



ISLINGTON JSNA: FOCUS ON

EDUCATION & ATTAINMENT

SUMMER 2019

This report provides an overview of educational attainment in Islington. We aim to *ensure our schools are places where all young people can learn and thrive*. Achieving this ambition requires great teachers and leaders, outstanding schools, and a seamless, high quality experience for young people from early years to adulthood.

There is much to celebrate. Islington, along with the rest of London, is leading the country in terms of positive outcomes for many pupils in our schools; and the positive destinations of school leavers into education, employment and training. We are also working robustly to support and challenge school leaders to focus our efforts to address inequalities in outcomes so all children *start well* and can go on to achieve their potential.

Early Years and Primary (Under 4-11)

- **EYFS** outcomes at aged 5 are stable and consistent with national
- In 2019, a sustained 84% in Year 1 **Phonics** passes closed the gap with top-performing Inner London region for the first time.
- 70% of pupils reached the expected standard in all of reading, writing and maths at the end of **key stage 2** in 2019, well above national; and the gap with Inner London average narrowed to just 1% point.

Secondary and Post-16 (aged 12-16+)

- Although **Attainment 8** and **Progress 8** dropped below the previous year. Progress 8 remains above national at +0.03, this means the average Attainment 8 score of Islington pupils is higher than pupils with a similar starting point (or 'prior attainment') nationally.
- 98% of Islington Y11 leavers moved into **education, employment or training** (EET), with most remaining 'in learning'.

Strategic Priorities

- Tackling inequalities in educational outcomes across the key stages, with a particular focus on:
 - narrowing the gap in attainment between Black-Caribbean pupils; as well as White British pupils eligible for FSM; and the Islington average at KS2 and KS4;
 - children with Special Educational Needs at the end of KS4
- Ensuring that all schools are good or outstanding.

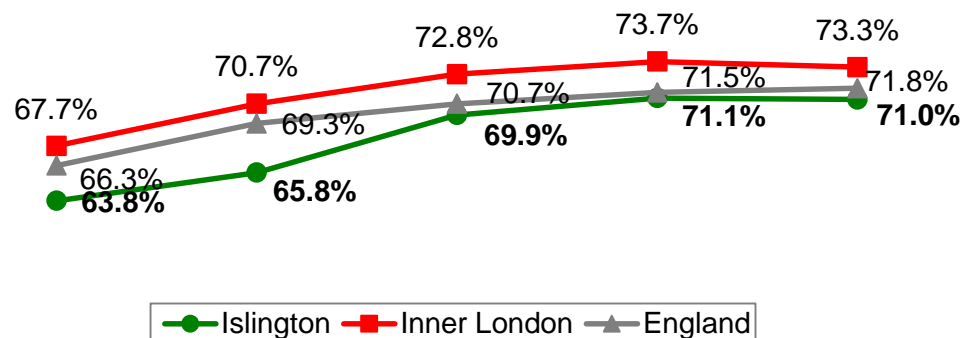
Areas for further development

- While Key Stage 5 average point scores remain below Inner London and England figures in all categories, results were noticeably higher in "Academic", "A levels" and "All Level 3" areas in comparison to previous years'.



EARLY YEARS FOUNDATION STAGE

- Children gaining a good level of development (GLD) are those achieving at least the expected level within the following areas of learning: communication and language; physical development; personal, social and emotional development; literacy; and mathematics. GLD is used to measure children's development and learning at age 5.

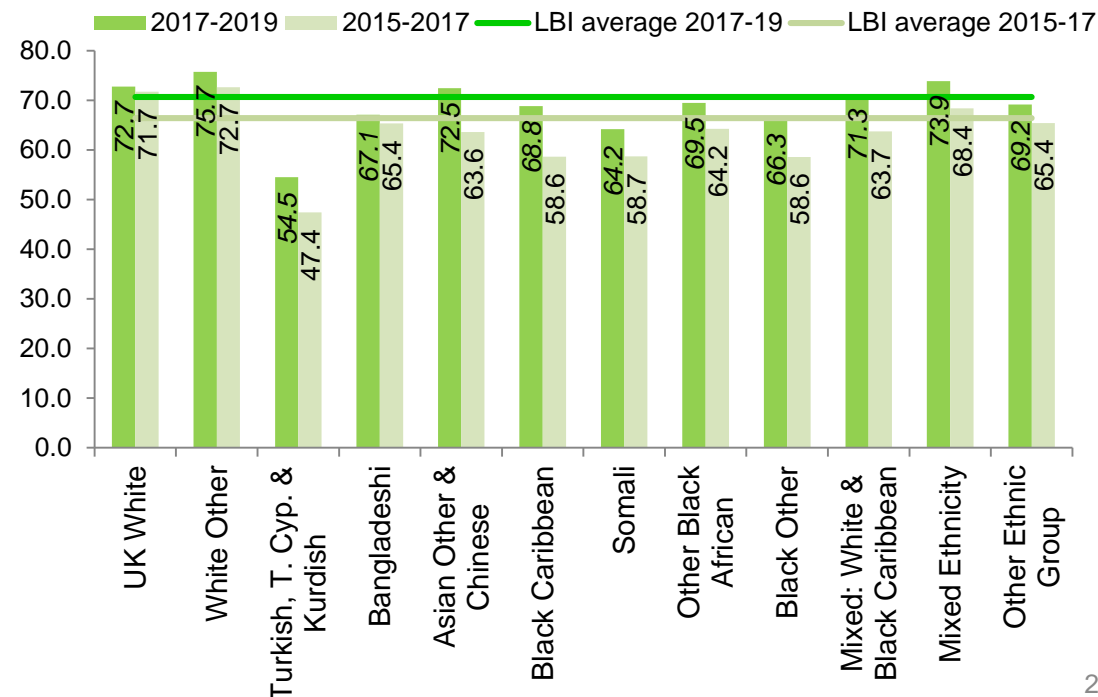


We want to make sure young children get the best start. In 2019, 71% of reception pupils gained a **good level of development**, similar to last year; and within 1% point of national. Islington pupils continue to perform better than national in 'listening and attention' and 'numbers', while 'managing feelings and behaviour' was almost 3% points below national.

Among boys the GLD rate has improved 2% points over 2-years, yet they continue to do less well than girls 65% to 78%.

