



Putting Children First

Islington's Plan for Education 2023-30



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Foreword

Foreword

Education is everybody's business

I am delighted to introduce our 2022 **Education Plan**, 'Putting Children First', a collaboration between Islington Council, our local schools, our early years settings and partner services.

Islington's mission for the next decade is to create a more equal borough where everyone, whatever their background, has the same opportunity to reach their potential and enjoy a good quality of life. Our Education Plan will equip and empower every child and young person who attends our education settings with the learning and skills for life and the future world of work.

Never has it been more important to have an ambitious and innovative **Education Plan** that will help us ensure all our children and young people grow up in a more equal Islington. Islington is uniquely positioned to drive educational excellence with access to some of the best cultural and digital opportunities in the country.

Our **Education Plan** will provide the framework that ensures we always put Islington children first and give them the best start in life. There are of course significant challenges and many barriers for young people to overcome if, with our support, they are to achieve their very best.

Young people in Islington are more likely to live in deprivation than the rest of the local population and we know that education is the main route out of deprivation and to success. Creating the right culture for learning does not rest with schools alone: it is everyone's business.

Our **Education Plan** sets out our ambitions for children and young people, whatever their starting point to fulfil their full potential on their learning pathway from the Early Years through to Primary, Secondary and Post-16.

The **Education Plan** brings together key service plans and strategies across nine key pillars: including our plans for children with Special Educational Needs and Disabilities, our cultural offer (including 11 by 11 and the 100 Hours World of Work), the Virtual School for Looked after Children, and our 14-19 plan.

Parents and carers have the biggest influence on their child's educational outcomes, and we must support them in their efforts to carry on learning at home and to get their children into education. A young person's ability to learn is also impacted by their experiences in childcare or at school and their experience of the wider community. **Our Education Plan places the child or young person right at its centre.**

We have many challenges in Islington, including racism and prejudice, poor physical and mental health and disabilities, instances of physical, emotional, and sexual abuse, youth crime and exploitation, poverty and over-crowding.

But we are also an area of great opportunity and achievement: Ofsted has rated our children's social care, including our early intervention services, 'outstanding' and over 90 per cent of our schools as 'good' or 'outstanding'. We already have well-established and strong formal and informal partnerships with our schools, education providers and cultural and digital organisations.

We have set ourselves some clear priorities in this strategy, including improving attendance and reducing persistent absence, becoming an exclusion-free borough, and eliminating all remaining disparities in educational achievement.

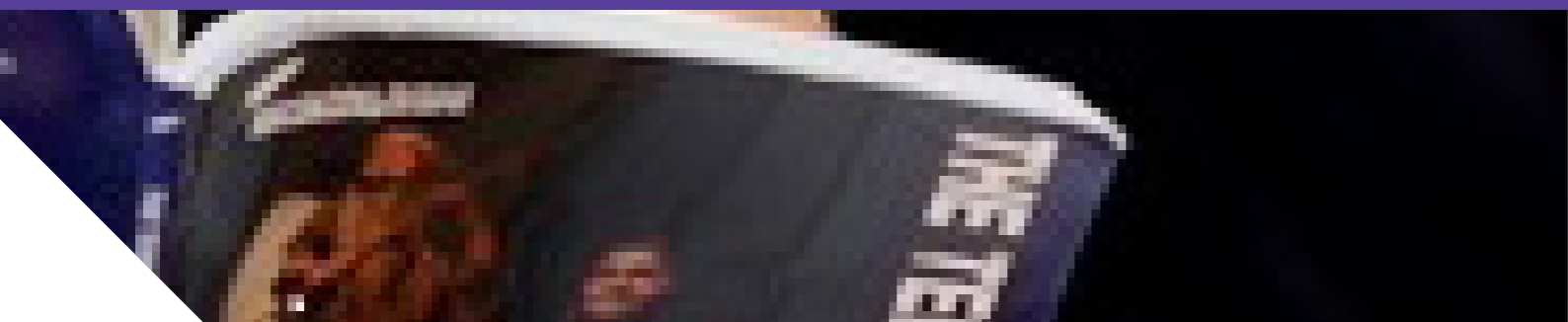
By focusing on these through our **Education Plan** we will work collaboratively with our partners, be ambitious for our children and be resourceful to build on our strengths, overcome our challenges, and empower our young people to get the very best start in life.

Cllr Michelline Safi Ngongo
Executive Member for Children, Young People and Families





Our vision and mission



Our vision

Children's Services vision is that every child and young person in Islington feels safe and thrives, leading to a fulfilling life. Education is the key tool to achieving this vision and transforming outcomes for children and young people.

Education enables successful and confident school leavers to continue the development of their social, cognitive, emotional, cultural, digital, and physical skills, empowering them to shape both their individual and their community's prosperous future.

Our mission

Our **mission by 2030** is to ensure that every child, whatever their background, has the same opportunity and ambition to reach their educational potential in a good Islington school. We will equip and empower **every child and young person** who attends our education settings with the learning and skills for life and the future world of work.

We have the ambition, through our Education Plan, to reimagine education and consider what might be possible for future generations. The pressure to deliver this cannot be achieved by schools in isolation. Putting children first is everyone's business.

The COVID-19 pandemic and its impact on school closures, forced a concerted effort across education to adapt and innovate in the face of overwhelming uncertainty. Change needed to be quick. It stimulated innovation and new ways of working and was a once in a generation opportunity for real and lasting change.

Navigating our way through the pandemic in the best interests of Islington's children and their families required government, the council, school leaders, teachers, support staff, students, and families to become more closely aligned and dependent on each other to best serve children and young people across the borough.

Schools have become increasingly focused on a curriculum that further develops their pupils and students' creativity, curiosity, critical thinking, entrepreneurship, collaboration, communication, growth mindset, digital aptitude, and mental health needs. The methods of delivering and supporting young people is shifting towards a more student-centred, inquiry-based, authentic, and purposeful approach.

The efforts to achieve the very best traditional outcomes for our children will need to be supplemented with a wider set of skills to help them meet the demands of their social and emotional well-being, global connection, digital competence, changing workforce demands and environmental awareness. All this needs to be achieved against a back-drop of rising economic uncertainty and cost of living pressures.

This is now a watershed moment to build on the strong system-led foundations already put down. We are committed to further developing a collaborative culture across all sectors, settings, and levels of responsibility. This enhanced cooperation will strengthen our shared endeavour for lasting change and achieve the best outcomes for every child in Islington.



Our Model

Our Model

Our purpose is to improve educational outcomes for all children and young people, and we will deliver this through a new **facilitated approach** model.

Traditionally, Islington has 'delivered' school improvement through a team of School Improvement Advisors with expertise in specific subjects and age ranges.

Resources to support this kind of approach have been reduced and some withdrawn entirely making this intensive 'top down' approach unsustainable. Outcomes also suggest that this type of approach does not work for all children and young people, particularly the most vulnerable. This is evidenced in the ongoing 'attainment gap' that is not unique to Islington but is very prevalent.

Not all schools across Islington work in a collaborative and federative way with the Local Authority: academies, free schools, and studio schools are all responsible for their own improvement. However, there is a moral imperative for councils to ensure all children and young people thrive educationally, regardless of their circumstances and the type of setting they are in.

Each school, regardless of their status will receive an offer of support from an experienced and credible senior leader. This will ensure there is oversight and support to every school in the borough.

The Education Plan will drive a collaborative, self-sustaining and innovative approach facilitated – but not 'delivered' – by Islington Council that draws on the expertise from across our school system. What this means in practice is that what works well in one school or setting is used to support another. We are committed to building strong relationships with all our family of schools across primary, secondary, special, alternative, and post-16 provisions and provide the focused support that staff and students require.

The role of supplementary schools is critical to creating an inclusive culture for all children and young people in the borough. We will continue to support our established supplementary schools to ensure that children with English as a second language and children requiring support to adapt to a different cultural context are given access to support in their communities.



Our ambition

Our ambition for an inclusive system

Effective school improvement programmes are dependent on strong relationships with partners who have access to valuable, and different, resources, information, and knowledge.

Our goal is for high social capital across Islington's schools and to help facilitate this, we will work collaboratively with all school leaders and their senior teams using eight guiding principles:



Our ambitions for 2030

► Our goals

We will equip and empower every child and young person who attends our schools and education settings with the learning and skills for life and the future world of work.

By 2030, we will:

1. Ensure all our pupils exam results are in the **top 25%** in London
2. Create **a sense of belonging** so that every pupil wants to attend school and does
3. Ensure we have **a good local school place** for all children
4. Work in partnership with schools and settings so that we make the **best use of good practice** and do more of it
5. Use our data to **target support** to children and young people who are not doing as well as they should
6. Ensure **no child feels discriminated** against in any school or setting
7. Increase the **number of two-year olds in free early education**
8. **Reduce the number of suspensions and permanent exclusions** from school
9. Ensure every young person has the option of going on to **further education, an apprenticeship, or work** when they leave school
10. Ensure we take full advantage of Islington's unique access to **digital, cultural and music organisations**
11. Ensure every child quickly gets **any extra support** they need

► The context

The landscape for young people growing up in Islington is changing.

With change, comes uncertainty and with uncertainty comes the need for strong support and engagement. We want all children to thrive, be successful and ready to learn in good schools that are rooted in their community. We want parents to have the option of a local school place that harnesses technology, provides an inclusive, diverse, and exciting curriculum and provides strong pathways beyond 16 into Education, Employment or Training so that our young people can enjoy flourishing and fulfilling lives.

The following changes at both national and local level mean that **now** is the right time for a renewed **Education Plan**:

- A revised **National Funding Formula** presents challenges to all schools, regardless of whether they have experienced small gains or a significant reduction in funding. Curriculum demands under Ofsted's inspection framework has increased the range of leadership responsibilities. These changes have affected all schools but are especially demanding for smaller schools alongside changes in funding.
- **Changing** status of schools since the **Academy Act 2010** with some schools becoming academies or part of multi academy trusts (MATS) giving them greater freedoms like setting their own admissions criteria and the development of **Free Schools** and **Studio Schools**
- **Falling** academic achievement of some groups of young people when compared to the national average of all pupils. This '**attainment gap**' is not reducing and means that children and young people who are eligible for free school meals do not do as well as others. This gap has existed for a long time and does not reflect Islington's commitment to an equal borough. Some ethnic groups do not do as well as others: White British children eligible for Free School Meals are our biggest under-performing group, followed by Black Caribbean boys, Turkish and Somali children.
- **Growing** number of children and young people assessed as having some form of **Special Educational Needs and Disability (SEND)**. These numbers have risen sharply since the beginning of the pandemic.

As a corporate parent, we have a duty to champion the eradication of educational inequality. School leaders including governors need to demonstrate how the protected characteristics of the Equality Act will ensure that all children and young people develop a sense of identity that relates to their heritage, culture, faith, and sexuality.

► Further change

In March 2022, The government published its white (policy) paper, [‘Opportunity for all: Strong schools with great teachers for your child’](#) which sets out proposed education reforms to create a stronger “school system that can only be achieved by schools working in partnership with each other”.

The paper recognises the important role of local authorities in local education systems who continue to influence the conditions in which school leaders can work. The paper makes several proposals, including:

- Granting local authorities’ additional powers and funding to act as the ‘middle tier’ between central government and schools, facilitating the promotion of wellbeing of all children. This includes powers to set up their own multi-academy trusts (MATs) and to direct all schools, including academies, to admit pupils that are out-of-school and make sure they are back in the classroom as quickly as possible
- Placing even more focus on the importance of the early years to provide the foundations for children to thrive throughout their lives, break the disadvantage cycle and improve social mobility
- By 2030, all children will benefit from being taught in a family of schools, with their school in a strong multi-academy trust or with plans to join or form one
- As part of the SEND Review, allowing local authority-maintained specialist providers to move into either specialist-only or mixed trusts, based on individual and local circumstances.

