

Educational Attainment and other Outcomes in 2022

Joint Strategic Needs Assessment



ISLINGTON



For a more equal future

Key Findings

- Educational attainment in the primary phase compares well to national benchmarks but in 2022 fewer children were achieving at the expected standard or above compared to pre-pandemic outcomes.
- Rates of absence and persistent absence have increased since the pandemic and more parents have chosen to electively home educate their children since 2020.
- Educational attainment in the secondary phase compares well to national benchmarks in 2022 and has improved since the pre-pandemic outcomes in 2019.
- Attainment gaps persist for disadvantaged children and young people and for some of our vulnerable groups at all points of assessment.
- Rates of Year 11 school leavers moving into education, employment or training (EET) remain high.

Educational Attainment in 2022 – Headlines and Priorities

This report provides an overview of educational attainment and outcomes in Islington. We aim to ensure our schools are places where all young people can learn and thrive. We have set out an ambitious Education Plan for 2023 to 2030 and achieving our ambitions requires great teachers and leaders, outstanding schools, and a seamless, high quality experience for young people from early years to adulthood. There is much to celebrate. Islington, along with the rest of London, is leading the country in terms of positive outcomes for many pupils in our schools; and the positive destinations of school leavers into education, employment and training. We are also working robustly to support and challenge school leaders to focus our efforts to address inequalities in outcomes so all children start well and can go on to achieve their potential. As we move beyond the Covid-19 pandemic we must address the challenges arising from the disruption it brought to pupils' teaching and learning, evidenced by lower outcomes in the primary phase in 2022 compared to 2019 and the related increase in the mental health needs of children and staff and the increasing numbers of children with SEND and other vulnerabilities.

Early Years and Primary (Under 4–11)

- Overall outcomes lower in 2022 compared to 2019.
- EYFS and Phonics outcomes were consistent with national but below Inner London in 2022.
- Key Stage 1 outcomes were better than national and were above or in line with Inner London in 2022.
- Key Stage 2 outcomes were better than national in all subjects in 2022 but behind Inner London.

Secondary and Post 16 (aged 12-16+)

- The Attainment 8 Score was higher than national in 2022 and 4.1 points above the pre-pandemic score in 2019.
- Pupils achieved a positive Progress 8 Score, meaning they made more progress from KS 2 than similar pupils nationally.
- 97.3% of Islington Year 11 leavers moved into education, employment or training (EET), with most remaining 'in learning'.

Strategic Priorities

- To improve attendance and reduce persistent absence.
- To become an exclusion-free borough.
- To eliminate all remaining disparities in educational achievement.
- Increase take-up of Islington's Free Early Education Entitlement (FEEE) for two, three and four-year-olds.

Areas for further development

- To close attainment gaps for gender, disadvantage, special needs and other vulnerable groups.
- While vocational A Level performance was good in 2022, we need to improve overall A Level point scores and increase the proportion of students achieving the higher grades at A* to B.

Islington's Plan for Education 2023-30 – Putting Children First

In Autumn 2022 Islington launched an ambitious new education plan for 2023 to 2030. The plan has nine individual pillars which will contribute to our six immediate priorities. We have chosen these priorities including; improving attendance and reducing persistent absence, becoming an exclusion-free borough and eliminating all remaining disparities in educational achievement, to ensure that all children and young people, whatever their starting point, fulfil their full potential on their learning pathway from the Early Years through to Primary, Secondary and Post-16.

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

1. Early Years
2. SEND Strategy
3. School Organisation
4. Safeguarding and Inclusion
5. Early Help
6. 14-19 Plan
7. Culture and Enrichment Strategy
8. Health and Wellbeing
9. Investment in School Leadership

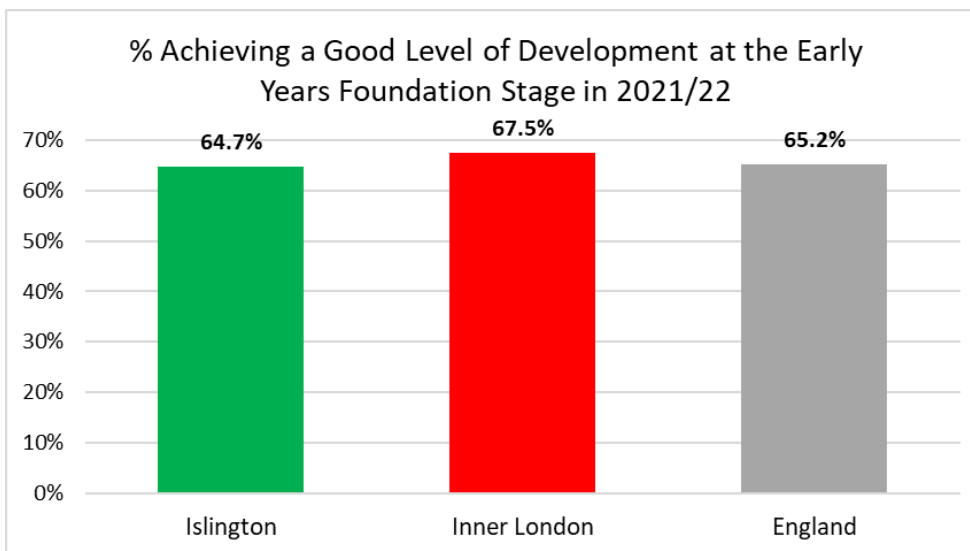


Each of these pillars will contribute to our six immediate priorities. Only by achieving these priorities will we achieve our ambition for all children and young people.

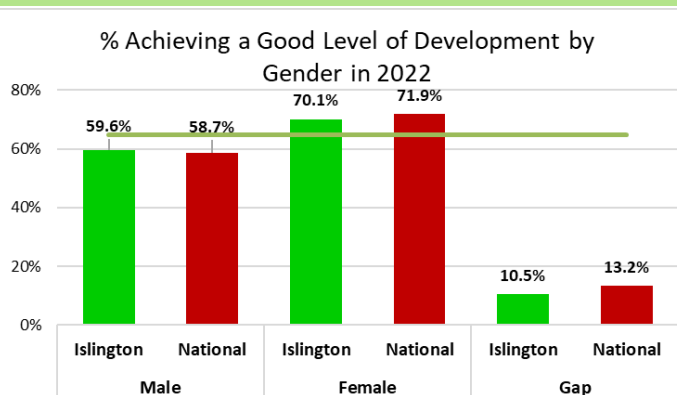
1. Reduce Fixed Term Exclusions (FTEs)
2. Reduce levels of Persistent Absence (PA)
3. Reduce levels of young people aged 16-19 not in Education, Employment or Training (NEET)
4. Improve outcomes for our vulnerable groups
5. Increase take-up of Islington's Free Early Education Entitlement (FEEE) for two,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

Early Years Foundation Stage

Children who achieve a Good Level of Development at the EYFS are regarded by the DfE as being 'school ready'. In 2022 in Islington 64.7% were school ready, which is slightly below the national figure and 2.8% points below Inner London. While the 2022 outturns are not directly comparable with the most recent 2019 outturns from before the Covid-19 pandemic, performance is lower than it was then across England. The pandemic has had an adverse impact on the education of many young people and overall outcomes have been lower in 2022 across all points of assessment in the primary phase.



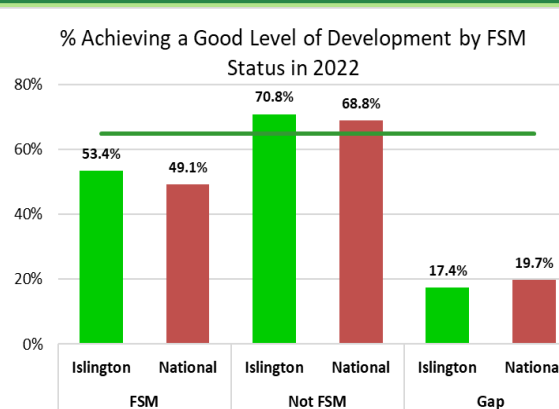
Gender



In Islington and nationally there is a gender gap at the EYFS. Locally it is 10.5% points, not as large as national (13.2%).

The gender gap is smaller in Islington in 2022 compared to 2019, but only because overall performance has dropped. Closing the gender gap at the EYFS in future years will be a challenge as will closing the gap for these children as they reach the end of KS 1.

Disadvantage (FSM)



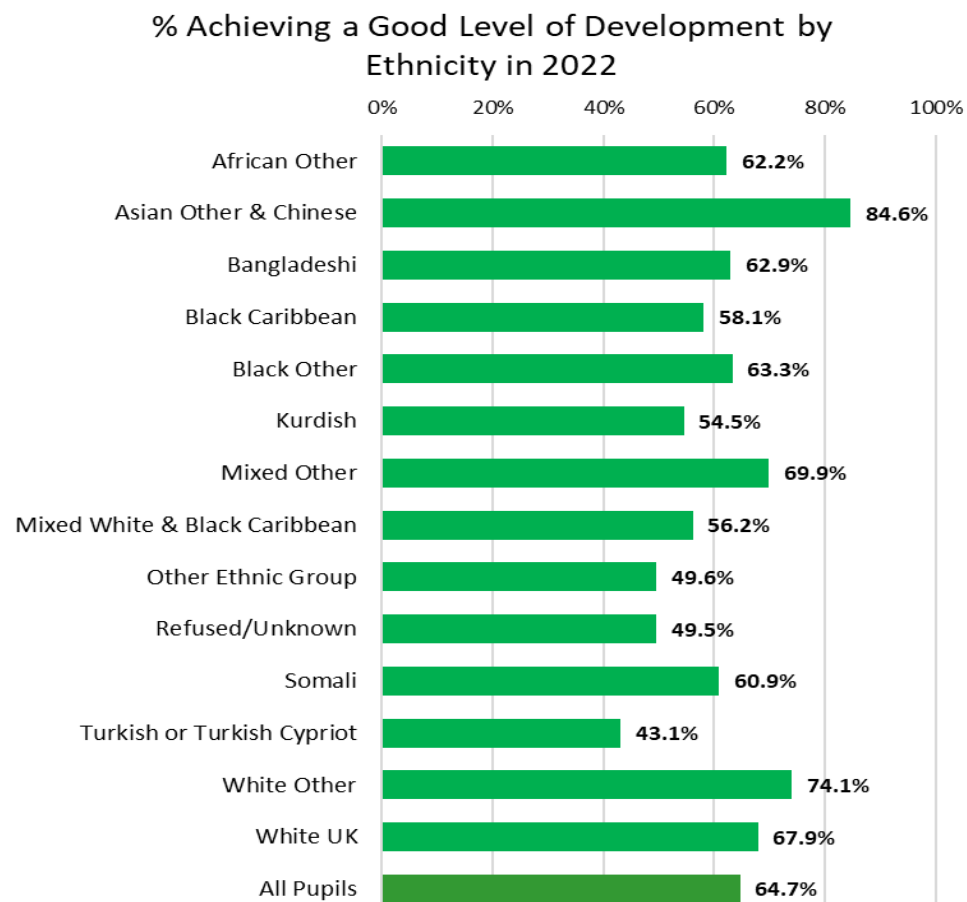
In Islington and nationally there is a disadvantage gap at the EYFS. Locally it is 17.4% points, not as large as national (19.7%) but bigger than the gender gap.

