

Education in Islington

Annual Report 2016



Islington
Community of Schools



ISLINGTON

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1. Islington Focus Report

This is the sixth annual report on education performance in Islington. In the past year we have sustained progress in a number of priority areas, this is reflected in the positive outcomes and progress of pupils in our schools; and the destinations of school leavers into education, employment and training.

Strengths

Nine out of ten primary schools were judged as good or outstanding in their most recent inspection, with several schools inspected under the new, more challenging framework over the last academic year.

This year saw the first set of results for the new primary curriculum. Islington pupils met or exceeded the national average across all core subjects at key stage 1; and performed well above national at key stage 2, narrowly missing the top quartile by one place in reading, writing and mathematics combined.

Under the revised secondary accountability framework, Islington ranked in the top 20 for the new headline measure Progress 8, pupils on average gained almost one fifth of a grade point more than pupils nationally with similar starting points, better than Inner London and national average. Attainment 8 was an improvement on last year and also above national average. While English Baccalaureate performance remained strong at around 27%, 4% points above national.

Our most disadvantaged pupils continue to do exceptionally well, placing in the top ten for every subject at the end of primary school and performing better than Inner London comparators in Progress 8 and Attainment 8 at key stage 4.

There has been further improvement in the attainment, progress and attendance of children looked after (CLA) this academic year. Islington CLA performed above national CLA levels again this year at Key Stage 4 and in line with national at Key Stage 2.

Islington has continued its success in 16 to 18 year old resident participation and engagement in education, employment or training with higher numbers of young people continuing their learning and even fewer young people becoming NEET (1.7%).

The number of young people in alternative provision has reduced and is on track to meet local targets.

Challenges

Although achievement at the end of the Early Years' Foundation stage has continued to improve, acceleration in progress is needed to narrow the gap with the national and Inner London average. Outcomes for the bottom 20% of children continue to be a priority, the gap at EYFS widened in 2016. Further work has been undertaken this year to evidence the positive impact of early education, this has informed our strategic approach to targeted outreach.

The continued drive on school attendance has shown a lasting impact. Primary and secondary absence and persistent absence rates have reduced or been stable at the lower level, yet there is room for further improvement. Attendance should be at or above 96% in every school and new government benchmarks should be met. This cannot easily be achieved, with rising fixed term exclusion rates, which are above national rates particularly at primary.

Strategic priorities

The further development of the Islington Community of Schools and the 'school led self-improving system' is a key strategic priority that is well supported through Schools Forum and the Education Improvement Strategy group. This work must continue.

We must ensure that the expansion of additional school places, including for pupils with high needs, is well-managed so that all children can access high quality places when needed.

Arrangements to support children and young people with SEND will need to continue to be embedded and the wider strategy for provision will move forward over the academic year.

We have strengthened our focus on narrowing equalities gaps, which begins with access to good quality early education; there is a Council-wide effort to address inequalities for local families.

Main findings

- All primary and secondary schools are above national floor standards
- No Islington schools are coasting under the new national criteria
- 90% of primary schools were judged good or outstanding at their most recent inspection
- All maintained special schools are outstanding; and all secondary schools were judged good or outstanding in 2015/16
- Funded early education makes a difference for children
- Disadvantaged pupils continue to do exceptionally well in Islington schools
- KS2 57% of pupils achieved the new expected standard or above in reading, writing and maths, well above the national 53% (and above in each individual subject)
- KS1-KS2 progress is above national and above Inner London in two of the three core subjects
- KS4 new headline Progress 8 was 18th best in the country out of 151 local authorities in England, well above national average and above Inner London
- KS4 new Attainment 8 was above national
- NEET rate has further improved to just 1.7% and more young people stay in learning after KS4

2. About Islington

- Islington is a small, densely populated Inner London borough with around 40,000 children and young people under the age of 18 years. This is 18% of the total population in the area (2016 GLA Witan Population Projections for Islington).
- Approximately 34.5% of the local authority's children are living in poverty (Children Living in Low Income Families Measure for 2012 – latest available).
- The proportion of children entitled to free school meals:
 - in primary schools and nurseries is 29.1% (the national average is 14.5%)
 - in secondary schools is 33.6% (the national average is 13.2%)(Schools, pupils and their characteristics: January 2016)
- Children and young people from minority ethnic groups account for 68% of all children living in the area, compared with 26% in the country as a whole. (Children's Services datasets in 2016 for Islington figure, 2011 Census for England)
- The largest minority ethnic groups of children and young people in the area are young people of mixed ethnicity and from the White-Other ethnic group. (From Children's Services datasets)
- The proportion of children and young people with English as an additional language:
 - in primary schools is 43.7% (the national average is 20.1%).
 - in secondary schools is 45.9% (the national average is 15.7%).(Schools, pupils and their characteristics: January 2016)

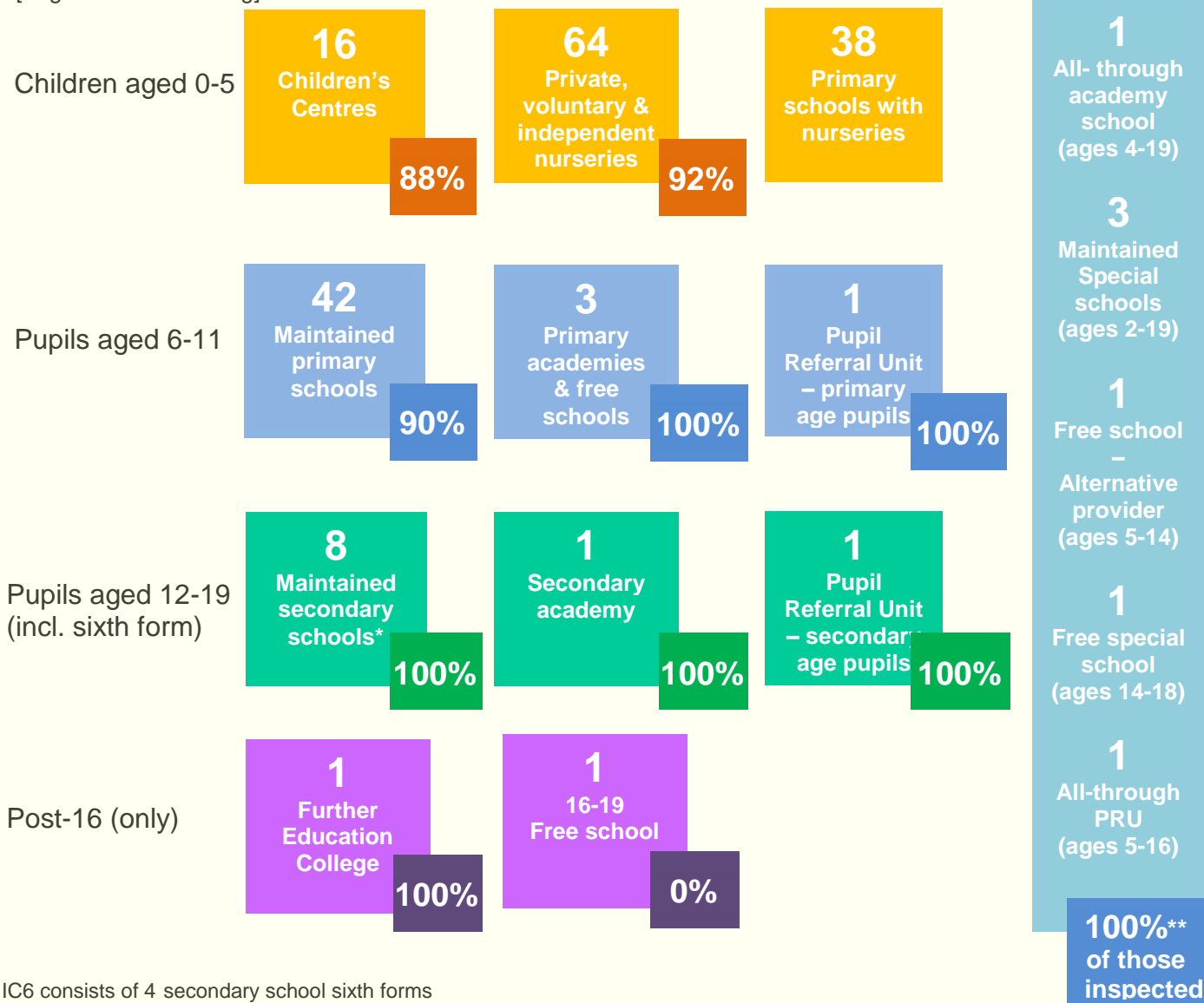
- Around 72% of the eligible 2 year old cohort are benefitting from free early years provision (Summer 2016, up from 65% published and 53% in 2015). Of which, 93% are in settings judged as good or outstanding.
- Approximately 85% of resident 3 and 4 year olds are in some funded early years' provision. The remainder may use out-borough settings or private provision.

3. Quality of Provision

- 94% of learners attend a good or outstanding school or pupil referral unit which is higher than found nationally (Ofsted Data View, August 2016)
- None of Islington schools are in an Ofsted category of concern

Islington schools and settings (August 2016)

[% good or outstanding]



* IC6 consists of 4 secondary school sixth forms

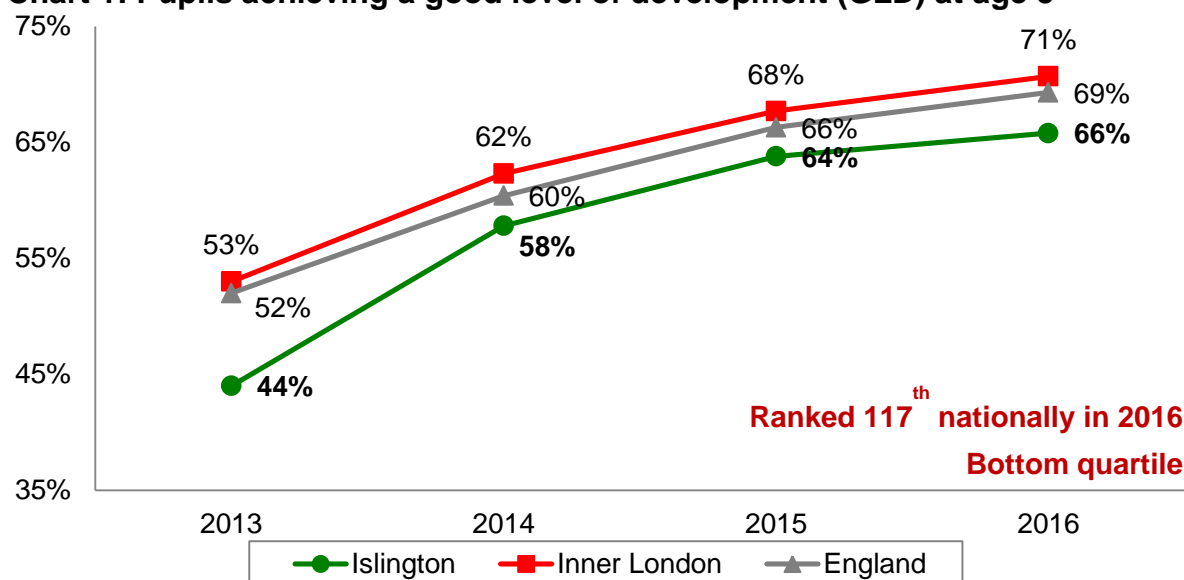
** Excludes the free special school

4. Educational performance¹

4.1 Early Years Foundation Stage

In 2016, two thirds of pupils achieved a 'good level of development' up from under half in 2013.

Chart 1: Pupils achieving a good level of development (GLD) at age 5



Although the proportion of pupils reaching GLD in 2016 was a 2% point improvement on the previous year, progress has slowed and the gap with national comparators has widened.

When we look at aspects included in the good level of development measure, the biggest rise in scores this year is again in literacy - although this remains the lowest scoring area of learning. Maths has also seen a slight improvement but scores in all other areas have dropped. There remains a wide range of performance at school level, which reflects the variation in ability of children on entry to Islington primary schools.

Boys continue to do less well than girls, 58% of boys achieved GLD, compared to 75% of girls. Over the 4 years the gap between the sexes locally has mirrored that for England as a whole. Turkish, Kurdish and Black Caribbean pupils continue to be the lowest performing three groups. The percentage of Turkish children (97 in total) achieving the GLD has increased this year by +4.1% to 46.4%, which although an improvement, means a considerable gap remains.

The equality gap between the lowest attaining fifth of children and the rest, widened by 3.6% points in 2016 (36.3%), whereas the national gap narrowed to 31.4%. [The gap is calculated as the difference between the mean average of the total score of the lowest 20% and the median average of the total score for all children, expressed as a percentage of the median score for all children.]

We know that early education makes a fundamental difference to the life chances of children from disadvantaged backgrounds. In 2016, an impact analysis was conducted comparing the Early Years Foundation Stage profile (EYFSP) outcomes for children who had a funded 2 year

¹ Unless otherwise stated, all data in this section are taken from Department for Education statistical first releases

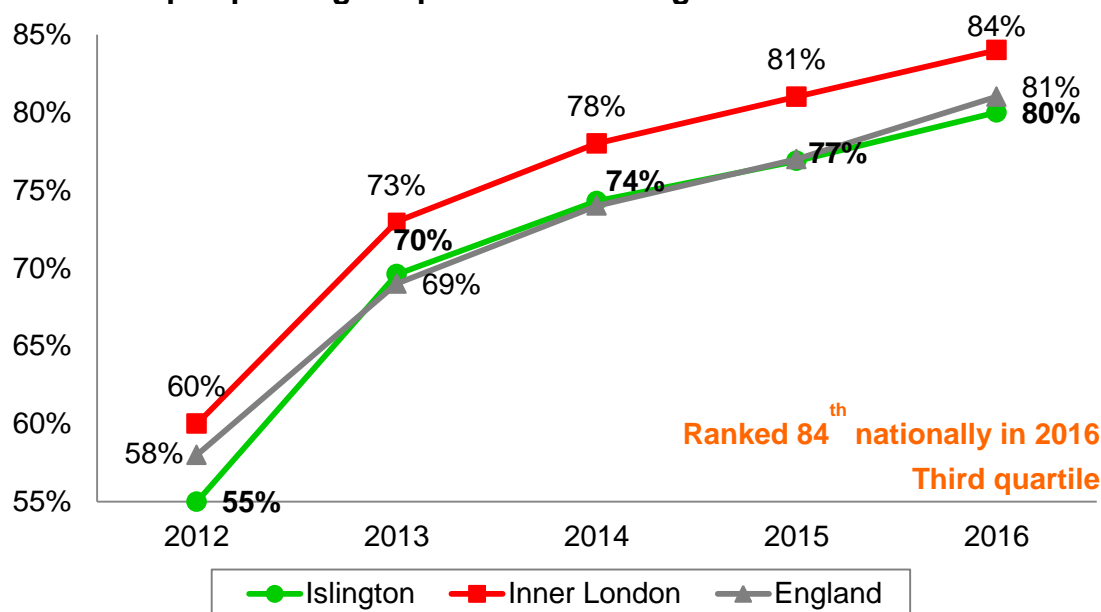
old place in 2013/14, with children eligible for FSM who did not have a funded 2 year old place. Within the specific areas of learning, particularly literacy and maths, the 2 year olds with a funded place did far better in achieving the expected level or above (indicated by 2+ points). Their GLD at 61.8% was significantly closer to all children's (65.8%) than the FSM children who didn't have a funded place (55.4%). The proportion of eligible 2 year olds now benefitting from early education rose to 72% of those eligible Summer 2016. This is above the London average of 57% and above national at 68% (Spring 2016). This is also 9% point increase from the previous term.

Islington is in the national pilot looking at extending the existing offer of early education to 30 hours. The proportion of 3 year olds accessing their entitlement is 85% and the proportion of 4 year olds 95%. During 2016, further investigation into the cohort of children aged 3 and 4 year olds who were not accessing early education was conducted to improve targeted outreach to our local community.

4.2 Phonics

Year 1 outcomes in phonics have continued to improve. The proportion of 6 year olds meeting the required standard increased by 3% points, though has dipped below national average for the first time since the screening test was introduced in 2012. Our local stretch target as set out in our equalities statement is for 85% of pupils at the end of Y1 to have achieved the expected standard by 2017, this is an ambitious target and would require a 5% point improvement this year.

Chart 4: Pupils passing the phonics decoding in Year 1



There is a two percentage point difference between the performance of pupils with English as an additional language (EAL) in Islington and EAL pupils nationally.

Pupils who did not take Year 1 phonics assessments or who failed it must take the test in Year 2 unless they are disapplied for reasons of SEND or non-fluency in English. Overall, 92% of pupils were at the expected standard by the end of Year 2, which is slightly above national performance (91%) and an improvement on last year (88%).

