighbours (**30%**)

Outcomes for **girls** in writing are **69%** compared to **boys** at **62%**. Girls and boys do better than national, London and our statistical neighbours, this is also mirrored at the higher standard.

Maths at the expected standard rank Islington **5/ 11** against our statistical neighbours, **17/33** against London and **24/152** compared to national. **Maths** for the higher standard rank Islington **3/11** against our statistical neighbours, **10/33** against London and **11/152** compared to national.

In Islington the percentage of pupils meeting the expected standard in **maths** is **71%** and **21%** at the higher standard. At the expected level Islington is above national (**68%**) and in line with London (**71%**) and our statistical neighbours (**71%**). At the higher standard, Islington is above national (**15%**), London (**20%**) and our statistical neighbours (**20%**).

Summary Outcomes Pupil Groups – Year 2 Maths

Pupils eligible for **Free School Meals (FSM)** achieved **62%** in Writing at the expected standard. This is above national (**52%**), London (**59%**) and our statistical neighbours (**60%**)

Pupils with an **Education Health and Care Plan (EHCP)** achieved **20%** in Writing at the expected standard. This is above national (**14%**), London (**16%**) and our statistical neighbours (**19%**)

Pupils identified for **SEND Support** achieved **48%** in Writing at the expected standard. This is above national (**33%**), London (**42%**) and our statistical neighbours (**42%**)

Outcomes for **girls** in maths are **70%** compared to **boys** at **72%**. Girls and boys do better than national and are in line with London and our statistical neighbours, this is also mirrored at the higher standard.

3.11. **Summary Outcomes at Key Stage 2 (Year 6): Reading Writing, Maths (RWM)**

The combined reading, writing and maths (**RWM**) outcomes at the expected standard rank Islington **9/11** against our statistical neighbours, **23/33** against London and **38/152** compared to national. Combined outcomes at the higher

standard rank Islington **5/11** against our statistical neighbours, **12/33** against London and **14/152** compared to national.

In Islington the percentage of pupils meeting the expected standard in **RWM combined** is **61%** and **11%** at the higher standard. At the expected standard Islington is above national (**59%**) but below London (**65%**) and our statistical neighbours (**65%**). At the higher standard, Islington is above national (**7%**) and in line with London (**11%**) and our statistical neighbours (**11%**).

Summary Outcomes Pupil Groups – Year 6

Pupils eligible for **Free School Meals (FSM)** achieved **51%** in **RWM** at the expected standard. This is above national (**42%**), below London (**52%**) and our statistical neighbours (**54%**). Islington pupils achieved **5%** in **RWM** at the higher standard. This is above national (**3%**), and in line with London (**5%**) and our statistical neighbours (**5%**). **FSM** outcomes rank Islington 4th compared to our statistical neighbours and 8th compared to London and national.

Pupils with an **Education Health and Care Plan (EHCP)** achieved **5%** in **RWM** at the expected standard. This is below national (**7%**), London (**9%**) and our statistical neighbours (**11%**). Islington pupils achieved **1%** in **RWM** at the higher standard. This is above national (**0%**), and in line with London (**1%**) and our statistical neighbours (**1%**). **EHCP** outcomes ranked Islington 3rd compared to our statistical neighbours, 6th compared to London and 9th nationally.

Pupils identified for **SEND Support** achieved **38%** in **RWM** at the expected standard. This is above national (**21%**), London (**31%**) and our statistical neighbours (**34%**). **SEND Support** outcomes rank Islington 3rd in all measures – national, London and our statistical neighbours. Islington pupils achieved **2%** in **RWM** at the higher standard. This is above national (**1%**), and in line with London (**2%**) but below our statistical neighbours (**3%**).

Pupils identified as **Black Caribbean** achieved **47%** in **RWM** at the expected standard. This is below national (**49%**), below London (**51%**) and our statistical neighbours (**54%**). Islington pupils achieved **4%** in **RWM** at the higher standard. This is in line national (**4%**), London (**4%**) but below our statistical neighbours (**5%**).

Pupils identified as **Mixed White/Black Caribbean** achieved **57%** in **RWM** at the expected standard. This is above national (**49%**), London (**53%**) and our statistical neighbours (**52%**). Islington pupils achieved **4%** in **RWM** at the higher standard. This is in line national (**4%**), below London (**5%**) and in line with our statistical neighbours (**4%**).

Pupils identified as **Other Black** achieved **53%** in **RWM** at the expected standard. This is below national (**56%**), London (**59%**) and our statistical neighbours (**58%**). Islington pupils achieved **11%** in **RWM** at the higher standard. This is above national (**6%**), London (**7%**) and our statistical neighbours (**5%**). Islington is ranked top compared to our statistical neighbours, 4th compared to London and 21st compared to national.

Outcomes for girls in **RWM** are **67%** compared to boys at **59%**. Girls' and boys' outcomes are below national (girls **63%/boys 55%**) London (girls **70%/boys 62%**) and our statistical neighbours (girls **69%/boys 62%**). At the higher standard girls in **RWM** are **14%** compared to boys **8%**. Girls' and boys' outcomes are above national (girls **9%/boys 6%**), above London and our statistical neighbours (girls **13%**) but below London for boys (**9%**) and our statistical neighbours (boys **10%**).

3.12. **Summary Outcomes: KS4 GCSE**

KS4 - Percentage English & Maths at Grade 5+ (good pass) in Islington is **52.7%**. This is an improvement since 2019 (**42.3%**). Islington outcomes for this measure are above national (**50%**) but below London (**57.5%**) and our statistical neighbours (**56.4%**).

KS4 - Attainment 8 in Islington is **49.9%**. This is an improvement since 2019 (**45.5%**). Islington outcomes for this measure are above national (**48.9%**) but below London (**52.7%**) and our statistical neighbours (**51.9%**).

KS4 – Progress 8 in Islington is **0.07**. This is an improvement since 2019 (**0.11**). Islington outcomes for this measure are higher than national (**-0.03**) but lower than London (**0.24**) and our statistical neighbours (**0.18**).

KS4 - Percentage EBacc entry in Islington is **53.7%**. This is an improvement since 2019 (**42%**). Islington outcomes for this measure are above national (**38.8%**) but lower than London (**55.5%**) and our statistical neighbours (**56.2%**).

KS4 - Ebacc Average Point Score (APS) per pupil in Islington is **4.42**. This is an improvement since 2019 (**4.09**). Islington outcomes for this measure are above national (**4.28**) but lower than London (**4.77**) and our statistical neighbours (**4.73**).

3.13. **Summary Outcomes: KS5 A Levels**

A Level outcomes increased nationally in London and Islington. Islington APS (**37.1**) in 2022 is below London (**39.1**) and just below National (**37.7**). This is an increase from **30.1** in 2019. We have almost closed the gap with the national average which in 2019 was **3.7** points.

The percentage of entries achieving **A*- A grades** in Islington is now **40.9%** (nationally **36.1%** and in London **49.7%**, which corresponds to an increase of **11.3** percentage points (nationally **10.7**) compared to 2019.

In 2022 **APS per entry for boys (37.5)** are just below boys in London (**38.5**) and nationally (**38**). Likewise, outcomes for **Islington girls (36.6)** were lower than London (**39.6**) and nationally (**39.4**).

In Islington, **disadvantaged students'** outcomes in 2022 (**36.7**) have increased since 2019 by **37.6 APS** and are higher than those for disadvantaged students in London (**35.6**) and nationally (**33.4**). The **gap to non-disadvantaged students** has narrowed to **0.7 APS** from **3.0 APS** in 2019.

4. Implications

4.1. **Financial Implications**

4.2. There are no direct financial implications to this report. By way of background, schools currently receive the following government funding targeted at improving educational outcomes. This funding is on top-of their main source of funding, the Dedicated Schools Grant.

- The Pupil Premium has been in place for several years and is provided for pupils that are disadvantaged (determined by free school meal eligibility at any point in the last 6 years), looked after children / previously looked after children, and service children (pupils who have been recorded as having a parent in the regular armed forces in the last 6 years).
- One-off universal catch-up premium for the 2020/21 academic year to support children and young people to catch-up on missed learning caused by the pandemic.
- One-off national tutoring programme funding for the 2020/21 academic year to provide additional targeted support to those children and young people who need the most help. This funding provided a programme for 5- to 16-year-olds, 16 to 19 year olds (expended to 26 year olds for those with an education health and care plan), and an oral language intervention programme for reception aged children.

- School-led tutoring programme for the 2021/22 and 2022/23 academic years for State-funded schools are provided with a ring-fenced grant to source their own tutoring provision for disadvantaged and vulnerable pupils who have missed the most education due to the pandemic. This programme is targeted at pupil premium eligible pupils.
- Recovery premium for the 2021/22 and 2022/23 academic years to provide additional funding for targeted at pupil premium eligible pupils. This funding is intended to build on the pupil premium, by helping schools to deliver evidence-based approaches for supporting disadvantaged pupils.

