

Report of: Corporate Director, People Directorate

Meeting of:	Date:	Ward(s):
Children's Services Scrutiny Committee	30 th April 2019	All

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SUBJECT: Children's Services Quarter 3 2018/19 Performance Report

1. Synopsis

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

2. Recommendations

- 2.1 To consider Children's Services performance in Quarter 3 2018/19.

3. Background

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

CES OBB Outcome: Creating a safe and cohesive borough for all

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

82% of young people triaged in the first three-quarters of 2018/19 were diverted away from the criminal justice system. This is better than performance during 2017/18, and an improvement on performance in the same period during last year. The improvement was down to a high proportion of young people triaged in the third quarter of the year being diverted away from the criminal justice system – 87% in Q3 alone, compared to 80% in each of the first two quarters of 2018/19.

The Targeted Youth Support (TYS) team primarily focuses on providing strong and effective early intervention and prevention to young people and adolescents within the borough who are in need of support, help and protection. This effectively diverts young people away from the criminal justice system. Some of the methods which are used to assist with this objective includes the duty system with Children's Services Contact Team (CSCT), which allows self-referrals and referrals to be made by other sources about young people who are in need. This duty system has recently been revised and updated. Another method is the detached youth work offer in area 'hotspots', which aims to signpost young people to appropriate services.

Much focus has also been on providing assistance to schools in recent times and a group of young people have been identified for targeted support via the transitions project which is supporting the cohort in their transition from primary to secondary school. A TYS lead has been allocated to be the conduit for most secondary schools in the borough to ensure that needs can be responded to more swiftly. In addition, staff are delivering more group work, including to young women only, and targeted sessions in schools. The transitions work will be further enhanced due to the successful bid which will enable the recruitment of an additional two workers for TYS to focus on this area.

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

There were 44 first time entrants in the first half of the year, which is the same as the number reported during the same period in 2017/18.

The Youth Justice Board (YJB) report on the rate of first time entrants for each local authority, to allow comparisons to be made between different areas. Islington's latest reported rate had dropped to 376 per 100,000 10 to 17 year olds, for July 2017 to June 2018 financial year. This is a 7% drop compared to the same period during the previous year, although the Islington rate remains above the London and England rates.

The reductions which were seen in 2017/18 were significant when compared to 2016/17, so it is important that improvements continue to be seen for this indicator. These need to be seen within the context of our statistical neighbours, many of whom are experiencing increases in the number of first time entrants in their respective areas. The commentary in 1.1 is also applicable to that for this indicator. The offer and availability of Triages for young people who have perpetrated first time and low-level offences has helped ensure that young people are assessed, screened and supported early on in their journey. The objective is therefore then to ensure that there is not any further progression or escalation for them within the youth justice system. The availability of high quality commissioned youth services has also contributed towards this. When young people who are First Time Entrants are worked with by the YOS, the quality of the service is also robust and comprehensive, again with the objective of preventing any further offending. The combined activity has led to a good level of performance in relation to young people entering the Criminal Justice System.

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

Provisional data suggests out of the 44 young people in the cohort for 2018/19, 20 had reoffended as at the end of Q3 2018/19 (45%). This is a lower percentage than what was reported at the end of Q3 in 2017/18.

The YJB report on two different measures of reoffending, based on a rolling cohort of young offenders in one quarter, and their levels of reoffending over the following 12 months. This means that the figures are eighteen months behind. The Corporate Indicator is based on a fixed cohort of young offenders in one quarter of the year, with their reoffending being reported cumulatively during the following year. Additionally, the YJB allow a significant time lag in their reporting, to allow for potential delays in the recording of outcomes, nationally. The latest data for the YJB reoffending 'binary' measure is for the January – March 2017 cohort of offenders, 59.4% of whom reoffended in the following 12 months. This compares to 42.5% reoffending across London and 39.9% across England as a whole. The Islington figure represents an increase compared to the previous quarter. In relation to the YJB 'frequency' measure, Islington still ranks highly out of our comparators.

This is perhaps the indicator which has caused the most concern in recent times and where improvements have not been as substantial as we would have liked. The re-offending rates – whether using the Youth Justice Board or local formulae – are quite high due to the fact that we have a small but significant cohort of young men with multiple vulnerabilities who are responsible for a large volume of offences. Subsequently, it has been more difficult to make a significant impact with the curtailing of this indicator. However, there is intensive work and action taking place to ensure that this cohort and any potential newcomers are provided with a combination of support and enforcement. For example, the Youth Offending Service has trained staff in and implemented Trauma Informed Practice to strengthen the quality of the assessment, planning and delivery of interventions to all of our young people, but particularly to this cohort (almost all of whom have experienced significant traumatic events). This is also one of the reasons why we have introduced a Clinical Specialist Panel so that specialist staff, who focus primarily on the health needs of our young people, can collectively decide on the best specialist intervention for them and the appropriate sequencing of such interventions. We also continue to work closely with police colleagues to ensure that enforcement is commensurate to each case

As research has overwhelmingly concluded that education, training and employment (ETE) is essential in keeping young people on the right path, we have increased the remit of our Educational Psychologist and we are in the process of recruiting a permanent I-Work Employment Advisor into the YOS. Strategic work is also underway with colleagues from the Employment, Skills and Culture department to improve the overall ETE offer to the YOS cohort and other vulnerable adolescents. We are also continuing to use the Youth Justice Board's 'live tracker' tool to identify, track and monitor the cohort and to identify trends and needs, as well as continuing to seek feedback from the young people themselves, about what could be done differently to support them, via our participation groups and forums.

