



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, **20 March 2023 at 7.00 pm.**

Enquiries to : Theo McLean
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Despatched : 10 March 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 - 4
5. Scrutiny Committee Response Tracker	TO FOLLOW

6. Chair's Report
7. Items for Call In (if any)
8. 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.

9. External Attendees (if any)

B. Items for Decision/Discussion	Page
1. Quarter 3 Performance Report	5 - 38
2. Report back on Vulnerable Adolescents 2017/18 scrutiny review	TO FOLLOW
3. SACRE Annual Report	39 - 50
4. Report back on Fixed Period and Permanent Exclusion from School (2018/19) scrutiny review	51 - 80
5. Work Programme and Scrutiny Initiation Document	81 - 84

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) **Page**

F. Confidential/exempt items **Page**

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 25 April 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, 28 February 2023

Minutes of the meeting of the Children's Services Scrutiny Committee held at Council Chamber, Town Hall, Upper Street, N1 2UD on Tuesday, 28 February 2023 at 7.00 pm.

Present:	Councillors:	Chapman (Chair), Bossman-Quarshie (Vice-Chair), Burgess, Cinko-Oner (Substitute), Jegorovas-Armstrong, North (Substitute), Ogunro and Pandor
	Co-opted Member	Mary Clement, Roman Catholic Diocese Zaleera Wallace, Parent Governor Representative (Secondary) Jon Stansfield, Parent Governor Representative (Primary)
Also Present:	Councillors:	Ngongo

Councillor Sheila Chapman in the Chair

- 68 **APOLOGIES FOR ABSENCE (ITEM NO. 1)**
Apologies were received for Cllr Fin Craig and Cllr Gulcin Ozdemir
- 69 **DECLARATION OF SUBSTITUTE MEMBERS (ITEM NO. 2)**
Councillor Toby North and Councillor Ilkay Cinko-Oner substituted for Councillor Gulcin Ozdemir and Councillor Fin Craig
- 70 **DECLARATIONS OF INTEREST (ITEM NO. 3)**
None.
- 71 **MINUTES OF THE PREVIOUS MEETING (ITEM NO. 4)**
The minutes of the meeting held on 17th January 2023 was confirmed as an accurate record and the Chair was authorised to sign them
- 72 **CHAIR'S REPORT (ITEM NO. 5)**
The Chair welcomed the recent announcement from the Mayor of London on providing free school meals for all primary school children in London, highlighting that while this was already in practice in Islington, it was positive news for the rest of London.

The Chair thanked officers in Children's Services for their hard work and noted that there were successful OFSTED inspections that had taken place recently at four primary schools in the borough.

The Chair also thanked members of the committee for attending scrutiny visits to Lift Youth Hub, the Youth Justice Service, and virtually with home-educated families. The Chair is working with officers to arrange further visits.
- 73 **ITEMS FOR CALL IN (IF ANY) (ITEM NO. 6)**

None.

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

None.

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

None.

76 **MAKING CHILDREN VISIBLE - WITNESS EVIDENCE AND CONCLUDING DISCUSSION (ITEM NO. B1)**

Josh Harsant, Head of Voice & Influence at Barnardo's UK, delivered a presentation that had been circulated to the Committee prior to the meeting, on The Voice & Influence of Children & Young People. Key highlights from the discussion included:

- Often children are labelled pre-emptively, and Josh Harsant encouraged the Committee to instead consider the points below when approaching the subject of voice and influence of children and young people: What is the problem you're trying to solve? Who are the right people to help you understand and address the problem? What are the values and ways of working that bind everyone together? Who has power to act and who has power to inform and influence?
- The Committee were also encouraged to consider how children's rights can be put front and centre, what mechanisms there are for increasing the voice and influence of children and young people, and where the voice and influence of children and young people in the context of decision making. An example highlighted was a suggestion given to other local authorities to include a sub-section of the implications section of corporate reports for this.
- Josh Harsant made the point to the Committee that children and young people will identify differently depending on the environment they were in, and that they were often not talked of outside of the statutory framework. Labels were not a good starting point when approaching the subject of voice and influence and the Committee should look at them as a young resident with lived experience and consider whether applying a label would make any significant difference when applying it.
- Josh Harsant cited UNICEF's Child Friendly Programme which operated in schools in two London boroughs, one of which was Redbridge, who are involving children and young people in planning matters for the first time. In response, it was noted that Islington had also involved young people on planning matters in the past, citing the Holloway Prison redevelopment as one example.

Tania Townsend, Head of Strategic Programmes and Strategy delivered the second presentation to the Committee on Voice and Influence of young people and parents/carers, which had also been circulated to Committee members prior to the meeting. Highlights of the discussion included.

- All children and young people have the right for their voice to be heard.
- The importance of moving from participation to co-production in terms of the services used by decisions affecting and decisions regarding children and families.
- That the approach in Islington was centred on shifting the focus to outcome-focused involvement and acknowledging that it was important that parents and carers got as much out of this process as well.
- Examples were given of what Islington currently had in place concerning the voice and influence of children and young people in Islington.

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- It was important that learning and best practice was embedded so that it can be retained long-term and not lost to officer turnover / electoral lifecycles.

In response to a question from the Committee stating that an update had not been provided since 2020 on implementing the recommendations the Fair Futures commission, the Head of Strategic Programmes and Strategy told the Committee that when the report of that commission was published, one of the key elements missing from the report was climate change and how young people wanted the Council and the system at large to address it; to that end, the Head of Strategic Programmes and Strategy proposed that an update could be presented to a future meeting. It may be appropriate to engage with young people on their latest priorities and for this to be reflected in the report. The Chair confirmed that they were for happy for this to be reflected on in the work programme next year.

In response to question from the Committee that there had not been a question put forward to a Council meeting from the youth councillors since 10th December 2020 and that they should be reinvited to full Council, the Director of Children's Services, Jon Abbey, stated that a better approach would be to seek the Youth Council's view on how to proceed. Guest speaker, Josh Harsant, welcomed this approach. The Executive Member for Children, Young People and Families, Councillor Ngongo, informed the committee that both she and the Director of Children's Services had met with youth councillors the previous week and that the Youth Council were preparing a presentation for herself and the Director of Children's Services, and Councillor Ngongo will invite members of the scrutiny committee to attend this presentation also.

ACTION:

Jon Abbey to consult with the Youth Council on how to proceed with Council questions.

77

SCHOOL RESULTS 2022 (ITEM NO. B2)

Anthony Doudle, Head of School Improvement, presented the report on School Results, which had been circulated to the Committee prior to the meeting. Some of the key points raised from the discussion were:

- The Committee were told that when writing the education plan, it was noted that school attendance needed to improve, as this was one of the main factors affecting learning. This was particularly among those who were persistently absent from school. The sooner children were able to access education, the better their outcomes were.
- 2021–22 was the first year that Statutory Assessments returned for all key stages in the education sector
- Officers commented that there was far too much variability on outcomes between schools. Officers were reviewing outcomes with each school.
- 2022 Phonics Screening Check – Islington's performance this year was down on 2019's, and 1% off the inner-London target.
- At Key Stage 1, schools were meeting the needs of majority of pupils and teacher assessments were very positive. The challenge going forward was that assessment at this stage will not be mandatory after 2023/24, and close collaboration was underway with schools to establish how attainment is monitored after this.
- It was important that schools were using data to drive improvements.
- Officers commented that a bigger issue is the progress made from KS1 to where they were in Year 6. Lockdowns have impacted on the progress of young people.
- At Key Stage 4, attainment was above the national average, but compared to inner London there was more work to do to close the gap

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- Attainment levels for Key Stage 5 saw big improvements – comparative London data was not available at the time of report
- Up until 2019, progress was being made with the 'Black Caribbean' cohort's learning journey.
- The reason given to the Committee for the absence of some community groups in the data, was due to that section focussing on groups that underperformed relative to other groups and success stories. Disproportionality groups were also drawn from national data (the Census). The Head of School Improvement will consult the data team about data for all groups will be reported to the Committee at the next scrutiny by exception. The Chair suggested in response that there should be more of a focus on 'groups', rather than 'disproportionality groups' so that there can be context to the success stories highlighted.
- The Chair of the Committee also suggested that officers should attempt to present the Committee the full learning journey for some of these groups
- Children from six families who have home educated their children have gone on to university – this will be added to the scrutiny tracker.
- Although there was growth in the number of electively home educated children since the pandemic, there had been no published, national data on this cohort. The statutory requirement is that home education provides a suitable education, but it does not have to follow the national curriculum.
- It was clarified that "Key Stage 5 basics" referred to English and Maths

78 **REPORT ON EQUALITIES IN EDUCATIONAL OUTCOMES (2019/20) SCRUTINY REVIEW (ITEM NO. B3)**

Anthony Doudle, Head of School Improvement, presented the item to the Committee, the report for which was circulated to members prior to the meeting.

The Committee were told that at the time of the scrutiny review, two national lockdowns were in effect, which somewhat changed the focus of what supporting inequality meant, and supporting students, school leaders and families during that period of time. The report highlighted that Islington supported the community well during that time and the transition to/from remote learning.

The Chair thanked all members and officers for the hard work, particularly during the COVID-19 lockdowns.

79 **WORK PROGRAMME AND SCRUTINY INITIATION DOCUMENT (ITEM NO. B4)**

The Chair requested that the draft recommendations be moved from the meeting of 20th March 2023 to the following meeting of 25th April 2023.

MEETING CLOSED AT 9.05 pm

Chair

Children's Services

222 Upper Street, London, N1 1XR

Report of: Corporate Director of Children's Services

Meeting of: Children's Services Scrutiny Committee

Date: 20th March 2023

Ward(s): All

Subject: Children's Services Quarter 3 2022-23 Performance Report

1. Synopsis

- 1.1. The council has in place a suite of corporate performance indicators to help monitor progress in delivering the outcomes set out in the council's Corporate Plan. Progress on key performance measures is reported through the council's Scrutiny Committees on a quarterly basis to ensure accountability to residents and to enable challenge where necessary.
- 1.2. This report sets out Quarter 3 2022-23 progress against targets for those performance indicators that fall within the Children and Young People outcome area, for which the Children's Services Scrutiny Committee has responsibility.

2. Recommendations

- 2.1. To review the performance data for Q3 2022/23 for measures relating to Children's Services.

3. Background

- 3.1. The performance measures covered by this report are largely based on the Corporate Performance Indicator set, which is refreshed annually. Additional measures that were not available during the pandemic have been brought back into the basket of indicators for 2022/23. For example, many of the measures relating to pupil attainment were not available for the 2019/20 and 2020/21 academic years, as Teacher Assessed Grades and Centred Assessed Grades

replaced exams. The 2022/23 Corporate Indicators for Children's Services have been selected so that they are aligned with the key objectives in the Service Plans developed for 2022/23.

- 3.2. Some additional measures which are not Corporate Indicators are also reported to provide an overall context to the quality of provision in Islington, such as the proportion of schools judged to be good or outstanding by Ofsted.
- 3.3. Note that not every measure is available or updated every single quarter. Therefore, there will be some gaps in the numbering used in this report. Where applicable, performance is reported once comparator data becomes available, to give context to the performance. In some cases, there are time lags in this data becoming available (e.g. pupil suspensions and exclusions, which are reported to the local authority up to two terms in arrears and comparator data is not available until the end of the following academic year – i.e. July 2022 for 2020/21 data).
- 3.4. This report is currently structured using the outcome areas from the Council's Corporate Plan - *Building a Fairer Islington*. Although the 2021 Strategic Plan has been published, the priorities do not cover every area of Children's Services. Therefore, we are continuing to use the objectives from the previous plan to help structure these performance reports.

4. Outstanding issues and queries from Q2 2022/23 Performance Report

- 4.1. The Q2 2022/23 Performance report was discussed at the Children's Services Scrutiny Committee on 29th November 2022. There were no outstanding actions noted in the minutes.

5. Quarter 3 2022-23 performance update - Make sure young children get the best start

5.1. Key performance Indicators relating to 'Make sure young children get the best start':

PI No.	Indicator	2020/21 Actual	2021/22 Actual	2022/23 Target	Q3 2022/23	On target?	Q3 last year	Better than Q3 last year?
1.1	Corporate Indicator - Percentage of eligible 2-year-olds taking up their Free Early Education Entitlement		70% (Spring term 2021/22 AY revised)	>same term previous year	76% (Autumn term 2022/23 AY)	Yes	70% (Autumn term 2021/22 AY)"	Yes
1.2	Corporate Indicator - Number of families achieving a good outcome in the Supporting Families Programme	Not comparable	Not comparable	292	230	Yes	462	No
1.3	Corporate Indicator - Total number of children and young people supported by Islington services	-	-	n/a	1,950	n/a	n/a	-
1.5	Corporate Indicator - Number of participants at Youth and Play provision - 5–12-year-olds	1,030	2,047	>2,047	1,858	Yes	1,798	Yes
1.6	Corporate Indicator - Number of participants at Youth and Play provision - 13- to 25-year-olds	1,062	2,089	>2,089	1,650	No	1,788	No
1.7	Corporate Indicator - Number of contacts at Youth and Play provision - 5–12-year-olds	1,583	3,185	>3,185	2,826	No	2,923	No
1.8	Corporate Indicator - Number of contacts at Youth and Play provision - 13- to 25-year-olds	1,972	3,875	>3,875	3,182	No	3,353	No

1.10	% of pupils achieving a Good Level of Development in the Early Years Foundation Stage Profile	n/a	64.7%	>67.5% (Inner London 2021/22)	64.7% (2021/22)	No	Not comparable	-
1.11	Gap between the % of pupils who were eligible for Free School Meals who achieved a Good Level of Development in the Early Years Foundation Stage Profile and the borough average	n/a	11.3% pt	N/A (Reduction on previous year - 2021/22 is the new baseline)	11.3% pt (2021/22)	-	Not comparable	-
1.12	Number of children being supported through our Bright Start & Bright Futures family support offer – rate of assessments per 10,000	(not comparable to 2022-23)	(not comparable to 2022-23)	n/a	330	n/a	Not comparable	Not comparable
1.13	Percentage of good and outstanding early years settings	95.7% (March 2021)	95.6% (March 2022)	At or above Inner London (95.3%)	94.5% (Dec 2022)	No	96.3%	No

1.1 - Corporate Indicator - Percentage of eligible 2-year-olds taking up their Free Early Education Entitlement

- 5.2. The 2022/23 Autumn Term saw a 6%-point increase in take up of Free Early Education Places for eligible two-year-olds, in comparison to 70% in the same period in 2021/22. Therefore, this measure is above the target. Islington's Autumn Term figure was also above the Inner London average of 72%.

There continues to be encouraging signs that Islington's strategic approach to increasing take up of FEEE places is delivering positively. Most recent activities have included reaching parents through Gov.uk Notify, sending them a follow up email one week after a letter, encouraging them to check their eligibility and apply for a place. This has seen a very healthy increase in the number of visits to the Free 2 web page (76% increase, with 92% of these new visitors) which is likely translating into increased awareness and take up. From March 2023, Supporting Families data will be used to identify children and families known to Early Help and Social Care colleagues so that targeted support can be provided for the most vulnerable families by Islington's Family Information Service (FIS).

1.2 - Corporate Indicator - Number of families achieving a good outcome in the Supporting Families Programme

- 5.3. There were 73 families that achieved the full range of outcomes in Q3, taking the total up to 230 families at the end of Q3 in 2022/23. While this is lower in comparison to the

462 families at the end of Q3 in 2021/22, we have achieved over 79% of our year-end target of 292 families and so we are on track.

On average it takes around two years for families to achieve the full range of outcomes, so the impact of the pandemic and the resulting lower numbers of families identified for the programme and achieving outcomes is the cause of the lower number achieving outcomes compared to last year.