All ethnic groups performed better for the 3-year average 2017-19 compared to 2015-17; and the GLD rate improved most among Black Caribbean pupils. Despite an improvement, 'Turkish, Turkish Cypriot and Kurdish' pupils remain the lowest performing ethnic group, just over half gaining GLD between 2017 and 2019

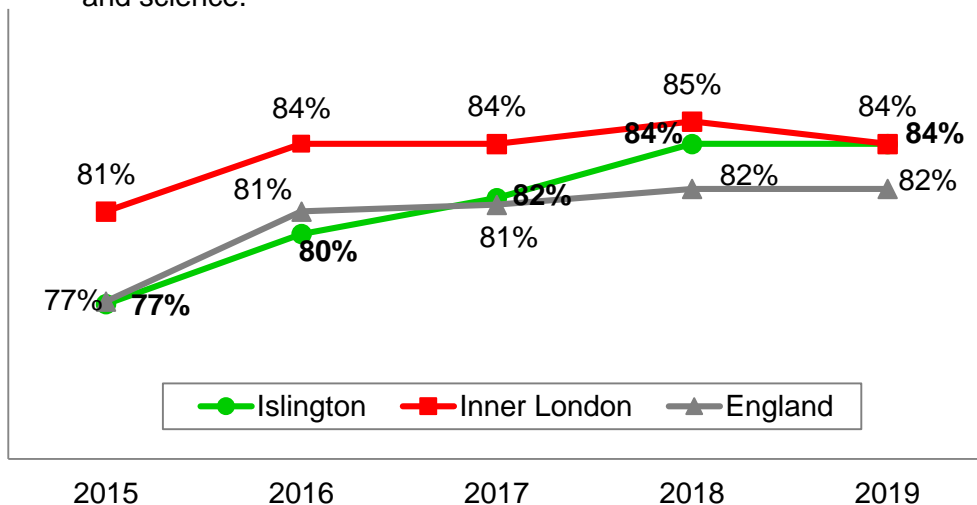
Islington pupils eligible for **Free School Meals** improved +3% points to 63.7%, while not-eligible was stable at 74.6%, both groups perform above their peers nationally; and locally the FSM-gap narrowed to 11% compared to a national gap of 17% (2018).





PHONICS & KEY STAGE 1

- Pupils take the phonics screening check at the end of year 1, typically aged 6. Pupils are assessed at the end of key stage 1 (year 2) in reading, writing, maths and science.

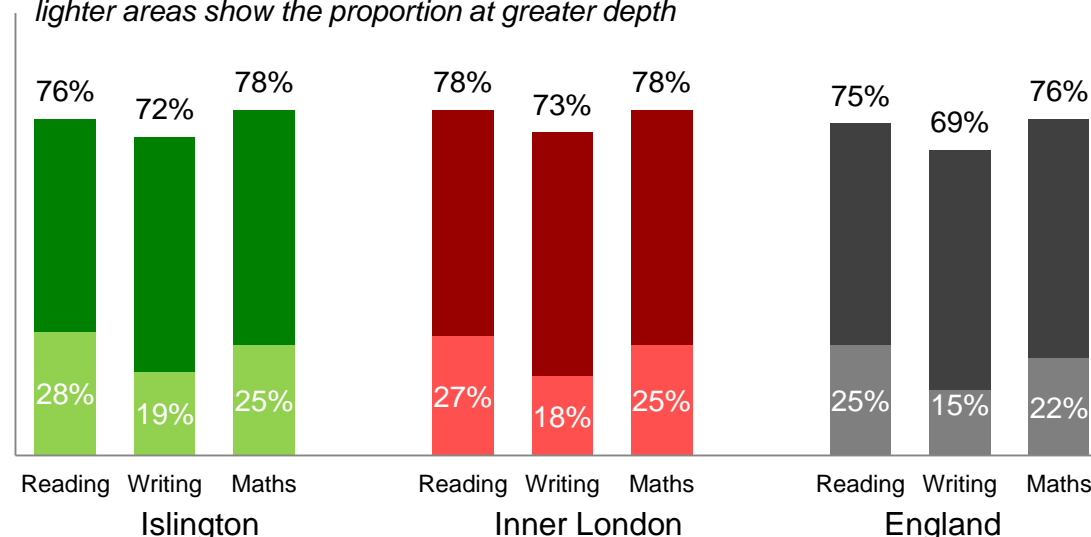


In 2019, year 1 **phonics** held at 2% points above national, 84% of Islington pupils met the expected standard in the screening check. By contrast, Inner London fell by 1% point and the gap closed between Islington and the top-performing Inner London region for the first time.

Pupils who did not meet the expected standard must take the check again in Year 2. In 2019, 92% of Islington pupils were at the expected standard by the end of Year 2, the same as Inner London, and above England (91%).

At key stage 1, the percentage of Islington pupils assessed at the expected standard remains consistently higher than national across all three subjects. In 2019, 78% of pupils met the expected standard in mathematics while one in four were working at greater depth, the same as Inner London. In reading and writing, performance was within 1%-2% points of Inner London, however a higher proportion of Islington pupils were assessed as working at a greater depth in both subjects.

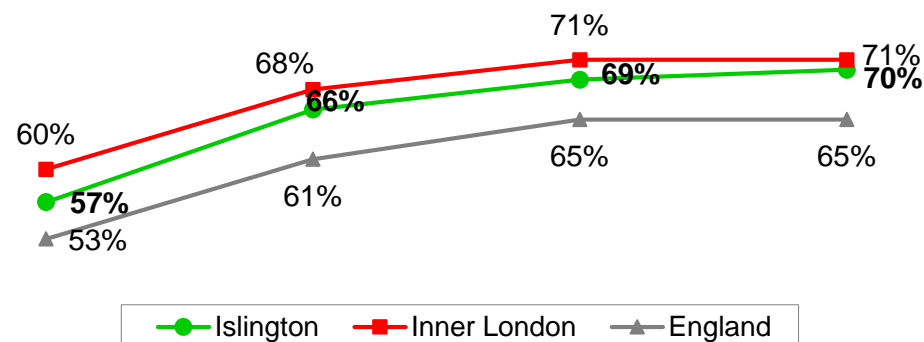
**Note: darker shaded areas show the proportion at the expected standard and lighter areas show the proportion at greater depth*