Note – the comparison shown above is a snapshot at the end of the year. This measure actually gets refreshed during the year and is not totally reliable until some time after the data is reported (as the outcomes of offences are confirmed throughout the year).

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

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

After a large drop in the number of custodial sentences between 2016/17 and 2017/18, there was an increase in Q1 of 2018/19, compared to the same period of 2017/18, with 11 young people sentenced to custody in the quarter receiving 12 custodial sentences. However, there were 4 custodial sentences in Q2, and 3 in Q3 2018/19, bringing the cumulative total for the year up to 19.

The YJB report on custodial sentences based on rates per 1,000 10-17 year olds during a rolling 12-month period, to allow comparisons to be made between different local authorities. The latest data, for the 2018

calendar year, reports Islington's rate as 1.50 custodial sentences per 1,000 population, which is the same as the previous quarter. Islington's rate remains higher than London (0.58) and England (0.32).

The number of our young people who were sentenced to custody in Q1 was concerning and represented a large increase when compared to recent quarters within the past two years. It is positive to note, however, that the significant input and development of strategy to address this issue has continued to be successful due to the low numbers of custodial sentences in the subsequent and proceedings quarters. Indeed, in Q3, there were only three young people sent to the secure estate and this is evidence that inroads are still being made to keep the use of custody to a minimum and to ensure that it is only used for our young people when it really is needed and when it is a last resort. In recent times, a number of young people have been sentenced to community penalties when custody was seriously being considered by the courts. Due to the (high) quality of the Pre-Sentence Reports, the advocacy skills of the caseworker/s and the offer of the Intensive Supervision and Surveillance Programme further custodial sentences were prevented. We are also benefiting from the embedding of Trauma Informed Practice across the partnership and this consistency and shared ethos is contributing more towards the court's understanding of the level of trauma that many of the YOS cohort has experienced. We are also continuing to work to address and tackle the disproportionality issues that exist, as BAME people are more likely to receive custodial sentences. Subsequently, the tracker continues to be used and we continue to contribute at a multi-agency, cross-borough YOS steering disproportionality group. In addition, we were one of fourteen areas in the country to be invited to bid for funding from the Youth Justice Board to tackle Serious Youth Violence and we were successful in securing this funding in a joint initiative with Haringey. The funding will be used to facilitate a project about disproportionality which will be important for future custody figures and analysis.

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

There were 13 children missing from care for more than 24 hours during December 2018. This is higher than the number at the end of the previous quarter (9) and the number at the end of the previous year (8). However, this measure was first set when, historically, the number of children missing from care was higher at around 20 children each month, so this is a relatively small increase.

The data evidences that there has been a slight increase in the number of children missing from care for more than 24 hours when compared with the previous quarter. Work has been completed with placements and supported accommodation providers and we are of the view that this has increased provider's knowledge of the missing process and likely impacted on the timeliness of children being reported missing from care.

Islington's demographic profile remains similar – in terms of the boys (66%) more likely to go missing than girls (34%), and children aged 16 and 17yrs going missing from care more frequently.

Protection from harm whilst children are missing from care or from home, starts with a multi-agency response using Strategy meetings to ensure there is a robust safety plan in place. During quarter 3, 11 missing strategy meetings were chaired independently by the Exploitation and Missing Team. The process regarding safeguarding missing children has continued to be embedded within Social Work teams, meaning strategy meetings do not always require an independent chair. The council and its partners have developed the missing person notifications and alerts system to support the child being found as quickly as possible.

All missing children are cross referenced to see if there are links to child sexual exploitation (CSE), gang affiliation, serious youth crime or criminal exploitation. This ensures that risks are assessed at the earliest opportunity and safety plans are developed which are multi-agency. In Q1 and Q2, the data identified that 21% of missing episodes were for children identified at risk of CSE and 40% of episodes were children identified as gangs at risk or gang nominal. In Q3, it remains the same with 21% of children missing from care being identified as at risk of CSE. However, 58% of children missing from care in Q3 have been identified as gangs at risk or gang nominal which is a significant increase from Q1 and Q2. This data demonstrates that a large number of children who go missing from care are 16 or 17-year-old males who are affected by gangs. The Exploitation and Missing Team identify that further analysis in relation to this cohort of young people is required, in order to build on the intervention and support available to young males, and prevent them from being groomed into exploitation.

There is significant correlation between children who go missing from care and children who are at risk of exploitation. The Exploitation and Missing Team provide consultations to the social work teams and support with risk assessment and safety planning. The team also chair gangs, CSE and exploitation strategy meetings where required. In November 2018 the child's database system launched a flagging system for those young people who run 'County Lines'. This will enable further analysis and cross referencing between children who go missing from care and children who are identified as at risk of exploitation through County Lines and Q4 data will provide further analysis in relation to this.

