

Children's Services
222 Upper Street, LONDON N1 1XR

Report of: Corporate Director of Childrens Services

Meeting of: Children's Services Scrutiny

Date: September 2023

Ward(s): All

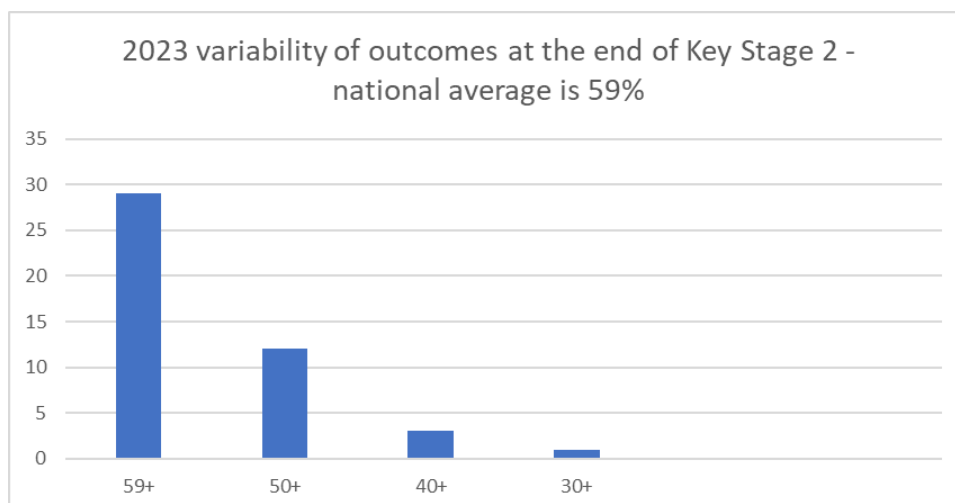
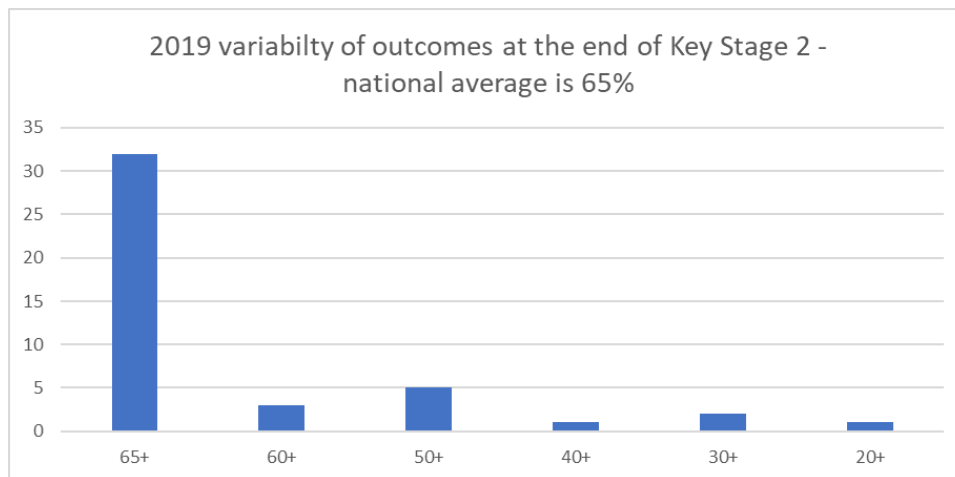
Subject: Provisional Education Outcomes 2023

