

Contents

4	Education and training	2
4.1	Introduction	2
4.2	Key facts about education and training in Hackney and the City of London..	3
4.3	Health and wellbeing impacts.....	4
4.4	Number of people affected locally	4
4.4.1	London Borough of Hackney	4
4.4.2	City of London	8
4.5	Inequalities.....	8
4.5.1	Gender.....	8
4.5.1	Ethnicity and religion	10
4.5.2	Language.....	14
4.5.3	Special Educational Needs and disabilities (SEND)	16
4.5.4	Free school meals (FSM) and/disadvantaged pupils.....	17
4.6	Comparisons with other areas and over time	19
4.6.1	Early Years Foundation Stage Profile (EYFSP).....	19
4.6.2	Key Stage 2 (KS2).....	21
4.6.3	GCSEs.....	23
4.6.4	A levels	25
4.6.5	Not in employment, education or training (NEET)	26
4.6.6	Qualifications in the adult population	28
4.7	Evidence and best practice	28
4.8	Services and support available locally	31
4.8.1	London Borough of Hackney	31
4.8.2	City of London	35
4.9	Challenges and opportunities.....	35
4.10	References.....	37

4 Education and training

4.1 Introduction

This section covers education and training outcomes for residents of Hackney and the City of London, highlighting the impact on health and wellbeing, key inequalities, and providing examples of effective local practice.

There are strong links between education, health and quality of life. Research has shown that positive wellbeing in pupils can lead to improved academic progression and engagement in school. [1] In turn, a good education significantly improves a child's later life chances. Higher educational achievement provides access to better employment prospects and higher wages, and is associated with healthier lifestyles and better health outcomes (both in terms of physical and mental wellbeing). [2] While the causal relationships between education and health are complex to untangle, it is likely that by improving education for all, social inequalities in health will reduce.

Promoting the health and wellbeing of pupils and students within schools and colleges has the potential to improve their educational outcomes *and* their health and wellbeing outcomes. Reflecting the key role of educational settings in promoting health, a revision to Ofsted's Common Inspection Framework in September 2015 outlined a new duty for schools (and providers within schools) to support pupils to gain 'knowledge of how to keep themselves healthy, including through exercising and healthy eating'. [2]

Locally, schools make up an integral part of the response to meet the needs of children and young people as part of the Hackney Child Wellbeing Framework, which aims to respond appropriately to child and family needs at three different levels:

- Universal – any identified need met by universal services (e.g. removing barriers to learning, or ensuring that all age appropriate checks are up to date as part of the Healthy Child Programme)
- Universal Plus and/or Partnership Plus – where a child or young person's needs require a multi-agency response (e.g. if a child has a chronic or serious illness that may need to be treated in a school setting, or is NEET)
- Complex/high need – where a child's need may require a statutory response (e.g. severe disability, or severe mental health need). [3]

Throughout this section, we take a 'life course' approach to describing educational outcomes and experiences – through early years, primary school, secondary school, and beyond.

Box 1: Definitions used in this section

Academies and free schools – run by an academy trust and independent of the local authority.

Charedi – used to describe the various strictly observant Orthodox Jewish groups who make up the Orthodox Jewish community in the borough.

Education Health and Care Plans (EHCPs) – Statements of SEN have been replaced by EHCPs and they now cover ages 0-25 (previously 2-19 year olds). Plans are made for children and young people who need more support than is available through special educational needs support provided by the school or setting (early years and further education and training providers). EHCPs identify educational, health and social needs and set out the additional support to meet those needs.

Looked After Children (LAC) – this refers to a child who is being looked after by their local authority, which is also known as a child in care.

Maintained school – funded by the local authority (LA) and will be either a foundation school, community school, voluntary aided school or a voluntary controlled school (see Box 2).

NEET – a young person not in employment, education or training, used primarily as an indicator for young people aged 16-18, but can extend to 24 for some indicators.

