

NOTICE OF MEETING

CHILDREN AND YOUNG PEOPLE'S SCRUTINY PANEL

**Thursday, 8th March, 2018, 7.00 pm - Civic Centre, High Road,
Wood Green, N22 8LE**

Members: Councillors Kirsten Hearn (Chair), Mark Blake, Sarah Elliott, Toni Mallett, Liz Morris and Reg Rice

Co-optees/Non Voting Members: Luci Davin (Parent Governor representative), Uzma Naseer (Parent Governor Representative) and Yvonne Denny (Church representative)

Quorum: 3

1. **FILMING AT MEETINGS**

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The chair of the meeting has the discretion to terminate or suspend filming or recording, if in his or her opinion continuation of the filming, recording or reporting would disrupt or prejudice the proceedings, infringe the rights of any individual or may lead to the breach of a legal obligation by the Council.

2. **APOLOGIES FOR ABSENCE**

3. **ITEMS OF URGENT BUSINESS**

The Chair will consider the admission of any late items of urgent business (late items will be considered under the agenda item where they appear. New items will be dealt with as noted below).

4. DECLARATIONS OF INTEREST

A member with a disclosable pecuniary interest or a prejudicial interest in a matter who attends a meeting of the authority at which the matter is considered:

- (i) must disclose the interest at the start of the meeting or when the interest becomes apparent, and
- (ii) may not participate in any discussion or vote on the matter and must withdraw from the meeting room.

A member who discloses at a meeting a disclosable pecuniary interest which is not registered in the Register of Members' Interests or the subject of a pending notification must notify the Monitoring Officer of the interest within 28 days of the disclosure.

Disclosable pecuniary interests, personal interests and prejudicial interests are defined at Paragraphs 5-7 and Appendix A of the Members' Code of Conduct.

5. DEPUTATIONS/PETITIONS/PRESENTATIONS/QUESTIONS

To consider any requests received in accordance with Part 4, Section B, Paragraph 29 of the Council's Constitution.

6. MINUTES (PAGES 1 - 4)

To approve the minutes of the meeting of 18 December 2017 (budget).

7. EDUCATIONAL ATTAINMENT AND PERFORMANCE (PAGES 5 - 42)

To report on educational attainment and performance in recent tests and examinations.

8. JOINT TARGETED AREA INSPECTION (JTAI) (PAGES 43 - 64)

To consider the outcome of the recent JTAI and the development of a joint response.

9. INSPECTION OF LOCAL AUTHORITY CHILDREN'S SERVICES (ILACS) FRAMEWORK; (PAGES 65 - 82)

To report on the new ILACS framework for the inspection of local authority Children's Services.

10. REVIEW OF SUPPORT TO REFUGEE CHILDREN

To agree final conclusions and recommendations for the Panel's review on support to refugee children.

11. REVIEW ON RESTORATIVE JUSTICE

To agree final conclusions and recommendations from the Panel's review on restorative justice.

12. WORK PLAN UPDATE (PAGES 83 - 90)

To note the completed workplan for the year and consider any recommendations to the Overview and Scrutiny for future work.

13. REFLECTIONS

To provide feedback on the work undertaken by the Panel since the last borough elections and, in particular;

- What has worked well;
- What was less successful;
- Areas for improvement; and
- Potential areas for Member induction and development.

14. NEW ITEMS OF URGENT BUSINESS

To consider any items admitted at item 3 above.

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Bernie Ryan
Assistant Director – Corporate Governance and Monitoring Officer
River Park House, 225 High Road, Wood Green, N22 8HQ

Wednesday, 28 February 2018

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MINUTES OF THE MEETING OF THE CHILDREN AND YOUNG PEOPLE'S SCRUTINY PANEL HELD ON MONDAY, 18TH DECEMBER, 2017, Times Not Specified

PRESENT:

Councillors: Kirsten Hearn (Chair), Mark Blake, Sarah Elliott, Reg Rice.

Co-optees: Luci Davin and Yvonne Denny

49. FILMING AT MEETINGS

The Chair referred Members present to agenda Item 1 as shown on the agenda in respect of filming at this meeting, and Members noted the information contained therein.

50. APOLOGIES FOR ABSENCE

Apologies for absence were received from Councillors Mallett and Morris, and from Usma Naseer.

51. ITEMS OF URGENT BUSINESS

None.

52. DECLARATIONS OF INTEREST

None.

53. DEPUTATIONS/PETITIONS/PRESENTATIONS/QUESTIONS

None.

54. MINUTES

The minutes of the meeting held on Monday 6 November 2017 were agreed.

55. SCRUTINY OF THE DRAFT 5 YEAR MEDIUM TERM FINANCIAL STRATEGY (2018/19 - 2022/23)

The Chair invited the Cabinet Member and officers to give an overview of the budget proposals for Priority One.

Margaret Denison, interim Director of Children's Services outlined a number of areas where efficiencies were being sought. As an example, referring fewer, more appropriate cases by working closely with the Local Safeguarding Children's Board and better educating staff while maintaining the existing threshold. This would allow more scope for earlier interventions, which were more effective as well as more efficient overall. Examples from elsewhere, including Hertfordshire, were being examined to see how a multidisciplinary approach could be more family friendly, better performing and more cost effective. There was now an opportunity to work with officers and invest in such an approach, and repay the upfront investment over time from the savings generated.

It was noted that the Council faced similar issues to other boroughs in the recruitment and retention of Social Workers, which remained a problem for the Council. Work was underway on improving the proportion of Social Workers that were permanent employees, rather than agency workers, and would continue once the permanent Director of Children's Services took up post.

In response to a question about possible payment-by-results services, the Panel heard that this could be one of a range of options, and there were examples elsewhere, for example in Children and Adolescents' Mental Health Services, where it had worked.

Asked about the £2.8m overspend for the current year, and whether there was a reason the service regularly overspent, the interim Director set out the difficulty in projecting the demand on the service, and that almost all boroughs were overspending on Children's Services, according to responses to a London Councils survey. To help better prepare for the future and manage risk, she hoped to be able to predict the cost associated with different interventions required, and then model overall costs depending on the demands anticipated. The Panel agreed that the consideration of forecasting and possible zero-based budgeting may be a good scrutiny review for the future, which was welcomed by the interim Director.

Asked about whether the problems of unpredictable demand was exacerbated by austerity, the interim Director set out that the drivers of demand – the failure for parents to meeting children's needs, childhood trauma arising from bereavement or domestic problems, and adult substance abuse or mental health – had certainly not improved in the recent past. The Panel discussed that some of these drivers would have worsened over recent years, and that some Authorities, such as Newham, had taken action in areas indirectly related to Children's Services to help the demand on the service. It was agreed that this would be an interesting area for a future scrutiny project.

Considering the budget proposals titled New Models of Care, the Panel noted that there had been some preparatory work in developing new models, and they were now at the stage of implementation. This included greater internal collaborative work, and the recent Joint Inspection had helped reinforce the message that collaboration was required to deliver a quality service.

In relation to the proposals entitled Early Help and Targeted Intervention and Family Group Conferencing, the Panel welcomed the learning within the service that would

enable children being united with families sooner and a child-centred approach, which would also be more cost effective.

In relation to Family Based Placements, the Panel discussed the contact arrangements for children that had been placed with families outside the borough.

In relation to Care Leavers: Semi-Independent Living, the Panel noted that there was a review of payments made, as part of the redesign of care leavers' support.

In relation to Adoption and Special Guardianship Order Payments, the panel noted the proposals and the application of the refreshed policy.

AGREED

1. There should be a scrutiny project by the relevant scrutiny panel into the effect of poverty and austerity on child protection, including the cost implications
2. The Panel welcome the strategic approach of making investments in the service to realise future savings
3. The Panel welcome the pragmatic approach of bringing services in house, such as the Independent Reviewing Officers, allowing greater control on cost
4. The Panel note there is a continuing interest in seeking partnership arrangements, and agree that should be on a pragmatic basis
5. The Panel welcome efforts to intervene earlier in supporting at-risk children, which may reduce longer term costs
6. The Panel welcome the efforts to chart and manage risk and would want to see this continue
7. The Panel welcome efforts to model risk and forecast potential costs by identifying potential costs of different children-related activity and estimating likely uptake
8. The Panel recommend there be meaningful consultation with staff, users and communities to ensure services are delivered effectively, including where savings are required. The relevant panel should look at models of co-production in the next administration.

56. WORK PROGRAMME UPDATE

The Panel discussed the Committee's work programme.

Yvonne Denny requested that there be questions to the Cabinet Member at a future meeting on how the needs of children with Special Educational Needs were being met, given the challenges posed by budget reductions, for example in transport. The Cabinet Member confirmed the appropriate officer would accompany her to the March meeting.

The panel asked that the Scrutiny Officer give an update on the proposed date for the scrutiny work on restorative justice.

The Chair suggested that the Panel's March meeting include a review of its work over the past four years.

Following a Panel Member's request that the Borough Commander attend a future meeting, the Chair suggested that interested members should attend the Environment and Community Safety Scrutiny Panel's session with the Borough Commander.

NOTED.

57. NEW ITEMS OF URGENT BUSINESS

None.

58. DATES OF FUTURE MEETINGS

Noted.

CHAIR: Councillor Kirsten Hearn

Signed by Chair

Date

Report for: CYPS Overview and Scrutiny Panel
8 March 2018

Item number:

Title: Report on 2017 Test and Examination Results

Report authorised by :  Margaret Dennison, Interim Director, Children's Services

Lead Officer: Jane Blakey: Head of School Effectiveness,
020 8489 5053, jane.blakey@haringey.gov.uk

Ward(s) affected: All

**Report for Key/
Non Key Decision: Information**

1. Describe the issue under consideration

This report is in response to the Overview and Scrutiny members' request for an overview of test and examination results in 2017. It provides information about the key outcomes at the end of each phase: Early Years, Key Stages 1, 2, 4 and Post 16 and provides Haringey's performance against other local authorities.

2. Recommendations

To note the analyses of the results set out in the summary reports: Appendix 2 is a version without data charts and Appendix 1 includes data charts.

3. Background information

The analyses and reporting of Haringey results is an annual publication, prepared in the latter half of the autumn term when results can start to be compared with national data. It is regularly updated as validated results are received from the Department for Education (DFE), with a final version in March 2018 when the final data sets are confirmed. Currently, the KS4 data is unvalidated and the comparison against national and London figures is likely to change for the better (as evidenced by outcomes in all previous years).

4. Contribution to strategic outcomes

Priority 1: Best Start in Life

5. Use of Appendices

Appendix 1: summary overview

Appendix 2: detailed analysis

6. Local Government (Access to Information) Act 1985

Not applicable

Appendix 1: 2017 Test and Examination Results Summary Overview

The glossary in the appendix provides information about national measures at each key stage

Haringey's Context

Levels of deprivation

The 2015 Indices of Multiple Deprivation (IMD) reveal that Haringey ranks as one of the most deprived in the country with pockets of extreme deprivation in the east. Haringey is the 30th most deprived borough in England and the 6th most deprived in London. This is a reduction in levels of deprivation from the 2010 rankings where Haringey was ranked 4th in London and 13th in England.

The January 2017 school census shows that 16% of Haringey primary school pupils receive Free school meals compared to 14% nationally. This increases to 23% in Haringey secondary schools compared to 13% nationally.

School population by Pupil Group

'White Other' pupils form the greatest proportion of Haringey pupils at 28%, higher than 'White British' at 20%. 'Black African' pupils are the third highest at 16% and 'Black Caribbean' fourth at 7%.

56% of pupils in Haringey have English as an Additional Language, compared to 50% in London and 21% nationally. Schools' census data shows that the vast majority of 'Other White' pupils in Haringey have English as an Additional Language (87%).

17% of pupils in Haringey secondary schools are SEND (have a Special Educational Need or Disability) compared to 12% nationally. 14% of pupils are SEND in Haringey primary schools compared to 13.5% nationally.

There is a higher proportion of pupils with SEND needs (including with an Educational Health Care (EHC) plan or statement) in the Black and Mixed White and Black Groups than the White Other and White British groups with almost double the proportion of SEND in the Black Caribbean group compared to White British.

Haringey data shows that the proportion of KS4 SEND pupils in Haringey has declined from 35% in 2013 to 22% in 2017 (14% nationally).

Haringey 2017 Executive Summary of Strengths and Improvement

Almost every attainment and progress measure in all phases from Early Years to Key Stage 5 (KS5) is now at or above national figures, with most measures above and closing gaps on London averages (where they exist). Most show the best results to date and achievement of Disadvantaged pupils is a key strength. At Key Stages 2 and 4, Disadvantaged Pupils' progress is line with or above the national average for Non-Disadvantaged, a key feature of outstanding in Ofsted criteria.

There has been improvement in reading standards at Key Stage 1 and Key Stage 2, including for Black Minority Ethnic (BME) pupils, both of which are areas of focus for Schools and Learning.

There are no schools in Haringey that met the 'Coasting Schools' criteria (criteria which suggest a school requires some improvement) and no schools below floor standards (a threshold that suggests a school may be inadequate).

Early Years (Reception year, age 4-5)

- **Early Years:** Haringey's Good Level of Development (GLD) outcome is above the national average, including for all groups when compared against the same group nationally. Disadvantaged Pupil outcomes are in line with the Non Disadvantaged national average (a feature of outstanding in Ofsted criteria).

Key Stages 1 and 2 (year groups 1 to 6)

- **Phonics:** Haringey's phonic test average is now just 1% below the London average and most groups attained above the national average for the same group.
- **KS1:** outcomes at the Expected Standard and the higher Greater Depth standard are now above national averages in all subjects and across all pupil groups, including Reading. Reading at the Greater Depth standard is also above London figures. All but two pupil groups performed better in Haringey than the equivalent group, including Disadvantaged Pupils.
- **KS2 attainment:** all subjects are in line with or above national averages at both Expected and Greater Depth standards. At the Greater Depth standard, Reading, Writing and Maths (RWM) combined and Reading and Writing separately are above London figures. All groups attained above the same group nationally.
- When comparing deprivation rankings against performance rankings for the 33 London boroughs, Haringey is 9th out of 33 for KS2 RWM attainment but is the 6th most deprived borough in London. If Haringey performed only in line with its deprivation rank it would be ranked 27th.
- **KS2 Progress** outcomes are above the national average in each subject with Reading and Writing above London figures and showing improvement in borough rankings. Haringey is ranked in 12th position for Progress in Reading, 4th for Writing and 20th for Maths. Rankings show significant improvement for Reading (an area of team focus) up from 19th in 2016.
- **KS2 Progress outcomes** for the large majority of groups are above national averages for the same group. Progress for Disadvantaged Pupils exceeds the national Non-Disadvantaged in Writing and Maths, a feature of outstanding.