1. Synopsis

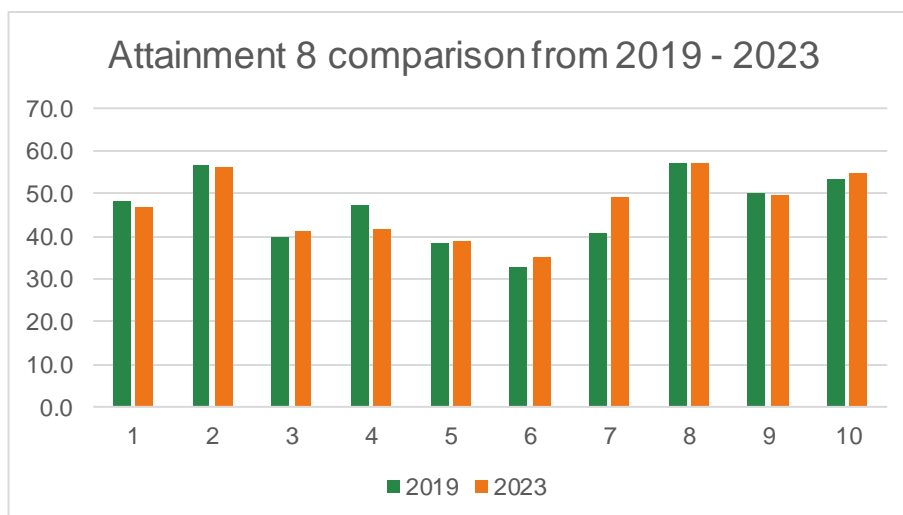
- 1.1. The Islington Education Plan outlines an ambitious plan that will reduce educational inequality.
- 1.2. All statutory assessments will be published in 2023/24.
- 1.3. 2023 provisional data (primary) is comparable to 2019 published data, however 2022 data remains unpublished and should be used with caution.
- 1.4. Early Years outcomes are not comparable to 2019 due to assessment changes introduced in 2022
- 1.5. This report includes headline data only. It does not include a breakdown of **national level figures by pupil and school characteristics**: gender, ethnicity, month of birth, free school meal eligibility, special educational needs provision, disadvantage and the disadvantage gap index. This data will be provided later in the Autumn Term 2023. This will be included in the report to Children Scrutiny in February 2024.
- 1.6. **Regional, local authority and local authority district level figures** will be provided later in the Autumn Term 2023. This will be included in the report to Children Scrutiny in February 2024.
- 1.7. Outcomes for Key Stage 4 and Key Stage 5 will be published nationally as in line with previous years and a detailed analysis by pupil characteristics will be published in January 2024 and will be included in the report to Childrens Scrutiny in February 2024.

2. Recommendations

- 2.1. **To note:** The Education Plan, SEND Strategy and School Organisation Plan will be the vehicle to drive education outcomes and reduce the gap between vulnerable groups and all Islington pupils.
- 2.2. **To note:** all primary phases of statutory assessment remain above national. At the time of writing this report, national figures for KS4 and KS5 had not been confirmed.
- 2.3. **To note:** the provisional 2023 outcomes vary from 39% combined at KS2 for Reading, Writing and Maths to 97% for the same measure. In 2019 published outcomes varied from 20% to 94% for the same measure. This is summarised in the table below:




To Note: the provisional outcomes for Attainment 8 in 2023 compared to pre pandemic levels in 2019. While there remains variability, Islington schools have returned in general to pre pandemic levels with some schools making an improvement.






- 2.4. Schools to ensure that the gap between pre pandemic levels for pupils achieving the expected standard in phonics improves to above Inner London by 2024 (which provisionally is 80.8% in 2023)
- 2.5. Schools to ensure that outcomes at the end of Key Stage 2 improve to be in line with Inner London by 2024 (which provisionally is 65.3% in 2023)
- 2.6. Continue to support secondary schools so that the 14 – 19 strategy secures further improvements with outcomes at both key stages, including the reduction of suspensions and persistent absence.
- 2.7. Reduce the variability across the secondary school provision by sharing effective practice through the Secondary Deputy Head network and the newly established Secondary Curriculum network.
- 2.8. 21 schools have been identified for additional support from the local authority. This support will focus on:
 - Ofsted preparation – supporting schools with allocated professional partners.
 - Improving outcomes and supporting schools in financially challenging circumstances.
 - Targeted support for schools will remain the focus of the education team to ensure that the quality of education demonstrates impact through improved outcomes to meet the milestones of the Education Plan.