Special educational needs (SEN) support – where a child or young person is identified as having SEN, schools or early years' settings should take action to remove barriers to learning and put effective special educational provision in place. A graduated approach is used to draw on more detailed approaches, more frequent review and more specialist expertise to match interventions to the SEN of children and young people.

4.2 Key facts about education and training in Hackney and the City of London

- Hackney pupils perform comparatively well in schools despite the relatively high levels of deprivation in the borough.
- The proportion of 16-18 year olds who are NEET has been significantly lower in Hackney than both the London and national averages for three of the past four years.
- Girls consistently perform better in education settings than boys in Hackney, from early years to Key Stage 4 (KS4).
- Hackney KS4 and General Certificate of Secondary Education (GCSE) results have markedly improved since 2006 when performance was significantly below national and London averages. The gap between London and Hackney averages has narrowed over time from nearly 10% in 2006 to almost parity in 2014/15. Provisional results for 2015/16 show continued improvement for Hackney pupils, with 69% achieving 5 A*-C grades including maths and English, 7% above the national average.
- In 2015/16, provisional results show that Hackney is one of two joint highest performing local authorities for the new GCSE 'Progress 8'

measure, which compares pupils' progress across eight qualifications against the national average. [4]

- There are no young people NEET in the City of London in the latest available year for which data are available (2015).
- The City of London has the highest proportion of highly qualified residents in the country, with 72% holding level 4 qualifications or above.

4.3 Health and wellbeing impacts

Evidence shows that education and health are closely linked. Good educational attainment is strongly associated with better health outcomes in later life. Conversely, a low level of education is linked to poorer health outcomes.

A national analysis of mortality based on educational qualifications found that “for people aged 30 and above, if everyone had their death rate reduced to that of people with degrees, there would be 202,000 fewer premature deaths each year.” [2] Higher educational attainment is also linked to reduced infant mortality, even in richer countries. [5]

Studies have shown that, although interlinked, education has at least as much causal impact on individual and population health as income levels – this effect is mediated through lifestyle and risk behaviours and uptake of preventative services. [6]

Research has shown a clear gradient in the relationship between health and education, where the more education you have received, the better health outcomes you have. [5] For example, a study in the US found that for each additional year of schooling there was a reduction in the probability of dying in the next 10 years by 3.6 percentage points. [6]

4.4 Number of people affected locally

4.4.1 London Borough of Hackney

Table 1 shows that almost 50,000 pupils are attending registered schools in Hackney, with a significant proportion attending independent schools. See Box 2 for descriptions of the different types of schools in England.

Table 1: Types of schools in Hackney and pupil numbers (2016)

Type of provision	Pupil numbers
Maintained nursery	195
Maintained primary	19,429
Maintained secondary	5,628
Special	330
Pupil Referral Unit (PRU)	84
Independent	9,104
Academies & free schools – primary	1,372
Academies & free schools - secondary	7,230
Total	43,372

Source: Schools pupils and their characteristics (Department for Education, January 2016)

Many of the Independent schools in Hackney are Charedi schools which are almost entirely funded by the parents and from the wider Charedi community. All children attend school from the age of three until full time adult further (religious) education. The sexes are segregated from the start of schooling and most of the teaching is conducted in Yiddish. [7] Much of the school day is dedicated to religious learning especially in boys' schools, whereas more mainstream subjects are taught to girls.

These independent schools can be costly for families due to school fees and the fact that pupils are not eligible for school-based means-tested benefits (including uniform grants and free school meals). [8]

There a number of unregistered Charedi schools in the borough which means that they operate outside the supervision of the Department for Education (DfE), local authorities or Ofsted inspections. Unregistered schools are illegal and may offer an insufficiently broad education to pupils. There are also risks associated with attending children not being known to the local authority.

Box 2: Descriptions of different types of schools [9]

Academies – run by the academy trust and independent of the LA and can follow a different curriculum.