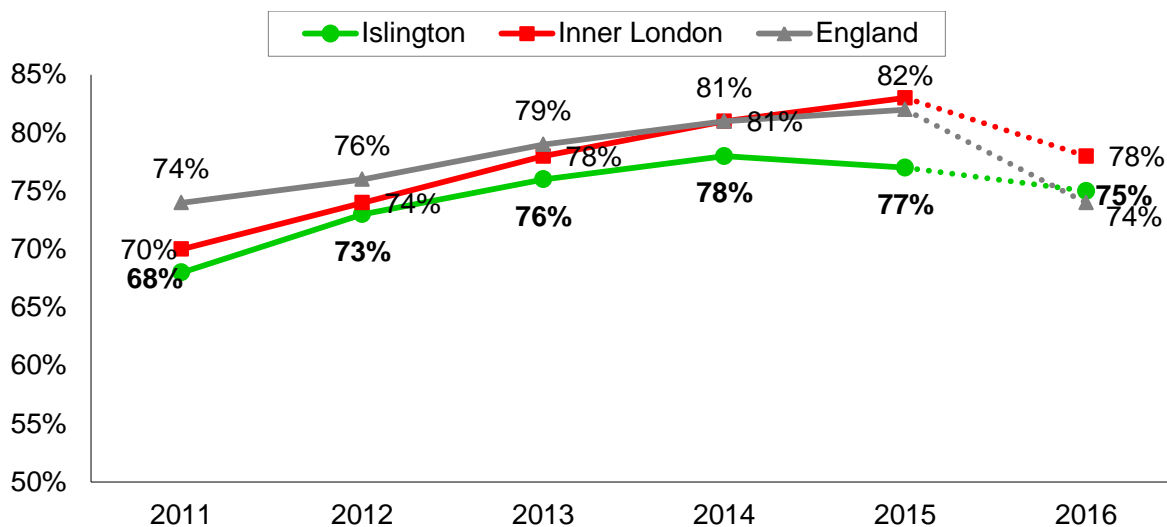
4.3 Key Stage 1

All Year 2 pupils (7 year olds) are assessed at the end of Key Stage 1. Their teacher assessments are moderated by the local authority to ensure consistency and accuracy.

Pupils were assessed against the new more challenging curriculum that was introduced in 2014, for the first time this year. Results are no longer reported as levels, the interim frameworks for teacher assessment have been used by teachers to assess if a pupil has met the new, higher expected standard. Because of these assessment changes, figures for 2016 are not comparable to those for earlier years.

Please note: Level 2B or above is shown as the most relevant benchmark for the years 2011 to 2015. Results in 2016 are for the new, expected standard.

Chart 5: Pupils reaching the expected standard or above in key stage 1 reading



In 2016, for the first time ever, the proportion of pupils in the borough reaching the expected standard was higher than that for England for reading and also for writing (see below). The proportion reaching the expected level for mathematics also matched the national proportion for the first time as well.

Chart 6: Pupils reaching the expected standard or above in key stage 1 writing

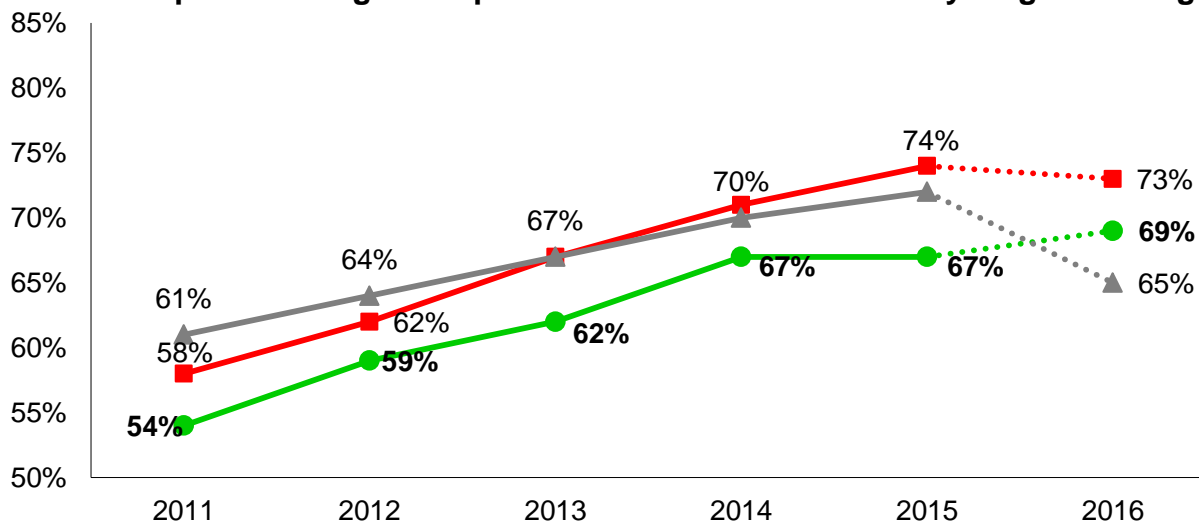
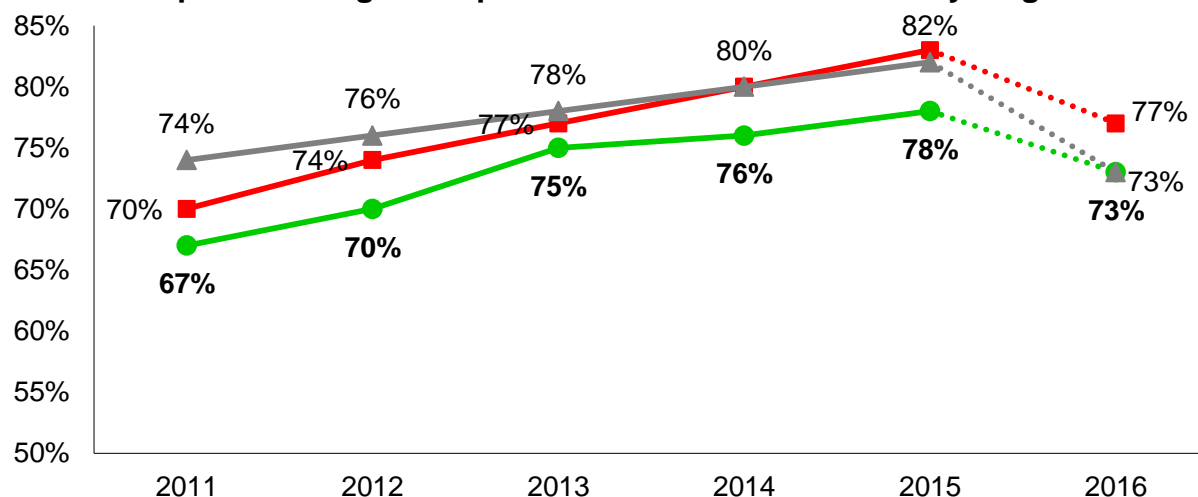
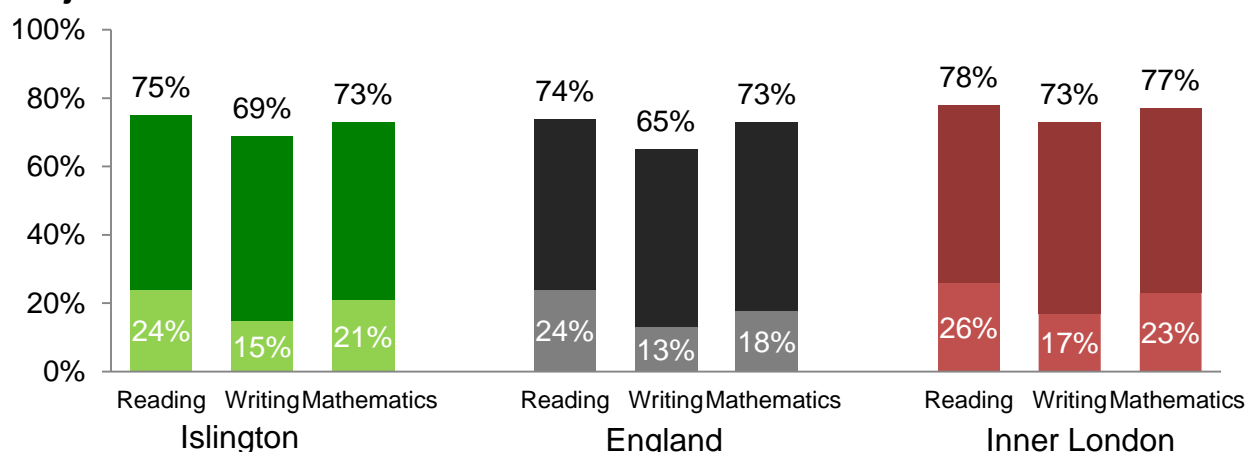


Chart 7: Pupils reaching the expected standard or above in key stage 1 mathematics



The proportion of pupils in Islington schools at the higher standard of ‘working at greater depth’ was either equal to or above the national average in 2016. There was a 2% point gap with Inner London across these subjects for pupils reaching the higher standard and a 3-4% point gap with Inner London for the expected standard.

Chart 8: Pupils reaching the expected standard or above and working at greater depth by subject in 2016*



* Please note: darker shaded areas represent expected standard or above and lighter areas are greater depth

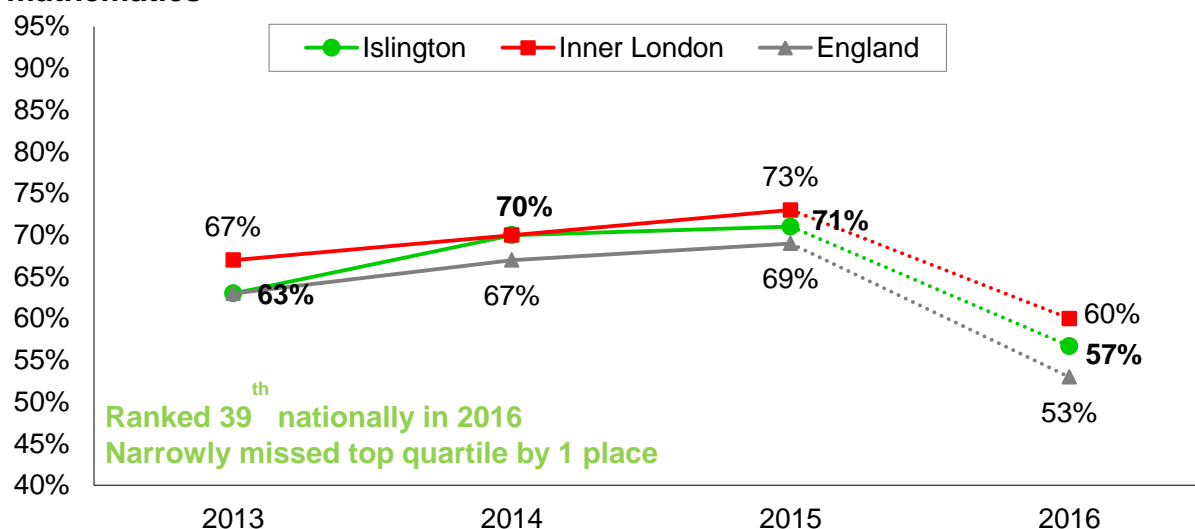
4.4 Key Stage 2

All Year 6 pupils (11 year olds) are assessed at the end of key stage 2. The 2016 Year 6 cohort were the first to be assessed under the new, more challenging national curriculum introduced in 2014. Because of the changes to the curriculum, figures for 2016 are not comparable to those for earlier years.

The percentage not reaching the national standard in 2016 was lower than previous years both nationally and locally in all three core subjects. In 2016, 57% of Islington pupils reached the new expected standard in the reading, writing and mathematics combined, this is 4% points above national and Islington ranked 39th in the country, narrowly missing the top quartile by one place. Despite this, Islington's performance was below our other comparators, with Inner London boroughs performing better than outer London and most of the rest of the country.

Please note: Level 4B or above is shown as the most relevant benchmark for the years 2013 to 2015. Results in 2016 are for the new, expected standard.

Chart 9: Pupils reaching the expected standard or above in combined reading, writing and mathematics



The Department for Education sets a “floor standard” for primary schools, to achieve a minimum level of attainment and expected progress, for 2016 this was:

- at least 65% of pupils meet the expected standard in reading, writing and mathematics; or
- the school achieves sufficient progress scores in all three subjects. (At least -5 in English reading, -5 in mathematics and -7 in English writing).

All Islington primary schools continue to be above the floor standard in 2016, placing us among just 35 local authorities in the country (of which 20 are in London). Just one primary school had been below the floor in 2014, although four were below in 2013.

None of our schools are considered as coasting in 2016, nor can they be coasting in 2017 as the criteria spans three consistent years of underperformance.

