

Exploring Islington solutions to a national challenge

29th October 2019

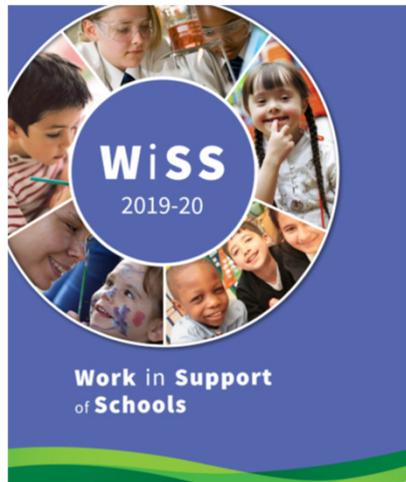
Children's Services Scrutiny Committee

Cultural Capital

'the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'



How are we doing this:



XXXXXX Primary School – Categorisation of the school according to the WiSS

Meeting to be held on XXXXXX XX XXXXXXXX 20XX, XXXX – XXXX am/pm

Venue:

Attendees: Headteacher
Chair of Governors
Senior school staff as agreed with the headteacher
Head of School Improvement

AGENDA

General introduction and purpose of meeting:

- 1 **Self-Evaluation Tool** – school to provide a summary of judgements and supporting evidence as required including links to the School Development Plan
- 2 **Outcomes and progress for SEND, Black Caribbean and White British disadvantaged pupils at EYFS, Phonics, KS1 and KS2**
- 3 **Attendance** – current figures and proposed actions
- 4 **Exploring FFT data for current Y6 cohort**
- 5 **Identification of potential risks to the school**
- 6 **Identify appropriate support as required**
- 7 **AOB**
 - **SIS training offer to all schools**

- Head Teacher Briefings
- Deputy and Assistant Head Briefings
- Deputy Head Conference
- Subject Leader Meetings
- NQT training
- Subject specific training
- Consultant work in schools

- Attendance Project
- Unconscious Bias Training
- Equalities Reference Group
- Health and Well Being Team

How are we doing this:

- Schools have adopted:
 - a “growth mindset” approach that underpins learning behaviours
 - Philosophy for Children
 - Talk for Writing
 - Mastery Learning - Maths Mastery Approach
 - Collaborative Learning
 - Metacognition and self-regulation – learning to learn
 - Reading comprehension strategies
 - Oral language interventions
 - Early years interventions
 - Feedback – marking the moment
 - Social and emotional learning

Equalities Reference Group Initiatives

October 2019

Emma Simpson

Best Practice Charter for Engaging Parents, Pupils and Communities



- Best practice compiled from school improvement team visits to several schools which 'buck the trend' in relation to the target groups.
- Ideas presented as a charter which schools can sign up to, and a more detailed self-evaluation tool for school leaders.
- Three sections: engaging with parents/carers; during the school day; strengthening our staff.
- Due to be launched at the Deputy Heads Conference in January 2020.

Engaging Pupils in School and Society – transition project



- Pilot project involving 2-3 primary and secondary schools.
- Focus on transition: year 6 and year 7.
- Each school identifies 4-5 vulnerable pupils from the target groups.
- Leaders use comprehensive list of questions to reflect on how well the school provides opportunities which strengthen engagement.
- Areas include pupil voice, leadership roles, belonging, sense of felt safety, parental engagement, enrichment activities, careers advice.
- Currently recruiting schools with a view to activating initiative before Christmas.



Bright Start Islington: the early years

Penny Kenway, Head of Early Years and Childcare

Tracy Smith, EY lead for Teaching and Learning

Why Do Early Years Matter?



Early intervention cannot solve every problem, but it can:

- minimise the negative impacts of economic disadvantage
- increase social mobility and improve lifelong chances
- prevent some of the risks that can jeopardise a child's future

Wealth of evidence to support impact in the early years because of the rapid pace of physical, social, emotional and cognitive development in this phase

Brain Development Synapse Development over time

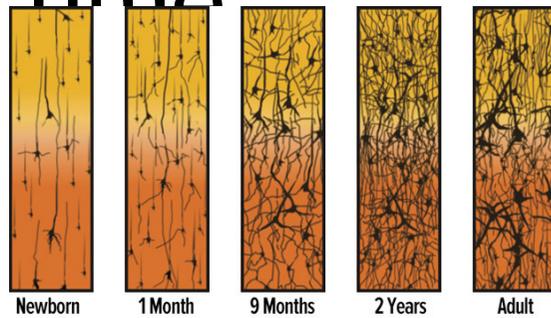


Fig. 1: The postnatal development of the human cerebral cortex. Cambridge, MA: Harvard University Press; 1975 Source: Corel, J.L.

- 80% of brain cell development takes place by age 3.

