

Focus on...

Education, attainment and learning February 2015

This factsheet provides information on the educational provision in Islington and the educational outcomes achieved by the children and young people who attend Islington educational settings. Research has found that children's education plays an important role in social mobility, health and well-being.

Providing high quality education in Islington is a key priority. It contributes to the 'helping people find the right job' and 'improving local people's quality of life' priorities within the Islington Commitment, and also to 'improving outcomes from conception to 19 through good and outstanding universal services', a priority of the Islington Children and Families Prevention and Early Intervention Strategy, 2015-25.

Key facts & figures for 2014

58%

of Islington pupils achieve a good level of development in the Early Years Foundation Stage
2013/14

82%

of Islington school pupils achieved the expected level of attainment at the end of Key Stage 2
2013/14

82%

of Islington pupils achieve the expected 3 levels of progress in English between Key Stage 2 and 4
2013/14

60%

of Islington school pupils achieved the expected level of 5 A*-C GCSEs including English and Maths at the end of Key Stage 4
2013/14

72%

of Islington pupils achieve the expected 3 levels of progress in Maths between Key Stage 2 and 4
2013/14

56%

of pupils from Islington schools attaining a level 3 qualification by the age of 19
2012/13
(Level 3 is the equivalent of at least 2 passes at A-level)

93%

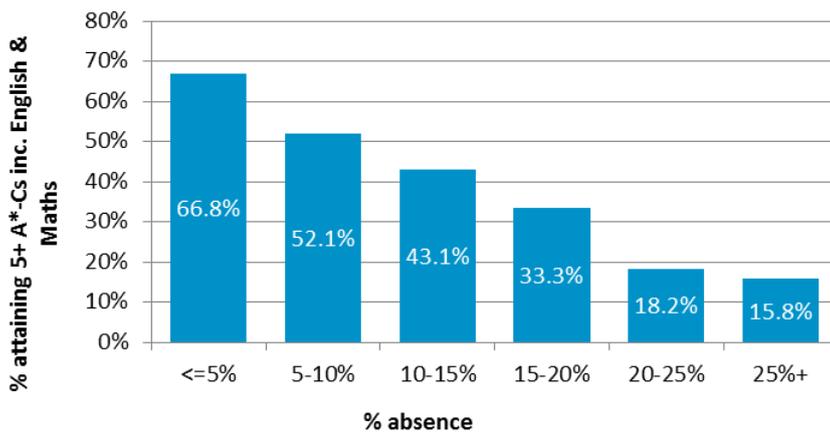
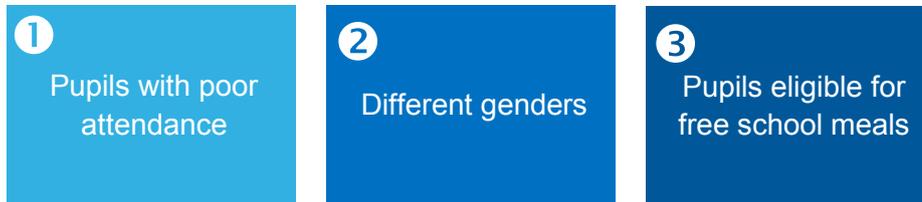
of Islington A-level and level 3 students achieved 2 or more A-level passes (or equivalent)
2013/14

Key issues for Islington

- Outcomes for children in the Early Years should be brought closer to the average for London
- End of key stage 2 results have improved across the borough, but there is variation between schools
- Progress from one key stage to the next should be above national expectations – particularly when starting points are low
- Attendance in Islington remains a key issue, although there have been recent improvements
- All our secondary schools are good or outstanding and in 2014 once again secured strong results for students. However head teachers recognise there is still variation between schools that they can continue to work together to address
- New curriculum and assessment arrangements for primary and secondary schools will need careful planning and implementation, particularly at KS4
- Changes to provision and funding for students with Special Educational needs will need to be carefully managed and supported

What influences attainment?