Chart 10: Pupils reaching the expected standard or above in reading

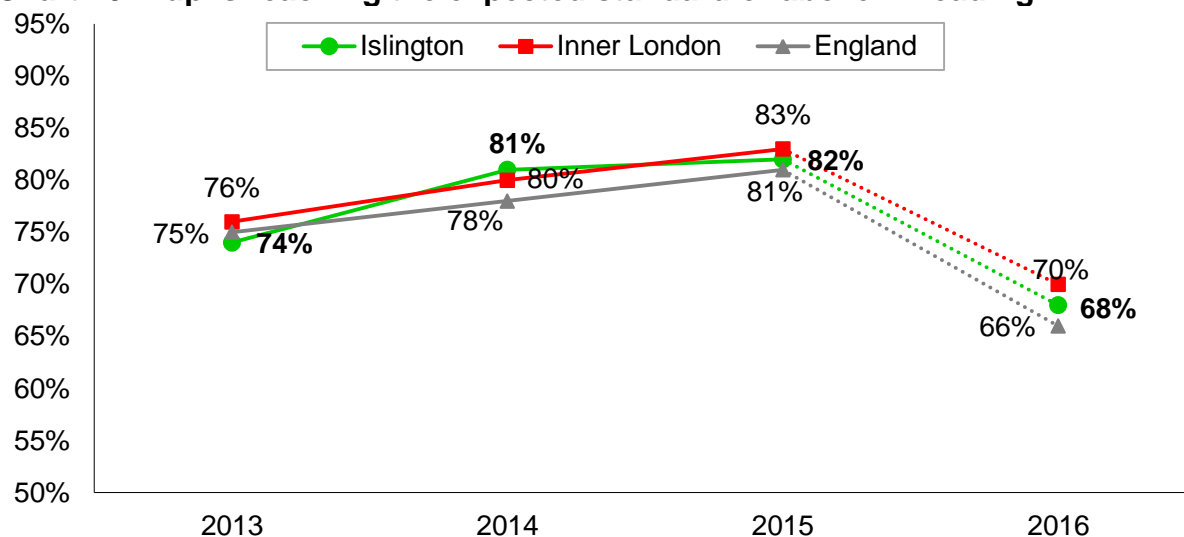


Chart 11: Pupils reaching the expected standard or above in writing

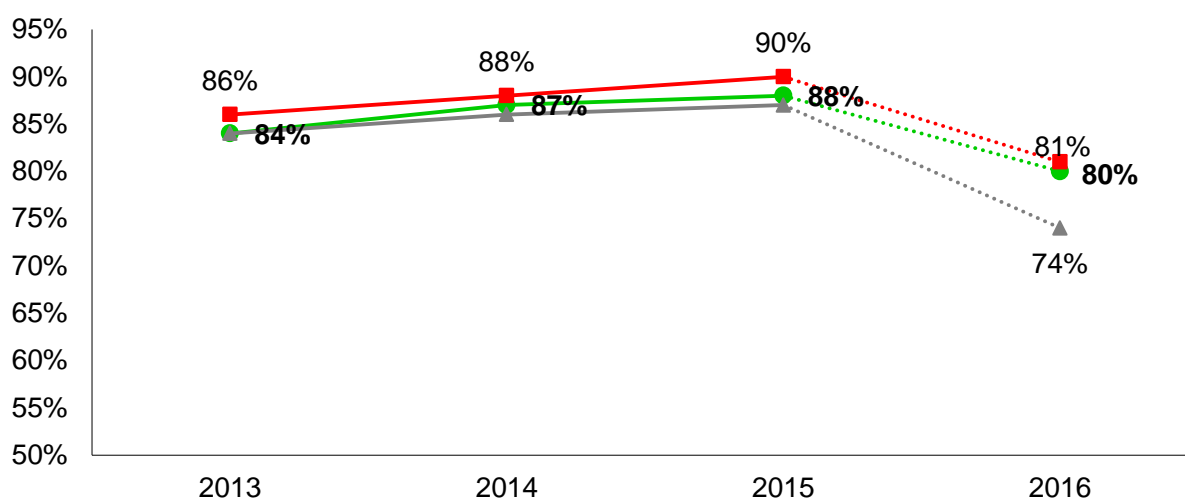
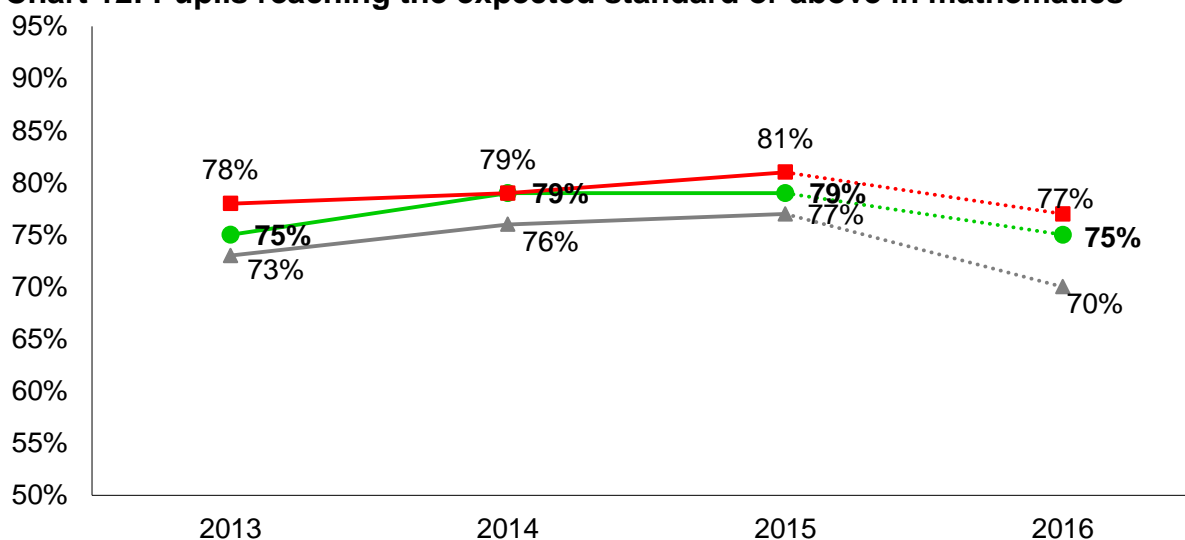
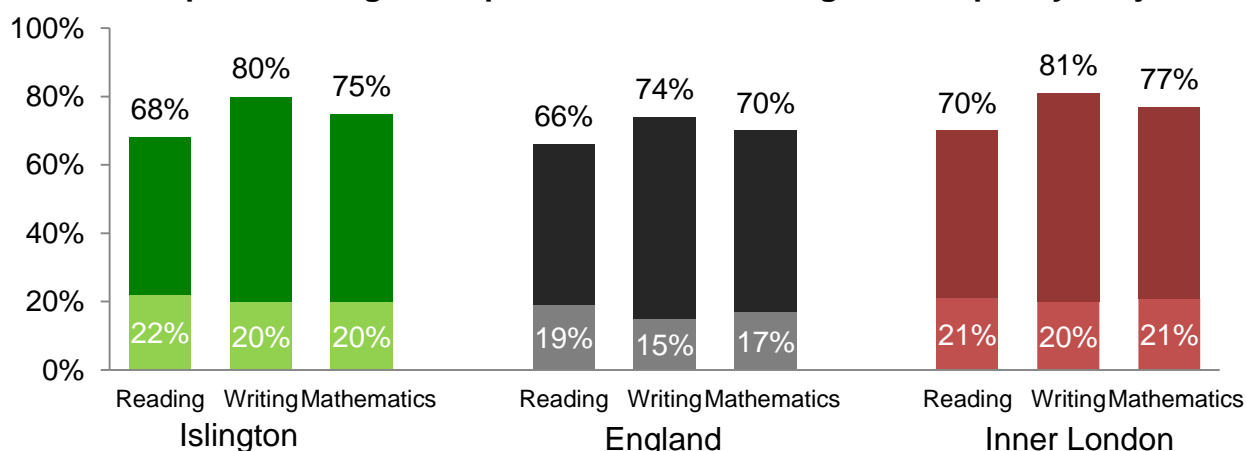


Chart 12: Pupils reaching the expected standard or above in mathematics



In 2016, the proportion of children reaching a higher standard i.e. working at greater depth for their age was significantly above national for each of the three main subjects, and at, above or near Inner London average.

Chart 13: Pupils reaching the expected standard or at greater depth by subject in 2016*



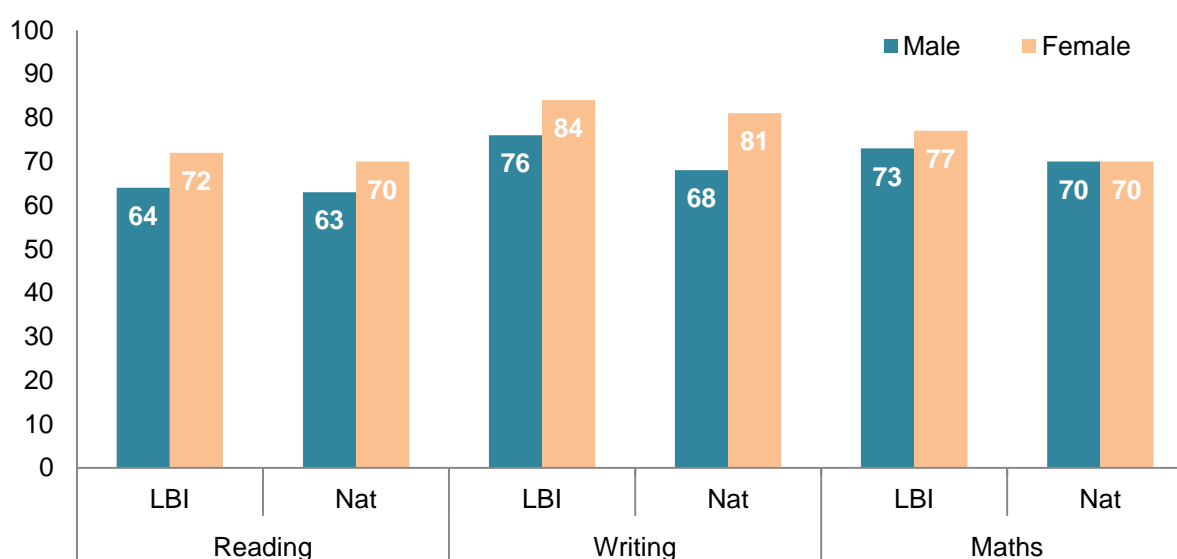
* Please note: darker shaded areas represent expected standard and lighter areas are greater depth, no comparisons with Level 5 are drawn

For the combined reading, writing and mathematics, 9% of Islington pupils were working at great depth across all three subjects, which is above the national average (5%) and Inner London (8%). Our rank position was 7th best in the country, and out of the 13 top performing local authorities for this measure ten were London boroughs.

Key Stage 2 performance by pupil characteristics

Girls perform better than boys both in Islington and nationally at the end of key stage 2 for reading and writing, and locally, also for mathematics. Islington boys and girls outperform their national counterparts across all three subjects.

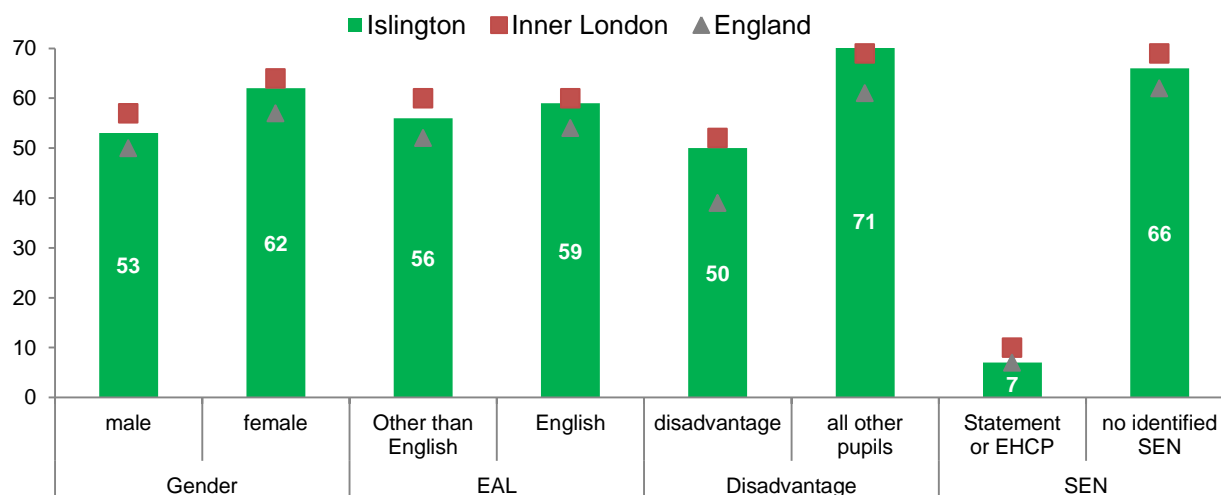
Chart 14: Percentage reaching the expected standard by subject and gender in 2016



For the combined measure, the gap between the sexes is greater locally than elsewhere, with 62% of girls meeting the expected standard across all three core subjects compared with 53% of boys; and 11% of girls working at greater depth versus 7% of boys. Yet, at 7% for the higher standard Islington boys are 11th best in the country for boys, with girls 6th best.

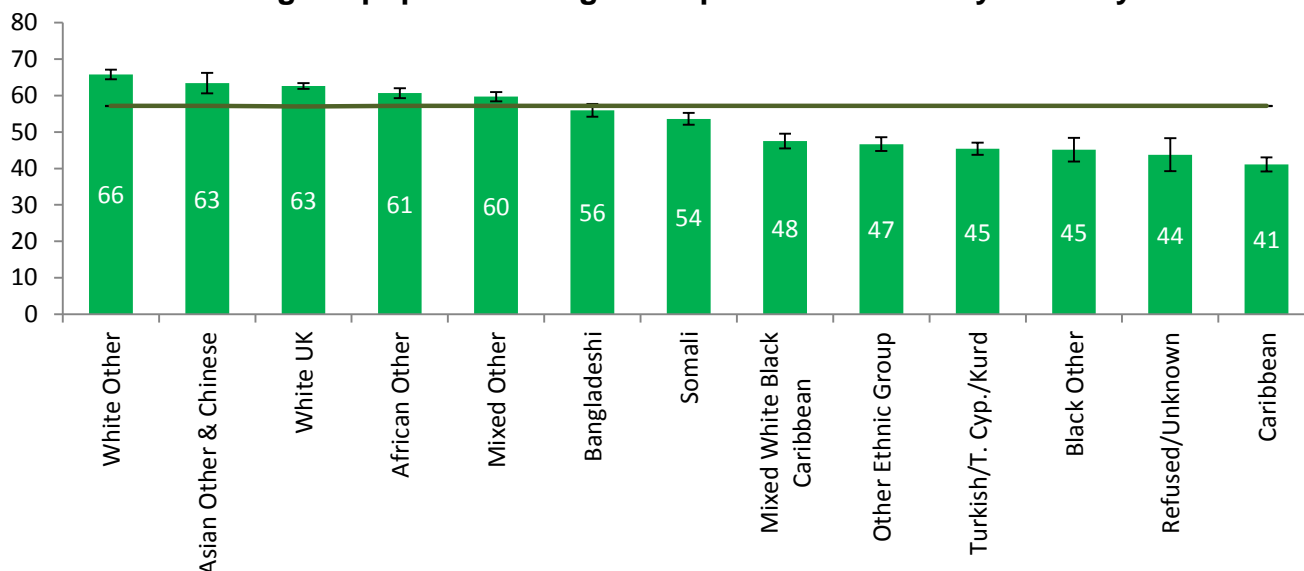
Disadvantaged pupils² in Islington schools performed among the top 10 best in England for each of the three core subjects: 8th in reading, 6th in writing and 7th in mathematics out of 152 local authorities in 2016. Almost as many disadvantaged pupils in Islington schools reached the expected standard in all three core subject as all pupils nationally (50% versus 53%).

Chart 15: Percentage reaching the expected standard in Combined RWM by pupil characteristics in 2016



In recent years, the performance of all 14 recorded ethnic groups within Islington has improved³, in each of the three key subjects reading, writing and mathematics at the end of key stage 2. Given the relatively small numbers per year and cohort, 3-year averages are commonly used to look at performance by ethnicity. Given the changes to assessment, 2016 is a baseline year for future analysis. In 2016, pupils from a Black Caribbean ethnic background continue to be the lowest performing on average with roughly a 15% point gap to the LA average.

Chart 16: Percentage of pupils reaching the expected standard by ethnicity in 2016



² According to the DfE, pupils are defined as disadvantaged if they are known to have been eligible for free school meals in the past six years, if they are recorded as having been looked after for at least one day or if they are recorded as having been adopted from care.

³ On average all ethnic groups have improved by +12% points between 2009-11 and 2013-15 based on figures averaged over 3 years to reduce 'noise' and show the underlying trends.

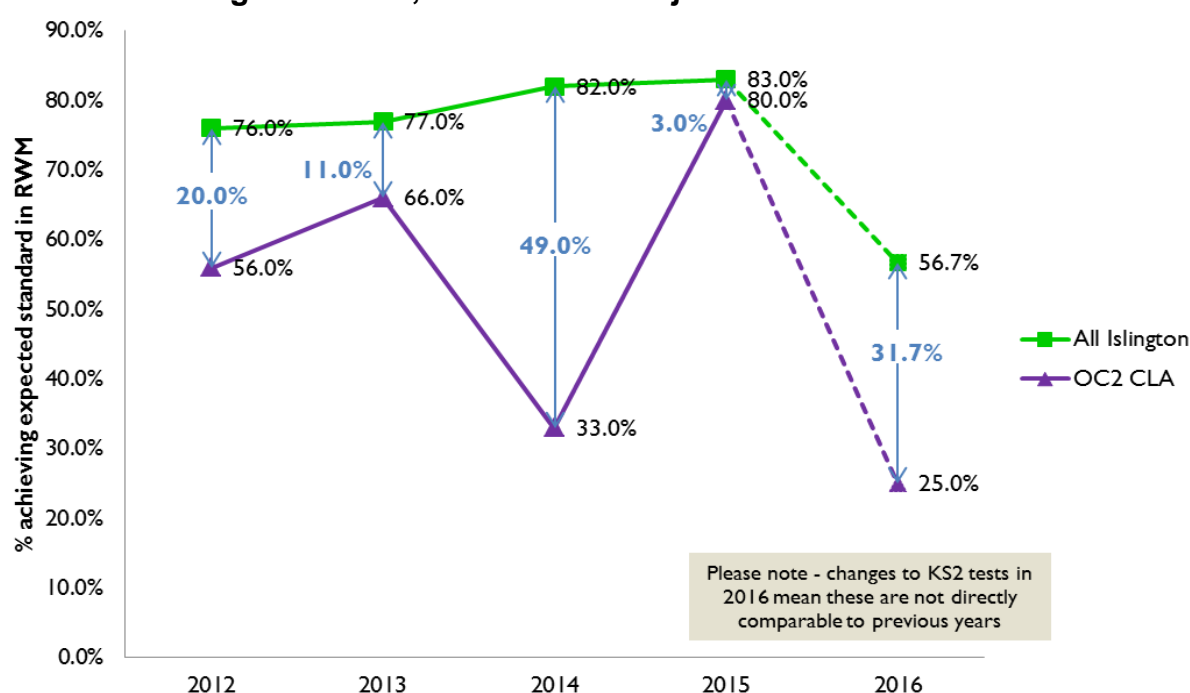
Children Looked After Attainment at Key stage 2

All looked after children have a Personal Education Plan (PEP) each term, noting their progress, attainment levels and details of additional support and how it is organised and delivered. All children looked after (CLA) pupil premium requests made to the Virtual School head teacher were agreed and additional support was delivered in the education setting.

A quarter of Islington children looked after (continuously for at least 12 months) achieved the expected standard in reading, writing and maths in 2016 (25%) which is in line with the national CLA figure of 25%. Nationally, 53% of all pupils achieved the expected standard; and 57% of all Islington pupils achieved this standard (this includes pupils not in care).

Please note: 2015 data is not comparable owing to the national changes in assessment.

Chart 17: Children looked after reaching 4B or above in reading and mathematics and Level 4 in writing 2012-2015, or EXS all 3 subjects in 2016



Source: Virtual School, OC2 cohort only

A quarter made above expected progress in reading, writing and maths i.e. where their relative progress score is greater than zero, which means that they made more progress than all pupils nationally with the same starting point. By subject, a quarter made expected progress in reading, 100% in writing, 50% in maths.

Due to the small cohort size (averaging at 10 pupils or fewer), individual pupils' results have a much greater weighting on overall attainment than the all-Islington and national CLA figures. This means that results can vary from year to year, which also means that comparisons over time of Islington CLA outcomes cannot be made unless adjusted for. In summary Islington CLA results will vary greatly from year to year and do not provide a good basis for statistical comparison year on year or between boroughs.

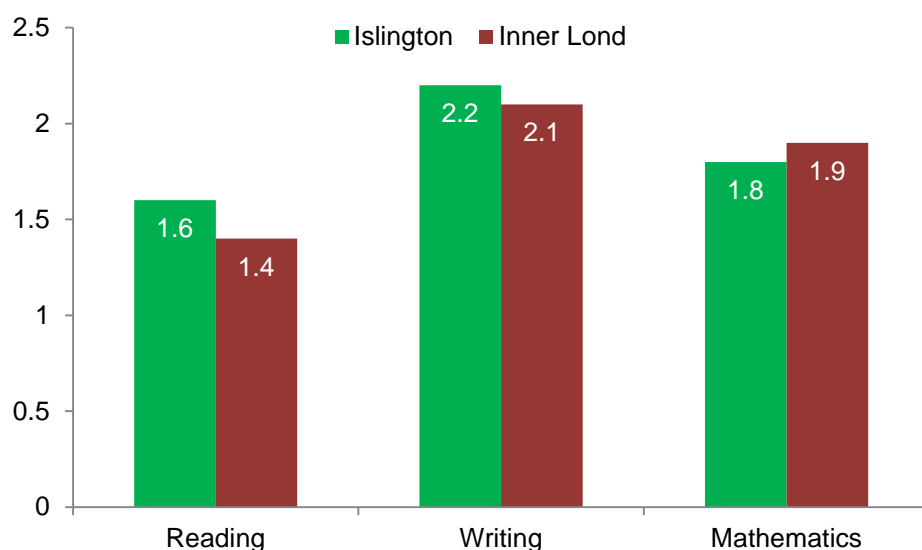
Progress from Key Stage 1 to Key Stage 2 (all pupils)

In 2016, the previous expected progress measures were replaced by value-added measures. There is no 'target' for the amount of progress an individual pupil is expected to make.