Key Stage 4 (year groups 10 and 11)

- **KS4 Attainment 8** outcome is currently in line with national figures despite the increased level of challenge and most groups are above national, particularly Disadvantaged Pupils. The Attainment 8 result is likely to rise above the national average when newly arrived English as an Additional Language (EAL) pupils are disappplied from figures (those that have arrived within 2 years of a national test can be disappplied from attainment figures).
- **KS4 Science, Technology, Engineering and Maths (STEM)** outcomes are almost all above national averages and there is evidence of an increase in uptake of pupils taking triple science.
- **KS4 Progress 8** outcome (the key measure in Ofsted inspections) is significantly above national and London averages with most groups well above national.
- **Progress 8 for Disadvantaged pupils** is in line with national Non-Disadvantaged PUPils, a feature of outstanding

Key Stage 5 (year groups 12 +13)

- **At KS5,** A level attainment remains above the national average despite increases in the level of challenge, with Haringey ranked 30th in the country.

- There has been an increase in the number of pupils going to university, including Russell Group, closing the gap against London figures.
- 98.7% of Haringey primary and secondary schools are Good or Outstanding, compared to 94% in London and 89% nationally. 100% of our Post 16 schools and colleges are good or outstanding.
- There has been a 2% increase in outstanding schools from 2012.

Priority Areas for Improvement

- Further increase the percentage of schools that are outstanding; 24% of Haringey schools are Outstanding which is lower than London (30%) but higher than nationally (20%).
- Narrow attainment gaps across phases for Turkish, BME (particularly Black Caribbean Pupil) and EAL, particularly in Reading and continue to narrow gaps for Disadvantaged pupils.
- Improve standards for pupils taking vocational courses at KS5.

Early Years (Reception year, age 4-5)

- Improve **Early Years** outcomes for Turkish and SEND pupils.

Key Stages 1 and 2 (year groups 1 to 6)

- Improve **Y1 Phonics** outcomes for Turkish pupils and narrow gaps for Black Caribbean and White Other.
- **At KS1**, continue to reduce gaps between Disadvantaged compared to Non Disadvantaged, improve outcomes for Turkish pupils across all subjects and for Black Caribbean in Maths.
- **At KS2 Expected Standard**, narrow gaps against London across subjects and narrow attainment gaps against national for Disadvantaged, BME and Turkish, particularly in Reading but also in Maths.
- **At KS2 Greater Depth Standard**, bring Maths in line with London figures (just -2%)

Key Stage 4 (year groups 10 and 11)

- Increase girls' uptake of **triple science at KS4** and continue to address the recommendations of Haringey's STEM Commission report.
- **At KS4**, narrow attainment gaps for Disadvantaged, EAL, BME and Turkish pupils.

Key Stage 5 (year groups 12+13)

- **At KS5**, improve standards for pupils taking vocational courses (Applied General and Tech level) and continue to reduce the number of pupils not in employment, education or training.
- Continue to improve the quality of **careers advice and guidance** and collaboration between centres to ensure a robust post 16 offer in Haringey that meets the needs of all pupils.

Detailed Analysis**Early Years Foundation Stage**

Children are deemed to have reached the national standard, '**Good Level of Development (GLD)**' if they achieve at least the expected level in the prime areas of learning (personal, social and emotional development; physical development; communication and language) and in the specific areas of mathematics and literacy.

% of children achieving a good level of development (GLD)

	2011	2012	2013	2014	2015	2016	2017
Haringey	54	56	50	61	67	72	74
London	60	64	53	62	68	71	73
National	59	64	52	60	66	69	71

The 2017 results show the percentage of children attaining GLD is 74% in Haringey, 71% in England and 73% in London. This is the second consecutive year that results for Haringey are higher than London (+1%) as well as being 3% higher than National and the best outcome to date.

GLD by Pupil Group

2017 GLD %	All	Boys	Girls	Disadv	Non Disadv	SEN	EAL	White British	White Other	Black Caribbean	Black African	Turkish
Haringey	74	69	79	70	76	32	70	85	67	74	76	56
National	71	64	78	56	73	23	63	73	64	68	70	NA

- 74% of pupils attained GLD in Haringey overall.
- All Haringey pupil groups are above their national groups.
- Haringey disadvantaged pupils perform almost in line with national non-disadvantaged (just 3% below)
- There is a large attainment gap for Turkish and SEN Pupils compared to other Haringey groups. However for Turkish pupils, the underperformance is due to early stages of English.

Phonics Test Outcome (year 1)**% of children achieving phonics level**

	2012	2013	2014	2015	2016	2017
Haringey	56	67	74	76	82	83
London	60	72	77	80	83	84
England	58	69	74	77	81	81

- In 2017, 83% of Haringey pupils passed the phonics test which is 2% above the national figure and 1% below the London figure. This is the best Haringey result to date and is above national for the second consecutive year.

Phonics by Pupil Group

2017 Year 1 Phonics %	All	Boys	Girls	Disadv	Non – Disadv Other	SEN	EAL	White British	White Other	Black Caribbean	Black African	Turkish
Haringey	83	81	85	77	84	60	81	88	77	79	83	69
National	81	78	85	68	83	47	81	81	79	79	84	NA

- Groups that exceeded their national average are Boys, Disadvantaged, Not Disadvantaged, SEND and White British.
- Groups in line with the national average are Girls, English as an Additional Language (EAL), Black Caribbean and Black African (just 1% below).

Areas for Development:

- Improve standards for Turkish pupils
- Narrow gaps for Black Caribbean and White Other

Key Stage 1 Attainment

The new measures report the percentage of pupils achieving the Expected Standard (EXS), and the percentage of pupils achieving the Greater Depth Standard (GD).

KS1 Expected Standard+	Reading	Writing	Maths	Science
Haringey	79	74	79	84
London	78	72	78	84
London Top Quartile	80	74	80	86
National	76	68	75	83
KS1 Greater Depth (the higher standard)	Reading	Writing	Maths	
Haringey	30	20	26	
London	27	18	24	
London Top Quartile	29	20	26	
National	25	16	21	

- At both EXS and GD:
 - All subject areas are above national average including Reading which was a key area of focus in 2014.
 - All subject results are above or equal to the London average. Reading at GD exceeded the London top quartile, with Writing at both EXS and GD in line and Maths GD in line.
- Haringey's 2017 KS1 figures bettered the 2016 figures in all subjects except Writing which was the same as 2016. The gap between Haringey and National has narrowed in all subjects from the gap in 2016.

Key stage 1 attainment by pupil group

Reading EXS + 2017	All	Boys	Girls	Disadvantaged	Non-Disadv	SEN	EAL	White British	Black Caribbean	Black African	Other White	Turkish
Haringey	79	74	84	73	81	39	75	87	78	80	72	61
National	76	71	80	63	79	30	72	76	75	78	69	63

Writing EXS + 2017	All	Boys	Girls	Disadvantaged	Non-Disadv	SEN	EAL	White British	Black Caribbean	Black African	Other White	Turkish
Haringey	74	67	82	67	76	30	72	82	70	77	68	59
National	68	62	75	54	72	21	67	68	67	72	64	56

Maths EXS +	All	Boys	Girls	Disadvantaged	Non-Disadv	SEN	EAL	White British	Black Caribbean	Black African	Other White	Turkish
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2017									n			
Haringey	78	77	80	71	81	41	77	86	69	78	71	62
National	75	74	76	62	78	32	74	75	69	76	74	66

KS1 Key Strengths:

- All pupil groups performed better in Haringey than the equivalent group nationally, apart from White Other in Maths and Turkish in Reading and Maths.
- The largest positive gap against the national figure is for Disadvantaged Pupils where 10% more pupils achieved the Expected Standard in Reading, 13% more in Writing and 9% more in Maths.

KS1 Key Areas for Development:

- To further narrow the gap between Haringey Disadvantaged pupils and national Non-Disadvantaged pupils in all subjects.
- To narrow the gap between Turkish pupils and Haringey average for 'all' pupils in all subjects.
- To narrow the gap between Black Caribbean pupils and Haringey 'all' pupils in Maths.

Key Stage 2

The main measures used in Key Stage 2 are:

- The average progress score in each of Reading, Writing and Maths
- The percentage of pupils achieving the Expected Standard (EXS) in Reading; Grammar, Punctuation and Spelling (GPS) ; Maths.
- The percentage of pupils achieving the Greater Depth Standard (GD) in Reading; Grammar, Punctuation and Spelling; Maths.

Progress is the main area of focus for Ofsted when they inspect schools.

KS2 Attainment at the Expected Standard

KS2 Expected Standard %	Reading Expected	Writing Expected	Grammar Punctuation and Spelling Expected	Maths Expected	Science Expected	RWM combined Expected
Haringey	72	81	81	79	84	65
London	75	81	83	81	85	67
National	72	77	78	75	82	61

- 72% of pupils attained the Expected Standard (EXS) in Reading, equal to the national figure from having dipped below in 2016 and from a trend below previously.
- Haringey has improved faster than the national at EXS and for Reading, Writing, Maths (RWM) combined. Having been level with the national in 2013, Haringey is now 4% above.
- 81% attained EXS in Grammar Punctuation, and Spelling, 81% in Writing and 79% in Maths. These results continue to be higher than the national figures.
- 65% of Haringey pupils attained EXS in combined Reading, Writing and Maths, which is 3% higher than the national figure (62%) and 10% higher than the 2016 figure.
- 84% of Haringey pupils attained EXS in Science at Key Stage 2, 2% higher than the national figure. This is the second time Haringey's percentage has exceeded the national figure.

- None of Haringey's KS2 attainment figures have exceeded London averages but gaps have narrowed in Reading and continue to be 2 percentage points below in the other subjects.
- When comparing deprivation rankings against performance rankings for London boroughs, Haringey is 9th out of 32 for KS2 RWM attainment.

Areas for Development

- Continue to narrow the gaps against London averages across subjects (except GPS which is in line)

Key stage 2 attainment by pupil group

Reading EXS + 2017	All	Boys	Girls	Disadvantaged	Non-Disadv	SEN	EAL	White British	Black Caribbean	Black African	Other White	Turkish
Haringey	72	70	75	64	79	34	66	89	64	68	65	44
National	72	68	75	59	76	33	64	73	65	69	62	54

Writing EXS + 2017	All	Boys	Girls	Disadvantaged	Non-Disadv	SEN	EAL	White British	Black Caribbean	Black African	Other White	Turkish
Haringey	81	76	85	76	85	37	79	88	78	79	76	66
National	76	70	83	65	81	29	74	76	71	78	70	70

Maths EXS + 2017	All	Boys	Girls	Disadvantaged	Non-Disadv	SEN	EAL	White British	Black Caribbean	Black African	Other White	Turkish
Haringey	79	78	79	72	84	39	78	89	70	76	78	68
National	75	75	75	63	80	35	75	74	66	76	73	70

KS2 Key Strengths:

- All pupil groups performed better in Haringey than the equivalent group nationally, apart from Turkish pupils in all subjects and Black Caribbean pupils in Reading.
- The largest positive gap against the national figure is for White British pupils where 16% more pupils achieved the Expected Standard in Reading, 12% more in Writing and 15% more in Maths.

KS2 Key Areas for Development:

- To further narrow the gap between Haringey Disadvantaged pupils and national Non-Disadvantaged pupils in all subjects.
- To narrow the gap between Turkish pupils and Haringey 'all' pupils in all subjects.
- To narrow the gap between Black Caribbean pupils and Haringey 'all' pupils in Reading.

KS2 Science (teacher assessment)

Science EXP	All	Boys	Girls	Disadv	Not Disadv 'Other'	SEN	EAL	White British	Black African	Black Caribbean	Turkish	Other White
Haringey	82.2	80	84	78	85	47	80	92	82	79	69	77
National	81.8	80	84	71	86	42	79	83	82	77	74	77

- A higher percentage of pupils in Haringey reach the Expected Standard in Science compared to nationally.
- Most pupil groups are in line or above their national equivalent

Areas for Development:

- Narrow Science attainment gaps for Turkish pupils

KS2 Attainment at the Greater Depth Standard

KS2 Greater Depth %	Reading Higher	Writing	Grammar Punctuation and Spelling Higher	Maths Higher	RWM combined Higher
Haringey	28	26	38	27	13
London	27	21	40	30	11
National	25	18	31	23	9

- 28% of Haringey pupils attained the Greater Depth (GD) Standard in Reading, above the national average of 25% compared to 2016.
- 26% attained GD in Writing, 8% above the national.
- 38% attained GD in Grammar, Punctuation and Spelling, 7% above national and 12% higher than in 2016.
- 27% attained the GD in Maths, 4% above national and 6% higher than in 2016.
- Combined Reading, Writing and Maths at the higher standard is 2% above London. Gaps are narrowing for Grammar, Punctuation and Spelling.
- Reading and Writing have exceeded the London average.

Attainment Thresholds

- There were no Haringey schools that fell below the Floor standard in 2017 (the threshold that can suggest a school is inadequate).
- There are no Haringey schools that have met the criteria for a 'Coasting School' (which might suggest the school requires improvement).

Areas for Development

- Narrow gaps at the Greater Depth Standard against the London averages in Grammar, Punctuation and Spelling and Maths

KS2 Progress

Progress score	Reading	Writing	Maths
Haringey	+1.2	+2.2	+1.5
London	+0.8	+1.0	+1.6
National	0	0	0

- Haringey pupils make better progress than children with similar starting points nationally in each of Reading, Writing and Maths. Each subject is higher than the national average '0'.
- Compared to the London average, progress rates in Maths are broadly in line (-0.1), above for Reading (+0.4) and well above for Writing by +1.2
- Out of 33 London boroughs, Haringey is ranked in 12th position for progress in Reading, 4th for Writing and 20th for Maths. Rankings show an improvement for Reading (the School Improvement Team's priority area) up from 19th in 2016.