The FSM disadvantage gap in 2022 was bigger than it was in 2019, meaning that that fewer children from poorer households were school ready when starting KS 1 in Sep 2022.

Early Years Foundation Stage

Islington wants to make sure that all young children get the best possible start to their education, yet there are wide variations in outcomes between the ethnic groups at the Early Years Foundation Stage. The highest performing ethnic groups at the Early Years Foundation Stage, in terms of achieving a Good Level of Development in 2022, were Asian Other & Chinese (84.6%), White Other (74.1%) and Mixed Other (69.9%). White UK pupils (67.9%) also performed above the borough average of 64.7%. The lowest performing ethnic groups were Turkish or Turkish Cypriot (43.1%), Other Ethnic Group (49.6%), Kurdish (54.5%), Mixed White & Black Caribbean (56.2%), Black Caribbean (58.1%) and Somali (60.9%).

Ethnic Performance



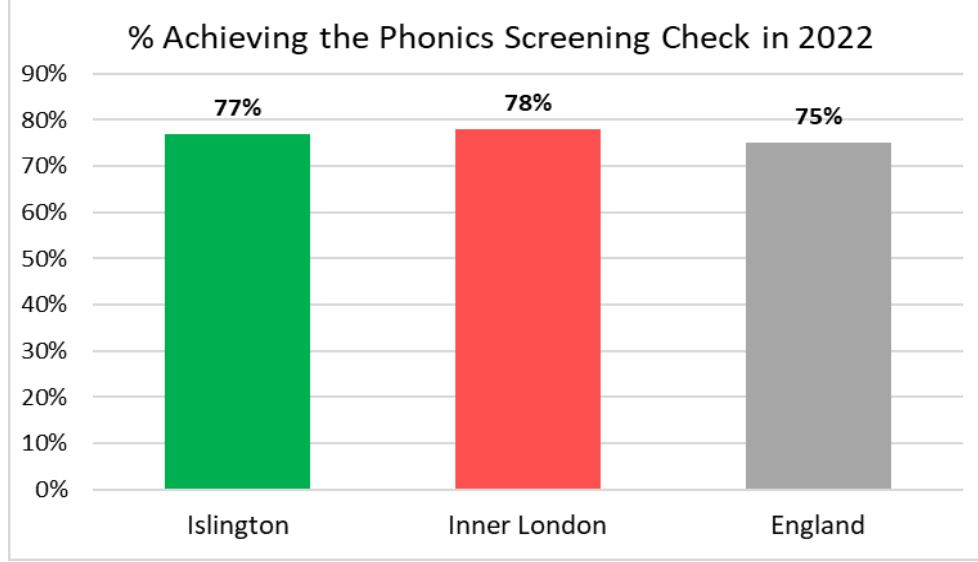
SEN Performance

A higher proportion of pupils with SEN, both with an EHCP and with SEN Support, achieved a Good Level of Development compared to similar pupils nationally.

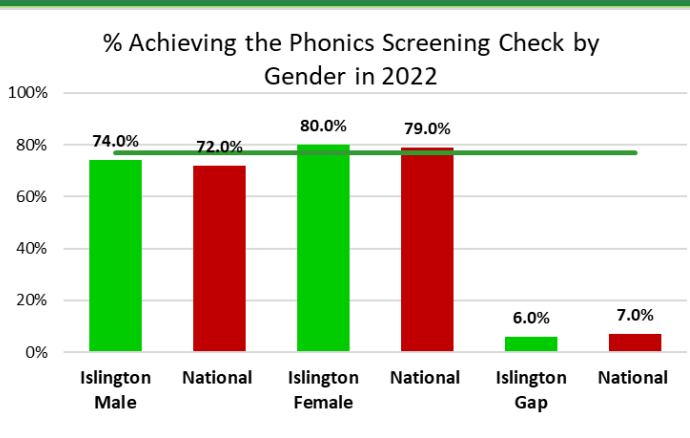
SEN Status	% achieving GLD		Gap in % Points
	Islington	National	
EHCP	6.0%	3.6%	2.4%
SEN Support	31.1%	22.9%	8.2%
All Special Needs	24.0%	18.8%	5.2%
No Special Needs	72.9%	70.9%	2.0%
All Pupils	64.7%	65.2%	-0.5%

Phonics Screening Check (Year 1)

Children take the Phonics Screening Check in Year 1 and in 2022 in Islington 77% of children achieved the expected standard, 2% points above national and just 1% point below Inner London. This cohort of children will have missed significant amounts of schooling due to the Covid-19 pandemic, when they were in Reception and Year 1, and this is reflected in their overall performance which in Islington is 7% points lower compared to the outturns from 2019 and in line with the national drop in performance over the same period.



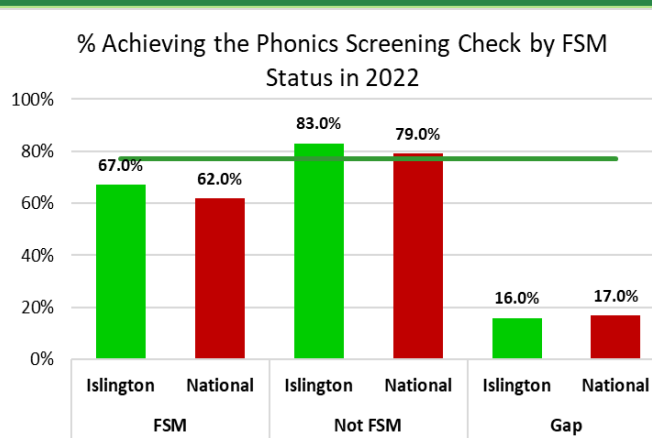
Gender



There is a gender gap in Phonics in Year 1 of 6% points in Islington and 7% points nationally.

Higher proportions of boys and girls passed Phonics in Year 1 in Islington compared to national, but a gender gap in favour of girls still persists.

Disadvantage (FSM)

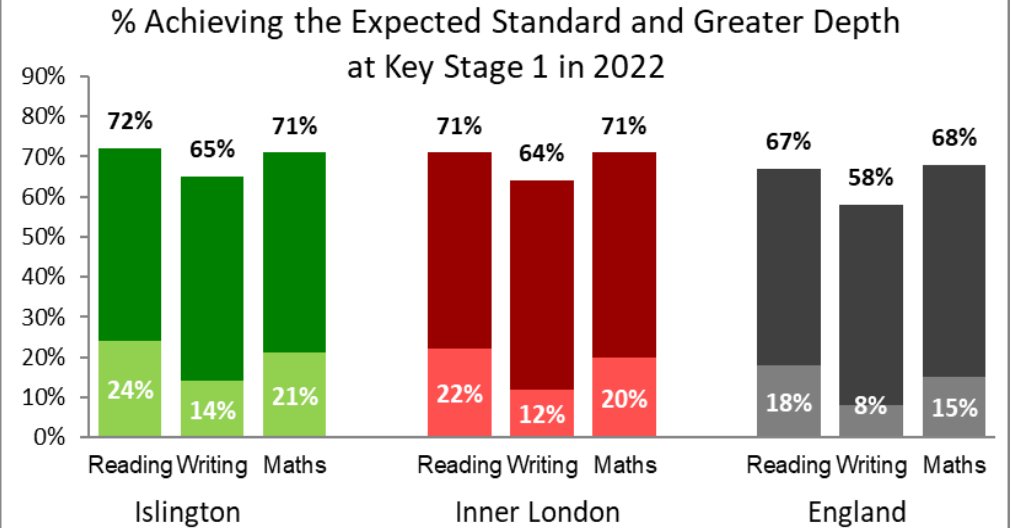


In Islington and nationally there is a disadvantage gap in Phonics. Locally it is 16% points, not as large as national (17%) but much bigger than the gender gap.

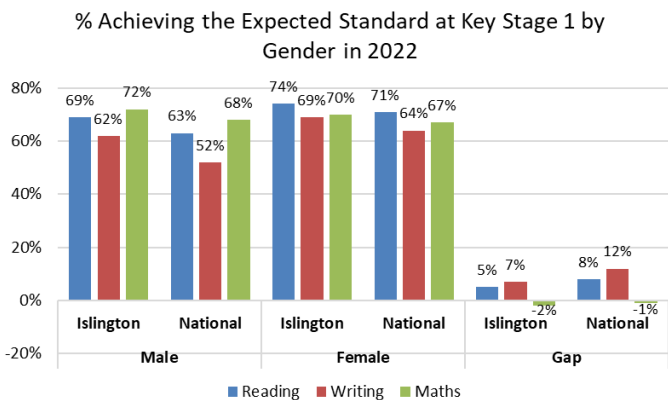
A higher proportions of disadvantaged (FSM eligible) pupils passed Phonics in Islington (67%) than did so nationally (62%).