The new progress measures aim to capture the progress that pupils make from the end of key stage 1 to the end of primary school. Any amount of progress a pupil makes contributes towards a school's progress score.

Progress scores are presented as positive or negative numbers either side of zero. A score of zero means that pupils in a school (or group) made the same progress as those with similar prior attainment nationally. A positive score means that they made more progress than those with similar prior attainment; a negative score means they made less progress than pupils with similar starting points nationally.

Chart 18: Pupil progress scores between KS1 and KS2 (aged 7 to 11) by subject in 2016



Pupils in Islington schools make above national progress (shown as zero). The borough's progress scores in reading, writing and mathematics are above the national average for pupils with similar starting points and better than the Inner London averages in two of the three core subjects in 2016 (i.e. reading and writing).

4.5 Key Stage 4 (GCSE and equivalent)

A new secondary school accountability system⁴ was implemented in 2016. The main measures for schools now are: Attainment 8, Progress 8, attainment in English and maths (A* to C), English Baccalaureate (EBacc) entry and achievement, and destinations of pupils after key stage 4.

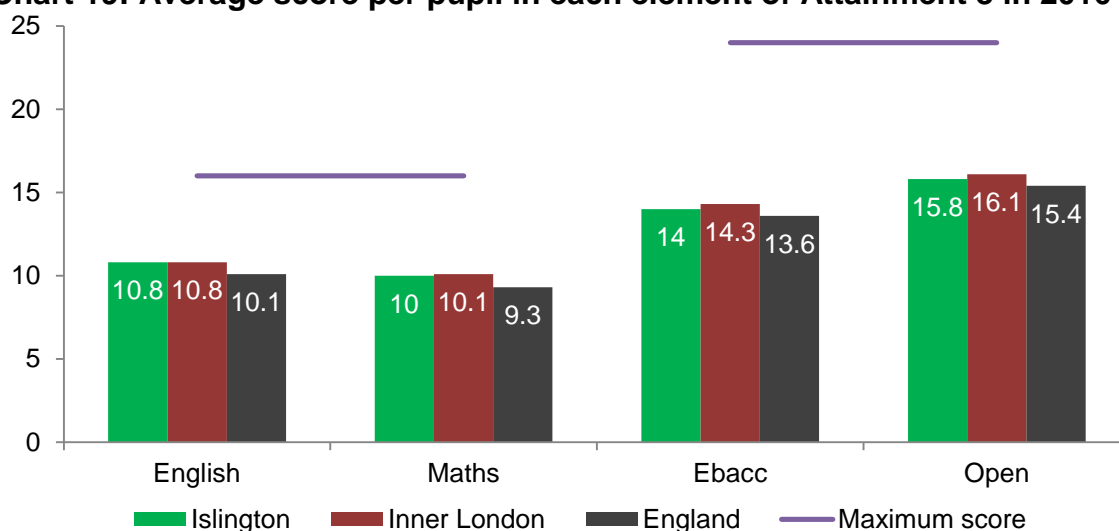
Attainment 8

Attainment 8 measures the achievement of pupils across 8 key qualifications including:

- mathematics (double weighted);
- highest English grade (double weighted if both Language and Literature were sat);
- 3 further qualifications that count in the English Baccalaureate (EBacc) measure; and
- 3 further qualifications that can be GCSE qualifications (including EBacc subjects) or vocational qualifications from the DfE approved list.

The average Attainment 8 score for Islington pupils increased by 0.9 points from 2015 to 2016, to 50.6 per pupil. This was above the national average score (48.5) yet slightly below Inner London average (51.3).

Chart 19: Average score per pupil in each element of Attainment 8 in 2016



Average scores per pupils were equal to Inner London for the English element, similar in mathematics (both double weighted), and slightly below in the additional 3 English Baccalaureate subjects and less than half a point below in the open element, i.e. 3 further qualifications.

Progress 8

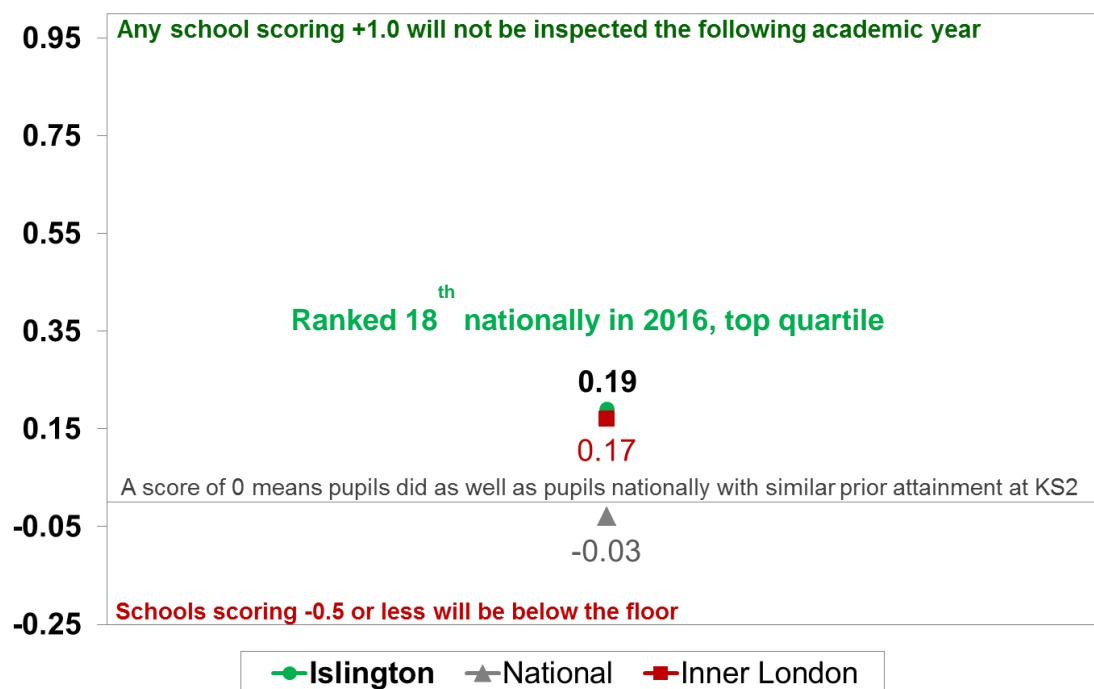
Progress 8 is the new headline measure for secondary school performance. Progress 8 is a measure of the average academic progress pupils make across the eight qualifications (Attainment 8) between the end of primary school and finishing their GCSEs, compared to the national average of pupils who started secondary school at a similar academic level i.e. with a similar key stage 2 average point score. As a consequence the figures are quite small but small differences are important.

⁴ <https://www.gov.uk/government/publications/progress-8-school-performance-measure>

A score of +0.5 means that, on average, every assessment included in a pupil's Attainment 8 score was half a grade higher than the national average of pupils who ended primary school with similar grades.

In 2016, Islington's Progress 8 score was 0.19, this means that on average pupils in our schools gained almost one fifth of a grade point more than pupils nationally with similar prior attainment.

Chart 20: Progress 8 - the average of the difference between the Attainment 8 score of each pupil and the average A8 score of pupils with a similar end of KS2 point score in 2016



Islington was ranked in the top 20 local authorities in the country (18 out of 151) for this new headline measure; and performed well above England all schools (0.0), all state-funded (-0.03) above London (0.16) and Inner London (0.17) averages.

Because Islington's Attainment 8 score was slightly below Inner London (-0.7) and London (-1.3) averages, yet the Progress 8 score is higher than both these comparators, this means that pupils in Islington schools made more progress than their Inner London and London peers albeit from a lower starting point.

Floor standards

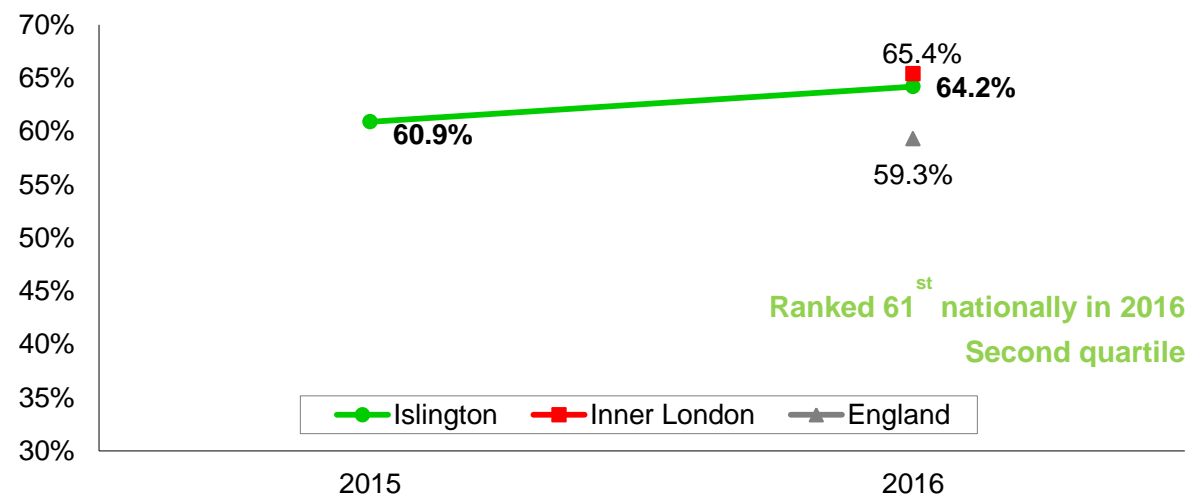
All Islington secondary schools were above the new floor standard in 2016 (just as they were above the previous floor standard in 2015). Schools with a 'Progress 8' score of less than -0.5 where the upper boundary of the 95% confidence interval is below zero will be deemed to be below the floor⁵. This compares favourably with Inner London (2% of schools below the floor) and England (9.3% of schools below the floor).

English and Mathematics passes (A* to C)

⁵ DfE: Progress 8 measure in 2016, 2017 & 2018 Guide for maintained secondary schools academies and free schools January 2016

This new measure looks at the percentage of pupils achieving A* to C in both English and maths. The methodology requires pupils on the English language and English literature pathway to achieve an A* to C in either language or literature, with no requirement to take both.

Chart 21: Percentage of pupils passing both English and maths (A*-C grades)



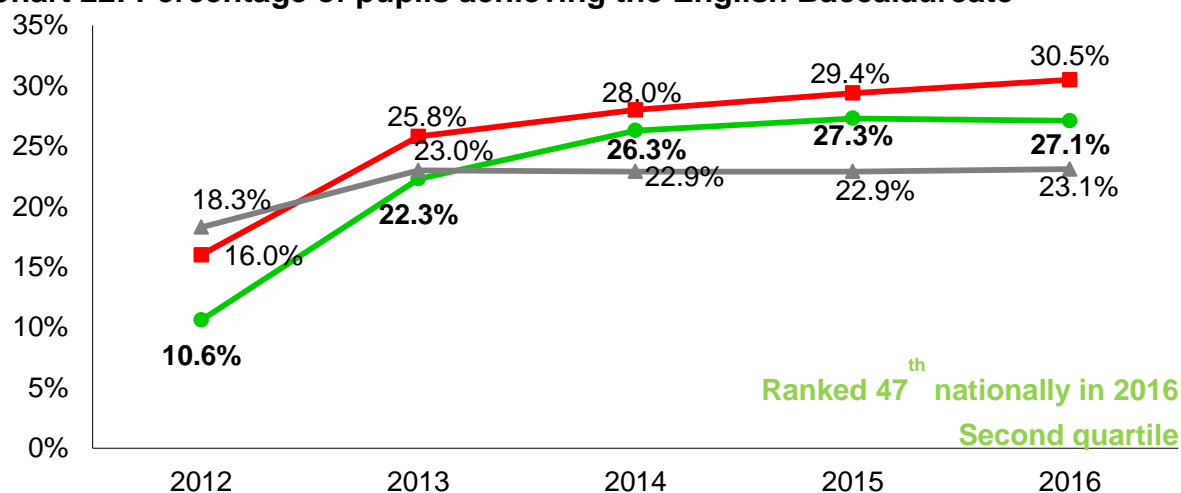
Please note: Local data has been used to calculate 2015 performance; published tables did not provide 2015 Inner London and national comparators using the new methodology.

Islington pupils performed above the national average on this new measure, and improved +3.3% points from 2015. Girls performed better than boys (66.4% versus 62.4%), yet underperformed relative to their peers across Inner London (69.0%; and 63.8% nationally); whereas boys did better than their peers nationally (55%) and across Inner London (61.7%).

English Baccalaureate

The percentage of pupils achieving the English Baccalaureate⁶ (EBacc) qualification continues to exceed national average which stayed around 23%. At 27.1% Islington is 3% points below Inner London. A slight 0.2% point drop compared to last year, however 4% points above England.

Chart 22: Percentage of pupils achieving the English Baccalaureate

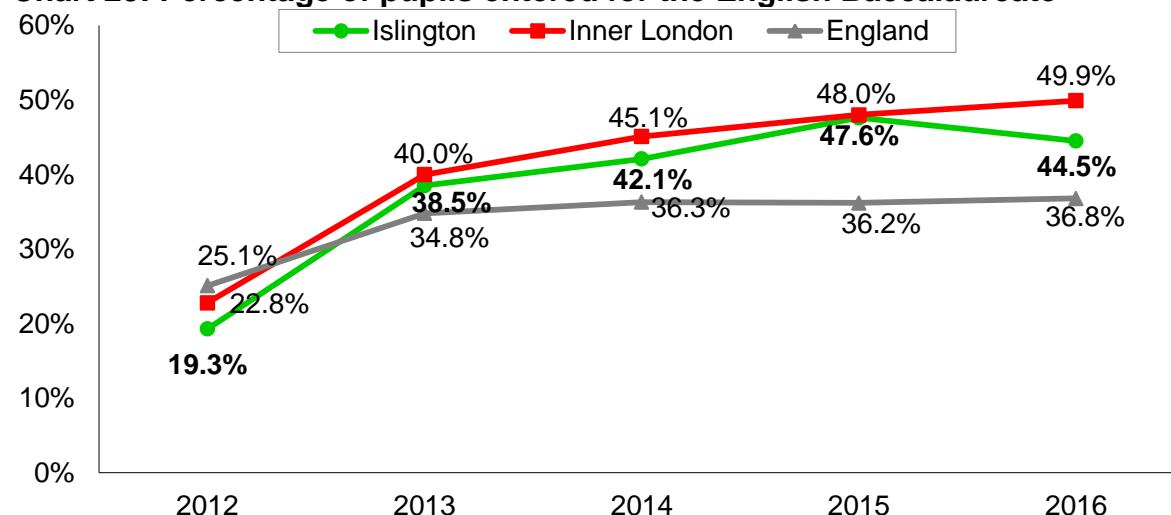


⁶ As with English and maths passes, from 2016 pupils now need to achieve A* to C in either qualification on the English language and English with no requirement to sit both; resulting in a 0.3% point average rise, further details: <https://www.gov.uk/government/publications/english-baccalaureate-ebacc/english-baccalaureate-ebacc>

Islington has held its position in the top third of all local authorities in England for the English Baccalaureate (47 out of 151), having moved up 74 places since 2012 when around 10% of pupils achieved this benchmark.

The proportion of pupils entered for the English Baccalaureate (EBacc) declined in 2016 despite a rise elsewhere in the country. Of the five components that make up EBacc: English, maths, science, a language, and history or geography; entries into English and maths are stable, while entries to humanities have increased since 2015 (+3.4%). However, entry for the sciences element remains below comparators and languages entries dropped by -3.8% points this year to below Inner London (57% compared to 65%) though remains above national (49.4%).

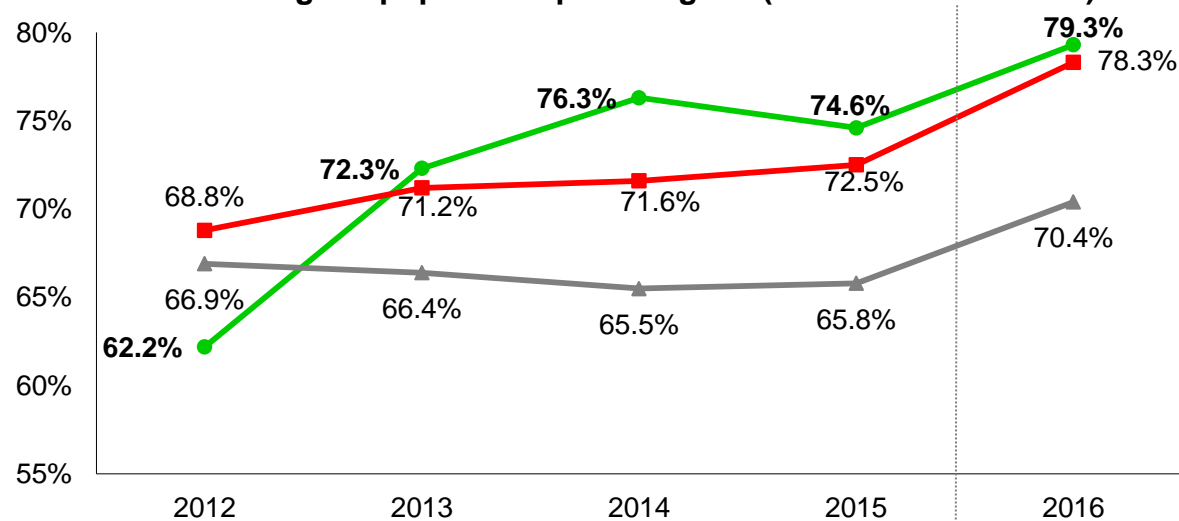
Chart 23: Percentage of pupils entered for the English Baccalaureate



English

English EBacc passes have risen to 79.3% and remains above Inner London, and well above national averages as it has been in recent years. The new methodology has led to a similar rise across England.