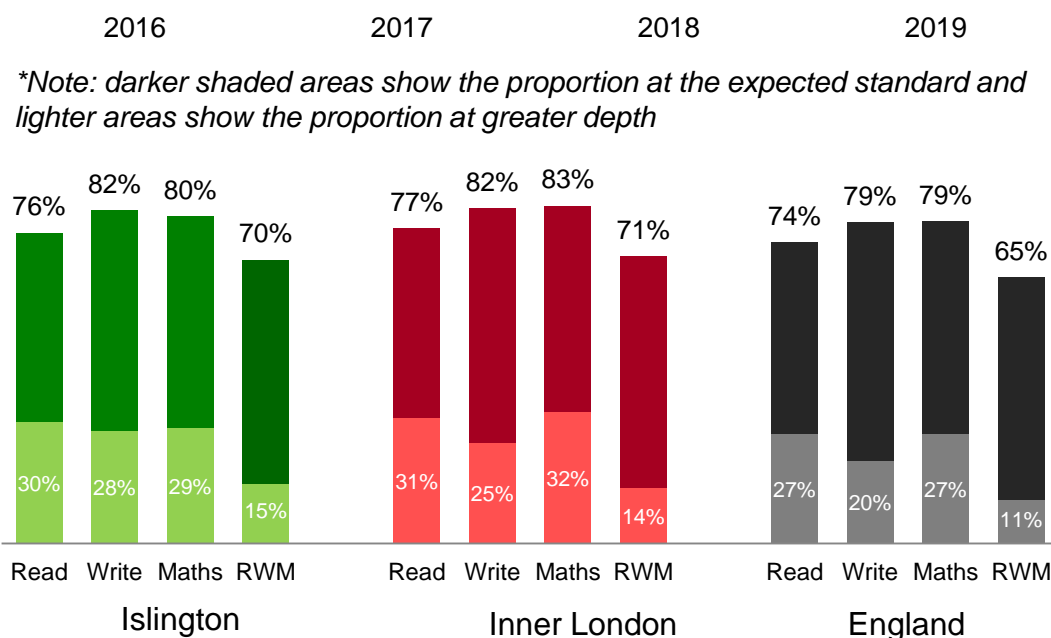
KEY STAGE 2

- Pupils take national curriculum assessment in year 6, at the end of KS2, when most pupils will reach age 11 by the end of the school year. Pupils take tests (commonly referred to as SATs) in reading, maths and grammar, punctuation and spelling (GPS) and receive a teacher assessment (TA) in writing.



In 2019, 70% of Islington pupils reached the expected standard (a scaled score of 100 or more) in the **combined reading, writing and mathematics (RWM)**; which is 5% points above national and the gap with Inner London narrowed to 1% point.

A higher proportion, 15% of Islington pupils were assessed as working at a greater depth in the combined RWM compared to 14% across Inner London and 11% nationally in 2019.

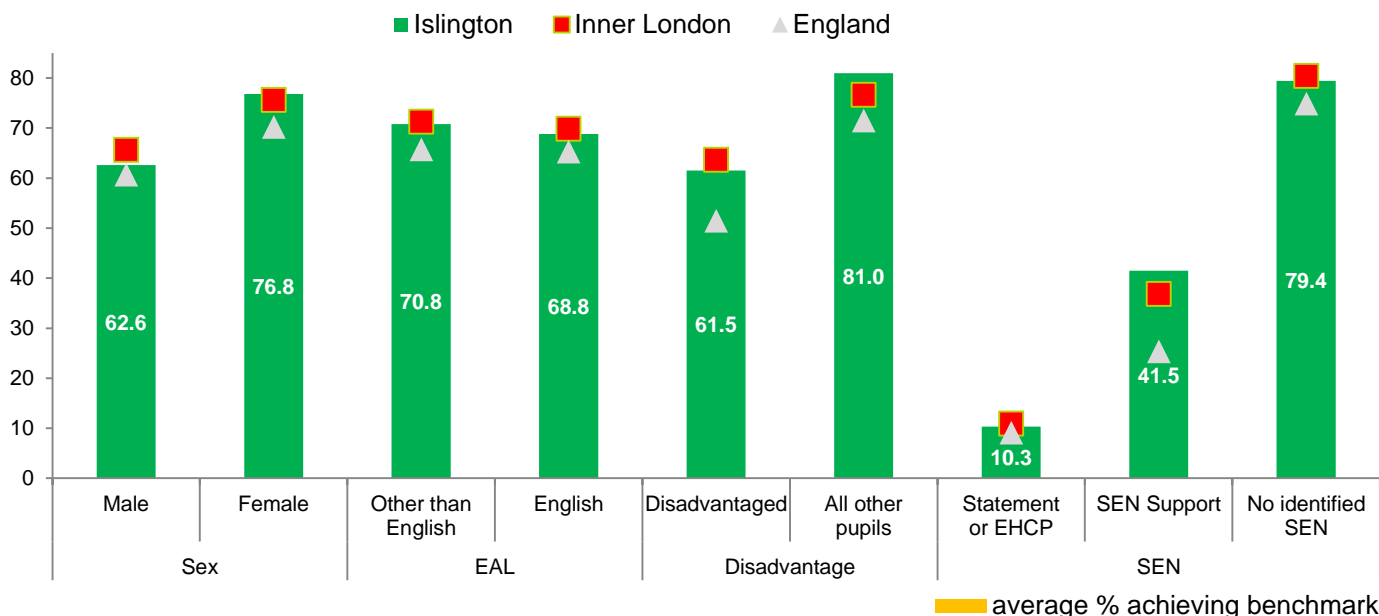


Attainment increased across all subjects, with the exception of reading. Reading test results fell 2% points in 2019 for Islington and both comparators. Writing TA was stable across London and England, while Islington results increased 1% point closing the gap with Inner London. Mathematics increased by 3% points both locally and nationally. Inner London also saw a rise by 2% points. A 3% point gap in mathematics remains between Islington and Inner London.

The proportion of children reaching a higher standard (GDS) remains well above national for all three subjects in 2019; and same as Inner London for reading, 3% points above in writing TA, while 3% points below Inner London in mathematics.