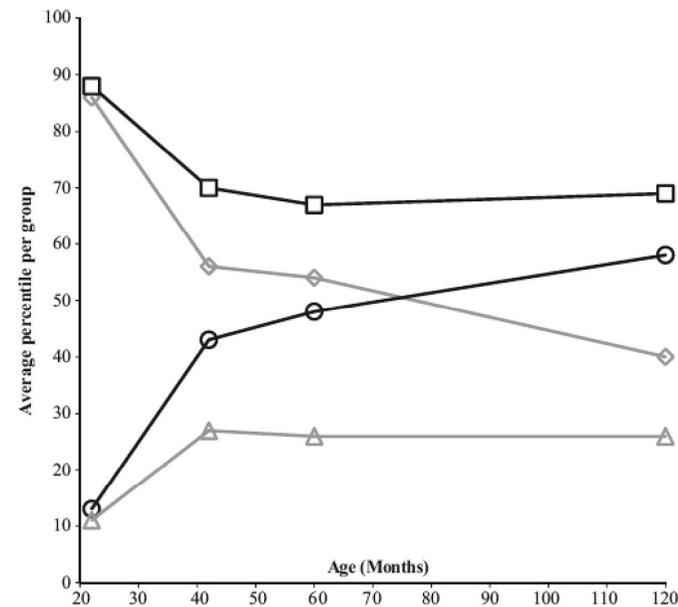
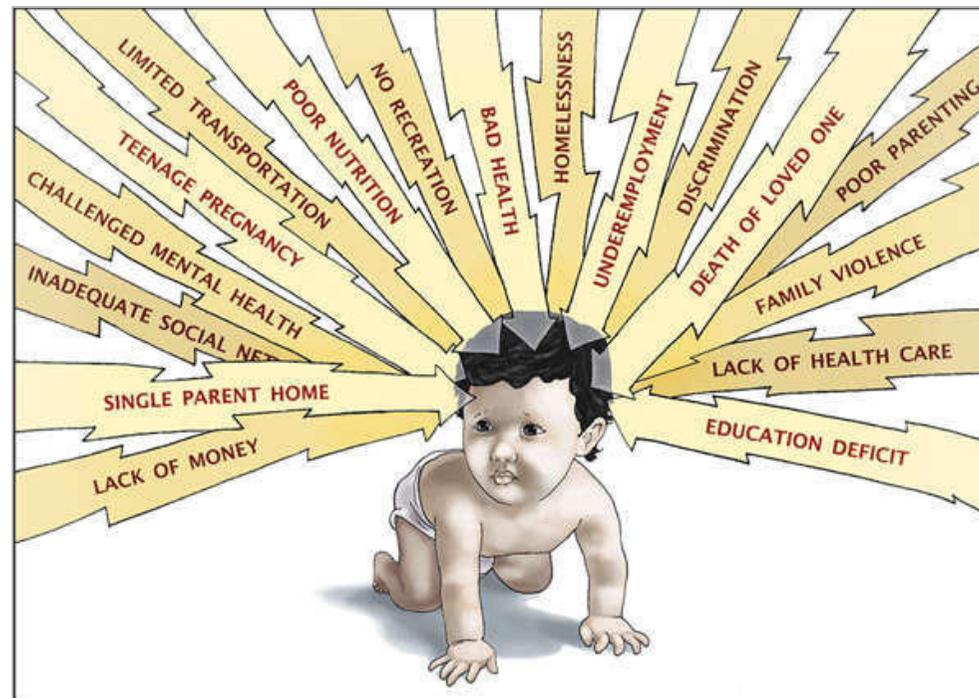


Fig. 2. Development of high and low ability children by socio-economic group—evidence from the existing literature (adapted from Feinstein (2003); based on 1970 British Cohort Study data): ◇, high ability-low SES; □, high ability-high SES; ○, low ability-high SES; △, low ability-low SES

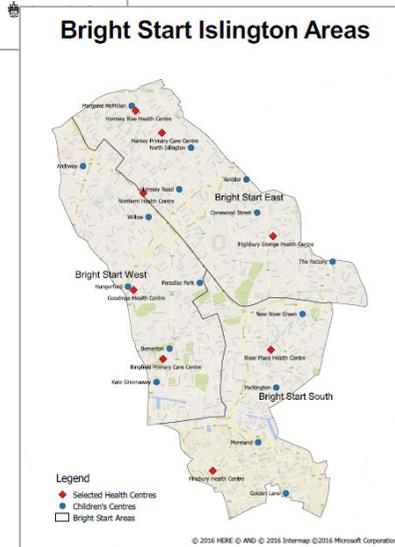
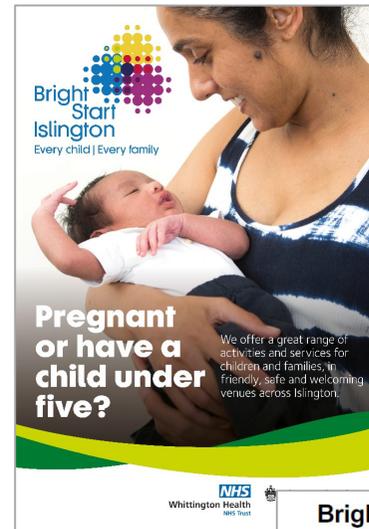
Toxic stress...

...[Can de-rail healthy development](#)