Chart 24: Percentage of pupils who pass English (an element of EBacc)⁷

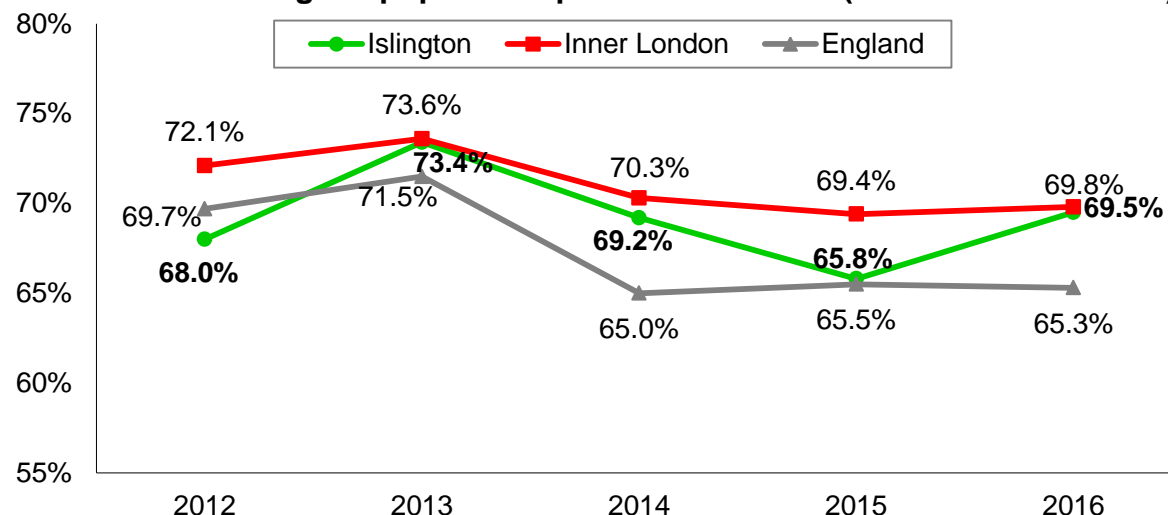


⁷ To pass the English element of the EBacc from 2016, pupils must achieve either: A* to C in combined English10 GCSE or approved equivalents; or A* to C in English language or English literature, with entries into both. Previously pupils on this pathway had to take exams in both English language and literature, and achieve a C or above in English language (applies to 2015 and earlier).

Mathematics

Performance in Mathematics improved, and almost closed the gap with Inner London. Although nationally the results fell, Inner London school results were stable. The raising of the pass mark in the higher paper for one of the examination boards last year, was considered a factor for the previous dip in 2015 results.

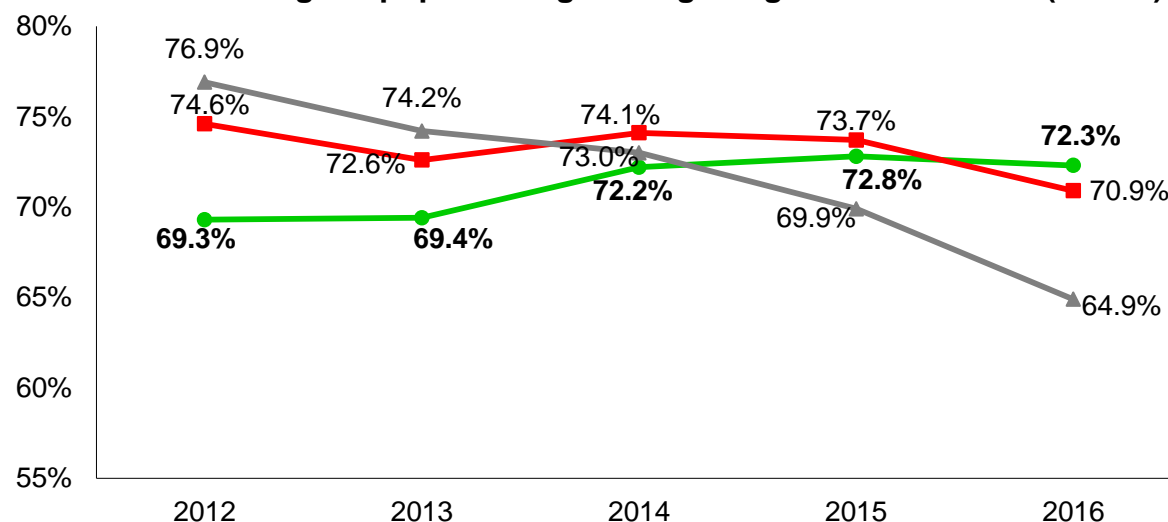
Chart 25: Percentage of pupils who pass mathematics (an element of EBacc)⁸



Science

The proportion of pupils achieving at least two good grades in science subjects remained high, despite a drop nationally and across Inner London in 2016.

Chart 26: Percentage of pupils who get two good grades in Science (EBacc)⁹



A national rise in the proportion of pupils entered for EBacc science (+12.4% points compared to 2015) is driven by an increase in pupils entering the core and additional pathway, moving away from Science BTECs - with more pupils with lower prior attainment entered for EBacc Science in 2016. The increase in entry rate has come with a corresponding fall in attainment nationally.

⁸ To pass the maths element of EBacc pupils must achieve either A*-C in maths GCSE or equivalent; or A*-C in at least one element of GCSE maths linked pairs (application of maths and methods in mathematics). Where this option is chosen, both elements of linked pairs must be taken for the pupil to have entered EBacc maths.

⁹ It is compulsory for state-funded schools to teach science at key stage 4. For EBacc science, a pupil must enter: three individual sciences (three out of biology, chemistry, physics, and computer science); or core and additional science¹¹; or double science. A pupil achieves EBacc science with: A* to C in at least two of biology, chemistry, physics and computer science, having entered at least three; or A* to C in both core and additional science; or A*A* to CC in double science

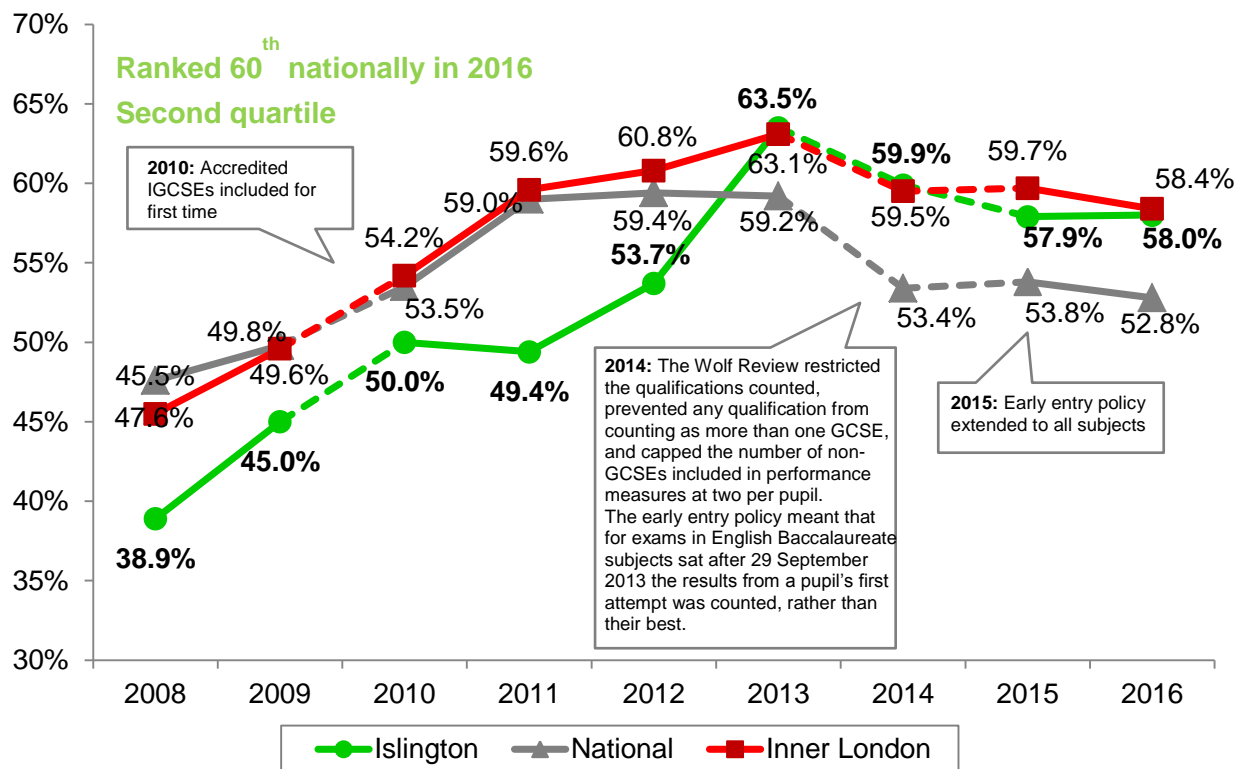
Previous headline: 5 or more A* to C grades including English and mathematics

The Department for Education decided to publish the now redundant level 2 passes in 2016.

This shows that whilst Islington performance increased by 0.1% point on this measure from 2015 to 2016, the England average fell 1% point.

Explanations of previous policy changes alongside performance are given in the chart below.

Chart 27: Percentage of pupils achieving 5+ A*-C including English and mathematics



Islington was ranked 60th in the country in 2016 which remains firmly in the top 50% of all local authorities in England (second quartile).

Coasting schools

A new 'coasting' measure was introduced in 2016, with schools defined as coasting eligible for Government intervention.

In 2016, the definition applies to secondary schools that:

- in 2014 and 2015 had fewer than 60% of children achieving 5+ A* to C GCSEs including English and maths, and below the median percentage of pupils making expected progress in English and mathematics¹; and
- in 2016, the school has a Progress 8 score below -0.25 and the upper band of the 95% confidence interval is below zero.

None of our schools are considered as coasting in 2016, nor can any schools be considered as coasting in 2017 as the criteria spans three years underperformance.

GCSE and equivalent performance by pupil characteristics

Islington schools are among the best in the country for helping disadvantaged pupils¹⁰ achieve good results. In 2016, disadvantaged pupils achieved an Attainment 8 score of 48.7 on average, which is well above England (41.2) and above Inner London (47.8) peers. Disadvantaged pupils in Islington schools made significantly more progress than our comparators.

Chart 28: Attainment 8 average scores by pupil characteristics in 2016

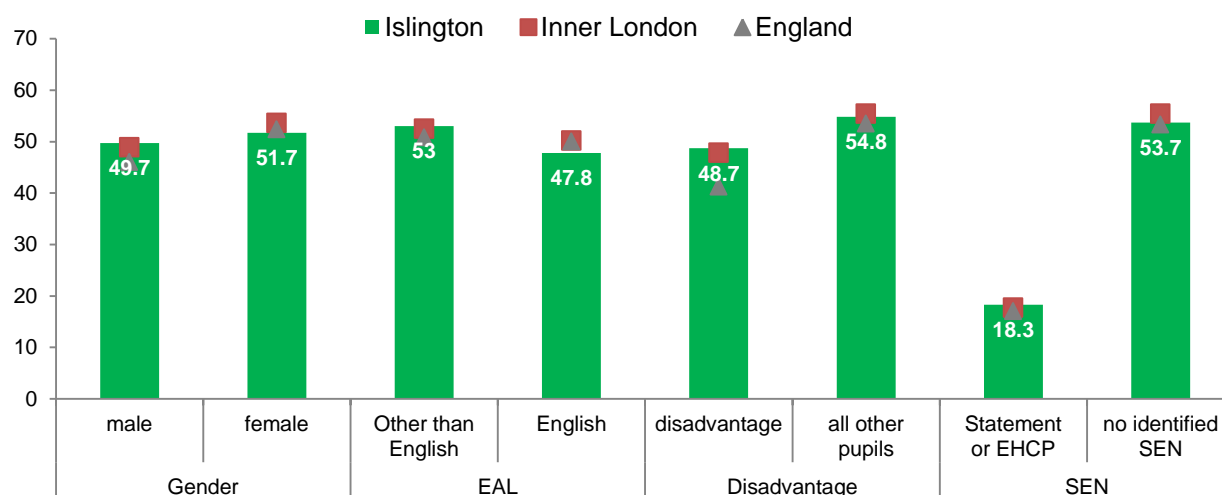
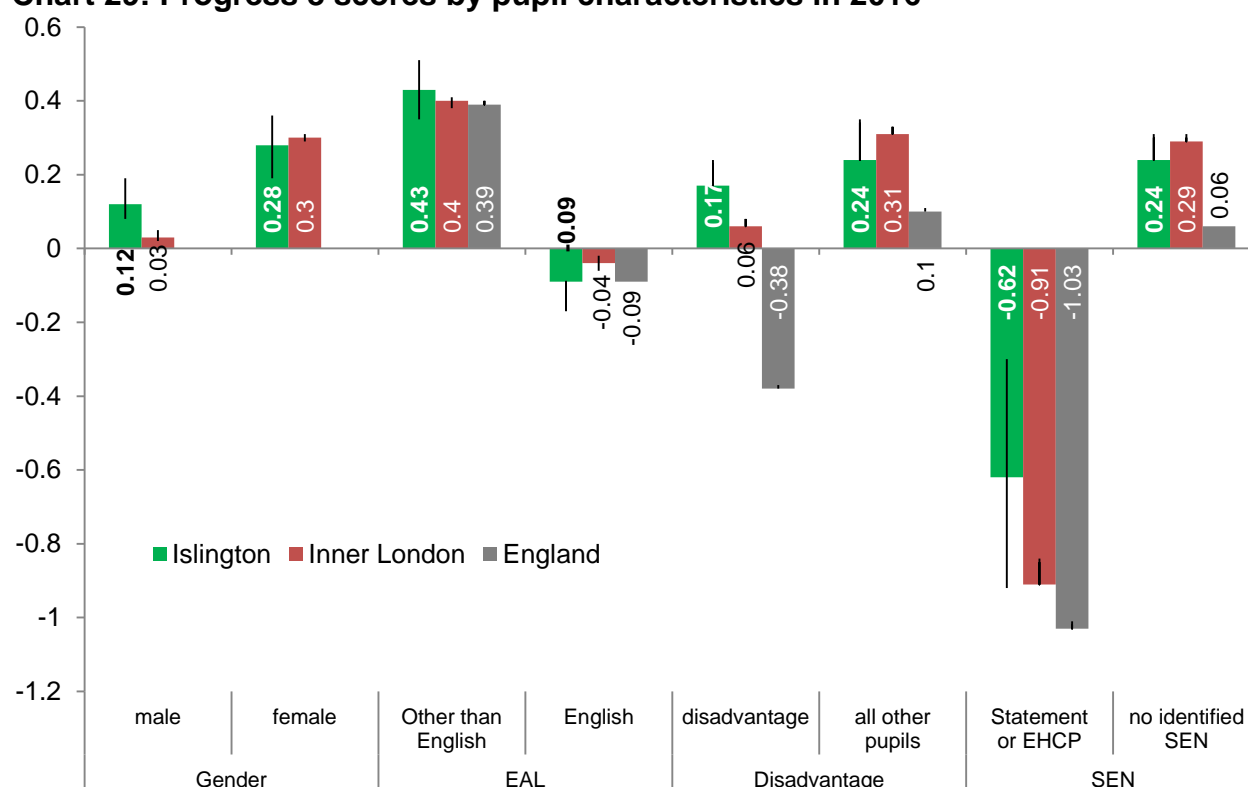