KS2 Progress by Pupil Group

Reading Progress	All	Boys	Girls	Disadv	Not Disadv 'Other'	SEN	EAL	White British	Black African	Black Caribbean	Turkish	Other White
Haringey	1.2	1.1	1.4	0.1	2.2	-0.5	0.8	3.2	0.2	-0.5	-1.3	1.3
National	0	-0.3	0.3	-0.7	0.3	-1.7	0.2	-0.1	0.2	-0.6	-1.0	1.1
Writing Progress	All	Boys	Girls	Disadv	Not Disadv 'Other'	SEN	EAL	White British	Black African	Black Caribbean	Turkish	Other White
Haringey	2.2	1.5	2.9	1.9	2.4	0.2	2.7	2.1	1.6	1.1	2.2	2.8
National	0	-0.8	0.8	-0.4	0.2	-2.7	1.3	-0.4	1.1	-0.3	1.0	1.5
Maths Progress	All	Boys	Girls	Disadv	Not Disadv 'Other'	SEN	EAL	White British	Black African	Black Caribbean	Turkish	Other White
Haringey	1.6	2.3	0.8	0.9	2.0	-0.1	2.3	1.8	1.1	-0.7	1.7	2.6
National	0	0.6	-0.6	-0.6	0.3	-1.8	2.0	-0.5	1.1	-1.1	1.5	2.1

KS2 Progress Key Strengths

- The large majority of groups in Haringey made better progress than the same group nationally in each of Reading, Writing and Maths.
- Disadvantaged Pupils in Haringey outperformed the national Non-Disadvantaged in Writing and Maths.
- Disadvantaged pupils in Haringey improved their Reading progress score from -1.2 in 2016 to +0.1 in 2017, and narrowed the gap between National not disadvantage pupils.

KS2 Progress Key Areas for Development

- Turkish pupils underperform the same group nationally in Reading. Disadvantaged pupils need to further narrow the gap against national Non-Disadvantaged in Reading.

KS4 Context (national changes to qualifications and published measures)

The headline measures which will appear in the performance tables will be:

- Progress 8: progress in 8 subject areas (the main measure used in school inspections).
- Attainment 8: attainment across the same 8 qualifications
- Percentage of pupils achieving the threshold in English and mathematics (currently a grade 4 but to increase to a grade 5 in 2018)
- Percentage of pupils entering the English Baccalaureate (English Baccalaureate subjects include Maths, English, Humanities, modern foreign languages and science)
- Percentage of pupils achieving the English Baccalaureate

The new Attainment 8 score is based on students' attainment measured across eight subjects: English; Mathematics; three other English Baccalaureate (EBacc) subjects (Sciences, Computer Science, Geography, History and Languages); and three further subjects, which can be from the range of EBacc subjects, or can be any other approved, high-value arts, academic, or vocational qualification.

There are changes in the English and Maths curriculum in 2017 which allow grading of 1 – 9. All other subjects will change curriculum in 2018. These subjects are measured as grades A-G and converted to the numerical grade before being aggregated up to the Attainment 8 score. The changes in how Attainment 8 is calculated from 2016 means trend analysis for this measure is not possible.

5+ A*-C including English and Maths is no longer a key measure though it has been reported again this year as 5+ grade 4 or higher including English and Maths which does allow for a trend analysis.

The Progress 8 measure takes account of each individual pupil's progress from KS2 starting points and compares each against national performance from the same starting points. The national average progress score for 'All Pupils' is always zero. A positive score reflects progress rates that are better than the national picture.

The Progress 8 measure is also used to set the national floor standards. In 2017, if a school scores below -0.5 progress overall, then it is considered to be below the floor standard. There were no mainstream schools in Haringey that fell below.

KS4 Attainment Trend (using the old 5+ A*-C including English and Maths measure)

The DfE published results do not yet have disapplied EAL pupils removed, nor do they take account of re-marks. Data for groups does not yet have disapplied EAL pupils removed.

GCSE 5+ A* - C (E&M)	2011	2012	2013	2014	2015	2016	2017 provisional
Haringey schools	57	59	64	59	55	59	59
England (state funded)	58	59	61	57	57	58	61
London	62	62	65	62	61	61	NA

- Nationally 61% of all pupils achieved 5+ A*-C including English and Maths (an increase from 2016). Haringey has remained the same but is expected to increase once disapplied EAL pupils are removed from results.

KS4 Attainment 8

Attainment 8	2017
Haringey	46.0
London	48.6
National	46.1

Changes to how the Attainment 8 measure is calculated means that scores in 2017 cannot be compared to scores in 2016. The Attainment 8 measure will change again in 2018 as the new curriculum for different subjects are assessed.

		All	Boys	Girls	Disadvantaged	Other	SEN	EAL	White British	Black Caribbean	Black African	Other White	Turkish
Attainment 8	Haringey	46.0	44.1	48.2	40.8	51.1	30.3	42.9	56.3	40.4	42.5	43.5	41.4
	National	46.0	43.4	48.7	36.6	49.5	26.9	47.7	45.7	40.2	46.7	46.2	42.7

KS4 Attainment 8 Key Strengths:

- The Attainment 8 score for Haringey disadvantaged pupils is 40.8, much higher than the national disadvantaged score of 36.6.
- Boys outperform the national attainment average as do White British (significantly so)

KS4 Attainment 8 Key Areas for development:

- Black Caribbean pupils have the lowest Attainment 8 score of the ethnic groups with 40.4, followed by Turkish pupils with 41.4, Black African with 42.5 and Other White pupils with 43.5. The Black Caribbean group in Haringey has a higher Attainment 8 score than nationally. The other ethnic groups are between 1% to 4% below the national. It is expected these scores will increase once validated figures are through and the gap will be much less.
- Girls very slightly underperform the national average for girls whereas boys in Haringey exceed boys nationally.

Science, Technology, Engineering and Maths (STEM) subjects

KS4 subjects A*-C 2017	Number of entries	Haringey	National
Science Core	1574	56%	53%
Additional Science	1496	69%	58%
Physics	469	89%	91%
Biology	471	93%	91%
Chemistry	470	92%	90%
Mathematics (9-5)	2100	50%	49%
Mathematics (9-4)	2100	70%	71%
Statistics	46	87%	70%
ICT	139	71%	65%
Computer Studies	288	68%	58%
Design and Technology	423	62%	59%

KS4 STEM Key Strengths:

- Pupils who took STEM subjects performed better in all but two of these subjects compared to the national.

- In Science Core, 56% of Haringey pupils gained A*-C grade compared to 53% nationally, and in Additional Science 69% compared to 58%.
- In the individual sciences 89-93% of pupils who took one of these subjects attained A*-C.
- There has been an improvement in ICT with 71% getting A*-C compared to 60% last year.
- Science, Statistics, ICT and Computer Studies significantly exceed the national.

KS4 STEM Key Areas for development:

	Haringey	National
Triple Science	% of entries	% of entries
All	21.8%	25.1%
Boys	24.4%	25.0%
Girls	19.0%	25.2%

- Nationally there has been an increase in pupils taking Triple Science from 23.9% in 2016 to 25.1% in 2017.
- Haringey boys uptake of Triple Science (24.4%) is slightly below the national figure of 25.0%
- Girls uptake of Triple Science is below the national figure by -6.2%, widening from the 4.3% gap in 2016.

KS4 Progress 8

Progress 8	2017	2016
Haringey	0.30	0.28
London	0.22	0.16
National	0	0

KS4 Progress 8 by Group

		All	Boys	Girls	Disadvantaged	Other	SEN	EAL	White British	Black Caribbean	Black African	Other White	Turkish
Progress 8	Haringey	0.30	0.13	0.49	0.11	0.51	-0.17	0.4	0.34	-0.07	0.29	0.46	0.48
	National	-0.03	-0.24	0.18	-0.41	0.11	-0.59	0.5	-0.14	-0.23	0.38	0.49	0.29

KS4 Progress 8 Key Strengths:

- Overall, Haringey pupils scored 0.30 in progress 8, higher than London (0.22) and national (-0.03). This is also an increase from 2016's score of 0.28.
- All groups of pupils in Haringey, except for Black African Pupils and EAL, outperformed the same group nationally and significantly so.
- Disadvantaged, Black African, SEN and Turkish pupils all improved their progress scores from 2016.

KS4 Progress 8 Key Areas for development:

- Secure outstanding progress rates to narrow attainment gaps for SEND and Black Caribbean pupils. Although both are above national averages for the same group, these are the only groups in Haringey to have a negative progress score.

- Although EAL progress 8 is very strong at 0.4, Attainment 8 for EAL is one of the lowest in the country. Data suggests these are mainly Turkish and also White Eastern European and Black Somali pupils. They may be early stage English speakers who make rapid progress but are not able to perform favourably against nationally Attainment due to insufficient time in the country.
- Proficiency levels for EAL have only recently been reintroduced so it is not possible to confirm this. Turkish attainment in Haringey is broadly in line with the National. The number of Turkish pupils in Haringey compared to other London boroughs.

Provisional results for Post 16 level 3 Qualifications (A level or equivalent)

GCE/ A level/ Level 3 qualifications

A key measure for post 16 is the new average point score per entry. Average point score per student is no longer reported.

	National	Haringey	London
Level 3 (Vocational and A level)	32.12 C+	31.56 C	32.05 C
A level	30.85 C	32.07 C+ 11 th in London	31.16 C
Academic	31.04 C	32.18 C+	31.28 C
Tech Level	32.23 Dist-	29.18 Merit+	32.77 Dist-
Applied General	35.61 Dist	31.03 Dist-	34.34 Dist

Level 3 results (A level or equivalent) in Haringey improved between 2013 and 2015 and increased considerably in 2016. The A level average point score (APS) of 32.07 in 2017 remains similar to 2016 and is still above the national figure of 30.85. However, Applied General Average Point Score has fallen from 32.72 in 2016 to 31.03. This has impacted on the overall Level 3 score which has dropped from 32.0 in 2016 to 31.56 in 2017 and is now below the national average.

DFE figures show there were 1190 level 3 students in Haringey establishments in 2017: 785 A level students, 188 Tech level and 406 Applied General students.

A levels

Haringey's A level Average Point Score of 32.32 ranks 30th nationally, in the top quartile. The Vocational qualifications split into Tech level and Applied General were ranked 136th and 145th nationally (out of 150 local authorities), in the bottom quartile. These are a fall in 2016's rankings of 19th, 128th and 119th respectively.

Haringey saw strong performance in average attainment (Average point score and average grade) maintained across the borough from 2016. The majority of our settings managed to improve their score from 2016 despite warnings of a drop in outcomes due to the 'harder' new linear A levels.

TECH Level (L3 Technical Qualifications)

Outcomes for BTEC Level 3 Technical were disappointing with an average of Merit+ compared with Distinction – nationally. Analysis of performance suggests that an improvement is required for the limited number of courses on offer at the small number of Haringey establishments.

The introduction of the BTEC Level 3 RQF qualification with its externally assessed element is a challenge to improving attainment. Early indications are that learners are failing the exam in large numbers or at best achieving the lowest "Pass grade" which limits a pupils' overall score. This is a national concern and one that the exam boards are aware of and indeed University admission departments.

STEM

There were 3464 entries at level 3 in Haringey of which 2721 were for STEM subjects (includes AS level, AS level and other level 3 entries). This is 78.6% of all level 3 entries in Haringey compared to 59.2% nationally.

Destinations

There has been an increase in proportion of 18 years going to university in Haringey. According to the latest data by Parliamentary Constituency:

- Hornsey and Wood green 18 year olds 45.6% in 2017, up from 43.5% in 2016.
- Tottenham 18 year olds 27.3% in 2017, up from 26.2% in 2016.

Other destinations

- Nationally 89% of post 16 students stay in Education or go on to Employment (66% in remain in education and 23% go to employment).
- Haringey have 84%, with 71% staying in Education and 13% in Employment. There is a high percentage of unknowns (5%) and not sustained (11%) in Haringey.

Higher Education

Recent Department for Education (DfE) data shows a two year rise in Higher Education (HE) and Russell group entries with Haringey closing the gap on London for both HE and Russell Group. Haringey is above national for HE and is now level with London for Russell Group entry.

Haringey had the highest increase in the percentage of pupils going to HE (+7%) and Russell Group (+3%) from the previous year.

All Higher Education	2013-14	2014-15	2015-16	2016-17	Russell Group	2013-14	2014-15	2015-16	2016-17
Haringey	52%	53% (+1)	60% (+7)		Haringey	8%	11% (+3%)	14% (+3)	
NA	48%	48% (0)	51% (+3)		NA	11%	11% (0)	12% (+1)	
Inner London	55%	57% (+2)	61% (+4)		Inner London	9%	10% (+1)	12% (+2)	
Outer London	57%	58% (+1)	60% (+2)		Outer London	14%	14% (0)	15% (+1)	
London	58%	58% (0)	61% (+3)		London	10%	12% (+2%)	14% (+2)	

Apprenticeships

The number of apprenticeship starts for people under 19 has increased to 220 in 2016. This is the biggest year on year increase to date.

Number of under 19 Apprenticeship starts	2012	2013	2014	2015	2016
Haringey	200	150	140	180	220

September Guarantee (this requires local authorities to find education and training places for 16-17 year-olds)

The September Guarantee offer of learning to Year 11 and 12 pupils continues to rise but is still behind the national and London averages.

September Guarantee (offers of learning)	2012	2013	2014	2015	2016
Haringey	41.2%	60.3%	74.4%	85%	88%
National Average	92%	92%	92.5%	94.6%	94.5%
London Average	92%	91%	94%	95%	95.3%

16-18 Participation in Education or training (March).

The participation of 16-18 year olds in education and training has risen for the last four years and is now at the national average. Although behind the London average the gap closed in 2016.