2.9. To note the progress towards the ambitious targets set out in the Islington Education Plan as set out below:

Priority four – Outcomes for Vulnerable Groups

Please note 2019 – pre pandemic figures	2019	2023	2024	Direction of Travel returning to pre pandemic
Increase the percentage of children reading at age 7	84%	79%	75%	

Priority six – Attainment (KS2 and KS4)

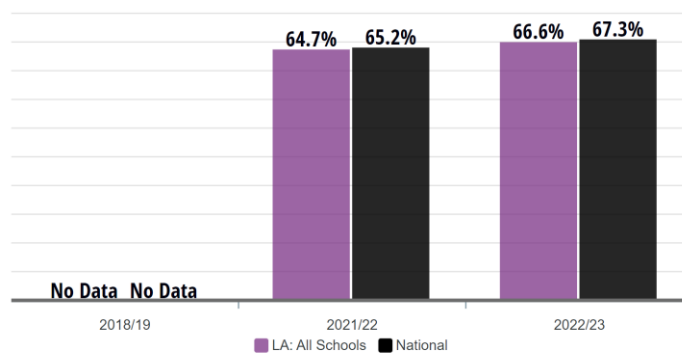
Increase the percentage of mainstream children who achieve combined, reading, writing and maths outcome at the end of Year 6	70%	64.5%	72%	
Increase the percentage of mainstream children who achieve a Level 5+ in English and Maths	39.3%	46.8%	55%	
Increase the percentage of mainstream school children who achieve an Average Point Score (APS) above 4.0 (2019)	4.09	NA	4.50	
Increase the Attainment 8 (A8) score for all children (2019)	45.7	46.0	47.5	

3. Background

- 3.1. The full suite of Early Years, Primary and Secondary assessments were undertaken by schools and settings in the Summer Term of 2023.
- 3.2. Pupils who do not achieve the expected standard in phonics at the end of Year 1 are required to retake the assessment at Year 2.
- 3.3. KS1 assessments are a combination of teacher assessment and a test for reading and maths. Writing is a teacher assessment. The Local Authority has a statutory duty to moderate 25% of all school's teacher assessments for KS1. Science is not moderated by the local authority.
- 3.4. KS2 writing is teacher assessment. The Local Authority has a statutory duty to moderate 25% of all school's teacher assessment of writing.

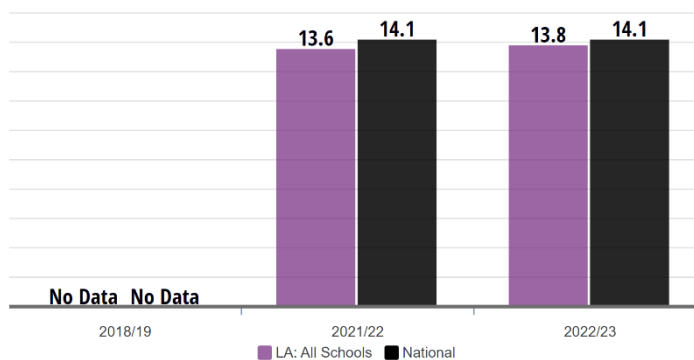
- 3.5. Key Stage 2 reading paper receive national attention due to complexity. The threshold for the expected standard was lowered in response to the media attention. This is an area of challenge for schools moving forward.
- 3.6. The Early Years assessments, now contain two years of comparable data, however they cannot be compared to pre pandemic data due to the significant changes to the Early Years Foundation Stage profile that was implemented in 2022.
- 3.7. National outcomes for KS4 and KS5 should be noted as provisional. At the time of writing the report, comparisons to national and London were limited. A further update will follow.
- 3.8. Outcome data for Children in Need (CIN) and Looked After including previously looked after are not yet available.
- 3.9. **Assessment of Early Years – Good Level of Development (GLD):**

EYFSP: Good Level of Development | Trend



- **66.6%** of Islington children achieved a good level of development at the end of their Reception year. Islington is below National 67.3 ▼; however, it is an improvement on Islington in 2022 (64.7% ▲)

EYFSP: Average no. ELGs at expected level | Trend



- On average, Islington pupils were at the expected level in **13.8** out of the 17 early learning goals (new measure). This remains below national 14.1 ▼, however it is an improvement on Islington in 2022 (13.6 ▲)
- **64.9%** of Islington children were at the expected levels across all early learning goals. There is no comparable data to national at the time of writing this report, however this is an improvement on Islington in 2022 (63.6% ▲)
- **74.2%** of Islington children were at expected level across all prime areas. The prime areas of learning include communication and language, physical development and personal, social and emotional development. There is no comparable data to national at the time of writing this report, however this is an improvement on Islington in 2022 (71.4% ▲)