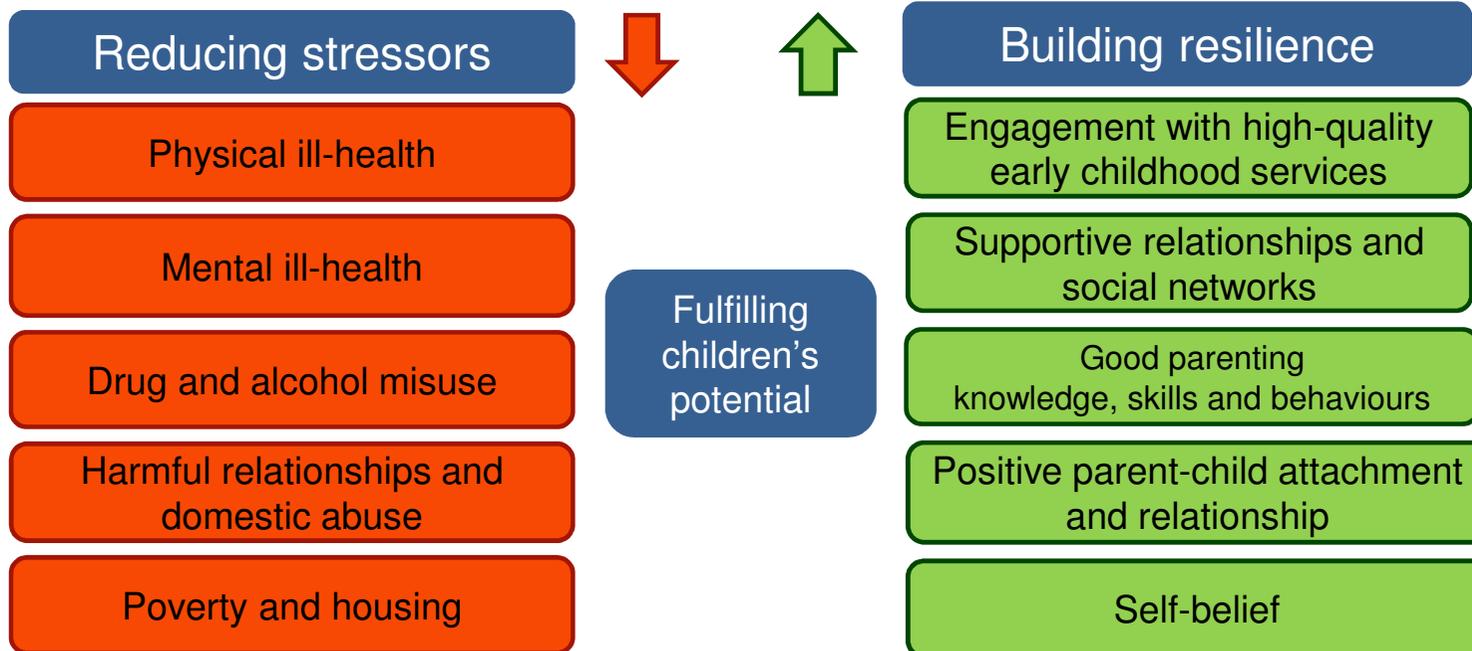


Bright Start Islington

- Prevention as well as early intervention services
- Importance of good quality universal education and health services for children and their families from conception to age 5
- Delivered from children's centres and other community venues
- Good antenatal services
- Focused on new parents and the youngest children before they go to nursery
- Support for good attachment between parent and baby
- Early identification of need for extra support
- Specialist perinatal mental health services
- Family support offer



Bright Start Vision



Our shared vision:

Practitioners
from all early childhood services will develop their knowledge, confidence and skills in these key areas, being alert to early signs of stressors and completing an early help assessment when needed

Parents
will see this simple, visual reminder in early childhood venues across Islington, finding out what makes a difference to children's lives and what they can do to support their children's development

Managers and commissioners
will design, review and evaluate early childhood services for Islington families based on what the evidence tells us matters most, keeping a strong and determined focus on children's outcomes

Children
will be happy, healthy, safe and active, learning and developing physically, emotionally and socially to their full potential. Reducing stressors and building resilience for parents, children, families and communities is key to supporting all young children to achieve this



South area weekly timetable Autumn Term

4 September - 20 December 2019

Venue details	
Moreland Children's Centre 2 Gard Street EC1V 8BX 020 7527 3500 Ext.1 020 7253 8144	Herongate House Ridgewell Close N1 8TJ
Golden Lane Children's Centre 101 Whitecross Street EC1Y 8JA 020 7786 4800	The Arc 98b St Paul Street N1 7DF
Packington Children's Centre 32a Popham Road N1 8SJ 020 7527 4089	The Peel at 3 Corners Centre Northampton Road EC1R 0HU
New River Green Children's Centre 23 Ramsay Walk N1 2SX 020 7527 4813	South Library 115-117 Essex Road N1 2SL 020 7527 7860
Islington FIS drop in Islington Customer Centre 222 Upper Street N1 1XR 020 7527 5959	Finsbury Library 245 St. John Street EC1V 4NB 020 7527 7960
Little Angel Studio 132 Sebban Street N1 2EH	