The government has also published its SEND green (consultation) paper, [SEND review: right support, right place, right time](#) which sets out the vision for a single, national SEND and alternative provision system that will introduce new standards in the quality of support given to children. It also proposes a new legal requirement for Local Authorities to develop and publish local inclusion plans. There is also a focus on ensuring mainstream education is more inclusive and better at identifying and supporting needs. Local Authorities, as convenors of local SEND systems, will be able to bring education and health partners to the table where everyone is accountable for SEND provision.

In Islington, to respond to the changes set out in the SEND Green Paper, we are working in partnership with New River College, our commissioned alternative provider to extend preventative work with all schools so that more children and young people can stay in mainstream. This innovative approach is expanded upon in our SEND strategy which is a key pillar to the Education Plan.

► School Collaboration and Accountability

We have an important role to play in supporting school leaders and striking a balance between commissioning, conveying, and championing strong outcomes for children and young people.

- As a **commissioner** of services, we’re committed to bringing the strategic picture, supported by intelligence and data to school leaders, and thereby enabling and commissioning the appropriate support and development
- As a **Convenor** of partnerships, we will be focused on bringing leaders together, connecting the best practice within and beyond the system, and facilitating strong partnership working within and across school sectors and age ranges
- As a **Champion** of children, families, and communities, we will be relentless in driving educational transformation, building moral purpose, and seek a mandate across a wide range of stakeholders to ensure good outcomes

► Building Effective Partnerships across a federating system

The school system has the excellence and expertise to best improve outcomes for young people across Islington. We need to affect lasting change to achieve our vision and mission by effectively collaborating with school leaders and their staff, focusing on early intervention strategies, remaining committed to inclusive practice, and ensuring financial sustainability.

To achieve our borough-wide goals we need clarity of scope and purpose. We are committed to building strong relationships with all our nursery, primary, secondary, special, alternative, and post-16 provisions and to provide the focused support that staff and students need to achieve our mission.

School-led improvement works well if the system is inclusive and collaborative



I strongly support the shift to a school-led model of school improvement. However, the current patchwork of provision means the system is fragmented and too many schools are left at risk of isolation. Area-based education partnerships offer a means of supporting all schools to work together. At their best, partnerships build professional and community capital to support learning and achievement. System-wide collaboration can motivate and inspire teachers. Partnerships provide the glue in a potentially splintered system. An unintended consequence of fragmentation is that some schools prosper at the expense of others. If all schools shared a collective responsibility for schools in an area, our education system would be stronger with no school isolated or left behind, and more children would be able to thrive.”

Dame Christine Gilbert

▶ Green Skills and Apprenticeships

Our plan also supports Islington's goal of changing attitudes to sustainability as a progressive force for good.



"The transition to the green economy of the future will require all businesses to play their part as we tackle climate change, biodiversity loss and pollution. Green jobs and skills are a key enabler that will ensure companies can maximise the opportunities and minimize risks on their journey to becoming truly sustainable.

Apprenticeships are a great way to blend practical experience with formal learning, allowing people to enhance their effectiveness while delivering business improvements. Green apprenticeships enable people to build a successful career and play their part in the sustainable economy of the future."

Martin Baxter, Policy and External Affairs Director at the Institute of Environmental Management and Assessment (IEMA)

By 2030, we anticipate half a million green jobs in London and one million by 2050. By making the right decisions now, we will set up our young people for success in the green jobs of the future. As we respond to the impact of the COVID Pandemic and the challenges of climate change, there is now an opportunity to reconfigure the education landscape, scale up existing capacity to co-create and co-design new programmes to train the young generation and future workforce.

We will equip our young people with appropriate 'green skills' for them to take advantage of opportunities as we transition to a low-carbon economy. In Islington we want a skills offer for young people and grow local green skills and carbon literacy, enabling a locally inclusive, resilient, and green economy.

We will do this by:

- Ensuring schools and colleges update their careers offer so that young people leaving education are equipped with the skills they need to successfully enter the green workplace
- Work with Adult Community Learning and local Further Education colleges to create short introductory programmes and pathways to broaden access to green jobs
- Through our 100 Hours of the World of Work programme, provide children in the borough with 100 hours exposure to a wide variety of career options including jobs with a green agenda
- Ensure social value asks are embedded in all the council's corporate contracts. We will require organisations to commit and engage with schools and colleges to offer young people experience of green jobs/skills
- Seek funding for a virtual work experience digital platform through which the council can host live, virtual placements "with green agenda" for school and college students

▶ Digital Technology

Islington must take advantage of its unique position and prepare young people for prosperous careers of the future by inspiring and connecting them with the opportunities of the Tech sector in London and by giving them the opportunity to develop digital skills.

London's tech sector is growing more than two and a half times faster than the UK average, creating many new jobs with record growth recorded in the last two years despite the wider economic impact of the pandemic.

Old Street's Silicon Roundabout is home to the largest tech start-up cluster in the UK and the third largest in the world, yet 70% of tech employers are experiencing skills shortages, while local communities have often been disconnected from the opportunities in this thriving economy. Additionally, organisations of all types are increasingly applying digital technologies across their businesses to drive innovation and maximise productivity.

Despite these opportunities, only one in nine of the senior leaders in tech come from a Black, Asian or minority ethnic background and more than 33% of tech board members and 31% of senior executives attended private schools, compared to just 8% of the UK as a whole.

We should focus particular attention on engaging parents, so that the narrative moved beyond online safety and risks onto discussing a healthy digital diet, quality over quantity and digital skills and job opportunities.

▶ 21st Century Schools and Curriculum

All schools need to embrace appropriate digital learning to support relevant curriculum, creatively, innovation, inclusion, and the government's levelling up agenda.

The pandemic and remote learning demonstrated the potential of the online, flipped and blended classroom on self-directed learning, parental engagement and more flexible hybrid classroom learning for the whole school community.

Technology and cloud platforms are essential to school and college organisational efficiency with the potential to improve teacher workload and significantly enhance collaboration and communication with the school community, families and school networks and partners.

Moreover, with ubiquitous access to online resources and experts, students do not necessarily need teachers to teach them continually and directly. When students are enabled to own their learning and have access to resources and experts, the role of the teacher changes (Zhao 2018). Teachers no longer need to serve as the instructor, the sole commander of information to teach the students content and skills. Instead, the teacher serves other more important roles such as organiser of learning, curator of learning resources, counsellor to students, community organiser, motivator, and project managers of students' learning.

Using digital tools, in addition to relevant learning practices and curriculum and assessment, is critical in facilitating the acquisition of relevant skills that children need for school, work and life in the twenty-first Century.

▶ Laptop for every pupil

We cannot forget that not all students have equal access to technology, both in terms of hardware and digital competency. The digital divide remains a significant issue around the globe. It is important for us to reimagine a better education with technology and find creative ways to make education more equitable, including wiping out the digital divide. We will ensure that every pupil who needs one will have access to a laptop or device when they move to Year 7.



Nine Pillars

Nine Pillars to support our ambition

► Nine pillars

Our education plan will be supported by **nine individual pillars** to achieve our ambition of improved outcomes for our children and young people.

1. Early Years

We will provide **1,000 high quality early education places** for children who need it most

2. SEND Strategy

We will **develop additional resourced provision** across Islington so that children can remain in mainstream school whilst accessing specialist support

3. School Organisation

We will ensure that there is **good local school place** for all children

4. Safeguarding and Inclusion

We will develop **an inclusion charter** for all schools so that more children remain in school

5. Early Help

We will ensure that every child who has poor attendance or multiple fixed term exclusions **receives early help** to support them

6. 14-19 Plan

We will provide for the **aspirations of all young people** through pathways into central London's unparalleled range of employment sectors, through digitalised information, advice, and guidance

7. Culture and Enrichment Strategy

We will develop **progression pathways** through our cultural services so that young people can gain paid employment through Arts and Culture

8. Health and Wellbeing

We will ensure Islington's **trailblazing work** to support mental health, wellbeing and trauma-informed practices enables children and young people to have the best life chances

9. Investment in School Leadership

We will identify and support leaders, teachers, and governors to **embed school-led improvement**



Six immediate priorities for Islington's young people

Each of these pillars will contribute to our six immediate priorities. Only by achieving these priorities will we achieve our ambition for all children and young people.

1. Reduce **Fixed Term Exclusions (FTEs)**
2. Reduce levels of **Persistent Absence (PA)**
3. Reduce levels of young people aged 16-19 not in **Education, Employment or Training (NEET)**
4. Improve outcomes for our **vulnerable groups**
5. Increase take-up of Islington's **Free Early Education Entitlement (FEEE)** for two, three and four-year-olds
6. Improve **attainment at KS2 and KS4**

► Why these priorities?

These priorities are based on borough-wide statistical data:

- Education **attainment and progress** is below London and national averages at Secondary. Performance has been consistently better in primary, but we are noticing a decline in some schools at Key Stage two since the pandemic.
- There are **persistent achievement gaps** for children entitled to **Free School Meals (FSM)**, those who have been known to social care and children from some ethnic groups particularly **Black Caribbean and Turkish/Turkish Cypriot pupils, particularly in secondary schools**
- **Both persistent absence and suspension** (fixed-term exclusion) rates are well above national averages although falling
- **Boys and some ethnic groups are more likely to be excluded.** High exclusion rates are concentrated in a small number of schools
- The proportion of vulnerable 16- and 17-year-old residents not in **education, employment, and training (NEET)** is too high

Children and young people are at the centre of our six priorities and our nine pillars.





Pillar One: Early Years

► Ambition

We will provide 1,000 high quality early education places for children who need it most

► Context

Our high-quality early education system supports improved outcomes for all children including the most disadvantaged and creates wider community cohesion. Our priority early learning places for children in need, funded places for disadvantaged two-year-olds, and subsidised places for working families make a significant contribution towards a fairer Islington through ensuring a social mix which supports all children's learning and development.

► Actions

We will:

- increase and sustain take-up of early education entitlements for two, three and four-year-olds
- improve recruitment and retention of good quality early childhood practitioners
- ensure a sustainable future for all subsidised settings including nursery schools
- support providers through our equalities action plan to affect change, embed anti-racist practice and challenge inequality and discrimination
- support settings to effectively implement EYFS reforms
- roll out trauma-informed approach training and support to all settings
- promote early reading, love of reading and a community of readers
- offer expert advice and support to develop and embed high quality early years provision for all children including those with SEND so providers are confident to meet the needs of the growing numbers of children with SEND
- facilitate connections between schools and settings to share best practice and learning, informally and through our Register of Good Practice
- provide a bank of resources with links to up-to-date research, articles, and reading to support high quality practice
- contribute to the programme of support for Early Career Teachers (ECTs)
- offer a comprehensive central training programme
- champion early years at local, regional, and national level

► Outcomes

- By the end of Reception all children enjoy their learning and have the skills needed to succeed at school
- Outcomes are improving for all children as measured by the Early Years Foundation Stage Profile
- The gap between the most disadvantaged children and their peers at age five reduces every year.



Pillar Two: SEND Strategy

► Ambition

We will develop additional resourced provision across Islington so that children can remain in mainstream school whilst accessing specialist support

► Context

Islington has strong strategic leadership and well-established joint working relationships with schools and parents, who tell us that SEND support is meaningful and effective. Most schools in Islington ensure that children and young people with SEND feel welcome and children and young people with SEND achieve well. But some do not.