Most children and young people stay in touch with a professional whilst being missing and once they return they are offered a 'Return Home Interview' by an independent person who explores why they went missing and what harm they may have come to whilst missing.

The Exploitation and Missing Team continue to provide training across the council and through the Islington Safeguarding Children Board which explores the link between children that go missing and risk of exploitation. There is continuous scrutiny and senior management oversight of children who do go missing with briefings provided every Friday to senior leaders and council members.

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

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

2.1 - Corporate Indicator: Number of Islington school leavers in Year 11 who move into education or training

There was an increase in the proportion of Year 11 Islington school leavers who move into education or training (as at the November after they left), from 95.4% for those who left in 2017 to 97.6% for those who left in 2018. The figure was above the central London average of 96.3%.

A higher percentage (1.6%) of Islington school year 11 leavers were found to be in employment with training, which includes apprenticeships and employment with part-time study/training, compared to other local authorities in central London.

The LA also had a noticeably high percentage (3%) of those found to be in a training destination which includes re-engagement activities on 1st November 2018. In Islington, re-engagement cohort on this date made up 1% of the year 11 leavers cohort.

Islington's NEET figure was 1.3%, just above the central London average. Our unknown figure was one of the lowest (0.8%) among central London LAs and noticeably below the central London average. Both NEET and Unknown figures are an improvement on Islington's 2017 figures.

The reduction of NEET and Unknown figures achieved in 2018 were a result of greater collaboration with schools to identify those 'at risk' of becoming NEET, earlier interventions and extensive tracking during August/September ensuring young people were supported into an EET destination.

In November each year Islington schools have a duty to provide the LA with information about young people who are 'at risk' of becoming NEET at the end of year 11. This data is based on factors such as low school attendance, SEN needs without an EHCP, negative peer group, health and mental health issues. In 2017-18 a total of 185 young people were identified as being 'at risk' across all Islington schools. The Progress Team engages with the schools in April/May identifying the most 'at risk' young people and an allocated adviser to the school makes early interventions to support young people with their transition and continues to be a linked adviser until the young person moves into a positive EET destination.

The Progress Team uses September Guarantee data to identify young people who may not have an offer of education for a September start. During the summer period the Progress Team follows up this group of young people and provides guidance and establishes plans with the young people, often attending with them on enrolment day to ensure they have an offer of a place.

The Progress Adviser (Vocational Pathways) works across Islington school's providing impartial advice and guidance on Vocational pathways options including traineeships, apprenticeships and BTEC academic options. In 2018 a total of 95 young people attended guidance interviews and were given on-going support regrading applications and opportunities. There were only 2 young people from this caseload who became NEET. However, they engaged in re-engagement activities to help them access EET.

Islington schools have a Progress Adviser who attends on results day and provides advice and guidance to young people who do not achieve their grades for their next planned pathway ensuring they are guided and sign posted to the next appropriate option. On results day in 2018 a total of 105 young people were seen by the progress team. This supports the target of year 11 moving into EET measures.

In 2017-18 a total of 15 young people who were unable to take up an offer of EET (or who started and dropped out before 1st November) were supported with Re-engagement activities. These bite-size programmes such as SPEAR and K&M painting and decorating courses enables young people to gain new skills and confidence to return to EET supported by their Progress Adviser.

2.4 – Corporate Indicator: Number of schools that have expressed an interest in the Cultural Enrichment Programme (11 by 11) by March 19

11 By 11 is a commitment to providing all children and young people in Islington with 11 outstanding cultural experiences by Year 11 in school. It is a programme which aims to ensure equality of access to enrichment activities, particularly targeting those who are disadvantaged. This new corporate plan priority and recommendation of the Fair Futures Commission is an evidence-based response to enhancing life skills through engagement with cultural activity. At the time of writing in Q4, we have a further 11 schools who have expressed an interest in the programme, on top of the 25 at the end of Q3, bringing the total to 36 schools that have expressed an interest in the programme.

Developments to date include:

- A portal for schools to access 11 By 11 offers which will be launched on 15th March.
- A comprehensive database of cultural partners is in development for delivery which be delivered during Q4 2018/19.
- Activities for the Summer term are currently being sourced from cultural organisations.
- The Cultural Enrichment Team is working in partnership with School Improvement Service and leading cultural partner organisations to develop a suite of learning resources to ensure that Islington teachers have the necessary skills to make culture central to curriculum delivery.
- A monitoring and evaluation framework is being developed in partnership with Schools Data Team and Youth Employment; and
- An activity tracker has been set up for monitoring quantitative engagement in 11 by 11 activities by students and teachers which will be tested in the summer term.

2.5 – Corporate Indicator: 100 hours of the world of work - Number of secondary schools committed to an outline plan for implementation by March 2019

and

2.6 – Corporate Indicator: Sectors with a local business leader committed to supporting the 100 hours initiative by March 2019

The council has committed to ensuring that all young people in Islington benefit from 100 hours' experience of the World of Work by age 16. This will help young people to prepare for their future careers and to gain an understanding of the breadth of career options that are available locally. Islington schools have been consulted on the approach and we have initiated an overall programme design in collaboration with head teachers through the Islington Community of Schools and with businesses we currently work with.