Monday AM	Tuesday AM	Wednesday AM	Thursday AM	Friday AM
Childminders' Group 9.30-11.30am Moreland	0-5s Stay and Play 9.30-11am Moreland	0-5s Stay and Play 9.30-11am Moreland	Child Health Clinic 9-11am, Moreland	Under 1s Stay and Play 9.30-11am Moreland
0-5s Stay and Play 9.30-11am Golden Lane	Chatterpillars (by invitation) 9.30-11am Moreland	Family Support Surgery For an appointment call 0207 527 3500 9.30-11.30am Moreland	Breastfeeding Support 9.30-11am Moreland	0-5s Stay and Play 9.30-11am New River Green
Baby Massage 10-11.30am (4 week course, to book call 020 7527 4089) Herongate House	Introducing Solids Workshop 10am-12noon 4th Tuesday of the month For more information please call 020 3316 1094 Golden Lane	Under 1s Stay and Play 9.30-11am New River Green	0-5s Song and Movement Stay and Play 9.30-10.15 The Peel at 3 Corners	Childminders' Group 10.30-11.30am Little Angel Studio
0-5s Stay and Play 9.30-11am New River Green	This Girl Can: Antenatal and Postnatal Yoga (£10 for 5 weeks, to book call 020 7527 4089) 9.30-10.30am Antenatal 10.30-11.30am Postnatal Packington at The Arc	First Aid Course for Parents Information sessions for parents. For more information or to book your place call 020 7527 4089 or email brightstartsouth@ islington.gov.uk	0-5s Stay and Play 9.30-11am New River Green	Baby Bounce Rhyme Time 11am South Library
Under Fives Story and Rhyme Time 11am South Library	Housing Surgery (For private renting tenants only) 9.30am-1pm 16/10, 21/10, 18/11, 16/12 Appointment only 020 7527 4089 New River Green	Did you know some 2 year olds are eligible for 15 hours free early learning? All 3 and 4 year olds are eligible for 15 hours free early learning and some are eligible for 30 hours. To find out more contact your local children's centre.	Family Support Surgery 9.30-11.30am For an appointment call 0207 527 4813 New River Green	Friday PM 9.30-11.30am 0-5s Stay and Play 1.30-3pm Golden Lane
Look out for our area newsletters for other local activities happening throughout the week.	Childminders' Group 9.30-11.30am New River Green	Food Bank vouchers Did you know all our staff can issue Food Bank vouchers? Ask a Bright Start family support worker or member of staff in a Stay and Play for more information.	Baby Bounce Rhyme Time 11am Finsbury Library	Breastfeeding Support 1-2.30pm New River Green
Free Healthy Start vitamins are available at all children's centres and some health centres.	0-5s Stay and Play 10-11.30am Herongate House	Adult Community Learning (ACL) offer a range of free courses; for information see www.adultlearning.islington.gov.uk	Story and Rhyme Time for Childminders 10.30-11am (1st Thursday of every month) Finsbury Library	Under 1s Stay and Play 1.30-3pm New River Green
	Under Fives Story and Rhyme Time 11am Finsbury Library	Tuesday PM	Islington FIS drop-in 9am-12.30pm 222 Upper Street	Support your child's learning through play. Little Learners Home Learning Packs available at Golden Lane Children's Centre stay and play. Come in and talk to a member of the Bright Start team.
Monday PM	0-5s Stay and Play 1.30-3pm Golden Lane	0-5s Stay and Play 3.30-5pm Golden Lane	Thursday PM	SATURDAY ACTIVITIES
Under 1s Stay and Play 1.30-3pm Golden Lane	Child Health Clinic 1-3pm Introducing Solids drop-in during clinic 1st and 3rd Tuesday of the month New River Green	0-5s Stay and Play 3.30-5pm Golden Lane	The Crib young parents drop-in (Under 25yrs) 1.30-3.30pm Little Angel Studio	Lego at the Library First Saturday of the month 2.30-4pm South Library
Extra Boost with Toy Library (SEND) 1.30-3pm New River Green		Wednesday PM	0-5s Stay and Play 3.30-5pm Packington at The Arc	Fathers' Stay and Play 10am-12noon 14 & 28 Sept, 12 & 26 Oct, 9 & 23 Nov & 7 Dec New River Green
		0-5s Stay and Play 3.30-5pm Golden Lane	Chatterpillars (by invitation) 1.30-3pm New River Green	
		Parent and Child Zumba 1.30-2.30pm The Peel at 3 Corners	0-5s Stay and Play 3.30-5pm Packington at The Arc	

For more information visit www.islington.gov.uk/brightstart call 020 7527 5959 or email brightstartsouth@islington.gov.uk



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30 hours free childcare for 3 and 4 year olds

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Don't... www.i

Contact: 020 7

15 hours a week free early education, term-time, for all 3 and 4 year olds

High quality early education and childcare helps you

You could... if you are

Find out h... www.isling

Contact: 020 7527

Free early learning for 2 year olds

Your 2 year old can learn, play and make friends at a high-quality nursery, school or childminder.

If you are unemployed or earning less than £16,190 a year, your child could get 15 hours free early learning each week during term-time.

Apply now at
www.islington.gov.uk/free2

For more information call
020 7527 5959

Bright Start Islington

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- Access to high quality, early years education, makes the most difference to the most disadvantaged

Priority Early Learning

- 324 priority places in children's centre and early years centre nurseries for babies, toddlers and 3 and 4 year olds
- Allocated to children who are identified as having severe and complex social and emotional and/or special educational needs
- Priority early learning places in children's centres offer a wider range of early help services to families in need
- Give 3 and 4 year olds who meet the criteria in other settings an additional 15 hours on top of their universal 15 hours
- High demand for the places
- Most children come from families on very low incomes or on benefits



Whole Class Reading in KS2

Anthony Doudle

Whole Class Reading verses Guided Reading

Whole class reading:

- All pupils read the same book – one copy between two
- 45 minutes everyday
- Underpinned by teacher modelling of effective reading
- Focus on reading domains
- Comprehension is modelled on the questions pupils will experience in the SATS test

Guided reading:

- 5 groups set by ability
- Reading group works with teacher once a week – comprehension focus will often be oral
- Follow up task the next day often with the TA
- Pupils complete independent reading tasks over the week

Some research in both the UK and the US has observed guided reading sessions where the adult has controlled and dominated the talk.

Who is actually learning in these sessions?

English Reading Key Stage 2 2019

Content Domains

2a	2b	2c	2d	2e	2f	2g	2h
<i>Give / explain the meaning of words in context.</i>	<i>Retrieve and record information / identify key details from fiction and non-fiction.</i>	<i>Summarise main ideas from more than one paragraph.</i>	<i>Make inferences from the text / explain and justify inferences with evidence from the text.</i>	<i>Predict what might happen from details stated and implied.</i>	<i>Identify / explain how information / narrative content is related and contributes to meaning as a whole.</i>	<i>Identify / explain how meaning is enhanced through choice of words and phrases.</i>	<i>Make comparisons within the text.</i>
6	21	1	18	0	0	3	1
12%	42%	2%	36%	0%	0%	6%	2%

Over three quarters (78%) questions assessed retrieval/Key details and inference.