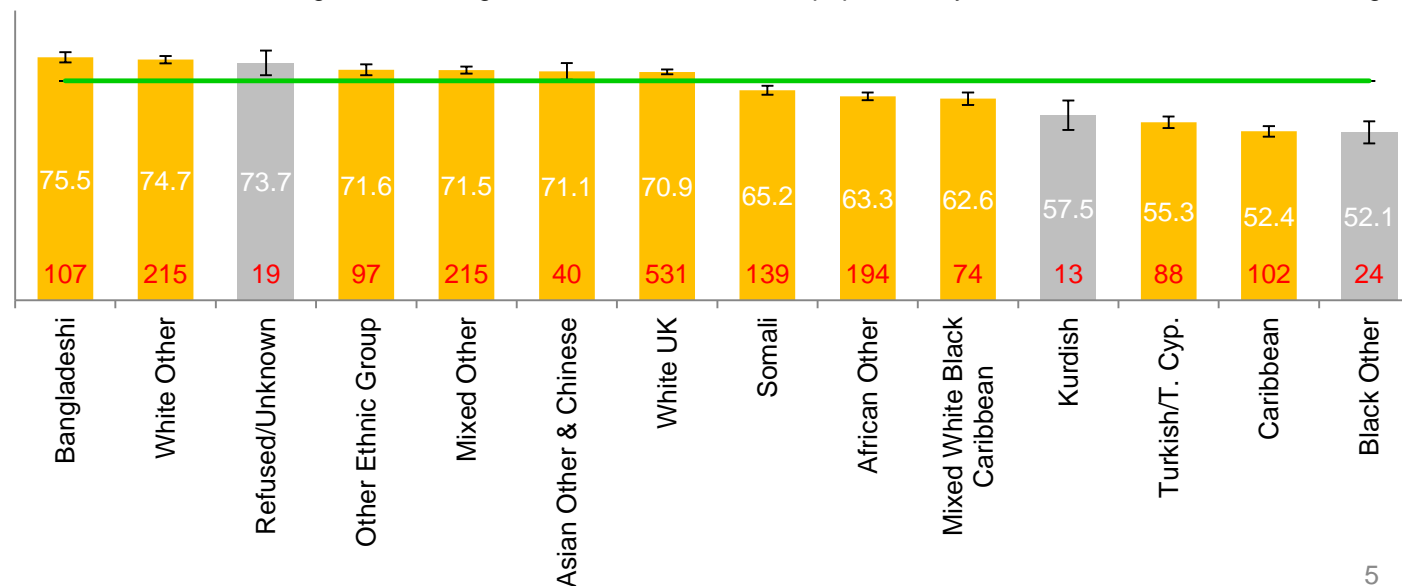


KEY STAGE 2 BY PUPIL CHARACTERISTICS



Islington girls once again outperformed girls nationally in all three subjects and the combined RWM in 2019. Islington boys also performed better than boys nationally in reading and writing and the combined measure, despite being 1% point below boys nationally in maths. 62% of disadvantaged pupils in Islington schools met the expected standard in all three subjects compared to just 51% nationally, 64% in Inner London. One in ten pupils with an education, health and care plan (EHCP) met the expected standard in RWM, similar to Inner London and national. Around two in five SEN support pupils achieved this standard, this is better than both Inner London and national.

Black Caribbean and 'Turkish, Turkish Cypriot' pupils are the lowest performing of the larger ethnic groups in 2017-19, they are also the most improved. Black Caribbean pupils achieving the expected standard in RWM gained +7% pts in 2019, up to 56%. With the smaller change in the overall Islington figure, the gap has narrowed to 13 % pts, from 19% pts last year. Turkish pupils improved by +9% pts to 60% in 2019 (a gap of 10% pts).



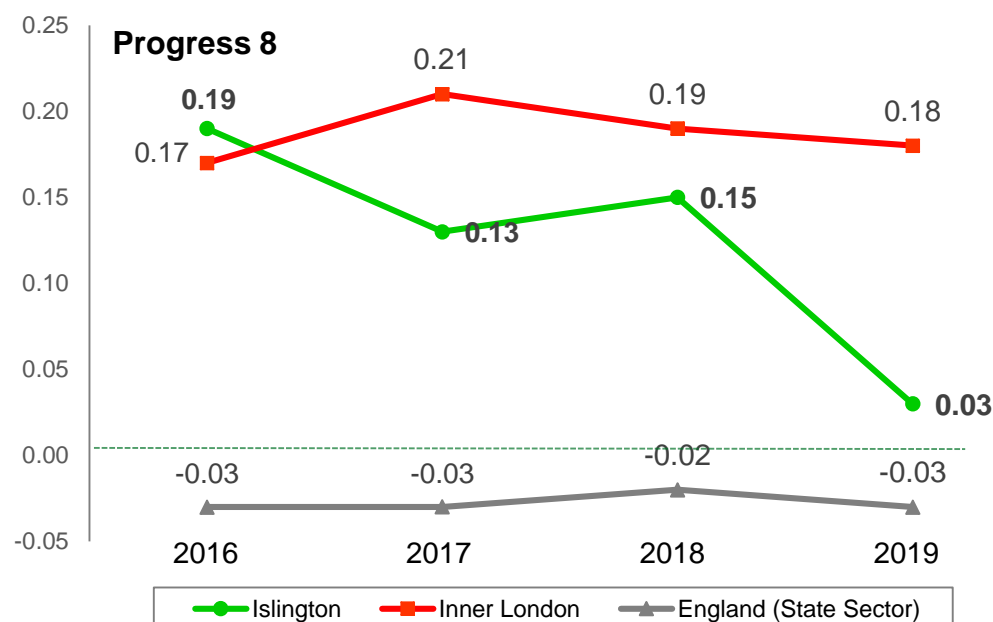
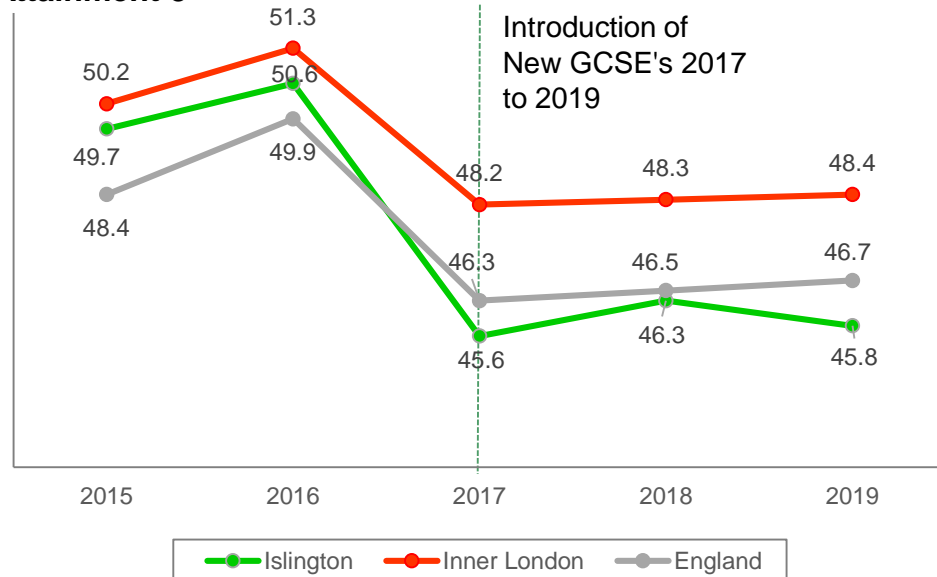
*Note: all groups with fewer than 100 pupils across 2017 to 2019 combined have been shaded grey.



KEY STAGE 4 – State funded schools

- GCSE results in English and mathematics were published using a 9-1 scale in 2017, taking the place of the A*-G grading system. Grades 9 to 4 are considered as a 'standard pass' and grades 9 to 5, are known as a 'strong pass'. **Attainment 8 (A8)** measures achievement for up to 8 of each pupil's best grades. The 8 qualifications must include: mathematics (double weighted); highest English grade (double weighted if both Language and Literature were sat); up to 3 qualifications in the English Baccalaureate ('Ebacc slots'); and up to 3 GCSEs not already counted or vocational qualifications from an [approved list](#) ('Open Slots'). **Progress 8 (P8)** is the difference between each pupil's A8 score and the national average A8 score of pupils with a similar starting point (or 'prior attainment').