%	2013	2014	2015	2016
Haringey	78.5	80.9	81.3	83.8
National Average	81.1	82.4	83.2	83.9
London Average	84.1	85	86.4	86.6

Elective Home Education (EHE)

There are 224 open cases on Mosaic. Of these:

- 7 Asian
- 43 Black
- 8 Irish Travellers
- 59 White
- 8 Mixed White and Black

There are 10 Children with SEND, although the actual figure is likely to be lower as some cases have been closed but are still recorded as open on Mosaic.

There is no requirement for EHE pupils to be entered for national tests and Haringey does not have access to an EHE pupil's outcomes where taken. We are currently developing a methodology for recording and reporting where pupils are entered for national tests.

Children missing education

The Education Welfare Service (EWS) is responsible for missing children referrals in relation to children registered at schools to investigate breaches of sections 444(1) and 444(1A) of the Education Act 1996:

- i) Section 444(1) – states that if a child of compulsory school age who is a registered pupil at a school fails to attend regularly at the school
- ii) Section 444(1A) - the parent knows that his/her child is failing to attend regularly at the school and fails without reasonable justification to cause him to do so

The Children Missing Education team (CME) is responsible for missing children referrals in relation to children not registered at school and covers sections 436A and 437 of the Education Act 1996:

- i) Section 436A - duty on all local authorities to make arrangements to enable them to establish (so far as it is possible to do) the identities of children residing in their area who are not receiving suitable education by attendance at school or otherwise
- ii) Section 437 - if it appears to the local authority that a child of compulsory school age is not receiving a suitable education, either by regular attendance at school or otherwise, they must begin procedures for issuing a School Attendance Order

Below is data on CME open and closed cases broken down by ethnicity from September 2017. As soon as the child is on roll at school the CME team closes the case and any educational attainment and performance relating to these children would be tracked by the school.

Children missing education open cases	Open cases	Closed cases
Asian / Asian British	0	4
Black / African / Caribbean / Black British	2	8
Mixed / multiple	1	2
Unknown	6	9
Other White	47	69
Total	56	92

Reason for closure	Number of children
In school	52
No trace	10
Located to be in another borough	23
Elected to home educate	7
Grand Total	92

Glossary of Terms

Attainment	This is the standard or level that a child reaches in national tests.
BME	Black and Minority ethnic groups
DfE	The Department for Education
Disadvantaged	Pupil who has been on Free School meals in the past 6 years or is a Looked after child
EAL	English as an additional language
EBACC	English Baccalaureate subjects include Maths, English, Humanities, modern foreign languages and science
Expected standard (KS1 and KS2)	Working at the national expected standard for the end of each key stage
EYFSP	Early Years Foundation Stage profile – nursery and reception
GLD (Early Years)	Good level of development – if a child achieves well across all of the learning areas in EYFSP, then they will have achieved GLD.
Greater Depth or Higher depth	The higher standard at KS1 and KS2 (roughly top 25% nationally)
KS1	Year 1 and Year 2
KS2	Year 3 to Year 6
KS4 Attainment 8	An overall GCSE score taking the weighted marks of 8 subjects including English, Maths and 3 EBACC subjects
KS4 Progress 8	An average score of how a pupil has progressed in 8 subjects at GCSE compared to pupils with the same starting point at KS2
NEET	Not in Education, Employment or Training
Ofsted	The body that assesses the quality and standards in schools
Phonics Screening Test	A test for children on their phonic ability at the end of year 1
Post 16 Academic level	Academic qualifications include A levels but also other 'level 3' academic qualifications such as International Baccalaureates
Post 16 Applied General	Applied general are qualifications that provide broad study of a vocational area. They are designed to lead to higher education and they include areas such as performing arts, business and health and social care
Post 16 Level 3	Level 3 subjects include A level and many vocational level subjects
Post 16 Tech level	Tech levels are level 3 qualifications for students wishing to develop the specialist skills and knowledge for a technical occupation or industry.
Progress	This is a score showing how much progress a child has made from one key stage to the next. The formulae take account of each pupil's starting point and the national average for other pupils with the same starting point.
Pupil premium	The funding that the DfE give to the school to support disadvantaged children in school.
RWM	Reaching the standard in Reading, Writing and Maths combined
SATS	Test for children at year 6 and teachers assessments for children at year 2
SEND	Special Educational Needs and Disability
STEM	Science, Technology, Engineering and Mathematics subjects
VA	Value added – this is another progress measure that the Government use.

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Appendix 2: 2017 Test and Examination Results Detailed Analysis

Early Years Foundation Stage

Children are deemed to have reached the national standard, 'Good Level of Development' (GLD) if they achieve at least the expected level in the prime areas of learning (personal, social and emotional development; physical development; communication and language) and in the specific areas of mathematics and literacy.

% of children achieving a good level of development (GLD)

	2011	2012	2013	2014	2015	2016	2017
Haringey	54	56	50	61	67	72	74
London	60	64	53	62	68	71	73
National	59	64	52	60	66	69	71

The 2017 results show the percentage of children attaining GLD is 74% in Haringey, 71% in England and 73% in London. This is the second consecutive year that results for Haringey are higher than London (+1%) as well as being 3% higher than National and the best outcome to date.

GLD by Pupil Group

2017 GLD %	All	Boys	Girls	Disadv	Non Disadv	SEN	EAL	White British	White Other	Black Caribbean	Black African	Turkish
Haringey	74	69	79	70	76	32	70	85	67	74	76	56
National	71	64	78	56	73	23	63	73	64	68	70	NA

- 74% of pupils attained GLD in Haringey overall.
- All Haringey pupil groups are above their national groups.
- Haringey disadvantaged pupils perform almost in line with national non-disadvantaged (just 3% below)
- There is a large attainment gap for Turkish and SEN Pupils compared to other Haringey groups. However for Turkish pupils, the underperformance is due to early stages of English.

Phonics Test Outcome (year 1)

% of children achieving phonics level

	2012	2013	2014	2015	2016	2017
Haringey	56	67	74	76	82	83
London	60	72	77	80	83	84
England	58	69	74	77	81	81

- In 2017, 83% of Haringey pupils passed the phonics test which is 2% above the national figure and 1% below the London figure. This is the best Haringey result to date and is above national for the second consecutive year.

Phonics by Pupil Group

2017 Year 1 Phonics %	All	Boys	Girls	Disadv	Non - Disadv Other	SEN	EAL	White British	White Other	Black Caribbean	Black African	Turkish
Haringey	83	81	85	77	84	60	81	88	77	79	83	69
National	81	78	85	68	83	47	81	81	79	79	84	NA

- Groups that exceeded their national average are Boys, Disadvantaged, Not Disadvantaged, SEND and White British.
- Groups in line with the national average are Girls, English as an Additional Language (EAL), Black Caribbean and Black African (just 1% below).

Areas for Development:

- Improve standards for Turkish pupils
- Narrow gaps for Black Caribbean and White Other

Key Stage 1 Attainment

The new measures report the percentage of pupils achieving the Expected Standard (EXS), and the percentage of pupils achieving the Greater Depth Standard (GD).

KS1 Expected Standard+	Reading	Writing	Maths	Science
Haringey	79	74	79	84
London	78	72	78	84
London Top Quartile	80	74	80	86
National	76	68	75	83
KS1 Greater Depth (the higher standard)	Reading	Writing	Maths	
Haringey	30	20	26	
London	27	18	24	
London Top Quartile	29	20	26	
National	25	16	21	

- At both EXS and GD:
 - All subject areas are above national average including Reading which was a key area of focus in 2014.
 - All subject results are above or equal to the London average. Reading at GD exceeded the London top quartile, with Writing at both EXS and GD in line and Maths GD in line.
- Haringey's 2017 KS1 figures bettered the 2016 figures in all subjects except Writing which was the same as 2016. The gap between Haringey and National has narrowed in all subjects from the gap in 2016.

Key stage 1 attainment by pupil group

Reading EXS + 2017	All	Boys	Girls	Disadvantaged	Non-Disadv	SEN	EAL	White British	Black Caribbean	Black African	Other White	Turkish
Haringey	79	74	84	73	81	39	75	87	78	80	72	61
National	76	71	80	63	79	30	72	76	75	78	69	63

Writing EXS + 2017	All	Boys	Girls	Disadvantaged	Non-Disadv	SEN	EAL	White British	Black Caribbean	Black African	Other White	Turkish
Haringey	74	67	82	67	76	30	72	82	70	77	68	59
National	68	62	75	54	72	21	67	68	67	72	64	56

Maths EXS + 2017	All	Boys	Girls	Disadvantaged	Non-Disadv	SEN	EAL	White British	Black Caribbean	Black African	Other White	Turkish
Haringey	78	77	80	71	81	41	77	86	69	78	71	62
National	75	74	76	62	78	32	74	75	69	76	74	66

KS1 Key Strengths:

- All pupil groups performed better in Haringey than the equivalent group nationally, apart from White Other in Maths and Turkish in Reading and Maths.
- The largest positive gap against the national figure is for Disadvantaged Pupils where 10% more pupils achieved the Expected Standard in Reading, 13% more in Writing and 9% more in Maths.

KS1 Key Areas for Development:

- To further narrow the gap between Haringey Disadvantaged pupils and national Non-Disadvantaged pupils in all subjects.
- To narrow the gap between Turkish pupils and Haringey average for 'all' pupils in all subjects.
- To narrow the gap between Black Caribbean pupils and Haringey 'all' pupils in Maths.

Key Stage 2

The main measures used in Key Stage 2 are:

- (i) The average progress score in each of Reading, Writing and Maths
- (ii) The percentage of pupils achieving the Expected Standard (EXS) in Reading; Grammar, Punctuation and Spelling (GPS) ; Maths.
- (iii) The percentage of pupils achieving the Greater Depth Standard (GD) in Reading; Grammar, Punctuation and Spelling; Maths.

Progress is the main area of focus for Ofsted when they inspect schools.

KS2 Attainment at the Expected Standard

KS2 Expected Standard %	Reading Expected	Writing Expected	Grammar Punctuation and Spelling Expected	Maths Expected	Science Expected	RWM combined Expected
Haringey	72	81	81	79	84	65
London	75	81	83	81	85	67
National	72	77	78	75	82	61

- 72% of pupils attained the Expected Standard (EXS) in Reading, equal to the national figure from having dipped below in 2016 and from a trend below previously.
- Haringey has improved faster than the national at EXS and for Reading, Writing, Maths (RWM) combined. Having been level with the national in 2013, Haringey is now 4% above.
- 81% attained EXS in Grammar Punctuation, and Spelling, 81% in Writing and 79% in Maths. These results continue to be higher than the national figures.
- 65% of Haringey pupils attained EXS in combined Reading, Writing and Maths, which is 3% higher than the national figure (62%) and 10% higher than the 2016 figure.
- 84% of Haringey pupils attained EXS in Science at Key Stage 2, 2% higher than the national figure. This is the second time Haringey's percentage has exceeded the national figure.
- None of Haringey's KS2 attainment figures have exceeded London averages but gaps have narrowed in Reading and continue to be 2 percentage points below in the other subjects.
- When comparing deprivation rankings against performance rankings for London boroughs, Haringey is 9th out of 32 for KS2 RWM attainment.

Areas for Development

- Continue to narrow the gaps against London averages across subjects (except GPS which is in line)

Key stage 2 attainment by pupil group

Reading EXS+ 2017	All	Boys	Girls	Disadvanta ged	Non-Disadv	SEN	EAL	White British	Black Caribbe an	Black African	Other White	Turkish
Haringey	72	70	75	64	79	34	66	89	64	68	65	44
National	72	68	75	59	76	33	64	73	65	69	62	54

Writing EXS+ 2017	All	Boys	Girls	Disadvanta ged	Non-Disadv	SEN	EAL	White British	Black Caribbe an	Black African	Other White	Turkish
Haringey	81	76	85	76	85	37	79	88	78	79	76	66
National	76	70	83	65	81	29	74	76	71	78	70	70

Maths EXS+ 2017	All	Boys	Girls	Disadv antage d	Non- Disadv	SEN	EAL	White British	Black Caribbe an	Black African	Other White	Turkish
Haringey	79	78	79	72	84	39	78	89	70	76	78	68
National	75	75	75	63	80	35	75	74	66	76	73	70

KS2 Key Strengths:

- All pupil groups performed better in Haringey than the equivalent group nationally, apart from Turkish pupils in all subjects and Black Caribbean pupils in Reading.
- The largest positive gap against the national figure is for White British pupils where 16% more pupils achieved the Expected Standard in Reading, 12% more in Writing and 15% more in Maths.

KS2 Key Areas for Development:

- To further narrow the gap between Haringey Disadvantaged pupils and national Non-Disadvantaged pupils in all subjects.
- To narrow the gap between Turkish pupils and Haringey 'all' pupils in all subjects.
- To narrow the gap between Black Caribbean pupils and Haringey 'all' pupils in Reading.

KS2 Science (teacher assessment)

Science EXP	All	Boys	Girls	Disadv	Not Disadv 'Other'	SEN	EAL	White British	Black African	Black Caribbean an	Turkish	Other White
Haringey	82.2	80	84	78	85	47	80	92	82	79	69	77
National	81.8	80	84	71	86	42	79	83	82	77	74	77

- A higher percentage of pupils in Haringey reach the Expected Standard in Science compared to nationally.
- Most pupil groups are in line or above their national equivalent.

Areas for Development:

- Narrow Science attainment gaps for Turkish pupils

KS2 Attainment at the Greater Depth Standard

KS2 Greater Depth %	Reading Higher	Writing	Grammar Punctuation and Spelling Higher	Maths Higher	RWM combined Higher
Haringey	28	26	38	27	13
London	27	21	40	30	11
National	25	18	31	23	9

- 28% of Haringey pupils attained the Greater Depth (GD) Standard in Reading, above the national average of 25% compared to 2016.
- 26% attained GD in Writing, 8% above the national.
- 38% attained GD in Grammar, Punctuation and Spelling, 7% above national and 12% higher than in 2016.
- 27% attained the GD in Maths, 4% above national and 6% higher than in 2016.
- Combined Reading, Writing and Maths at the higher standard is 2% above London. Gaps are narrowing for Grammar, Punctuation and Spelling.
- Reading and Writing have exceeded the London average.