The next most commonly asked questions assessed vocabulary



- Authentic discussions where pupils can express preferences, opinions and share strategies seem more likely to lead to effective learning.
- Adults resist the desire to over control a lesson and seize on teachable moments to underpin learning.

In fact Eagleman says... *“The price we pay for our expertise is that the strategies we use have become hidden from us”*.

Whole class reading allows teachers to make reading strategies explicit and to 'unhide' them.

It also ensures that all children are taught reading every day, not just when it is their turn to work with the adult.

Percentage reaching the expected standard in KS2 tests

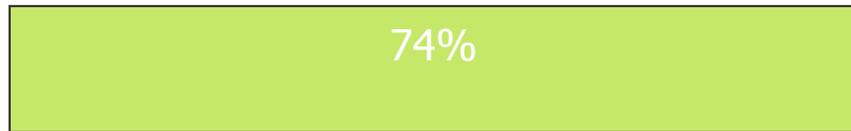


2017

2018

2019

Islington

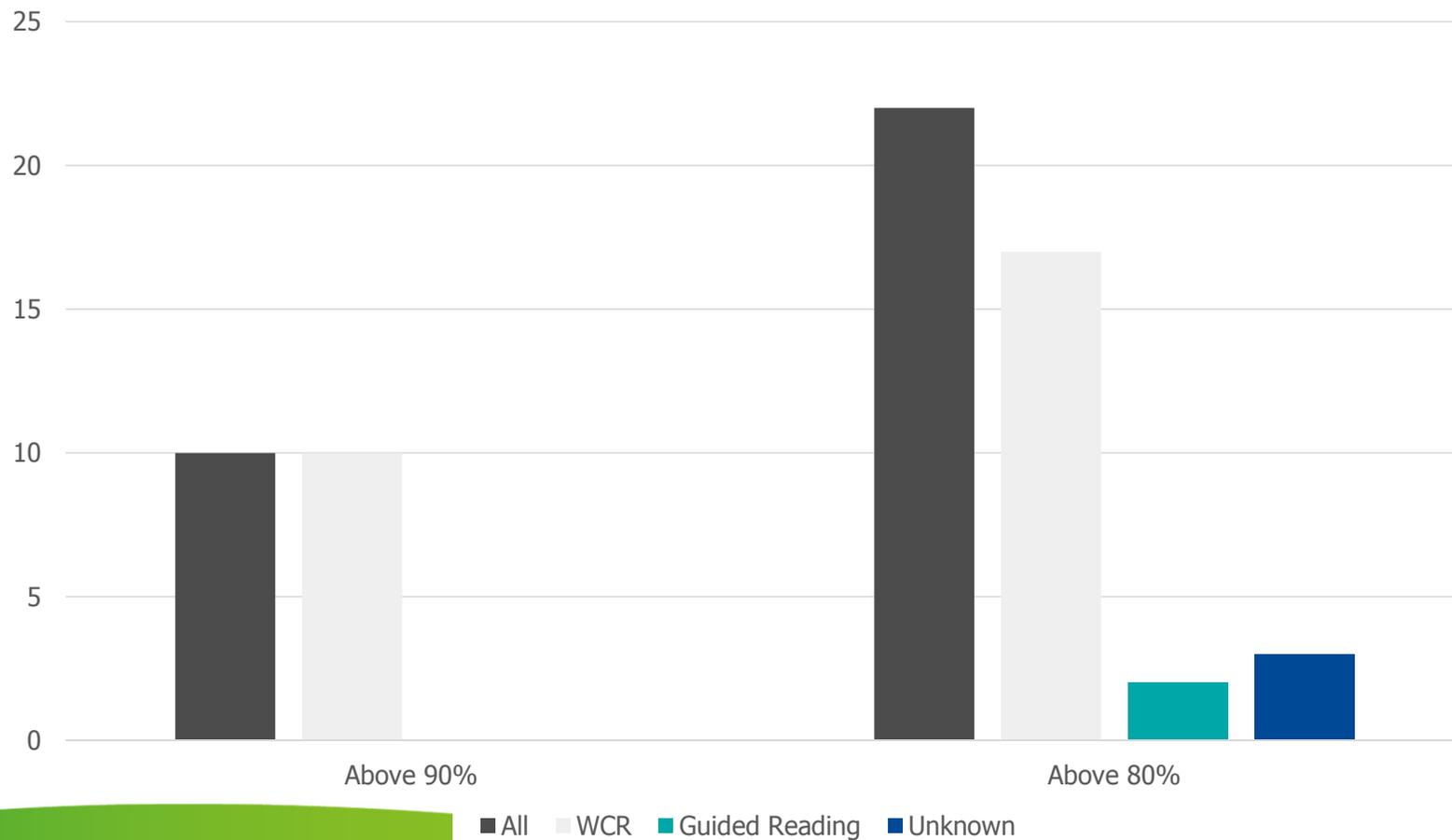


National



Islington is closing the gap in KS2 reading attainment and the implementation of WCR across many schools has had a significant impact on this.

KS2 2019 Reading EXT or above



Most of the schools in LBI who achieved above national teach reading whole class.

Islington Reading Road Map

Anthony Doudle

- Currently 39 Primary Schools in Islington participate in the 5/6 Reading Road Map
- 30 schools participate in the 3/4 Reading Road Map and
- 28 participate in the Adventure Reading Map

Islington Reading Roadmap: Education Library Service



Feedback from the Open University on their evaluation of the Reading Road Maps. This included interviews with teachers, children and parents.