Chart 29: Progress 8 scores by pupil characteristics in 2016



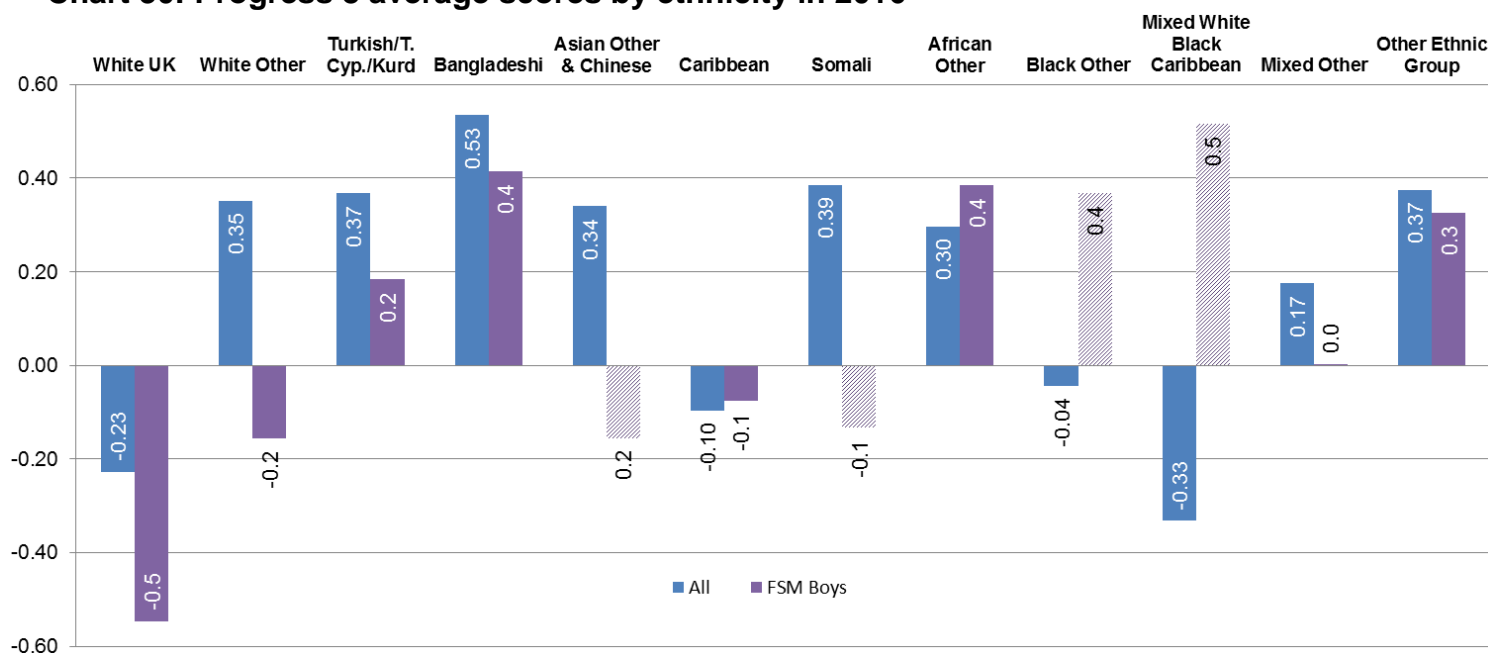
Both boys and girls, disadvantaged and non-disadvantaged pupils; and those with and without SEN, all made significantly more progress than their peers nationally by group (Progress 8).

¹⁰ According to the DfE, pupils are defined as disadvantaged if they are known to have been eligible for free school meals in the past six years (from year 6 to year 11), if they are recorded as having been looked after for at least one day or if they are recorded as having been adopted from care.

Only pupils with English as a first language and those with an EHCP/Statement made relatively less progress than all pupils nationally with the same starting point (i.e. average point score at KS2 regardless of background, gender, language or SEND); and none of these groups made significantly less progress than their equivalent peers nationally.

It is in the progress and attainment of girls, English speaking pupils and non-disadvantaged pupils; without SEND, where there remains a small gap with Inner London average performance.

Chart 30: Progress 8 average scores by ethnicity in 2016



Please note: P8 figures based on small numbers are denoted by light shaded bars and must be treated with caution

Given the relatively small numbers per year and cohort, 3-year averages are commonly used to look at performance by ethnicity. Given the changes to performance measures, 2016 is a baseline year for future analysis.

In this first year of the new accountability framework, the lowest performing groups by ethnicity remain largely consistent with previous years under the old measures; with White UK pupils having the lowest progress 8 scores on average, followed by Black Caribbean pupils. Mixed White and Black Caribbean pupils also had a negative progress 8 score this year on average, although it was a small cohort (44 pupils).

Above average progress was made by Bangladeshi pupils (0.53), and there continues to be good progress among the results for Somali pupils who have really improved over the last 5 years at GCSE (0.39 Progress 8 in 2016).

Looking across multiple factors including: gender, race and disadvantage finds that White British boys from disadvantaged backgrounds make the least progress compared to all pupils with a similar starting point (-0.5 Progress 8 in 2016). This reflects the national picture, boys from disadvantaged groups (-0.54) and White British boys (-0.22) make the least progress.

Islington Council has drawn up new equalities indicators and targets to place a greater emphasis on narrowing gaps in educational outcomes for pupils in our schools.

Child Looked After Attainment at Key Stage 4

The average Attainment 8 score for Islington children looked after (continuously for at least 12 months) was 24.6, equivalent to an average grade of E-. This is above the England CLA Attainment 8 score of 22.8 however is a 26 point gap with their peers in Islington schools, where pupils' scores averaged at a C grade equivalent.

The average Progress 8 score for Virtual School pupils was -1.20 based on 71% of pupils with prior Key Stage 2 attainment information.

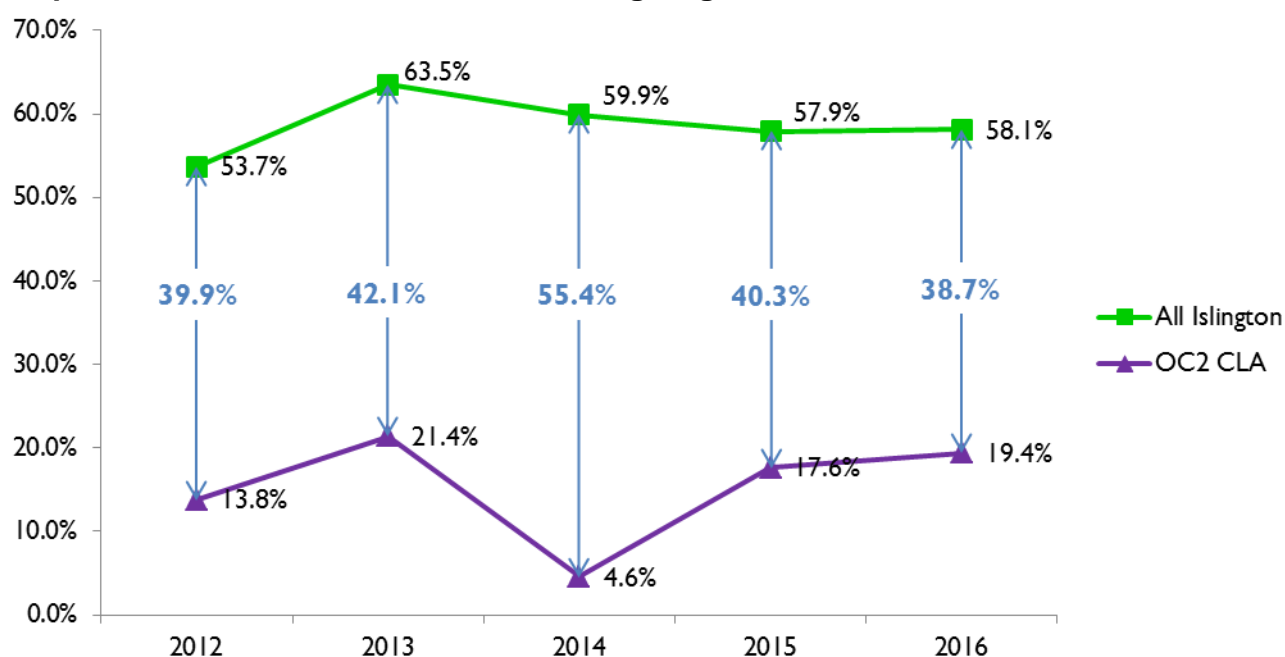
Using the previous headline performance measure of 5+ GCSEs at grades A*-C including English and maths, 19.4% of pupils achieved this standard. Compared to their peers in Islington schools, there is a 39% point attainment gap.

Table 31: Children looked after results at Key Stage 4

	2015/16 (Internal figures)	2015/16 (All England CLA)	2014/15 (LBI CLA published)
Cohort	31		35
5+ GCSEs at grades A*-C including English & mathematics	19.4%	Not published	17.6%
A*-C in English & mathematics	22.6%	17.5%	23.5%
5+ GCSEs at grades A*-C	25.8%	Not published	26.5%
Attainment 8 Score	24.58 (E-)	22.8 (F+)	n/a
Progress 8 Score	-1.20	-1.14	n/a

Source: Virtual School, OC2 cohort only

Chart 32: Percentage of Islington children looked after and all pupils attainment gap using the previous measure %5+ A* - C including English and mathematics



Source: Virtual School, OC2 cohort only

4.6 Special School pupils making progress

It is important that all pupils make their best progress possible, including those with special educational needs and disabilities (SEND). Islington has three outstanding special schools that cater for a wide range of needs. All three schools have both primary and secondary departments.

- The Bridge mainly provides for children with autistic spectrum conditions
- Richard Cloudesley provides for children with profound and multiple learning difficulties;
- Samuel Rhodes mainly provides for children with moderate learning difficulties.

Special schools use a range of assessment tools to measure the attainment of their pupils. These tools need to be sufficiently granular to identify small steps in children's progress, and so have finer scoring than those used to measure progress of children without SEND. For these reasons it is not appropriate to make comparisons between schools.

In their most recent inspection reports Ofsted had the following to say about progress in Islington special schools:

- "From a wide range of starting points, the proportions of students of all groups making and exceeding expected levels of progress are extremely high." ***The Bridge, 2014 Ofsted report***
- "Pupils' learning is adapted most effectively to ensure each pupil makes rapid and sustained progress. Adults continually check pupils' progress within each lesson to capture each small step in achievement." ***Richard Cloudesley, 2014 Ofsted report***
- "Pupils make outstanding progress across the school, particularly in the key skills of literacy and numeracy." ***Samuel Rhodes, 2013 Ofsted report***

Future Changes

New performance accountability measures that were introduced in 2016 will continue to take the place of the now redundant 5 A*-C including English and maths and this is unlikely to be published again.

GCSE outcomes in English and maths were published using a 1-8 scale in 2016, taking the place of A*-G, where 1 is equivalent to a grade G GCSE and 8 equivalent to an A* GCSE. From summer 2017, all subjects will move over to new scales 1-9, where individual grades will no longer convert to a single scale point with performance (and progress) weighted towards the higher end of achievement.

4.7 Key Stage 5 – A levels and equivalents

A new 16-18 school and college accountability system has been implemented in 2016, which includes new headline accountability measures and changes to the methodology for calculating 16-18 results. As a result there is no comparable data to previous years' Key Stage 5 measures.

Islington has four maintained secondary schools, that comprise the Islington sixth form consortium (IC6), three academies (City of London Islington, St Mary Magdalene, Tech City College) and one FE college that offer post-16 provision in the local authority.

A new measure looking at "Average point score (APS) per entry- best 3", which covers students at the end of advanced level study who were entered for at least one A level, applied single A level, applied double A level or combined A/AS level during 16-18 study, excluding critical thinking and general studies and only includes A level students who have entered less than a total of size 1 in other academic, applied general and tech level qualifications, shows Islington's score converted to a grade as a C. This is below the National grade of C+. At individual school level, more Islington schools have the C+ grade in line with the national grade.

The percentage of students achieving grades AAB or better at A level subjects of which two are facilitating subjects, at Islington schools was at 4.6%, while the national percentage was 17%.

Table 33: Key stage 5 passes in Islington 2016

School/College name	# students entered for at least one AS or A level qualification	Number of students entered for 1 or more A level ¹⁴	APS per entry, best 3 ¹¹	APS per entry, best 3 as a grade	% students achieving grades AAB or better at A level, of which at least two are in facilitating subjects ^{14,15}
Islington Sixth Form Consortium	220	156	28.44	C	3.8%
Central Foundation Boys' School	58	43	33.88	C+	2.3%
Highbury Fields School	45	37	33.15	C+	5.4%
Highbury Grove School	57	31	28.82	C	6.5%
St Aloysius RC College	61	45	19.11	D	2.2%
City of London Academy Islington	47	21	32.86	C+	0.0%
St Mary Magdalene Academy	30	15	31.78	C+	0.0%
City and Islington College	NYA	NYA	NYA	NYA	NYA
Tech City College	114	62	24.09	D+	6.5%
Islington	1,245	856	28.56	C	4.6%
England*	323,273	224,100	34.97	C+	17.0%

The new attainment measure shows the average point score per entry, expressed as a grade and average points. It builds on the existing attainment measures by showing separate grades for level 3 academic (including a separate grade for A level), Applied General, and Tech Level qualifications

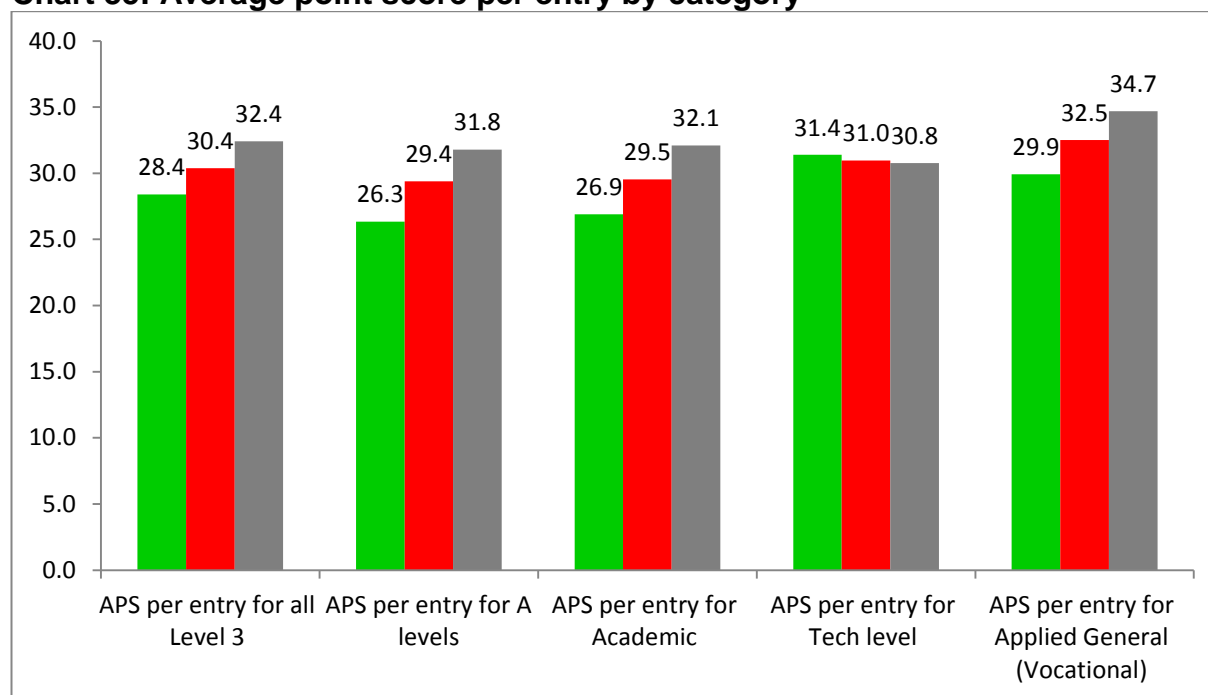
Table 34: Key stage 5 average point scores per entry in Islington 2016

Pupils completing Key Stage 5 in 2016		Average point score / grade per entry			
School/College name	# Students entered for an advanced (level 3) qualification	A level	Academic	Tech level (Occupational)	Applied General (Vocational)
Islington Sixth Form Consortium	342	26.57 (C-)	26.72 (C-)	41.5 (Dist+)	32.65 (Dist-)
Central Foundation Boys' School	102	29.28 (C)	29.22 (C)	SUPP	36.88 (Dist+)
Highbury Fields School	57	31.56 (C)	31.95 (C+)	No Entries	36.75 (Dist+)
Highbury Grove School	96	23.8 (D+)	23.91 (D+)	42.37 (Dist*-)	26.88 (Merit+)
St Aloysius RC College	90	21.53 (D)	21.64 (D)	No Entries	31.63 (Dist-)
City of London Academy Islington	55	24.65 (D+)	24.65 (D+)	SUPP	45 (Dist*-)
St Mary Magdalene Academy	70	31.79 (C+)	36.63 (B-)	No Entries	No Entries
City and Islington College	NYA	NYA	NYA	NYA	NYA
Tech City College	173	20.69 (D)	20.69 (D)	36.52 (Dist)	20.69 (Dist)
Islington	2,200	26.34 (C-)	26.91 (C-)	31.39 (Dist-)	29.93 (Merit+)
England*	440,455	31.79 (C+)	32.11 (C+)	30.77 (Dist-)	34.69 (Dist)

* England figures include all schools and FE sector colleges.

Islington has on average a 4 point gap per entry with national and 2 point gap with Inner London for all level 3 qualifications.