The proportion of fixed period exclusions for those with SEND is too high in secondary schools and communication is inconsistent and not all parents understand what their child is entitled to and when.

► Actions

We will:

- Strengthen governance for preparation for adulthood to ensure there is a seamless transition for young people with additional needs to promote independence and diverse career pathways
- Make more funding available to mainstream schools outside of the EHC Process
- Provide a framework of good inclusive practice against which schools can self-assess and set up an inclusion quality mark
- Work with the wider system (CAMHS, Therapies, outreach) to ensure supportive capacity is in place
- Oversee a Quality Assurance process so schools can assure themselves of the quality of inclusive practice
- Facilitate connections between schools through clusters and 1-2-1 relationships to share best practice and learning
- Ensure EHC processes when required will be undertaken in a timely, outcomes-focused way
- Ensure that schools will make young people with SEND feel welcome
- Reduce the proportion of fixed period exclusions for pupils with SEND in secondary schools
- Improve the consistency and quality of communication with parents about what their child is entitled to and when

► Outcomes

A school-led system that provides support and challenge to mainstream schools for the provision and practice they deliver for children with SEND underpinned by a new approach to SEND funding and the development of Additionally Resourced Provision in mainstream schools.



Pillar Three: School Organisation

► Ambition

We will ensure that there is a good local school place for all children

► Context

In 2022-23, there will be 84,384 surplus school places across London and 84% of these will be in primary schools. Falling rolls is a pressing issue in Islington and across London. Around 300 fewer babies were born to Islington residents in 2019-20 compared to previous years. Across 47 Islington primary schools, almost one in five reception places remain unfilled as of January 2021 (18%). There is also a surplus of 14% (January 2021) across all secondary year groups (around 1,000 places), and 13% in Year 7 specifically.

► Actions

We will:

- Work with the School Organisation Programme Board to drive the delivery of Islington’s strategic School Organisation and Pupil Place Planning approach
- Raise awareness across the system of the benefits of collaboration and alternative school models as part of a federated system
- Agree shared principles with schools for managing surplus places across Islington’s settings
- Place children at the centre of any decision-making
- Ensure there is enough capacity for SEND provision in all settings
- Only consider school closure or amalgamation as a last resort and following any formal consultation
- Ensure the long-term financial viability of all schools

► Outcomes

Islington will have sufficient capacity to offer a place for all children in a good Islington school that is financially viable with enough places to ensure flexibility and parental choice.



Pillar Four: Safeguarding and Inclusion

► Ambition

We will safeguard our children by developing an inclusion charter for all our schools so that more children remain in school

► Context

Islington has strong strategic leadership and well established and effective joint working relationships with schools, supported by excellent communication and multi-agency partnerships links. Our Securing Education Boards ensures complex cases are discussed in a multi-agency context to secure education for our most vulnerable children.

However, challenges exist: a disproportional number of Black and minority ethnic children are referred to Children’s Social Care; social and mental health needs of children and staff are increasing as a direct impact of the Covid-19 pandemic; the number of children with SEND and other vulnerable groups has increased; and children are spending more time online increasing their risks to cyberbullying, grooming, and exploitation.

► Actions

We will:

- Provide a high-level communication, challenge, and support service to ensure compliance with statutory guidance and best practice and monitor lessons learned to be assured learning has been embedded into practice
- Maintain and develop knowledge and expertise within school senior leadership teams and staff and share lessons learnt from local and national serious case reviews
- Facilitate and host forums for Designated Safeguarding Leads (DSLs) to enable networking between schools to share best practice and learning and reinforce different safeguarding themes and ensure DSL safeguarding supervision is of a high standard
- Provide specialist briefings on relevant and topical safeguarding themes and support schools with best practice when there are national or local safeguarding updates and identify safeguarding trends to target continuous learning and development
- Continue to be a key and active member to sub-groups of the Islington Safeguarding Children’s Partnership (ISCP) and develop or strengthen relationships with other partners
- Actively participate in multi-agency audits to inform best practice and identify strengths, weaknesses, and opportunities to improve practice
- Lead on cohesive and effective cross-partnership working to ensure schools are represented and supported to safeguard and promote the welfare of children and that their ‘voice’ is heard
- Work with the Prevent team to support schools to identify children and adults who may be at risk of radicalisation
- Reduce the number of young people referred to the Youth Justice Service through preventative partnership response

► Outcomes

To coordinate a comprehensive review of Inclusive Practice in Islington Secondary Schools around reducing pupil exclusions and increasing inclusion to develop a greater understanding of effective school practice.



Pillar Five: Early Help

► Ambition

We will ensure that every child who has poor attendance or multiple fixed term exclusions receives early help to support them

► Context

Early help can offer children the support needed to reach their full potential. It can improve the quality of a child's home and family life, enable them to perform better at school and support their mental health (EIF, 2021). Regular educational attendance is an important part of giving children the best possible start in life. Together with schools and settings, Bright Start and Bright Futures provide whole family early help. We will ensure families have access to the help they need at the earliest opportunity based around their education provision by working in partnership to improve outcomes for the whole family.

► Actions

We will:

- promote an early help offer that is easy to navigate and access, branded, and communicated in a coherent way and based around universal provision.
- take an empathic, supportive approach with families but be uncompromising in our mission to ensure all children fully benefit from their educational entitlement and that parents understand the link between attendance and attainment
- use our relationships with partners to continue to emphasise the importance of good attendance for children's outcomes and highlight the link between good attendance and good attainment
- provide targeted family support to families who need it to unblock barriers to learning, including consideration of attendance as part of every assessment and plan
- provide a supporting and enabling role with partners including schools and early years settings in the provision of early help
- listen and be responsive and flexible as partners
- sign up to the attendance charter and support the collective effort to encourage partners to sign up and uphold it

► Outcomes

The creation of multidisciplinary family help teams, rooted in the community will help with growth funding and how we remodel early help to support families for the future.



Pillar Six: 14-19 Plan

► Ambition

We will provide for the aspirations of all young people through pathways into central London's unparalleled range of employment sectors, through a broad curriculum offer, digitalised information, advice, and guidance

► Context

Islington has long-standing and established partnerships with local employers and schools who are motivated to create clearer and more joined-up education and employment pathways for Islington's young people. We need to build and strengthen those relationships and improve alignment between our careers enrichment activities, careers guidance and our education, employment, and training (EET) opportunities by placing young people at the centre of this work.

► Actions

We will:

- Ensure high quality and meaningful careers and employability opportunities are available and accessible to all young people
- Shape Science, Technology, Engineering and Maths (STEM) curriculum so that it prepares young people for the changing landscape of the labour market, including emerging growth sectors such as the life sciences and tech-enabled industries.
- Support secondary schools in achieving the eight Gatsby Benchmarks
- Offer opportunities for students to help raise and broaden their career aspirations, challenge stereotypes, and build greater awareness of their social capital
- Provide greater insight into the skills, knowledge and experience employers want and need in their organisations

► Outcomes

Every young person will receive guidance and support to make a smooth transition and maintain post-16 education, employment, and training. All Islington's young people will have access to experiences of the world of work that engage and inspire. Local young people are engaged, skilled and ready to take best advantage of the current and future employment opportunities in the Central London economy.



Pillar Seven: Culture and Enrichment Strategy

► Ambition

We will develop progression pathways through our cultural services so that young people can gain paid employment through Arts and Culture

► Context

Islington has long-standing and effective partnerships with Islington's cultural organisations and employers including a well-established network of cultural and careers leads and a well utilised online platform. However, monitoring and evaluation of activities completed with young people is inconsistent and the content on offer doesn't yet reflect the diversity of the borough. Children and young people's voices need to be heard more and all stakeholders made more aware of our ambition.

► Actions

We will:

- Ensure free and affordable cultural, music and meaningful careers and employability opportunities are available and accessible to all children and young people
- Offer advice and support to embed cultural, music and careers knowledge and teaching in the school curriculum
- Deliver training/CPD and networking opportunities to enable teachers to share good practice and learn new teaching methods
- Provide free and affordable musical equipment and instruments
- Oversee a self-assessment process for schools to evaluate and improve delivery of enrichment in their setting
- Offer opportunities for students to share their skills through showcases and performances with world class artists
- Offer opportunities for students to help raise and broaden their career aspirations, challenge stereotypes, and build greater awareness of their social capital.

► Outcomes

All children and young people in Islington have the skills and knowledge to thrive and shape fulfilling lives by experiencing enrichment activities in and out of school improving their skills to apply in life, learning and work.



Pillar Eight: Health and Wellbeing

► Ambition

We will ensure Islington's trailblazing work to support mental health, wellbeing and trauma-informed practices enables children and young people to have the best life chances

► Context

Children and young people with better health and wellbeing are likely to achieve better academically (PHE 2014) and a growing body of evidence indicates that enhancing social, emotional, and behavioural skills is a key determinant to young people's mental health and wellbeing, and supports them in achieving positive outcomes in school, work, and life. Pupils with higher wellbeing ratings are more likely to have regularly attended school but there are key areas where children and young people's health and wellbeing are not as good as we would wish:

- 25% of our 11-year-olds are overweight or obese
- 60% of children and young people in Islington are not meeting the national physical activity guidelines
- 17% of our 5-year-olds have 'visually obvious' dental decay
- Our childhood vaccination rates have decreased
- In an Islington survey, and on a range of measures, the mental health of children has worsened between 2017 and 2021
- About a fifth of secondary school pupils have experienced a controlling behaviour in a relationship

► Actions

We will:

- Support Islington's Physical Activity Strategy 2022-27, a borough-wide and public facing framework to support residents to be active
- Increase the number of children and young people who meet the national physical activity guidelines
- Continue to support and develop our whole school programmes to support mental health and trauma informed practice
- Draw on the success of the Healthy Early Years programme to revitalise and embed Healthy Schools, including continued support for their PE and PSHE curriculum, teaching and learning
- Further develop our approaches to listen and respond to children, young people, parents

and carers and to develop and embed anti-racist practice throughout our work

- Work in partnership with SEMH providers to ensure effective support for early intervention and prevention in schools
- Further develop work to support settings and schools in their work with families on healthy lifestyles (healthy eating and physical activity), relationships and community safety
- Support schools' delivery of physical activity opportunities to improve health, wellbeing, and educational outcomes for pupils, with a particular emphasis on the least active children and girls.
- Enable children to explore nature and play freely, recognising the benefits this can have on health, wellbeing, and positive educational outcomes.

► Outcomes

Children and young people in our schools and settings are happy, healthy and feel safe because of strong partnerships that support all aspects of their health and wellbeing, using strengths based and trauma informed approaches and enabling lasting positive change.



Pillar Nine: Investment in school leadership

► Ambition

We will identify and support leaders, teachers, and governors to embed school-led improvement

► Context

Islington has strong and well-established relationships with schools and settings and provides extensive CPD and network support, including a comprehensive programme of Early Career Teachers.

We celebrate success through the Islington Education Awards and have facilitated cooperation and federation status between individual schools.

School leadership is demanding. Leaders must respond to challenges to recruit a diverse and high-quality staff and governing body so that it reflects the diversity of Islington and children, and young people see themselves across the full range of the education workforce.