Pupil Premium allocations in Islington are as follows:

Pupil Premium Element	2021/22 Actual £k	2022/23 Estimate £k
Primary pupils	7,689	8,082
Secondary pupils	4,479	4,590
Service children	2	5
Previously looked after children	284	323
Looked after children	542	560
Total	12,996	13,560

The following covid recovery grants have been received:

Grant	2020/21 £k	2021/22 £k	Total £k
Catch-up funding	1,058	755	1,813
National Tutoring Programme – Academic Mentors	24	83	107
School-led tutoring grant	0	765	765
Recovery premium	0	814	814
	1,081	2,417	3,498

Further funding for schools has been committed to by the DfE for future years – estimated allocations are below:

Grant – estimated allocations	2022/23 £k	2023/24 £k	2024/25 £k	Total £k
School-led tutoring grant	1,249	642	145	2,036
Recovery premium	1,918	1,105		3,023
	3,167	1,747	145	5,059

4.3. Legal Implications

4.3.1. There are no direct legal implications for this report

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

4.4.1. There are no environmental implications for this report

4.5. Equalities Impact Assessment

4.5.1. 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.

4.5.2. An Equalities Impact Assessment is not required in relation to this report.

5. Conclusion and reasons for recommendations

5.1. This report details the LA Level Data that is available for the Children's Scrutiny Committee to consider and to note the recommendations in Section 2.

Appendices:

- Appendix 1: Statistical Neighbours and London Local Authorities
- Appendix 2: Types of Islington schools
- Appendix 3: Summary PowerPoint summary of education outcomes

Final report clearance:

Signed by:

Jon Abbey

Corporate Director of Children and Young People

Date: 20 February 2023

Report Author: Anthony Doudle/Sarah Callaghan

Email: Sarah.Callaghan@islington.gov.uk

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Appendix 1

Statistical Neighbours

Camden
Hammersmith and Fulham
Hackney
Wandsworth
Greenwich
Southwark
Westminster
Haringey
Islington
Lambeth
Manchester

London

Richmond upon Thames
Kensington and Chelsea
Camden
Hammersmith and Fulham
Redbridge
Harrow
Newham
Hackney
Wandsworth
Bromley
Waltham Forest
Sutton
Greenwich
Tower Hamlets
Barnet
Ealing
Southwark
Kingston upon Thames
Westminster
Bexley
Haringey
Islington
Croydon
Merton
Lambeth
Brent
Enfield
Hillingdon
Havering
Hounslow
Barking and Dagenham
Lewisham
City of London

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Appendix 2

Types of Schools in Islington

Nursery schools

- 3 nursery schools

Primary schools

- 26 Community schools
- 14 Voluntary-aided schools
- 4 Academies
- 2 Free Schools

Secondary Schools

- 5 Community schools
- 1 Voluntary-aided school
- 4 Academies

Special Schools

- 2 maintained special Schools: both co-located with mainstream schools
- 1 Academy
- 2 Free Special schools
- 1 Alternative Provision: a consortium of three Pupil Referral Units (PRU) split across four sites.

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2022 Education Outcomes Early Years - KS5

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Childrens Scrutiny



Putting Children First
Islington's Plan for Education 2023-30

www.islington.gov.uk

ISLINGTON
For a more equal future



SEND Strategy
Islington's Strategy for Children and Young People with Special Educational Needs and Disabilities 2022-27

ISLINGTON
For a more equal future



Islington School Organisation Plan
School Place Planning 2022-25

ISLINGTON
For a more equal future

The 3 BIG PLANS are interconnected to ensure that Islington is a more equal borough

The Education Plan:

Our education plan will be supported by nine individual pillars to achieve our ambition of improved outcomes for our children and young people.

1. Early Years
2. SEND Strategy
3. School Organisation
4. Safeguarding and Inclusion
5. Early Help
6. 14-19 Plan
7. Culture and Enrichment Strategy
8. Health and Wellbeing
9. Investment in School Leadership



Each of these pillars will contribute to our six immediate priorities. Only by achieving these priorities will we achieve our ambition for all children and young people.

1. Reduce Fixed Term Exclusions (FTEs)
2. Reduce levels of Persistent Absence (PA)
3. Reduce levels of young people aged 16-19 not in Education, Employment or Training (NEET)
4. Improve outcomes for our vulnerable groups
5. Increase take-up of Islington's Free Early Education Entitlement (FEEE) for two, three and four-year-olds
6. Improve attainment at KS2 and KS4

Synopsis:

- Statutory Assessments returned in 2021 – 22 for all key stages in the education sector
- Early Years (Good Level of Development) and Primary assessments (Phonics, Key Stage 1 and Key Stage 2) will not be published nationally, however the 2022 outcomes will be the new baseline of all accountability measures moving forward.
- Outcomes for Key Stage 4 and Key Stage 5 have recently been published
- Outcome data for Children in Need (CIN) and Looked After including previously looked after (LAC) will be published later

Recommendations:

- To note that the Local Authority level data for all key stages is to be used with caution against comparisons with previous years or with London and national averages.
- To note that Early Years and Primary outcomes will be published in 2023.
- The Education Plan, SEND Strategy and School Organisation Plan will be the vehicle to drive education outcomes and reduce the gap between vulnerable groups and all Islington pupils.

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Targeted support for schools will remain the focus of the education team to ensure that the quality of education demonstrates impact through improved outcomes to meet the first milestones of the Education Plan.

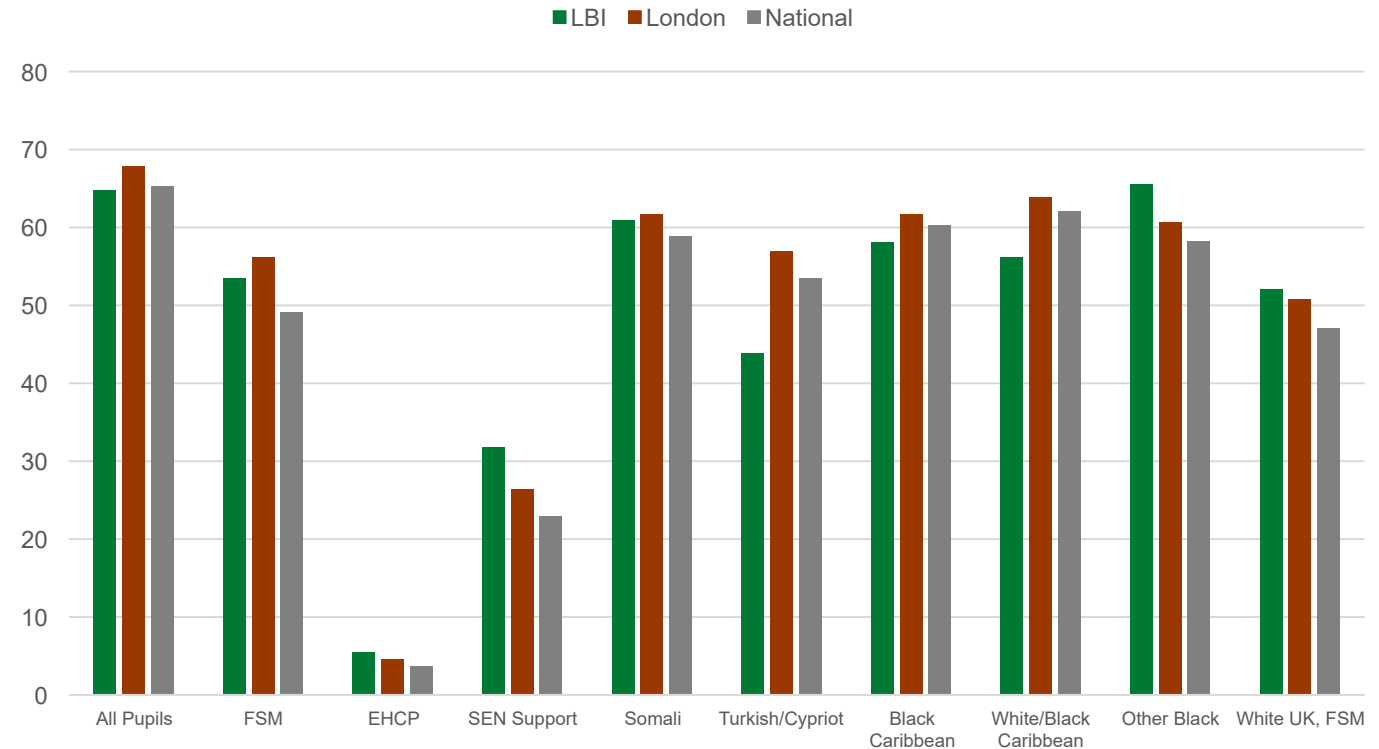
- The introduction of the Islington Professional Partner programme will provide further challenge and support to schools to improve outcomes and narrow the gap for disadvantaged groups.