Key Stage 1

Children in Islington performed better than national at Key Stage 1 in 2022 and better than Inner London in reading and writing and in line with Inner London in maths. This cohort of children will have experienced disruption to their education as a result of the Covid-19 pandemic during both years they were in Key Stage 1. The subject most adversely affected by the pandemic was writing and while performance nationally dropped by 11% points the corresponding drop in Islington was only 7% points, meaning more children in Islington were ready to access the Key Stage 2 writing curriculum.



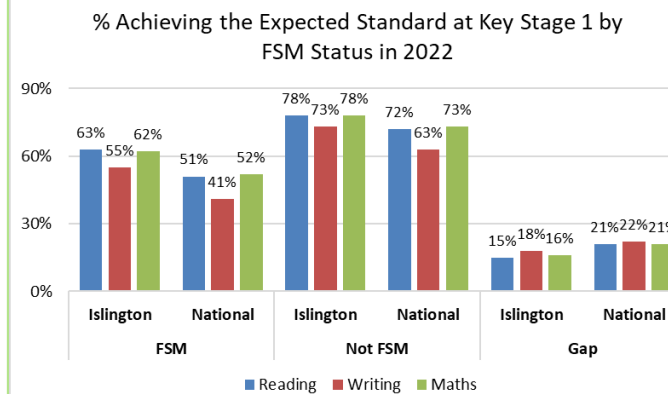
Gender



At KS 1 in 2022 there were gender gaps in favour of girls in reading & writing but boys outperformed girls in maths, locally and nationally.

Boys and girls in Islington outperformed boys and girls nationally in all three KS 1 subjects in 2022. The gender performance gaps in Islington were smaller than national.

Disadvantage (FSM)

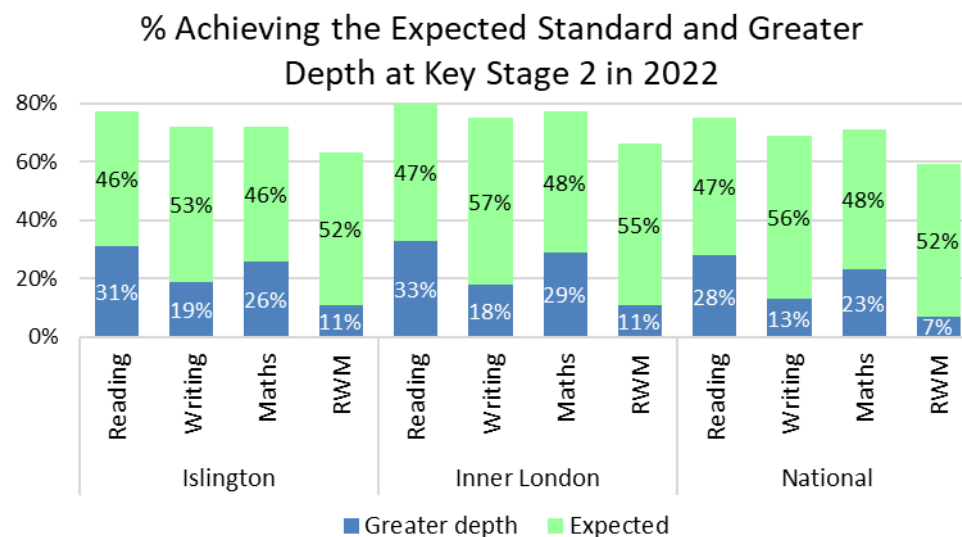


Islington had disadvantage attainment gaps in all three KS 1 subjects, but the gaps were not as large as national.

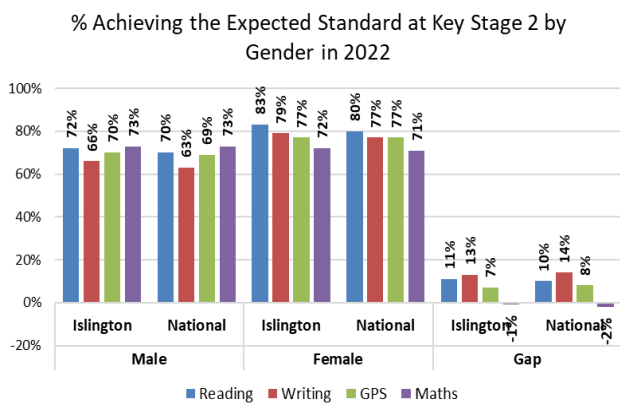
Disadvantaged and non-disadvantaged pupils in Islington outperformed similar pupils nationally in all three KS 1 subjects in 2022.

Key Stage 2

Children in Islington outperformed national across all subjects at Key Stage 2 in 2022, although performance was below Inner London in all subjects. Reading was the only subject that improved in 2022 compared to the pre-pandemic outturns in 2019. Nationally performance in writing dropped by 9% points and by 10% points in Islington. The decline in performance on the combined measure for reading, writing and maths means that fewer Islington children were as ready for secondary school in September 2022 as would have been the case in the years before the pandemic.



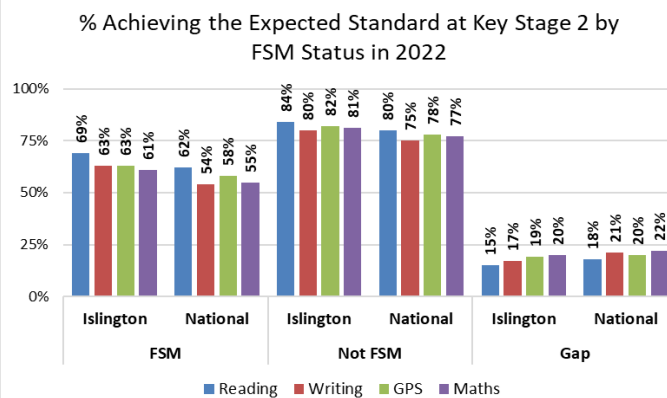
Gender



At KS 2 in 2022 Islington had gender gaps in favour of girls in reading, writing and Grammar, Punctuation & Spelling (GPS) but boys outperformed girls in maths, locally and nationally.

At KS 2 in 2022 Islington boys outperformed boys nationally in three subjects and were in line in maths. Islington girls did the same but were in line with national in GPS.

Disadvantage (FSM)



Islington had disadvantage attainment gaps in all four KS 2 subjects, but the gaps were not as large as national.

Disadvantaged and non-disadvantaged pupils in Islington outperformed similar pupils nationally in all four KS 2 subjects in 2022.

Contextual Analysis

White UK FSM eligible

KAS 2 Reading, Writing & Maths (RWM)	
Ethnic Group by FSM Status	% achieving Expected Standard or above
White UK Not eligible for FSM	81.2%
White UK eligible for FSM	43.3%
All Pupils	63.2%
Gap (% points)	37.9%

At KS 2 White UK pupils eligible for free school meals are the lowest performing ethnic sub-group.

The gap between White UK eligible and not eligible for FSM, at 37.9% points, is the biggest attainment gap by disadvantage in all of the ethnic groups in Islington.

SEN Performance

KS 2 Reading, Writing & Maths	% achieving Expected Standard or above		Gap in % Points
	Islington	National	
SEN Status			
EHCP	5.2%	7.0%	-1.8%
SEN Support	38.4%	21.0%	17.4%
All Special Needs	29.2%	18.0%	11.2%
No Special Needs	74.6%	69.0%	5.6%
All Pupils	63.2%	59.0%	4.2%

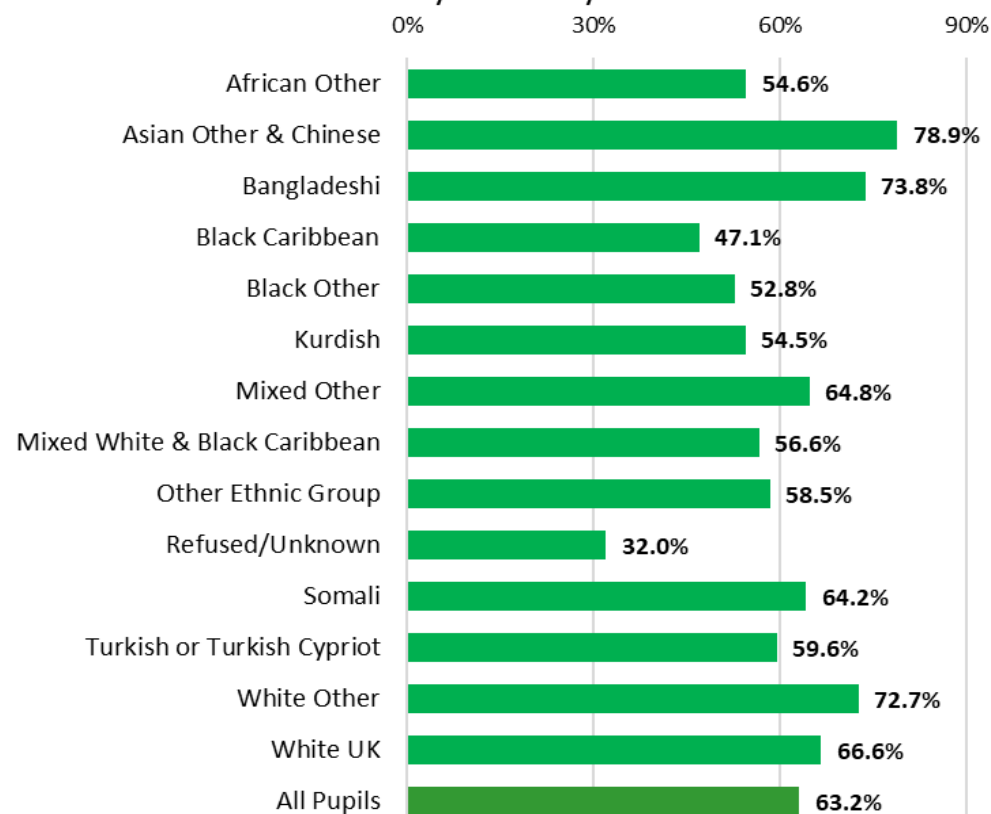
Pupils with SEN achieve well at KS 2 in Islington, with very good performance by SEN Support pupils.