► Actions

We will:

- Create the Education Board which includes school leadership representation
- Establish a secondary heads network
- Maintain and develop the primary heads network
- Identify opportunities for further networking and learning, including a mentoring network for newly appointed heads
- engage with our Challenging Inequality programme, including delivery of the Governors' diversity programme and expanding this to other leadership roles
- Establish a mechanism for schools to communicate with each other, using our existing communication channels, like the Schools' Bulletin
- Give schools options to use our other tools and processes to organise and facilitate meetings and training sessions

► Outcomes

A strong network of school leaders to facilitate school-led improvement across all Islington schools.



Delivering our ambitions



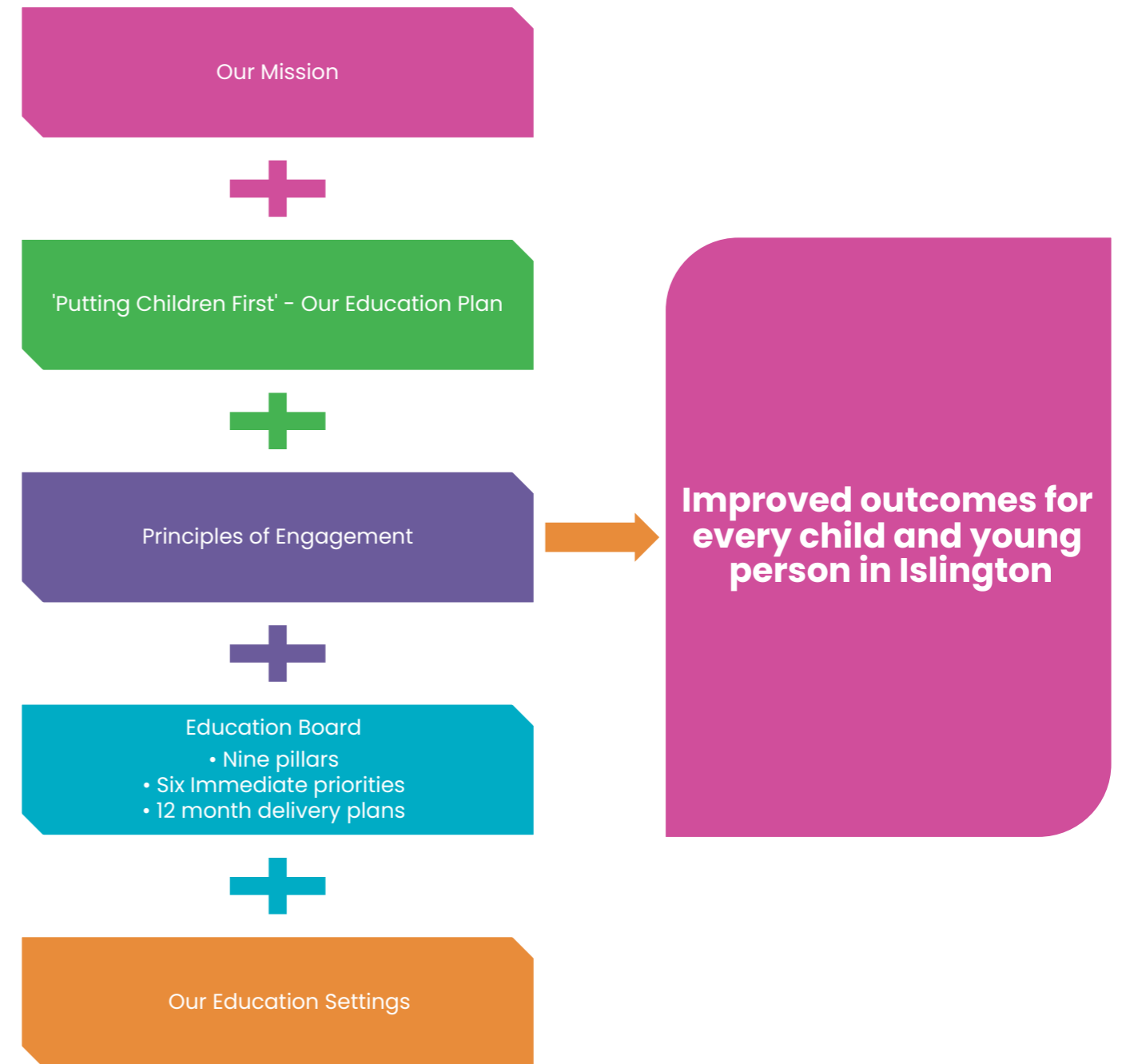
Delivering our ambitions

To ensure we deliver our ambitions, we will establish an Education Board.

The Education Board will be a forum for strategic collaborative working across schools and settings that will oversee our Education Strategy. It is not statutory but a strategic forum to deliver our shared mission and our statutory duties for Education: Access, Quality and Outcomes.

It will add to, but not duplicate the work of existing forums and ultimately create a school-led model for school improvement. It will be research-led, action-based and develop capacity within Islington to respond proactively to emerging issues.

How it fits together



Making a difference for our children and young people

We will know we've made a difference and achieved our ambition when all young people are:

- In **free early education** by age two, three or four
- In a **good Islington school**
- Supported by **strong leaders** in all schools
- Receiving any additional **SEND support** they need in a mainstream school
- Regularly **attending school**, and getting support if they aren't
- Ready for **life after school**, in further education, an apprenticeship, or the world of work after completing 100 hours of work experience
- **Cultural and digital champions**, having attended at least 11 cultural activities by the time they leave year 11
- **Happy, healthy, and safe** with access to trauma-informed mental health support



Appendices

Appendix A: Feedback from residents

From 28 June to 1 August 2022, we asked young people, parents, and carers to complete two online surveys about our Education Plan's mission, goals, and priorities. The surveys were promoted through various channels, including leaflets at events, posters at venues, newsletters, and social media.

► How we asked for feedback

Information about our education plan was shared on our website (www.islington.gov.uk/educationplan) asking for parents and carers and young people to complete a short survey telling us what they thought of our education plan's mission, goals, and priorities.

The webpage and survey were promoted to parents, carers, and young people through:

- A poster sharing the weblink and a QR code displayed at Adventure Playgrounds, Children's Centres, Libraries, schools, and other venues hosting events over the summer
- A leaflet sharing the weblink and a QR code distributed at Parent/Carers forum on 12 July and the mother tongue supplementary schools' partnership conference on 30 June
- A letter to parents sent by all schools
- Social media posts by Islington FIS, Bright Futures, Islington Libraries, and the Islington Youth Council

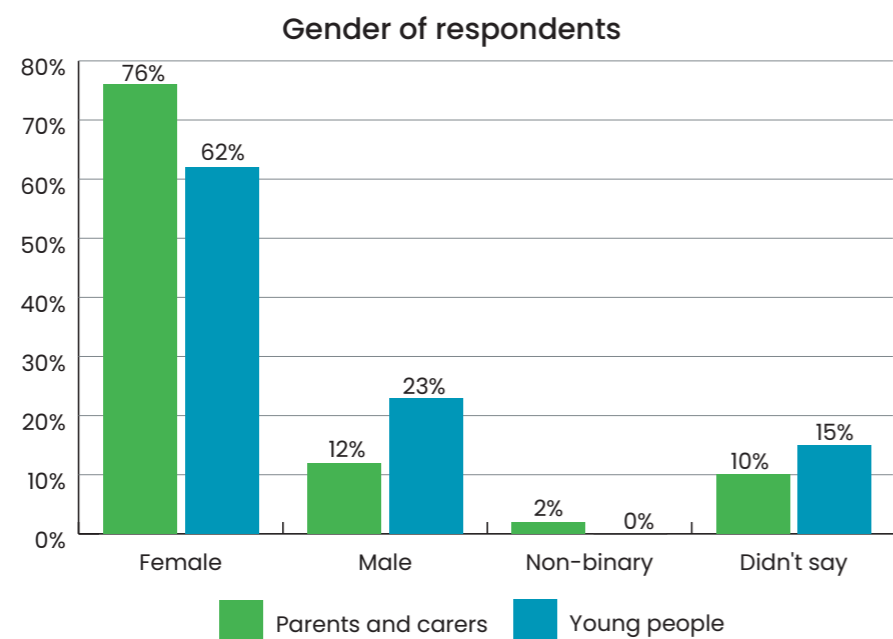
► Who engaged

Number of respondents

- **105** residents completed the parents and carers survey
- **13** young people completed the young people survey

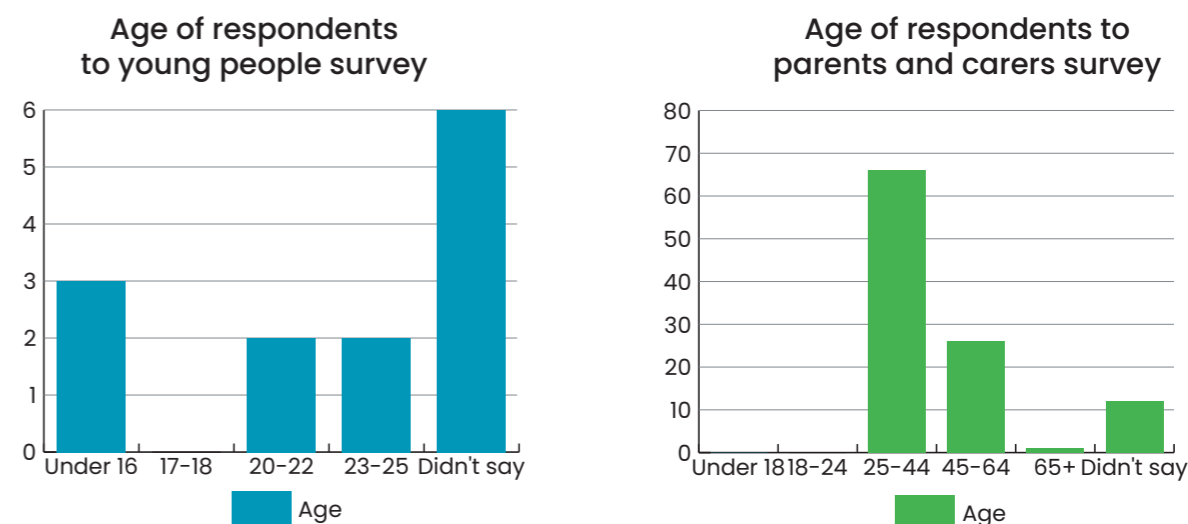
Gender

- 76% of parents and carers were female, 12% male, less than 2% were non-binary, and 10% didn't tell us their gender or preferred not to say
- 62% of young people said they were female, 23% male, none were non-binary, and 15% didn't tell us their gender or preferred not to say