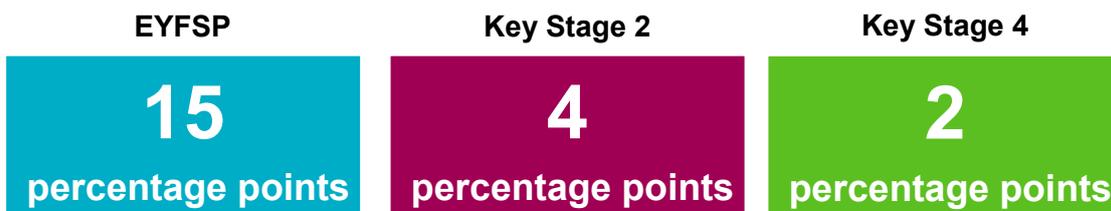
Analysis by the Department for Education (2011) found that there is a clear link between poor attendance at school and low levels of achievement. Research by Cassen and Kingdon (2007) found that the risk of leaving school with low achievement varies greatly by gender, ethnicity, free school meal eligibility and other indicators of deprivation. They also found that the factors associated with lower achievement interact with each other in particular ways. The following section looks at how these different factors impact on attainment amongst Islington school pupils.



This chart looks at the proportion of Islington's Key Stage 4 cohort who achieved 5 A*-C GCSEs (or equivalent), including English and maths in 2014, broken down by their levels of absence over the year. This shows how absence can impact on a pupil's attainment, even when that absence is at relatively low levels.

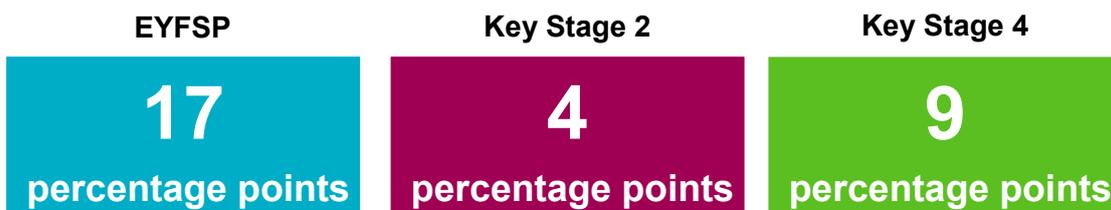
Attainment gap between girls and boys

15 percentage points more of Islington's girls than boys achieved the expected level in the Early Years Foundation Stage Profile (EYFSP) in 2014. However, at Key Stage 4, the gap between the genders in terms of the proportion of pupils achieving the expected level was only 2 percentage points.



Attainment gap between Free School Meals eligible pupils and their peers

Higher proportions of pupils who are not eligible for Free School Meals achieve the expected level at each stage than pupils who are eligible. The gaps for Islington pupils in 2014 were:



64% of Islington pupils from a White-British ethnic group achieved a good level of development across the Early Years Foundation Stage in 2014, compared to 55% of pupils from a Black or Minority Ethnic (BME) group. However, only 56% of Islington pupils from a White-British ethnic group achieved 5 or more A*-C GCSEs or equivalent including English and maths, compared to 61% of pupils from a BME group.

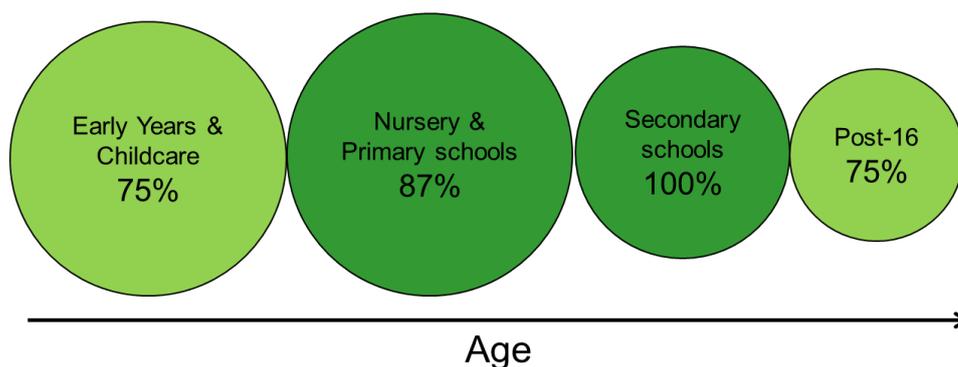
SERVICES CURRENTLY PROVIDED IN ISLINGTON

There are many different types of educational settings in Islington:

- 16 Children's Centres
- 66 private, voluntary or independent nurseries
- 42 primary schools (excluding free and independent schools) and 2 primary academies, 38 of which have nursery classes
- One 'all-through' (5-19) academy
- Eight secondary schools & one secondary academy
- Three special schools
- New River College, a consortium of three pupil referral units (PRUs) which provide education for children who are excluded, sick, or otherwise unable to attend a mainstream or special maintained school
- Post-16 places in Islington are provided at City and Islington College, the sixth form consortium and the two academies that provide secondary education. However, around 60% of Islington residents who attend post-16 provision attend settings outside the borough.

In October 2014, there were 5,731 2 to 4 year olds in Early Years settings in Islington, of whom 86% were Islington residents. There are 21,340 school-age children (5-15 year olds) living in Islington (according to GLA 2013 Population Estimates), of whom 77% attend Islington schools.

% of good & outstanding providers (as at 31st August 2014)



Sizes of circles relates to size of relevant population
Colour bandings: >80% - dark green, 65-80% light green

FUTURE NEED

School Places

School rolls are rising rapidly in all London boroughs as a result of the birth rate rising faster than predicted and a decline in outward migration. Although Islington's rolls are gradually rising, this does not appear to be as fast as in other parts of London. There are currently surplus places available in Islington schools, although some popular schools are over-subscribed. Reception roll numbers are increasing and the demand for places is close to available capacity and already greater than capacity in some schools. Islington secondary schools are operating with surplus capacity. There are sufficient school places across the borough for the immediate future to 2016. Pupil roll projections are updated annually to ensure future demand is met.

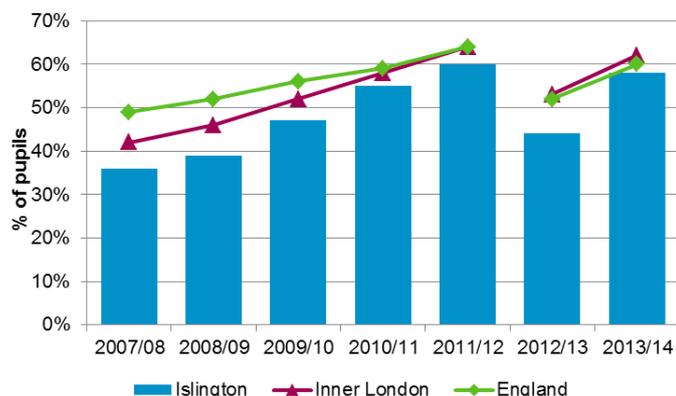
Raising the Participation Age

The statutory age of participation in education and training rose to 17 in 2013 and will rise to 18 in 2015. The primary duty for ensuring participation rests with the young person, however local authorities are responsible for ensuring that sufficient suitable provision is available for their 16 and 17 year old residents, as well as ensuring that the education or training activity of 16 and 17 year olds is recorded.

THE ISLINGTON PICTURE

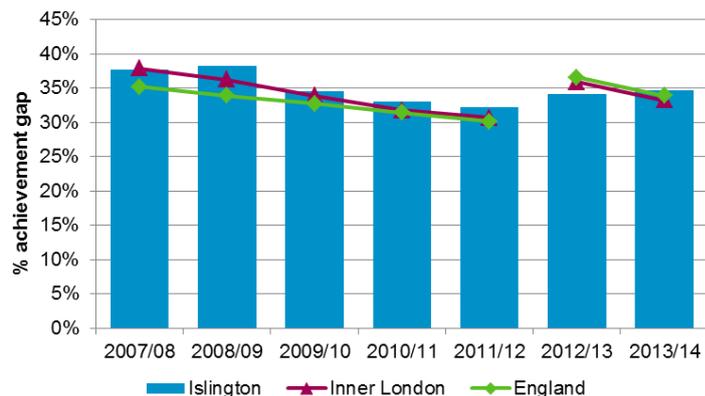
Early Years Foundation Stage Profile (5 year olds)

Pupils achieving a good level of development



In 2013 a new method of assessing the Foundation Stage was introduced. As a consequence, the proportion defined as having reached a good level of development (GLD) nationally was less than in previous years and Islington's GLD percentage fell to 44% of children in 2013 before rising to 58% in 2014.