1.3 - Corporate Indicator - Total number of children and young people supported by Islington services

- 5.4. This new measure replaces the “Number of families supported by Supporting Families Programme” indicator. The previous measure was added as a Corporate Indicator to provide further context to the measure above but was only reporting on new families that we had not previously worked with. This new measure shows how many children and young people aged 0-19 Islington services are working with and includes those supported by Early Help and Children Social Care. A total of 1,950 children and young people were supported at the end of Q3.

This number is total of 1,308 children and young people in CIN, CLA and CP caseloads, and 642 children and young people in families with an open Early Help episode.

1.5 - Corporate Indicator - Number of participants at Youth and Play provision - 5-12-year-olds

- 5.5. Quarter 3 figures show 1,858 participants aged 5-12 at Youth & Play provision between April and December 2022. Participants are those that have five or more contacts at the same provision within a year. Figures relate to unique individuals, so if someone is a participant at two different provisions, they are counted once. Target is based on the number of participants during the same period of the previous year. Previous year Q3 figure is 1,798, so performance is up on last year.

This performance is pleasing as this suggests that more children attending adventure playgrounds are doing so regularly and so are likely to be benefiting from consistent support from skilled play workers. This in turn is a key part of the council's early identification process to spot problems early.

1.6 - Corporate Indicator - Number of participants at Youth and Play provision - 13 to 25-year-olds

- 5.6. Quarter 3 figures show 1,650 participants aged 13-25 at Youth & Play provision between April and December 2022. Participants are those that have five or more contacts at the same provision within a year. Figures relate to unique individuals, so if someone is a participant at two different provisions, they are counted once. Target is based on the number of participants during the same period of the previous year. Previous year Q3 figure is 1,788, so performance is down on last year.

Whilst the raw number of participants is slightly down on last year, the percentage of participants in relation to contacts remains on target to be at least 53% by the year end which is in line with previous years: 18-19 52.2%, 19-20 52.7%, 20-21 53.8%, 21-22 53.9%. This suggests that the quality of the opportunities and experiences on offer to young people is consistently strong and that the youth work relationships that young people can access through the offer remain of value to them.

1.7 - Corporate Indicator - Number of contacts at Youth and Play provision - 5–12-year-olds

- 5.7. Quarter 3 figures show 2,826 contacts aged 5-13 at Youth & Play provision between April and December 2022. Contacts are children and young people who attend at least one session at a provider. Figures relate to unique individuals, so if someone is a contact at two different provisions, they are counted once. Target is based on the number of contacts during the same period of the previous year. Previous year Q3 figure is 2,923, so the figures are down on last year.

This slightly reduced figure is expected, as two adventure playgrounds are currently undergoing rebuilds. Cornwallis closed during Q1 and whilst a peripatetic Play offer has been delivered in green spaces across the Tollington ward since then, the numbers of children contacted have been less than at the playground.

The capital rebuild at MLK Adventure Playground is due to be completed in April and Cornwallis later in the year, both playgrounds will reopen in time for a full summer programme. Another factor which may be driving this slight reduction is a lower number of children in the primary age cohort as a whole, particularly in the south of the borough, which is where some playgrounds have experienced reduced numbers of contacts this year.

1.8 - Corporate Indicator - Number of contacts at Youth and Play provision - 13- to 25-year-olds

- 5.8. Quarter 3 figures show 3,182 contacts aged 13-25 at Youth & Play provision between April and December 2022. Contacts are children and young people who attend at least one session at a provider. Figures relate to unique individuals, so if someone is a contact at two different provisions, they are counted once. Target is based on the number of contacts during the same period of the previous year. Previous year Q3 figure is 3,353, so the figures are down on last year.

This underperformance to the end of Q3 could be linked in part to the time needed to re-establish Platform's offer. Platform engaged with almost 1000 young people in 2019/20. It had to close towards the end of 2021 calendar year and reopened within the financial year 2022/3. Relationships with new youth workers and a new offer of opportunities have been progressed, but this can take time to be embedded and accepted by young people. Work is being prioritised in relation to young people's wishes, interests and needs. Officers will continue to work together to support young people moving forward in line with future decision-making and further work continues to promote the offer across the borough to young people, parents/carers and key stakeholders.

1.10 - % of pupils achieving a Good Level of Development in the Early Years Foundation Stage Profile

- 5.9. 64.7% of Islington pupils achieved a Good Level of Development in the Early Years Foundation Stage Profile in 2021/22. The target is based on the Inner London average, which was 67.5%.

The new Early Years Foundation Stage framework was introduced in September 2021. The data set in Islington reflects the impact of the pandemic on our youngest children as this cohort would have been toddlers during lockdown. It's not possible however to

gauge the true impact on GLD outcomes as measures are different to 2019 when the last data set was submitted. This year's data is not comparable to previous years.

Despite being only half a percent off the national figure, there are wider gaps between LBI and statistical neighbours for the GLD and all areas of learning. Children with SEND and EHCPs did better than inner London for the GLD.

1.11 - Gap between the % of pupils who were eligible for Free School Meals who achieved a Good Level of Development in the Early Years Foundation Stage Profile and the borough average

- 5.10. 53.4% of pupils who were eligible for Free School Meals achieved a Good Level of Development in the Early Years Foundation Stage Profile in 2021/22 and the gap between the borough average was 11.3% points. The target for this measure should be based on a reduction from the previous year. However, as the data is not comparable to previous years' the 2021/22 results will be used as a new baseline. For context, the 2021/22 Inner London average of pupils who were eligible for Free School Meals achieved a Good Level of Development was 57.9% and the gap between the average for all pupils was 9.6% points.

The focus remains on this group of children. Although a comparison cannot be made, it is true that under the new framework, the LBI gap is wider than in previous years and that the impact of the pandemic on this disadvantaged cohort of children has been greater than for all children. Our priorities around take up of free entitlements remain key to supporting good outcomes for this group and we are making very good progress with 76% take up in autumn 2023.

1.12 - Number of children being supported through our Bright Start & Bright Futures family support offer – rate of assessments per 10,000

- 5.11. This indicator is collected quarterly as part of the London Innovation and Improvement Alliance quarterly collections, so comparator data is available with a time lag of one quarter. The methodology of this measure has been reviewed, as the Islington figures were always the highest in London in previous quarters. A change to the methodology has been made for 2022/23. Rather than reporting on all open cases during a quarter where there has been an assessment at some point since the case started, this measure is now only reporting on those open cases where there was an assessment completed in the quarter in question. Therefore, previous figures are not presented here as they are not directly comparable.

The Islington figure for Q3 is 330 children, based on 301 assessments and calculated as annualised rate of the 0–17-year-old population of 36,529.

1.13 - Percentage of good and outstanding early years settings

- 5.12. As at the end of December 2022, 94.5% of early years settings was rated Outstanding or Good. This was below the target, based on the Inner London average, of 95.3%. It was also below the London figure of 95.6% and the national figure of 96.4%.

The Islington figure represent 156 out of 165 settings judged to be good or outstanding. Four of the settings with an inspection outcome below good are childminders who retain their registration, but no longer look after any children. In these cases, the most recent

inspection when there were children on roll is the one that is counted in Ofsted's statistics, and further No Children On Roll inspections are not counted, even when the childminders meet the requirements of the Early Years Register. Without these old inspection outcomes being counted, the Islington overall figure would be 96.9%, above all the comparator averages.

Two of the group settings with a less than good outcome, including one inadequate have now closed. One other will no longer be operating after the end of March and one, where good progress has been made, is due an imminent reinspection.

The remaining outcomes counted as less than good relate to childminders who have "met" the basic requirements of the EYFS but who cannot receive a full judgement as they have no children on roll. They are currently reluctant to resign their registrations.

In the past year, 7 LBI childminders with an Outstanding judgement were reinspected and have retained their Outstanding outcome. This is despite a new, more challenging inspection framework and an emphasis by Ofsted on the EY sector which includes an intention to reduce the number of outstanding judgements. Currently 25% of PVI group settings are judged as Outstanding by Ofsted.

6. Quarter 3 2022-23 performance update - Always keep children and young people safe and secure and reduce the number of children growing up in poverty

6.1. Key performance Indicators relating to 'Always keep children and young people safe and secure and reduce the number of children growing up in poverty':

PI No.	Indicator	2020/21 Actual	2021/22 Actual	2022/23 Target	Q3 2022/23	On target?	Q3 last year	Better than Q3 last year?
2.1	Corporate Indicator - Number of Looked After Children	342 (March 2021)	377 (March 2022)	No target	351	n/a	377 (Dec 2021)	Yes
2.2	Corporate Indicator - % of repeat CLA	5.9%	5.0%	<=5.0%	10.7% (Q3 2022/23)	Yes	1.3% (Q3 2021/22)	No
2.6	Number of children and young people referred to the Social, Emotional & Mental Health Central Point of Access	1,484	2,162	>2,162	1,644 (Q1-Q3 2022/23)	Yes	1,699 (Q1-Q3 2021/22)	Stable
2.7	Children's social care contacts in the past month	1,126 (March 2021)	1,002 (March 2022)	n/a	891 (Dec 2022)	n/a	975 (Dec 2021)	Lower
2.8	Percentage of re-referrals to Children's Social Care within the previous 12 months	17.5%	17.6%	n/a	17.4% (Q3 2022-23)	n/a	18.9% (Q3 2021/22)	Yes
2.9	Number of children who are the subject of a Child Protection Plan	194	160	n/a	152 (Q3 2022-23)	n/a	143 (Q3 2021/22)	Higher
2.10	Percentage of children who become the subject of a Child Protection Plan for a second or subsequent time	10.5%	23.8%	n/a	24.6% (Q3 2022-23)	n/a	25.4% (Q3 2021/22)	Yes

2.11	Placement stability - short term - Proportion of looked after children with 3 or more placements over the course of the year	15.0%	10.8%	n/a	7.4% (Q3 2022-23 FY)	n/a	8.0% (Q3 2021/22 FY)	Yes
2.12	Placement stability - long term - Percentage of children who have been looked after for more than 2.5 years who have been looked after in the same placement for at least 2 years or placed for adoption	69.1%	65.1%	n/a	67.4% (Q3 2022-23 FY)	n/a	64.4% (Q3 2021/22 FY)	Yes
2.13	Rate of Looked After Children	79 (2020/21 FY)	105 (2021/22 FY)	n/a	105 (2021/22)	n/a	79 (202/21 FY)	Not directly comparable
2.14	Number of children missing from care for 24+ hours	13 (Mar 21)	8 (Mar 22)	n/a	7 (Dec 2022)	n/a	6 (Dec 2021)	Stable
2.15	Percentage of primary school pupils eligible for Free School Meals	37.9% (Spring 2021 term)	40.2% (Spring 2022 term)	n/a	40.7% (Autumn term 2022)	n/a	39.9% (Autumn term 2021)	Higher
2.16	Percentage of secondary school pupils eligible for Free School Meals	37.6% (Spring 2021 term)	41.6% (Spring term 2022)	n/a	43.6% (Autumn term 2022)	n/a	40.0% (Autumn term 2021)	Higher

2.1 - Corporate Indicator - Number of Looked After Children

6.2. The number of Children Looked After continues to go down and at the end of December 2022, was 351.

After peaking in July 2022, the number of Looked After Children has reduced each month to the end of 2022. This is not just due to changes in the numbers of Unaccompanied Asylum Seeking Children (UASC), as is often the case with changes in the number of Looked After Children.

In the last five months of the year, the total number of Looked After Children fell by 50, whilst the number of UASC fell by only around half this amount.

2.2 - Corporate Indicator - % of repeat CLA

6.3. This indicator is based on number of children who started to be looked-after in the reported quarter who had previously been looked-after in the last 12 months.

There were 28 children started to be looked after in Q3 of 2022/23. Three of these children were previously looked after in the last 12 months, equating to 10.7%. The target for this new measure is to be at or below 5%; It should be noted that this measure is based on relatively small numbers and as such, performance can be rather volatile. In recent years this measure has tended to be at or just above 5% and as at the end of Q3, the cumulative figure was 4.5% for 2022/23.

2.6 - Number of children and young people referred to the Social, Emotional & Mental Health Central Point of Access

- 6.4. This measure has been added to reflect the work of the Social, Emotional & Mental Health (SEMH) Central Point of Access (CPA), which started in late September 2019. The target is for an increase in the number of referrals compared to the previous year, to reflect the intended increased awareness of the services available and the NHS targets to increase access to SEMH support. The total number of referrals at the end of quarter 3 was 1,644, a similar number in comparison to last year's 1,699. As at end of Q3, the service achieved 76% of its annual target.

2.7 - Children's social care contacts in the past month

- 6.5. There were 891 children's social care contacts in December 2022. This was lower than the 975 contacts received in December 2021. Across the first three quarters of 2022/23, there have been 8,883 contacts, a reduction from 9,401 over the same period in 2021/22.

There were 990 children's social care contacts in June 2022. This was significantly lower than the 1,254 contacts received in June 2021. This appeared to be part of an ongoing trend – the numbers of contacts have been lower in each month during the first half of 2022 and this continues in December data. In September 22, these rose, – it appears that this was a one-off increase as reports from the CSCT was that families were experiencing hardship from recent inflation. The view of the Service remains in that contacts made from the partnership are appropriate. The London wide review of Merlin's (contacts by the police) which make up 40% of all contacts is underway, the audit has been completed by all London boroughs identifying that those RAG rated green don't all need to be contacts to Local Authorities and the police have been advised of this message, this may account for some of the reduction. The London wide MPS protocol is being redesigned as is the London Threshold Continuum of Need. Following the National Panel Review into the deaths of Star and Arthur there was an audit of contacts by family members and/or friends as this was a theme raised by those Reviews. The outcome of the audit was that these referrals are being responded to appropriately with correct levels of threshold /intervention.

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

- 6.6. 280 out of the 1608 referrals in the third quarter of 2022/23 were re-referrals within 12 months of the previous referral, which equates to 17.4% of referrals. This is lower than in Q3 in 2021/22 (18.9%) and in line compared to performance for the whole of 2021/22 (17.4%).

We continue to see a reduction in re-referral rates; previous audits of re-referrals did not highlight any areas of concern. Examples of re-referral reasons were families who did want a social care service post assessment or where the referral was unrelated to the

previous referral, such as exploitation. Due to this, re-referrals were not a specific focus of our quality assurance activity in the last quarter, however re-referral rates are continuously monitored and action will be taken should re-referral rates increase.

2.9 - Number of children who are the subject of a Child Protection Plan

- 6.7. 152 children were supported by a Child Protection Plan at the end of December 2022. This is higher than the same point in 2021, when there were 143 children supported by a Child Protection Plan and lower than the number at the end of 2021/22.

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

- 6.8. 29 of the 118 children who became newly supported by a Child Protection Plan in Q3 2022/23 did so for a second or subsequent time, equating to 24.6%. This is lower than the same period in 2021/22, but higher than 2021/22 as a whole.

Over the last two years, we have seen an overall reduction in children needing to be newly supported by child protection plans. Consequently, while the actual number of children needing repeat child protection plans is low, the overall percentage is high. This suggests a concentrated group of children with chronic problems. The measures introduced to reduce the number of repeat plans includes (1) the CP Coordinator and their Service Manager being alerted to any potential repeat plan to ensure sound decision making, and (2) prior to social work teams recommending for a CP plan to end, a consultation is sought to ensure any positive change for children's outcomes can be sustained to reduce the risk of a repeat plan.

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

- 6.9. As at the end of December 2022, 26 of the 351 Children Looked After had had three or more placements during the year. This equates to 7.4%. which is lower than the same point in 2021/22 (8.0%). This measure is cumulative, and the figures reset at the start of each financial year.