- The carefully chosen and newly published quality texts together with the organisation of those texts by genre was seen as factors that encouraged the children to engage with the Reading Road Map and encouraged their motivation to read for pleasure.
- Children appreciated having the opportunity to choose the books that they wanted to read, and read at their own pace.
- Most children enjoyed receiving stickers and certificates as a measure of their success in reading the books.
- The traffic lights were seen to provide useful information particularly for the reluctant readers in helping select books.

You and your senior leaders have introduced significant changes to the teaching of reading. The pupils with whom I spoke are very proud of the progress they are now making in reading and enjoy the range of books available to them. They explained that the 'reading road map' encourages them to read and also challenges them to read a range of books.

St Luke's C of E Ofsted Report March 2018

'me before, I didn't really like reading, but then when the Reading Road Maps came out I started to like it even better' (low motivated reader Yr 4)

'I love everything about the Reading Road Map' (child Yr 1)

'you get to read books that are more interesting than the ones in the book corner' (low motivated reader Yr 6)



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11 by 11

Anthony Doudle



11 by 11 is a commitment to make available 11 outstanding cultural experiences by Year 11 for all children and young people attending Islington schools

- We pledge that all children and young people in Islington will:
 - Have 11 outstanding cultural experiences by Year 11
 - Be inspired by talks delivered by creative organisations in school assemblies
 - Be able to learn through a suite of teaching resources and training opportunities developed with local cultural organisations

11 by 11 Cultural Partners



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How it works



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11 by 11 Activity Menu

'Culture is creative activity that enables people to make connections with the world around them'

- 1. Music**
- 2. Theatre**
- 3. Dance**
- 4. Science**
- 5. Heritage & Museum**
- 6. Literature**
- 7. Visual Art, Craft & Design**
- 8. Film & Digital**
- 9. Outdoor, Adventure & Sport**

Structure: Termly windows

- The Cultural Enrichment Team refresh the menu each term with new partners and activities
- Schools will have a 2 week window to apply for activities
- Any teacher can apply for activities
- Cultural Enrichment Team allocate activities to each school and e-introduce teachers to Cultural Partners to plan

11 Schools Engagement



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Since March 2019...

- 53 schools have nominated a Cultural Lead Teacher
- 55 schools have applied for, and been offered, free cultural experiences from the 11 by 11 Activity Menu
- 29 schools have engaged with the Culture Bank CPD programme
- Over 7500 pupil experiences have been brokered through 11 by 11

Feedback



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“I have just been told by a pupil that they got to play the organ, and the feedback from staff has been immense! Thank you so much for your hospitality- what an amazing experience for the pupils! The staff seem really onboard with 11 by 11, and it is supporting our pupils to understand the opportunities that lie on their doorstep in such an epic part of London.”

Cultural Lead Teacher, Clerkenwell CoE Primary School

“Thank you so much for your help with getting these trips arranged. Our students really benefit from getting out of school and enjoying cultural experiences so the 11 by 11 project is a wonderful initiative! I took my class to the Barbican AI: More than Human exhibition yesterday as part of the scheme and it was brilliant, the pupils loved it!”

KS1 Teacher, Richard Cloudesley School



Feedback



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“I just wanted to thank you for all your help organising the Ballet Black Trip. We took 40 children from years 4, 5 and 6 and they all found something in it they really enjoyed. Even just the experience of going to a 'posh' theatre was a big thing for them.”

Cultural Lead, Pooles Park Primary

“We have just returned from the wonderful performance of The Flying Bath. I just wanted to thank you again for the tickets. It really was a fun and engaging show for the children. This was an excellent visit. The children loved the performance and listened intently. The children talked about what they had seen and related aspects of the story to their own experiences. Reception were talking about the animals on the bus and I am sure they will tell their parents all about the visit tonight.”

Cultural Lead, Yerbury Primary School



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iTIPS in Islington

Helen Cameron



Islington Trauma
Informed Practices
in Schools

What is complex trauma?

Complex trauma is a response to overwhelming negative life events and experiences which happen to children over time, often within their families, communities and personal relationships.

If there is no safe adult to help a child process what is happening the experience is more likely to have a traumatic effect.

Trauma is common



Whittington Health 


Islington
Clinical Commissioning Group



ISLINGTON



- School violence
- Refugee and immigrant trauma
- Medical trauma
- Natural disasters
- Human-caused disasters

Community violence: racism, group trauma affecting a particular community

Poverty: Lack of resources, support networks, or mobility, financial stressors, homelessness

Intended outcomes

- Staff are better equipped to support children who may be dealing with underlying trauma
- Children and young people see their school as being a sensitive and caring environment and one in which there is an adult who they feel comfortable talking to
- Schools have increased capability in supporting vulnerable children
 - Schools are better at holding cases of vulnerability
 - Schools are better at identifying vulnerability
 - Schools work more collaboratively with partners where there are concerns about individual pupils and make more effective use of referral pathways
- Schools experience improvements in school behaviour and attendance