We are delivering work with six secondary schools that is funded by the Richard Reeves Foundation, and requires the schools to develop programmes of employer led activities that support the 100 hours World of Work and a plan for achieving a Quality in Careers Standard.

While scaling up the delivery of career related activity with secondary schools this academic year, we are testing employer activities with primary schools with a view to launching next year. Progress at Q3 includes the development of a web based booking system, with 30 businesses across eight key industry sectors currently offering their support, and a further eight expected by the end of March. By March we will also have a World of Work Guarantee in place that businesses and schools will pledge their support to.

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

Performance across many of these indicators should be considered in the context of the current priorities set out in the refreshed service plan for Learning and Schools. In line with the school led self-improving system, these have been shared with headteachers, leaders and governors in schools. Current provisional data indicates that these are the correct priorities and action across the priorities is now being taken.

- Narrowing the gap in attainment between Black-Caribbean pupils and the LBI average at KS2 and KS4 (KS2 gap in percentage of pupils achieving the expected level in Reading, Writing and Maths. KS4 gap in Progress 8)
- Narrowing the gap in attainment between White British pupils eligible for FSM and the LBI average at KS2 and KS4. (KS2 gap in percentage of pupils achieving the expected level in Reading, Writing and Maths. KS4 gap in Progress 8)
- Improving attainment and progress measures at every stage so that they are closer to, at, or above the inner London average (particularly for SEND pupils at KS4)
- Ensuring that all schools are good or outstanding
- Reducing the number of primary school children who are persistently absent and increasing attendance to be at or above the inner London average
- Reducing exclusions so that they are at or below statistical neighbours
- Continuing to secure high quality provision for children and young people with SEND – evidenced in the SEND self-evaluation
- Increasing the percentage of 2 year old places taken up by low income families, children with SEND or who are looked after
- Effectively supporting the Islington Community of Schools, so that it continues to develop as a school led self-improving system

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

This measure is based on the number of children in funded early education places compared to the number of eligible parents received from the DWP. Provisional data for the Autumn term suggests there were 600 2 year olds in funded places in the Autumn Term 2018/19. This is lower than the 630 in funded places during the previous term. However, the number of eligible parents is falling at a similar rate, so the overall proportion of places taken up is similar to the previous term, dropping only slightly and rounded down to 63%.

Low awareness of and confusion about the national offer continues to be the main barrier to take up, together with cultural barriers within certain groups. Ensuring that all local practitioners working in any capacity with young children and their families are aware of the offer and equipped to sell the benefits of taking up free early education is a priority. Following a successful information sharing session supported by Childcare Works, we will be launching sessions on a monthly basis for partners and professionals.

We also know that word of mouth and peer-to-peer recommendations are the most effective way to spread the message about the 2 year old offer. There are 18 parent champion volunteers active across Bright Start Islington, speaking a range of community languages and focusing on promoting early learning entitlements and other Bright Start services. A new cohort of parent champions will be trained in the summer term. We are also making much greater use of social media, particularly Facebook, to spread clear and simple messages about the offer. Research indicates that our target group, women aged 25-44 from social groups C1DE use Facebook more than any other social media.

Research carried out last year and published by the DfE indicated that it is beneficial to differentiate the message depending on the target group. Therefore, our marketing materials have been refreshed with messages appropriate for parents of 2 year olds alongside updated branding. We will launch the new marketing campaign this Summer, to coincide with the latest DWP list of eligible families.

A golden ticket approach has been agreed and will be implemented this year. A place will be given to all children who appear on the eligible list which we receive from the DWP. This significantly simplifies the process of accessing a place, and has been highly successful in increasing take up where it has been implemented in other boroughs.

3.4 – Corporate Equalities Indicator - Percentage of Free School Meals / non-Free School Meals pupils achieving a Good Level of Development in the Early Years Foundation Stage Profile

The gap between the results for Free School Meal (FSM) eligible children and their peers has widened due to improvement in results for non-FSM pupils.

In 2017/18, the attainment gap in Islington was narrower than across the country as a whole. In Islington 61% of FSM-eligible pupils achieved a Good Level of Development (GLD), compared to 75% of other pupils. Across England only 57% of FSM pupils achieved a GLD, whilst 74% of other pupils achieved a GLD, so Islington is above the national average for both groups. This means the gap in Islington is 14 percentage points, compared to a national attainment gap of 17 percentage points in 2017/18.

- Published research shows the link between hours spent in early education between age 2 – 4 and children’s outcomes at the end of reception. FSM eligible 2 year olds are all entitled to 15 hours funded early education (see 3.2 above). Take-up of the universal 3&4YO entitlement of 15 hours, while higher than 2YO take-up, currently stands at 84%. We are undertaking a number of actions to improve take-up, outlined in 3.2. We expect increasing 2YO take-up will impact positively on universal 3&4YO take up.
- FSM children are only eligible for the 15 hours universal entitlement at age 3 and 4 under government funding regulations. However, the most disadvantaged 3&4 YOs in Islington, most of whom are in the FSM cohort, receive 30 hours funded early education per week via the Early Years Priority Referral scheme. In the academic year 2017-18, 233 3&4YO children eligible under the EYPR criteria, received 30 hours per week. So far this academic year, 207 3&4YO children have been funded to receive 30 hours per week.
- Islington has been approved to fund these extra hours through a disapplication request to the DFE which enables us to use Early Years Dedicated Schools Grant. The number of children who can be funded for extra hours is limited and we are considering how to pilot a 30 hours offer for more FSM children in the term before they move to reception, focusing on FSM children with multiple child and family factors which are likely to increase disadvantage and negatively impact on outcomes. This will mitigate against the impact of the government’s 30 hour entitlement for working families, which has effectively meant that children from poorer backgrounds receive fewer hours of early education.