We completed an audit of all children who had more than 3 placements moves between March and September 22. There has been a group of adolescent boys with complex emotional and behavioural needs where it has been difficult to support them in their placements or to find the right placement to meet their needs. There has also been a group of children who are involved in ongoing care proceedings and have moved within the context of assessments of their birth families that has impacted on these figures. Support and intervention is offered early on when placements face issues. The weekly Placement Stability Meeting is able to agree support packages for placements in order to avoid placement disruptions, and to provide a space to think about young people and their placements. The PACE Practice Consultations facilitated by CAMHS clinicians offer clinical support to children's and fostering Social Workers to enable them to offer therapeutic support to foster carers. A further Audit is planned in April 2023 of all children who have had 3 or more placement moves.

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

- 6.10. At the end of December 2022, 62 of the 92 looked after children who had been looked after long-term were in stable placements, which equates to 67.4%. This is a higher percentage than at the same point the previous year, and higher than at the end of March 2022. Last year we predicted that there were children who would be in long term stable placements by the end of Q2 this year, so the rise is expected.

We have audited all of the cases where children have not achieved long term stability between March and September 2022. These children who have not been in a stable placement have come into care at a wide variety of ages and there are slightly more boys than girls. We continue to struggle to find the right placements for our older cohort, and there is a challenge that once young people experience a placement move, it makes a further move more likely. Placement moves for this cohort have taken place for a variety of reasons, from Social Worker's feeling that carers cannot meet the needs of the children and requesting a planned move, to carers struggling with the complex needs of the children and asking for the child to move on, to step down from residential care to long term foster care as part of the plan. Positively 8 out of the 16 young people aged 12 and over are now in what their Social Workers consider to be stable placements.

We continue to be successful at identifying stable, permanent placements for our younger cohort. There is a continued focus on recognising the importance of finding the right placement for our children at the earliest possible opportunity, and of being creative in how placements are supported. The embedding of the Motivational Practice, with a focus on trauma, across the whole of the CLA Service is supporting our work to achieve stable, permanent placements for our children and young people at the earliest possible opportunity. The Permanency Service is integrating the use of permanency planning meetings and selection meetings which will hopefully see an ongoing improvement in our long-term stability. The integrated CAMHS service is supporting the CLA Social Workers and Permanency Service in completing sibling assessments for all sibling groups where care planning decisions are being made about them. Work is being done about integrating life story work across the service for all children and young people that we look after, to ensure that they all have an age appropriate understanding and record of why they are in our care. There is also work being undertaken by the fostering and placement service to specifically recruit long term foster carers for some of our children and young people where there is a need for a long-term placement. This work, in addition with the work outlined in relation to short term placement stability, will hopefully lead to a further gradual improvement in our long-term placement stability. A further audit is planned in April 2023 which will analyse the reasons why children have not achieved long term stability over the whole of 2022/23.

2.13 - Rate of Looked After Children

- 6.11. The new mid-year estimate population figure based on 2021 General Census, shows Islington's under 18 population as 36,527, considerably lower than the previous mid-year population estimate of 43,232. As a result, the rate of looked after children per 10,000 of 105 cannot be directly compared to previous year's figure of 79. However, if old MYE figures were used, the rate of looked after children per 10,000 would have been 89. The large number of UASC and the delay in care proceedings have impacted in the rate of children looked after as well as the reduction in the population figures. We are working closely with the National Transfer Scheme to move on UASC from our borough who are over our quota to other boroughs who are under

their quota. We have reduced the number of children becoming Looked After this year as compared to last year by 35. Once the backlog of care proceedings are reduced (summer 2023) it is hoped that the rate of Children Looked After will reduce.

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

- 6.12. 7 children went missing from care for 24+ hours in December 2022 (10 incidents between them). This is slightly higher than the same month in 2021, but lower than the number in March 2022. It is useful to consider that in December 2021 there were concerns about the spread of Covid and the effect contracting it could have on being able to see friends and family over Christmas. Due to this risk some young people reduced how much they were going out during this period and therefore missing episodes may have been slightly lower for that month.

2.15 - Percentage of primary school pupils eligible for Free School Meals

- 6.13. Based on October 2022 school census, 40.7% of primary school pupils at Islington schools were free school meal eligible. This was an increase of 0.8% compared to previous year's Autumn term. However, as in previous year, the figure also includes pupils who are eligible because of the Universal Credit transition period.

2.16 - Percentage of secondary school pupils eligible for Free School Meals

- 6.14. Based on October 2022 school census, 43.6% of secondary school pupils at Islington schools were free school meal eligible. This was an increase of 3.6% compared to previous year's Autumn term. However, as in previous year, the figure also includes pupils who are eligible because of the Universal Credit transition period.

7. Quarter 3 2022-23 performance update - Ensure our schools are places where all young people can learn and thrive

7.1. Key performance Indicators relating to 'Ensure our schools are places where all young people can learn and thrive':

PI No.	Indicator	2020/21 Actual	2021/22 Actual	2022/23 Target	Q3 2022/23	On target?	Q3 last year	Better than Q3 last year?
3.1	Corporate indicator - Percentage of primary school children who are persistently absent (below 90% attendance)	9.6% (20/21 AY)"	TBA – May 2023	<Inner London	18.3% (provisional) (21/22 Annual)	TBC	9.6% (20/21 AY)	Not directly comparable
3.2	Corporate indicator - Percentage of secondary school children who are persistently absent (below 90% attendance)	18.6% (20/21 AY)"	TBA – May 2023	<Inner London	26.5% (provisional) (21/22 Annual)	TBC	18.6% (20/21 AY)	Not directly comparable
3.3	Percentage rate of suspensions - primary	1.46% (2020/21 AY)	TBC – July 2023	<0.29 Inner London	0.69% (2021/22 Autumn term)	No	0.57% (2020/12 Autumn Term)	No
3.4	Percentage rate of suspensions - secondary	14.95% (2020/21 AY)	TBC – July 2023	<2.96 Inner London	6% (2021/22 Autumn term)	No	7.19% (2020/21 Autumn Term)	Yes
3.5	Progress between Key Stage 1 and 2 - Reading	n/a	0.54 (2021/22)	>0.90 Inner London	0.54 (2021/22)	No	n/a	n/a
3.6	Progress between Key Stage 1 and 2 - Writing	n/a	0.70 (2021/22)	>1.11 Inner London	0.70 (2021/22)	No	n/a	n/a
3.7	Progress between Key Stage 1 and 2 - Maths	n/a	0.18 (2021/22)	>0.99 Inner London	0.18 (2021/22)	No	n/a	n/a

3.8	Progress 8 (between Key Stage 2 and 4)	n/a	0.07 (2021/22)	>0.2 (Provisional Inner London)	0.07 (2021/22)	No	n/a	n/a
3.9	Percentage of 16- & 17-year-olds (year 11 and 12 age) with an offer of a suitable place, by the end of September, to continue in education or training the following year	97.3%	96.7% (provisional)	>=97.5%	96.7% (provisional)	No	97.3%	No
3.11	Progress between Key Stage 1 and 2 for SEN Support	n/a	Reading -0.24 Writing -0.86 Maths -0.48	Reduction in the gap between the groups and overall Islington - 2021/22 is the new baseline	Reading -0.24 Writing - 0.86 Maths - 0.48	n/a	n/a	n/a
3.12	Progress between Key Stage 1 and 2 for Black Caribbean	n/a	Reading -0.3 Writing -0.8 Maths -2.6		Reading -0.3 Writing -0.8 Maths - 2.6	n/a	n/a	n/a
3.13	Progress between Key Stage 1 and 2 for White British & FSM Eligible	n/a	Reading -1.0 Writing -1.6 Maths -2.5		Reading -1.0 Writing -1.6 Maths - 2.5	n/a	n/a	n/a
3.14	Progress 8 scores for SEN Support	n/a	-0.24 (2021/22)		-0.24 (2021/22)	n/a	n/a	n/a
3.15	Progress 8 scores for Black Caribbean	n/a	-0.58 (2021/22 provisional)	Reduction in the gap between the groups and overall Islington - 2021/22 is the new baseline	-0.58 (2021/22)	n/a	n/a	n/a
3.16	Progress 8 scores for White British & FSM Eligible	n/a	-1.04 (2021/22 provisional)		-1.04 (Provisional 2021/22)	n/a	n/a	n/a
3.17	Percentage rate of suspensions - Black-Caribbean secondary school pupils	27.76% (2020/21 Academic year)	TBC	>6.27 (Inner London 2021/22)	9.84% (2021/22 Aut Term)	No	12.99% (2020/21 Aut Term)	Yes

3.18	Number of Electively Home Educated pupils	247	258	n/a	294	n/a	237	No
3.20	Average Attainment 8 Score	n/a	49.9 (2021/22)	> 52.7 (Inner London average)	49.9 (2021/22)	n/a	n/a	n/a
3.21	Number of schools engaged in the 11 by 11 Cultural Enrichment Programme	66	64	60	50	Yes	63	No
3.22	Number of unique page views - Creative & Music pages	20,192	15,815	12,000	13,079	Yes	12,307	Yes
3.23	Percentage of good and outstanding Islington schools (all phases)	91.2%	92.5%	>94.9% (based on Inner London average)	97.1%	Yes	92.5%	Yes

3.1 - Corporate Indicator - Percentage of primary school children who are persistently absent (below 90% attendance)

- 7.2. Provisional 2021/22 whole academic year figure shows 18.3% of primary school children having had been persistently absent. This is an expected increase compared to 2020/21 figure during which schools were closed for a period of 12 weeks to all but vulnerable children and absence was not recorded. This increase in the provisional figures could also be seen nationally. Despite the increase, the provisional data showed Islington's rank going up from 65th place to 54th place nationally.

The full 2021/22 academic year absence figures with the target Inner London comparator are expected to be released in March 2023.

From September 2023, all local authorities are expected to comply with new guidance issued by the Department for Education (DfE) – 'Working together to improve school attendance' – published in May 2022. The guidance requires all local authorities to rigorously track local attendance data, devise a strategic approach that prioritises pupils, pupil cohorts and schools needing support and have School Attendance Support Teams that provide core functions free of charge. School attendance Support Teams are required to meet at least termly with every school, including any independent schools in the area. There is no new funding for School Attendance Support Teams, so that they will be configured through existing services, including Pupil Services, School Improvement and Early Help. The DfE have agreed with our local self-evaluation and proposed delivery model.

Schools have been categorised according to levels of absence and intervention will be proportionate to absence levels, with eight primary schools identified as requiring intensive support because of high levels of persistent absence.

3.2 - Corporate Indicator - Percentage of secondary school children who are persistently absent (below 90% attendance)

- 7.3. Provisional 2021/22 whole academic year figure shows 26.5% of secondary school children having had been persistently absent. As mentioned in primary PA commentary, this is an expected increase compared to 2020/21 figure. This increase in the figures could also be seen nationally.

Despite the increase, the provisional data showed Islington's rank going up from 87th place to 39th place nationally.

The full 2021/22 academic year absence figures with the target Inner London comparator are expected to be released in March 2023.

See 7.2 above for information about School Attendance Support Teams. All schools have been categorised according to levels of absence and intervention will be proportionate to absence levels, with four primary schools identified as requiring intensive support because of high levels of persistent absence.

3.3 - Percentage rate of suspensions – Primary schools

- 7.4. DfE's permanent exclusions and suspensions data was previously only available on an annual basis. This has changed with the 2021/22 academic year releases and the data for this academic year will be available on termly basis.

2021/22 Autumn term published figure showed Islington primary schools to have 0.69% suspension rate. This is a slight increase on last Autumn term's percentage. The target is to be below the inner London rate so the target for this term is not met. Islington figure is above the target Inner London and national figure. This is accounted for by the combined suspensions for two schools representing almost 50% of all primary school suspensions.

One of these schools is in a Project Group offering further challenge and support; the second has joined the London Mayor's Inclusive and Nurturing Schools Programme which aims to reduce suspensions in line with the council's 'no need to exclude' approach through whole school strategies addressing inclusion and healthy peer relationships.

3.4 – Percentage rate of suspensions – Secondary schools

- 7.5. 2021/22 Autumn term published figure showed Islington secondary schools to have 6% suspension rate. The target is to be below the inner London rate so the target for this term is not met. This is again accounted for by the combined suspensions for three schools representing almost 70% of all secondary school suspensions.

While higher than Inner London and the national figures, the Autumn 2021/22 term figure is an improvement on the Autumn 2020/21 term rates. In addition, early indications are that there has been a significant reduction in the number of combined

suspensions from the three schools with the highest suspensions - down 69% on the preceding half term's figures (from 270 to 85).

We are pleased to note that, two of these schools have joined the London Mayor's Inclusive and Nurturing Schools Programme which aims to reduce suspensions in line with the council's 'no need to exclude' approach through whole school strategies addressing inclusion and healthy peer relationships.

The schools are also fully engaged in the Islington Secondary School and College Leadership (ISSCL) Group. For example, initiating problem-solving on issues of concern to all secondary leaders in Islington (in-year pupil mobility).

3.5 - Progress between Key Stage 1 and 2 - Reading

- 7.6. The progress measures aim to capture the progress that pupils make from the end of Key Stage 1 to the end of primary school. They are a type of value-added measure, which means that pupils' results are compared to the actual achievements of other pupils nationally with similar prior attainment.

2021/22 Key Stage 2 results are the first published results since 2018/19 due to cancellation of 2020 and 2021 assessments during the pandemic. Therefore, the scores are not directly comparable to 2018/19 results. There were no adjustments to reflect the impact of the pandemic in KS2 assessments in 2022, unlike in secondary where the impact of the pandemic was considered. The current progress scores will provide a new baseline against which to measure going forward. Focussed work will support schools to make more effective use of school led tutoring and pupil premium funding that is targeted to pupils most impacted by gaps in learning to enable them to catch up.

The Islington pupils' progress score in Reading was positive 0.54. The target is to above the inner London score. Islington's progress score was below the target inner London but above the national score.

Y6 network meetings have focussed on identifying key next steps that will support pupils make better progress for example focussing on key comprehension skills and the ability to answer test questions. The introduction of Islington Professional Partners will provide scrutiny and challenge on schools' progress to meeting projected targets and accelerating progress measures for individual pupils.

3.6 - Progress between Key Stage 1 and 2 - Writing

- 7.7. The Islington pupils' progress score in Writing was positive 0.70. This was below the target inner London but above the national score. Islington is in the top quartile for best performance in this area.

Y6 network meetings have focussed on identifying key next steps that will support pupils make better progress for example focussing on key characteristics of effective writing to achieve the expected standard and at greater depth. As in 7.6, The introduction of Islington Professional Partners will provide scrutiny and challenge on schools' progress to meeting projected targets and accelerating progress measures for individual pupils.

3.7 - Progress between Key Stage 1 and 2 - Maths

- 7.8. The Islington pupils' progress score in Maths was positive 0.18. This was below the target inner London but above the national score.

Y6 network meetings have focussed on identifying key next steps that will support pupils make better progress for example focussing on securing number operations and applying these skills to problem solving tasks. As in 7.6, The introduction of Islington Professional Partners will provide scrutiny and challenge on schools' progress to meeting projected targets and accelerating progress measures for individual pupils.

3.8 - Progress 8 (between Key Stage 2 and 4)

- 7.9. Revised Islington Progress 8 (P8) score is 0.07. The target is to be above the Inner London figure which is 0.2 so this indicator is not on target. The 2021/22 P8 score is also not directly comparable to the 2018/19 P8 score. Going forward 2021/22 figures can be used as the baseline.

Of the ten mainstream secondary schools included in this measure, seven of those schools have a positive P8 figure with students on average making better than expected progress with an average P8 figure across those schools of +0.37.