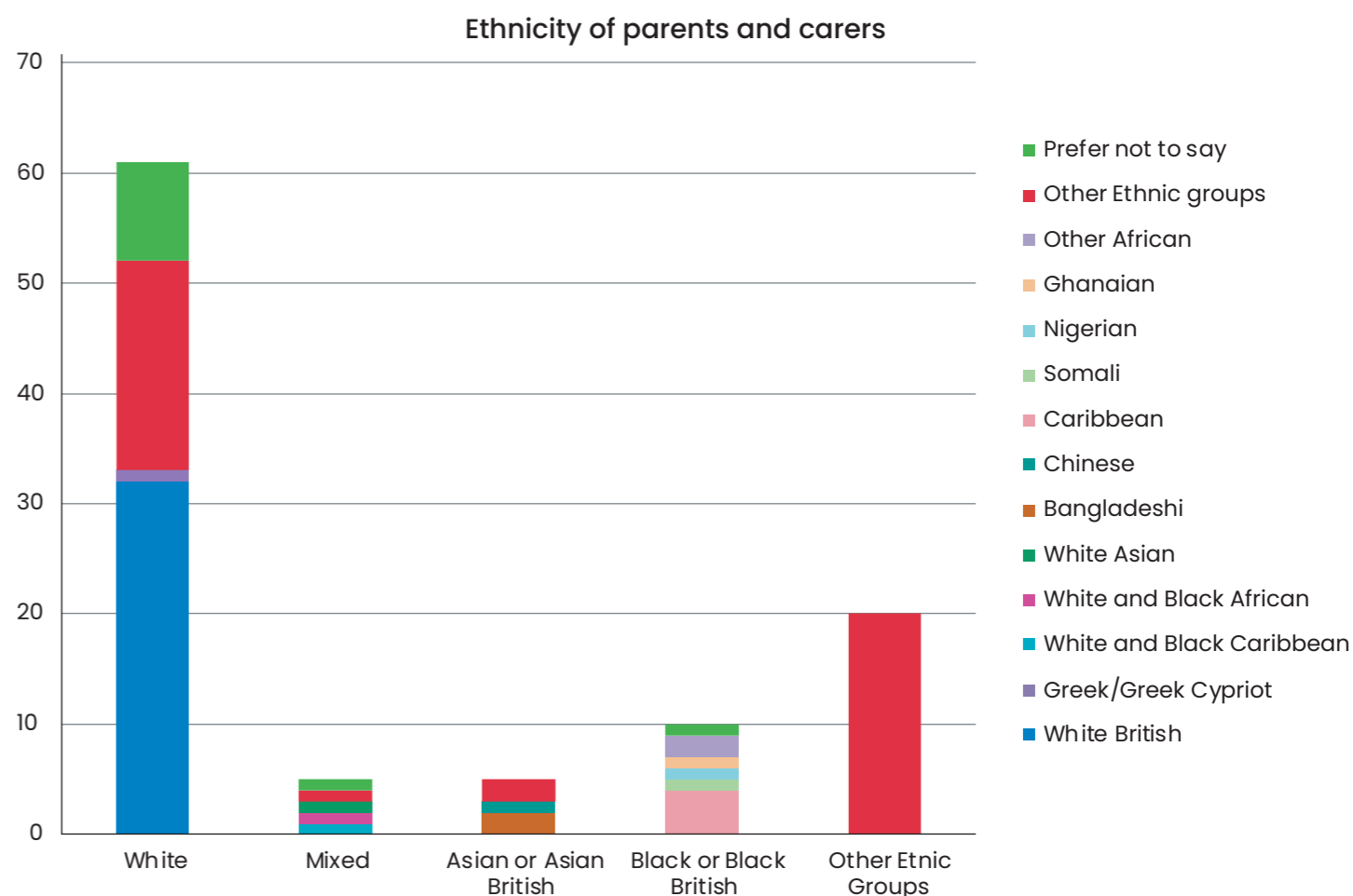
Age

- Most parents and carers who responded told us they were aged 25-44. Most young people who told us their age were under 16.

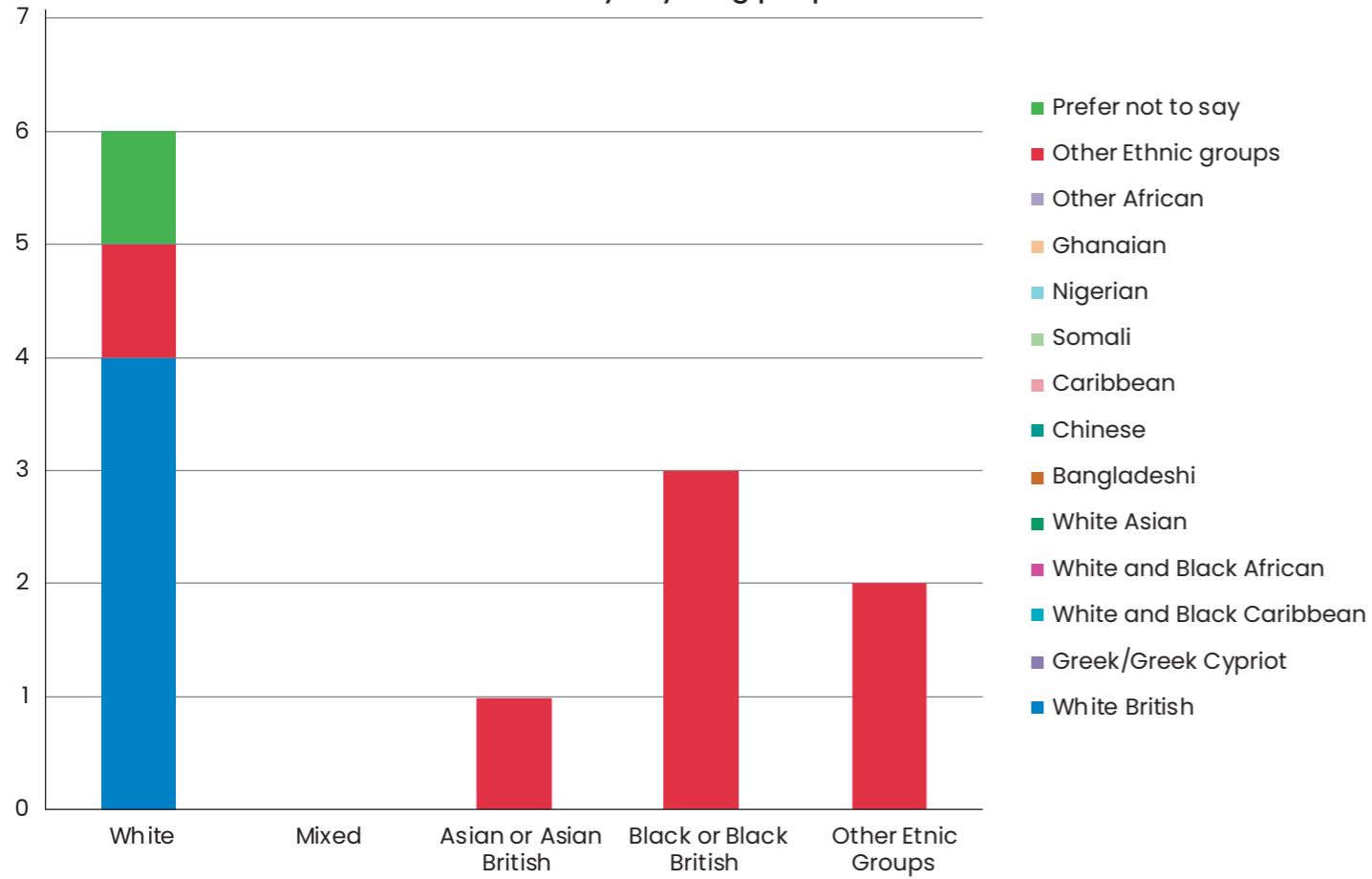


Ethnicity

- 101 parents told us their ethnicity. Of those, 61 were White; 10 were Black or Black British; 5 Mixed; 5 Asian or Asian British; and 20 said they were from another ethnic background
- 12 young people told us their ethnicity. Of those, 6 said they were White; 3 Black or Black; 1 Asian or Asian British; and two said they were from another ethnic background

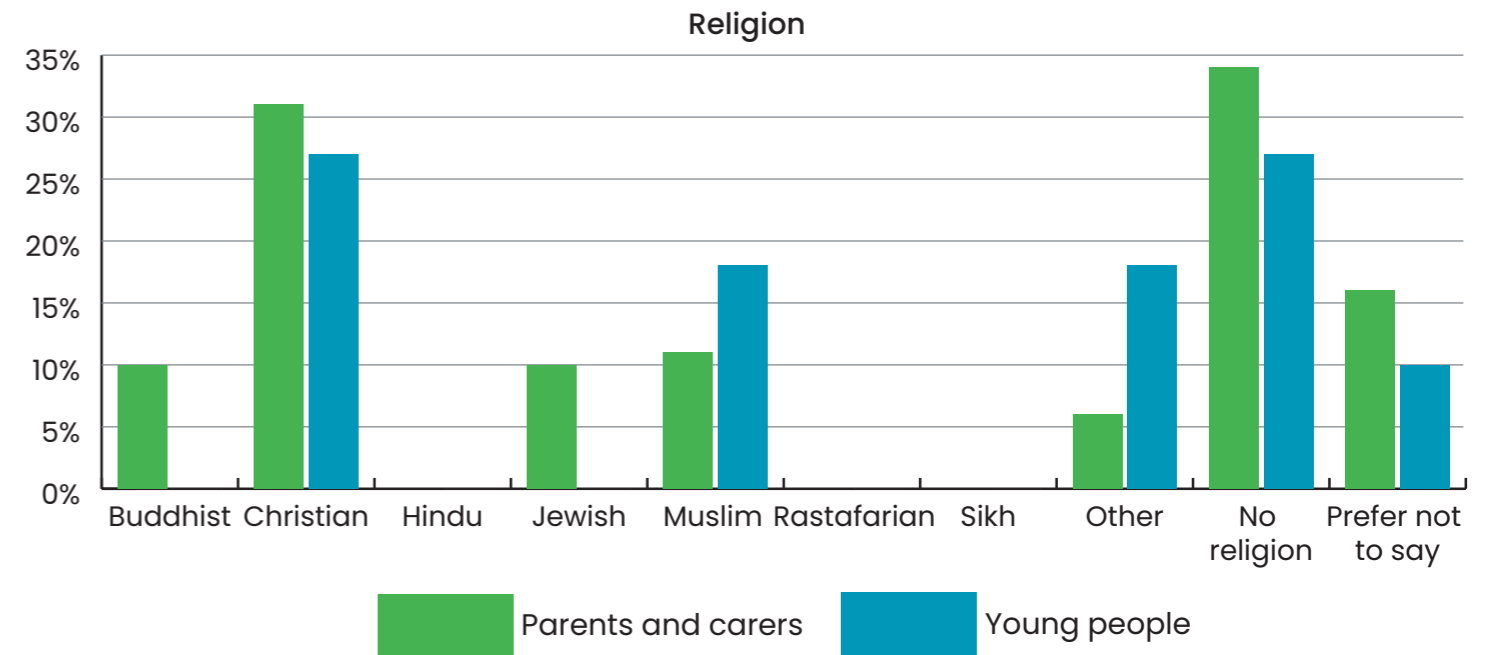


Ethnicity of young people



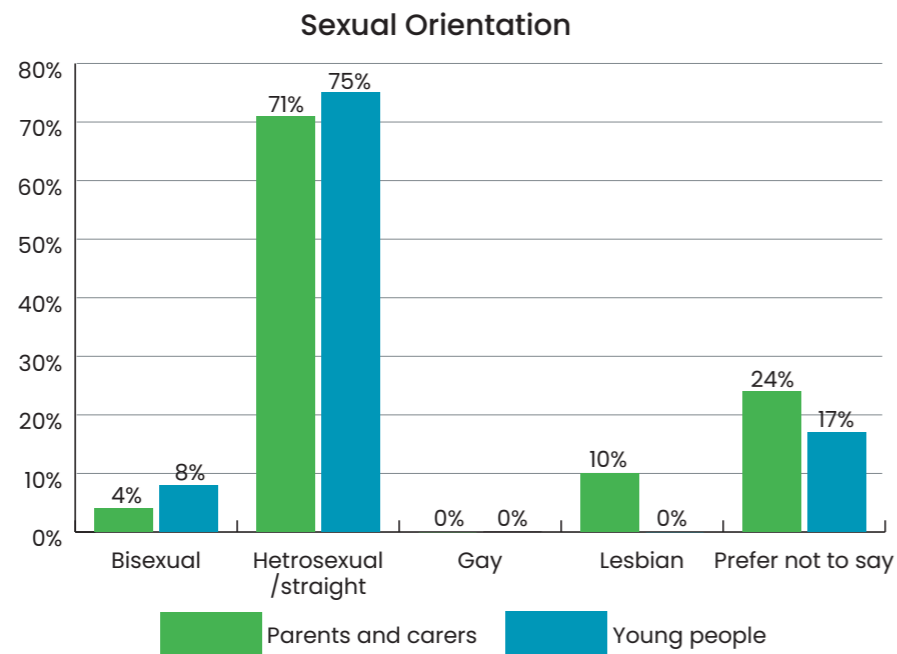
Religion

- 102 parents and carers answered the question about their religion. The majority (34%) said they had no religion followed by 31% who described themselves as Christian.
- 11 young people answered the question about religion. An equal amount (27%) said they had no religion or described themselves as Christian