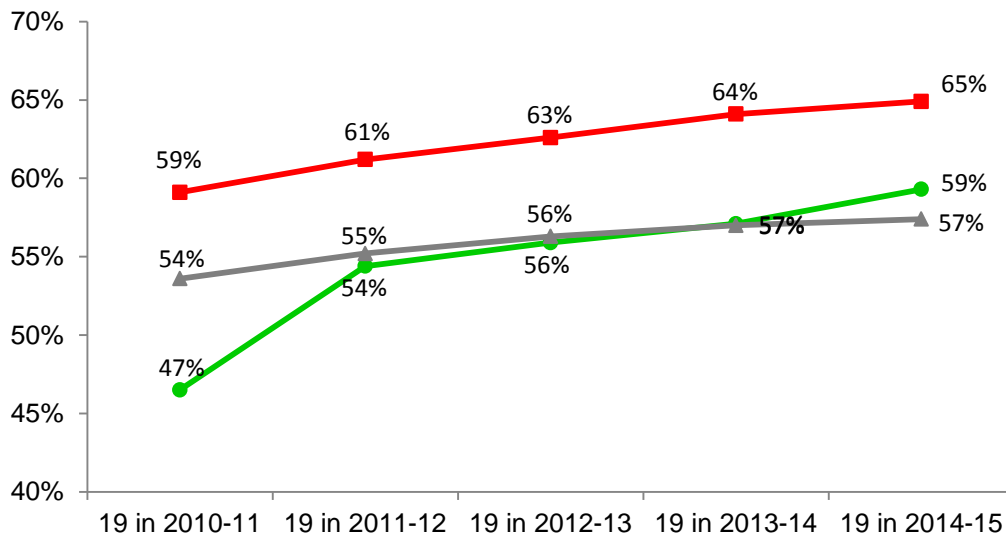
Specifically, the gap is the widest for entries at A levels with a 5.5 point with National and 3.1 point with Inner London. On the other hand, Islington average point score is higher for entries for Tech Level, 0.6 point above the national aps and 0.4 point above Inner London

Chart 35: Average point score per entry by category

4.8 Qualifications by age 19

The Level 3 by 19 measure looks at students who were in Islington schools in Year 11 and then at their attainment level by the time they are 19, wherever they are studying. There has been a strong focus on qualifications by 19 as low levels of performance have historically been a cause for concern.

Chart 36: Percentage of 19 year olds qualified to level 3 by local authority

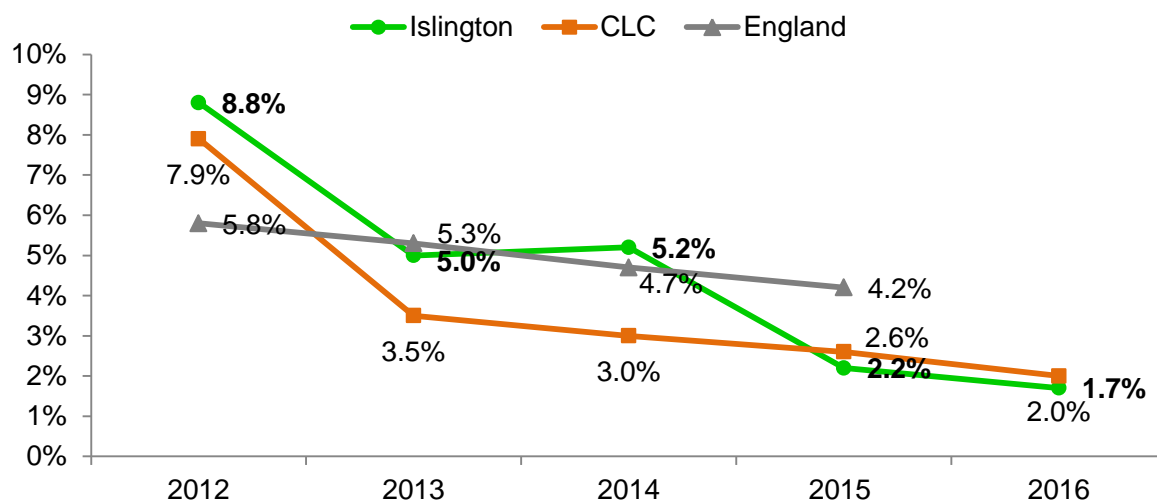


4.9 Securing education, employment and training (EET)

Islington residents

The percentage of resident young people aged 16 to 18 who were not in education, employment or training (NEET) showed further improvement in 2016-17 and was at 1.7%, down from 2.2% the previous year (Nov-Jan 3-month average). The council has exceeded its 2016 target of reducing the % of NEET residents below the 2014 Central London Connexions (CLC) average of 3.5%

Chart 37: Percentage of 16-18 year old Islington Residents NEET (Adjusted NEET - Nov-Jan snapshot)



Please note: figures are adjusted to include a percentage of unknowns

In 2016 the new DfE Performance Measure replaced the 16-18 year old residents with 16 & 17 year old residents and reporting a combined actual NEET and Unknown figure for November to January 3-month average instead of the Adjusted NEET figure for the same period. Using the new methodology, Islington percentage of those not in education, employment and training or in a not known activity was at 4.6% compared to 7.7% in 2015. The Islington figure is above the Central London Connexions average % of 6.4%.

Islington School Pupil destinations on 1st November following the end of Year 11

A higher proportion of Islington and out of borough resident young people who were attending Islington schools and settings remained in learning following key stage 4. The 2016 figure of 97.3% for “In Learning” percentage is higher than last year’s 96.7% figure.

NEET figure was lower than the previous year (1.1% compared with 2.2% in 2015).

There are EET opportunities which start after 1 November (when the snapshot was taken) which we expect some of these young people will take up (or will have taken up).

Unknown figures remained similar to 2015 figures and were at a low 0.9%. Islington continues to keep in touch with more young people and that appropriate support can therefore be provided to a larger population group as and when it is needed.

Table 38: Destinations of local authority school leavers - Islington 2016

Local Authority	Survey Total	In Learning**		Employment - No Training		NEET		Other		Unknown	
		No.	%	No.	%	No.	%	No.	%	No.	%
Islington 2015*	1,507	1,457	96.7%	5	0.3%	33	2.2%	0		12	0.8%
Islington 2016	1,511	1,470	97.3%	10	0.7%	17	1.1%	1	0.1%	13	0.9%
Camden	1,465	1,423	97.1%	6	0.4%	22	1.5%	1	0.1%	13	0.9%
Hackney	2,123	2,051	96.6%	2	0.1%	15	0.7%	1	0.0%	54	2.5%
Kensington & Chelsea	767	733	95.6%	5	0.7%	6	0.8%	0		23	3.0%
Lambeth	1,988	1,921	96.6%	3	0.2%	21	1.1%	0		43	2.2%
Southwark	2,493	2,410	96.7%	8	0.3%	35	1.4%	1	0.0%	39	1.6%
Wandsworth	1,795	1,698	94.6%	5	0.3%	24	1.3%	0		68	3.8%
Westminster	1,596	1,566	98.1%	0		15	0.9%	0		15	0.9%
2016 Survey Totals	13,738	13,272	96.6%	39	0.3%	155	1.1%	4	0.0%	268	2.0%

Source: IYSS destinations, data for 2016

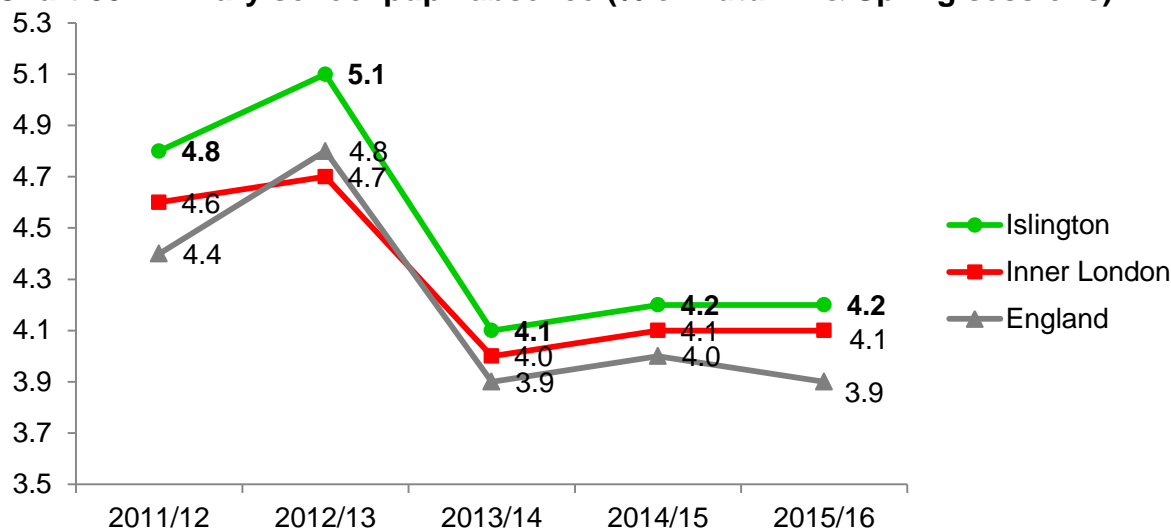
*Islington 2015 figures were calculated using complete local authority data and differ from the CLC Activity Survey figures.

**In Learning category includes post compulsory education including Year 11 repeats, employment with study or training and training destinations.

5. Pupil absence

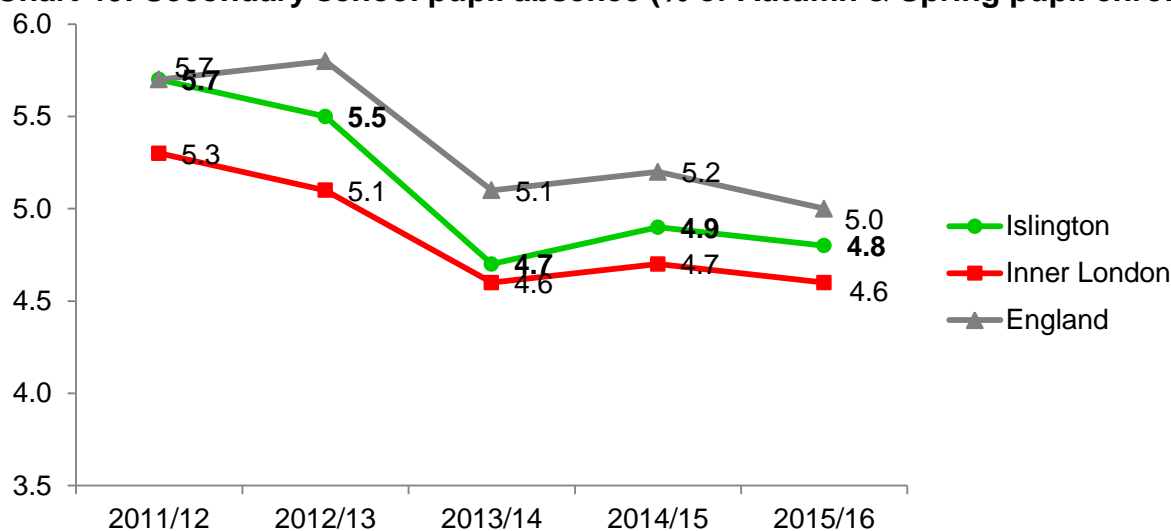
Primary pupil absence rates have improved and the step-change reduction in 2013/14 has been sustained. Islington's primary school absence rate remains just one tenth of a percentage point above Inner London, yet this remains in the bottom quartile and slipped in the national rankings because absence fell further this year beyond London with lower absence due to sickness.

Chart 39: Primary school pupil absence (% of Autumn & Spring sessions)



Secondary pupil absence improved over the last academic year (two terms) and remains better than national average and just 0.2% points above Inner London.

Chart 40: Secondary school pupil absence (% of Autumn & Spring pupil enrolments)



Persistent absentees are those pupils with high levels of absence from school. The DfE has set out a new challenge for school attendance by further lowering the level at which a child is deemed persistently absent. Persistent absence (PA) data now includes all pupils whose attendance is 90% or less. The DfE has also changed the definition of this measure during the year. Previously, persistent absence was based on a minimum number of days of absence. This was to prevent a pupil who is only enrolled at a particular school for a short period of time before transferring being classified as a persistent absentee if they are absent for a few days. The DfE have changed the PA definition to be any pupil who misses 10% or more of their own individual total number of possible sessions of school (where one session is a half day).

Charts 41-42 are based on the new persistent absence measure which uses the lower rate of sessions absent across the combined Autumn and Spring terms, equivalent to 10% of total possible school sessions (half days). Historical data has been revised to reflect the change in methodology and give comparable trend information.

Chart 41: Primary school persistent absence (% of total Autumn & Spring sessions)

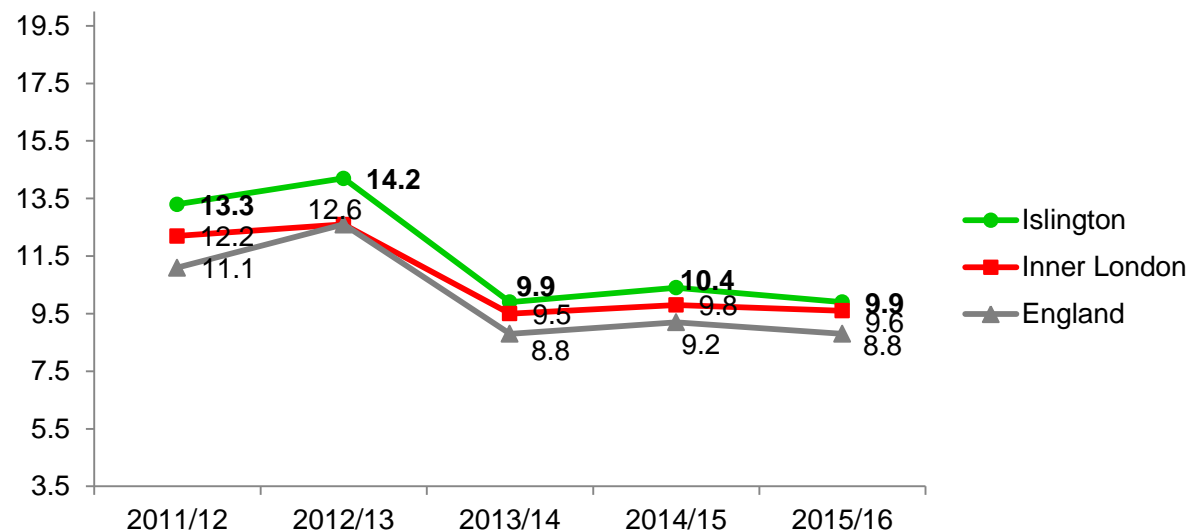
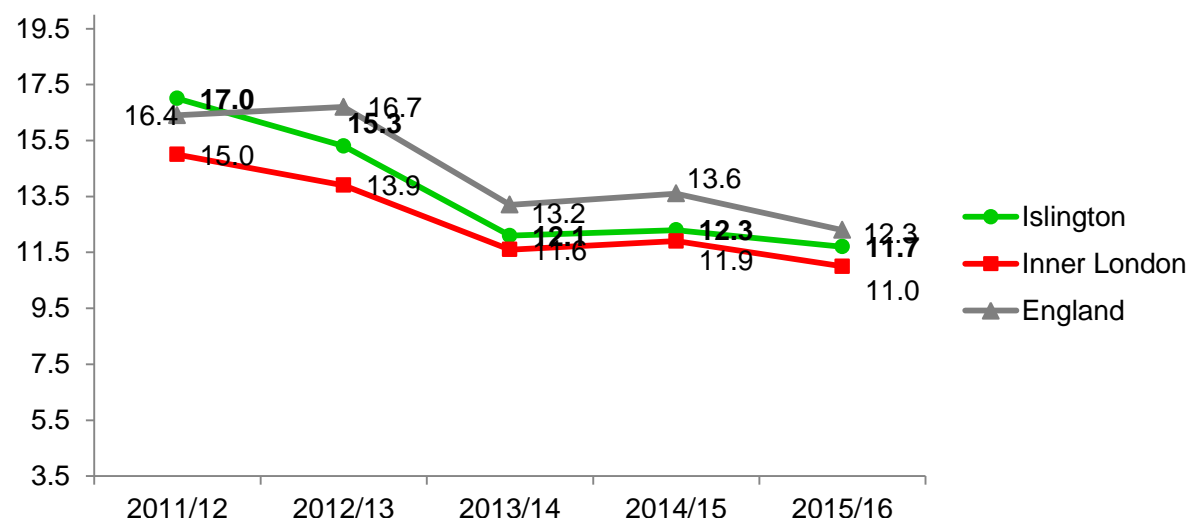


Chart 42: Secondary school persistent absence (% of Autumn & Spring pupil enrolments)



Progress has been made to reduce persistent absenteeism, both primary and secondary rates have improved and are within 1% point of the Inner London average in 2015/16 (two terms), although further reductions are needed to close the gap with national at primary phase.

Pupils attending special schools include a substantial minority who are not in good health and, as a consequence, take more days off due to illness and particularly for medical appointments. Nationally rates of absence for pupils attending special schools are much higher than that for mainstream schools.

Islington's rate of absence for special schools has reduced both absolutely and relative to our Inner London and national comparators and is now lower than both of them. Pupil attendance has continued to improve, bucking the national and Inner London trend this year.

Please note: the latest data available for special school is 2014/15; and 2015/16 full year data will be published in March 2017.