Early Years Foundation Stage (EYFS)

- **64.7%** of Islington children achieved a good level of development at the end of their Reception year (National 65.2%, Statistical Neighbours 66.6%, Inner London 67.5%)
- **63.6%** at expected level across all early learning goals (National 63.4%, Statistical Neighbours 64.9%, Inner London 65.6%)
- On average, Islington pupils were at the expected level in **13.6** out of the 17 early learning goals (new measure). (National 14.1, Statistical Neighbours 13.9, Inner London 14)

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EYFS Good Level of Development by Disproportionality Group

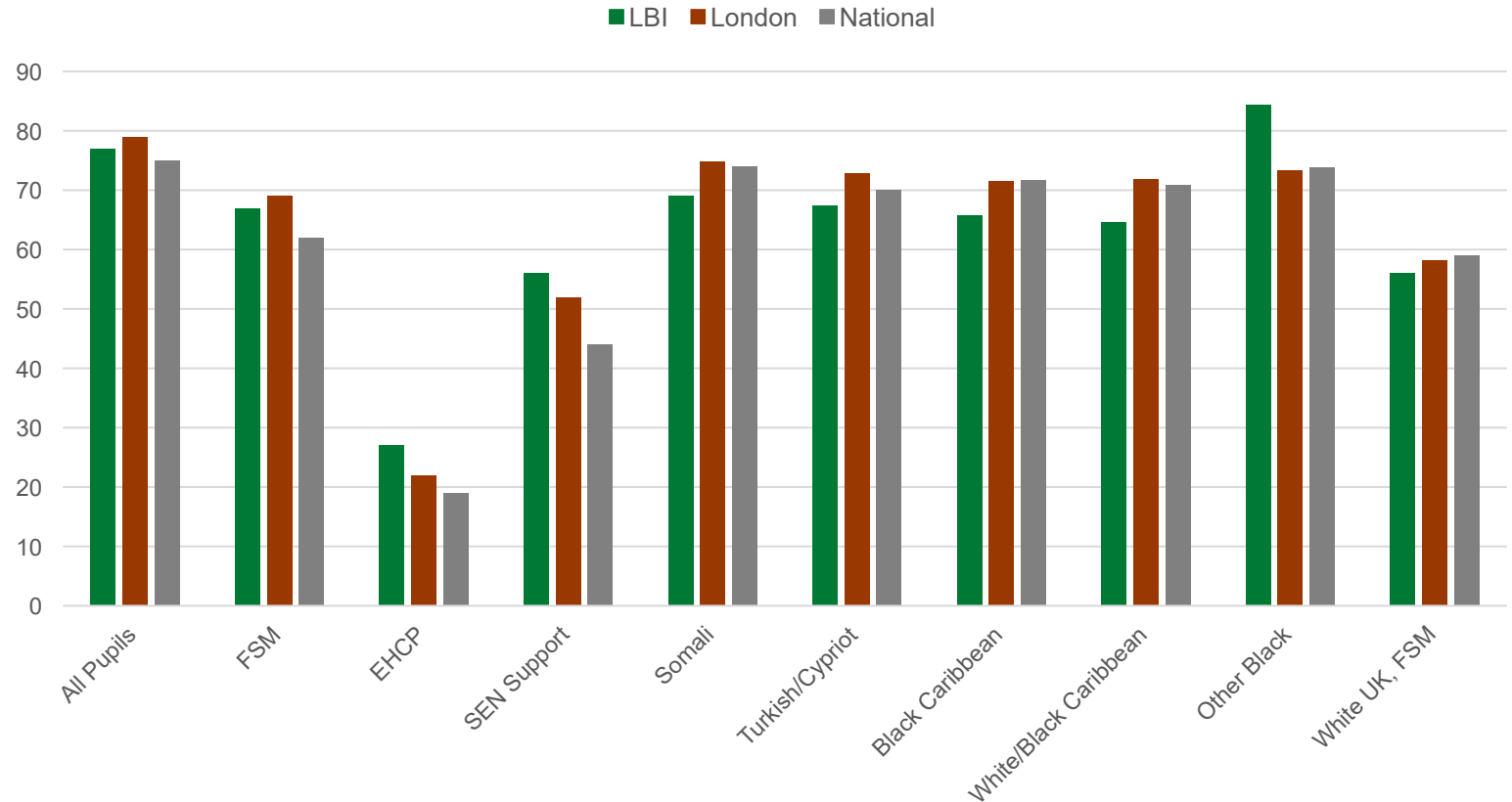


Phonics Screening Check, Year 1

- **77%** of Islington children met the expected standard in phonics in Year 1 (National 75%, Statistical Neighbours 78%, Inner London 78%).
- More Islington girls (80%) met the expected standard than boys (74%).
- **More pupils from the Other Black (84%) ethnic group met the expected standard than in any other monitored ethnic group.**

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Year 1 Expected Standard in Phonics by Disproportionality Group



Phonics Screening Check, Year 2

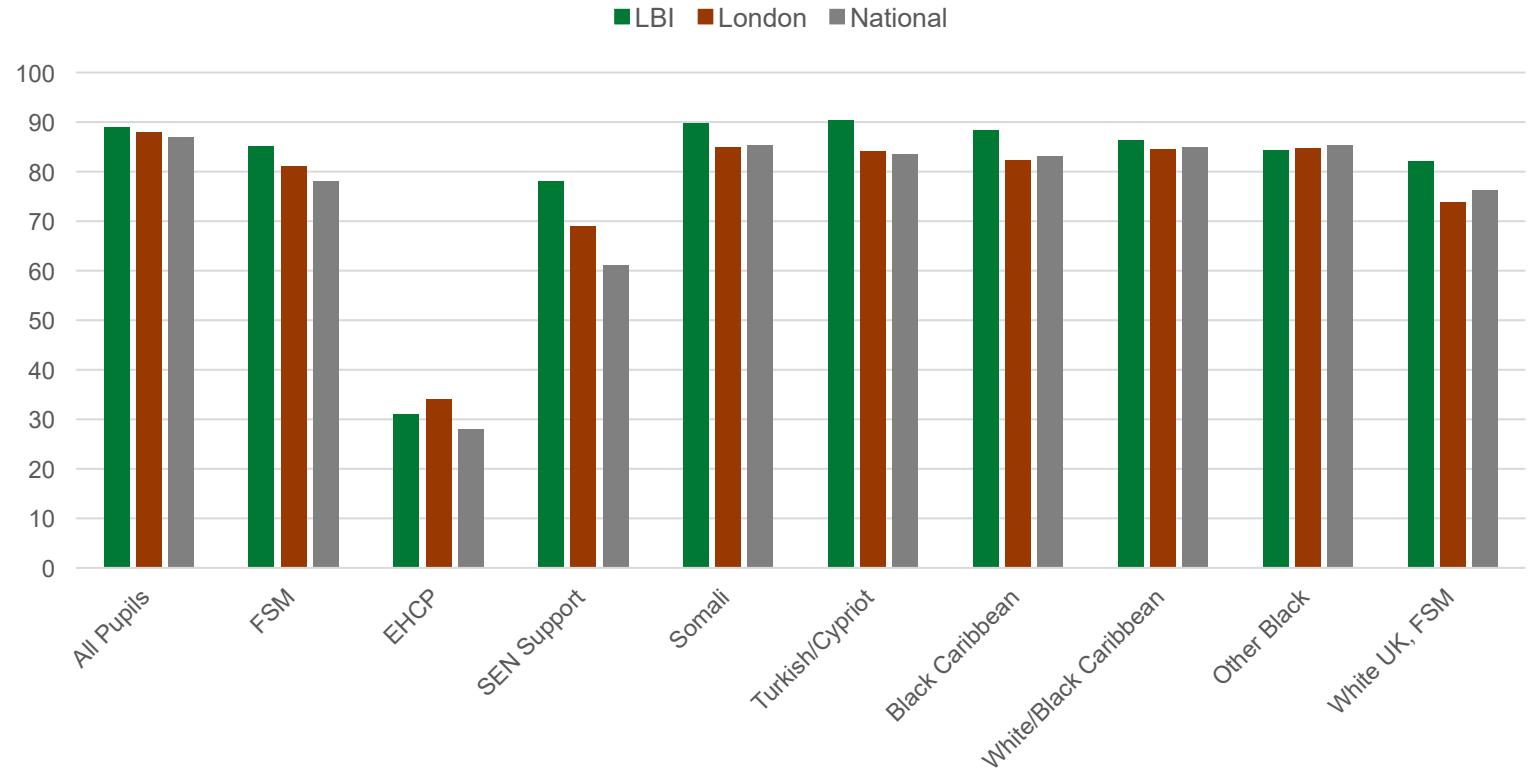
- **89%** of Islington children met the expected standard in phonics by the end of Year 2 (National 87%, Statistical Neighbours 87%, Inner London 87%).