Attainment Thresholds

- There were no Haringey schools that fell below the Floor standard in 2017 (the threshold that can suggest a school is inadequate).
- There are no Haringey schools that have met the criteria for a 'Coasting School' (which might suggest the school requires improvement).

Areas for Development

- Narrow gaps at the Greater Depth Standard against the London averages in Grammar, Punctuation and Spelling and Maths

KS2 Progress

Progress score	Reading	Writing	Maths
Haringey	+1.2	+2.2	+1.5
London	+0.8	+1.0	+1.6
National	0	0	0

- Haringey pupils make better progress than children with similar starting points nationally in each of Reading, Writing and Maths. Each subject is higher than the national average '0'.
- Compared to the London average, progress rates in Maths are broadly in line (-0.1), above for Reading (+0.4) and well above for Writing by +1.2
- Out of 33 London boroughs, Haringey is ranked in 12th position for progress in Reading, 4th for Writing and 20th for Maths. Rankings show an improvement for Reading (the School Improvement Team's priority area) up from 19th in 2016.

KS2 Progress by Pupil Group

Reading Progress	All	Boys	Girls	Disadv	Not Disadv 'Other'	SEN	EAL	White British	Black African	Black Caribbean and	Turkish	Other White
Haringey	1.2	1.1	1.4	0.1	2.2	-0.5	0.8	3.2	0.2	-0.5	-1.3	1.3
National	0	-0.3	0.3	-0.7	0.3	-1.7	0.2	-0.1	0.2	-0.6	-1.0	1.1
Writing Progress	All	Boys	Girls	Disadv	Not Disadv 'Other'	SEN	EAL	White British	Black African	Black Caribbean and	Turkish	Other White
Haringey	2.2	1.5	2.9	1.9	2.4	0.2	2.7	2.1	1.6	1.1	2.2	2.8
National	0	-0.8	0.8	-0.4	0.2	-2.7	1.3	-0.4	1.1	-0.3	1.0	1.5
Maths Progress	All	Boys	Girls	Disadv	Not Disadv 'Other'	SEN	EAL	White British	Black African	Black Caribbean and	Turkish	Other White
Haringey	1.6	2.3	0.8	0.9	2.0	-0.1	2.3	1.8	1.1	-0.7	1.7	2.6
National	0	0.6	-0.6	-0.6	0.3	-1.8	2.0	-0.5	1.1	-1.1	1.5	2.1

KS2 Progress Key Strengths

- The large majority of groups in Haringey made better progress than the same group nationally in each of Reading, Writing and Maths.
- Disadvantaged Pupils in Haringey outperformed the national Non-Disadvantaged in Writing and Maths.
- Disadvantaged pupils in Haringey improved their Reading progress score from -1.2 in 2016 to +0.1 in 2017, and narrowed the gap between National not disadvantage pupils.

KS2 Progress Key Areas for Development

- Turkish pupils underperform the same group nationally in Reading. Disadvantaged pupils need to further narrow the gap against national Non-Disadvantaged in Reading.

KS4 Context (national changes to qualifications and published measures)

The headline measures which will appear in the performance tables will be:

- Progress 8: progress in 8 subject areas (the main measure used in school inspections).
- Attainment 8: attainment across the same 8 qualifications
- Percentage of pupils achieving the threshold in English and mathematics (currently a grade 4 but to increase to a grade 5 in 2018)
- Percentage of pupils entering the English Baccalaureate (English Baccalaureate subjects include Maths, English, Humanities, modern foreign languages and science)
- Percentage of pupils achieving the English Baccalaureate

The new Attainment 8 score is based on students' attainment measured across eight subjects: English; Mathematics; three other English Baccalaureate (EBacc) subjects (Sciences, Computer Science, Geography, History and Languages); and three further subjects, which can be from the range of EBacc subjects, or can be any other approved, high-value arts, academic, or vocational qualification.

There are changes in the English and Maths curriculum in 2017 which allow grading of 1 – 9. All other subjects will change curriculum in 2018. These subjects are measured as grades A-G and converted to the numerical grade before being aggregated up to the Attainment 8 score. The changes in how Attainment 8 is calculated from 2016 means trend analysis for this measure is not possible.

5+ A*-C including English and Maths is no longer a key measure though it has been reported again this year as 5+ grade 4 or higher including English and Maths which does allow for a trend analysis.

The Progress 8 measure takes account of each individual pupil's progress from KS2 starting points and compares each against national performance from the same starting points. The national average progress score for 'All Pupils' is always zero. A positive score reflects progress rates that are better than the national picture.

The Progress 8 measure is also used to set the national floor standards. In 2017, if a school scores below -0.5 progress overall, then it is considered to be below the floor standard. There were no mainstream schools in Haringey that fell below.

KS4 Attainment Trend (using the old 5+ A*-C including English and Maths measure)

The DfE published results do not yet have disapplied EAL pupils removed, nor do they take account of re-marks. Data for groups does not yet have disapplied EAL pupils removed.

GCSE 5+ A* - C (E&M)	2011	2012	2013	2014	2015	2016	2017 provisional
Haringey schools	57	59	64	59	55	59	59
England (state funded)	58	59	61	57	57	58	61
London	62	62	65	62	61	61	NA

- Nationally 61% of all pupils achieved 5+ A*-C including English and Maths (an increase from 2016). Haringey has remained the same but is expected to increase once disapplied EAL pupils are removed from results.

KS4 Attainment 8

Attainment 8	2017
Haringey	46.0
London	48.6
National	46.1

Changes to how the Attainment 8 measure is calculated means that scores in 2017 cannot be compared to scores in 2016. The Attainment 8 measure will change again in 2018 as the new curriculum for different subjects are assessed.

		All	Boys	Girls	Disadvantaged	Other	SEN	EAL	White British	Black Caribbean	Black African	Other White	Turkish
Attainment 8	Haringey	46.0	44.1	48.2	40.8	51.1	30.3	42.9	56.3	40.4	42.5	43.5	41.4
	National	46.0	43.4	48.7	36.6	49.5	26.9	47.7	45.7	40.2	46.7	46.2	42.7

KS4 Attainment 8 Key Strengths:

- The Attainment 8 score for Haringey disadvantaged pupils is 40.8, much higher than the national disadvantaged score of 36.6.
- Boys outperform the national attainment average as do White British (significantly so)

KS4 Attainment 8 Key Areas for development:

- Black Caribbean pupils have the lowest Attainment 8 score of the ethnic groups with 40.4, followed by Turkish pupils with 41.4, Black African with 42.5 and Other White pupils with 43.5. The Black Caribbean group in Haringey has a higher Attainment 8 score than nationally. The other ethnic groups are between 1% to 4% below the national. It is expected these scores will increase once validated figures are through and the gap will be much less.

- Girls very slightly underperform the national average for girls whereas boys in Haringey exceed boys nationally.

Science, Technology, Engineering and Maths (STEM) subjects

KS4 subjects A*-C 2017	Number of entries	Haringey	National
Science Core	1574	56%	53%
Additional Science	1496	69%	58%
Physics	469	89%	91%
Biology	471	93%	91%
Chemistry	470	92%	90%
Mathematics (9-5)	2100	50%	49%
Mathematics (9-4)	2100	70%	71%
Statistics	46	87%	70%
ICT	139	71%	65%
Computer Studies	288	68%	58%
Design and Technology	423	62%	59%

KS4 STEM Key Strengths:

- Pupils who took STEM subjects performed better in all but two of these subjects compared to the national.
- In Science Core, 56% of Haringey pupils gained A*-C grade compared to 53% nationally, and in Additional Science 69% compared to 58%.
- In the individual sciences 89-93% of pupils who took one of these subjects attained A*-C.
- There has been an improvement in ICT with 71% getting A*-C compared to 60% last year.
- Science, Statistics, ICT and Computer Studies significantly exceed the national.

KS4 STEM Key Areas for development:

	Haringey	National
Triple Science	% of entries	% of entries
All	21.8%	25.1%
Boys	24.4%	25.0%
Girls	19.0%	25.2%

- Nationally there has been an increase in pupils taking Triple Science from 23.9% in 2016 to 25.1% in 2017.
- Haringey boys uptake of Triple Science (24.4%) is slightly below the national figure of 25.0%
- Girls uptake of Triple Science is below the national figure by -6.2%, widening from the 4.3% gap in 2016.

KS4 Progress 8

Progress 8	2017	2016
Haringey	0.30	0.28
London	0.22	0.16
National	0	0

KS4 Progress 8 by Group

		All	Boys	Girls	Disadvantaged	Other	SEN	EAL	White British	Black Caribbean	Black African	Other White	Turkish
Progress 8	Haringey	0.30	0.13	0.49	0.11	0.51	-0.17	0.4	0.34	-0.07	0.29	0.46	0.48
	National	-0.03	-0.24	0.18	-0.41	0.11	-0.59	0.5	-0.14	-0.23	0.38	0.49	0.29

KS4 Progress 8 Key Strengths:

- Overall, Haringey pupils scored 0.30 in progress 8, higher than London (0.22) and national (-0.03). This is also an increase from 2016's score of 0.28.
- All groups of pupils in Haringey, except for Black African Pupils and EAL, outperformed the same group nationally and significantly so.
- Disadvantaged, Black African, SEN and Turkish pupils all improved their progress scores from 2016.

KS4 Progress 8 Key Areas for development:

- Secure outstanding progress rates to narrow attainment gaps for SEND and Black Caribbean pupils. Although both are above national averages for the same group, these are the only groups in Haringey to have a negative progress score.
- Although EAL progress 8 is very strong at 0.4, Attainment 8 for EAL is one of the lowest in the country. Data suggests these are mainly Turkish and also White Eastern European and Black Somali pupils. They may be early stage English speakers who make rapid progress but are not able to perform favourably against nationally Attainment due to insufficient time in the country.
- Proficiency levels for EAL have only recently been reintroduced so it is not possible to confirm this. Turkish attainment in Haringey is broadly in line with the National. The number of Turkish pupils in Haringey compared to other London boroughs.

Provisional results for Post 16 level 3 Qualifications (A level or equivalent) **GCE/ A level/ Level 3 qualifications**

A key measure for post 16 is the new average point score per entry. Average point score per student is no longer reported.

	National	Haringey	London
Level 3 (Vocational and A level)	32.12 C+	31.56 C	32.05 C
A level	30.85 C	32.07 C+ 11 th in London	31.16 C
Academic	31.04 C	32.18 C+	31.28 C
Tech Level	32.23 Dist-	29.18 Merit+	32.77 Dist-
Applied General	35.61 Dist	31.03 Dist-	34.34 Dist

Level 3 results (A level or equivalent) in Haringey improved between 2013 and 2015 and increased considerably in 2016. The A level average point score (APS) of 32.07 in 2017 remains similar to 2016 and is still above the national figure of 30.85. However, Applied General Average Point Score has fallen from 32.72 in 2016 to 31.03. This has impacted on the overall Level 3 score which has dropped from 32.0 in 2016 to 31.56 in 2017 and is now below the national average.

DFE figures show there were 1190 level 3 students in Haringey establishments in 2017: 785 A level students, 188 Tech level and 406 Applied General students.

A levels

Haringey's A level Average Point Score of 32.32 ranks 30th nationally, in the top quartile. The Vocational qualifications split into Tech level and Applied General were ranked 136th and 145th nationally (out of 150 local authorities), in the bottom quartile. These are a fall in 2016's rankings of 19th, 128th and 119th respectively.

Haringey saw strong performance in average attainment (Average point score and average grade) maintained across the borough from 2016. The majority of our settings managed to improve their score from 2016 despite warnings of a drop in outcomes due to the 'harder' new linear A levels.

TECH Level (L3 Technical Qualifications)

Outcomes for BTEC Level 3 Technical were disappointing with an average of Merit+ compared with Distinction – nationally. Analysis of performance suggests that an improvement is required for the limited number of courses on offer at the small number of Haringey establishments.

The introduction of the BTEC Level 3 RQF qualification with its externally assessed element is a challenge to improving attainment. Early indications are that learners are failing the exam in large numbers or at best achieving the lowest "Pass grade" which limits a pupils' overall score. This is a national concern and one that the exam boards are aware of and indeed University admission departments.

STEM

There were 3464 entries at level 3 in Haringey of which 2721 were for STEM subjects (includes AS level, AS level and other level 3 entries). This is 78.6% of all level 3 entries in Haringey compared to 59.2% nationally.

Destinations

There has been an increase in proportion of 18 years going to university in Haringey. According to the latest data by Parliamentary Constituency:

- Hornsey and Wood green 18 year olds 45.6% in 2017, up from 43.5% in 2016.
- Tottenham 18 year olds 27.3% in 2017, up from 26.2% in 2016.

Other destinations

- Nationally 89% of post 16 students stay in Education or go on to Employment (66% in remain in education and 23% go to employment).
- Haringey have 84%, with 71% staying in Education and 13% in Employment. There is a high percentage of unknowns (5%) and not sustained (11%) in Haringey.

Higher Education

Recent Department for Education (DfE) data shows a two year rise in Higher Education (HE) and Russell group entries with Haringey closing the gap on London for both HE and Russell Group. Haringey is above national for HE and is now level with London for Russell Group entry.

Haringey had the highest increase in the percentage of pupils going to HE (+7%) and Russell Group (+3%) from the previous year.

All Higher Education	2013-14	2014-15	2015-16	2016-17	Russell Group	2013-14	2014-15	2015-16	2016-17
Haringey	52%	53% (+1)	60% (+7)		Haringey	8%	11% (+3%)	14% (+3)	
NA	48%	48% (0)	51% (+3)		NA	11%	11% (0)	12% (+1)	
Inner London	55%	57% (+2)	61% (+4)		Inner London	9%	10% (+1)	12% (+2)	
Outer London	57%	58% (+1)	60% (+2)		Outer London	14%	14% (0)	15% (+1)	
London	58%	58% (0)	61% (+3)		London	10%	12% (+2%)	14% (+2)	

Apprenticeships

The number of apprenticeship starts for people under 19 has increased to 220 in 2016. This is the biggest year on year increase to date.

Number of under 19 Apprenticeship starts	2012	2013	2014	2015	2016
Haringey	200	150	140	180	220

September Guarantee (this requires local authorities to find education and training places for 16-17 year-olds)

The September Guarantee offer of learning to Year 11 and 12 pupils continues to rise but is still behind the national and London averages.