Chart 43: Special school pupil absence (% of total sessions)

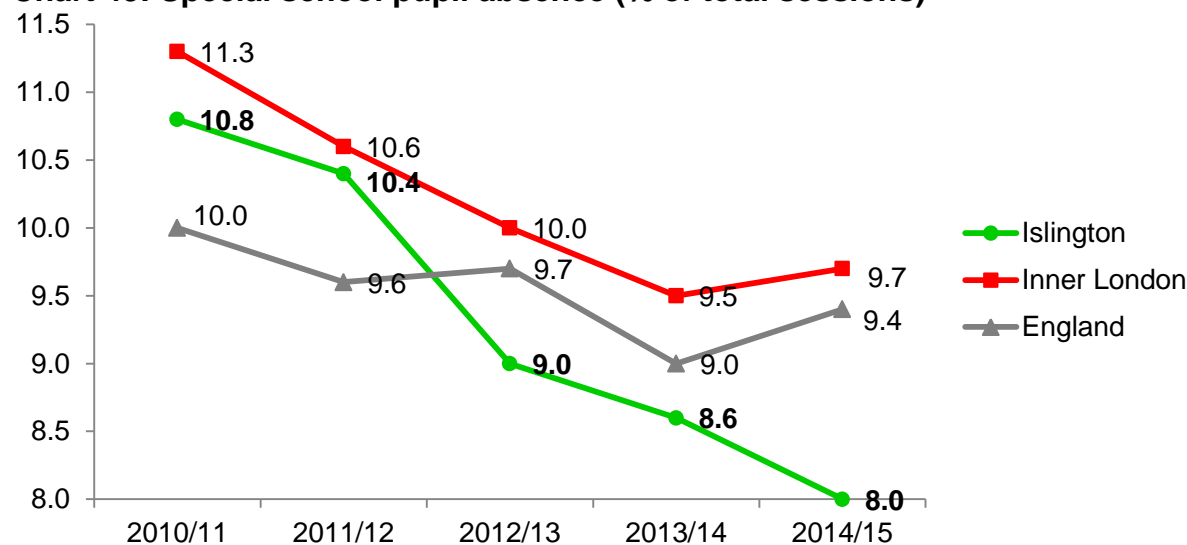
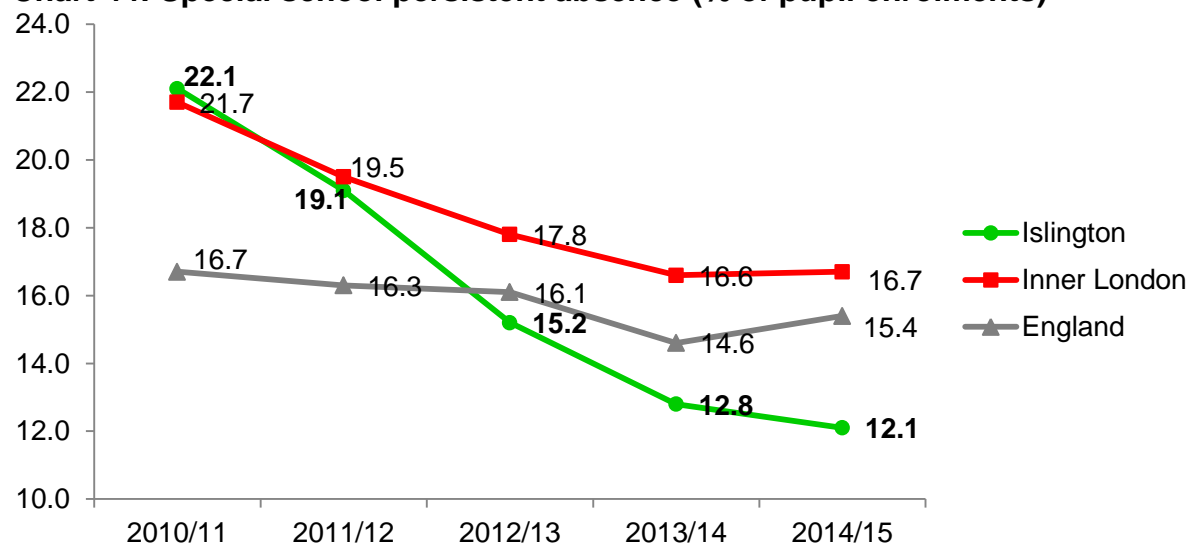


Chart 44: Special school persistent absence (% of pupil enrolments)



Please note: special school absence and persistent absence are based on the combined Autumn, Spring and 1st half of the Summer terms, except 2014/15 which is the full year (6 half terms) as DfE ceased publication of 5 half terms.

6. Exclusions

Fixed term exclusions

Islington has historically had a higher than average rate of fixed term exclusions among primary school pupils than national and Inner London comparators, in 2014/15 the fixed exclusion rate rose substantially above comparators, which also experienced a slight rise. The number of fixed term exclusions increased from 179 to 306 (+71%). The latest available data is for 2014/15 academic year.

Chart 45: Primary school fixed term exclusion rate (% of the school population)

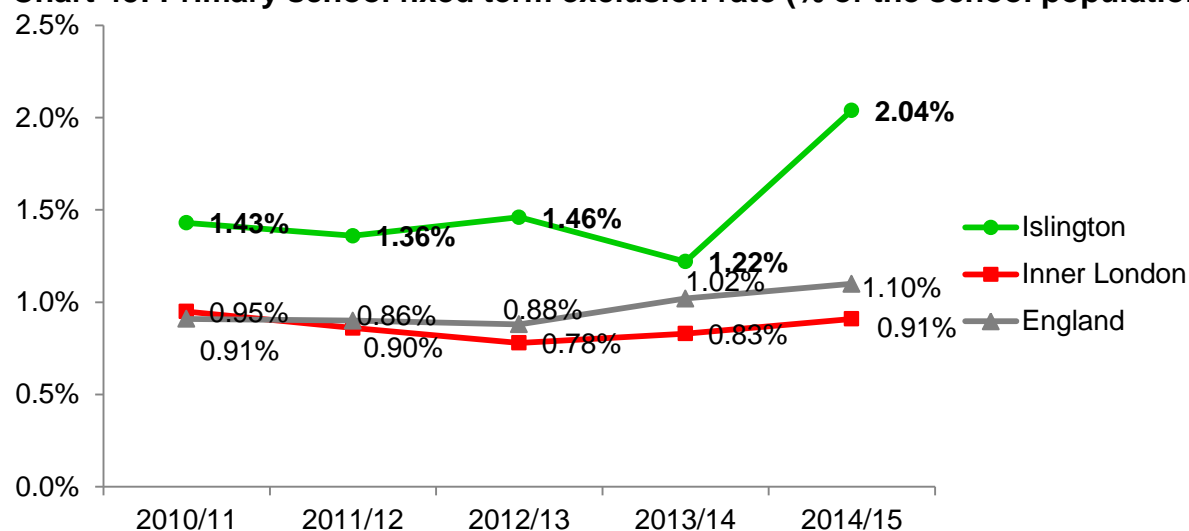
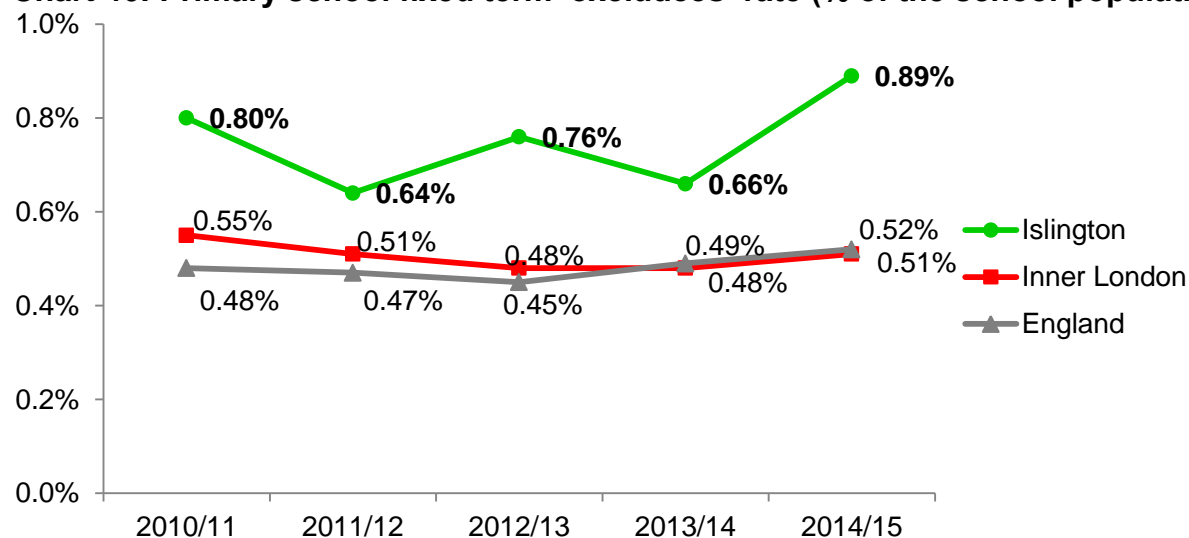


Chart 46: Primary school fixed term 'exclusees' rate (% of the school population)



More pupils were excluded one or more times and 'exclusees' accounted for a higher proportion of the growing primary school population. Pupils were also excluded more frequently and for longer periods. The total school days lost due to fixed term exclusion increased by 213 days in one year (up to 555 days).

Secondary fixed term exclusions have increased in line with the national and Inner London trend. The rate is now better than national but above Inner London. The local rate of excludees is now also above national and Inner London averages.

Between 2013/14 and 2014/15 there were around 120 more fixed term exclusions from secondary schools in the borough (up from 519 to 640), involving around 79 more pupils excluded one or more times ('excludees') up from 356 to 435 pupils. Yet, the average number of exclusions per pupil was stable at around 1.5 and the average days lost per pupil was slightly lower (4.7 compared to 5.3), suggesting that more pupils were excluded for shorter periods and this was below the previous peak in 2012/13.

Chart 47: Secondary school fixed term exclusion rate (% of the school population)

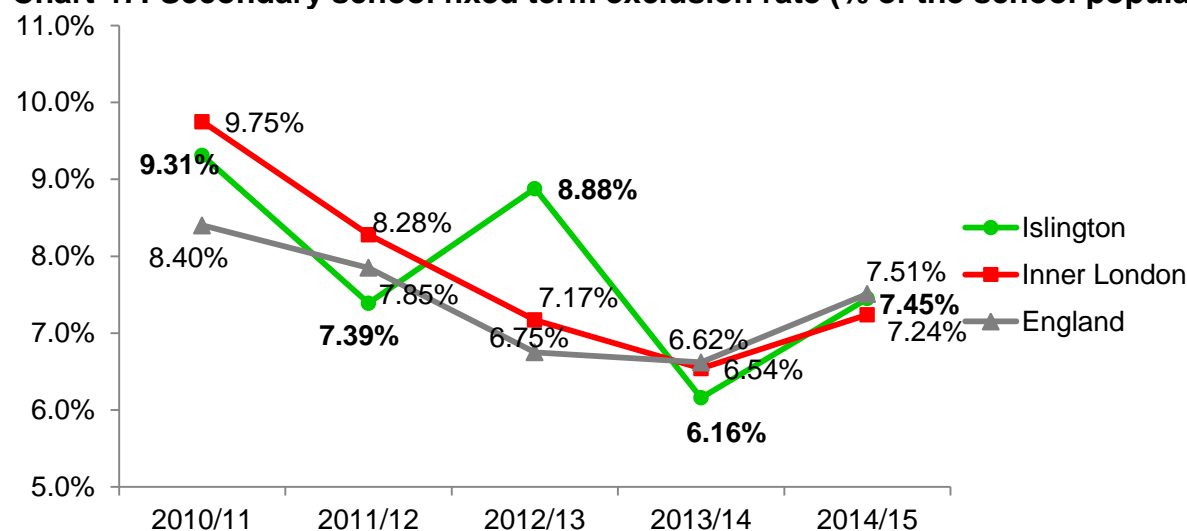
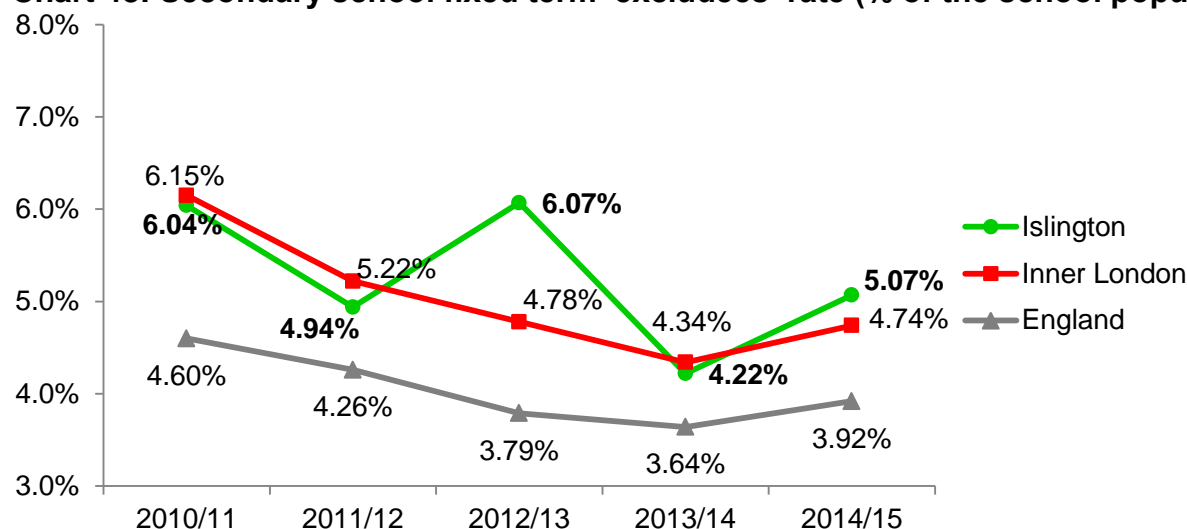


Chart 48: Secondary school fixed term 'excludees' rate (% of the school population)



The most common reasons for fixed term exclusions are for persistent disruptive behaviour or for physical assault against a pupil. Physical assault against an adult is also common amongst the primary school exclusions, but not at secondary level.

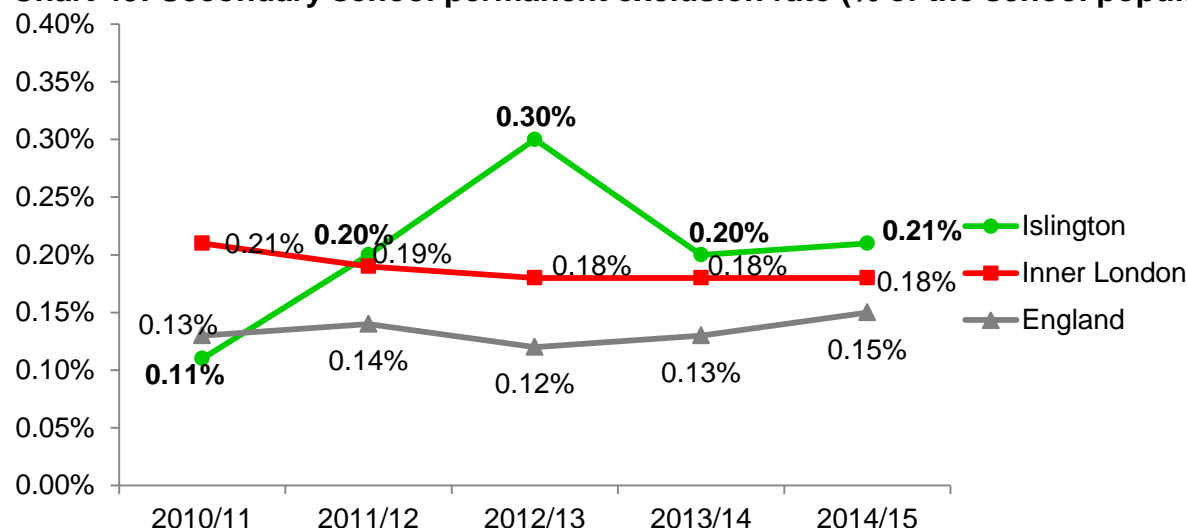
A much higher proportion of exclusions and excludees from Islington primary and secondary schools are male, compared to the proportion of the school roll that are male. Analysis of fixed term exclusions by ethnicity shows that the groups over-represented are: Black Caribbean and Mixed White and Black Caribbean. Black African were also overrepresented at primary schools.

Permanent exclusions

Fewer than 5 pupils were permanently excluded from an Islington primary school in 2014/15 (as with the previous year). Due to low numbers the exact figures are not given and cannot be expressed as a rate.

In 2014/15, there were 18 secondary pupils with a permanent exclusion (from 17 in 2013/14 and 24 the previous school year). Once expressed as a rate of the school population, the figure is fairly consistent with the previous year.

Chart 49: Secondary school permanent exclusion rate (% of the school population)



7. School Place Planning

The 2016 School place planning report is available online.

<https://www.islington.gov.uk/children-and-families/schools/apply-for-a-school-place>

8. Conclusion

This report provides an overview of educational performance against the key areas of responsibility for the Council. It is clear that good progress continues to be made and that the Islington Community of Schools are in a strong position to build on the improvements seen in the last few years. Where further improvement is needed, there will continue to be robust arrangements in place to support and challenge schools.

REPORT AUTHOR

Lauren Pang

Head of information and Performance, Children's Services

Tel: 020 7527 5683

Email: lauren.pang@islington.gov.uk