Other activities which address the gap between FSM and NFSM include

- Working with colleagues in Early Years teaching and learning, Bright Start area teams and Libraries to roll out a dual language project, with funding from Booktrust, to encourage enjoyment of reading in under-fives from Bengali, Turkish and Somali families.
- A series of “Lite Bite” continuing professional development sessions for early years practitioners which focus on boys and writing.
- Traded work in schools by Early Years teaching and learning always starts with looking at detailed analysis of attainment data and work is rooted in closing gaps within individual schools.
- Other ideas in development include strengthening early home learning through a digital application and ensuring that there are opportunities for early years children to benefit from the borough’s 11 by 11 cultural experiences initiative.

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

and

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

The DfE have now published data for the full 2017/18 academic year. This shows that persistent absence in Islington primary schools increased to 11.0%, which is higher than the London and England averages, as it was the previous year. Persistent absence amongst Islington secondary schools decreased to 13.9%, which is in line with the national average, although it remains above the London average.

Absence data is collected during the School Census following the end of each term, so there is always a time lag in the reporting of absence.

PA still remains high compared with other LAs, particularly at primary level. Illness and unauthorised circumstances are the highest reason for absence in our primary schools.

Our strategy for tackling PA at primary schools includes ensuring that:

- Parents meet their responsibilities for their child to attend school regularly through improved information and positive reinforcement from the earliest stages
- All schools have effective leadership and management of attendance in place, a culture of good attendance, strong relationships with parents, early intervention and rigorous governance (supported by good data and high quality analysis)
- Good attendance is seen as everyone's business, with all agencies ensuring that good school attendance is a key outcome as well as a safeguarding matter.
- The Local Authority continues to challenge and support schools to ensure measures taken to improve attendance are effective including prosecution, through full and effective use of legal powers

In collaboration with Public Health and the School Nurse Team, we have produced guidance for schools and parent/carers around minor illness and school attendance. The document provides clear advice on whether a child needs to be off school.

From September 2015, an Asthma Friendly Schools Nurse worked collaboratively with participating schools in Islington to implement five asthma friendly standards. As well as ensuring schools are safer, and supporting young people with asthma to live fuller, active lives, this project has helped reduce absence due to illness. Across the 42 schools took part in the project - representing 66% of all schools and 12,517 young people – there was a 0.07% drop in rates of absence due to illness, whereas those that hadn't taken part saw a 0.02% rise over the same period. Although these sound like small margins, they do add up - 1,600 fewer school days would be missed if all local primary schools implemented the project.

To ensure a borough wide consistency we have developed with schools written guidance on a structured conversation that should be had with every parent about the importance of regular attendance and school / Local Authority expectations.

We are delivering a 6-month programme to targeted schools (i.e. those with highest persistent absence) to help them better understand their own PA profile and to support them in implementing effective procedures to reduce PA. As part of this programme we have provided schools with a data tool to support their analysis, help produce reports around cohorts of pupils causing concerns so that they can better targeted support and ensure whole school ownership.

We continue to support improved links between schools and Early Help Service particularly for schools with high number of PAs.

Recognising absence due to study leave was a contributing factor towards high absence in some secondary schools; we have provided advice and DfE guidance to schools around appropriate recording of year 11 pupils

during exam times. DfE guidance states 'Study leave should be used sparingly and only granted to Year 11 pupils during public examinations'. However, study leave for Year 11 in the last half term of the year is not included in the reported statistics.

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

The revised data for 2017/18 confirms that the proportion of Islington pupils achieving the expected level in Reading, Writing and Maths at Key Stage 2 rose from 66% in 2016/17 to 69% in 2017/18. National data shows that across England the proportion of pupils achieving the expected level in all three subjects rose from 61% to 65%, so Islington has stayed above the national average.

The underlying data shows that most of the increase, locally, was due to an increase in the proportion of pupils achieving the expected level in Reading, with 78% of pupils achieving the expected level, according to the provisional data, compared to 74% the previous year. The proportion of pupils achieving the expected level in Writing was in line with the performance last year, which itself was the same as the year before. The proportion of Islington pupils achieving the expected level in Maths fell slightly, from 79% in 2016/17 to 77% in 2017/18, although this is still above the England average of 76% for state-funded schools.

Another encouraging outcome is that 16% of pupils achieved a higher standard in Reading, Writing and Maths at Key Stage 2 (a higher standard is a scaled score of 110 or more). This is an increase on 2016/17 results, and Islington is ranked joint 6th in the country on this measure.