A much higher proportion of pupils with SEN achieved the expected standard in RWM compared to similar pupils nationally.

Ethnic Performance

While pupils from some ethnic groups performed very well at KS 2 in 2022, some groups had lower outcomes. The lowest performing groups were, Black Caribbean (47.1%), Black Other (52.8%), Kurdish (54.5%) and Mixed White & Black Caribbean (56.6%).

% Achieving the Expected Standard or Above in RWM by Ethnicity in 2022



Primary School Absence

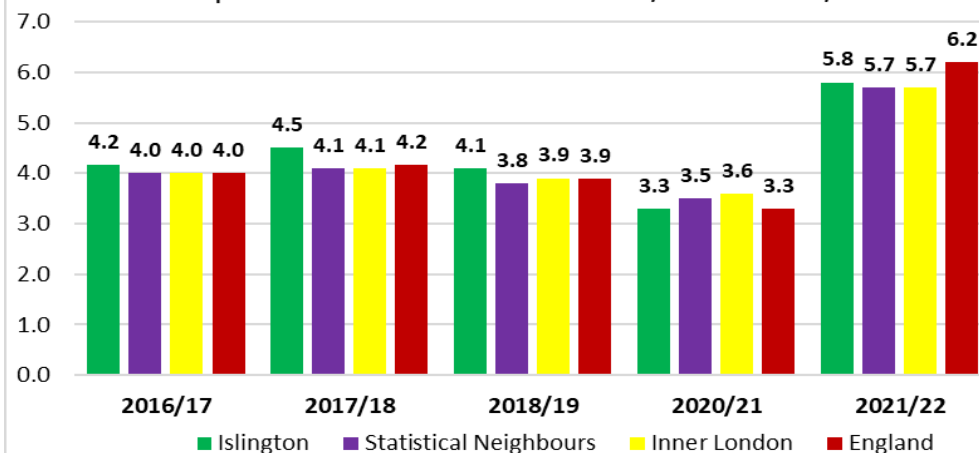
As schools emerged from the Covid-19 pandemic and pupils returned to school after periods of lockdown and home learning, absence rates across the country increased quite dramatically in the Autumn and Spring terms of the 2021/22 school year. In Islington the absence rate in 2021/22 rose to 5.8%, putting it just above our statistical neighbours and inner London but better than the national rate of 6.2%.

Persistent Absence

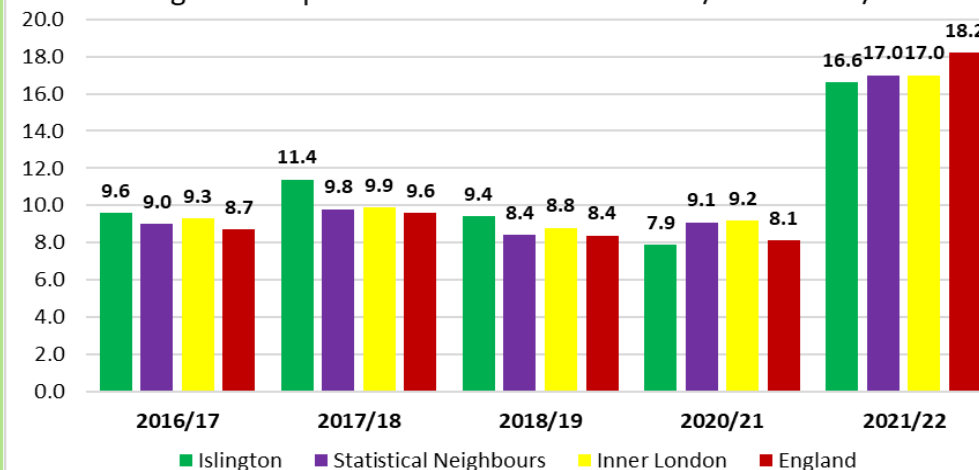
The proportion of primary pupils in Islington who were persistent absentees had been improving between 2017/18 and 2020/21, however, rates of persistent absenteeism more than doubled in Islington and nationally in 2021/22. The increases are smaller in London compared to other parts of the country, and Islington saw top quartile performance on this measure.

There appears to be a clear link between the rise in persistent absenteeism with what was happening during and after the Covid-19 pandemic. Headteachers are recognising that the causes of poor attendance and persistent absence are complex and wide-ranging and are rooted in lockdowns, worsening mental health and anxiety about being in school.

Primary School Absence Rates (2 Terms) in Islington Compared with Benchmarks 2016/17 to 2021/22



Primary School Persistent Absence Rates (2 Terms) in Islington Compared with Benchmarks 2016/17 to 2021/22

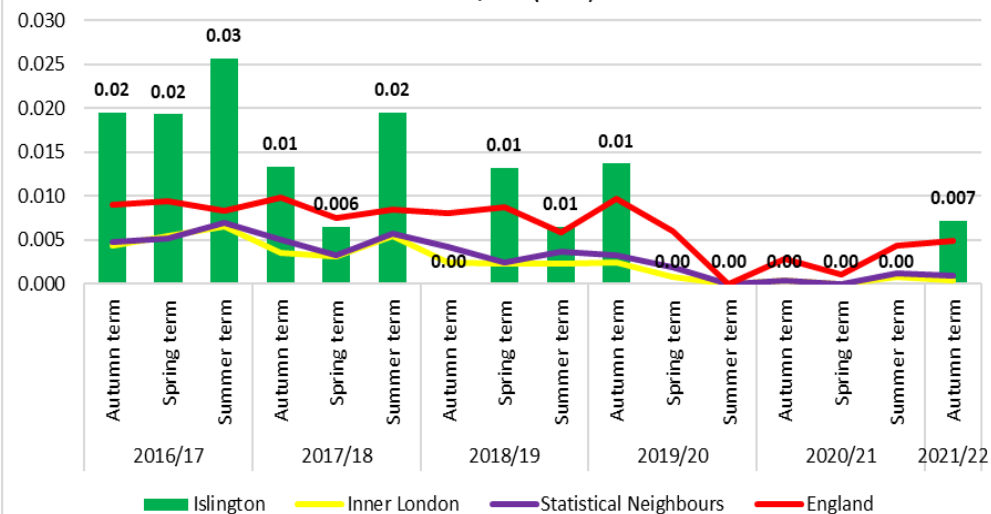


Primary School Exclusions and Suspensions

Permanent exclusions

In the years before the Covid-19 pandemic the permanent exclusion rate in Islington primary schools had been higher in most terms than regional and national benchmarks, although the rate dropped to zero during the pandemic, from the Spring Term 2020 to the Summer Term 2021, with a small rise in Autumn 2021. One should note that the actual numbers of permanent exclusions are very small and in Islington a rate of 0.01 normally equates to one permanent exclusion.

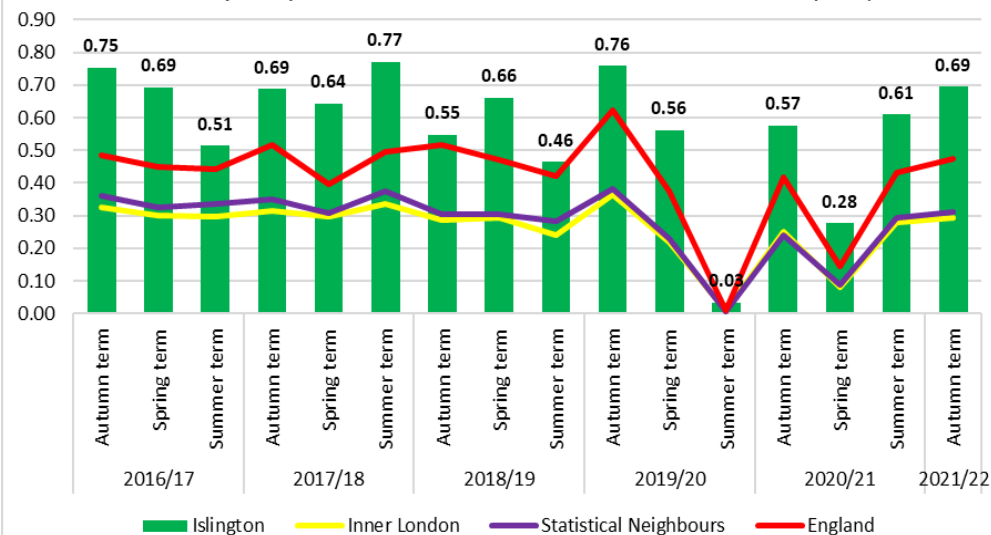
Primary Permanent Exclusion Rate from 2016/17 to 2021/22 (Aut)



Suspensions

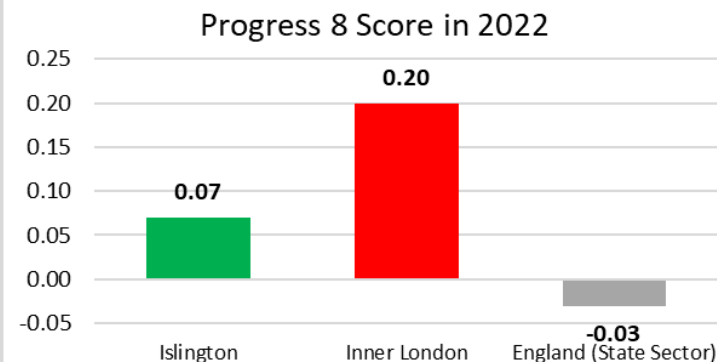
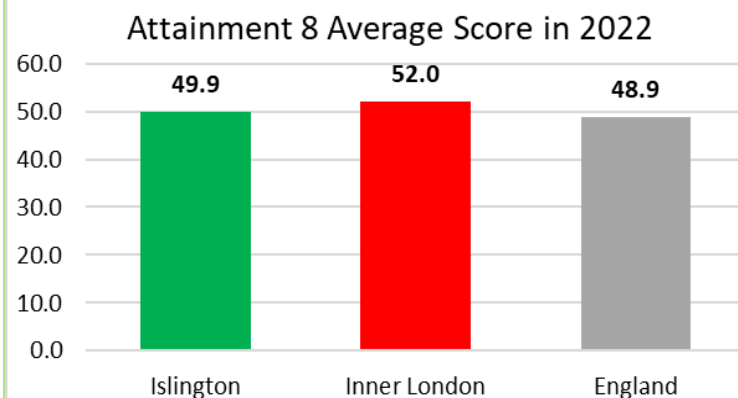
Primary school suspension rates have tended to be higher in Islington compared to regional and national benchmarks in every term from 2016/17 to Autumn 2021. Rates were lowest in the Summer term of 2020, the first full school term after the start of the Covid-19 pandemic.