3.10. Phonics at Key Stage 1

Phonics: Expected Standard (Year 1) | Trend



Year 1:

- **78.9%** of Islington children met the expected standard in phonics in Year 1. This is in line with national (78.9%) and an improvement from Islington in 2022 (76.6% ▲)
- The gap for pupils meeting the expected standard at Year 1 since 2019 (84.4%) in Islington is -5.5% compared to national -3.6%
- Islington outcomes have been below London for two years.

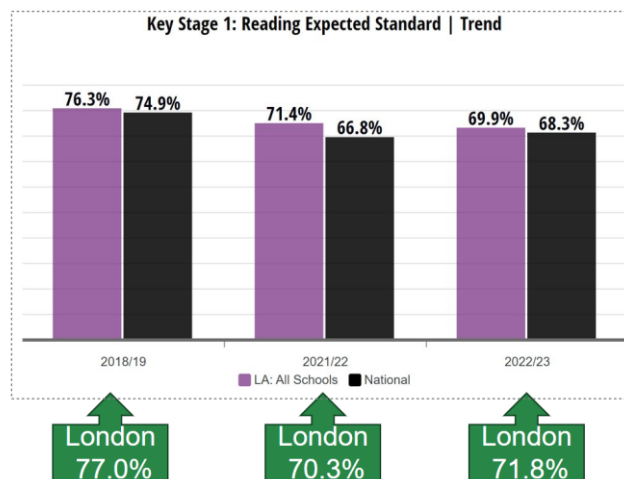
Phonics: Expected Standard (End of Key Stage 1) | Trend



At the end of KS1:

- **88.2%** of Islington children met the expected standard in phonics by the end of Key Stage 1. This is below national (88.6% ▼); and it represents a decline from Islington in 2022 (88.7% ▼)
- The gap for pupils meeting the expected standard at the end of Key Stage 1 since 2019 (91.4%) in Islington is -3.2% compared to national -2.8%
- 2023 outcomes are below London for the first time

3.11. Summary Outcomes at Key Stage 1 (Year 2): Reading Writing, Maths



Reading:

- **69.9%** met the expected standard in Reading. This remains above national (68.3% ▲); however, it represents a decline compared to Islington in 2022 (71.4% ▼).
- The gap for pupils meeting the expected standard since 2019 (76.3%) in Islington is -6.2% compared to national -6.6%

- Islington was above London in 2022

Key Stage 1: Writing Expected Standard | Trend



Writing:

- **63.3%** met the expected standard in Writing. This remains above national (60.1% ▲); and it represents a decline compared to Islington in 2022 (65.3 % ▼).
- The gap for pupils meeting the expected standard since 2019 (74.4%) in Islington is -8% compared to national -9%.
- Islington was above London in 2022

Key Stage 1: Maths Expected Standard | Trend



Maths:

- **72.7%** met the expected standard in Maths. This remains above national (70.4% ▲) and represents an increase compared to Islington in 2022 (71.0% ▲).
- The gap for pupils meeting the expected standard since 2019 (77.7%) in Islington is -5% compared to national -5.2%.
- Islington was in line with London in 2022

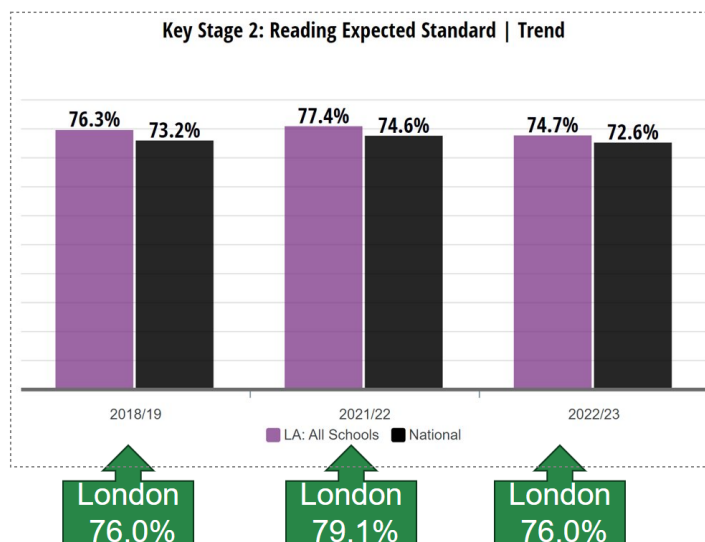
Key Stage 1: RWM Expected Standard | Trend