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85% of pupils eligible to FSM achieved the expected standard which ranked us joint 4th in the country and 78% of pupils with SEN support which ranked us 3rd.

- The group with the lowest proportion of pupils achieving the expected standard was White UK FSM (82%).

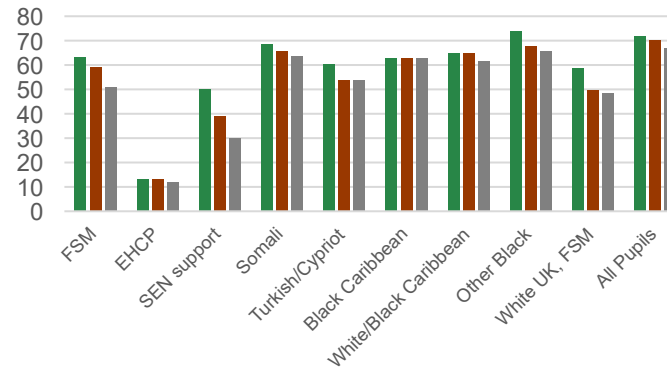
Year 2 Expected Standard in Phonics by Disproportionality Group



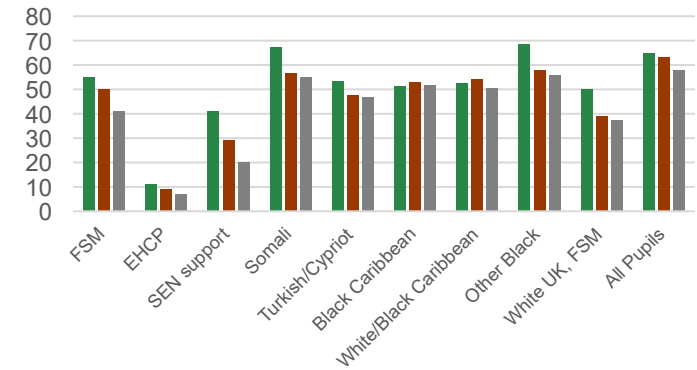
Key Stage 1 at Expected Standard

- **72%** met the expected standard in Reading (National 67%, Statistical Neighbours 71%, London 70%, Inner London 71%).
- **65%** met the expected standard in Writing (National 58%, Statistical Neighbours 63%, London 63%, Inner London 64%)
- **71%** met the expected standard in Maths (National 68%, Statistical Neighbour, London and Inner London all 71%)
- **78%** met the expected standard in Science (National 77%, Statistical Neighbours 77%, London and Inner London 78%)
- **All the monitored groups did better than their national counterparts, notably those with SEN support, except for Other Black in Maths and Black Caribbean in Writing.**

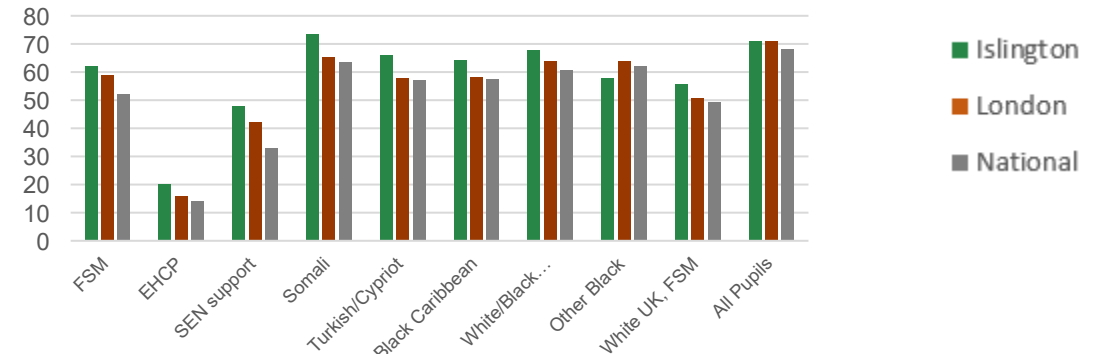
Key Stage 1 - Reading TA at Expected Standard



Key Stage 1 - Writing TA at Expected Standard

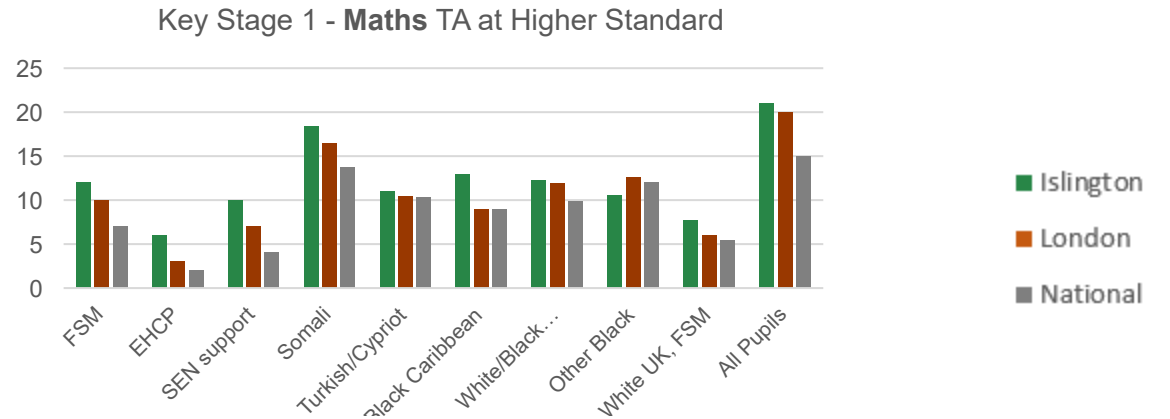
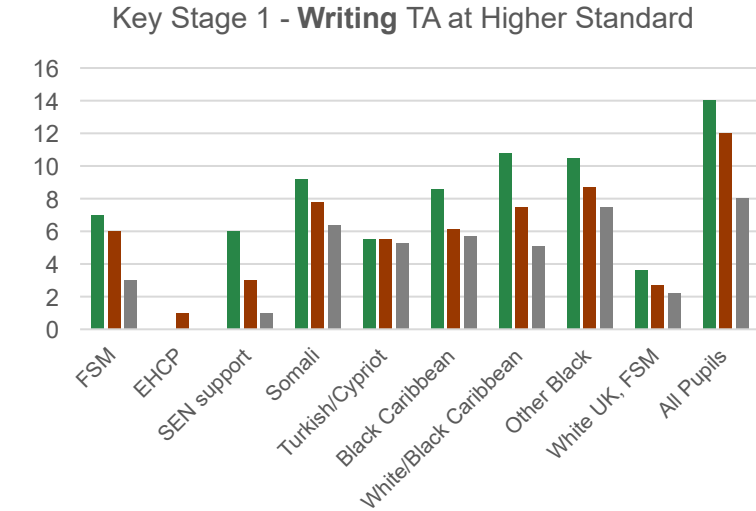
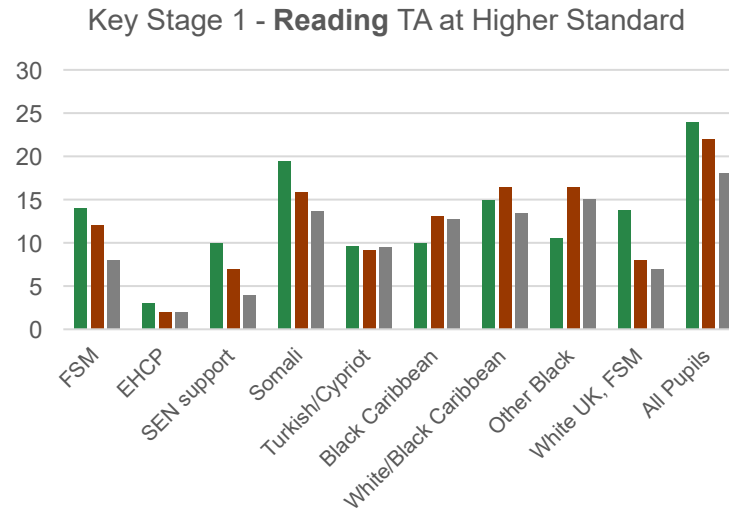


Key Stage 1 - Maths TA at Expected Standard



Key Stage 1 at Higher Standard

- **24%** met the higher standard in Reading (National 18%, Statistical Neighbours, London and Inner London all 22%).
- **14%** met the higher standard in Writing (National 8%, Statistical Neighbours, London and Inner London all 12%).
- **21%** met the higher standard in Maths (National 15%, Statistical Neighbours, London and Inner London all 20%).
- **All ethnic groups did better than National except for Black Caribbean and Other Black in Reading and Other Black in Maths.**