Foundation Stage Equality Gap



The achievement gap between the lowest achieving 20% of children and the rest was slightly wider in Islington in 2014 compared to Inner London and England as a whole. As the system of assessment was changed, figures for 2013 onwards are not directly comparable with previous years.

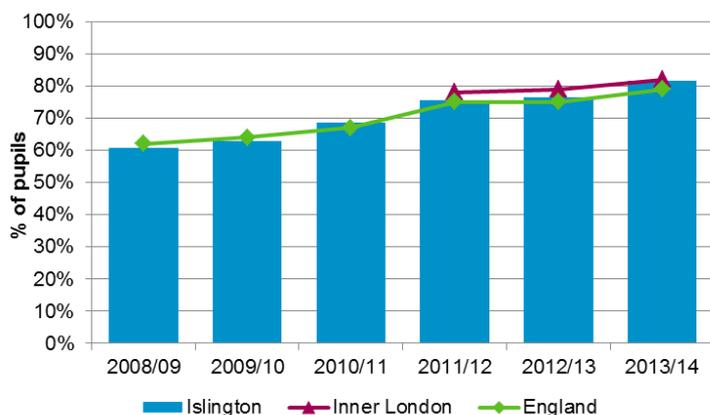
The national expectation at the end of the Early Years Foundation Stage is for a child to attain a Good Level of Development (GLD). This ensures a child achieves at least the expected level in the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and in the specific areas of mathematics and literacy.

Children who achieve well in the early years are much more likely to be successful in future education and in later life. A focus on narrowing the gaps between the lowest achieving and the rest is the best way to ensure that all children regardless of background are able to reach their potential and that those at risk of poor outcomes are given as much help and support as possible.

Key Stage 2 (11 year olds; end of primary school)

Pupils achieving level 4+ in Reading, Writing & Maths

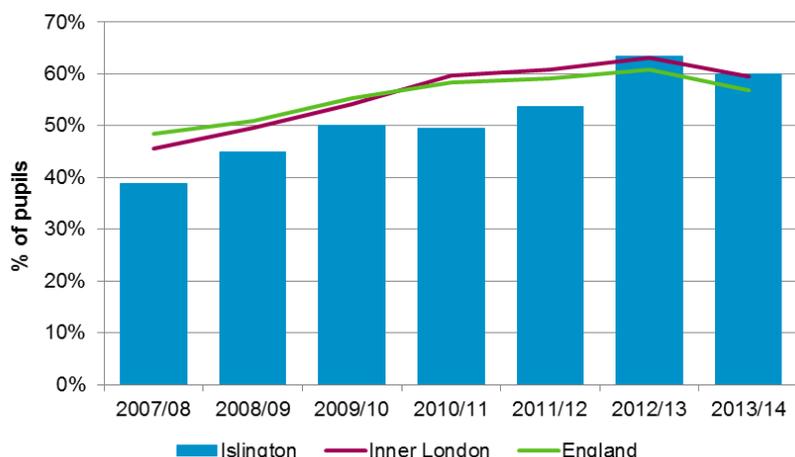
Pupils are expected to achieve level 4 in Reading, Writing and Maths by the end of Key Stage 2. Islington's Key Stage 2 performance in 2014 was substantially better than 2013 for Reading, Writing and Maths. For the first time, the borough was level with or above the averages for both Inner London and England for all three subjects. Islington was 3 percentage points above the national average for Reading, Writing and Maths combined, and level with the Inner London average.



Please note that in previous years, pupils performance in Reading and Writing was combined into an overall English level at the end of Key Stage 2. From 2013, no overall English levels are used, to ensure pupils achieve level 4 in both Reading and Writing.