Three schools have an average P8 figure of -0.56. These schools will be the focus of support moving forward to ensure that students make the progress expected of them.

There will be a focus on Maths and Science outcomes in two of the schools with additional support provided by specialist consultants working with staff and middle leaders to strengthen the subject knowledge of staff, identify gaps in student learning and share the best practice from those schools achieving better than expected outcomes in targeted subjects including Maths and Science. It is expected that improved outcomes in 2023 will reflect the impact of this work.

3.9 - Percentage of 16- & 17-year-olds (year 11 and 12 age) with an offer of a suitable place, by the end of September, to continue in education or training the following year

- 7.10. This indicator's figures are based on the DfE's September Guarantee collection, which looks at the offer of education to start by the end of September figures of year 11 local authority school leavers as well as those local authority residents aged 16 as at 31st August 2022. 96.7% of 16- and 17-year-old Islington residents had an offer of education or training by the end of September 2022. The target for this indicator was set as 97.5% so the target is not met and fell short by 24 offers.

The number of Y12 offers was in line with last year however, Y11 offers were down resulting in a lower result overall. Pupils educated at home and in alternative provision were the least likely to continue in education or training post-16. In response, we have a dedicated Progress Advisor to support with Y11 applications and SG follow up. We have had a dedicated resource supporting EHE in previous years but have experienced a significant increase in the cohort size which has doubled in just over a year to 39. The students are demonstrating very complex needs and often not equipped to make a smooth post-16 transition. Additional work with schools to support those close to exclusion is needed.

3.11 - Progress between Key Stage 1 and 2 for SEN Support

- 7.11. 2021/22 Key Stage 2 results are the first published results since 2018/19 due to cancellation of 2020 and 2021 assessments during the pandemic. Therefore, the scores are not directly comparable to 2018/19 results.

The progress score for Islington pupils with SEN Support was negative 0.24 in Reading, negative 0.86 in Writing and negative 0.48 in Maths. The target is to narrow the gap between the SEN Support cohort and Islington average. The gap in progress between this cohort and overall Islington was 0.8 for Reading, 1.6 for Writing and 0.7 for Maths. As there were no data for 2019/20 or 2020/21 academic years, 2021/22 figures can be used as the baseline.

The local authority is supporting schools to undertake a SEND review. One of the key priorities of this work will include ensuring that pupils in the SEND Support cohort make increased progress through a more personalised learning plan.

3.12 - Progress between Key Stage 1 and 2 for Black Caribbean

- 7.12. The progress score for Black Caribbean Islington pupils was negative 0.3 in Reading, negative 0.8 in Writing and negative 2.6 in Maths.

The target is to narrow the gap between the Black Caribbean cohort and the overall Islington progress score. The gap in progress between this cohort and overall Islington was 0.8 for Reading, 1.5 for Writing and 2.8 for Maths. As there were no data published for 2019/20 or 2020/21 academic years, 2021/22 figures can be used as the baseline.

The Local Authority is supporting schools through half termly network meetings for English and Maths subject leaders and Year 6 teachers that focuses knowing pupils and understanding the key gaps to accelerate progress. This is linked to the schools strategies linked to pupil premium, and school led tutoring interventions.

3.13 - Progress between Key Stage 1 and 2 for White British & FSM Eligible

- 7.13. The progress score for White British & FSM Eligible Islington pupils was negative 1.0 in Reading, negative 1.6 in Writing and negative 2.5 in Maths.

The target is to narrow the gap between the White British & FSM Eligible cohort and the overall Islington progress score. The gap in progress between this cohort and overall Islington was 1.5 for Reading, 2.3 for Writing and 2.7 for Maths. As there were no data published for 2019/20 or 2020/21 academic years, 2021/22 figures can be used as the baseline.

The Local Authority is supporting schools through half termly network meetings for English and Maths subject leaders and Year 6 teachers that focuses knowing pupils and understanding the key gaps to accelerate progress. This is linked to the schools strategies linked to pupil premium, and school led tutoring interventions.

3.14 - Progress 8 scores for SEN Support

- 7.14. Revised Islington progress 8 score for SEN Support cohort was negative 0.24. The target is to narrow the gap between the progress 8 scores of SEN Support and the average all Islington pupils.

2021/22 Progress 8 gap between the SEN Support cohort's and overall Islington's scores is 0.31. However, as there was no data for 2020 and 2021, the current figure will be used to set a new baseline.

The local authority is supporting schools to undertake a SEND review. One of the key priorities of this work will include ensuring that pupils in the SEND Support cohort make increased progress through a more personalised learning plan.

3.15 - Progress 8 scores for Black Caribbean

- 7.15. The provisional Islington progress 8 score for Black Caribbean Islington pupil's cohort was negative 0.58.

The target is to narrow the gap between the progress 8 scores of Black Caribbean cohort and the average all Islington pupils.

The provisional 2021/22 Progress 8 score gap between the Black Caribbean cohort and overall Islington is 0.65. However, as there was no data for 2020 and 2021, the current figure will be used to set a new baseline.

Schools are reminded of the importance of school led tutoring and the importance of personalising the learning journey for individuals. Through the Islington Secondary School and College Network and the Deputy Head meetings it has been agreed that a focus going forward is the sharing of effective practice that impacts on pupil outcomes. The local authority has also commissioned the "Becoming a Man" pilot in three secondary schools to support young black men.

3.16 - Progress 8 scores for White British & FSM Eligible

- 7.16. The provisional Islington progress 8 score for White British and FSM eligible Islington pupil's cohort was negative 1.14.

The target is to narrow the gap between the progress 8 scores of White British & FSM Eligible and the average all Islington pupils.

The provisional 2021/22 Progress 8 score gap between the Black Caribbean cohort and overall Islington is 1.11. However, as there was no data for 2020 and 2021, the current figure will be used to set a new baseline.

Schools are reminded of the importance of school led tutoring and the importance of personalising the learning journey for individuals. Through the Islington Secondary School and College Network and the Deputy Head meetings it has been agreed that a focus going forward is the sharing of effective practice that impacts on pupil outcomes.

Active Row Islington is an innovative programme that is designed and part funded by the council in collaboration with 13 secondary settings in the borough, Henley Royal Regatta Charitable Trust (HRRCT) and London Youth Rowing (LYR) to deliver the programme. The initiative is designed to support vulnerable groups like White British and FSM to achieve better. School leaders have agreed to work in partnership with LBI

and each other to provide more comprehensive and 'deeper' support strategies designed to achieve improved outcomes and demonstrate increased rates of progress.

3.17 - Percentage rate of suspensions – Black Caribbean secondary school pupils

- 7.17. The published Autumn 2021/22 term figures show the suspension rate for Black Caribbean secondary school pupils as 9.84%. This figure is above the inner London and national comparators but is an improvement on the rates in Autumn 2020/21.

As part of the council's early intervention and prevention offer, the 'Becoming a Man (BAM)' strand of the 'Young Black Men and Mental Health Programme' is being delivered across three Islington Secondary Schools: Central Foundation Boys School, Arts and Media School Islington and Beacon High. The programme started in November 2022 and is funded to run for 24 months.

The aim of the programme is to reduce exclusion and offending among pupils of Black and Mixed Heritage, as well as addressing issues relating to their over-representation in these figures.

Each school has an allocated BAM counsellor who works full-time on site to deliver up to five groups of ten pupils each, over the period of their engagement. BAM counsellors are supported through monthly clinical supervision. There are currently 173 BAM scholars enrolled on the programme across the three schools.

There has been excellent engagement in embedding the programme across the three schools involved, with half-termly meetings in place to ensure the objectives of the programme are kept under regular review.

3.18 - Number of Electively Home Educated pupils

- 7.18. There were 294 electively home educated pupils for the period ending 31st December 2022.

The number of electively home educated pupils at the end of Q3 was higher than the same time last year.

Although the DfE do not collect or publish data on the numbers of children EHE, the Association of Directors of Children's Services (ADCS) has surveyed local authorities in England for the past six years with an 88% response rate. Their most recent survey (published in Nov 2021) suggested a 34% increase nationally since the 2019/20 academic year. Further, it is estimated that almost half (49.8%) of this cohort became EHE during the 2020/21 academic year, suggesting that the pandemic has had a significant impact on the number of children and young people that are currently electively home educated.

The Schools Bill which includes proposals for legislation to establish a register for children not in school, is currently on hold by Government.

Locally we have Elective Home Education Adviser time to reflect increased numbers. We have in place an agreed local protocol with our schools whereby any child home educating can return to the same school if within 20 school days if they decide (or the LA believe) that home education is not suitable.

Other actions include:

- Expanding on existing work with partner agencies such as CAMHS, CSCT, Bright Futures to offer a more targeted support to home educating families
- A dedicated School Nurse providing targeted support to families facing health related challenges.
- Expanding on the work with schools and partner agencies to ensure elective home education is not promoted to avoid exclusion, poor attendance or challenging behaviour
- Supporting schools to have potentially difficult conversations with parents where it appears elective home education is not in the best interest of the child

We will continue support parents and children where there are no concerns about the home education provision, including careers information, detail of support services available, signposting to exam centres and other relevant support.

3.20 – Average Attainment 8

- 7.19. Based on the revised results published in January 2023, average attainment 8 score for Islington pupils was 49.9. Islington’s long-term target on attainment measure is to be at or above the Inner London average. The Inner London average attainment 8 score was 52, so this indicator did not meet the target.

Islington is above the national average of 48.9 and ranked in the second quartile from the top for best results.

The Education Plan has identified 6 key priorities to bring about sustained change. Attainment at KS4 is an identified priority.

It should be noted that of the ten mainstream secondary schools included in this measure, six of those schools have an average Attainment 8 (A8) figure of 55.4. The remaining four schools have an average A8 figure of 30.5. These four schools will be the focus of support moving forward to ensure that students, including those from disadvantaged backgrounds make improvements in Maths, Science, Humanities and Languages. It is expected that improved outcomes in 2023 will reflect the impact of this work.

3.21 - Number of schools engaged in the 11 by 11 Cultural Enrichment Programme

- 7.20. Target is met. 50 schools have been engaged up to end Q3, which exceeds the target of 45 schools, through our 11 by 11 Autumn term activity menu as well as the relaunch of our Culture Bank CPD for teachers. 21 schools engaged in our Autumn term menu in total (19 primary and 2 secondary), with 3302 pupil experiences offered. 28 Schools applied for Spring term activity through the menu (24 primary and 4 secondary).

Children in Need (CiN)

Recruitment of young people has been an ongoing issue with the Children in Need projects we deliver. As a result, we are considering ways to engage more with social workers through CPD, so that they have a greater understanding of how 11 by 11 works and the value of enrichment. This will enable them to advocate more for the enrichment activities to their service users. We are planning to deliver CPD in collaboration with Crafts Council in February 2023.

In December 2022, Soapbox completed the delivery of their delayed music production project with secondary aged pupils at Highbury Grove School. This consisted of a taster session at the school followed by 4 further workshops. Initial feedback has been very positive and there will be a full evaluation to follow.

We have now commissioned Cubitt Artists to deliver an enrichment multidisciplinary arts project for secondary aged young people at Arts and Media School Islington which is due to take place over the Easter holidays. We will also commission an 11 by 11 partner organisation to deliver a taster enrichment event for children with a social worker in May Half term.

11 by 11 Cultural Sector Challenging Inequalities Survey

In response to a request by 11 by 11 cultural partners at the last Roundtable meeting, we are developing Equality, Diversity and Inclusion SMART targets for what the 11 by 11 partnership should achieve each year, in order to better align the programme content and delivery to the needs of the children and young people in Islington.

To help us develop these targets, we surveyed 20 cultural organisations to establish a baseline and identify areas of strength and areas that need to be developed in terms of their programme content delivery of workshops, with regard to gender, ethnicity and SEND.

Other updates

11 by 11 Summer Festival 2023

We plan to deliver another Summer Festival this year from 3-14 July 2023. This will include usual activity menu where activities will be held over the duration of the two weeks as well as some more in-depth partnership projects delivered by an organisation working in collaboration with an Islington school.

Self Evaluation Tool for Music, Careers and Culture

The Self Evaluation Tool for Music, Careers and Culture (SET MCC) is a self-assessment framework to guide schools towards best practice in enrichment provision and help us to identify how best to support schools.

It has been piloted in one mainstream primary school and one mainstream secondary, who have provided useful feedback. The intention was to pilot the SET MCC with a total of 10 schools, but we have encountered a variety of challenges in engaging with enough of these. We will seek to engage from other educational settings and aim to continue to trial the tool in up to 8 more schools before the end of the Spring term of 2023.

3.22 - Number of unique page views - Creative & Music pages

- 7.21. Target is met. This indicator is ahead of target. Unique pageviews on the 11 by 11 webpages have increased in this quarter (compared to last) with most page views on the activity menu pages. The figure also significantly represents levels of Music Education Islington (MEI) website interaction. In the last quarter, they had 6559 page views alone. Total YTD unique page views at the end of quarter 3 was 13,079.

3.23 - Percentage of good and outstanding Islington schools

7.22. The breakdown of Islington schools' inspection outcomes by phase is:

- Nursery – 100% good or outstanding (3 out of 3)
- Primary – 100% (45/45)
- Secondary - 80% (8/10)
- Special – 100% (6/6)
- PRU/Alternative Provision – 100% (4/4)

The target for this measure is to be at or above the Inner London figure for good or outstanding inspection outcomes. The Inner London figure at the end of Q3 2022/23 was 94.9%, so Islington was above this target.

8. Quarter 3 2022-23 performance update - Make sure fewer young people are victims or perpetrators of crime

8.1. Key performance Indicators relating to 'Make sure fewer young people are victims or perpetrators of crime':

PI No.	Indicator	2020/21 Actual	2021/22 Actual	2022/23 Target	Q3 2022/23	On target?	Q3 last year	Better than Q3 last year?
4.1	Percentage of young people (aged 10-17) triaged that are diverted away from the criminal justice system	89%	91%	85%	96% (Q1-Q3)	Yes	90%	Yes
4.2	Corporate Indicator - Number of first-time entrants into Youth Justice System	38	45	<45	27 (Q1-Q3)	Yes	32	Yes
4.3	Corporate Indicator - Percentage of repeat young offenders (under 18s)	27%	20%	Reduction from same period last year	6%	Yes	26%	Yes
4.3a	Percentage of repeat young offenders (under 18s) - YJB measure	26.3%	n/a – time lag in reporting	n/a	38.9% (Q4 20 – Q3 21)	N/A	37.9% (Q4 19 – Q3 20)	No
4.4	Number of custodial sentences for young offenders	2	4	<4	5 (Q1-Q3)	No	4	No
4.5	Corporate Indicator - Number of Domestic abuse offences	2,542	2,756	Increase on 2021/22 (1,353 for Q1-Q2)	2160 (Q1-Q3)	Yes	2067	Yes
4.6	Reduction in over-representation of Black young people in under-18 offending population	+22%	+23%	Reduction on 2021/22	+9%	Yes	Not published	Yes

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

- 8.2. Targeted Youth Support and its partners continue to focus heavily on young people who are subject to, and in need of, triage interventions. Such interventions are significant in order to ensure that relevant young people receive an appropriate, well-balanced and suitable tailored level of support that prevents any further escalation in their needs, circumstances and behaviours. The service has had considerable success in recent times, achieving high success rates with two consecutive quarters of a 100% success. We had previously reported this measure at 100%. However, one of the young people who were triaged in Q1 had an offence confirmed after the Q1 figures were reported. Therefore, the Q1 figures has subsequently been revised down. 24 of the 25 young people triaged in the first three quarters of the year were diverted from the criminal justice system, so this revised performance remains above target. This is an improvement on the same period in 2021/22 (90%) and also an improvement on 2021/22 as a whole (91%).