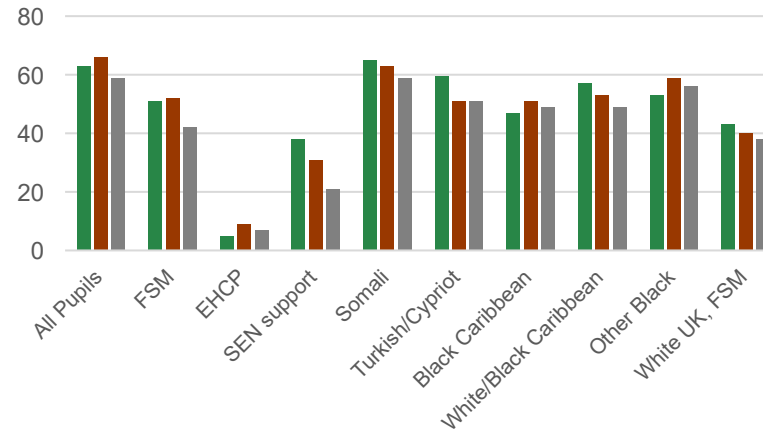
Key Stage 2

- The combined reading, writing and maths (**RWM**) outcomes at the expected standard rank Islington **9/11** against our statistical neighbours, **22/33** against London, **11/14** against Inner London and **29/152** compared to national.
- Combined outcomes at the higher standard rank Islington **5/11** against our statistical neighbours, **12/33** against London, **7/14** against Inner London and **14/152** compared to national.
- **63%** met the expected standard in **RWM** (National 59%, Statistical Neighbours 66%, Inner London 66%)
- **77%** met the expected standard in **Reading** (National 75%, Statistical Neighbours 79%, Inner London 80%)
- **72%** met the expected standard in **Writing** (National 70%, Statistical Neighbours 75%, Inner London 75%)
- **72%** met the expected standard in **Maths** (National 72%, Statistical Neighbours 77%, Inner London 77%)

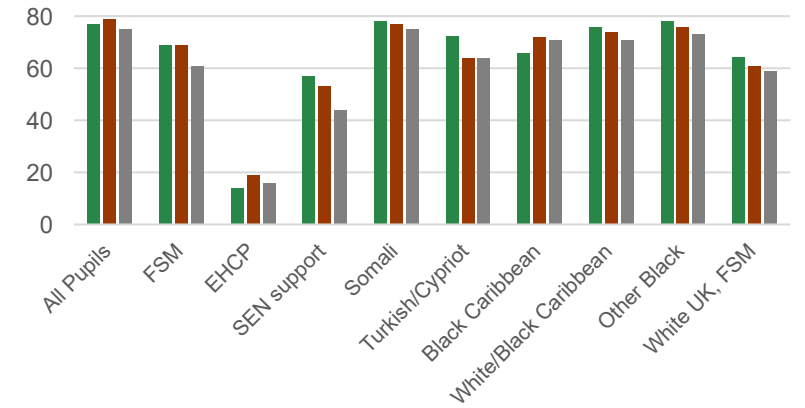
Key Stage 2

- A higher proportion of Islington pupils eligible for FSM achieved the expected standard in all subjects compared with national averages.
- A lower proportion of **Black Caribbean** and pupils with **EHC plans** achieved the expected standard in all subjects compared with national results.
- Fewer **Other Black** pupils achieved the expected standard in all subjects apart from Reading.

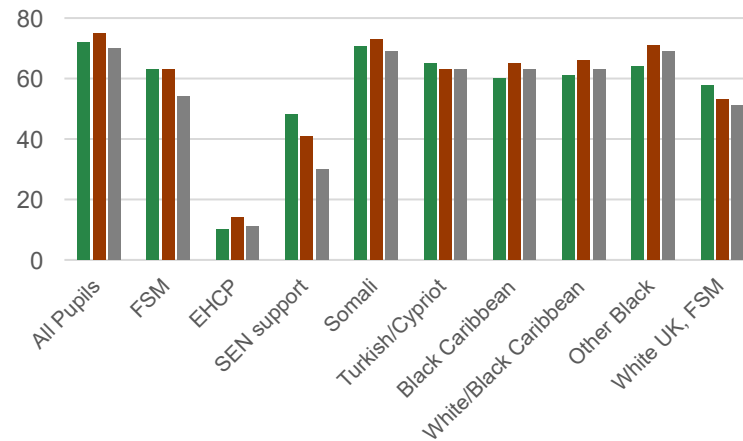
Key Stage 2 - **RWM** at Expected Standard



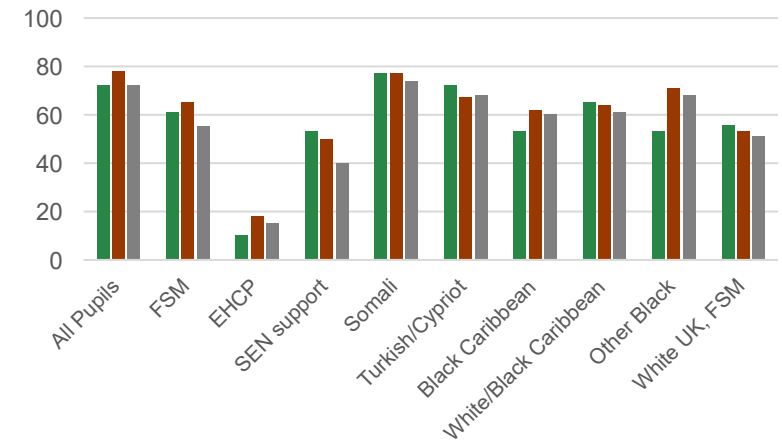
Key Stage 2 - **Reading** at Expected Standard



Key Stage 2 - **Writing** at Expected Standard



Key Stage 2 - **Maths** at Expected Standard



■ Islington ■ London ■ National

Key Stage 2

- Islington pupils' progress score in **Reading** was **0.54** (National 0.04, Statistical Neighbours 0.87, London 0.75 and Inner London 0.9)
- Islington progress score in **Writing** was **0.98** (National 0.06, Statistical Neighbours 1.33, London 0.93 and Inner London 1.18)
- Islington progress score in **Maths** was **0.18** (National 0.04, Statistical Neighbours 1.02, London 1.16 and Inner London 0.99)
- Our rankings were as follows:
 - Reading: **45/152** nationally, **7/11** against Statistical Neighbours, **10/14** against Inner London
 - Writing: **26/152** nationally, **9/11** against Statistical Neighbours, **11/14** compared with Inner London
 - Maths: **68/152** nationally, **11/11** against Statistical Neighbours, **12/14** compared with Inner London

Key Stage 4

- Islington's **Attainment 8** score was **49.9** in 2022 (**National 48.9**) but below London (52.7%, Inner London 52% and our Statistical Neighbours 56.4). This is an **increase** from 45.5 in 2019. **It is the first time in the last 3 years that our Attainment 8 score has been above the national average.**
- Islington's **Progress 8** score is **0.07** (National -0.03, London (0.24), Inner London 0.2, Statistical Neighbours 0.18). This is an **increase** from 0.03 in 2019. Islington outcomes for this measure are higher than national but lower than London as a whole, Inner London and our statistical neighbours.
- **52.7%** achieved **grades 5 or above in English and Maths** (National 50%) but below (London 57.5%, Inner London 56.6% and Statistical Neighbours 56.4%) This is an **increase** from 42.3% in 2019, equivalent to approximately **149** more pupils. **70.0%** achieved a **grade of 4** or more in English and Maths.
- **KS4 - Percentage EBacc entry** in Islington is **53.7%**. **This is an improvement since 2019 (42%).** Islington outcomes for this measure are above national (**38.8%**) but lower than London (**55.5%**), Inner London (**58.6%**) and our statistical neighbours (**56.2%**).
- **KS4 - Ebacc Average Point Score (APS)** per pupil in Islington is **4.42**. **This is an improvement since 2019 (4.09).** Islington outcomes for this measure are above national (**4.28**) but lower than London (**4.77**), Inner London (**4.73**) and our statistical neighbours (**4.73**).

Key Stage 4

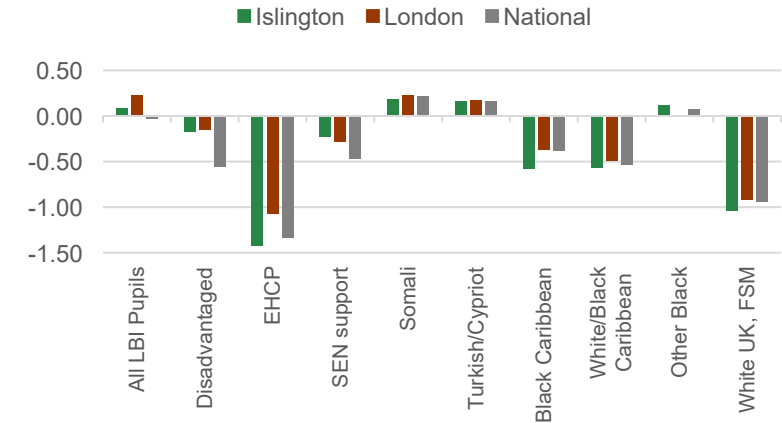
- The average **Attainment 8** score was **higher** for most groups in Islington compared with national results except for Black Caribbean and pupils with EHC plans.
- Disadvantaged pupils, pupils with SEN support and Somali children had better Progress 8 scores than their national counterparts.**
- A lower proportion of Somali, Black Caribbean and pupils with EHC plans achieved a **grade 5** or above in both English and Maths.