Combined Reading, Writing and Maths (RWM):

- **59.6%** met the expected standard in Reading, Writing and Maths. This remains above national (56.0 ▲); however, it represents a decline compared to Islington in 2022 (60.5% ▼).
- The gap for pupils meeting the expected standard since 2019 (67.9%) in Islington is -8.3% compared to national -8.9%.
- Islington was above London in 2022

3.12. Summary Outcomes at Key Stage 2 (Year 6): Reading Writing, Maths (RWM)



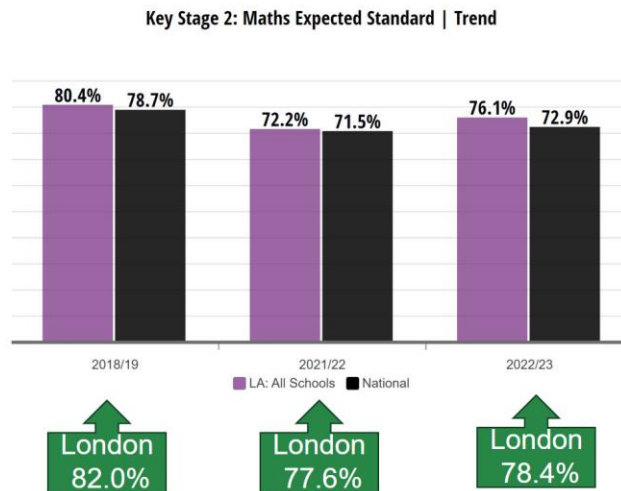
Reading:

- **74.7%** met the expected standard in Reading. This remains above national (72.6% ▲); and it represents a decline compared to Islington in 2022 (77.4% ▼).
- Outcomes for pupils meeting the expected standard since 2019 (76.3%) in Islington is -1.6% compared to national -0.6%.
- Islington was above London in 2019.



Writing:

- **75.0%** met the expected standard in Writing. This remains above national (71.5% ▲) and above Islington in 2022 (72.4% ▲).
- The gap for pupils meeting the expected standard since 2019 (81.8%) in Islington is -6.8% compared to national -7%.
- Islington was above London in 2019.



Maths:

- **76.1%** met the expected standard in Maths. This remains above national (72.9% ▲) and above Islington (72.2% ▲).
- The gap for pupils meeting the expected standard since 2019 (80.4%) in Islington is -4.3% compared to national -5.8%.
- Islington has been below London for three years.

Key Stage 2: RWM Expected Standard | Trend



Combined Reading Writing and Maths RWM:

- **64.4%** met the expected standard in Reading, Writing and Maths. This remains above national (59.4% ▲) and above Islington 2022 (63.3% ▲).
- The gap for pupils meeting the expected standard since 2019 (69.7%) in Islington is -5.3% compared to national -5.5%.
- Islington was above London in 2019.