Sexual orientation

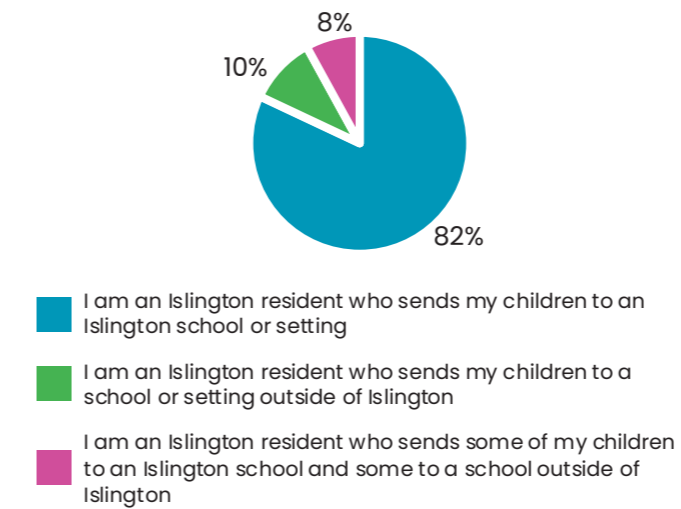
- 100 parents and carers answered the question about their sexual orientation. The majority (71%) described themselves as heterosexual/straight and the next largest group (24%) preferred not to tell us.
- 12 young people answered the question about their sexual orientation. The majority (75%) described themselves as heterosexual/straight and the next largest group (17%) preferred not to tell us.



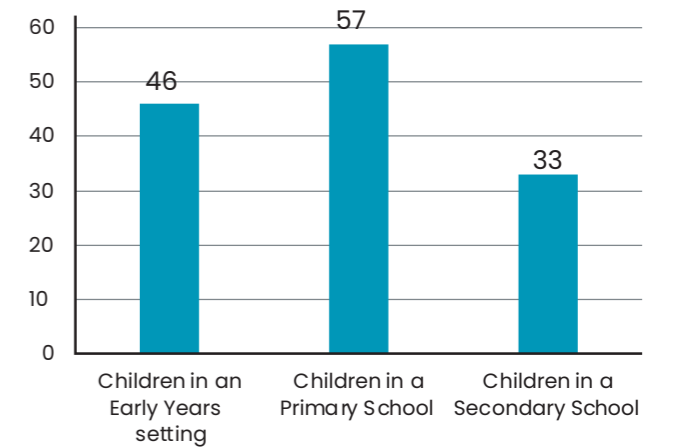
Education settings

We asked parents and carers to tell us about what types of settings they send their children to.

Which statement best describes you?

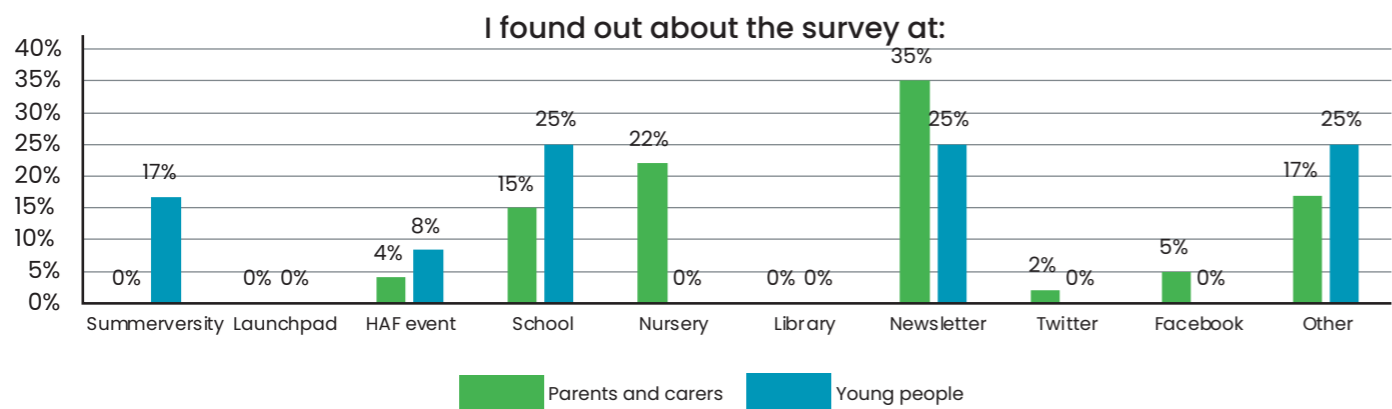


Types of settings



How they found out about the survey

- Most respondents of the parents and carers survey found out about it through a newsletter, including the Bright Futures Newsletter (35%) and most young people found out about it through their school or a newsletter (both at 25%).



What they told us

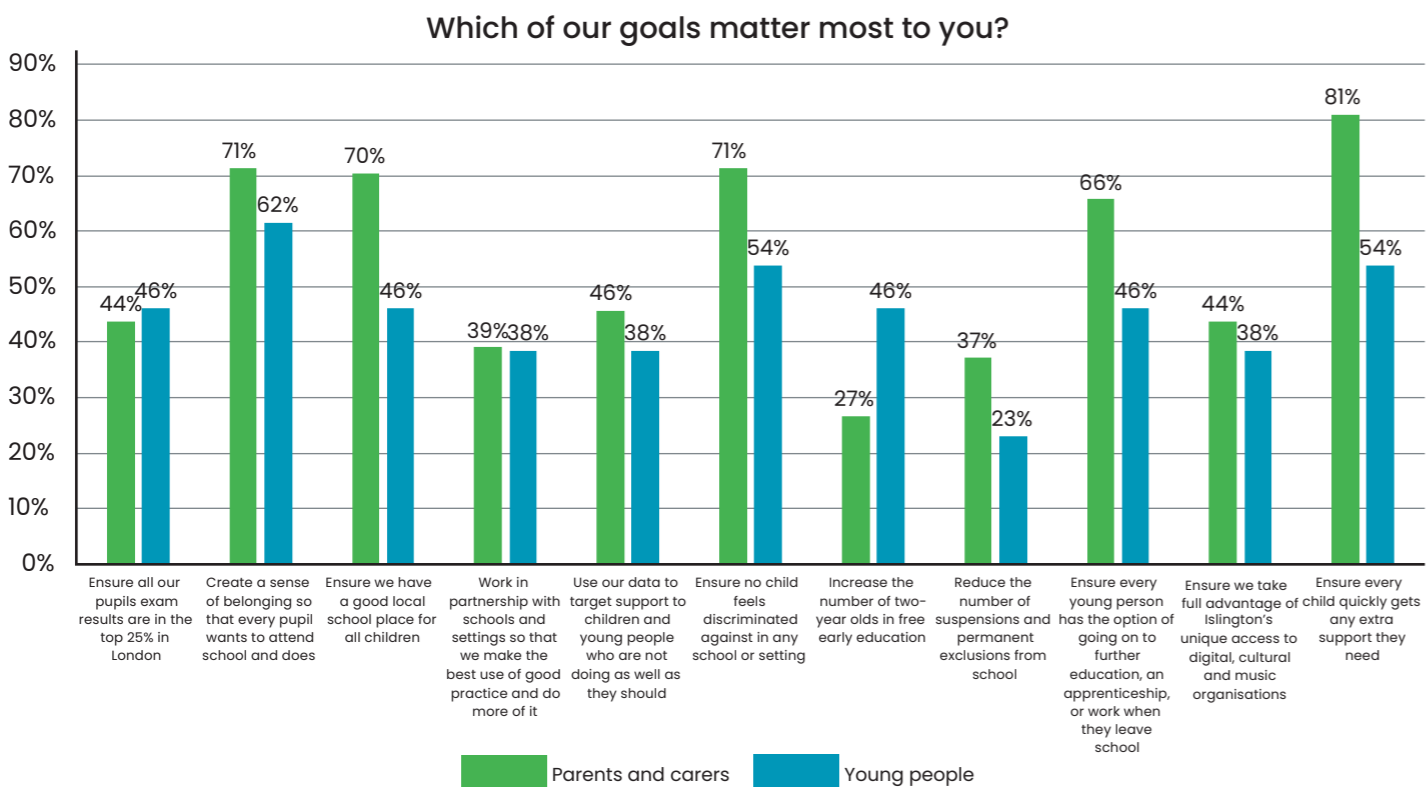
- 94% of parents and carers and 100% of young people **agreed with our mission statement.**

Our goals

80% of parents and carers and 75% of young people **agreed that the education plan's goals matched theirs.** Parents and carers and young people all agreed that the three most important goals for them were:

1. **Ensure every child quickly gets any extra support they need**
2. **Create a sense of belonging so that every pupil wants to attend school and does**
3. **Ensure no child feels discriminated against in any school or setting**

Please note that respondents were able to select more than one goal.

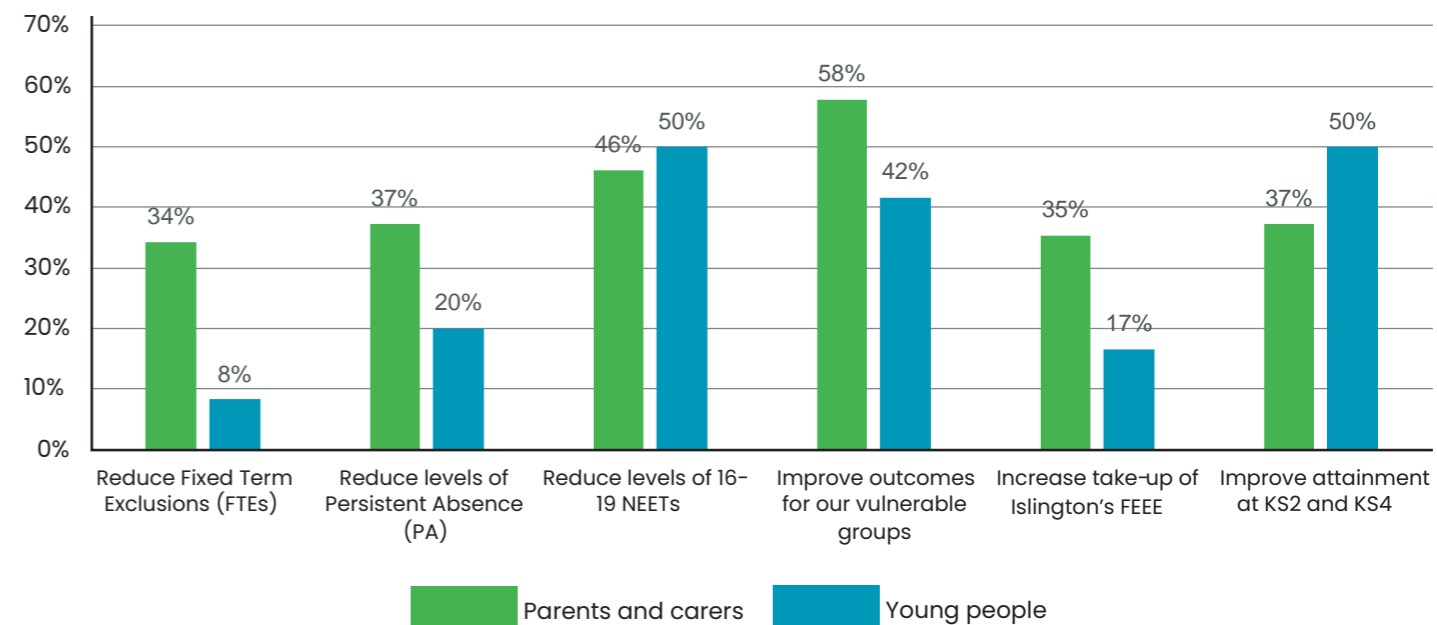


We asked respondents to tell us if there was a goal missing that we should include. 54% of parents and carers answered 'children' and 50% of young people answered 'needs' for this question.