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

- 8.3. The early intervention and prevention offer that exists in the borough, led by Young Islington, but also shared with key stakeholders has continued to make significant inroads in relation to our First Time Entrant (FTE) performance. The early identification of children and young people who are vulnerable and who are in need of interventions has become stronger and more effective. These systems and methods continue to evolve and reach the appropriate cohorts of young people. There were 15 new FTE's in the first quarter of 2022/23 and a further 7 in Q2 2022/23. However, in Q3 2022/23 there were only five further first-time entrants which is positive.

The 27 FTE's to Youth Justice System at the end of Q3 in 2022/23 is an improvement on the same period in 2021/22 (32). The target for this measure is to improve on last year's performance (45 across the year), so this measure is on target for the first three quarters of the year.

4.3 - Corporate Indicator - Percentage of repeat young offenders (under 18s) 4.3a - Percentage of repeat young offenders (under 18s) - YJB measure

- 8.4. The service (and the partnership) has a range of interventions available to young people who are assessed as presenting a medium to high risk of reoffending following assessment. This has helped to reduce the figures in relation to young people who offend further still. A reoffending tracker is also used to identify the young people who are most at risk of this. Only one of the 16 young people who offended in Q3 2021/22 went on to re-offend, so the local re-offending rate for Q2 2022/23 was only 6%. However, this young person committed multiple offences, so the rate of reoffences per offender in the cohort was rather high at 0.94. The re-offending rate was another record low for Islington. The target for the re-offending measure is to see a reduction from the same point the previous year. In Q3 2021/22, the re-offending rate was 26%, so this measure is on target.

The Youth Justice Board also publishes information on re-offending rates. However, there is a time lag in their reporting to allow for data to be confirmed on the Police National Computer. The data released is for the re-offending of the April to June 2020

cohort of the following 12 months. The cohort of offenders were quite small due to the social restrictions in place due to Covid for this period. Four of the 6 Islington young people in this cohort re-offended, so the Islington rate was 66.7%. This is higher than the London (36.6%) and England (32.6%) re-offending rates for this period. It is also higher from the same period the year before (62.5%). The rate of re-offences for the cohort of offenders for this period was 2.17 for Islington – 13 re-offences amongst the cohort of 6 offenders. This was higher than the London and England rates for the same period (both 1.12).

4.4 - Number of custodial sentences for young offenders

- 8.5. Having a range of effective interventions to manage risk in the community and a strong working relationship and reputation with various courts has helped with the improvement of this measure. There are some offences, however, where only a custodial sentence is justified. There were five custodial sentences for Islington young people at the end of quarter three of 2022/23. This is one higher than the revised total at the same point last year, and it is also higher than the year-end total for 2021/22. Therefore, this measure will not be able to reach the annual target. It should be noted that the long-term trend for this measure remains positive, especially considering where Islington had performed in the past in relation to this indicator. The number of custodial sentences so far this year remains lower than the totals seen prior to the pandemic – 30 in 2017/18, 26 in 2018/19 and 7 in 2019/20.

The comparator data on this measure looks at the rates per 1,000 residents aged 10-17, to allow comparisons between areas of different sizes. There is a time lag on the comparator data, and so for the latest period reported there were no custodial sentences reported for Islington. This puts the Islington rate at 0.0, below the London (0.08) and England (0.05) rates for the same period.

4.5 – Corporate Indicator – Number of Domestic abuse offences

- 8.6. There were 779 domestic abuse offences reported in Islington in Q3 2022/23, a slight increase on the 723 in the previous quarter. The target for this measure is to see an increase in the number of offences, as it is known that domestic abuse offences are under-reported. The total for the first three quarters of the year is 2,160, which is higher than the same period in 2021/22, when there were 2,067. This measure is on course to meet the year-end target.

Local VAWG services received 544 referrals in quarter 3, with 357 survivors and families provided specialist support through an Independent Domestic Violence Advocate, 80% feeling safer as a result of the support they receive. This is compared to 66% in London and 67% nationally.

4.6 Reduction in over-representation of Black young people in under-18 offending population

- 8.7. The latest information available from YJB shows the offending population by ethnicity for the period of April – September 2022. 34% of offending population was from Black ethnic groups. The percentage point difference from the 10 to 17 year old population of this ethnic group in Islington is +9%.

9. Quarter 3 2022-23 performance update - Help residents get the skills they need to secure a good job

9.1. Key performance Indicators relating to 'Help residents get the skills they need to secure a good job':

PI No.	Indicator	2020/21 Actual	2021/22 Actual	2022/23 Target	Q3 2022/23	On target?	Q3 last year	Better than Q3 last year?
5.4	100 hours of the world of work - Number of new businesses offering world of work activities	New indicator	39	40	30	Yes	-	-
5.5	100 hours of the world of work - Number of pupil experiences delivered	New indicator	5,314	5,000	4,017	Yes	-	-

5.4 - 100 hours of the world of work - Number of new businesses offering world of work activities

9.2. In Q3, eleven new business offered WoW activities, taking the total this year to 30. Performance remains on track to achieve 40 at year end. Among these organisations, there was good representation from the creative sector – one of our priority growth sectors – as a result of some targeted businesses engagement by the team which has seen a number of gaming, screen and backstage micro businesses supporting the programme. Among these, Costumer Studio and e-sports management company 4Gamersake both supported a series of Careers Week activities at New River College, delivering careers talks to year 10 and year 11 students which proved extremely popular and inspiring, not least because the volunteer from For4merssake had himself attended a PRU as a child and could relate well to the audience.

5.5- 100 hours of the world of work - Number of pupil experiences delivered

9.3. In Q3, the World of Work programme delivered 1,530 student experiences bringing the year-to-date total to 4,017. 1230 were accessed by secondary pupils but primary engagement has increased with 210 experiences created and a further 90 for FE students. Activities comprised of 16 careers insights sessions, 4 presenting yourself days, 2 apprenticeship events, 2 progression events, 5 employability workshops, 2 workplace visits, 1 work experience placement, 1 careers fair and one 1-2-1 employability support.

10. Implications

10.1. Financial Implications

- 10.1.1. The cost of providing resources to monitor performance is met within each service's core budget.

10.2. Legal Implications

- 10.2.1. There are no legal duties upon local authorities to set targets or monitor performance. However, these enable us to strive for continuous improvement.

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

- 10.3.1. There is no environmental impact arising from monitoring performance.

10.4. Equalities Impact Assessment

- 10.4.1. 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.

- 10.4.2. An Equalities Impact Assessment is not required in relation to this report, because this report is looking at historical performance information and does not relate to a new policy, procedure, function, service activity or financial decision. Where a new policy, procedure, function, service activity or financial decision is mentioned in the commentary within this report, there should be a separate Equalities Impact Assessment for that specific development, rather than attached to the reporting on performance for any measures that this would affect.

11. Conclusion and reasons for recommendations

- 11.1. This report has presented a detailed narrative describing the performance of Children's Services in Quarter 3 2022-23 and the outcomes achieved by Islington's children and young people. This reports how Children's Services have contributed to this performance, and any external factors that have affected these measures. Where performance is off target, a summary of the actions being undertaken to improve performance has been included.

Appendices:

- None

Background papers:

- None

Final report clearance:

Signed by:

A handwritten signature in black ink, appearing to be 'J.A.', with a long horizontal stroke extending to the right.

Corporate Director of Children's Services

Date: 28th February 2023

Report Author: Various – co-ordinated by Adam White, Head of Data & Performance, Children's Services and Burak Cingi, Business Intelligence Project Manager, Children's Services

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People Directorate
222 Upper Street, Islington

Report of: Corporate Director of Childrens Services

Meeting of: Childrens Services Scrutiny Committee

Date: 20 March 2023

Ward(s): All

Subject: SACRE Annual Report 2022

1. Synopsis

- 1.1. The law states that Religious Education must be taught in all schools. Religious Education (RE) is not part of the National Curriculum and therefore it is a local responsibility. Islington SACRE's role is to advise the local authority on what needs to be done to improve RE and collective worship (CW) for schools in its area. Through the SACRE, local communities and teachers have the opportunity to influence directly what pupils learn in Religious Education.
- 1.2. Islington SACRE are proud that it endorses diversity and the encouragement of tolerance, respect, and mutual understanding within our neighbourhood, our nation, and the wider world. Religious Education is the only strand of the curriculum, which is shaped and influenced by local perspectives, therefore, SACRE is in a unique position to listen to, and take account of, local needs and circumstances.
- 1.3. The main duties of SACRE include:
 - addressing issues relating to RE in local schools and other educational establishments
 - developing ways of supporting schools in the delivery of the religious education syllabus and monitoring this delivery
 - developing and maintaining links with local and national faith communities
 - considering applications for determinations from Head teachers. This is an application that the school be released from the requirements for CW to be of a mainly Christian character

- produce an annual report of its work of Religious Education encompasses religious literacy and the knowledge of the values and insights of religious and non-religious world views.

2. Recommendations

- 2.1. To accept this report and agree the recommendations for SCARE to undertake the following actions:
- 2.2. **Recommendation 1:** Actively recruit a diverse membership to the SACRE Board including full representation from all sectors of the education community
- 2.3. **Recommendation 2:** Monitor the renewed agreed syllabus and schedule annual review of its impact
- 2.4. **Recommendation 3:** SACRE Members to observe RE Network Meetings
- 2.5. **Recommendation 4:** Undertake a survey of Collective Worship across all schools, including SACRE members visiting schools to capture the voice of the child, young person
- 2.6. **Recommendation 5:** relaunch the SACRE Summer 2023 Conference – “Education into diversity” – celebrating learning experiences in Religious Education for young people relevant to today’s context – celebrating the diversity of Islington through art
- 2.7. **Recommendation 6:** SACRE to support Islington secondary schools in improve outcomes at GCSE, particularly at the higher grades (7, 8 and 9)

3. Background

3.1. The demographics of religion and belief in Islington and beyond

The 2011 census information sets the demographic context for our local authority areas, the region and the nation.

CENSUS 2011 Area name	Religion	Christian	Buddhist	Hindu	Jewish	Muslim	Sikh	Other religion	No religion	Religion not stated
Islington	206,125	82,879	2,117	2,108	1,915	19,521	569	967	61,911	34,138
		40.2%	1.0%	1.0%	0.9%	9.5%	0.3%	0.5%	30.0%	16.6%
Kensington & Chelsea	158,649	86,005	2,447	1,386	3,320	15,812	263	778	32,669	15,969
		54.2%	1.5%	0.9%	2.1%	10.0%	0.2%	0.5%	20.6%	10.1%
Westminster	219,396	97,877	3,194	4,178	7,237	40,073	496	1,280	44,542	20,519
		44.6%	1.5%	1.9%	3.3%	18.3%	0.2%	0.6%	20.3%	9.4%
Hackney	246,270	95,131	3,075	1,577	15,477	34,727	1,872	1,311	69,454	23,646
		38.6%	1.2%	0.6%	6.3%	14.1%	0.8%	0.5%	28.2%	9.6%
Newham	307,984	123,119	2,446	26,962	342	98,456	6,421	1,090	29,373	19,775
		40.0%	0.8%	8.8%	0.1%	32.0%	2.1%	0.4%	9.5%	6.4%
London	8,173,941	3,957,984	82,026	411,291	148,602	1,012,823	126,134	47,970	1,694,372	692,739
		48.4%	1.0%	5.0%	1.8%	12.4%	1.5%	0.6%	20.7%	8.5%
England and Wales	56,075,912	33,243,175	247,743	816,633	263,346	2,706,066	423,158	240,530	14,097,229	4,038,032
		59.3%	0.4%	1.5%	0.5%	4.8%	0.8%	0.4%	25.1%	7.2%

3.2. The profile of Islington Schools:

- Please refer to Appendix A

- SACRE provides the Islington Agreed Syllabus and Schemes of work to all educational settings
- 23/57 (40%) of educational settings are not required to adopt the Islington Agreed Syllabus or Schemes of Work

4. Summary of SACRE work 2021 - 2022

4.1. **Management of SACRE:**

- Two meetings of SACRE were held in 2021/22. The meeting of July 2022 was cancelled due to technical issues
- Islington Council is responsible for the composition of SACRE. Islington SACRE is composed of three groups:
 - Representatives of the Church of England, other Christian denominations and other religions and world-views to reflect broadly the diversity of belief in the area. Currently this includes representatives of Christian, Jewish, Hindu, Muslim and Jain faiths and Humanist worldview
 - Associations representing teachers. Currently this includes both Primary and Secondary school teachers from Islington Schools. There remains a vacancy from teacher unions
 - Local Council representatives (including deputies as required)
 - Local authority adviser
 - Clerk to SACRE provided by Islington Governor Services
 - SACRE meetings are held at the Islington Town Hall and clerked by Islington Governor Services. There is no cost to Islington SACRE.
- Membership of SACRE remains a challenge. Ensuring all statutory groups are represented is a priority. A letter from the Executive Member for Children and Families and the Chair of SACRE has been drafted and will be sent to all schools, faith groups and union representatives to secure a broad and diverse membership going forward.

4.2. **Advice to statutory bodies:**

- SACRE continues to provide up-to-date advice, which is shared on the Islington CS portal for schools. This advice is for schools and Local Authority parties or any other interested members of the community. An online function enables members of the public to contact the Head of School Improvement and/or the Chair of SACRE to ensure SACRE can receive questions (including FOIs) and comments.
- Additionally, the School Improvement Service supports and acts as a broker in the ongoing engagement with Head Teachers, senior leaders and RE Leaders across Islington to provide a platform for keeping senior leaders abreast of news about SACRE. For example: providing bespoke support for schools as required

4.3. Standards and Quality of Provision of RE:

The table below illustrates the 3-year trend for Religious Studies at GCSE level

GCSE RS entries & results 2022 compared to 2021, 2020 and 2019				
Grade	Results 2019	Results 2020	Results 2021	Results 2022
9	34	32	53	34
8	55	31	51	33
7	74	46	63	56
6	79	79	72	76
5	84	65	76	95
4	60	67	62	76
3	62	77	43	45
2	35	33	24	21
1	9	16	11	9
U	4	6	2	7
X	1	0	0	0
# Entries	497	452	457	452
# 7+	163	109	167	122
# 4+	386	320	377	370
7+ grades as % of entries	32.8	24.1	36.5	27.2
4+ grades as % of entries	77.7	70.8	82.5	81.9
Entries as % of Roll.	33.8	30.8	30.8	30.2
Average Point Score	5.36	4.95	5.66	5.36

GCSE examination results:

- **2022** will be a transition year to reflect that schools are in a pandemic recovery period. There will be more generous grading of exams this year compared to a normal exam year. In 2023, results are expected to be in line with those in pre-pandemic years.
- When comparing to 2019 the number of **4+** grades has increased by **16%**, **7 and 8** grades have decreased since 2019, while grade 9 have remained comparable to 2019. The average point score for both years (2019/2022) has remained at **5.36**. There is no other comparable data at the time of writing this report. SACRE will write to Islington secondary schools offering support through the RE network meetings to develop a strategy to increase outcomes at the higher level (Grades 7, 8 and 9).
- **2021** outcomes were based on moderated teacher assessments and are therefore not comparable to previous years' outcomes.
- **2020** outcomes are a reflection on the impact of COVID-19, the lockdown of schools, the partial reopening, and the challenges of assessment processes

that secondary schools were asked to implement by the DFE. The number of entries decreased by 45 in 2020. Pupils achieving the highest grade (9) remained stable compared to previous years prior to the pandemic.