Provisional Progress Scores for Key Stage 2

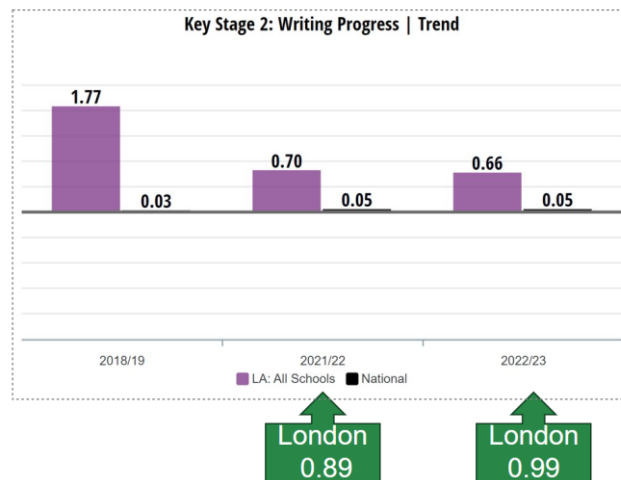
- A score of zero is the national benchmark. A score **above zero** indicates that pupils have made better than expected progress from their starting point. A score **less than zero** indicates that pupils have made less progress from their starting point.
- The progress score is a measure overtime from the end of Key Stage 1 (year 2) to the end of Key Stage 2 (Year 6).

Key Stage 2: Reading Progress | Trend



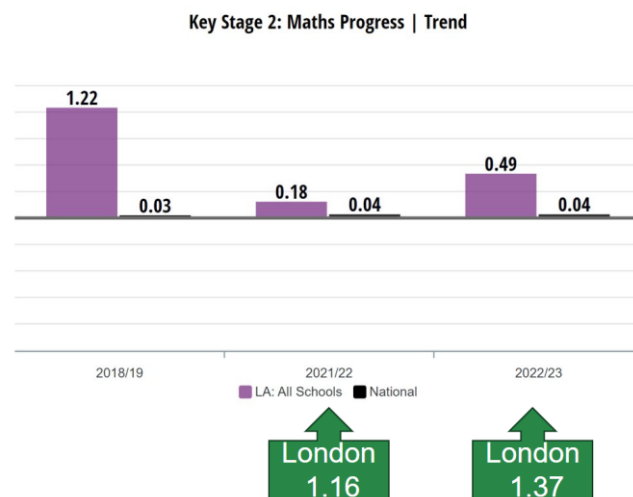
Reading:

- Islington pupils achieved an average progress score of **-0.11** in Reading. This is below national (0.04 ▼) and below Islington in 2022 (0.54 ▼).
- The gap in average progress since 2019 (+1.56) in Islington is -1.45 compared to national (+0.01).
- Progress remains below London.



Writing:

- Islington pupils achieved an average progress score of **+0.66** in Writing. This is above national (0.05 ▲); and it represents a decline compared to Islington in 2022 (0.70 ▼).
- The gap in average progress since 2019 (+1.77) in Islington is -1.11 compared to national (+0.02).
- Progress remains below London.



Maths:

- Islington pupils achieved an average progress score of **+0.49** in Maths. This is above national (0.04 ▲) and above Islington in 2022 (0.18 ▲).
- The gap in average progress since 2019 (+1.22) in Islington is -0.73 compared to national (+0.02).
- Progress remains below London.

3.13. Summary Outcomes: KS4 GCSE

Attainment 8

- Attainment 8 is based on the achievement of a pupil across 8 approved qualifications, with English and Maths being double-weighted.
- Islington school pupils achieved an average Attainment 8 score of 46.0 in 2023, based on the provisional figures from results day. This is **an increase of 0.3 points** compared to 2019 provisional results.


English and Maths Attainment

- 65.1% of Islington school pupils achieved a grade 4 or above in English and Maths in 2023. This is **two percentage points higher** than the 2019- results day figure.
- 46.8% of Islington school pupils achieved a grade 5 or above in English and Maths in 2023. This is **seven percentage points higher** than the 2019- results day figure.

Highest Grades (7+)

- The proportion of Islington school pupils who achieved three or more GCSEs at the highest grades (7+) increased from 25.0% in 2019 to 26.8% in 2023.

Please note that all results are based on the provisional results received on results day itself. All figures are subject to change, as a result of issues like appeals and remarks. By the time the GCSE results are published by the DfE in October, the figures are likely to be higher than they appeared on results day.