Reading outcomes at KS2 have demonstrated the greatest improvement over the past 3 years as a result of the demanding expectations of the tests that pupils now undertake. Reading has improved by 10% over the past three years compared to national where the rise has been 9%. Reading remains a focus across the borough and support for schools, particularly those below the national figure (75%) have been identified and targeted support will be provided for them. Writing has remained consistent over the past three years and this in part is due to the nature of teacher assessment but also reflects the consistent training and support schools have received from School Improvement. Maths has remained relatively consistent however there has been a slight dip on last year. Despite this schools have focussed on developing mathematical fluency, particularly in arithmetic to support pupils to be successful. More emphasis needs to be given to securing pupils' reasoning skills. More able pupils across all three subjects do particularly well and are consistently above national outcomes. Schools are meeting the needs of more able pupils and using data effectively to ensure progress is maximised for all pupils so that they are ready for the next stage of their learning.

Combined outcomes for reading, writing and maths have increased by 12% over the past three years, a slightly larger increase than the national average, which increase by 11% over the same period. Analysis of this trend over time has identified a number of schools who are consistently underperforming despite incremental improvements each year. Through the annual categorisation process, these schools will be challenged to provide an effective strategy of improvement that will secure outcomes in line with national figures.

Compared to Inner London, Islington ranks 10/13, which is the same position as last year, and Islington remains 2 percentage points below the Inner London average.

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

The revised results for 2018 show that the proportion of Black Caribbean pupils achieving the expected standard across Reading, Writing and Maths fell slightly, from 50% in 2017 to 49.5% in 2018. However, as the results for all Islington pupils improved from 66% in 2017 to 69% in 2018, the gap between Black Caribbean pupils and the Islington average widened, from 16 percentage points in 2017 to 19 percentage points in 2018. To give these differences some context, if 3 more Black Caribbean pupils achieved the

expected standard in 2018, the gap would have stayed at the same level as last year, and if 19 more Black Caribbean pupils achieved the expected standard in 2018, the group's results would have matched the Islington average (as there are around a hundred Black Caribbean pupils in the cohort).

Since the introduction of new assessments at KS2, schools now have access to data spanning 3 years. Black Caribbean pupils compared to Islington pupils over that time consistently underperform. Over 3 years, reading outcomes have been 12% below, writing 10% below and maths 15% below LBI figures. At the combined outcome for RWM, Black Caribbean pupils perform 17% below LBI peers over 3 years. The biggest gap in underperformance is in maths and this has a direct effect on the combined outcome. Progress for these pupils remains a challenge.

School Improvement will focus on this group through their work in schools. Practice in all schools is being reviewed and a working group has been established to support schools who consistently struggle with this issue. Achievement for these pupils will be the focus of the annual Deputy Headteacher conference and a Strategic Partnership of schools is being developed to support other schools. This is one of the work streams for the Islington Community of Schools. Work with Subject Leaders for maths and reading will also highlight this issue in schools and Y6 teachers will receive additional support.

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

The proportion of White-British pupils who were eligible for Free School Meals who achieved the expected standard across Reading, Writing and Maths improved, from 46% in 2017 to 50% in the revised results for 2018. As the results for all Islington pupils improved by three percentage points, the gap between White-British pupils who were eligible for Free School Meals and the Islington average narrowed slightly, from 20 percentage points in 2017 to 19 points in 2018. To put this gap into context, 27 more White-British FSM-eligible pupils would have had to achieve the expected standard for this group's results to be in line with the Islington average.

White British pupils (i.e. including those not eligible for Free School Meals), as a group, consistently achieve better than the LBI average over the past three years. In reading these pupils outperform LBI pupils by 5%, are in line in writing and 1% better in maths. At the combined outcome White British perform 4% better than LBI peers. Progress for this group of pupils is consistently good, particularly in reading.

3.13 – Number of children in Alternative Provision

The number of pupils in Alternative Provision (AP) at the end of Q3 2018/19 was 76 pupils. This KPI has been amended for 2018/19 to now look at all pupils in Alternative Provision, including AP directly commissioned by schools. Previously, the figure was based on those pupils in Alternative Provision that was managed and commissioned through the Alternative Provision Team based at New River College (NRC), so historical data is not comparable. 76 is an increase on the 59 in Alternative Provision at the end of September, but lower than the number as at the end of June. Based on trends for the previous measure, we would expect a gradual increase in the numbers of pupils in Alternative Provision throughout each academic year, before a drop as pupils leave at the end of Year 11.

From September 2018, schools are responsible for monitoring the attendance, progress and outcomes for any student placed on AP. Schools still have the option to purchase the services of NRC to broker placements, including the undertaking of a risk assessment, but can choose to do this themselves. AP provision and processes around it continues to be a focus in the secondary headteacher briefings. Headteachers support the premise that only in exceptional circumstances should children and young people not be provided for in a mainstream setting.

Local and national data confirms that mainstream schooling offers the best outcomes and life chances for most students. Islington schools are therefore committed to only placing students on AP in exceptional

circumstances. To this end, the Secondary Securing Education Board will continue to monitor the number of students attending AP. All of our Secondary schools have identified a contact person to facilitate the sharing of data in relation to students attending AP. This information is collected on a monthly basis prior to the Securing Education Board meetings and the LA pupil database updated accordingly in line with GDPR requirements.