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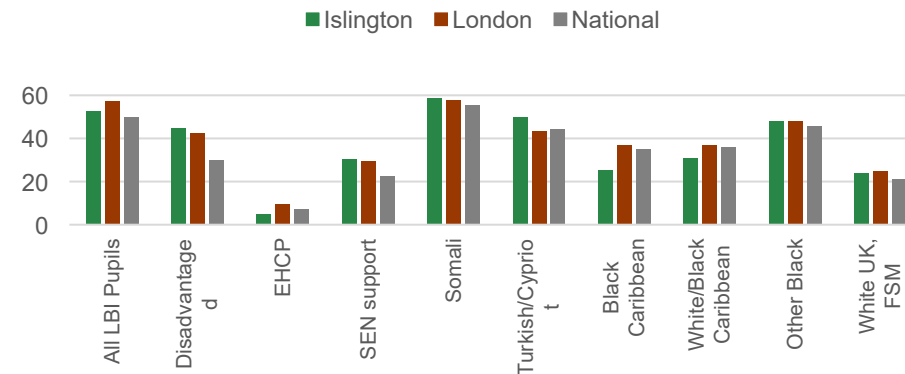
Key Stage 4 - Attainment 8 Score Per Pupil



Key Stage 4 - Progress 8 Score



Key Stage 4 - Basics 5+



Key Stage 5

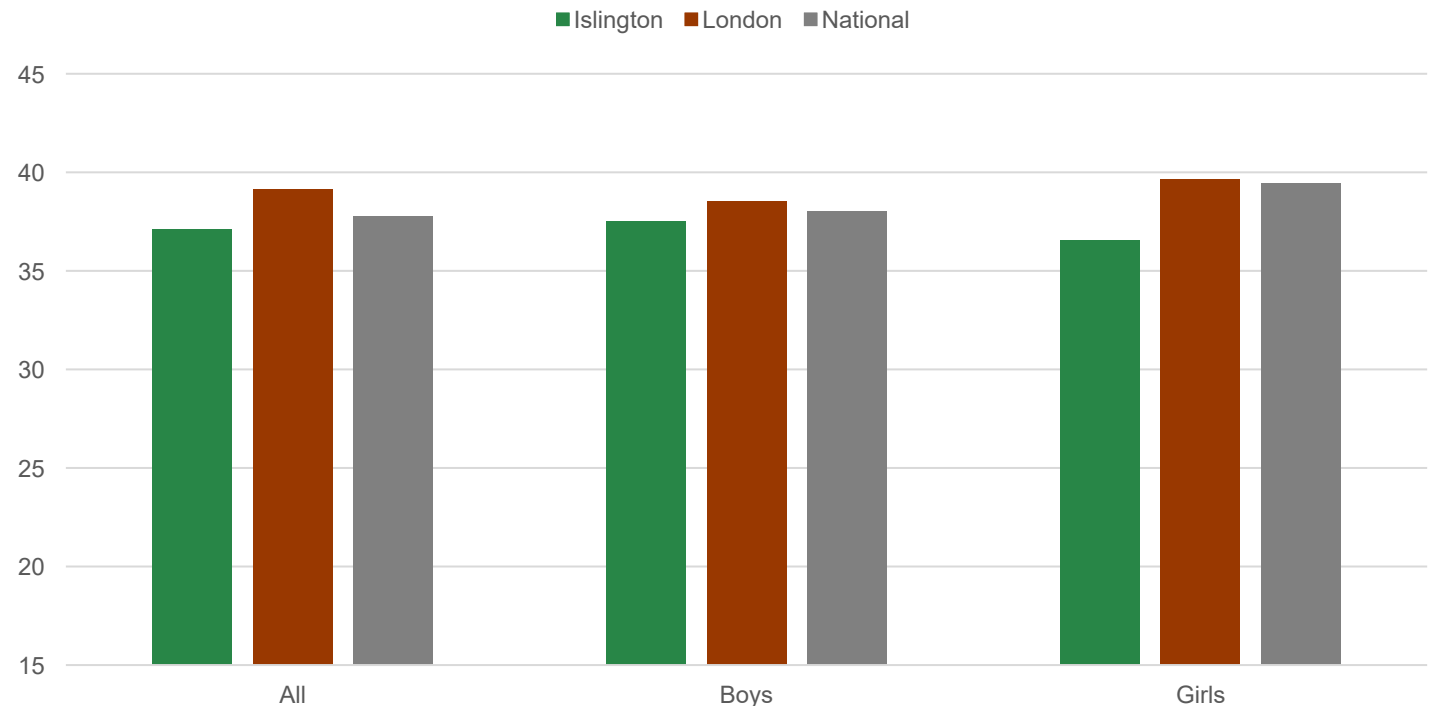
- The average A Level grade was a **B-** (National B-, Statistical Neighbours B-). **This is an improvement from C in 2019.**
- The average point score per A Level entry was **37.1** (National 37.8, Statistical Neighbours 37.5). **This is an improvement from 30.9 in 2019.**
- The average applied general result was a **Dist+** (National Dist-, Statistical Neighbours Dist-). **This is an improvement from Merit+ in 2019. There were 89 pupils in this cohort.**
- The average tech level (T level) result was a **Dist+** (National Dist-, Statistical Neighbours Dist-). **This is an improvement from Merit in 2019. There were 14 pupils in this cohort.**

Key Stage 5

- **B-** was the average grade for both **boys and girls** in Islington at A level. This compares with a B- for boys and a B for girls nationally.
- **Pupils eligible for FSM achieved an average grade of B- while nationally the average was C+.**
- Islington pupils had lower **APS per A level** entry compared with their peers nationally.

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Key Stage 5 - Average **APS Per Entry** for A level students



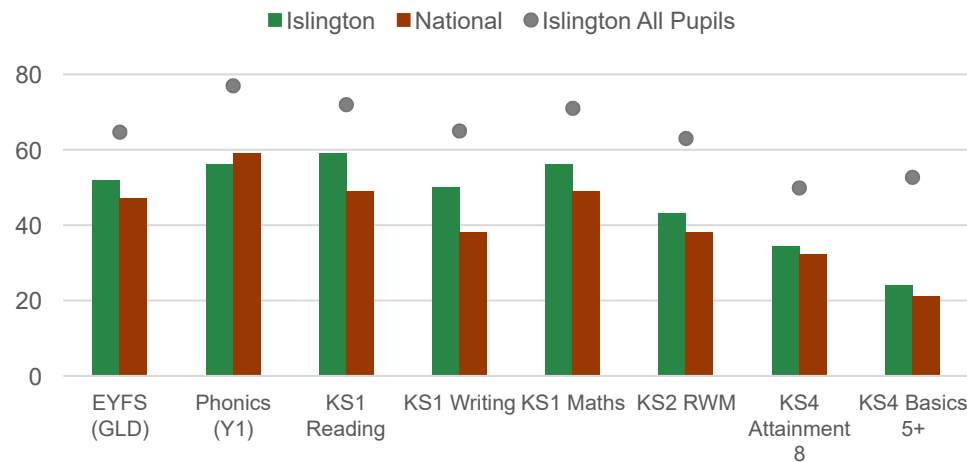
Performance in all Key Stages by Vulnerable Group in 2022

- Pupils who are **White UK and eligible to FSM** have performed better than their national counterparts in all key measures in each key stage apart from Phonics in Year 1.

- Pupils of **Black Caribbean** heritage performed below the national averages in each key stage apart from KS1 in Reading (just above) and Maths (7 percentage points higher). However, they did not perform as well as all Islington pupils.