4.4. **Quality of Education provision in Islington schools:**

98% of schools in Islington are rated as good or outstanding in 2023 (Ofsted Data View, January 2023), this includes:

- 100% of nursery schools were good or outstanding
- 97% of primary schools were good or outstanding
- 90% of secondary schools were good or outstanding
- 100% of pupil referral units (PRU) were good or outstanding
- 100% of special schools were good or outstanding

Nationally, 85% of schools are rated by Ofsted as good or outstanding as of January 2023. In London, 95% of schools rated as good or outstanding.

In Islington, 40% of secondary schools are outstanding compared to 28% across London and 17% nationally.

4.5. **Withdrawal and Complaints:**

- There have been no complaints about RE and no requests for withdrawal from RE lessons or collective worship
- There have been no requests for change of designation and no complaints about collective worship
- There has been one (1) FOI request which were responded to within the statutory time frame

4.6. **Contribution of SACRE to the wider Local Authority agenda:**

School partnerships:

- In bringing teachers together for network/CPD meetings is contributing to schools' ability to collaborate effectively. These meetings are held termly.
- In briefing school leaders and Governors on RE-related matters, including the work of teachers, SACRE supports schools' knowledge and understanding of the wider educational picture.

Attainment measures:

- Maintaining a focus on assessment and learning outcomes, SACRE has supported teachers of RE to create high quality teaching and learning and assessment materials.
- SACRE fully supports the ambitions outlined in the Islington Education Plan that puts children and young people first

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

- Islington SACRE contributes to the borough's wider equality duty by actively recruiting and welcoming people from diverse backgrounds. Islington is a diverse borough and SACRE reflects this.

- Islington SACRE is aligned to the Islington Council Challenging Inequality agenda

4.7. **Collective Worship:**

- SACRE provides comprehensive guidance on Collective Worship (CW) on Islington CS covering the legal requirements, its presence in different school types and the difference between 'collective' and 'corporate' worship.
- Collective Worship is a statutory requirement in all schools. The legal requirement for schools is to provide a daily act of Collective Worship and regular religious education lessons.
- Islington SACRE's continues to provide guidance on Collective Worship, including non-religious approaches to Collective Worship

4.8. **Islington Agreed Syllabus:**

The Agreed Syllabus for Islington was renewed in September 2022 and has been well received by schools, thanks to the ongoing external support from RE Today and from the Islington School Improvement Service.

The renewed syllabus builds on the previous syllabus available to all school. Since 2017, SACRE has also provided schools with an extensive scheme of work that supports teachers to deliver a high quality RE curriculum.

RE is legally required for all pupils. Plural RE that conveys and accords equal respect to different religions and non-religious worldviews (e.g. Humanism) is a core subject and an entitlement for all pupils throughout their schooling. For schools offering GCSE short course RE in Y9 and Y10, there is still a requirement that there is identifiable RE in Y11. Teachers should ensure that KS4 accords equal respect to religious and non-religious worldviews. Following a GCSE course does not automatically fulfil this requirement.

RE is different from assembly. Curriculum time for RE is distinct from the time spent on collective worship or school assembly, even though making links between the collective worship and the purposes and themes of RE would be good practice.

The syllabus refers to religious and non-religious worldviews throughout. The term 'worldview' encompasses a broad range of ideas, incorporating the religious and non-religious. Traditionally, RE has examined religious worldviews by looking at the traditional beliefs, teachings and practices of the world religions (Buddhism, Christianity etc.). Recent developments in RE, differentiate between organised or institutional worldviews and individual worldviews. The syllabus uses the idea of worldviews as a way of allowing for some flexibility in the presentation of traditional

religions – acknowledging the diversity within traditions, geographically and across time. It also enables pupils to recognise that members of religious traditions may have individual worldviews that differ. The idea of personal worldviews applies to pupils’ own perspectives within the RE classroom. The renewed syllabus and the schemes of work ensure a broad and balance approach to learning about world religions. An overview is outlined below:

	FS (Discovering)	KS1 (Exploring)	Lower KS2 (Connecting)	Upper KS2 (Connecting)	KS3 (Applying/interpreting)
Believing (Religious beliefs, teachings, sources; questions about meaning, purpose and truth)		1.1 Who is a Christian and what do they believe? 1.2 Who is a Muslim and what do they believe? 1.3 Who is Jewish and what do they believe?	L2.1 What do different people believe about God?	U2.1 Why do some people believe God exists?	3.1 Do we need to prove God’s existence?
	F1 Which stories are special and why?	1.4 What can we learn from sacred books?	L2.2 Why is the Bible so important for Christians today?		3.2 Does living biblically mean obeying the whole Bible?
	F2 Which people are special and why?		L2.3 Why is Jesus inspiring to some people?	U2.2 What would Jesus do? Can people live by the values of Jesus in the twenty-first century?	3.3 What is so radical about Jesus?
				U2.3 What do religions say to us when life gets hard?	3.4 Is death the end? Does it matter? 3.5 Why is there suffering? Are there any good solutions?
Expressing (Religious and spiritual forms of expression; questions about identity and diversity)	F3. What places are special and why?	1.5 What makes some places sacred?	L2.4 Why do people pray?	U2.4 If God is everywhere, why go to a place of worship?	3.6 Should religious buildings be sold to feed the starving?
	F4. What times are special and why?	1.6 How and why do we celebrate special and sacred times?	L2.5 Why are festivals important to religious communities? L2.5a* How do people from religious and non-religious communities celebrate key festivals? L2.6 Why do some people think that life is a journey and what significant experiences mark this?	U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? U2.9*** What can be done to reduce racism? What can we learn from religious and non-religious worldviews?	3.7 How can people express the spiritual through the arts?

	FS (Discovering)	KS1 (Exploring)	Lower KS2 (Connecting)	Upper KS2 (Connecting)	KS3 (Applying/interpreting)
Living (Religious practices and ways of living; questions about values and commitments)	F5. Being special: where do we belong?	1.7 What does it mean to belong to a faith community?	L2.7 What does it mean to be a Christian in Britain today? L2.8 What does it mean to be a Hindu in Britain today? L2.10** How do family life and festivals show what matters to Jewish people?	U2.6 What does it mean to be a Muslim in Britain today?	3.8 What is good and what is challenging about being a teenage Sikh or Buddhist or Muslim in Britain today?
					3.9 Should happiness be the purpose of life?
		1.8 How should we care for others and the world, and why does it matter?	L2.9 What can we learn from religions about deciding what is right and wrong?	U2.7 What matters most to Christians and Humanists?	3.10 Does religion help people to be good?
	F6. What is special about our world?			U2.8 What difference does it make to believe in ahimsa (harmlessness), grace, and/or Ummah (community)?	3.11 What difference does it make to believe in...?
				U2.10*** Green religion? What do religious and non-religious worldviews teach about caring for the Earth?	3.12 Is religion a power for peace or a cause of conflict in the world today?
			* This unit is optional but can be integrated with L2.5. It offers a way of looking at Christmas through different academic disciplines. ** If schools have not done the systematic unit on Jewish people (1.3) in KS1, they should include this systematic unit in LKS2. *** These units are optional. They could be done in addition to the other UKS2 questions or in place of a question in the same strand.		

As part of the renewed syllabus and schemes of work, Islington schools have also been provided with web based materials that allow them to share on the school

website. This information helps to support parents/carers understanding of what is taught and how the school will approach matters of religious knowledge and understanding.

5. Implications

5.1. Financial Implications

5.1.1. There are no financial implications for this report

5.2. Legal Implications

5.2.1. The authority must constitute a standing advisory council on religious education (SACRE), to advise the authority on religious worship in community and non-denominational foundation schools and religious education to be given in connection with an agreed or other syllabus (sections 390 and 391 Education Act 1996). SACRE must publish an annual report, in particular in relation to advice given to the authority (section 391(6) and (7) Education Act 1996).

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

5.3.1. Environmental Implications must be reviewed by the Energy Services team. Energy Services requires eight working days for implications to be reviewed. Email: energyservices@islington.gov.uk

5.3.2. There are no implications for this report

5.4. Equalities Impact Assessment

5.4.1. 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.

5.4.2. An Equalities Impact Assessment is not required in relation to this report, because SACRE is a statutory requirement for all local authorities to implement.

6. Conclusion and reasons for recommendations

6.1. To accept the annual report of Islington SCARE

6.2. To agree the recommendations outlined in section 2

Appendices:

- Appendix A: Types of Schools in Islington

Final report clearance:

Signed by:

Corporate Director of Children's Services

Date: 7th March 2023

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Appendix A: Types of Schools in Islington

<p>Maintained Schools using the Islington Agreed Syllabus and Schemes of Work</p>	<p>Kate Greenway Nursery School, Margaret McMillan Nursery School, North Islington Nursery School, Ambler Primary School, Ashmount Primary School, Canonbury Primary School, Copenhagen Primary School, Drayton Park Primary School, Duncombe Primary School, Gillespie Primary School, Grafton Primary School, Hanover Primary School, Hargrave Park Primary School, Highbury Quadrant Primary School, Hugh Myddelton Primary School, Laycock Primary School, Montem Primary School, Moreland Primary School, Newington Green Primary School, Pakeman Primary School, Pooles Park Primary School, Prior Weston Primary School Robert Blair Primary School, Rotherfield Primary School, Thornhill Primary School, Tufnell Park Primary School, Vittoria Primary School, Winton Primary School, Yerbury Primary School, Arts & Media School Islington, Beacon High, Central Foundation Boys School, Elizabeth Garrett Anderson School, Highbury Fields School</p>
<p>Voluntary Aided schools may choose to follow their locally agreed syllabus or different locally agreed syllabus (with the permission of the SACRE concerned) or devise their own curriculum (which must broadly reflect the requirements of an agreed syllabus).</p>	<p>Blessed Sacrament RC Primary School, Christ The King RC Primary School, Sacred Heart RC Primary School, St Andrews CE Primary School, St Joan of Arc RC Primary School, St John Evangelist RC Primary School, St Johns Highbury Vale CE Primary School, St Johns Upper Holloway CE Primary School, St Joseph's RC Primary School, St Jude & St Paul's CE Primary School, St Luke's CE Primary School, St Mark's CE Primary School, St Mary's CE Primary School, St Peter's & St Paul's RC Primary School, St Aloysius' College</p>
<p>All through Maintained Schools using the Islington Agreed Syllabus and Schemes of Work</p>	<p>New River College, Samuel Rhodes Special School, Richard Clousdley Special School</p>
<p>All Through Academies may choose to follow their locally agreed syllabus or different locally agreed syllabus (with the permission of the SACRE concerned) or devise their own curriculum (which must broadly reflect the requirements of an agreed syllabus).</p>	<p>St Mary Magdalene Academy</p>
<p>Single Academy Trust/Free Schools As above</p>	<p>William Tyndale Academy, Whitehall Park School, The London Screen Academy, The Pears Family Charitable Foundation School</p>

<p>Multi Academy Trusts <i>*note individual schools identified in MATs are the ones in Islington. These MATs may have schools outside of Islington but are not highlighted here.</i></p> <p>As above</p>	<p>City of London MAT (Highbury Grove, Highgate Hill, COLAI, COLPA-I), The Bridge London Trust (Primary, Secondary, Satellite, Integrated Learning Space Special schools and Hungerford Primary) Living in Harmony (New North Primary School)</p>
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Children's Services
222 Upper Street, N1 1XR

Report of: Corporate Director of Children's Services

Meeting of: Children's Services Scrutiny

Date: 20 March 2023

Ward(s): All

Subject: Update on impact of Children's Services Scrutiny on Exclusion (2019)

1. Synopsis

- 1.1 In June 2019, Executive received a report from the Children's Services Scrutiny Committee which examined the use and impact of fixed period and permanent exclusion from both primary and secondary schools in Islington. The report proposed fourteen recommendations to enable more children and young people to remain in mainstream education.
- 1.2 This report provides an update on action taken in response to the recommendations, and provides comparative data to show impact. It confirms that since 2018-19, permanent exclusion from Islington primary schools has remained low (although many LAs see no permanent exclusion of primary age children), while permanent exclusion from Islington secondary schools has reduced by 65%. Over the same period, suspension from primary from Islington primary schools has reduced by 43%. Suspension from secondary school has increased by 11% however. This is well above Inner London and National levels, with girls and those receiving SEND support significantly over-represented. Our data also shows the level of concern is different for different schools, with three academies accounting for almost 50% of all suspensions. The report also outlines further action planned.

2. Recommendations

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

3. Background

- 3.1 Institute for Public Policy Research (IPPR) [research](#) in 2017 (which prompted the Timpson Review) identified poor outcomes associated with exclusion. Less than 2% of excluded learners get a good pass in English and maths; 1 in 2 is immediately unemployed and out of education at age 16; and there is a strong link with criminal involvement – half of the prison population are estimated to have been excluded at school. IPPR calculated the lifetime cost to the state: over £2.9bn for last year's cohort of officially excluded young people
- 3.2 All state schools in England follow the same exclusions framework, yet there are differences in rates of exclusions between schools, type of pupils and areas of the country.
- 3.3 Exclusions disproportionately affect certain groups of young people. This includes those most vulnerable, such as pupils with a special educational need (SEND). Pupils from some ethnic groups are also more likely to be excluded, in particular Black Caribbean boys. The socio-economic background of pupils also plays a role in exclusion. Pupils eligible for free school meals are four times more likely to be excluded than pupils not eligible nationally.

4. Children's Services Scrutiny on Exclusion (2019): What did it say and what progress has been made?

- 4.1 Islington Children's Services Scrutiny Committee determined to focus on Exclusion from School in 2018-19. The final report from the chair of the committee included fourteen recommendations under four main headings:
 - Helping our schools to prevent exclusions and support young people at risk of exclusion
 - Developing best practice in our schools
 - Supporting children and young people excluded from school
 - Urging Central Government to act in the best interests of young people

- 4.2 The following describes action taken against the recommendations and impact where measurable:

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

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

Improving the range of services to support children and young people, and in particular to support their social, emotional and mental health (SEMH) needs was one of three priorities under Children's Services Special Educational Needs and Disabilities (SEND) Strategy 2018-22.

Consequently, the range of services available has developed considerably over the last 3 years as follows:

- An expanded SEMH emotional wellbeing pathway, including Barnardo's (new contractual relationship); Emotional Wellbeing Workers (new roles); Social Prescription (Third Sector / Universal Services pilot); online counselling (Kooth – new service)
- Full integration of CAMHS and the emotional wellbeing pathway within the Children's Services Contact Team (CSCT) (live from September 2019).
- Mental Health in Schools Teams (see recommendation 2 below)

- Review of Early Help Services and relaunch for September 2020 with a much sharper focus on pushing support 'in' to schools (rather than schools needing to refer 'out')
- A support and intervention protocol has been agreed with Early Help Services to prevent escalation of behaviours using a child and family approach (Think Family)
- SEN Behaviour Handbook has been relaunched which includes links to key resources and Islington's local offer

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

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

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

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

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

Islington Trauma Informed Practices in Schools (iTIPS)

The [Islington Trauma Informed Practices in Schools \(iTIPS\)](#) project aims to help schools embed a whole-school trauma strategy. To date, 15 primary schools, three secondary schools and New River College have used the framework to support their work. A paper – [Developing trauma-informed practices in inner London schools – the iTIPS Pilot](#) - was published by *Research in Practice* 2021 positively evaluating the model. The model was also cited as good practice by Ofsted in their report [‘The multi-agency response to child sexual abuse in the family environment’](#) (para 82) published in February 2020 as follows:

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

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

Mental Health Support Teams

In June 2019, Islington was successfully awarded 'Trailblazer' status as part of a national NHS initiative to provide trained mental health support in schools. Trailblazer sites will test how the

development of Mental Health Support Teams (MHSTs) can work with schools, local authority and other services to improve earlier identification and intervention.