iTIPS in Islington



CAMHS / EPS
consultation for school
staff and the team
around the school

School working group
established

Research of existing
school practice,
identification of next
steps

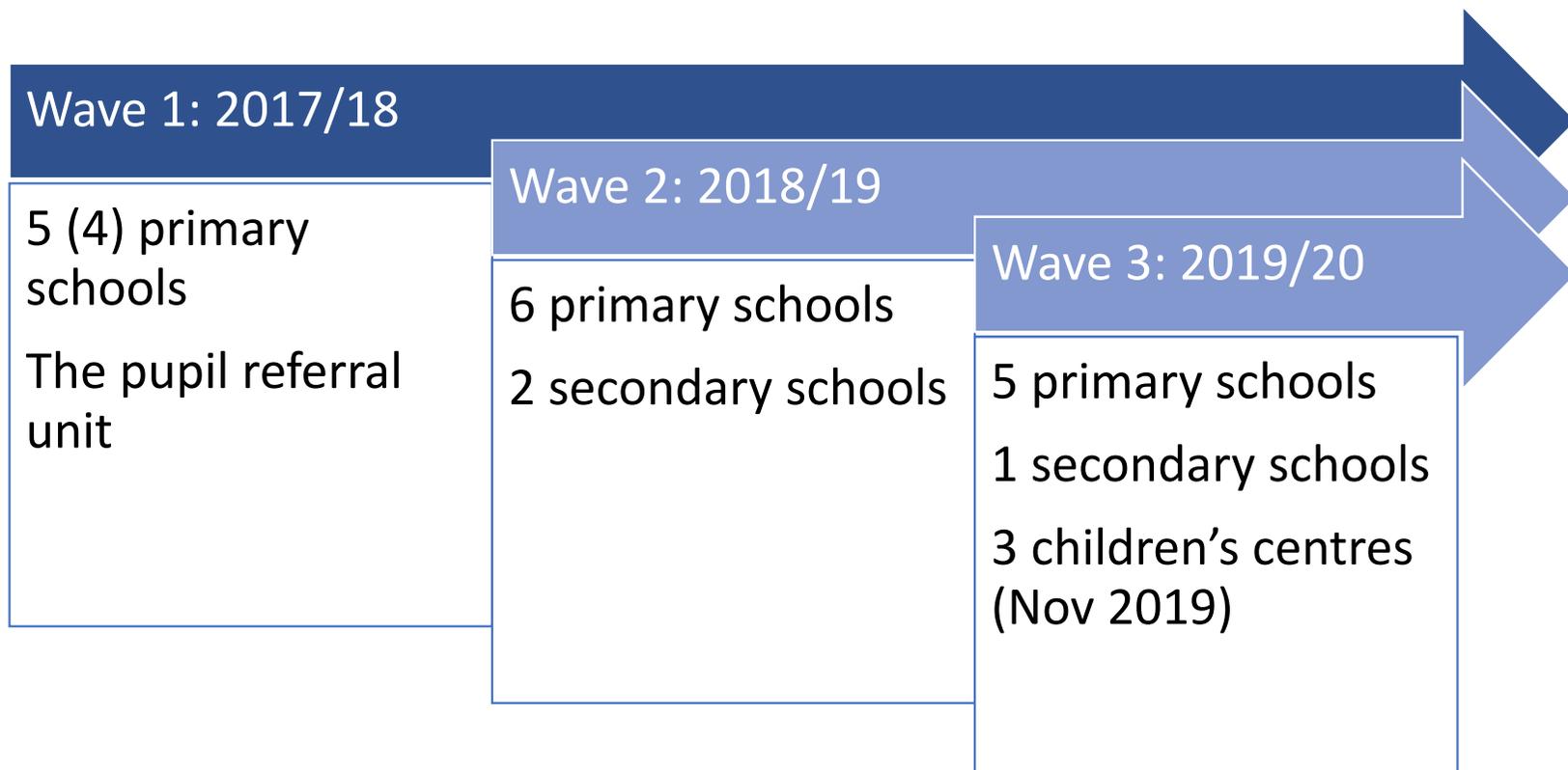
Whole school action
plan

Partnership work to
support children, young
people and their
families

Learning about what
works and adapting as
we go...



Schools involved



And?

- Staff report having a better understanding of trauma and its impact; have an increased range of strategies to respond to pupils' challenging behaviour and feel more confident that they can help pupils manage their emotions
 - *"There have been fewer occasions where pupils' behaviour has fallen below the expected standard."*
- Staff describe being better able to self-regulate and respond to pupils with empathy
 - *A few adults have found it difficult in the past to take their own emotions out of the equation and not take personally what is happening when a child is angry, etc. – this has definitely improved, however there is still some way to go"*
- Staff are openly and thoughtfully discussing different children in a way that puts the trauma up front and centre to whatever the issue is for the child
 - *'I need to take a step back to think about what are all the other factors that could be influencing their behaviour. Where pupils are flipping out, it really made me think that's their life and it's my job to help them make sense of their emotions.'*

School exclusion highlight findings

- Looking at the fixed term exclusion rate, number of days excluded per pupil on roll and the proportion of the school roll who were excluded, the figures for the TIPS primary schools were, as a group, higher than the average for other Islington primary schools in 2016/17, but have now fallen below the average for the group of other primary schools in 2017/18.
- The proportion of pupils who were excluded at least once during each year did not fall by as much as the fixed term exclusion rates, amongst the TIPS schools. This may indicate that the project is having a more significant impact on preventing young people having *multiple* exclusions than on having *any* exclusions.
- The fixed term exclusion rate of the TIPS schools more than doubled between 2015/16 and 2016/17, but then has almost halved, year-on-year, in 2017/18. The fixed term exclusion rate for other Islington primary schools has increased slightly each year over the same period.