City technology colleges – a type of secondary school set up and funded through partnerships between the government and business with emphasis on teaching technological, science and practical skills in inner-city areas.

Community schools – controlled by the local council and not influenced by business or religious groups.

Faith schools – faith schools can be different kinds of schools, e.g. voluntary aided schools or academies, but are associated with a particular religion. Faith schools are mostly run like other state schools and have to follow the national curriculum except for religious studies, where they are free to only teach about their own religion.

Free schools – funded by the government and run by a trust, independent of the local authority and have more control over how they operate. They are ‘all ability schools’ so can’t use academic selection processes like grammar schools. They can set their own pay and conditions for staff, change the length of school terms and the school day. They don’t have to follow the national curriculum.

Grammar schools – run by the council, a foundation body or a trust, they select all or most of their pupils based on academic ability. There is often an exam to get in.

Foundation schools – have more freedom to change the way they do things than community schools.

Pupil referral unit (PRU) – a school maintained by a local authority which is specifically organised to provide education for children who are excluded, sick, or otherwise unable to attend a mainstream or special maintained school.

Private schools – also known as ‘independent schools’, charge fees to attend instead of being funded by the government. Pupils don’t have to follow the national curriculum. Private schools must be registered with the government and are inspected regularly.

Special schools – offer educational provision for children and young people aged two or over, which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the local authority. The school can specialise in one of the four areas of special educational needs; communication and interaction, cognition and learning, social, emotional and mental health, or sensory and physical needs. To attend a special school, a child or young person would ordinarily require a Statement of SEN or EHCP naming the specific school.

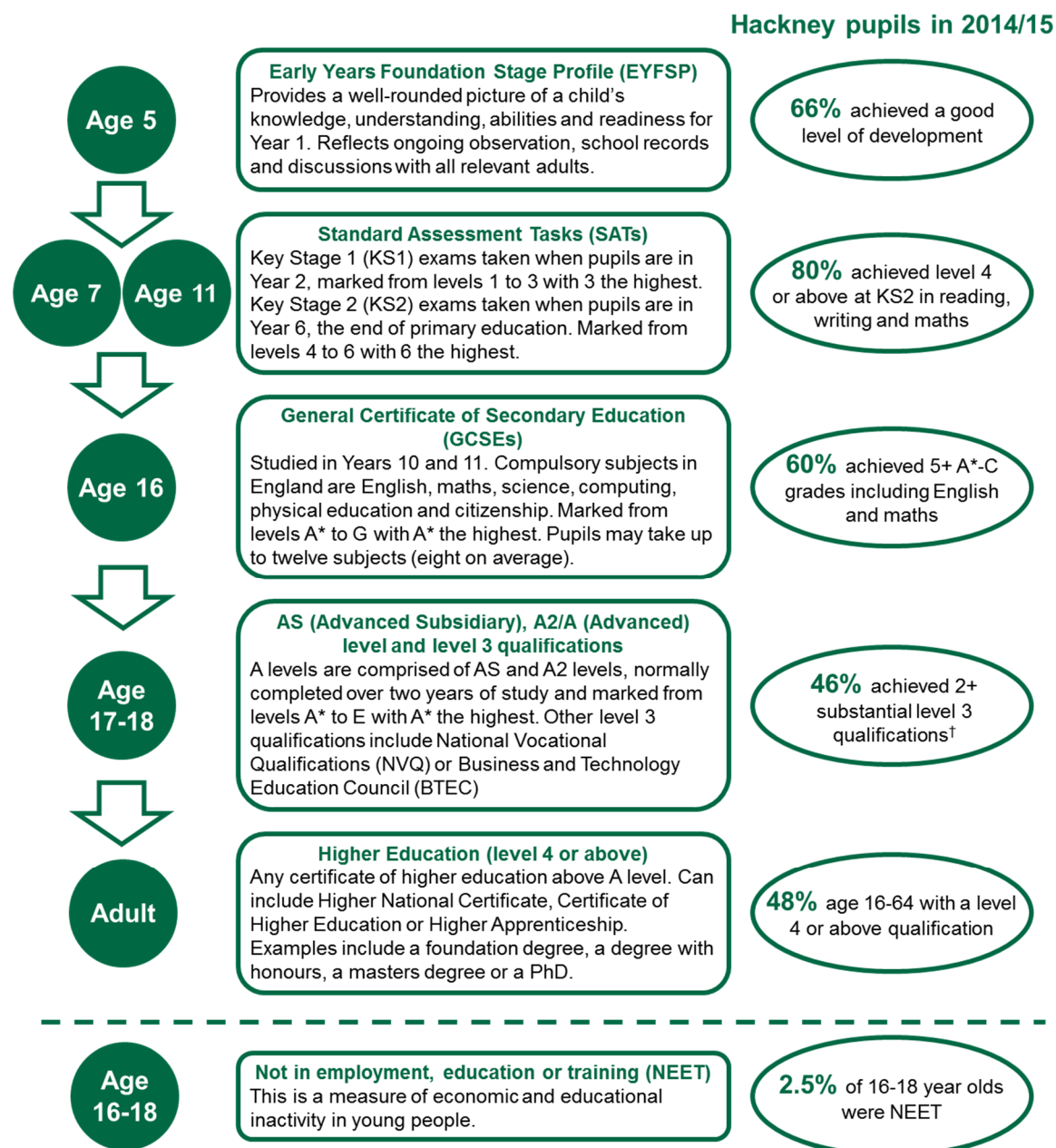
State boarding schools – state boarding schools provide free education but charge fees for boarding; some are run by local councils and some are run as academies or free schools. State boarding schools give priority to children who have a particular need for boarding.