3.14 – Corporate Indicator - Average Attainment 8 Score

The revised Attainment 8 figure for Islington schools for 2017/18 is 46.3, an increase on the 2016/17 average of 45.6. Comparator data shows the average score across London rose by a smaller margin, from 48.9 to 49.4, whilst the national average fell slightly, from 44.6 to 44.5. The Inner London average rose slightly, from 48.2 to 48.3.

Attainment 8 measures achievement across 8 qualifications.

3.15 – Corporate Indicator - Average Progress 8 Score

The revised Progress 8 figure for Islington schools for 2017/18 is 0.15, an increase from the 2016/17 figure of 0.13. Comparator data shows the average score across London rose slightly from 0.22 in 2016/17 to 0.23 in 2017/18, although this change was too small to be statistically significant. The national average score rose marginally from -0.03 to -0.02. Islington's performance on this measure remains in the top quartile, nationally.

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

Significant changes in curriculum and in assessment and accountability measures continue to impact on GCSE assessments nationally. Challenges for schools will continue over the next year or so with the system gradually coming to terms with the ongoing changes. This makes year on year comparison difficult for the time being. In spite of this, Islington secondary pupils have continued to performed very well in relation to Attainment 8 and Progress 8 and have performed strongly in other measures.

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

and

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

The average Progress 8 score for Islington's Black-Caribbean pupils in 2017/18 was -0.28, a fall from -0.09 in the 2016/17 results. This meant the gap between Islington's Black-Caribbean pupils and the borough average has widened to 0.43 points, from 0.22 points in 2016/17. Nationally, the average Progress 8 score for Black-Caribbean pupils was -0.30, so Islington's Black-Caribbean pupils made more progress than the national average for this group. However, as the overall Islington average Progress 8 score was much further above the national average, the gap in Islington is wider for Black-Caribbean pupils than it is nationally.

The average Progress 8 score for Islington's White-British pupils who were eligible for Free School Meals in 2017/18 was -0.65 in the 2017/18 results, a fall from -0.51 in the revised 2016/17 results. This meant the gap between Islington's White-British Free School Meals-eligible pupils and the borough average has widened to 0.80 points, from 0.64 points in 2016/17. Nationally, the average Progress 8 score for White-British pupils who are eligible for Free School Meals was -0.79, so Islington's White-British FSM-eligible pupils made more progress than the national average for this group. However, as the overall Islington average Progress 8 score

was much further above the national average, the gap in Islington is slightly wider for White-British FSM-eligible pupils than it is nationally.

Since the last report, the Equalities Reference Group has met twice and made progress around our first two priorities: raising awareness in educational settings and across service providers; engaging pupils, parents and communities.

Cultural competency training was delivered and well received at the Deputy Heads' conference in February, as well as reaching a small group of school and council staff at another training event in November. This training raises awareness about unconscious bias and other issues that can affect black pupils' experience of school. It has created interest in a 'train the trainer' course to increase sustainability by equipping a cultural competency lead from participating schools to deliver the training in a whole school setting and as part of induction for new staff. The November training also gave rise to an inclusive curriculum audit tool and a suite of inclusive assemblies designed by and for schools.

Members of the School Improvement Team have visited several schools that buck the trend in relation to these two groups of pupils to find out about existing good practice, particularly in relation to engaging pupils, parents and communities. These findings are being collated into a 'Dos and Don'ts' document which will be disseminated in Head teacher and governor briefings, subject networks and targeted one to one conversations with school leaders.

Academic research into the lived experiences of White British Disadvantaged pupils continues to make progress, with fieldwork begun in two secondary schools in February 2019. The primary Deputy Heads working party on White British Disadvantaged pupils is currently using a Teacher Research Community model to investigate and improve practices that support resilience.

We are working on a plan to better align the priorities of various teams within the council as well as promoting dialogue with relevant external organisations. A member of the Islington School Improvement team is consulting Hackney about strategies used in their Young Black Men initiative. Other members of the Reference Group are in dialogue with directors and teams to find practical ways forward.

The new Ofsted focus on quality of education and equity offers an opportunity to encourage schools to think about their curriculum offer and how they support the development and experience of all pupils. At the next two meetings, the Equalities Reference group will focus on the third and fourth priorities: pupils' engagement and pupils' attainment. Progress in relation to these priorities will be reported in the next report.

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

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

For the last few years our re-referral rate has remained fairly constant at about 20%, which has been similar to the national average. However, the proportion of re-referrals within the last 12 months has reduced from 16.8% at the end of 2017/18 to 15.6% at the end of Q3 2018/19. The reduction in the re-referral rate is an early indication that the Motivational Practice approach is now having a sustainable and longer term impact on the wellbeing of children and their families, as improvements in this indicator have been sustained for two years.

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

The proportion of children who became the subject of a Child Protection Plan for a second or subsequent time increased from 15.7% in 2017/18 to 21.3% at the end of Q3 2018/19. This is based on 36 out of 169 child protection plans starting in Q1-3 2018/19. The number becoming subject to a plan for a second or subsequent time in 2018/19 is in line with the number during the same period last year. However, the total number of plans starting has fallen significantly, which has meant the overall percentage for this measure has increased. The number of repeat plans in 2018/19 includes a significant number of young people in family groups, which have a disproportionate effect on the headline percentage.