	Islington 2019	Islington 2023	Direction of Travel
Grade 4+ English and Maths	63.1%	65.1%	
Grade 5+ English and Maths	39.3%	46.8%	
Attainment 8	45.7%	46.0%	
7+ in 3 or more GCSEs	25.0%	26.8%	

3.14. Summary Outcomes: KS5 A Levels

- In 2023, students sat externally marked examinations for the second time since 2019 due to the pandemic. The Department for Education confirmed a return to pre-pandemic grading in 2023, with some protection against the impact of COVID-19 disruption.
- **Therefore 2019 outcomes are more comparable to 2023.** As a result, overall national results are lower than in 2022 and closer to 2019 levels, making grades not directly comparable with recent years.

	2019 (published)	2022 (published)	2023 (provisional)	2023 – 2022 Difference	2023 – 2019 Difference
A* - A	16.3%	30.9%	22.4%	-8.5%	+6.1%
A* - B	43.8%	59.0%	52.1%	-6.9%	+8.3%
A* - C	73.7%	82.1%	76.2%	-6.0%	+2.5%
A* - E	98.9%	99.4%	98.7%	-2.7%	-2.2%
APS	32.8	37.3	34.4	-3.0	+1.6
Entries	828	829	1100	271	272

- The table above illustrates a decrease in the Average Point Score from 37.3 in 2022 to 34.4 in 2023, based on the provisional results. **This is an increase from 32.8 in 2019.**
- **Please note** comparison to LONDON is not currently available with the exception of A* - A grades. This will be updated in November.

The overall LA figures show:

- 22.4% of entries received A*-A grades, down from 30.9% in 2022, **but above** 2019 (16.3%). This has **narrowed the gap** to England (26.5%) and London (30.0%) compared to 2022.
- 52.1% of entries received A*-B grades, down from 59.0% in 2022, **but above** 2019 (43.8%). This has **narrowed the gap** to England (52.7%).
- 76.2% of entries received A*-C grades, down from 82.1% in 2022, **but above** 2019 (73.7%). This is **above** England (75.4%).

4. Implications

4.1. Financial Implications

4.2. There are no direct financial implications to this report. By way of background, schools currently receive the following government funding targeted at improving educational outcomes. This funding is on top-of their main source of funding, the Dedicated Schools Grant.

- The Pupil Premium has been in place for several years and is provided for pupils that are disadvantaged (determined by free school meal eligibility at any point in the last 6 years), looked after children / previously looked after children, and service children (pupils who have been recorded as having a parent in the regular armed forces in the last 6 years).
- School-led tutoring programme for the 2021/22, 2022/23, 2023/24 academic years for State-funded schools are provided with a ring-fenced grant to source their own tutoring provision for disadvantaged and vulnerable pupils who have missed the most education due to the pandemic. 2023/24 is the last year of this funded programme.
- Recovery premium for the 2021/22, 2022/23 and 2023/24 academic years to provide additional funding for targeted at pupil premium eligible pupils. This funding is intended to build on the pupil premium, by helping schools to deliver evidence-based approaches for supporting disadvantaged pupils. 2023/24 is the last year of funding arrangement.

Pupil Premium Allocations in Islington are as follows:

Pupil Premium	2021/22 Actual £k	2022/23 Actual £k	2023/24 Actual £k
Primary Pupils	7,689	8,057	8,189
Secondary Pupils	4,479	4,010	4,335
Service children	2	2	3
Previously Looked After Children	284	328	367
Looked After Children	542	559	587
Total	12,996	12,956	13,481

The following Covid recovery grants have been received:

Grant	2021/22 £k	2022/23 £k	2023/24 Estimate £k
Catch-up funding	755	-	-
National Tutoring Programme - Academic Mentors	83	501	715
School-Led Tutoring Grant	765	453	-
Recovery Premium	814	1,747	568
Total	2,417	2,701	1,283

4.3. **Legal Implications**

4.3.1. There are no direct legal implications for this report

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

4.4.1. There are no environmental implications for this report

4.5. **Equalities Impact Assessment**

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

4.5.2. An Equalities Impact Assessment is not required in relation to this report.

5. **Conclusion and reasons for recommendations**

5.1. This report details the LA Level Data that is available for the Children's Scrutiny Committee to consider and to note the recommendations in Section 2.

Appendices:

- Appendix 1: Summary power point summary of education outcomes

Final report clearance:

Signed by:

Jon Abbey

Corporate Director of Children and Young People

Date: 9 August 2023

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