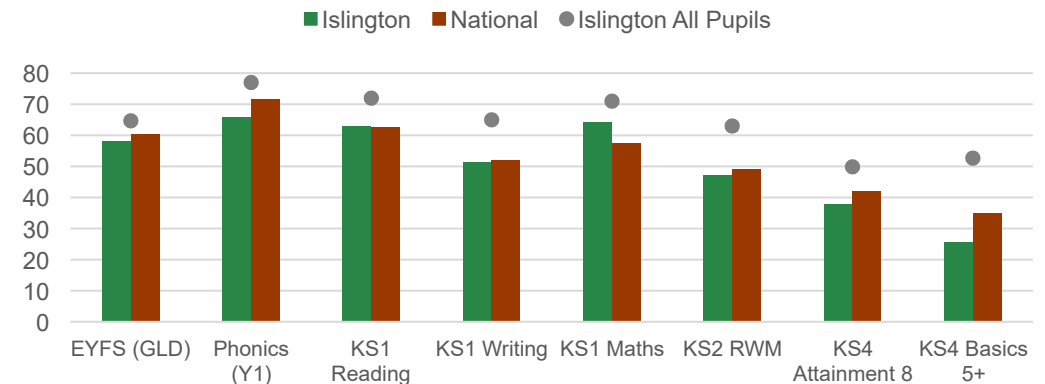
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Key Measures at Each Key Stage for **White UK, FSM** pupils



Number of pupils	EYFSP	Phonics	KS1	KS2	KS4
	152	175	196	194	133

Key Measures at Each Key Stage for **Black Caribbean** Pupils



Number of pupils	EYFSP	Phonics	KS1	KS2	KS4
	74	73	70	85	98

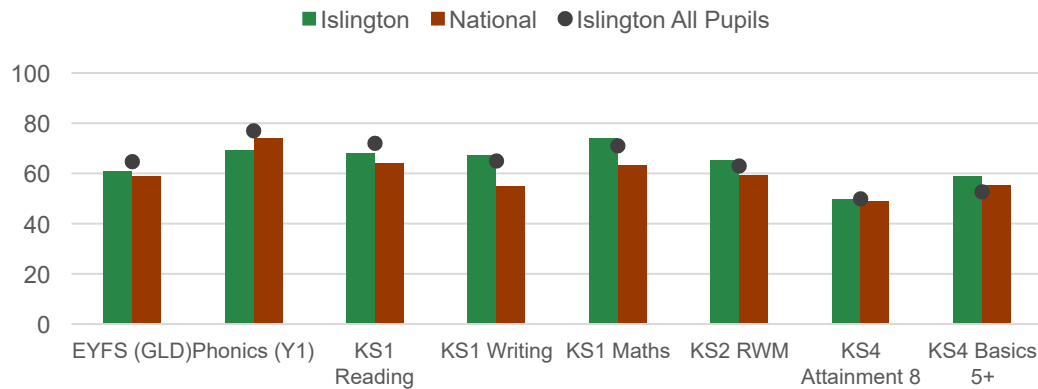
Performance in all Key Stages by Vulnerable Group in 2022

- Pupils of **Somali** heritage in Islington performed better than their national counterparts in all key measures apart from Phonics (Year 1) and KS4 Basics 5+. **Often, they performed better than all pupils in Islington.**

- Results of pupils of **Turkish/Cypriot** heritage were below the national averages for this ethnic group in EYFS and Phonics and above the national at KS1 onwards.

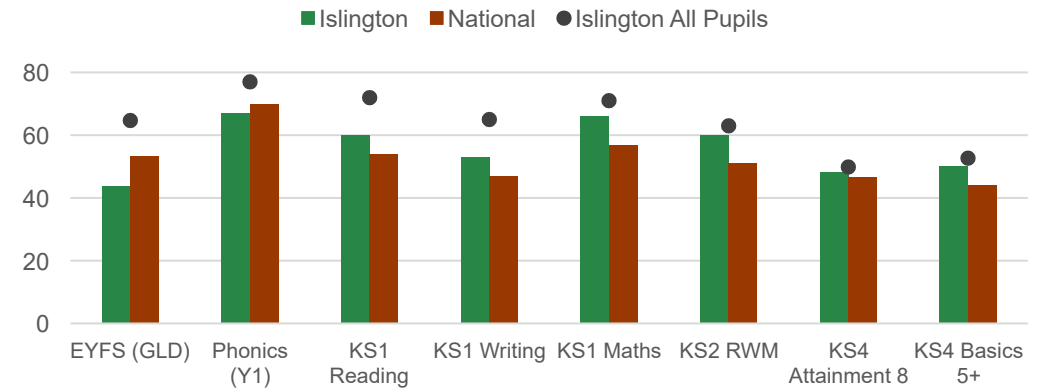
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Key Measures at Each Key Stage for **Somali** Pupils



Number of pupils	EYFSP	Phonics	KS1	KS2	KS4
	110	94	98	122	126

Key Measures at Each Key Stage for **Turkish/Cypriot** Pupils



Number of pupils	EYFSP	Phonics	KS1	KS2	KS4
	64	89	73	94	62

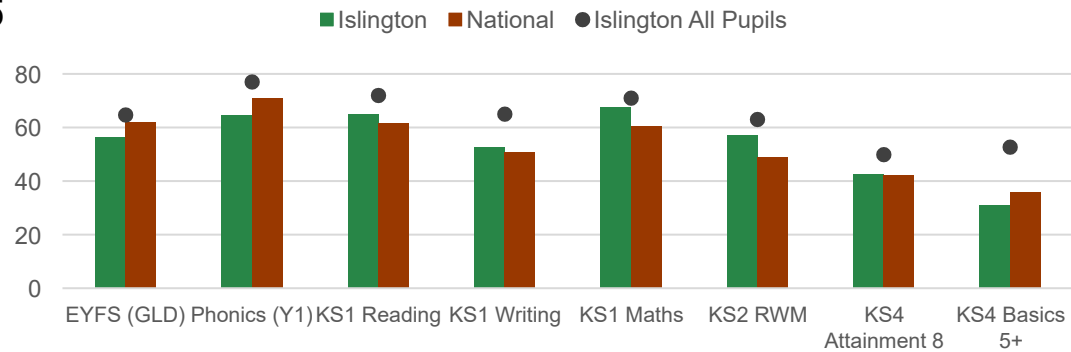
Performance in all Key Stages by Vulnerable Group in 2022

- Pupils in Islington of **Mixed White and Black Caribbean** heritage performed below the national averages in EYFS and Phonics and KS4 Basics 5+ and **above in all other key stages.**

- **Other Black** pupils performed above the national averages for this group in most key measures apart from KS1 Maths and KS2 RWM. **When compared to all Islington pupils, they did either better or very close to the averages apart from KS1 Maths and KS2 RWM.**

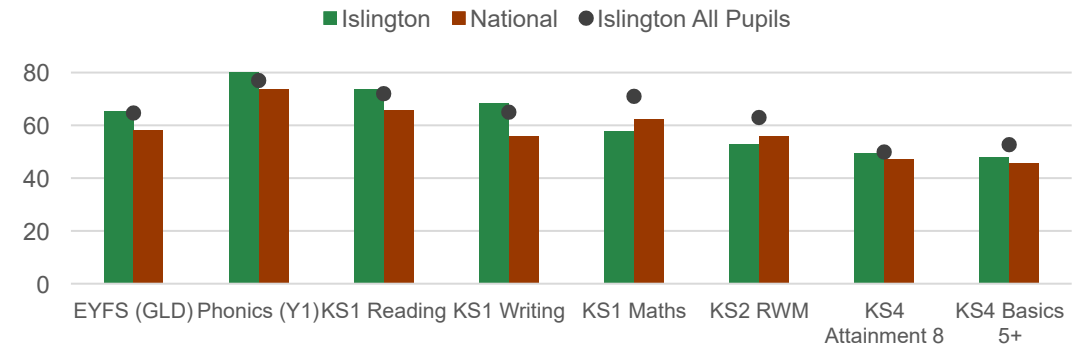
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Key Measures at Each Key Stage for **Mixed White and Black Caribbean** Pupils



	EYFSP	Phonics	KS1	KS2	KS4
Number of pupils	73	68	74	83	58

Key Measures at Each Key Stage for **Other Black** Pupils

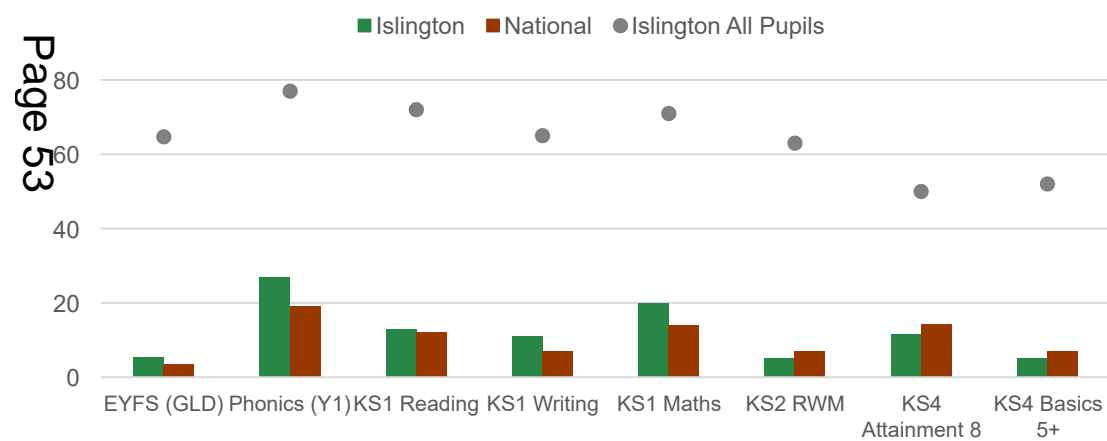


	EYFSP	Phonics	KS1	KS2	KS4
Number of pupils	29	32	19	36	27

Performance in all Key Stages by Vulnerable Group in 2022

- Pupils with **EHC plans** in Islington did better than their national counterparts in Early Years, Phonics and KS1 and performed below the national averages for their group in KS2 RWM and KS4.