September Guarantee (offers of learning)	2012	2013	2014	2015	2016
Haringey	41.2%	60.3%	74.4%	85%	88%
National Average	92%	92%	92.5%	94.6%	94.5%
London Average	92%	91%	94%	95%	95.3%

16-18 Participation in Education or training (March).

The participation of 16-18 year olds in education and training has risen for the last four years and is now at the national average. Although behind the London average the gap closed in 2016.

%	2013	2014	2015	2016
Haringey	78.5	80.9	81.3	83.8
National Average	81.1	82.4	83.2	83.9
London Average	84.1	85	86.4	86.6

Elective Home Education (EHE)

There are 224 open cases on Mosaic. Of these:

- 7 Asian
- 43 Black
- 8 Irish Travellers
- 59 White
- 8 Mixed White and Black

There are 10 Children with SEND, although the actual figure is likely to be lower as some cases have been closed but are still recorded as open on Mosaic.

There is no requirement for EHE pupils to be entered for national tests and Haringey does not have access to an EHE pupil's outcomes where taken. We are currently developing a methodology for recording and reporting where pupils are entered for national tests.

Children missing education

The Education Welfare Service (EWS) is responsible for missing children referrals in relation to children registered at schools to investigate breaches of sections 444(1) and 444(1A) of the Education Act 1996:

- i) Section 444(1) – states that if a child of compulsory school age who is a registered pupil at a school fails to attend regularly at the school
- ii) Section 444(1A) - the parent knows that his/her child is failing to attend regularly at the school and fails without reasonable justification to cause him to do so>

The Children Missing Education team (CME) is responsible for missing children referrals in relation to children not registered at school and covers sections 436A and 437 of the Education

Act 1996:

- i) Section 436A - duty on all local authorities to make arrangements to enable them to establish (so far as it is possible to do) the identities of children residing in their area who are not receiving suitable education by attendance at school or otherwise
- ii) Section 437 - if it appears to the local authority that a child of compulsory school age is not receiving a suitable education, either by regular attendance at school or otherwise, they must begin procedures for issuing a School Attendance Order

Below is data on CME open and closed cases broken down by ethnicity from September 2017. As soon as the child is on roll at school the CME team closes the case and any educational attainment and performance relating to these children would be tracked by the school.

Children missing education open cases	Open cases	Closed cases
Asian / Asian British	0	4
Black / African / Caribbean / Black British	2	8
Mixed / multiple	1	2
Unknown	6	9
Other White	47	69
Total	56	92

Reason for closure	Number of children
In school	52
No trace	10
Located to be in another borough	23
Elected to home educate	7
Grand Total	92

Glossary of Terms

Attainment	This is the standard or level that a child reaches in national tests.
BME	Black and Minority ethnic groups
DfE	The Department for Education
Disadvantaged	Pupil who has been on Free School meals in the past 6 years or is a Looked after child
EAL	English as an additional language
EBACC	English Baccalaureate subjects include Maths, English, Humanities, modern foreign languages and science
Expected standard (KS1 and KS2)	Working at the national expected standard for the end of each key stage
EYFSP	Early Years Foundation Stage profile – nursery and reception
GLD (Early Years)	Good level of development – if a child achieves well across all of the learning areas in EYFSP, then they will have achieved GLD.
Greater Depth or Higher Depth	The higher standard at KS1 and KS2 (roughly top 25% nationally)
KS1	Year 1 and Year 2
KS2	Year 3 to Year 6
KS4 Attainment 8	An overall GCSE score taking the weighted marks of 8 subjects including English, Maths and 3 EBACC subjects
KS4 Progress 8	An average score of how a pupil has progressed in 8 subjects at GCSE compared to pupils with the same starting point at KS2
NEET	Not in Education, Employment or Training
Ofsted	The body that assesses the quality and standards in schools
Phonics Screening Test	A test for children on their phonic ability at the end of year 1
Post 16 Academic level	Academic qualifications include A levels but also other 'level 3' academic qualifications such as International Baccalaureates
Post 16 Applied General	Applied general are qualifications that provide broad study of a vocational area. They are designed to lead to higher education and they include areas such as performing arts, business and health and social care
Post 16 Level 3	Level 3 subjects include A level and many vocational level subjects
Post 16 Tech level	Tech levels are level 3 qualifications for students wishing to develop the specialist skills and knowledge for a technical occupation or industry.
Progress	This is a score showing how much progress a child has made from one key stage to the next. The formulae take account of each pupil's starting point and the national average for other pupils with the same starting point.
Pupil premium	The funding that the DfE give to the school to support disadvantaged children in school.
RWM	Reaching the standard in Reading, Writing and Maths combined
SATS	Test for children at year 6 and teachers' assessments for children at year 2
SEND	Special Educational Needs and Disability
STEM	Science, Technology, Engineering and Mathematics subjects
VA	Value added – this is another progress measure that the Government use.

Report for: CYPS Scrutiny Panel: 8 March 2018

Item number:

Title: Joint Targeted Area Inspection (JTAI)

Report

authorised by : Margaret Dennison, Interim Director, Children's Services

Lead Officer: Paul Francis, 020 8489 5484, paul.francis@haringey.gov.uk

Ward(s) affected: All

Report for Key/

Non Key Decision: Non-Key

1. Describe the issue under consideration

To report on the outcome of the recent JTAI and the development of a joint response (action plan) involving partners.

2. Recommendations

That Members receive this update.

3. Background information

A Joint Targeted Area Inspection (JTAI) assesses multi-agency ability to safeguard children in relation to a theme. In December 2017, services operating in Haringey were inspected under the theme of abuse and neglect. This included the Local Authority, Health, Police and Probation and their related inspectorates.

The inspectors have collated their findings into a letter of strengths and areas for improvement, which was published on 30th January 2018. The Director of Children's Services will need to submit an action plan based on the findings of Ofsted, on behalf of the partnership by 11th May 2018.

This report details the JTAI process, findings and next steps.

4. Contribution to strategic outcomes

This report contributes to Priority 1 "Enable every child and young person to have the best start in life, with high quality education". This consists of six objectives. The JTAI directly relates to Objective 6 "all children and young people will be safeguarded from abuse".

5. Use of Appendices

The presentation is attached as Appendix A.

6. Local Government (Access to Information) Act 1985

The background documents used for this report are:

- JTAI Inspection Guidance -
<https://www.gov.uk/government/publications/joint-inspections-of-arrangements-and-services-for-children-in-need-of-help-and-protection>
- JTAI Haringey Letter -
[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/677507/Haringey - Joint targeted area inspection.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/677507/Haringey_-_Joint_targeted_area_inspection.pdf)

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CYPS Scrutiny Panel:
8 March 2018

Joint Targeted Area Inspection (JTAI)

Published Letter of Findings
30th January 2018

What is a JTAI? (1/3)

Joint

- Multi agency inspectors:
 - Police
 - Health
 - Probation
 - Education
 - Social Care
- Each looking from their own perspective to reach a consolidated multi agency view of the local safeguarding response.

What is a JTAI? (2/3)

Targeted

- Government sets themes to be the topic for a JTAI - our theme was “abuse and neglect”.
- Deep dive case sampling evaluated the effectiveness of multi-agency interventions for children between 7 and 15 years old who have experienced neglect.

Area

- Haringey! What impact is the partnership having here?

What is a JTAI? (3/3)

- Strengths based approach
- Constructive multi agency partnership based critique
- Will feed into the next Ofsted inspection “ILACS” later this year
- A positive platform for improving multi agency impact

JTAI - Process

	Stage	Timeline
1.	JTAI notification to DCS	21 st Nov 17
2.	JTAI commenced	21 st Nov – 8 th Dec 17 (4 th - 8 th Dec on site)
3.	Inspectors send letter to partners for a accuracy check	3 rd Jan 18
4.	Submission of accuracy corrections by DCS on behalf of the partnership	16 th Jan 18
5.	Pre-publication letter sent to DCS	26 th Jan 18
6.	Letter published online (Ofsted website)	30 th Jan 18
7.	Deadline for DCS to submit action plan on behalf of the partnership	11 th May 18

Work now underway with partners to develop action plan

Summary

- A Joint Targeted Area Inspection (JTAI) assesses multi-agency ability to safeguard children in relation to a theme.
- In December 2017, services operating in Haringey were inspected under the theme of neglect. This included the Local Authority, Health, Police and Probation. The process involved:
 - Submission of data sets around all of our cohort – CIN, CP, LAC.
 - Submission of key information around the organisation/ governance, strategies and policies and plans for improvement.
 - Identification of 30 cases meeting a strict criteria specified by the inspectors.
 - Joint partnership auditing of 7 cases identified by the inspectors.
 - On site inspection lasting 5 days. This required accommodating 14 inspectors requests for meetings and/or information.
- Feedback was provided from inspectors in KIT (Keeping In Touch) meetings, and through a final feedback meeting. The inspectors have collated their findings into a letter of strengths and areas for improvement, which was published on 30th January 2018.
- The DCS will need to submit an action plan based on the findings to Ofsted, on behalf of the partnership on 11th May 2018.

JTAI Letter - Strengths (1/2)

- Multi-agency representation in the MASH
- Engagement with parents
- Voice of the child in MERLIN reports by the Police
- Partnership working between CSC and Police
- Relationship, engagement and support of schools
- Schools monitoring the wellbeing of children with neglect
- Probation and CRC assessments considering impact of parent's offending on child
- GPs – good professional curiosity and support from Named GPs
- Safeguarding training on neglect across agencies – Police and Health

JTAI Letter - Strengths (2/2)

- Availability of daily performance data to enable management oversight
- Use of audits to develop a good understanding of areas for improvement
- Families spoken to positive about social worker communication and engagement
- Partnership working between CSC and Police
- Positive use of interpreters
- Safeguarding training on neglect across agencies – Police and Health
- “Signs of Safety” – clear model of practice
- Safeguarding practice in community dental service

**Areas in red specific to Local Authority*

JTAI Letter – Improvements (1/3)

- Joint partnership decision making in the MASH
- Understanding and application of thresholds
- Practice at front door
- Consideration of families' historical context
- Voice of the child
- Engagement with parents
- Identification of neglect
- Planning and monitoring
- Cultural competency
- Systems for information sharing
- Performing safeguarding checks at key points of assessment
- Understanding of Early Help across partnership

JTAI Letter – Improvements (2/3)

- LSCB pace of improvement to quicken
- LSCB/ partnership – insufficient strategic leadership or prioritisation
- LSCB monitoring of action plans addressing partners and accountability
- LSCB challenge to partners to ensure timely action
- Reducing over reliance on Children's Social Care
- Potential of MASH (Multi Agency Safeguarding Hub) must be realised
- Partners to be included in decision making
- Ensuring Early Help support to meet the needs of families
- Promoting Health input to safeguarding

JTAI Letter – Improvements (3/3)

- Assessments and use of neglect toolkit
- Outcome focused plans
- Effective supervision retention and recruitment of social workers
- Ensuring children seen in a timely way
- Practice is too variable
- Quality assurance has to be systematic
- Commissioning has to fit need (coherence)
- Parenting programmes have to be sufficient
- Early Help has to be prioritised (currently underdeveloped)
- Families need the right help at the right time (Think Family)

**Areas in red specific to Local Authority*

Next Steps

	Description	Deadline	Owner
1.	JTAI letter published by Ofsted	30 th Jan 18	Ofsted
2.	Action plan template sent to partners to complete response	2 nd Feb 18	DCS
3.	Agree governance arrangements for sign off of action plan	9 th Feb 18	Partnership
4.	Deadline for partners to submit their action plans (need to be quality assured by their agencies prior to this)	March 18	Owner identified in each partner agency
5.	Collate action plans into draft submission	March 18	DCS
6.	Discussion of draft submission	March 18	TBC when governance arrangements agreed
7.	Amendments to submission as required	April 18	TBC when governance arrangements agreed
8.	Final plan approved by partnership	April 18	TBC when governance arrangements agreed
9.	Plan signed off by Lead Member and CE	April 18	DCS
10.	DCS submits JTAI action plan to Ofsted on behalf of the partnership	11 th May 18	DCS

Children and Social Work Act 2017

The Act enshrines in law a series of changes to the social work profession:

- New arrangements for safeguarding across the partnership, abolition of LSCB and replacement with local arrangements
- New powers for the education secretary to set 'improvement standards' for social workers, and introduce assessments for practitioners
- Requirement to provide personal advisors for Care Leavers up to the age of 25 (currently this is 21 and only extends to 25 if in education, employment or training)

LSCB New Arrangement

- Requires LA, CCG and police (referred to as “safeguarding partners”) to make local arrangements for safeguarding and promoting the welfare of children
- Safeguarding partners are jointly responsible
- Greater flexibility and autonomy for partners, including opportunities to join with other boroughs
- Arrangement must be published
- Similar requirements, in different guises, for serious case reviews, child death reviews and independent chairs

ILACS New Framework

- A Local Authority's current Ofsted grade will determine the kind of inspection it has next time, and the contact and support it receives in-between visits:
- JTAI replaces the need for focused visits to identify best practice and areas of support required – this will be the starting point for the ILACS
- Good or better than previous inspection will get a one week short inspection every three years
- Requires improvement to be good will get a two week standard inspection every three years
- Both standard and short inspections will result in judgements on the established four point scale (outstanding, good, requires improvement, inadequate)
- There will be an annual conversation between Ofsted and Local Authorities including requirement to submit self evaluation

Future Model (1/2)

“A clear vision to enable children to access help at an earlier stage and to use resources more effectively”