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

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

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

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

Social, Emotional and Mental Health (SEMH) is identified as one of four areas of need in the governments statutory SEN Code of Practice. It was also one of three priorities in the Council's [Special Educational Needs and Disabilities \(SEND\) Strategy 2018-22](#). Consequently, behaviour management in the context of SEND has been an area of focus for regular support and development forums, including the SEN Co-ordinators, Designated Safeguarding Leads, Deputy Head teachers and Head teachers.

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

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

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

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

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

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

Officers from Pupil Services and School Improvement have further researched different Behaviour and Attendance Partnership models in operation across the country and their impact, and presented evidence to Head teachers for further consideration.

Islington Schools have already formed a number of collaborative education improvement partnerships (e.g. Future Zone, involving 22 schools who collaborated to provide a [protocol](#) for supporting children back into school following any fixed period exclusion – see 5.3 above). Attendance and behaviour are also standing agenda items for twice termly Headteacher briefings. We have a focus group with ten schools whose attendance gives most concern that meets monthly. In addition, the role of Securing Education Boards has been further developed (see Recommendation 7 below).

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

In 2022, our new Director of Learning and Culture asked for a ‘deep dive’ on both attendance and behaviour issues that included data by school and by vulnerable group to be shared at a newly established Islington Secondary Headteacher network - this group includes all our Secondary Headteachers as well as Directors of Children’s Social Care and Youth Justice, to ensure a cross service response to these issues.

From this, all our Secondary schools have to committed to sharing and scrutinising this information and we will now regularly review this data to ensure it improves via the Secondary Headteacher network, co-chaired by two Headteachers (one maintained school and one Academy) established with Jamie Brownhill (head teacher at Central Foundation). One of the co-chairs will also represent Secondary Heads at the developing Education Board that will be chaired by the Lead Member for Children.

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

Three presentations have taken place for all Chairs of Governors (May and September 2019. January 2020) on fixed term and permanent exclusion, the recommendations of the Scrutiny review and Governors role in developing an inclusive school ethos. Further sessions are planned for 2023 to consider updated Governments guidance on both Behaviour and Suspension / Exclusion. Both reflect the recommendations of the [Timpson Review](#) which ran in parallel with our local Scrutiny Committee Review, and made very similar conclusions / recommendations. Materials have been provided to Governors (e.g., questions to ask, a ‘pupil movement’ checklist) to assist. Unfortunately, training sessions for all Governors on this subject have not been well attended.

A number of further actions have been put in place to improve access and engagement for Governors (e.g., more ‘virtual’ training, recruiting more Governors from global majority groups).

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

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

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

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

We have delivered training to practitioners in Targeted Youth Service and 'Bright Futures' so they have a clearer understanding of the exclusion process and are better able to support with negotiating alternative solutions to exclusion.

We have run workshops for parents to ensure they are aware of the rules around exclusion, their rights and responsibilities, and where to seek support.

Developing best practice in our schools

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

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

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

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

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

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

See 'Behaviour Handbook', as detailed in Recommendation 3 above.

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

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

The research suggests that one in four children report a feeling that they don't belong¹. It is also suggested that children from disadvantaged communities are twice as likely as their more advantaged peers to feel that they don't belong², and four times more likely to be excluded³.

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

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

The research evidence also shows that a sense of belonging in school leads to improved academic outcomes and has a strong association with positive social outcomes such as health and wellbeing, increased student motivation and reductions in absenteeism⁴.

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

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

This work reflects Islington's 'Fairer Together' approach, the Islington Parents SEND Charter (see below) and the recommendations from the Scrutiny Committee to develop inclusion and address the underachievement of some groups. Based on a strong starting position, Professor Riley kindly agreed to work with us in Islington to develop belonging in Islington as an Inclusion Imperative, with the aim of ensuring that all our schools become places of belonging for all of our children.

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

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

¹ OECD (2017). PISA Results 2015 (Volume III).

² OECD (2013). PISA 2012 Results in focus. What 15-year-olds know and what they can do with what they know. Paris, France: Organization for Economic Cooperation and Development..

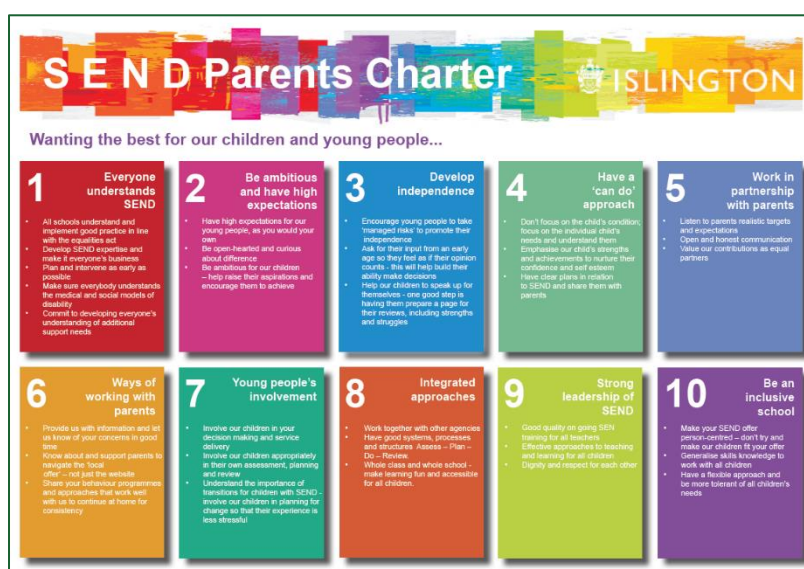
³ The Fair Education Alliance (2017). Report Card 2016–2017.

⁴ Goodenow, C., & Grady, K. E. (1993). The relationship of school belonging and friends' values to academic motivation among adolescent students. *Journal of Experimental Education*, 62(1), 60–71.; Louis, K. S., Smylie, M., & Murphy, J. (2016). Caring leadership for schools:

Unfortunately, this work was interrupted by the COVID-19 outbreak. However, workshops with a group of Headteachers continued with support from Prof Riley to consider leadership in the new era, considering some of the issues emerging from COVID-19 about equality - in particular the 'Black Lives Matter' campaign.

This work resulted in a publication - [Leading in a New Era: Compassionate Leadership for Place & Belonging](#) and a further study [Place and Belonging in School: Why it matters today](#) which involved Hargrave Park School.

Alongside this, we worked with the Islington SEND Parent Carers Forum, to support them in producing the **Islington SEND Parents Charter**:



We have more recently been in discussion with Southwark Council who are developing a local Inclusion Charter for their schools for lessons learned.

The Government's SEND Green Paper [Right support; Right place; Right time](#) is proposing that every Local Authority must establish new local SEND partnerships, bringing together education, health, and care partners with local government to produce a local inclusion plan setting out how each area will meet the national standards. We expect the Government to produce a delivery plan with timelines later this year.

Supporting children and young people excluded from school

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

As part of Early Help Review outlined in paragraph 1, officers have consulted with New River College on the best model of delivering support to children and young people who attend the College and their families. Two dedicated workers from the new service will continue to work exclusively with children at the College and their families.

Because of the statutory framework, case supervision and professional development requirements for Social Workers it was not considered operationally viable to attach a named Social Worker directly to the College. However, the Assistant Director, Children in Need now links regularly with the College and provides a direct point of contact where any concerns need to be escalated. The College is also supported by other teams including Targeted Youth Support, Integrated Gangs, Exploitation and Missing Children.

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

New River College (NRC) remains is a successful and well-run school, which Ofsted judged to be 'Good' overall (2018), securing good and sometimes outstanding progress for all learners, with the school's work to promote personal development and welfare also judged as outstanding.

New River College Medical was inspected in June 2021 and rated outstanding: the following is an extract from the report:

What is it like to attend this school?

Pupils appreciate being in this small and nurturing school environment. They feel safe and value the positive difference it makes to them. Pupils spoke confidently about the school being a safe space for all. Bullying is not tolerated.

Each pupil has an individual plan which supports them to attend well. Attendance at 'The Lodge' provision has improved significantly. Very strong professional relationships exist between staff, pupils, and parents and carers. These are based on trust and clear communication. Staff at the hospital build a rapport with pupils very quickly.

Pupils are rightly proud of how well they learn. They know that teachers help them do their best. Adults have very high expectations of all pupils. They organise work to ensure that pupils are successful in their learning. Each pupil has a timetable tailored to their specific interests and needs.

Leaders provide individualised support and guidance for pupils when they leave the school. For example, pupils have transition plans to help them get off to a strong start at the colleges they go on to attend.

Adults confidently use personalised strategies to help pupils to manage their own behaviour. Careful planning helps pupils to feel safe and secure, and make the most of the curriculum on offer.

Staff across the College continue to work hard to provide educational and emotional support so that their young people can prosper. Up to 75% of students in some year groups continued to attend the College during the COVID-19 period, with daily contact and home learning support for those who felt safer at home. The college remained open to students throughout the pandemic and during the Easter and half-term breaks.

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

Plans are in place to further strengthen the education, employment and training offer to the College via iWork and the Council's HR team. As mentioned in paragraph 1 above, the Outreach Team from NRC have also collaborated with Officers to provide emotion health and well-being support guidance for all Islington schools during the COVID-19 disruption

A good example of the work of the college is a video produced by the students – Stress on the Brain – which can be viewed [here](#).

Officers have continued to promote the successes of pupils at NRC, overseen by the Director of Learning and Culture Management Team.

Nationally, the important role that Alternative Provision (including PRUs) plays in meeting children's additional needs has at last been recognised, first through the Timpson Review (May 2019) and further elaborated by the SEND Green Paper (April 2022), which looked at the specific challenges facing the alternative provision sector as part of this Review.

The SEND Green paper consequently proposes a reformed and integrated role for alternative provision that will:

- Make alternative provision an integral part of local SEND systems by requiring the new local SEND partnerships to plan and deliver an alternative provision service focused on early intervention
- Give alternative provision schools the funding stability to deliver a service focused on early intervention by requiring local authorities to create and distribute an alternative provision-specific budget
- Develop a bespoke performance framework for alternative provision which sets robust standards focused on progress, re-integration into mainstream education or sustainable post-16 destinations - deliver greater oversight and transparency of pupil movements including placements into and out of alternative provision 16
- Launch a call for evidence, before the summer, on the use of unregistered provision to investigate existing practice

A Project Group has been established and a Business Case is being developed to further extend the New River College offer in line with the above to broaden our local offer.

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

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

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

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

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

We have responded in detail to the SEND Green Paper consultation, identifying areas where we think we can particularly assist in piloting new approaches.

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

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

4.17 Additional Actions have included:

- A Black and minority ethnic action plan involving a wide programme of work
- Supporting the delivery of a Recovery Curriculum (which includes mental health and wellbeing) and encourage schools to offer a broad, inclusive curriculum for all pupils up to Year 11, including the arts and digital and other technologies as more children return to school
- Ensuring support for disadvantaged pupils transitioning to new provision in September, including progression post-16 and EET opportunities
- Promoting equality training in Continuous Professional Development (e.g., having challenging conversations) – including for Governors
- Reviewing school websites to ensure communication is positive and welcoming

5. Impact

Year	No of fixed period exclusions (suspensions) (Primary)	Number of permanent exclusions (Primary)	No of fixed period exclusions (suspensions) (Secondary)	Number of permanent exclusions (Secondary)
2018-19 <i>Published</i>	253	3	1,641	20
2021-22 <i>*Provisional local data</i>	146	4	1,820	7

5.1 The above table confirms that since 2018-19, permanent exclusion from Islington primary schools has remained low (although many LAs see no permanent exclusion of primary age children), while permanent exclusion from Islington secondary schools has reduced by 65%. Over the same period, suspension from primary from Islington primary schools has reduced by 43%. For Secondary Suspension (fixed period exclusion), we are well above Inner London and national levels, with girls and those receiving SEND support significantly over-represented. Our data also shows the level of concern is different for different schools, with three academies accounting for almost 50% of all suspensions.

What can we learn from others? Examples of effective practice from across the school system (Youth Endowment Trust)

5.2 The Youth Endowment Fund produced a report in June 2021 describing the impact of interventions which aim to prevent children being excluded or suspended from school. The report concludes ‘The best available estimate suggests the impact is likely to be low.’

ESTIMATED IMPACT ON VIOLENT CRIME: LOW ⓘ	PREVENTION TYPE: Primary Secondary
EVIDENCE QUALITY: 🔍🔍🔍🔍🔍 ⓘ	SETTING: School and college
COST: £ £ £ ⓘ	THEMES: A safe, positive place to learn
OTHER OUTCOMES:	EVIDENCE QUALITY:
LOW reduction in Suspensions	🔍🔍🔍🔍🔍
HIGH reduction in Exclusions	🔍🔍🔍🔍🔍

5.3 They identified a range of different interventions to keep children safe by supporting them to stay in school. Some work directly with individual children. They could include:

- Counselling or specialist therapy from community mental health services.
- Activities to develop social-emotional skills such as self-regulation, relationship and communication skills, and decision-making.
- Therapeutic techniques to help students regulate their behaviour and develop appropriate coping strategies.
- Mentoring which pairs students with a mentor who can provide pastoral or academic support.
- Academic tutoring

5.4 Other approaches work across the whole school, and aim to create positive school environments, with clear rules that promote good behaviour, learning, and safety. They might also have a specific focus on restorative practices.

5.5 One review contributing to the report found that, on average, interventions which aim to reduce school suspension reduce both arrests and suspensions by a very small amount. Another review focused on a broader range of outcomes including in-school exclusion, out-of-school exclusion, and permanent exclusion, but did not look at the impact on any crime or violence outcomes. This review found that interventions that were much more successful at reducing exclusion.

5.6 The largest available study in the UK is an evaluation of the Engage in Education programme, delivered by Catch22. In this programme, youth workers worked with children in years 9 and 10 on topics such as effective communication, anger management, and de-escalation. One-to-one support was provided by a keyworker in areas of identified need. This study found no evidence that the Engage in Education intervention reduced exclusions.

Further action planned

5.7 Narrowing attainment gaps and securing equality in outcomes for all pupils remain central to our work and have been reflect in the development of our Education Plan. There is concern that the COVID-19 disruption has exacerbated existing inequalities and / or created new ones, as we now know that the pandemic has impact more heavily on disadvantaged communities. We will also need to support families and schools in responding to the cost-of-living crisis, which will inevitably hit hardest on our most vulnerable families. Promoting inclusion and reducing exclusion therefore retains the highest priority.

5.8 Our Education Plan and SEND Strategy, approved by Council Executive in 13 October 2022 place inclusion at the heart; both are supported by a detailed delivery plan involving collaborative working across all, as well as the support of elected members.