Key Stage 4 (16 year olds)

5 A*-C GCSEs (or equivalent), including English and maths



Though the proportion of pupils gaining 5 or more GCSEs at C grade or above (or equivalent) including English and maths fell in absolute terms across the country between 2013 and 2014, relative to Inner London the borough's performance was the same as 2013 (0.4 of a percentage point higher).

In 2014, the number of qualifications that are not full GCSEs that count towards the DfE benchmarks was greatly reduced and, for all qualifications taken after 29th September 2013, only the first entry now counts for these measures instead of the best entry. The proportion of pupils in England that passed English GCSE also fell. As a consequence the percentages attaining many of the GCSE benchmarks were lower in 2014 compared to 2013.

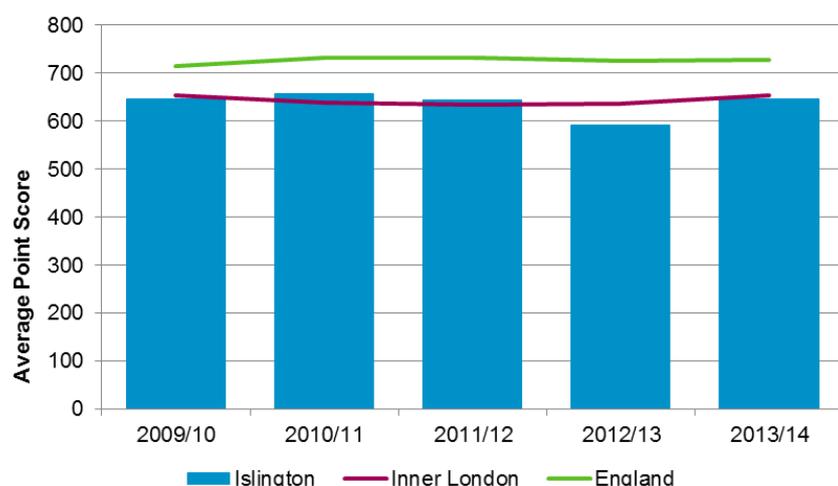
Higher proportions of Islington pupils made 3 levels of progress between Key Stages 2 and 4 in both English and Maths from 2009/10 to 2013/14 than across England and Inner London

The most improved group are Somali pupils that have seen their performance increase by an average of 3 percentage points for each of the last six years

The Key Stage 4 attainment gap between disadvantaged pupils and other pupils was 12 percentage points in Islington in 2014, compared to 28 points across England as a whole

Key Stage 5

Average point score per student, 2009/10 - 2013/14



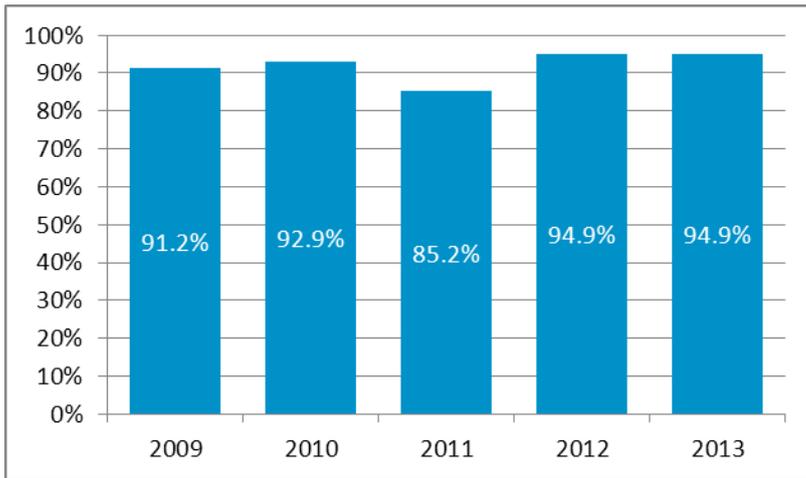
A point score is associated with each possible grade for each Key Stage 5 qualification. The Average Point Score (APS) per student is calculated by dividing the total number of points achieved by the number of students.

Performance per student in Islington dropped below that for Inner London in 2013 before bouncing back in 2014. There is a large gap between Islington and the National figure for this measure.

93% of Islington students attained 2 or more A Level passes or equivalent in 2014, compared to 90% of students in Inner London and also 90% across England as a whole. The borough's performance on this measure has been above the national and Inner London in most recent years, though the results dropped locally in 2013.