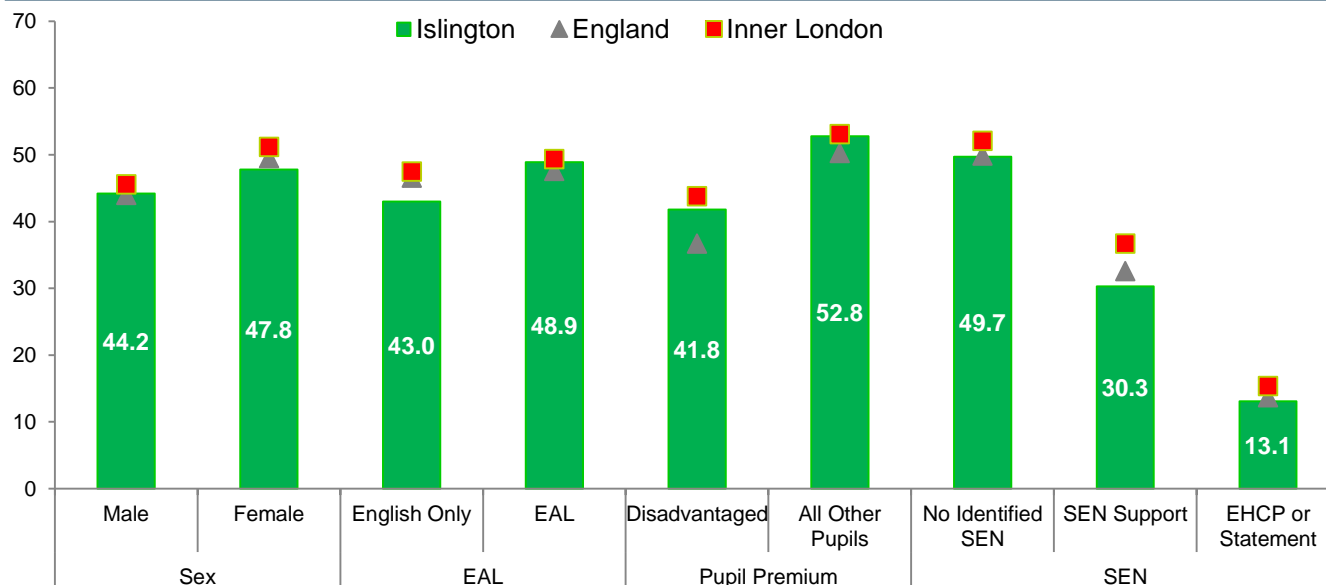
Attainment 8



Because of the change in the grading of English and maths GCSEs, A8 scores fell in 2017. In the summer of 2018, most other GCSEs moved over to the new scale and in 2019 all GCSEs were assessed against the new scale with performance (and progress) weighted towards the higher end of achievement. **Attainment 8** in 2019 was slightly higher in Inner London and England compared to the previous year but lower for Islington. This dip in Attainment 8 and Progress 8 is mainly linked to a decline in outcomes at three schools. **Progress 8** for Islington schools for 2018/19 is just above zero, this means pupils in Islington schools have a slightly higher Attainment 8 score than pupils with similar prior attainment nationally. Islington remains below the Inner London average, but above the national average.



KEY STAGE 4 BY PUPIL CHARACTERISTICS Attainment 8



The differences between boys and girls, remained relatively small in comparison to other groups and the national gap in 2019.

EAL pupils continue to outperform pupils whose first language is English across London.

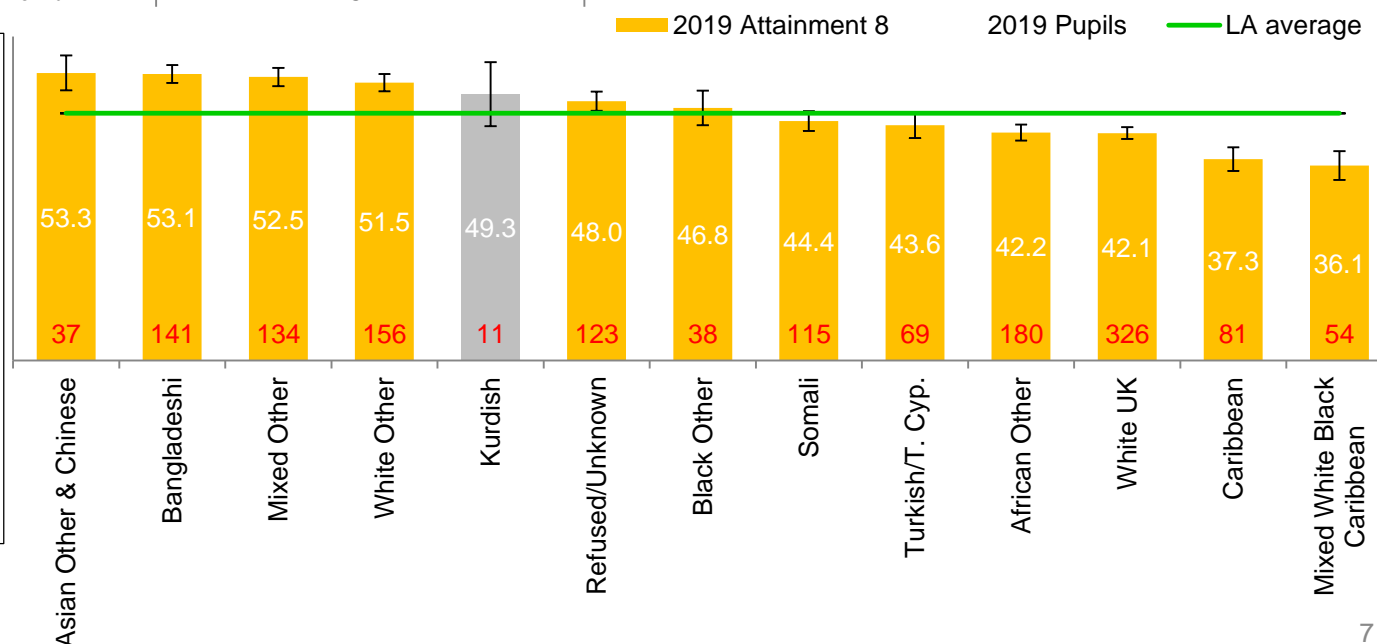
The widest difference remained between pupils with SEN (EHCP) and those with no identified needs.

SEN support, and non-EAL pupils both underperformed relative to their peers nationally.

Disadvantaged pupils in Islington schools continue to perform better than their peers nationally. The gap between disadvantaged pupils and all other pupils is 11 points in Islington schools compared to 14 points nationally.