Primary Suspension Rate from 2016/17 to 2021/22 (Aut)



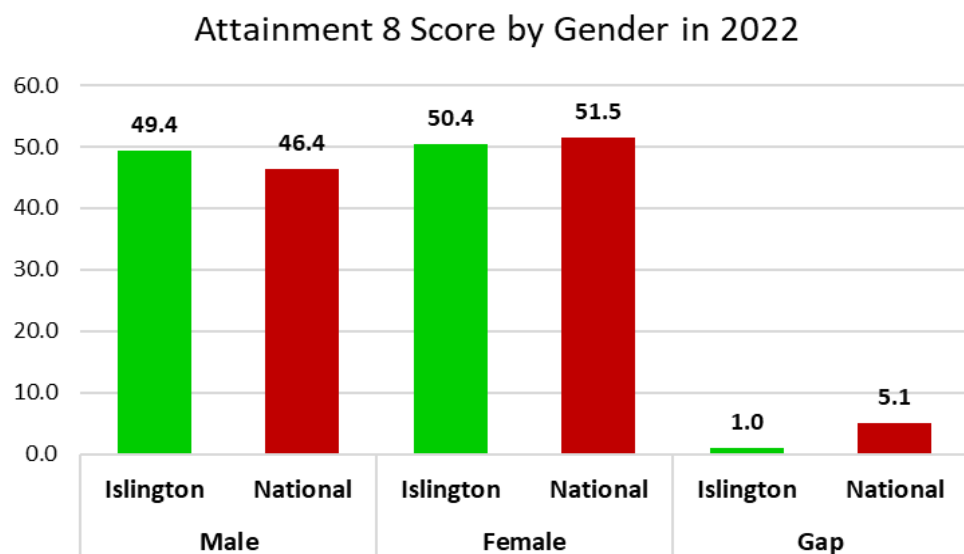
Key Stage 4 – Attainment 8 and Progress 8

Pupils in Islington achieved a higher Attainment 8 Score than national, although their performance was below the Inner London score. Their score of 49.9 was 4.1 points higher than their pre-pandemic score in 2019.



Pupils in Islington had a positive Progress 8 score which means they made more progress from Key Stage 2 than similar pupils nationally, although performance was not as high as the Inner London Progress 8 score.

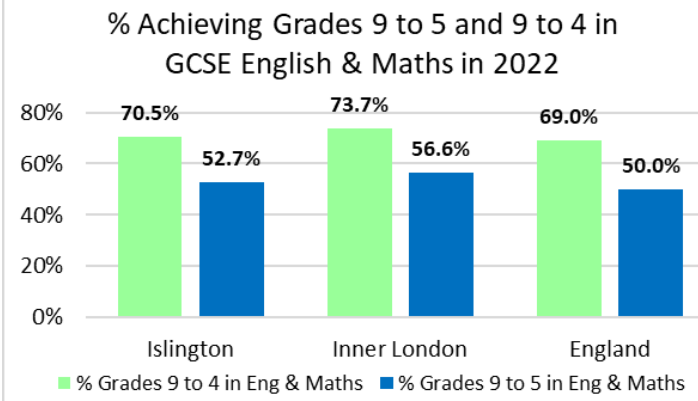
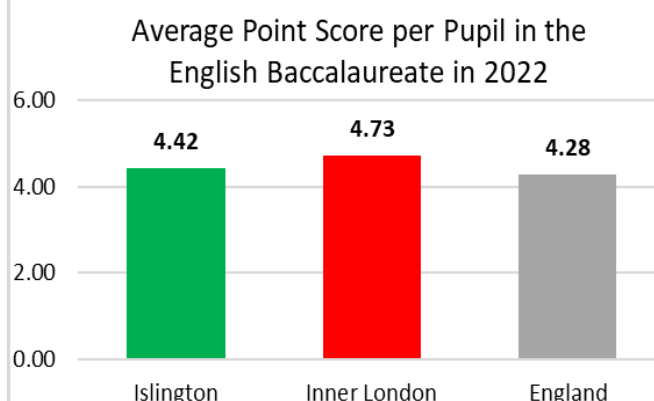
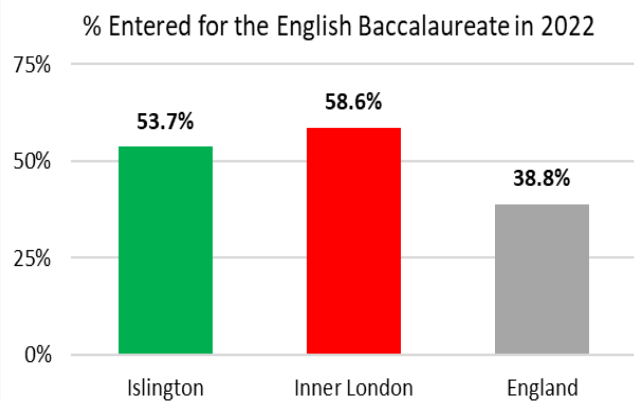
Gender and Attainment 8



Gender Gap

The gender gap in Islington is slightly in favour of girls, but the gap is only 1 point, compared to a national gap of 5.1 points. Boys in Islington achieved an Attainment 8 score of 49.4 points, 3 points above the national score for boys. Islington girls had a score of 50.4, just 1.1 points below all girls nationally. The small gap at GCSE suggests that the gender gaps that emerge at earlier points of assessment, from as far back as the Early Years Foundation Stage, have been addressed by the time pupils get to Year 11.

Key Stage 4 – English Baccalaureate and English & Maths Performance



English Baccalaureate

Islington's schools entered a higher proportion of pupils for the English Baccalaureate* (Ebacc) than national, 53.7%, compared to 38.8%, although Islington's entry rate was lower than that for Inner London, at 58.6%. Islington's pupils achieved a higher average point score in the English Baccalaureate than the national average but it was below Inner London. Performance in the Ebacc was better than the pre-pandemic performance in 2019.

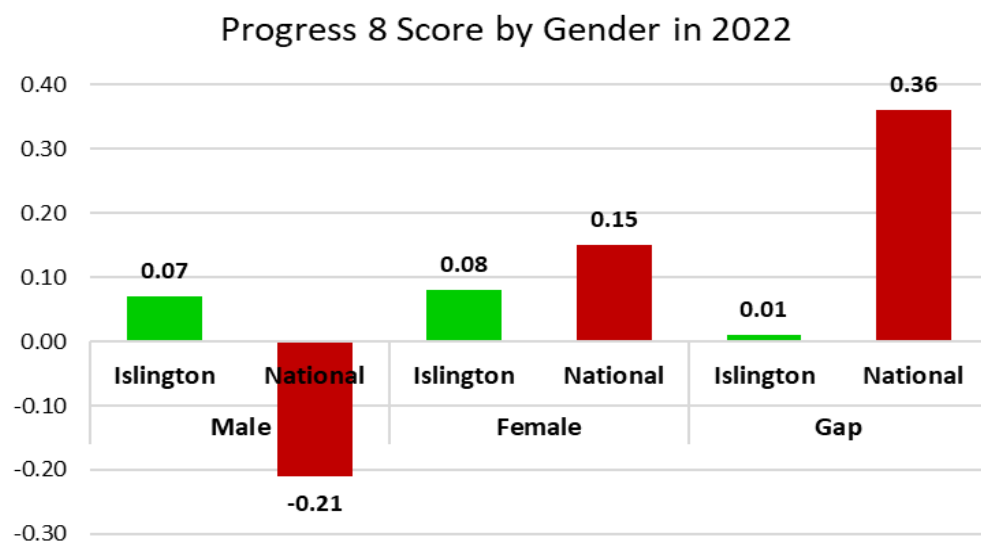
English & Maths

More pupils in Islington achieved a *standard* pass at Grades 9 to 4 in English & Maths than did so nationally, although the pass rate was not as high as it was for Inner London. Similarly, more pupils in Islington achieved a *strong* pass at Grades 9 to 5 in English & Maths than did so nationally, while the Inner London pass rate was above Islington's.