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World of Work

Hamish Mackay



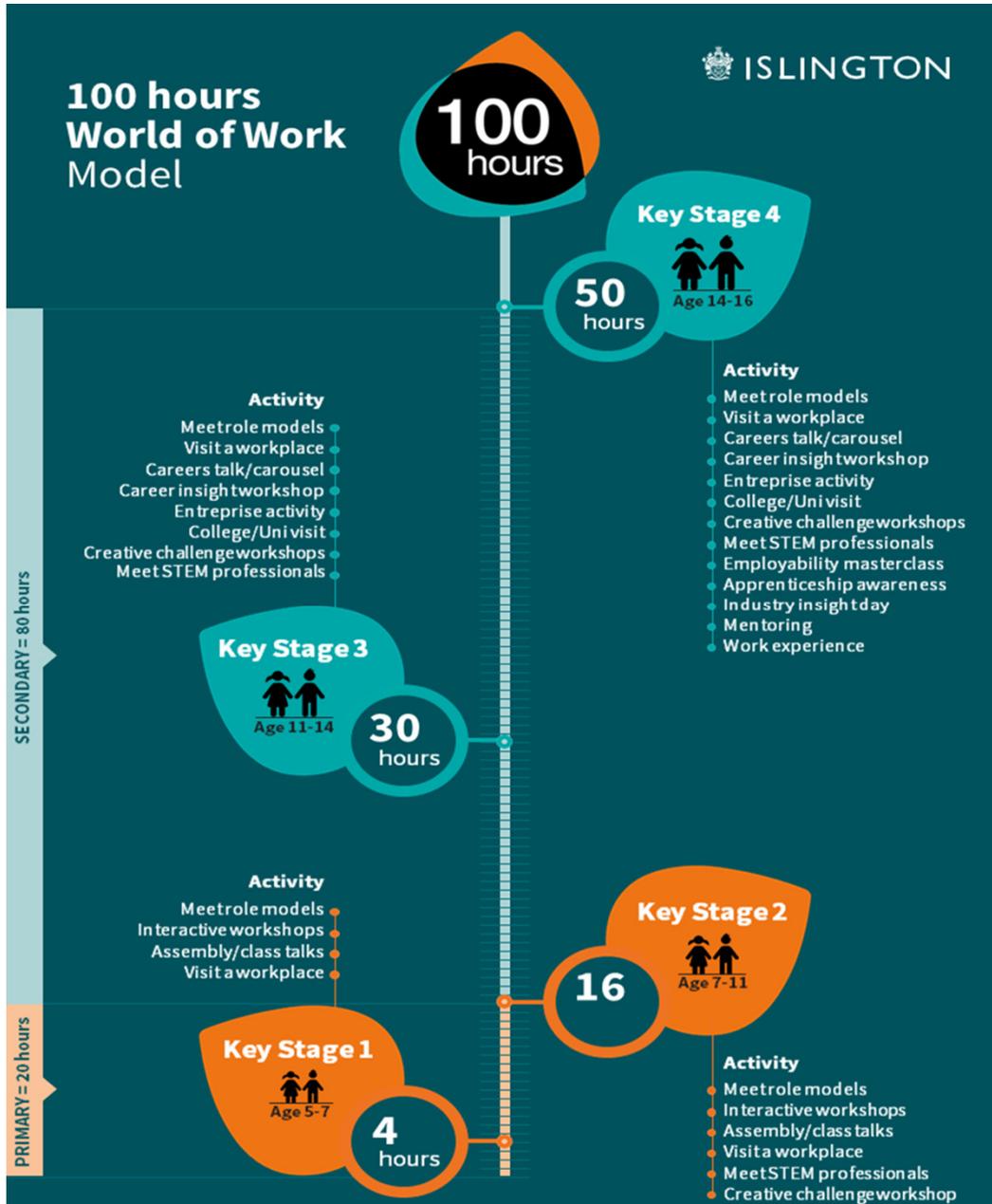
Islington Council has committed to ensuring that all young people in Islington benefit from 100 hours' experience of the world of work by age 16.

This includes a wide range of free activities delivered through both primary and secondary schools. These activities help young people to build a greater awareness of their future career options, key transferable skills and social capital.

Current Priorities

- Continue to engage with more local businesses to increase our offer of free, meaningful world of work activities to schools
- Expand on our successful Primary School pilots
- Build up to our event on 29th November at the Institute of Physics
- Developing a bespoke offer for groups of vulnerable young people

100 hours World of Work Model



ADA National College
for Digital Skills



Aldi



Arsenal in the Community



Mears



Making People *Smile*

Moorfields Eye Hospital
NHS Foundation Trust



Berkeley Group



Big Sky Studios



The Brokerage



Royal Air Force



Sensible Music Group



Camden and Islington
NHS Foundation Trust



Education and Employers



GLL



Three



Transport for London



HALO



Islington Council



London's Air Ambulance



Slaughter and May

SLAUGHTER AND MAY

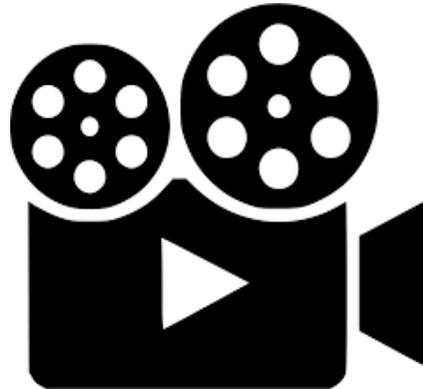
Success so far – Ted Baker and New River College

- Programme of activity began in March 2019
- Series of T-shirt production and careers workshops
- Follow up visit to Ted Baker head office



- Ted Baker have committed to longer term support for NRC across this academic year
- Ted Baker have also pledged further support including an interview wardrobe for YOS young people

100 hours' World of Work



- Film set visits and school based talks/activities with industry professionals
- Year 10 work experience slots at Islington Film Office
- To connect specialist Film/Media colleges (London Screen Academy) and FE courses to schools for alternatives to traditional Sixth Form.

100 hours' World of Work



London's
Air Ambulance
Charity



- Assembly talks and classroom presentations
- 'Helivan' replica of an air ambulance

Moorfields Eye Hospital



NHS Foundation Trust

Healthcare Career
Insight Session

- Healthcare Employability Sessions
- Healthcare Taster Session – at the hospital