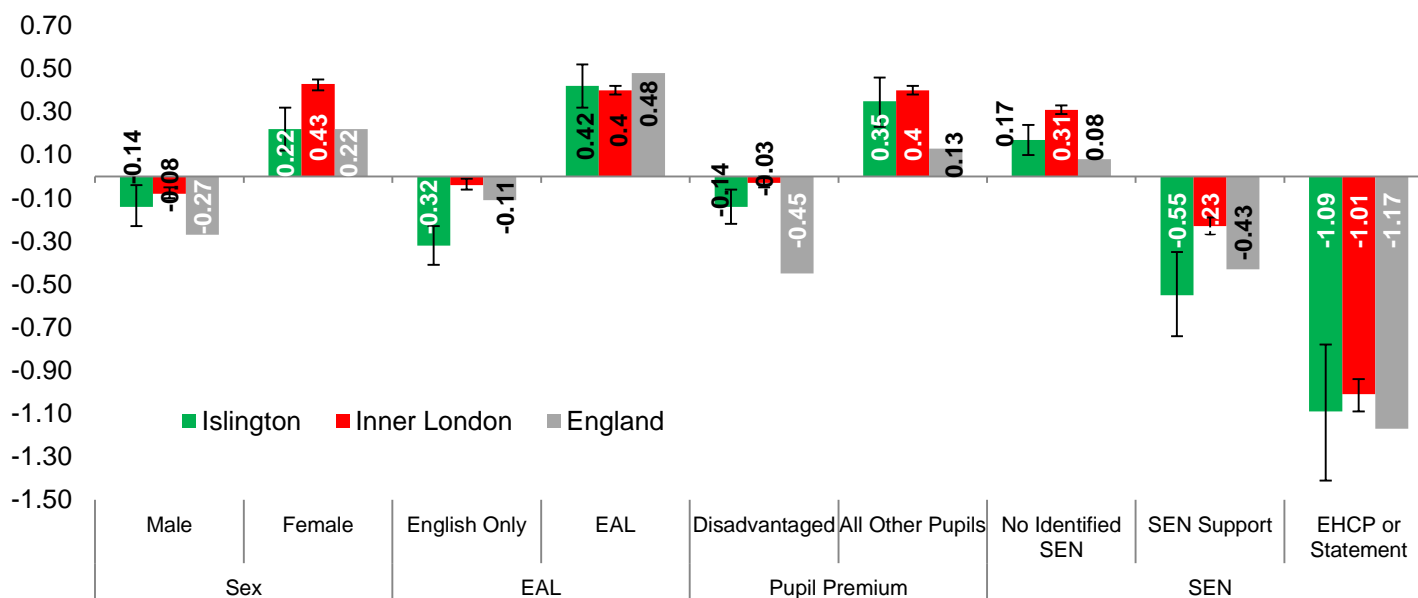
'Mixed White and Black Caribbean' and 'Black Caribbean' pupils remain the lowest performing ethnic groups in 2019. Average Attainment 8 of Black Caribbean pupils remained unchanged at 37% in 2019. The achievement of these pupils is a continuing priority, along with White UK pupils eligible for Free School Meals (FSM).

**Note: groups with fewer than 30 pupils in 2019 have been shaded grey.*





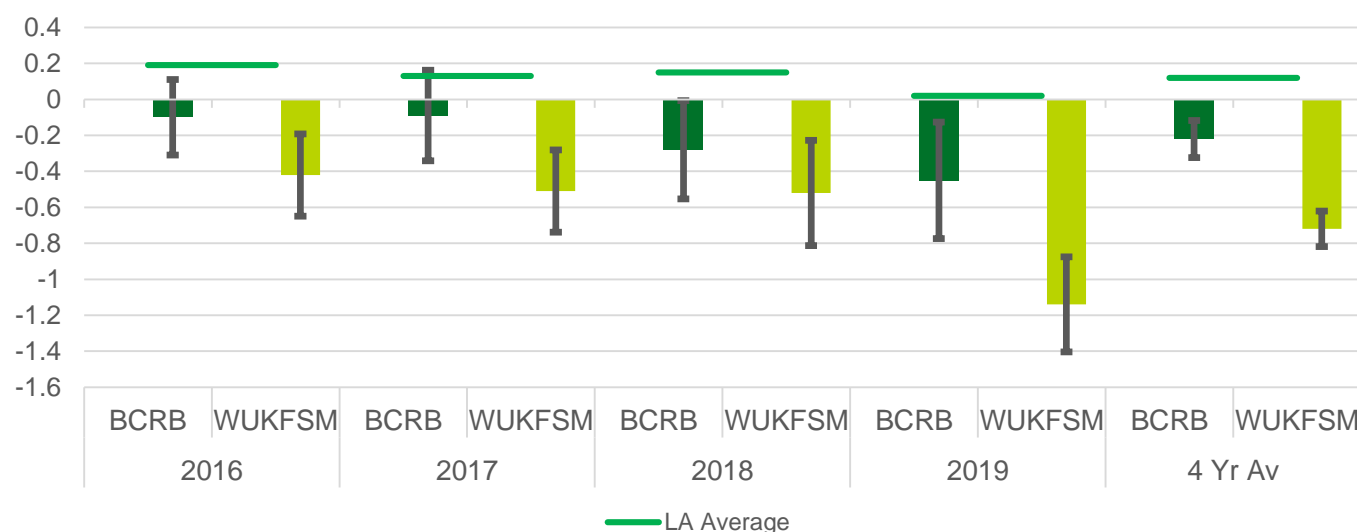
Key Stage 4 PERFORMANCE BY PUPIL CHARACTERISTICS Progress 8



Boys, disadvantaged and non-disadvantaged pupils, along with pupils without SEND in Islington schools all had higher Progress 8 scores than the national average when compared to their peers in 2019.

Out of all the groups, only pupils whose first language is English made significantly less progress than their peers nationally.

The average Progress 8 score for Black-Caribbean pupils was -0.35, a fall from -0.28 in 2018. However, as the overall Islington average Progress 8 score has fallen by a larger amount, the gap between Islington's Black-Caribbean pupils and the borough average narrowed from 0.43 points in 2018 to 0.38 points in 2019. Conversely, Progress 8 for White-British pupils who were eligible for Free School Meals in 2019 was -1.13, a fall from -0.64 in 2018. The overall Islington average fell, but not by as much as the average score for this group of pupils. The gap between the two averages therefore widened, from 0.79 points to 1.16 in the 2019 results.