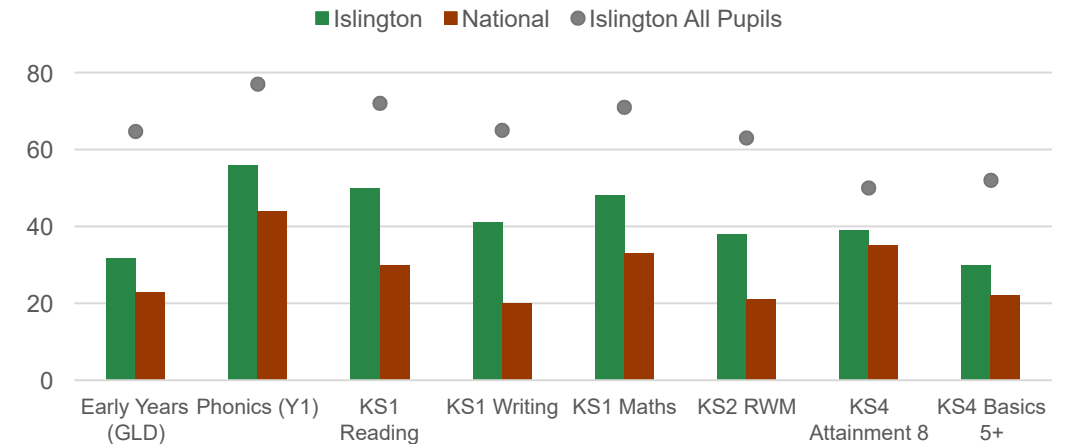
Key Measures at Each Key Stage for Pupils with **EHC Plans**



	EYFSP	Phonics	KS1	KS2	KS4
Number of pupils	93	88	87	134	80

- Pupils with **SEN support** performed noticeably better than their national peers in all key measures at each key stage.

Key Measures at Each Key Stage for pupils with **SEN Support**



	EYFSP	Phonics	KS1	KS2	KS4
Number of pupils	211	259	298	346	212

To celebrate and acknowledge:

- In Phonics at Year 1 more pupils from the **Other Black (84%) ethnic group** met the expected standard than in any other monitored ethnic group.
- In Phonics at Year 2, **85%** of pupils eligible to **FSM achieved the expected standard** which ranked us joint **4th** in the country and **78%** of pupils with **SEN support** which ranked us **3rd**.
- **At Key Stage 1, all the monitored groups did better than their national counterparts, notably those with SEN support, except for Other Black in Maths and Black Caribbean in Writing.**
- All ethnic groups did better than National except for Black Caribbean and Other Black in Reading and Other Black in Maths at the Key Stage 1 higher standard

- **Key Stage 2 combined outcomes (RWM) at the higher standard** rank Islington **5/11** against our statistical neighbours, **12/33** against London and **14/152** compared to national.
- **Key Stage 2 (RWM), a higher proportion of Islington pupils eligible for FSM achieved the expected standard in all subjects compared with national averages.**
- **At Key Stage 4 Attainment 8 outcomes are above the national average for the first time in the last 3 years**
- **At Key Stage 4 disadvantaged pupils, pupils with SEN support and Somali children had better Progress 8 scores than their national counterparts.**
- **At Key Stage 5 there are improvements across many measures, particularly pupils eligible for FSM achieved an average grade of B- while nationally the average was C+.**

Being more ambitious for the future:

- Improving outcomes for White UK FSM pupils across all key stage measures
- Reduce the gap for Black Caribbean pupils across all key stage measures
- Consolidate outcomes for Somali and other black pupils
- Improve outcomes for Turkish/Cypriot through **early intervention** at the earlier key stages
- Narrow the gap for mixed white and black Caribbean pupils
- EYFS – literacy and maths focus
- Ensure schools are using school led tutoring to support the right pupils
- Support schools to adapt and refine pupil premium plans to focus on reducing gaps in pupils knowledge and skills
- Focus on inclusion (attendance/suspensions)
- Consider more innovative ways to use remote learning and the use of digital devices to support learning
- Sharing of expertise and effective practice more widely through the lens of professional partners supporting schools

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CHILDREN'S SERVICES SCRUTINY COMMITTEE WORK PROGRAMME 2022/23

29 November 2022

1. Scrutiny Review – witness evidence
2. Quarter 2 Performance Report
3. Annual report back on the Transition from COVID-19 scrutiny review
4. Education Plan
5. SEN Strategy

17 January 2023

1. Scrutiny Review – witness evidence
2. Executive Member questions

28 February 2023

1. Scrutiny Review – witness evidence and concluding discussion
3. School Results 2022
4. Report back on Equalities in Educational Outcomes (2019/20) scrutiny review

20 March 2023

1. Scrutiny Review – Draft Recommendations
2. Quarter 3 Performance Report
3. Report back on Vulnerable Adolescents 2017/18 scrutiny review
4. SACRE Annual Report
5. Report back on Fixed Period and Permanent Exclusion from School (2018/19) scrutiny review

25 April 2023

1. Scrutiny Review – Report
2. Update on Supported Internships
3. Islington Safeguarding Children Board – Annual Report (to be noted)

SCRUTINY INITIATION DOCUMENT (SID)

Title of review: Making Children Visible

Scrutiny Committee: Children's Services Scrutiny Committee

Director leading the review: Jon Abbey, Corporate Director, Children's Services

Overall aim of the review:

To assess the way the council works to improve the visibility of vulnerable children and ensure that there are equitable processes and inclusive practices that enable the voice of these children and young people to influence the support and services for them to thrive.

Objectives of the review:

1. To further understand and consider the current and future challenges for children and young people who may be at risk of invisibility to the children's system and how the council is responding to these
2. To explore how support to attend school, learn and prepare for the world of work can be strengthened for the following children and young people at risk:
 - a. Children with a social worker
 - b. Care-experienced young people
 - c. Vulnerable adolescents
3. To assess how the voice of children and young people can be strengthened across the children's system to further influence the planning and delivery of support and services, in equitable and inclusive ways

How does this review contribute to the Council's priorities?

This scrutiny review will contribute to the Council's strategic priority to nurture our vulnerable children and young people in Islington so everyone has the very best start. Making children visible enables young people have the access to the opportunities they need to feel safe, belong and thrive for a fulfilled life.

This scrutiny review will enable the committee to explore issues related to making vulnerable children visible, the work currently being undertaken, and explore areas for further improvements to the children's improvements.

Scope of the review and evidence to be received:

The review will focus on:

- The disproportionality and disparities for children who may be at risk of invisibility to the children's system
- The challenges, opportunities, and developments to improve the visibility of children and the voice of the child/young person identified by the young people and families themselves, and professionals working in Islington
- The current support and pathways for identified groups of children and young people at risk of invisibility to the wider children's system e.g. elective home education, within the virtual school, post-16 education, employment and training
- Different models of child/youth voice and influence approaches and an exploration of how this can be more effective, inclusive and achieve change.

Subject to agreement, the Committee will use the following to receive and gather the evidence:

Documents and data information to include:

- Summary of policy papers, think tank reports, and academic studies that pertain to the subject matter
- How other boroughs and organisations have embedded child/family voice, engagement, and influence approaches
- Attendance, destinations, and pathways to EET
- Summary findings from the Pathway Plans of Children Looked After who were NEET

Insight visits and/or meetings with:

- Young people who are home schooled and their parents/carers
- Care-experienced young people supported by the virtual school with a particular focus on those placed more than 20 miles outside Islington
- Care-experienced young people and their pathway to education, employment, training and housing
- Young people known to the Targeted Youth Support and the Youth Justice Service
- Staff at Lift, Platform and New River College who provide EET advice and support to young people
- Staff from Detached Youth Work and Arsenal in the Community
- All relevant senior council officers
- Other organisations and boroughs who embed child/family voice and influence approaches e.g. Participation People, Greenwich Council
- Care Leavers
- Foster Carers Coffee Morning
- Young Carers
- Parents and Carers of 2-4 year olds
- Parents and Carers who use the charity Home Start

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.