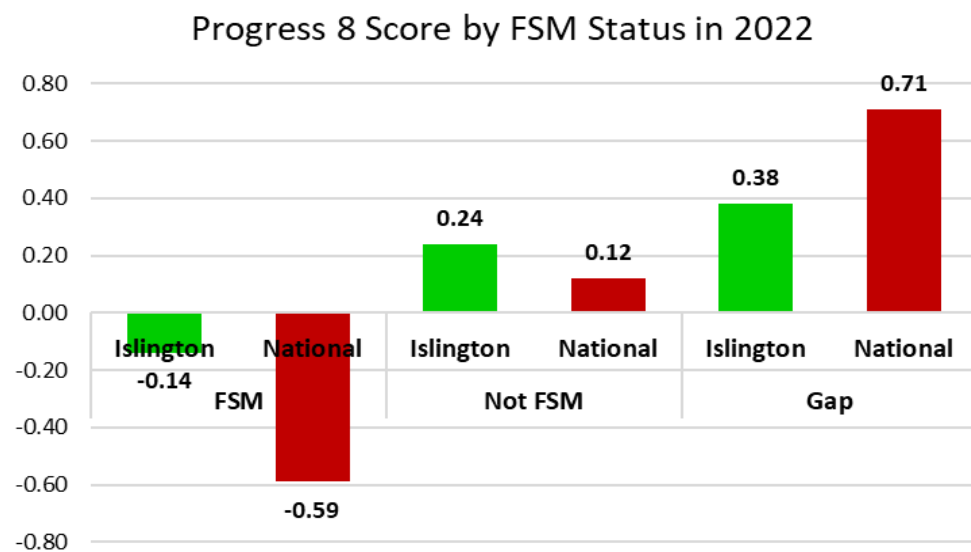
*The Ebacc is based on results in English language & literature, maths, the sciences, geography or history and a language GCSEs.

Key Stage 4 – Contextual Analysis of Progress by Gender

Boys in Islington achieved a positive Progress 8 score of 0.07, compared to a negative score of -0.21 for boys nationally. Girls in Islington achieved a positive score of 0.08, which was below the national score for girls of 0.15. There is no significant gender progress gap in Islington, whereas the gender progress gap nationally is 0.36 in favour of girls. Boys and girls in Islington have, on average, made more progress between Key Stage 2 and 4 than pupils with similar starting points nationally.



Progress and Disadvantage



Disadvantage Gap

Disadvantaged pupils who are eligible for FSM have a slightly negative Progress 8 score in Islington of -0.14 but this is much better than the negative national score of -0.59. Non FSM eligible pupils in Islington achieved a positive score of 0.24, better than the national score of 0.12 for similar pupils. The Progress 8 disadvantage attainment gap in Islington, at 0.38, is much smaller than the national gap of 0.71, which indicates that disadvantaged pupils in Islington perform better than their peers nationally, while there is still some scope to reduce the gap further in future years.

Contextual Analysis

White UK FSM Pupils

Ethnic Group by FSM Status	Attainment 8 Score
White UK FSM Eligible	34.4
White UK Not FSM Eligible	53.4
All Pupils	49.9
Gap (points)	19.0

At KS 4 the White UK FSM eligible pupils are the lowest performing ethnic sub-group.

The gap between White UK FSM eligible and not, at 19 points for Attainment 8, is the biggest attainment gap by disadvantage in all of the ethnic groups in Islington. Black Caribbean and Mixed White & Black Caribbean disadvantaged pupils are the next lowest performing sub-groups.

SEN Performance

SEN Status	Attainment 8 score		Gap in Points
	Islington	National	
EHCP	11.7	14.3	-2.6
SEN Support	38.7	34.9	3.8
All SEN Pupils	31.3	29.4	1.9
No Special Needs	54.4	52.5	1.9
All pupils	49.9	48.9	1.0

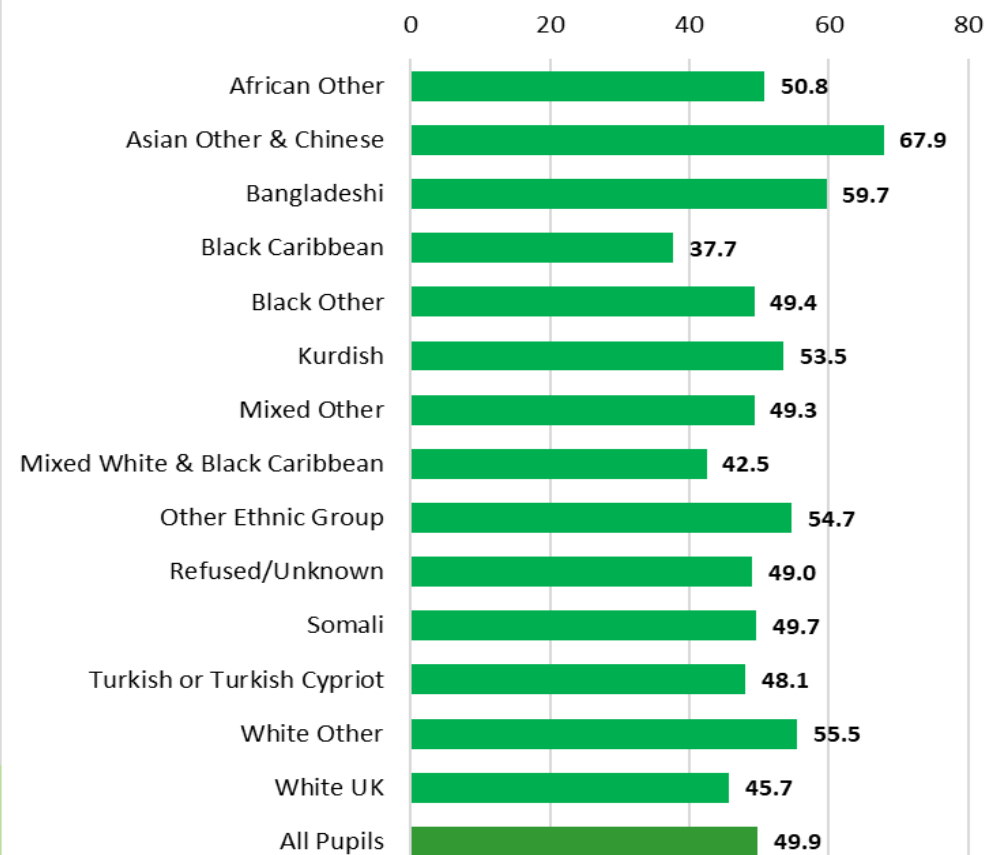
Overall at KS4 All SEN pupils outperformed their peers nationally.

In Islington SEN Support pupils outperformed their peers, whereas pupils with an EHCP did not.

Ethnic Performance

While pupils from some ethnic groups performed very well at KS 4 in 2022, some groups achieved less well. The lowest performing groups were, Black Caribbean (37.7), Mixed White & Black Caribbean (42.5), White UK (45.7) and Turkish or Turkish Cypriot (48.1).

Average Attainment 8 Score by Ethnicity in 2022



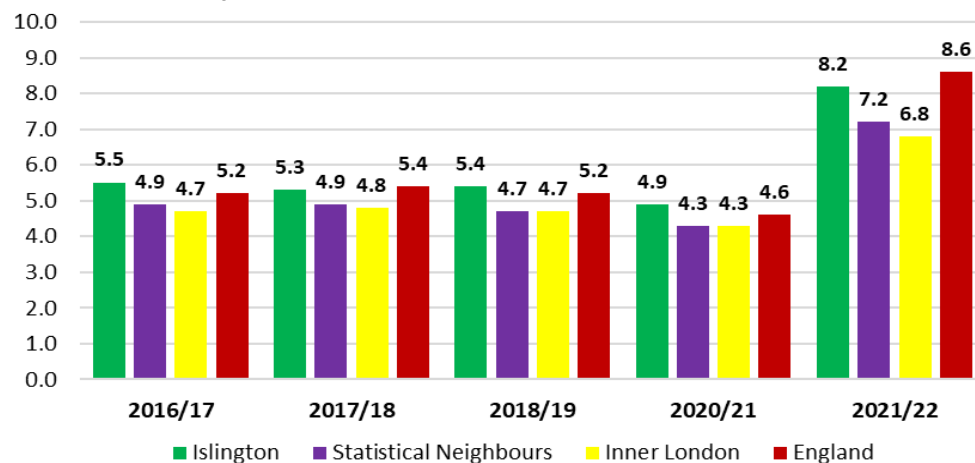
Secondary School Absence

As secondary schools emerged from the Covid-19 pandemic and pupils returned to school after periods of lockdown and home learning, absence rates increased quite dramatically in the Autumn and Spring terms of the 2021/22 school year. In Islington the absence rate in 2021/22 rose to 8.2%, putting it above our statistical neighbours and inner London but better than the national rate of 8.6%.

Persistent Absence

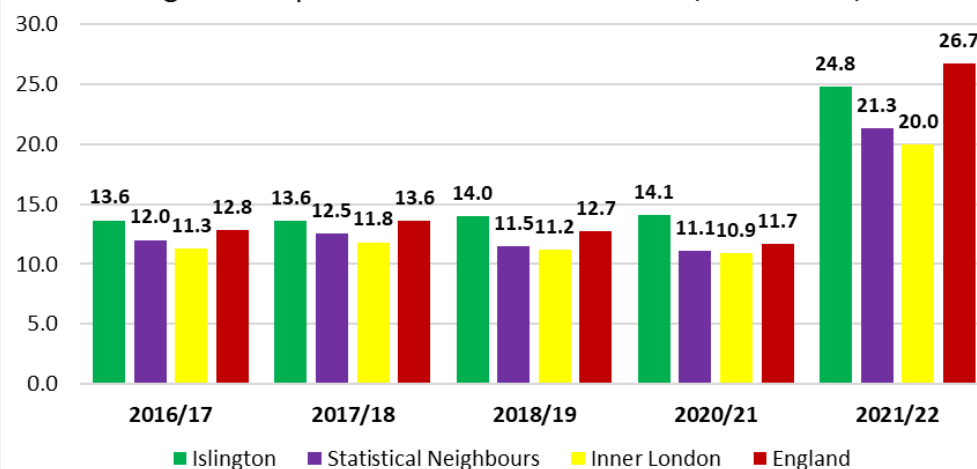
The secondary persistent absence rate was higher than benchmarks in the years before the Covid-19 pandemic, at around 13% to 14%. Persistent absence rates increased dramatically in Islington to 24.8% in 2021/22, although this was better than national at 26.7%. Islington went from being one of the 50 LAs with the highest Secondary persistent absence levels to being one of the 50 LAs with the lowest levels. The link between persistent absenteeism with what was happening during and after the Covid-19 pandemic is even more evident in the secondary phase than in primary schools. The causes of poor attendance and persistent absence are rooted in lockdowns, worsening mental health and anxiety about being in school.