POST-16 – YEAR 11 DESTINATIONS AND NEET/UNKNOWN SCORECARD

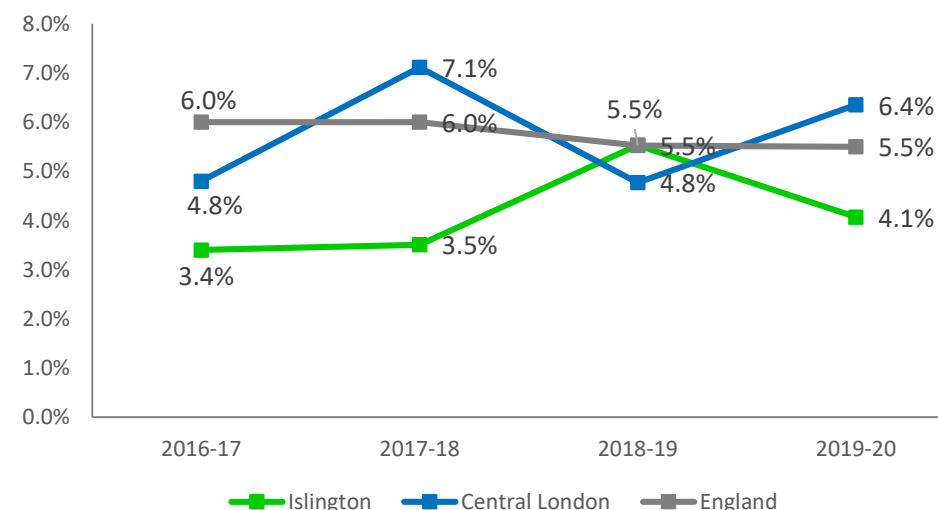
- Under Raising Participation Age (RPA) Islington has a responsibility to ensure its residents continue to participate in education or training from when they leave school at year 11 until at least their 18th birthday, and to reduce the proportion of young people aged 16 and 17 not in education, employment or training after they leave compulsory education phase.

Local Authority	Survey Total	In Learning*	Employment - No Training	NEET	Other	Unknown
Islington 2018	1487	97.6%	0.3%	1.3%		0.8%
Islington 2019	1,524	97.0%	0.7%	1.4%		0.9%
Camden	1,657	98.0%	0.2%	1.2%		0.6%
Hackney	2,330	97.6%	0.3%	0.8%		1.3%
RBKC	945	98.0%		1.5%		0.5%
Lambeth	2,280	94.4%	0.1%	1.1%	0.04%	4.3%
Southwark	2,637	96.6%	0.2%	3.0%	0.1%	0.1%
Wandsworth	1,918	95.0%	0.2%	0.6%	0.1%	4.2%
Westminster	1,688	98.8%		0.8%		0.4%
2019 Total	14,979	96.8%	0.2%	1.4%	0.03%	1.6%

Destinations of Year 11 leavers are collected on 1 November in the year pupils left an Islington school. 97.0% of young people who attended Islington schools and settings remained or continued 'In Learning' after leaving Year 11. This is higher than the Central London region average. The in-learning percentage was slightly lower than the 2018 figure. The percentages of Islington pupils with NEET or unknown destinations were slightly higher than the previous year's figures. On 1 November 2019, 1.4% of Year 11 leavers were NEET (1.3% in 2018) and for 0.9% activity was unknown (0.8% in 2018). There are EET opportunities that started after 1 November which we expect some of these young people will have taken up.

The percentage of 16 and 17 year old residents not in education, employment and training or in a 'not known' activity (Dec-Feb snapshot) was 4.1% compared to 5.5% in 2018 and 3.5% in 2017. The 2019/20 Islington figure, while was below the national figure, it was also lower than the Central London average of 6.4%.

The decrease in Islington's figure was primarily due to earlier follow up action of those in unknown activities using mailshot, phone calls and home visits. As a result of this, the 3-month overall average percentage of NEET and Unknown combined was noticeably lower than 2018-19 percentage of 5.5%.



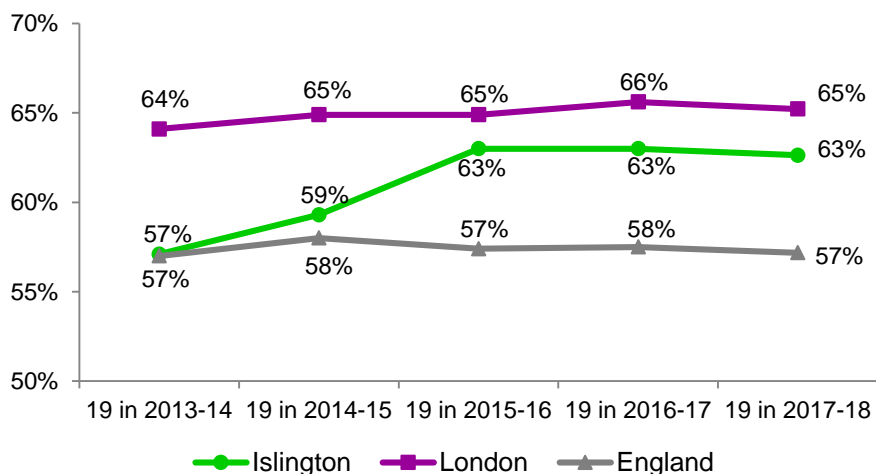
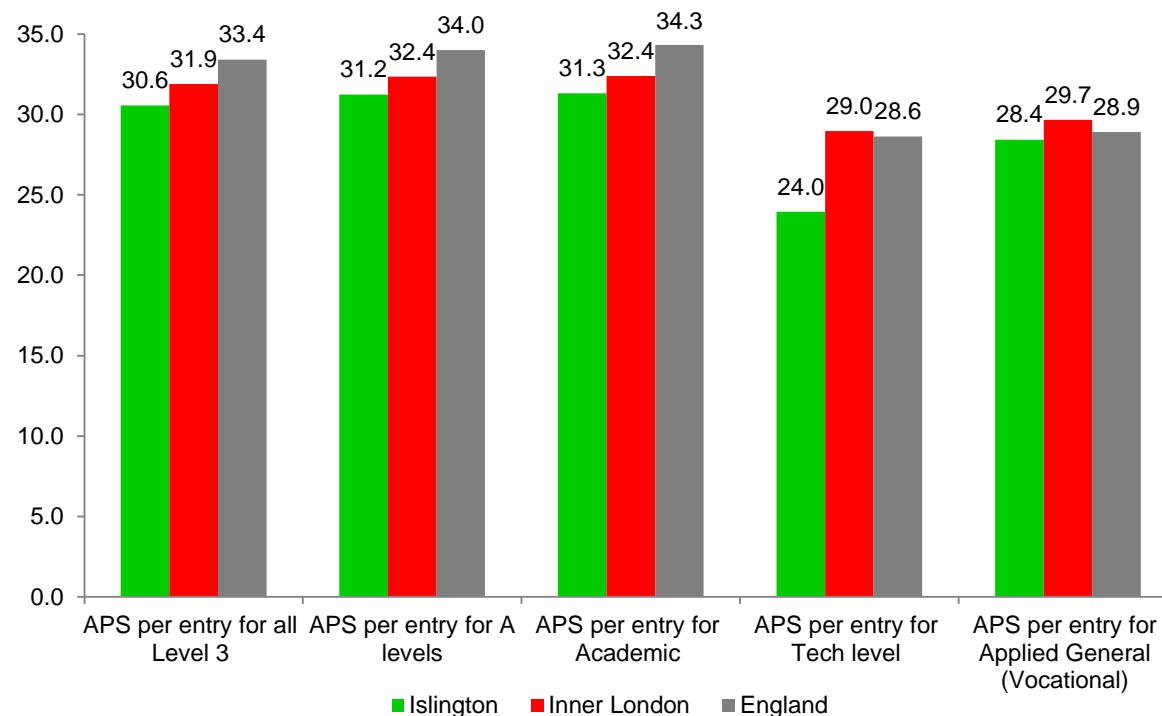


POST-16 – ATTAINMENT & ACHIEVEMENT

- In 2018-19 Islington’s post 16 provision consisted of three maintained secondary schools and three academies: City of London Academy (COLA) Islington, COLA Highbury Grove and St Mary Magdalene Academy, one post 16 free school: Tech City College and one independent school.