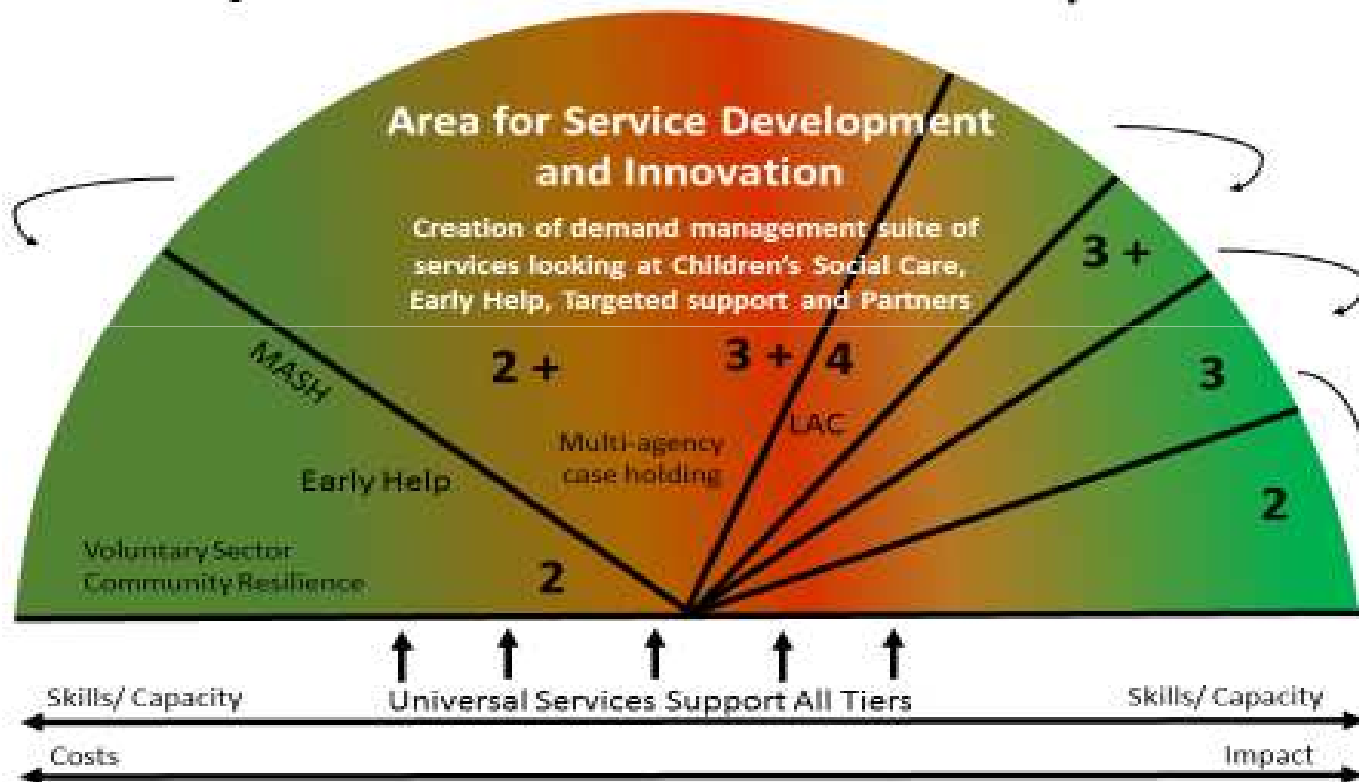
- Revised model designed to ensure children receive the right support at the right time
- This needs to be owned by the whole partnership, to avoid over reliance on children’s social care
- Tier 2 (represented by the green area) is Early Help Services
- MASH (Multi Agency Safeguarding Hub) assesses referrals into statutory social care currently separates out Early Help from Child in Need.

Future Model (2/2)

- The amber zone represents Tiers 2+ to 3+ (children in need including child protection). This is the area which is key to the model and where there is a need for service development and innovation – looking at demand management across the whole safeguarding partnership
- Tier 4 (represented by red area) is looked after children
- Support should be targeted in the amber zone to ensure families are supported and enabled to step down into Tier 2 services
- All service activity should to be governed by the principle of minimum intervention with an overriding priority to ensure safety of children and young people at all times
- Universal services support all areas

Safeguarding is everybody's business (Working Together 2015)

(Multi-agency partners, communities and organisations)



Glossary

- JTAI – Joint Targeted Area Inspection
- CIN – Child in Need
- CP – Child Protection
- LAC – Looked after Child
- KIT – Keeping in Touch
- DCS – Director of Children’s Services
- MASH – Multi-Agency Safeguarding Hub
- CSC – Children’s Social Care
- LSCB – Local Safeguarding Children’s Board
- LA – Local Authority
- CCG – Clinical Commissioning Group
- ILACS – Inspection of Local Authorities

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Report for: CYPS Scrutiny Panel: 8 March 2018

Item number:

Title: Inspection of Local Authority Children's Services (ILACS) Framework

Report authorised by :  **Margaret Dennison, Interim Director, Children's Services**

Lead Officer: **Paul Francis, Interim Programme Manager, 020 8489 5484**
Paul.francis@haringey.gov.uk

Ward(s) affected: All

**Report for Key/
Non Key Decision:** Non-Key

1. Describe the issue under consideration

To report on the new national ILACS Framework implemented by Ofsted with effect from January 2018.

2. Recommendations

That Members receive this update and note the new ILACS Framework against which Haringey Children's Services will be inspected and judged.

3. Background information

- 3.1 This is a new statutory, national inspection framework for local authorities in England, announced 29.11.17, following a period of consultation. A transition phase is in progress, pending full implementation.
- 3.2 ILACS is one of several inspections to which Children's Services, or aspects of these services, are subject to (slide 4 of Appendix A attached). It is the broadest reaching relating to children's social care.
- 3.3 ILACS replaces the previous Single inspection Framework [SIF], with the exception of a transition phase for local authorities judged to be 'Inadequate' at their most recent Ofsted full inspection.
- 3.4 Under SIF, Haringey's last full Children's Services inspection was in July 2014 with the outcome judged as 'Requires Improvement'. As summarised in the attached appendix (slide 7), this places Haringey on Ofsted's Pathway 2.
- 3.5 Ofsted describes ILACS as a change of culture and working relationship with local authorities: 'a system not a framework'; a proportionate and risk based approach; enabling a more flexible response rather than one size fits all;

'catching LAs before they fall'.

3.6 ILACS front cover states:

'These inspections focus on the effectiveness of LA services and arrangements:

- *To help and protect children*
- *The experiences and progress of children in care wherever they live, including those children who return home*
- *The arrangements for permanence for children who are looked after, including adoption*
- *The experiences and progress of care leavers.'*

'In addition, evaluate the effectiveness of leaders and managers and the impact they have on the lives of CYP and the quality of professional practice.'

3.7 Five elements combine to form the ILACS Framework (slide 3 Appendix 1 attached):

a) Activity outside inspection

1. Annual self evaluation [SEF] of social work quality and practice
2. Annual conversation meeting (Framework paras 39 – 48) including social care engagement, plus wider education and early years;
3. Ofsted Local Authority Information System [LAIS] (data and performance system)

b) Inspection and focused visits

4. Inspection (three yearly) with one week's notice and six inspectors: short one week on site; standard two weeks on site (Framework paras 51 – 102)
5. Focused visits (inspection) on potential areas of improvement or strength (Framework paras 10, 105 -111) with one week's notice and two inspectors and two days onsite with two such visits in a three year cycle. One of which could be replaced by a JTAI.

3.8 This means that in a maximum three year cycle Haringey should expect to receive two focused visits, one of which may be a Joint Targeted area Inspection, and a standard length inspection. The exact sequence in which these will be experienced is not prescribed. No more detailed description of possible timings is provided (Framework para 13), so it is not possible to know when Haringey might receive their next inspection or which form that will take.

However, recognising that Haringey has not been inspected since July 2014, an inspection is already overdue.

In view of the recent partnership Joint Targeted Area Inspection in Neglect (December 2017), it is not anticipated that a further JTAI will be notified during 2018.

- 3.9 The annual SEF of Social Work practice is a significant new item, which LAs are requested to share voluntarily with Ofsted (ILACS Framework document paras 33-38). It forms the basis of discussion at the annual engagement meeting, and initial key lines of enquiry for all inspection and focused visits. Ofsted will discuss possible topics for focused visits with the Director of Children's Services at the annual engagement meeting.
- 3.10 Leadership remains a key, consistent theme within ILACS, '*principally through the lens of the impact of leaders on practice with children and families*'.

4. Contribution to strategic outcomes

The Corporate Plan, Building a Stronger Haringey Together, sets out the vision and priorities for the Council over the three years running from 2015 – 2018. The ILACS Framework sets a key external statutory inspection context for the delivery of outcomes in both Priority 1 and Priority 2 of the Plan to give all children the best start in life and empower all adults to live healthy, long and fulfilling lives and also to contribute to the closer integration of health and social care.

Preparations are underway for the new "Borough Plan"

5. Use of Appendices

Appendix A: ILACS powerpoint

6. Local Government (Access to Information) Act 1985

- ILACS Framework, evaluation criteria and inspector guidance for the inspections of local authority children's services [published November 2018, minor updates 09.02.18]
<https://www.gov.uk/government/publications/inspecting-local-authority-childrens-services-from-2018>
- July 2014 London Borough of Haringey Inspection of services for children in need of help and protection, children looked after and care leavers and Review of the effectiveness of the Local Safeguarding Children Board
https://reports.ofsted.gov.uk/sites/default/files/documents/local_authority_reports/haringey/052_Single%20inspection%20of%20LA%20children%27s%20services%20and%20review%20of%20the%20LSCB%20as%20pdf.pdf

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CYPS Scrutiny Panel: 8 March 2018

ILACS: Inspections of Local Authority Children's Services

Introduction

- ☐ What is ILACS?
- ☐ Inspection ongoing Children's wider context
- ☐ Annual SEF on SW quality & practice: impact of leaders
- ☐ Annual Conversation
- ☐ ILACS pathways
- ☐ What are Ofsted looking for?
- ☐ Focused visits - ILACS inspection
- ☐ ILACS view of leadership
- ☐ Inspection evaluation criteria
- ☐ Any Questions?

What is ILACS?

- ❑ January 2018 on for *most* inspections “*a system not a framework*”
- ❑ **effectiveness** of LA services and arrangements for children in need of help and protection in local authorities in England
- ❑ **plus effectiveness of leaders and managers & impact on the lives of CYP and quality of SW practice**
- ❑ 5 elements:
 - **Annual SEF of SW: quality and practice *leaders ‘grip’***
 - **Annual conversation meeting** including social care engagement plus wider education and early years
 - **Ofsted LAIS** (data and performance info system)
 - **Inspection (3 yearly) 6 inspectors: short** (1 week) **OR standard** (2 week): **impact of leaders**
 - **Focused visits 2 inspectors** (inspection) likely 2, **OR JTAI** replaces 1 “*catching LAs before they fall*”
 - ***Inadequate LAs*** – existing monitoring regime & SIF

NOTE: Annex A documents and data lists remain significant.

Inspection ongoing context

Ongoing children's related inspections:

- ❖ **SEND**
- ❖ **Children's Centres**
- ❖ **Early Years providers**
- ❖ **Schools and Colleges** including Alternative Education Provision
- ❖ **Children's Homes** including respite care
- ❖ **Youth Offending Service:** YJB & SQS (system under review Jan 2018)
- ❖ **JTAI of partnership area** 10 p.a.
Topic: intra-familial CSE from Jan 2018
- ❖ and Partners

Annual SEF on SW practice

- ☐ request to share with Ofsted
- ☐ 3 questions to **evidence CSC leaders 'have a grip' and taking suitable action:**
 - **What do you know about the quality and impact of SW practice in your LA?**
 - **How do you know it?** [expected mostly from case audits]
 - **What are your plans for the next 12 months to maintain and improve practice?**
- ☐ set out main themes and learning
- ☐ succinct, focused and evaluative
- ☐ some possible document sources suggested
- ☐ where LA identifies weakness providing Ofsted finds a credible, appropriate action plan, it will be seen as a leadership strength

Annual Conversation (1-2 meetings)

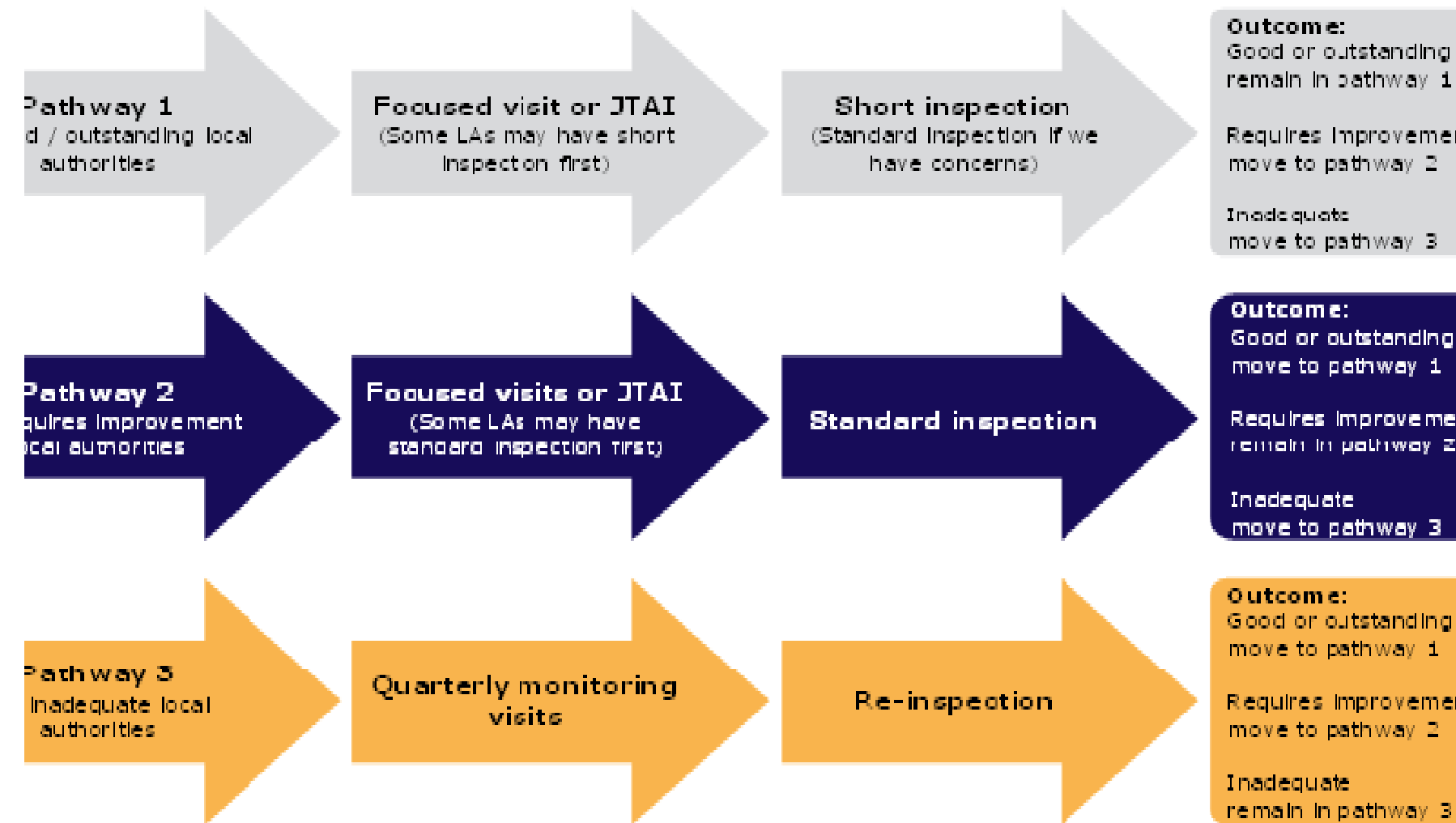
Agenda and date agreed with DCS: Ofsted chairs

- ✓ review of SEF
- ✓ actions from previous inspections
- ✓ reflect on what is happening in LA – current financial, political and professional practice context
- ✓ broader issues affecting CSC delivery e.g. schools and Early Years provision
- ✓ possible scope of future focused visit
- ✓ Approx timing of following year's SEF & annual conversation
- ✓ inform how Ofsted & LA will engage in the future.