Secondary School Absence Rates (2 Terms) in Islington Compared with Benchmarks 2016/17 to 2021/22



Persistent Absence Data

Secondary School Persistent Absence Rates (2 Terms) in Islington Compared with Benchmarks 2016/17 to 2021/22

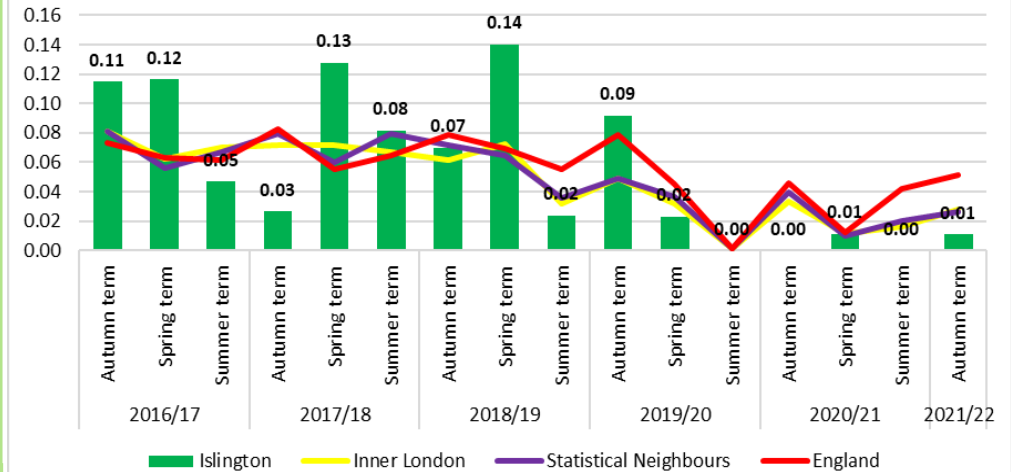


Secondary School Exclusions and Suspensions

Permanent exclusions

Historically, permanent exclusion rates have been variable in Islington secondary schools with rates higher locally than regional and national benchmarks in some terms from 2016/17 to 2018/19. Since the start of the Covid-19 pandemic the permanent exclusion rate in Islington secondary schools has been very low and often better than regional and national benchmarks. One should note that the recent numbers of permanent exclusions are very small and in three recent terms there were none.

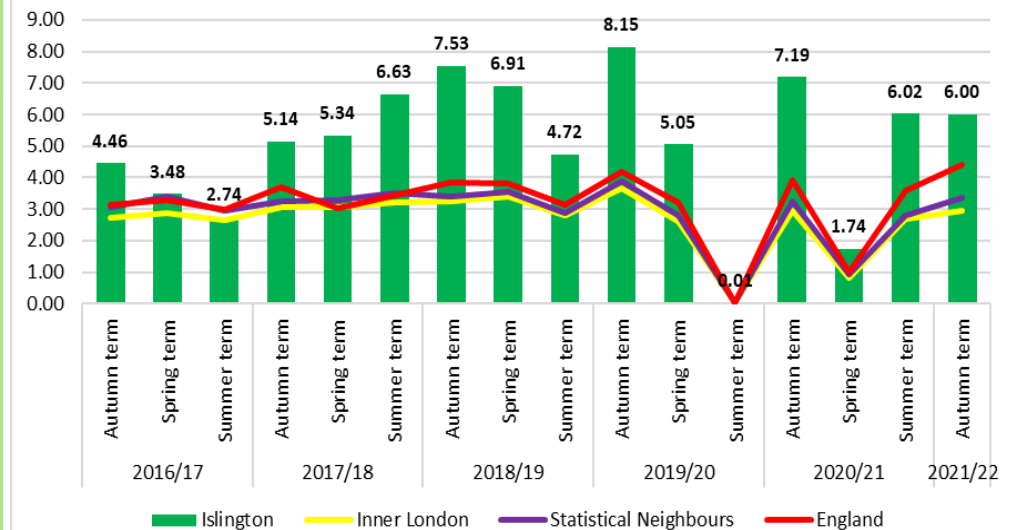
Secondary Permanent Exclusion Rate from 2016/17 to 2021/22 (Aut)



Suspensions

Secondary school suspension rates have tended to be higher in Islington compared to regional and national benchmarks in most terms from 2016/17 to Autumn 2021. Rates were lowest in the Summer term of 2020, the first full school term after the start of the Covid-19 pandemic and in the Spring term of 2021, followed by increases in the rate locally, regionally and nationally.

Secondary Suspension Rate from 2016/17 to 2021/22 (Aut)



Elective Home Education (EHE)

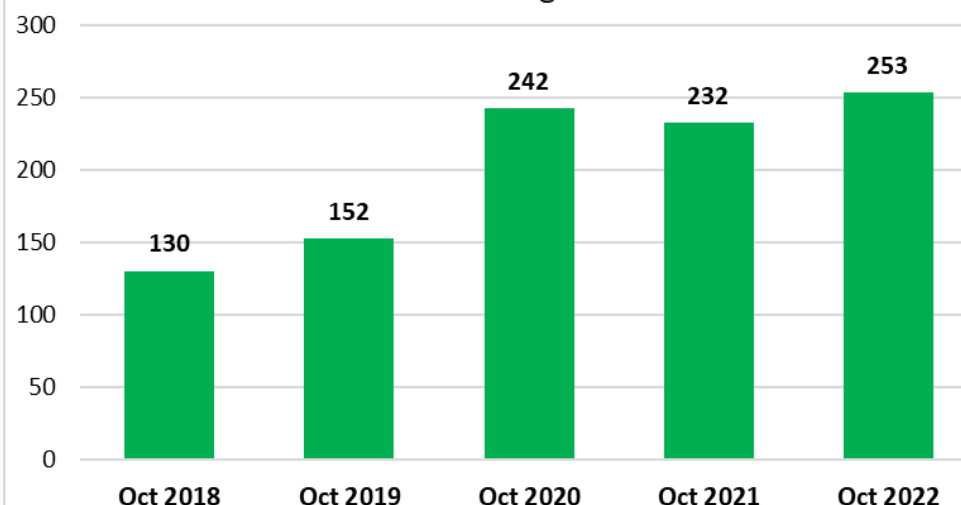
Numbers in EHE

One of the early features of the Covid-19 pandemic was a rapid increase in the number of children being electively home educated. The numbers rose by 90 (+59%) from 152 in October 2019 to 242 in October 2020. After this initial spike, the total numbers settled down at a similar level over the next two years, although they reached a peak of 253 in October 2022. The increase in Islington was mirrored across other London LAs and nationally.

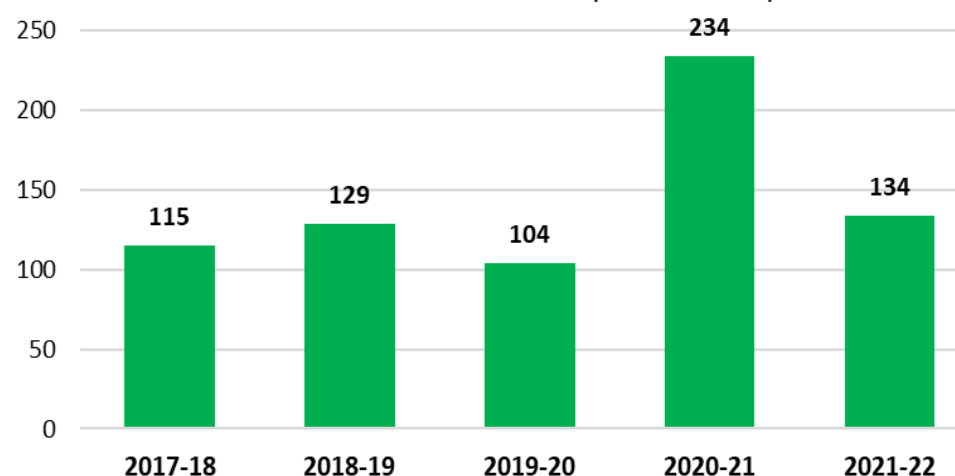
Formal Notifications made for EHE

The number of formal notifications for EHE had been broadly consistent from 2017/18 to 2019/20 but they rose significantly between 2019/20 and 2020/21, up by 130 (+125%) from 104 to 234. The increase in notifications is reflected in the increase in numbers seen in October 2020. The school year 2020/21 saw the highest cumulative number (412) of local children known to be electively home educated at any point across the year.