The Key Stage 5 attainment measure shows the Average Point Score (APS) per entry, expressed as a points for all level 3 qualifications combined, academic qualifications, including a separate result specifically for A levels, tech level qualifications (vocational qualifications that focus on hands-on practical training and generally take two years to complete) and applied general qualifications (vocational qualifications that have a broader area of study and generally take one year to complete).

While Islington’s APS were below Inner London and England figures in all categories, the LA’s results were noticeably higher in “Academic”, “A levels” and “All Level 3” areas in comparison to previous years’ when the APS were in mid-20s for all three categories. As the national and inner London figures remained relatively similar to the previous year’s, the difference in average point scores between Islington and these in the 3 categories were noticeably smaller in 2018.



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 aged 19. Attainment at Level 3 equates to the achievement of 2 or more A-levels or an equivalent sized vocational qualification. Performance has held at the higher rate of 63% of students at Level 3 by age 19.



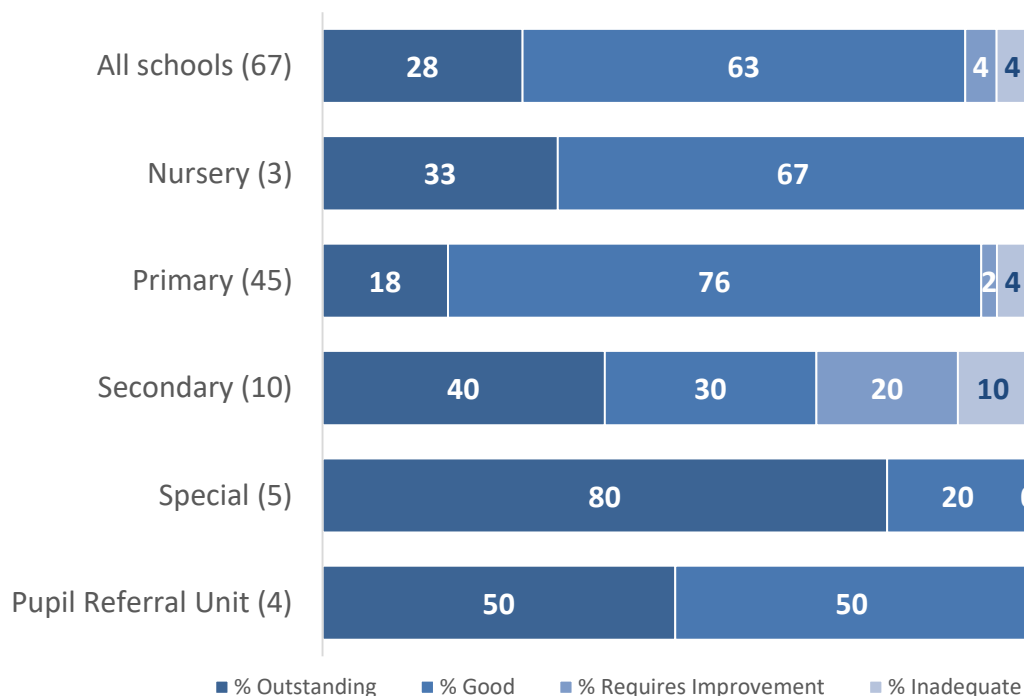
QUALITY OF PROVISION

- All young people in Islington should have access to a high quality school place whatever the phase or type of education. This section considers the schools in Islington in terms of school quality.

The vast majority (91%) of schools in Islington were rated as good or outstanding in 2019 (Ofsted Data View, August 2019), this includes:

- 100% of nursery schools were good or outstanding
- 94% of primary schools were good or outstanding
- 70% of secondary schools were good or outstanding
- 50% of pupil referral units (PRU) were good or outstanding
- 80% of special schools were good or outstanding

Further, 96.4% of early years settings were rated good or outstanding, this compares positively to national (96.1) and London (94.9) December 2019.



Nationally, just 62% of schools are rated by Ofsted as good or outstanding as at August 2019. London region leads the way in terms of both pupil's educational outcomes and high quality school places, with 93% of schools rated as good or outstanding.

In Islington, 40% of secondary schools are Outstanding compared to 36% across London and just 21% nationally. Fewer secondaries however were rated as good, just 30% compared to 51% in London and 55% nationally. Of the 3 secondary schools inspected during the 2018/19 academic year, 1 moved from good to outstanding, one was graded down, and one remained, at requires improvement.

Since August 2019 there has been a slight improvement in overall Ofsted ratings, with 91.2% of all schools judged as good or outstanding in Islington as at March 2020. This is the result of an outstanding inspection result for a new Primary academy school in Islington.



FURTHER INFORMATION

- Further information on this topic, and previous outputs and reports used to inform this fact sheet can be found at the following locations:
 - Previous Annual Education Report 2018 can be found at:
<https://democracy.islington.gov.uk/documents/s18233/Annual%20Educational%20Attainment%20Report%202018.pdf>
 - Statistics on individual school results can be found at Department For Education Performance Tables:
<https://www.compare-school-performance.service.gov.uk/schools-by-type?step=default&table=schools®ion=206&la-name=islington&geographic=la&for=primary>
 - You can compare and contrast performance in Ofsted inspections between regions, local authority areas and parliamentary constituencies using Ofsted Data View:
<https://public.tableau.com/profile/ofsted#!/vizhome/Dataview/Viewregionalperformancevertime>
 - Published statistics on educational attainment and key national and local authority figures are available on the government research and statistics gateway <https://www.gov.uk/search/research-and-statistics>
 - 2019 School Place Planning report can be found at: <https://www.islington.gov.uk/children-and-families/schools/islingtons-schools>

About Islington's JSNA

[Islington's Evidence Hub](#) brings together information held across the organisations into one accessible place. It provides access to evidence, intelligence and data on the current and anticipated needs of Islington's population and is designed to be used by a broad range of audiences including practitioners, researchers, commissioners, policy makers, Councillors, students and the general public.

This factsheet was produced by Lauren Pang, Head of Data and Performance and approved for publication by Carmel Littleton, Corporate Director, People Directorate in June, 2020

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