Our priorities

Of our six priorities, the most important one for parents and carers was **improve outcomes for our vulnerable groups** (58% of respondents selected this) and for young people it was **reduce levels of young people aged 16-19 not in Education, Employment or Training (NEET)** and **improve attainment at KS4** (both at 50%). Please note that respondents were able to select more than one priority.



We asked respondents if there was a missing priority that mattered to them. 44% of parents and carers answered 'schools' and 33% of young people answered 'support' for this question.



Appendix B: Our pursuit for equality

► Excellence and equality run through every element of Islington's Education Plan.

The relentless pursuit of excellence and equality to secure lasting change binds together our mission, our ways of working, and how we will measure success. It will help us stay focused on the change we want to make.

The corporate strategy, **'Islington Together: for a more equal future'** sets out our commitment to give every young person the best possible start in life.

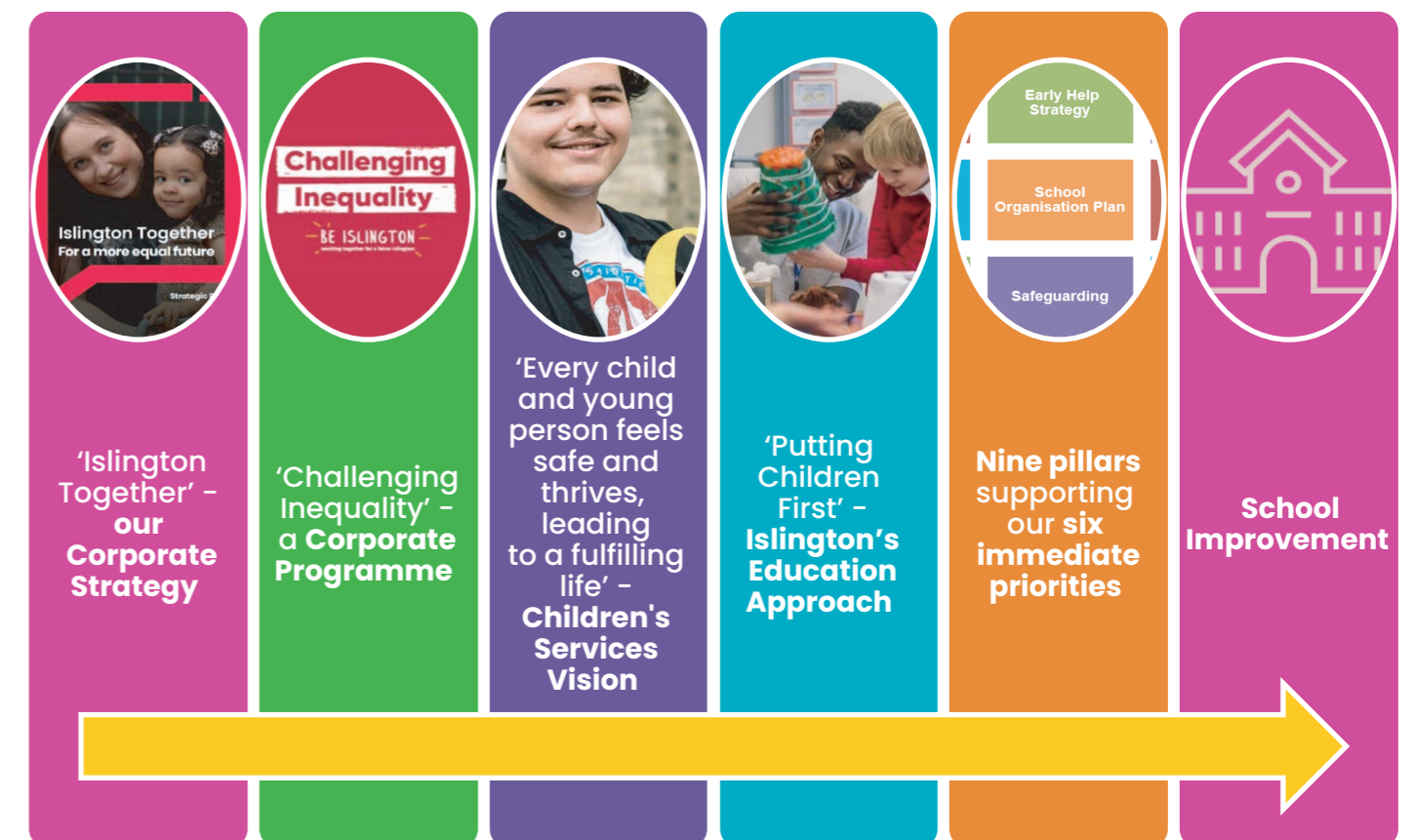
'We will work with schools and other partners to ensure that every young person in Islington has access to the opportunities they need to thrive in life, including an excellent education.'

Our Education Plan is supported by the 'Challenging Inequality Strategy' which sets out Islington's long-term programme for challenging inequality and discrimination and promoting inclusion. A system that works for disadvantage children is a system that will work for all children:

'Truly included individuals should feel a sense of belonging and of being a valued member of the community.'

Our approach will contribute to the wider Children's Services vision that every child and young person feels safe and thrives.

'Every child and young person feels safe and thrives, leading to a fulfilling life.'



Appendix C: Our values

The values that we hold, affect the way we work.

Building on Islington Council's four CARE values, across our education settings, we will:

► Be Collaborative

All stakeholders have a part to play in maintaining the diversity of Islington schools. Islington Council, schools, settings, and governors will:

- facilitate a school led, school improvement culture across the borough that supports to improve outcomes for vulnerable learners and improve outcomes for secondary schools
- see themselves as community leaders and therefore engage in various stakeholder/network groups so that they support Council priorities and the Islington Education Strategy
- make a valuable contribution to Education Board, that influences decision across the borough
- actively engage in our organisational strategy, Islington Together: for a more equal future

► Be Ambitious

Communication between Islington Council, schools and settings is the best way to raise standards. Effective school leadership and governance is essential in all aspects of managing and improving all settings. Islington Council, schools, settings, and governors will:

- make a commitment to delivering the Islington Education Strategy
- support schools and settings in designing an inclusive curriculum
- engage with partners including the cultural sector to eradicate inequalities and the Education Strategy priorities
- actively promote the importance of free education entitlement for our youngest residents and their carer

► Be Resourceful

Inclusion and belonging are important for schools and settings, so that they provide an effective education for all groups of children and young people. Islington Council, schools, settings, and governors will:

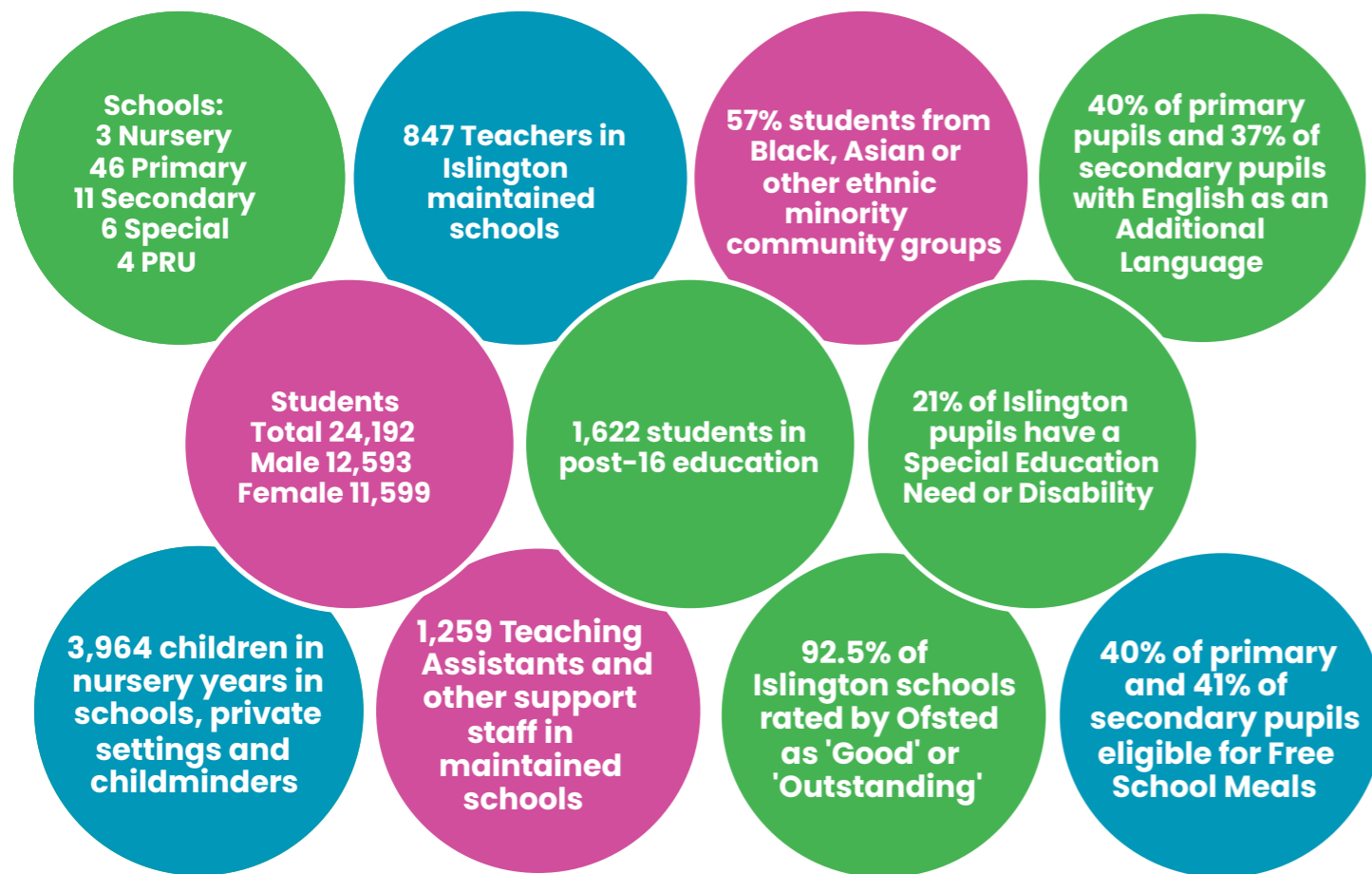
- provide high quality teaching and learning to maximise the outcomes for children and young people
- improve physical, social, and emotional care and academic outcomes through effective use of early intervention and prevention
- work together to develop local solutions that reduce exclusions, increase parental engagement, and improve attendance by reducing persistent absence
- foster a culture where every child, young person and their families have a right to participate in learning experiences where they feel valued, inspired, and safe
- work together to ensure sufficiency of places and financial stability over time so that all residents
- have a guarantee of high-quality education in the borough