Number of Children & Young People Being Electively Home Educated in Islington 2018 to 2022



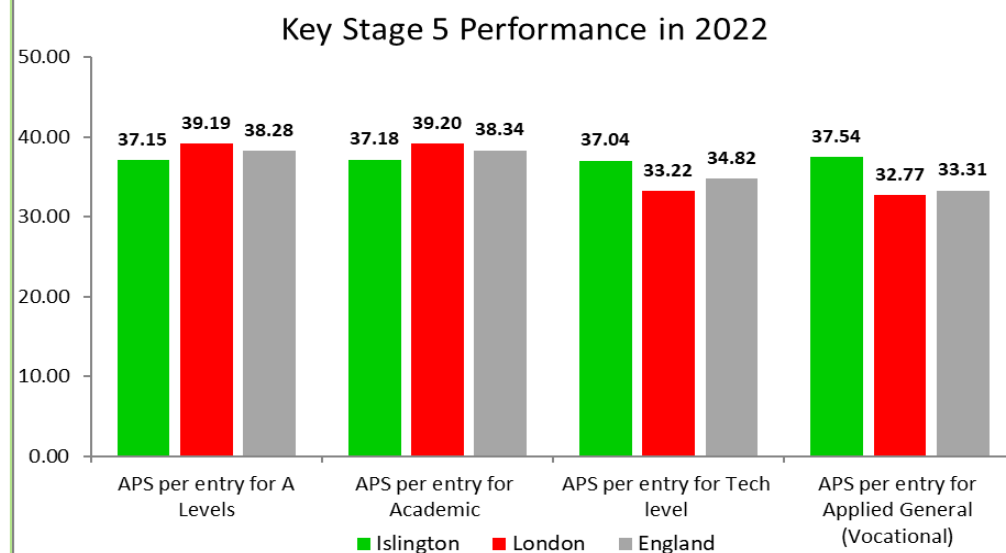
Number of Formal Notifications made for Elective Home Education from 2017/18 to 2021/22



Key Stage 5

On the range of KS 5 Average Points Score (APS) measures, students in Islington performed better than London and national on the more vocational qualification areas, including the Tech Level and Applied General measures.

Performance in Islington was lower than it was in London and nationally on the overall A Level measure and the Academic A Level measure.



% Achieving Higher A Level Grades

A Level Higher Grade Measures	2022	
	% achieving 3 A* to A Grades at A Level	% achieving ≥ AAB Grades at A Level
Islington	10.9%	20.6%
London	23.3%	34.7%
England	21.6%	33.0%

NB Islington has 6 secondary schools with sixth forms and a 7th opened its sixth form in Sep 2022. There is also one 16-18 free school.

Higher Grade Performance

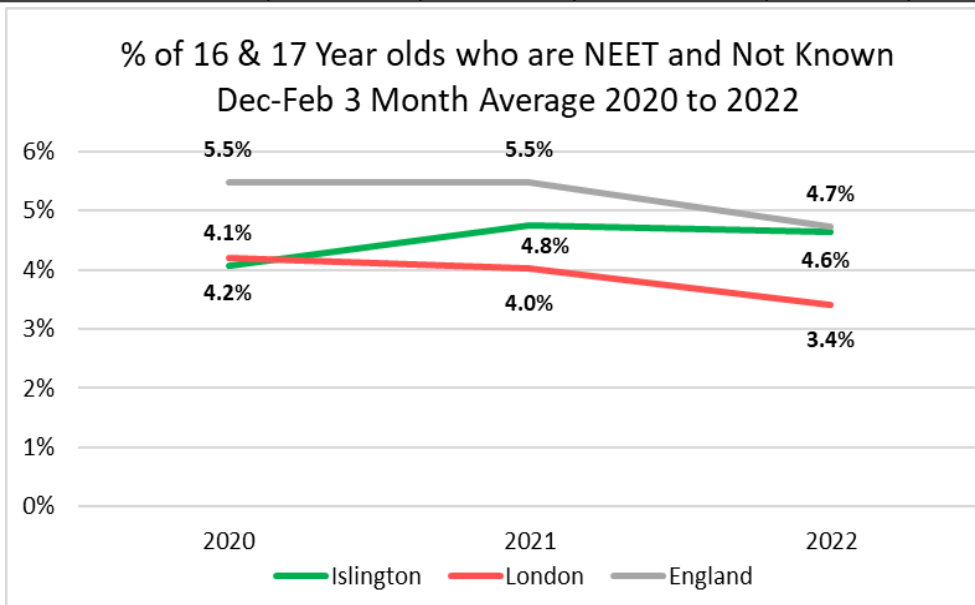
On the more challenging A Level measure, the % achieving 3 A* - A Grades, only 10.9% of Islington students achieved this measure, compared to over 20% in London and nationally. On the % achieving ≥ AAB Grades at A Level, 20.6% of Islington students achieved this measure but again this level of performance was also noticeably below the London (34.7%) and national (33.0%) benchmarks. This will be likely to have impacted on the ability of many Islington students to access high tariff universities.

Post-16 – Year 11 Destinations and NEET/Unknown Scorecard

Under Raising Participation Age (RPA) Islington has a responsibility to ensure its residents continue to participate in education or training from when they finish Key Stage 4 at Year 11 until at least their 18th birthday, and to reduce the proportion of young people aged 16 and 17 not in education, employment or training after they leave the compulsory education phase.

2021 Year 11 Destinations	Year 11 Total	In Learning	Employment w/o Training	NEET	Other	Unknown
Islington	1,556	97.3%	0.6%	1.5%	0.0%	0.5%
Camden	1,704	97.3%	0.2%	1.5%	0.0%	0.9%
Hackney	2,408	98.6%	0.2%	1.0%	0.0%	0.3%
Kensington & Chelsea	914	98.1%	0.9%	0.9%	0.0%	0.1%
Lambeth	2,312	96.5%	0.2%	1.3%	0.0%	2.0%
Southwark	3,072	98.0%	0.2%	1.2%	0.03%	0.6%
Wandsworth	1,974	97.8%	0.1%	0.8%	0.0%	1.3%
Westminster	1,772	98.2%	0.3%	1.2%	0.0%	0.3%
Central London	15,712	97.7%	0.3%	1.2%	0.01%	0.8%

Destinations of Year 11 leavers are collected on 1 November in the year pupils left an Islington school. In 2021, 97.3% of young people from Islington schools and settings remained or continued 'In Learning' after completing Year 11. This is just below the Central London figure of 97.7%. The NEET rate, at 1.5% was above the Central London average of 1.2%, but the Unknown rate, at 0.5%, was better than the rate of 0.8% across Central London.



The percentage of 16 and 17 year old residents who were NEET or in a 'not known' activity (Dec-Feb snapshot) was 4.3% in 2022 compared to 4.8% in 2021 and 4.1% in 2020.

The 2022 performance, at 4.6%, was slightly better than national, at 4.7%, but not as good as the London average of 3.4%.

Quality of Provision

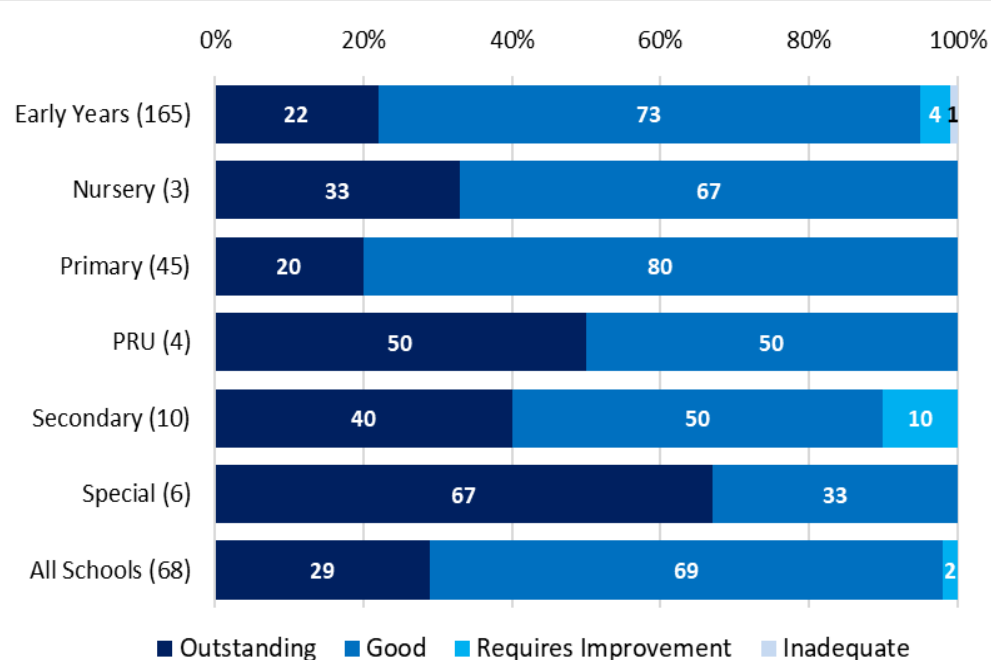
All young people in Islington should have access to a high quality school place whatever the phase or type of education. This section considers the schools and early years settings in Islington in terms of educational quality.

The vast majority of schools in Islington (98%) were rated as good or outstanding in 2023 (Ofsted Management Information Feb 2023), an improvement of 7% points since 2019. This includes:

- 100% of nursery schools were good or outstanding
- 100% of primary schools were good or outstanding
- 90% of secondary schools were good or outstanding
- 100% of special schools were good or outstanding
- 100% of pupil referral units (PRU) were good or outstanding

Further, 95% of early years settings were good or outstanding as at December 2022, which is in line with 95% across London but slightly below 96% nationally.

Nationally 88% of all schools were rated good or outstanding by Ofsted as at Feb 2023. London region leads the way in terms of both pupil's educational outcomes and high quality school places, with 95% of schools rated as good or outstanding. Islington, at 98%, is ranked 5th in England and 4th in London.



In Islington 90% of secondary schools are rated good or outstanding, compared to 91% in London and 81% nationally.

Since March 2020, Islington has improved its Ofsted profile, from 91% of all schools judged as good or outstanding then to 98% in Feb 2023.

Further Information

All of our profiles, as well as other data and outputs can be accessed on the Evidence Hub at: <https://www.islington.gov.uk/about-the-council/islington-evidence-and-statistics>

About this Data Pack

This data pack/profile was produced by Sean Hayes, Project Consultant, and Adam White, Head of Data & Performance, reviewed and approved for publication by Sarah Callaghan, Director of Learning & Achievement.

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We would also very much welcome your comments on these profiles and how they could better suit your individual or practice requirements, so please contact us with your ideas.

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