Post-16 destinations

Islington school leavers - % remaining in learning

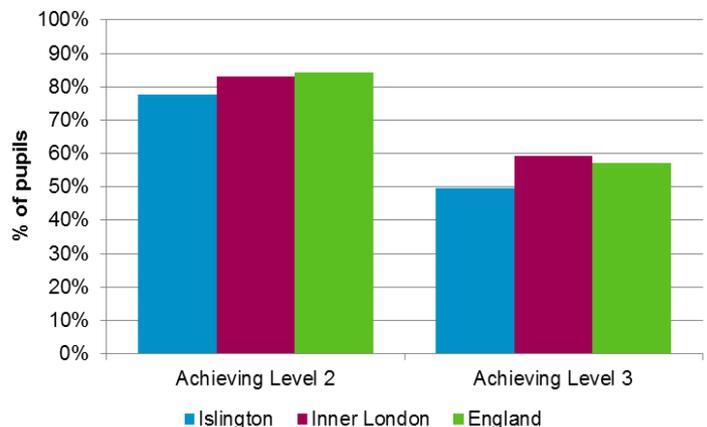


Since 2012 schools have been responsible for ensuring that young people have access to good quality, impartial Information, Advice and Guidance (IAG) to support them with staying in learning. Destination data for school leavers is included in school performance tables. 95% of young people leaving Islington schools remained in learning following the completion of Key Stage 4 in 2013. Those who did not (41) have been followed up and continue to be supported to re-engage in learning, including through work-based learning.

Attainment by age 19

Attainment by age 19 measures look at students who were in Islington schools in Year 10 and then at their attainment level by the time they are 19, wherever they are studying. The recent improvements in performance at Key Stage 4, raising the participation age (RPA) and the expansion of provision at Key Stage 5 in Islington should lead to further improvements in performance in the coming years.

- Level 2 is equivalent to 5+ A*-C GCSEs
- Level 3 is equivalent to 2 A-level passes



Absence and exclusions

Unsurprisingly, research has proved that missing school has a direct impact on pupils' attainment levels, so addressing poor attendance as early as possible is vital for ensuring that children get the most from their schooling.

All phases in Islington have seen a decline in absence from 2009/10 to 2013/14. Due to bad winter weather primary absence rates in 2012/13 were higher than the previous year across the country. In 2013/14, however, rates of absence of the borough's primary aged pupils fell sharply and are now close to those recorded by Inner London and nationally. Islington secondary schools' absenteeism has continued to fall throughout this period and is now significantly below that for England as a whole and only one tenth of a percentage point above that for Inner London.

Data on exclusions are used as a key indicator in behaviour and attendance policy. Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The trend in exclusion numbers has been mixed. The number of permanent exclusions was 27 in 2008/09 and this dropped to 9 in 2010/11, although the data for 2012/13 shows this has increased to 28. The number of permanent exclusions from secondary schools has increased gradually in the last 3 years. In three of the last five years, there were no permanent exclusions from Islington primary schools. However, in 2012/13 there was a peak of five permanent exclusions. There were also slight increases in the number of fixed term exclusions in 2012/13, at both primary and secondary phases.

Islington's performance on exclusions is benchmarked against Inner London and England for the rate of exclusions and the proportion of pupils who have had any fixed term exclusion. The rate of fixed term exclusions from our primary schools was rising year on year, but then fell slightly in 2011/12, before a further rise in 2012/13. The rates have fallen in Inner London and nationally. The proportion of pupils who had at least one fixed term exclusion is also higher in Islington than it is in Inner London and nationally.