► Be Empowering

Honest conversations about the quality of leadership, educational provision (including teaching and learning) and pupil outcomes with and between school leaders, governors and council partners are the foundations of strong partnerships. Islington Council, school leaders and governors will:

- have a duty of care and commitment to the mental health of the staff they employ and the children and young people in the school or setting
- be committed to empowering all staff, children, and young people
- use evidence and data in a shared and transparent manner so that it underpins school evaluation and encourages a shared and common commitment across all schools and settings in the borough
- scrutinise the quality of education provision, promote high standards of care and education and challenge and support when outcomes for children are not at least 'Good'
- ensure that all children and young people have pathways to adulthood that reduce students at risk of NEET (post-16 and post-19)
- foster a culture where every child, young person and their families have a right to participate in learning experiences where they feel valued, inspired, and safe
- work together to ensure sufficiency of places and financial stability over time so that all residents
- have a guarantee of high-quality education in the borough

Appendix D: Islington's Education Landscape



Appendix E: Case Studies

► Case study – Kyle's story



"When I was in Secondary School, I was bullied for being different. I couldn't grasp things in the same way as my friends and so I was set apart as different. The teachers didn't know how to include me so that I could understand. It's not because I am thick, I am fascinated with how things work and love to read about aeroplanes and I like listening to music and I love animals, but I couldn't sit in a classroom listening all day and I would drift off and not be able to do my work.

"I didn't fit in and had no one I could talk to and it made me frustrated and mad with everyone. I was taken out of class but that made it worse and I was lonely so I just stopped going in and the longer I was off the worse it got and now I haven't been in for a year and I am worried about my exams. I know now that I learn in a different way and it doesn't make me stupid but it means I have lost out. If I was planning a strategy for education, I would make it so that people like me are understood better and helped in class so that they can stay in school. I would make lessons different and train teachers to teach differently using things that help make sense."

► Case study – A Bright Start

N is a single mum to T who is now almost 3 years old. Initially this Turkish mum was reluctant for her child to take up the two-year-old free 15 hours entitlement, feeling that she was too young, but after a few sessions of information, advice and discussion with a parent champion co-ordinator, she decided to take up the offer.

N is now extremely positive about her child's experience at nursery and says:



"T is very happy and loves it at nursery. She made friends and settled in really well; she talks about it all the time. She is becoming more independent and I can see her interests are changing. The best thing for me is knowing my daughter is benefitting; her learning and development is flourishing. I feel like nursery is a great base for starting school full time."

Appendix F: The role of the Local Authority

Since the Academy Act in 2010, the educational landscape has significantly altered, creating a mixed market economy of schools with different levels of autonomy.

The role of the Local Authority has changed to support a more autonomous school system and a shift towards sector-led school improvement. Councils continue to play a unique role in understanding and shaping arrangements to meet the employment, health, leisure, education, and skills needs of all people across the borough. Islington Council remains committed to its statutory duties which can be summarised under three key headings:

1. Access

It is our collective ambition that all children and young people will access their educational entitlement starting with the free childcare for children aged 2, 3 or 4 years old until they reach compulsory school age. Our 'sufficiency duty' is that all children of statutory school age are entitled to education. This relates to schools and the universal childcare offer for all three and four-year-olds. This means that we must ensure that there are sufficient childcare and school places. This duty also relates to special school places and access to alternative provision for children who either for medical or behavioural reasons are not able to access mainstream schools.

2. Quality

We will ensure the quality of educational entitlement for all our children is excellent by striving for all schools and settings to be at least good. In this way, we can be referred to as the 'champion of the learner'. We have a statutory duty to intervene early where schools are not performing. In Islington, there is a mixed economy of schools with academies, Multi Academy Trusts, maintained schools and faith schools. Our strategy adopts a 'status neutral' approach and drives educational excellence across all schools and settings, regardless of the 'type' or 'status'.

3. Outcomes

All children and young people in Islington deserve to achieve the very best outcomes regardless of their starting point. Our ambition is to eradicate the attainment gap. Within our capacity as 'champion of the learner' we have a duty to support the best possible outcomes for all children and young people in Islington. Our Education Strategy brings together services, schools, and settings to work together to address any barriers to learning. Through the intelligent application of data, a needs-led approach will drive improvement by tailoring support to local priorities.

Appendix G: How we will measure success

To know if we are getting it right for our children and young people, we will need to continually review the evidence of impact.

Information collected through our education outcomes framework will be regularly reviewed by the Education Board to support commissioning, best-practice, and impact measurement across our six immediate priorities.

► Priority one – Fixed Term Exclusions (FTEs)

Success Criteria

Criteria	2021	2024	2027	2030
Reduce the percentage rate of fixed period exclusions - mainstream schools	6.59%	5.0%	3.5%	3.0%
Reduce the percentage rate of fixed period exclusions - primary	1.45%	1.0%	0.8%	0.5%
Reduce the percentage rate of fixed period exclusions - secondary	15.21%	10.0%	8.0%	6.0%
Reduce the percentage rate of fixed period exclusions - Black-Caribbean secondary school pupils	13.26%	8.0%	6.0%	2.0%

► Priority two – Persistent Absence (PA)

Success Criteria

Criteria	2021	2024	2027	2030
Reduce the percentage of mainstream school children who are persistently absent (<90%)	13.2%	11.0%	9.0%	7.5%
Reduce the percentage of primary school children who are persistently absent (<90%)	9.5%	9.0%	8.0%	7.0%
Reduce the percentage of secondary school children who are persistently absent (<90%)	18.8%	16.0%	14.0%	12.0%
Reduce the percentage rate of fixed period exclusions - Black-Caribbean secondary school pupils	13.26%	8.0%	6.0%	2.0%

► Priority three – NEETS (16 and 19)

Success Criteria

Criteria	2021	2024	2027	2030
Increase the percentage of 16 and 17-year-olds (year 11 and 12 leavers) with an offer of a suitable place, by the end of September, to continue in education or training the following year	97.1%	98.0%	98.5%	99.00%

► Priority four – Outcomes for Vulnerable Groups

Success Criteria

Criteria	2022	2024	2027	2030
Increase the percentage of children reading at age 7	71%	75%	82%	90%

Attainment of vulnerable groups in Islington will be above national expectations with similar pupil characteristics. Overtime the gap between the attainment of vulnerable groups is narrowed so there is no significant different compared to the attainment of all pupils at Key Stage 2 and 4

► Immediate Priority five – Free Early Entitlement to Education

Success Criteria

Criteria	2021	2024	2027	2030
Increase Percentage of 2-year-old places taken up by low-income families, children with Special Educational Needs or Disabilities (SEND) or who are looked after	70.0%	72.5%	75.0%	77.0%

► Immediate Priority six – Attainment (KS2 and KS4)

Success Criteria

Criteria	2022	2024	2027	2030
Increase the percentage of mainstream children who achieve combined, reading, writing and maths outcome at the end of Year 6	62%	72%	82%	90%
Increase the percentage of mainstream children who achieve a Level 5+ in English and Maths	53.8%	55%	60%	65%
Increase the percentage of mainstream school children who achieve an Average Point Score (APS) above 4.0 (2019)	4.09	4.50	4.75	5
Increase the Attainment 8 (A8) score for all children (2019)	45.8	47.5	49.0	50.5

Appendix H: Glossary of Terms

ARP – Additionally resourced provision for children with special educational needs which is part of a mainstream school

Attainment 8 – Accountability measure introduced in 2016. This calculates how well each pupil did across 4 elements (or ‘buckets’): English – double weighted and best result of English Language or English Literature; Mathematics – double-weighted; English Baccalaureate (EBacc) – three EBacc GCSEs (best results in science, humanities (history / geography) and languages); and Other – best results in 3 other subjects.

Brexit – British Exit from the European Union: the withdrawal of the United Kingdom from the European Union

CAMHS – Child and adolescent mental health services

DfE – Department for Education: a department of the UK Government responsible for child protection, education (compulsory, further and higher education), apprenticeships and wider skills in England

DSG – Dedicated Schools Grant: is a ring-fenced grant of which the majority is used to fund individual school budgets in maintained schools, academies and free schools

DWP – Department for Work and Pensions: government department responsible for employment and benefits

EBacc – English Baccalaureate: a set of subjects designated by central government as giving a collection of qualifications at GCSE which gives young people wide and flexible career choices. In 2021 this is English language and literature, maths, the sciences, geography or history, a language

EHCP – Education, Health and Care Plan: a document setting out the education, health and social care needs of a child or young person for whom extra support is needed in school

EAL – English as an additional language

ESOL – English as a second or other language

EY – Early Years

EYFS – Early Years Foundation Stage

EU – European Union: an economic and political partnership between 27 countries now excluding the UK following its departure. The EU is the most recent form of European integration, within which the single market allows goods, capital, services and people to move freely across the national borders of the member states.

GCSE – General Certificate of Secondary Education: main qualification at year 11 (age 16)

GLD – Good level of development: as assessed at the end of early years foundation stage

IAG – Information, advice and guidance: to assist in career, training and academic choices and pathways

IT – Information technology

KS1 – Key Stage 1: school years 1 and 2 (infants) (ages 5 to 7)

KS2 – Key Stage 2: school years 3 to 6 (juniors) (ages 8 to 11)

KS3 – Key Stage 3: school years 7 to 9 (ages 12 to 14)

KS4 – Key Stage 4: school years 10 to 11 (ages 15 and 16)

KS5 – Key Stage 5: school years 12 and 13 (sixth form)

LGBTQ – Lesbian, gay, bisexual, transgender and questioning

NEET – Not in employment, education, or training post 16

NHS – National Health Service: Government-funded medical and health care services that everyone living in the UK can use without being asked to pay the full cost of the service.

OECD – Organisation for Economic Cooperation and Development: intergovernmental economic organisation with 38 member countries founded in 1961 to stimulate economic progress and world trade

OFSTED – Office for Standards in Education, Children’s Services and Skills. Inspects services providing education and skills for learners of all ages. It also inspects and regulates services that care for children and young people.

ONS – Office for National Statistics: the UK’s largest independent producer of official statistics, and the recognised national statistical institute of the UK. It is responsible for collecting and publishing statistics related to the economy, population, and society at national, regional, and local levels.

PCPS – Parent and Child Psychological Support Programme is a clinical-based programme to support healthy growth and development of infants with particular focus on parent- child interactions, bonding, attachment, and infant social and emotional development, based on a model developed in Spain

PRU – Pupil referral unit: provision for children excluded from mainstream school or in need of specialist provision because unable to attend school

PVI – Private, voluntary, or independent early years setting

SEMH – Social, emotional, and mental health: a designation for a type of special educational needs setting or an individual young person’s needs

SEND – Special Educational Needs and Disability: terminology used in legislation and in particular the SEND Code of Practice

STEAM – Science, technology, engineering, arts and mathematics: Islington’s partnership with local employers

UCL – University College London is a public research university in London.

UK – United Kingdom: comprising four nations of England, Scotland, Wales and Northern Ireland

UNICEF – United Nations International Children’s Emergency Fund: An international charity