DCS decides who is present, each with a 'clear purpose'

Outcome: Letter to DCS: factual summary of discussion;
possible focus of a future focused visit;
any steps agreed by Ofsted or LA.

ILACS pathways



What are Ofsted looking for?

Specified data and documents; initial Key Lines of Enquiry [kloe's]; case based, SW frontline focus; meetings only at Lead Inspector's request; observations; daily KITs.

- ☐ Overall effectiveness (*determined by other 3 judgements*)
- ☐ Experiences and progress of children who need help and protection (*possible individual limiting factor?*)
- ☐ Experiences and progress of children in care and care leavers (*possible individual limiting factor?*)
- ☐ Impact of leaders on SW practice with children and families (*NOT necessarily limited by above*)

Inspection Outcomes: 4 judgement ratings (unchanged)

NOTE: If **Inadequate** after fieldwork, inspectors move LA to monitoring mode (Pathway 3)

Focused visit(s) *ILACS inspections*

- focus on **one or more specific aspects of service, theme or cohort of CYP**, *always* with leadership
- **Notification week:** Ofsted select focus subset(s) of *inspection breadth*; DCS notified of *focus*. Conference call. 1 day to share *focus subset of* child-level Annex A data and LA audit lists in previous 6 mths and share *focus subset of* Annex A docs;
2 days more info about specific cases [*6-12 audited cases selected*]; Agree timetable.
- **Week 1 onsite: 2 inspectors, Tues & Wed**, KLOEs, case and practice focus, with Wed pm feedback; *focus subsets – 6 headings listed*
- **Findings letter:** narrative of strengths and areas for development; ‘unequivocal’ if priority actions; *informs planning of future inspections*

ILACS: 'leadership'

*'...principally through the **lens of the impact of leaders on practice with children and families.**'*

All inspections including focused visits evaluate the effectiveness of:

- ❖ Performance management
- ❖ Management oversight
- ❖ Supervision
- ❖ Quality assurance
- ❖ Continuous professional development of the workforce

Inspection evaluation criteria

Experiences and progress of children who need help and protection:

1. Early help
2. Identifying and responding to children's needs & appropriate thresholds
3. Making good decisions and providing effective help
4. Management oversight of frontline practice
5. Participation and direct work with children & families
6. Identifying and responding to all types of abuse recognising the vulnerability of specific groups

NOTE: Indicative grade descriptors for good provided.

Experiences and progress of children in care and care leavers:

7. Making good decisions for children
8. Participation and direct work with children in care and care leavers
9. Helping and protecting
10. Health
11. Learning and enjoyment
12. Stability and permanence
13. Care leavers and transitions

Impact of leaders on SW practice with children and families

14. Strategic leadership
15. Learning organisation culture
16. Performance management
17. Workforce

Inspection evaluation criteria 2

Both short and standard inspections include

2 days onsite by the social care regulatory inspector

Evaluating the effectiveness of the recruitment, assessment, training and support for foster and adoptive carers against criteria that cover arrangements to secure timely permanence for all children:

evaluate experiences of up to 4 each of foster care and adopter households; speak to foster carers and adopters, staff and managers who support (usually by phone); foster and adoption panel chairs

If part of Regional Adoption Agency - LA responsibility to demonstrate statutory compliance [Haringey's NCL]

1 day offsite and 1 day onsite by the schools HMI

Evaluating the educational progress of children in care and care leavers:

analyse data and information, including on EHE & CME

(presumed to include excluded and alternative provision)

interview VHT onsite (possibly having phoned as well)

evaluate some case studies of specific CYP

may phone schools for further info

Any Questions?

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Report for: Children and Young People's Scrutiny Panel – 8 March 2018

Item number:

Title: Work Programme Update

Report

authorised by : Bernie Ryan, Assistant Director of Corporate Governance

Lead Officer: Robert Mack, Principal Scrutiny Officer, 0208 489 2921,
rob.mack@haringey.gov.uk

Ward(s) affected: All

Report for Key/

Non Key Decision: N/A

1. Describe the issue under consideration

- 1.1 This report gives details of the proposed scrutiny work programme for the remainder of the municipal year.

2. Cabinet Member Introduction

N/A

3. Recommendations

- 3.1 That the Panel note its completed workplan for the year and consider any recommendations to the Overview and Scrutiny for future work.

4. Reasons for decision

- 4.1 The work programme for Overview and Scrutiny was agreed by the Overview and Scrutiny Committee at its meeting on 17 July 2017. Arrangements for implementing the work programme have progressed and the latest plans for the Children and Young People's Scrutiny Panel are outlined in **Appendix A**.

5. Alternative options considered

- 5.1 The Panel could choose not to review its work programme however this could diminish knowledge of the work of Overview and Scrutiny and would fail to keep the full membership updated on any changes to the work programme.

6. Background information

- 6.1 The careful selection and prioritisation of work is essential if the scrutiny function is to be successful, add value and retain credibility. At its first meeting of the municipal year, on 13 June 2017, the Overview and Scrutiny Committee agreed a process for developing the 2017/18 scrutiny work programme.

- 6.2 Following this meeting, a number of activities took place, including various agenda planning meetings, where suggestions, including a number from members of the public, were discussed. From these discussions issues were prioritised and an indicative work programme agreed by the Overview and Scrutiny Committee in late July.
- 6.3 Whilst Scrutiny Panels are non-decision making bodies, i.e. work programmes must be approved by the Overview and Scrutiny Committee, this item gives the Panel an opportunity to oversee and monitor its work programme and to suggest amendments.
- 6.4 The Panel's work for the year is now concluding. It may wish to reflect on the work that has been undertaken and make suggestions on potential future work.

Forward Plan

- 6.5 Since the implementation of the Local Government Act and the introduction of the Council's Forward Plan, scrutiny members have found the Plan to be a useful tool in planning the overview and scrutiny work programme. The Forward Plan is updated each month but sets out key decisions for a 3 month period.
- 6.6 To ensure the information provided to the Panel is up to date, a copy of the most recent Forward Plan can be viewed via the link below:
- <http://www.minutes.haringey.gov.uk/mgListPlans.aspx?RP=110&RD=0&J=1>
- 6.7 The Panel may want to consider the Forward Plan and discuss whether any of these items require further investigation or monitoring via scrutiny.

Recommendations, Actions and Responses

- 6.8 The issue of making, and monitoring, recommendations/actions is an important part of the scrutiny process. A verbal update on actions completed since the last meeting will be provided by the Principal Scrutiny Officer.

Contribution to strategic outcomes

- 6.8 The individual issues included within the work plan were identified following consideration by relevant Members and officers of Priority 1 of the Corporate Plan and the objectives linked. Their selection was specifically based on their potential to contribute to strategic outcomes.

7. Statutory Officers comments (Chief Finance Officer (including procurement), Assistant Director of Corporate Governance, Equalities)

Finance and Procurement

- 7.1 There are no financial implications arising from the recommendations set out in this report. Should any of the work undertaken by Overview and Scrutiny generate recommendations with financial implications then these will be highlighted at that time.

Legal

- 7.2 There are no immediate legal implications arising from this report.
- 7.3 Under Section 21 (6) of the Local Government Act 2000, an Overview and Scrutiny Committee has the power to appoint one or more sub-committees to discharge any of its functions.
- 7.4 In accordance with the Council's Constitution, the approval of the future scrutiny work programme and the appointment of Scrutiny Panels (to assist the scrutiny function) falls within the remit of the Overview and Scrutiny Committee.
- 7.5 Scrutiny Panels are non-decision making bodies and the work programme and any subsequent reports and recommendations that each scrutiny panel produces must be approved by the Overview and Scrutiny Committee. Such reports can then be referred to Cabinet or Council under agreed protocols.

Equality

- 7.6 The Council has a Public Sector Equality Duty under the Equality Act (2010) to have due regard to the need to:
- Eliminate discrimination, harassment and victimisation and any other conduct prohibited under the Act;
 - Advance equality of opportunity between people who share those protected characteristics and people who do not;
 - Foster good relations between people who share those characteristics and people who do not.
- 7.7 The three parts of the duty applies to the following protected characteristics: age; disability; gender reassignment; pregnancy/maternity; race; religion/faith; sex and sexual orientation. In addition, marriage and civil partnership status applies to the first part of the duty.
- 7.8 The Panel should ensure that it addresses these duties by considering them during final scoping, evidence gathering and final reporting. This should include considering and clearly stating: How policy issues impact on different groups within the community, particularly those that share the nine protected characteristics; Whether the impact on particular groups is fair and proportionate; Whether there is equality of access to service and fair representation of all groups within Haringey; Whether any positive opportunities to advance equality of opportunity and/or good relations between people, are being realised.
- 7.9 The Panel should ensure that equalities comments are based on evidence, when possible. Wherever possible this should include demographic and service level data and evidence of residents/service-users views gathered through consultation

8. Use of Appendices

Appendix A – Work Programme

9. Local Government (Access to Information) Act 1985

- 9.1 External web links have been provided in this report. Haringey Council is not responsible for the contents or reliability of linked websites and does not necessarily endorse any views expressed within them. Listings should not be taken as an endorsement of any kind. It is your responsibility to check the terms and conditions of any other web sites you may visit. We cannot guarantee that these links will work all of the time and we have no control over the availability of the linked pages.

Children and Young People's Scrutiny Panel

Work Plan 2017-18

1. Scrutiny review projects; These will be dealt with through a combination of specific evidence gathering meetings that will be arranged as and when required and other activities, such as visits.		
Project	Comments	Priority
Support for Refugee children	<p>The review will consider the support that is available for refugee children arriving in Haringey, including:</p> <ul style="list-style-type: none"> • Support for refugee children in schools as well as for schools themselves; • Trauma and mental health issues; • What happens when refugee children reach the age of 18; • Families with no recourse to public funds; • How refugee children are placed within local authorities; • How expertise and learning is shared; and • Resource implications. 	1.
Restorative Justice	<p>It is proposed that the review focus on the following areas:</p> <ul style="list-style-type: none"> • Current use of restorative justice and how it could be extended; • Best practice examples elsewhere; and • Increasing take up and exposure amongst black and minority ethnic communities and especially young black men. <p>Proposals are currently in the process of being developed by both the Youth Justice Board and the Early</p>	2.

	Help Partnership to extent the use of restorative justice and these are likely to be ready for discussion in December/January. It is therefore proposed that work on this issue be scheduled for later in the year.	
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2. “One-off” Items; These will be dealt with at scheduled meetings of the Panel. The following are suggestions for when particular items may be scheduled.	
Date of meeting	Potential Items
29 June 2017	<ul style="list-style-type: none"> • Cabinet Member Questions; Cllr Weston (Children and Families) and Cllr Ayisi (Communities) • Work Planning. To agree the work plan for the Panel for this year. • Terms of Reference • CAMHS provision for BAME young people and, in particular, those who come into contact with the youth justice system
5 October 2017	<ul style="list-style-type: none"> • Financial Monitoring; To receive an update on the financial performance relating to Corporate Plan Priority 1. • Budget savings - Progress in delivering the savings and their impact upon service delivery. • Update on implementation of the recommendations of the Panel’s review on Disproportionality within the Youth Justice System

6 November 2017	<ul style="list-style-type: none"> • Cabinet Member Questions • Chair of LSCB & Annual Report
18 December 2017	<ul style="list-style-type: none"> • Budget scrutiny
8 March 2018	<ul style="list-style-type: none"> • Educational Attainment and Performance; To report on educational attainment and performance. Data on performance to be broken down into different groups, including children with SEND, as well as by ethnicity, age, household income etc. To also include: <ul style="list-style-type: none"> ➤ Reference to any under achieving groups, particularly in respect of ethnicity, and what is being done to address this; ➤ Pupil exclusions; ➤ Elective home education; and ➤ Children missing from education. • Joint Targeted Area Inspection (JTAI); To report on the outcome of the recent JTAI and the development of a joint response. • Inspection of Local Authority Children's Services (ILACS) Framework; To report on the new ILACS framework. • Review on Support to Refugee Children; To approve the final conclusions and recommendations. • Review on Restorative Justice; To approve the final conclusions and recommendations. • Reflections: To provide feedback on the work undertaken by the Panel since the last borough elections and, in particular;

	<ul style="list-style-type: none"> ➤ What has worked well; ➤ What was less successful; ➤ Areas for improvement; ➤ Potential areas for Member induction and development
--	--

TBA;

- Review into the impact on child protection of poverty and austerity, including cost implications.