PRIORITIES FOR ISLINGTON

The Education in Islington Annual Report 2014 looks at how well the education service in Islington is performing and meeting our aspirations for all children and young people's educational outcomes and progression to adulthood. The report identifies a number of key issues and priorities:

- Ensuring access to good quality universal and targeted Children's Centre services and high quality early years provision from the age of 2. Childminder inspection outcomes remain an area of focus.
- The further development of the Islington Community of Schools to continue to secure a school led self-improving system.
- Revisions to the Inspection Framework present increased challenges for schools and settings. Focused support must be provided to all schools and settings so that provision should be at least good or better.
- Ensure that the development of additional school places, including for pupils with high needs, is well-managed so that all children can access high quality places when needed.
- Schools must continue to use the Pupil Premium effectively and be able to show how this has improved the quality of education and standards for targeted pupils in their school.
- There has been a strong drive on attendance, which is beginning to show impact. Persistence with the 'Approach to Attendance' is critical to success in this area. Attendance should be at or above 96% in every school.
- Despite recent improvements, there is variation in both attainment and progress between schools and departments, both primary and secondary which needs to be addressed. This variation masks underachievement for some groups, including more able pupils.
- The number of young people Not in Education Employment or Training (NEET) aged 16-18 has reduced, but it is still too high. Work to establish secure progression routes for these young people remains a priority.
- Attainment by 19 needs to be at least as good as other Inner London boroughs.

NATIONAL & LOCAL STRATEGIES

Education is seen as a key driver of social mobility. In Islington, the Council has set out its commitment to give all local children the chance to fulfil their potential, to ensure every child has the opportunities they need to succeed.

NATIONAL STRATEGIES

From 2010 onwards, the Department for Education has published policies and implemented legislation to enact whole-system reform of the education system. This has included: steps to improve the quality of teaching and leadership; reforming qualifications and the national curriculum; increasing the autonomy of schools whilst making changes to ensure schools are accountable for student performance; changes to the support system for children with Special Education Needs; and changes to the way schools are funded, including the introduction of the Pupil Premium for schools to support their most deprived pupils.

Full details about the Government's policies relating to schools are available at <https://www.gov.uk/government/policies?topics%5B%5D=schools>

LOCAL STRATEGIES

Towards a Fairer Islington: The Islington Commitment

The Islington Commitment was launched in 2012 and set out the authority's vision, values, ways of working and priorities. High quality education contributes to the priorities of 'helping people find the right job' and 'improving local people's quality of life'.

Giving Children the Best Start in Life: Islington's Children and Families Early Intervention and Prevention Strategy 2015-25

The Children and Families Strategy sets out the long-term vision of what Islington should look like for children and families. Priority 1 of this strategy is to 'improve outcomes from birth to 19 through good and outstanding universal services', which would include places such as early years settings and schools.

FURTHER INFORMATION

Further information on this topic can be found at the following locations:

- Department for Education home page, accessible at <https://www.gov.uk/government/organisations/department-for-education>
- Department for Education Statistics page, accessible at <https://www.gov.uk/government/organisations/department-for-education/about/statistics>
- Department for Education, Performance Tables, accessible at <http://www.education.gov.uk/schools/performance/>
- Department for Education, Edubase public portal, accessible at <http://www.education.gov.uk/edubase>
The Edubase portal allows you to search for a wide range of educational establishments in England and Wales from nurseries through to colleges by name, location or type.
- Department for Education, Policies about Schools, accessible at <https://www.gov.uk/government/policies?topics%5B%5D=schools>
- London Borough of Islington, Schools and Learning webpage, accessible at <http://www.islington.gov.uk/services/schools-learning/Pages/default.aspx>
- Ofsted homepage, accessible at <https://www.gov.uk/government/organisations/ofsted>
Ofsted is the Office for Standards in Education, Children's Services and Skills. They inspect and regulate services which care for children and young people, and those providing education and skills for learners of all ages.
- Department for Education (2011), Reducing absence - ensuring schools intervene earlier, Briefing note, 2011
- Cassen, Robert and Kingdon, Geeta (2007) Tackling low educational achievement. Joseph Rowntree Foundation, London, UK

About the Evidence Hub

The Evidence Hub is a partnership between the local NHS and the Islington Council that brings together information held across different organisations into one accessible place. It provides access to evidence, intelligence and data on the current and anticipated needs of the Islington population and is designed to be used by a broad range of audiences including practitioners, researchers, commissioners, policy makers, Councilors, students and the general public.

This profile has been produced by Adam White, Project Analyst and signed off by Mark Taylor, Director of Learning and Schools.

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