- 5.9. Our approach is system led, which means all schools regardless of their status (academy, maintained) working together with a shared ambition to improve outcomes for ALL children. It reflects the priority for Islington to become an exclusion-free borough by taking a 'no need to exclude' stance and promoting the 'Islington approach to Inclusion' as set out in our Education Plan / SEND Strategy.
- 5.10 In October 2022, Islington was successful in bidding to participate in the London Mayor Violence Reduction Unit's 'Inclusive and Nurturing Schools' programme, a £1.75m scheme that will run over the next three years. The programme sits as part of the Mayor's wider strategy to help reduce youth violence. It involves developing a whole-school approach across two strands – Inclusion, and Healthy Relationships – and will lead to two accreditations for participating schools; 'National Nurturing School' and 'Healthy Relationships Champion'. Islington has been allocated places for ten schools on the programme, targeting our highest excluding schools. [Here](#) is a link to a short explanatory video. There is no cost to schools, and many benefits in terms of materials and resources e.g., free online subscription to the Boxall Profile and tools, mentoring etc. All targeted School have signed up and Islington will be the first Borough to participate in the programme, commencing in January 2023.
- 5.11 Other action planned includes:
- Promoting inclusion and belonging through our direct and targeted work with schools e.g., through School Attendance Support termly Targeting meetings
 - Capturing and sharing best practice (e.g., schools that have shown a significant improvement) through the Education Board
 - Supporting schools towards earlier intervention through better use of data
 - Making best use of whole school transformation (e.g., trauma informed practice)
 - Updating of our behaviour handbook to reflect new DfE guidance
 - Training for Governors on shaping school culture and ethos
 - Developing locality-based networks to share good practice

6. Implications

6.1 Financial implications:

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

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

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

6.2 Legal Implications:

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

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

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

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

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

7.3 Environmental Implications

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

7.4 Resident Impact Assessment:

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

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

8. Conclusion and reasons for recommendations

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

Final report clearance:

Signed by: **Corporate Director of Children's Services**

Date: Date the report received final approval

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Inclusion not exclusion

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Subtitle goes here



Exclusion - what the law says

- [Suspension and Permanent Exclusion from maintained schools, academies, and pupil referral units in England, including pupil movement](#) (September 2022) provides a guide to the legislation that governs the suspension and permanent exclusion of pupils from all schools (including special schools and Alternative Provision)
- The guidance is a companion piece to the Behaviour in Schools guidance, which provides advice to schools on implementing a behaviour policy which creates a school culture with high expectations of behaviour. Therefore, exclusion guidance should only be necessary when strategies, practices and interventions set out within the Behaviour in Schools guidance have not been successful.
- Part One, paragraph three of the suspension and exclusion guidance is clear that:
*‘Schools and local authorities **should not adopt a ‘no exclusion’ policy as an end in itself. This can lead to perverse incentives for schools not to exclude even when exclusion may be a way for a pupil to access Alternative Provision which will help ensure an excluded pupil remains engaged in education. In some cases, a ‘no exclusion’ policy can present safeguarding issues and expose staff and pupils to unreasonable risks’.***
- Instead, schools and local authorities are expected to work to create environments where school exclusions are not necessary because pupil behaviour does not require it.
- This plays to our **‘No Need to Exclude’** position in Islington.

Education Plan / SEND Strategy – what it says

- The Education Plan / SEND Strategy identify as a priority ‘fully inclusive education for all’.
- Core priorities to support and further strengthen Inclusive practice in Islington are:
 - Supporting high quality core inclusive education delivery – by bringing together the development of a core training offer, leadership development, and peer review
 - Providing specialist intervention and additional support - e.g., through extended outreach from special schools and AP; through pilot opportunities
 - Ensuring education inclusion support is part of the wider joined-up offer of support for children and young people’s care and health needs – e.g., through improved links with Early Help and locality-based services


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What have we put in place already? Scrutiny recommendations 2019

- Early help: e.g., expanded SEMH service
- Whole school approaches: e.g., trauma Informed practice, Mental Health Support Teams, support to secondary schools to develop alternative curriculum
- Good practice guidance: e.g., Online Behaviour handbook
- Securing Education Boards: under review
- SEND and Behaviour: e.g., work with UCL – Inclusion and Belonging, Emotionally Based School Avoidance protocol
- Extended support from New River College to all local schools
- Parents' Inclusion Charter

SEND Parents Charter



SEND Parents Charter ISLINGTON

Wanting the best for our children and young people...

- 1 Everyone understands SEND**
 - All schools understand and implement good practice in line with the equalities act
 - Develop SEND expertise and make it everyone's business
 - Plan and intervene as early as possible
 - Make sure everybody understands the medical and social models of disability
 - Commit to developing everyone's understanding of additional support needs
- 2 Be ambitious and have high expectations**
 - Have high expectations for our young people, as you would your own
 - Be open-hearted and curious about difference
 - Be ambitious for our children – help raise their aspirations and encourage them to achieve
- 3 Develop independence**
 - Encourage young people to take 'managed risks' to promote their independence
 - Ask for their input from an early age so they feel as if their opinion counts - this will help build their ability make decisions
 - Help our children to speak up for themselves - one good step is having them prepare a page for their reviews, including strengths and struggles
- 4 Have a 'can do' approach**
 - Don't focus on the child's condition, focus on the individual child's needs and understand them
 - Emphasise our child's strengths and achievements to nurture their confidence and self esteem
 - Have clear plans in relation to SEND and share them with parents
- 5 Work in partnership with parents**
 - Listen to parents realistic targets and expectations
 - Open and honest communication
 - Value our contributions as equal partners
- 6 Ways of working with parents**
 - Provide us with information and let us know of your concerns in good time
 - Know about and support parents to navigate the 'local offer' – not just the website
 - Share your behaviour programmes and approaches that work well with us to continue at home for consistency
- 7 Young people's involvement**
 - Involve our children in your decision making and service delivery
 - Involve our children appropriately in their own assessment, planning and review
 - Understand the importance of transitions for children with SEND - involve our children in planning for change so that their experience is less stressful
- 8 Integrated approaches**
 - Work together with other agencies
 - Have good systems, processes and structures Assess – Plan – Do – Review.
 - Whole class and whole school - make learning fun and accessible for all children.
- 9 Strong leadership of SEND**
 - Good quality on going SEN training for all teachers
 - Effective approaches to teaching and learning for all children
 - Dignity and respect for each other
- 10 Be an inclusive school**
 - Make your SEND offer person-centred – don't try and make our children fit your offer
 - Generalise skills knowledge to work with all children
 - Have a flexible approach and be more tolerant of all children's needs

Impact: how far have we come?

2015/16

Alternative provision		210 children placed by secondary schools in AP			
	LBI	Inner London	Statistical Neighbours	England	Rank
PEX	0.11	0.08	0.08	0.07	111/151
Suspensions	4.46	2.27	3.07	3.14	126/151

2021/22

Alternative provision		27 children placed by secondary schools in AP			
	LBI	Inner London	Statistical Neighbours	England	Rank
PEX	0.01	0.03	0.03	0.05	17/151
Suspensions (Autumn term)	6.00	2.96	3.36	4.39	123/151
COLA	16.28				
Other LBI	2.48				

School-level suspensions: historic data

Table 1 Islington Secondary School – Suspension Rates (All) (Number as a % of total enrolments)				
School	2017/18	2018/19	2019/20	2020/21
Arts and Media Islington	18.47	26.58	16.93	7.55
Beacon High	39.49	28.68	8.32	7.57
Central Foundation	8.17	5.62	4.12	7.34
COLA - Highbury Grove	48.17	65.35	31.49	26.62
COLA - Highgate Hill	32.54	45.26	23.26	27.96
COLA - Islington	9.47	5.37	34.86	63.21
Elizabeth Garrett Anderson	4.27	8.28	6.50	5.39
Highbury Fields	9.72	12.94	9.19	6.22
St Aloysius RC College	5.16	8.57	7.15	8.72
St Mary Magdalene Academy	3.30	2.90	1.90	3.07
Islington	16.46	19.19	13.26	14.92
Statistical Neighbours	10.38	10.55	7.29	6.43
Inner London	9.31	9.44	6.29	6.98
England	10.13	10.75	7.43	8.50

*July 2022

Rate = no. of suspensions / number on roll x 100

Table 9 Islington Secondary School – Suspension Rates Additional Key Performance Indicators: Total Days Lost / Average Length of Suspension								
School	2017/18		2018/19		2019/20		2020/21	
	Total Days Lost	Average Length	Total Days Lost	Average Length	Total Days Lost	Average Length	Total Days Lost	Average Length
AMSI	482	4.2	658	3.8	283	2.6	167	3.4
Beacon H	984	3.3	570.5	3.2	115	2.8	83	2.6
CFBS	302	3.9	214	3.9	154	3.8	229	3.0
COLA - HG	1769	3.3	1502	2.1	770	2.3	722	2.5
COLA - HH	311	2.9	475	2.6	237	2.0	372	2.4
COLA - I	213.5	3.0	149	3.5	612	2.2	1160	2.2
EGA	100	2.6	180	2.4	108	1.9	125	2.6
Highbury F	88	1.2	146	1.5	102	1.5	93	1.9
St Aloysius	174	3.1	165	2.0	103	1.3	110	1.8
SMMA	77.5	1.8	84	2.2	64	1.7	83	2.0
Islington	45001	3.2	4131	2.5	2553	2.2	3149	2.4
Statistical Neighbours	3863	2.5	394	2.5	279	2.5	TBC	TBC
Inner London	4528	2.9	457	2.7	308	2.7	TBC	TBC
England	521544	2.1	738956	2.1	685253	2.1	TBC	TBC

School-level suspensions 2021/22 (local data)

School	Number	Rate
Arts and Media School Islington	97	14.9
Beacon High	64	15.0
Central Foundation Boys' School	6	0.6
City of London Academy Highbury Grove	702	62.8
City of London Academy Islington	640	71.8
City of London Academy, Highgate Hill	257	40.3
Elizabeth Garrett Anderson School	33	3.7
Highbury Fields School	23	3.0
St Aloysius RC College	85	13.3
St Mary Magdalene Academy	81	5.5
Total all Schools	1988	23.1
Total COLA	1599	58.3
Total other LBI	389	8.0

School-level suspensions: current performance (local data)

	Nov 22	Dec 22	Jan 23	Feb 23
COLA Highbury Grove	165	147	54	32
COLA Islington	100	95	19	17
COLA Highgate Hill	17	28	12	15
Arts and Media Islington	25	31	14	11
St Mary Magdalene Academy	12	14	12	0
Beacon High	10	8	7	0
Elizabeth Garrett Anderson	7	3	5	0
St Aloysius	9	9	5	1
Highbury Fields School	0	3	0	1
Total	345	338	128	77

In-year movement: Churn

Imports: (intake other than September)

BASE_NAME	2019-20	2020-21	2021-22	Grand Total
Arts and Media Islington	43	40	72	155
Beacon High	17	31	75	123
Central Foundation Boys' School	5	3	11	19
City of London Academy Highbury Grove	30	50	87	167
City of London Academy Highgate Hill	26	37	23	86
City of London Academy Islington	22	22	29	73
Elizabeth Garrett Anderson School	18	32	41	91
Highbury Fields Secondary School	19	21	33	73
St Aloysius Catholic College	7	8	7	22
St Mary Magdalene Academy	11	8	13	32
Grand Total	198	252	391	841

Exports: (off roll other than June – Aug)

BASE_NAME	2019-20	2020-21	2021-22	Grand Total
Arts and Media Islington	45	41	32	118
Beacon High	27	21	24	72
Central Foundation Boys' School	11	14	20	45
City of London Academy Highbury Grove	41	61	55	157
City of London Academy Highgate Hill	17	43	53	113
City of London Academy Islington	34	26	30	90
Elizabeth Garrett Anderson School	29	32	47	108
Highbury Fields Secondary School	17	24	42	83
St Aloysius Catholic College	19	20	21	60
St Mary Magdalene Academy	16	15	22	53
Grand Total	256	297	346	899

In-year movement out: destinations (2021/22)

BASE_NAME	↕	All Other Destinat	Elective Home Edu	Islington Settings	Grand Total
Arts and Media Islington		21		11	32
Beacon High		12	5	7	24
Central Foundation Boys' School		20			20
City of London Academy Highbury Grove		32	13	10	55
City of London Academy Highgate Hill		30	9	14	53
City of London Academy Islington		20	6	4	30
Elizabeth Garrett Anderson School		27	10	10	47
Highbury Fields Secondary School		24	3	15	42
St Aloysius Catholic College		9	3	9	21
St Mary Magdalene Academy		13	1	8	22
Grand Total		208	50	88	346

Further work planned



Senior Leader Network – Inclusion plan

Admissions Implementation Plan

The aim of this initial foci for the DHVP is a result of discussion surrounding the admissions protocol in place for in borough admissions. There has been a significant increase of students transferring between schools during the school year with limited information on the reason for the move or on the history of the child themselves. It was felt that these transfers can have a significant impact on the receiving school and that these moves should be more planned by all schools with the authority.

At the initial meeting it was discussed that also places increased pressures on the securing education board and results in escalations prior to their being a significant level of need.

Problem (Why?)	Intervention description (What?)	Implementation activities (How?)	Implementation outcomes (How well?)	Final outcomes (And so?)
<p><u>Mobility of students</u></p> <ul style="list-style-type: none"> There are number of school places open in various schools within the local authority Students moving within the local authority who move most frequently generally have some level of intervention requirement Challenges made by schools result in students increased level of mobility <p><u>Information sharing</u></p> <ul style="list-style-type: none"> limited information is shared between schools Information shared is not always transparent which results in poor placements of students <p><u>Level of need</u></p> <ul style="list-style-type: none"> Students level of need is increasingly high in the local authority compared to previous years Increased number of referrals to SSEB for placement at pupil referral unit and medical PRU intervention support limited in some schools which results in higher level pupils receiving significant support and early intervention being missed 	<p>Active ingredient 1</p> <p><u>Data analysis</u></p> <p>Clear understanding in real terms of the mobility between Islington schools</p> <p>Understanding of what the data is tell us in relation to:</p> <ul style="list-style-type: none"> managed moves students at risk of exclusion students with external support <p>Exclusion figures</p> <ul style="list-style-type: none"> support the narrative in relation to school mobility are students more likely to be permanently excluded from schools which they joined as in-year admissions <p>Placement from SSEB</p> <ul style="list-style-type: none"> number of requests for placements for NRC both the KS2 site and the medical PRU <p>School places</p> <ul style="list-style-type: none"> number of school places in each school and year group <p>Active ingredient 2</p> <p><u>Transparent communication</u></p> <ul style="list-style-type: none"> guidance for completion of pupil summaries which is standardised 	<p>Local Authority</p> <ul style="list-style-type: none"> information to be provided in relation to school admission numbers Information to be provided in relation exclusion figures Information to be provided in relation to SSEB figures and reason for placements to support decisions moving forwards <p>DHVP network</p> <ul style="list-style-type: none"> Initial meeting to discuss concerns around pupil mobility and inclusive practices for hard to reach pupils which have <u>lead</u> to increased mobility and exclusion 	<p>Short term (3 months):</p> <ul style="list-style-type: none"> initial meeting held with DHVP network to discuss implementation plan and concerns around inclusion Schedule for meetings put in place for summer term Referral system developed and agreed with DHVP network Exemplars created for paperwork submissions including pupil summaries with evidence of impact Meeting with ISCL to agree plan ready for system to be implemented in the autumn term Timeframe for referrals when requesting managed moves <p>Medium term (6 months):</p> <ul style="list-style-type: none"> Admissions meetings held once a half term for school transfers including managed moves Feedback to and from ISCL is positive in relation to the impact on school in relation to the new system Reduction of referrals to SSEB and expulsion figures Increased levels of support offer and interventions in all schools to ensure that threshold has been prior to request for placement move or in-year transfer request being agreed 	<p>Long term (12 months):</p> <ul style="list-style-type: none"> Improved communication and collegiately between secondary schools supporting progress for all schools Clarity and fairness applied to school placement in relation to <u>UKIPUPA</u> pupils Reduction in higher level referral and support being required resulting in the right pupils being the correct educational provision for their needs Reduction in the number of referrals to AP and NRC Reduction in expulsion and suspension figures

Further work planned

Challenging inequalities
workstream

Education Board /
Islington Secondary
Schools and
Colleges Leadership
Group (ISSCL)

Inclusive and
Nurturing School
programme (VRU)

Responding to SEND
Green Paper
proposals to make
AP an integral part of
local SEND systems

Regular meeting with
COLA Head of
Standards

Analysis of movers in
/ movers out (in year
admissions)

Sharing good
inclusive practice
(schools supporting
schools)

Joining up training
offer

Support for early
identification /
prevention

Targeted support

NEET reduction /
Risk of NEET
Indicators

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

25 April 2023

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

12 June 2023

1. Scrutiny Review – Report

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.