A preliminary audit has been undertaken of repeat plans so far this financial year. Domestic violence and abuse remains by far the most common reason for repeat plans. A continuing theme is the difficulty in engaging fathers with the child protection process in a meaningful way. 19 plans had a gap of over 3 years between plans. 6 of the repeat plans concerned children who had previously experienced trauma from domestic abuse and were now at risk due to contextual abuse such as serious youth violence.

A full audit will be undertaken once end of year data is available.

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

Provisional data shows that 25 out of Islington's 327 looked after children had had 3 or more placements during the year 2018/19, as at the end of the third quarter. The proportion of all looked after children who have had 3 or more placements is 7.6%, which is lower than at the same point in 2017/18 (8.2%, relating to 29 out of 354 children). This improved performance is a reflection of improved stability for children recently entering care and is reflective of effective matching and robust planning for children at the outset.

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

Provisional data shows that at the end of Q3 2018/19, 57.7% of Islington's looked after children who had been looked after long term were in stable placements. This is the lowest level it has been this financial year, and lower than at the same time during 2017/18.

Analysis of this data shows that for a small cohort of adolescent children their stability has been compromised by placement moves following their foster carers being unable to manage the challenges that these children present and being unable to continue to care for them. The majority of these young people came into care quite late and have not had the benefit of making long term attachments which would mitigate the risks as they become older. Every effort is made to add support to these carers but the risks that the young people bring to the carers and their families is frequently too much for the carers to manage.

A robust programme of work is being developed to train and support carers to better manage the challenges and complexities of adolescents in their care. There are also a number of measures now in place to pick up concerns about placement stability at an earlier stage, with the aim of avoiding break down.

3.24 – Number of looked after children

At the end of Q3 2018/19 there were 327 children looked after by Islington. This lower than it was at the end of 2017/18. Coupled with the fact that the population is projected to increase by around 2% each year, we expect to see a fall in the rate of looked after children, when the official DfE statistics are published later in the year. The reduction in the numbers of children looked after is very positive and an indication of the impact of our motivational Practice model.

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

6.1 - Percentage of good and outstanding early years settings

The latest published data (as at the end of August 2018) shows the proportion of Islington's settings on the Early Years register judged good or better has increased again to 93.7%, up from 92.7% at the end of March 2018. This is above the London average, but below the England average (although the gap between Islington and the national average is narrowing). With this increase, Islington has moved out of the bottom quartile, nationally. To show how tightly grouped together the figures are for each local authority, if just 6 more of Islington's 191 settings improved their inspection judgement, Islington would be in the top quartile of local authorities, nationally.

There continues to be an overall increase in the percentage of providers judged as good or outstanding in their early years Ofsted inspection. As at the end of August, there was one inadequate settings and eleven settings with a requires improvement judgement. The inadequate setting has since resigned its Ofsted registration. The eleven settings with a requires improvement judgement were comprised of an out of school club, a private nursery (which has since been re-inspected and judged to be 'Good') and nine childminders. Islington's rate of outstanding provision is well above both England and London averages at 26.7% compared with 19.0% and 16.9% respectively. Provision classed as non-domestic (i.e. not childminders or group childcare in people's homes) is particularly good with 43.2% judged as outstanding compared with 21.5% across London and 22.9% in England. 94.8% of private, voluntary and independent nurseries were judged to be good or outstanding.

6.2 - Percentage of good and outstanding Islington schools

The proportion of schools judged good or better stood at 92.5% at the end of December 2018, the same level as at the end of the previous two quarters. There were three full inspections in Q3 2018/19. New River College (Secondary) improved to be judged Good and Blessed Sacrament retained their Good inspection judgement, whilst St Aloysius was judged as Requires Improvement. Islington remains above London (91.5%) and England (85.4%) in terms of inspection outcomes – both comparators fell slightly in Q3. Islington has retained the rank of 23rd in the country in terms of school inspection results and Islington remains in the top quartile, nationally.

Two secondary and one primary school are currently requiring improvement. These schools are receiving robust support and challenge to secure a good or better judgement at the next inspection.

The breakdowns by school phase are:

- 100% of nursery schools (3/3)
- 95.6% of primary schools (43/45)
 - 100% of local authority maintained primary schools (40/40)
 - 60% of academies and free schools (3/5)
- 70% of secondary schools (7/10)
 - 66.6% of local authority maintained secondary schools (4/6)
 - 75% of academies and free schools (3/4)
- 100% of special schools (5/5)
- 100% of Pupil Referral Units (4/4)

4. Implications

4.1 Financial implications:

Not applicable.

4.2 Legal Implications:

Not applicable.

4.3 Environmental Implications

Not applicable.

4.4 Resident Impact Assessment:

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

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

5. Reason for recommendations

5.1 In accordance with its remit:

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

Appendices

- Appendix A: Data Dashboard for Q3 2018/19

Background papers: None

Final report clearance:

Signed by:

18 April 2019

Carmel Littleton, Corporate Director for People

Date

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