Voluntary-aided (VA) schools – maintained schools that often, but not always, have a religious character

Figure 1 provides definitions of key qualifications across the life course and a snapshot of the level of attainment by Hackney residents in 2014/15, including NEET figures for 16-18 year olds. A more in-depth analysis over time and comparisons with

other areas can be found in Section 5.5.¹ The data looked at in this section are from 2014/15. Provisional data are available for 2015/16, and this section will be updated with new analysis in due course, as part of the JSNA rolling update programme. The latest data suggest current trends as reported here are continuing.

Figure 1: Attainment by educational level and NEET in Hackney (2014/15) [10]



Source: Department for Education (school qualifications), Annual Population Survey 2014 (adult qualifications)

Notes: [†]Estimated from number of 18-year-olds who achieved 2+ substantial level 3 qualifications and estimated number of 18 year old Hackney residents in 2015 (GLA SHLAA population projections).

¹ 2015 estimated NEET data is available although not yet cleansed. As it stands 2.5% of 16-18 year olds in Hackney were identified as NEET in 2015. See here: <https://www.gov.uk/government/publications/neet-data-by-local-authority-2012-16-to-18-year-olds-not-in-education-employment-or-training>

4.4.2 City of London

The City of London has one maintained primary school; Sir John Cass's Foundation Primary School, which includes the Cass Child and Family Centre, the City's sole Children's Centre. Of the pupils attending the school approximately a third are City of London residents.

Primary age City resident children attend Sir John Cass and a small number of schools in Islington, Camden and Westminster. Secondary age children attend a range of schools, including secondary schools in Islington and other neighbouring local authorities such as Tower Hamlets and Hackney. There are no secondary schools in the City of London.

The City currently funds fewer than five children to be educated outside mainstream local authority provision.

In 2014/15, 75% of pupils in the City of London achieved a good level of development at Early Years Foundation Stage. In the same year, 96% of pupils achieved level 4 or above in Key Stage 2 reading and mathematics tests, and writing teacher assessment. [11]

There were no young people NEET in the City of London in the latest available year for which data are available (2015).

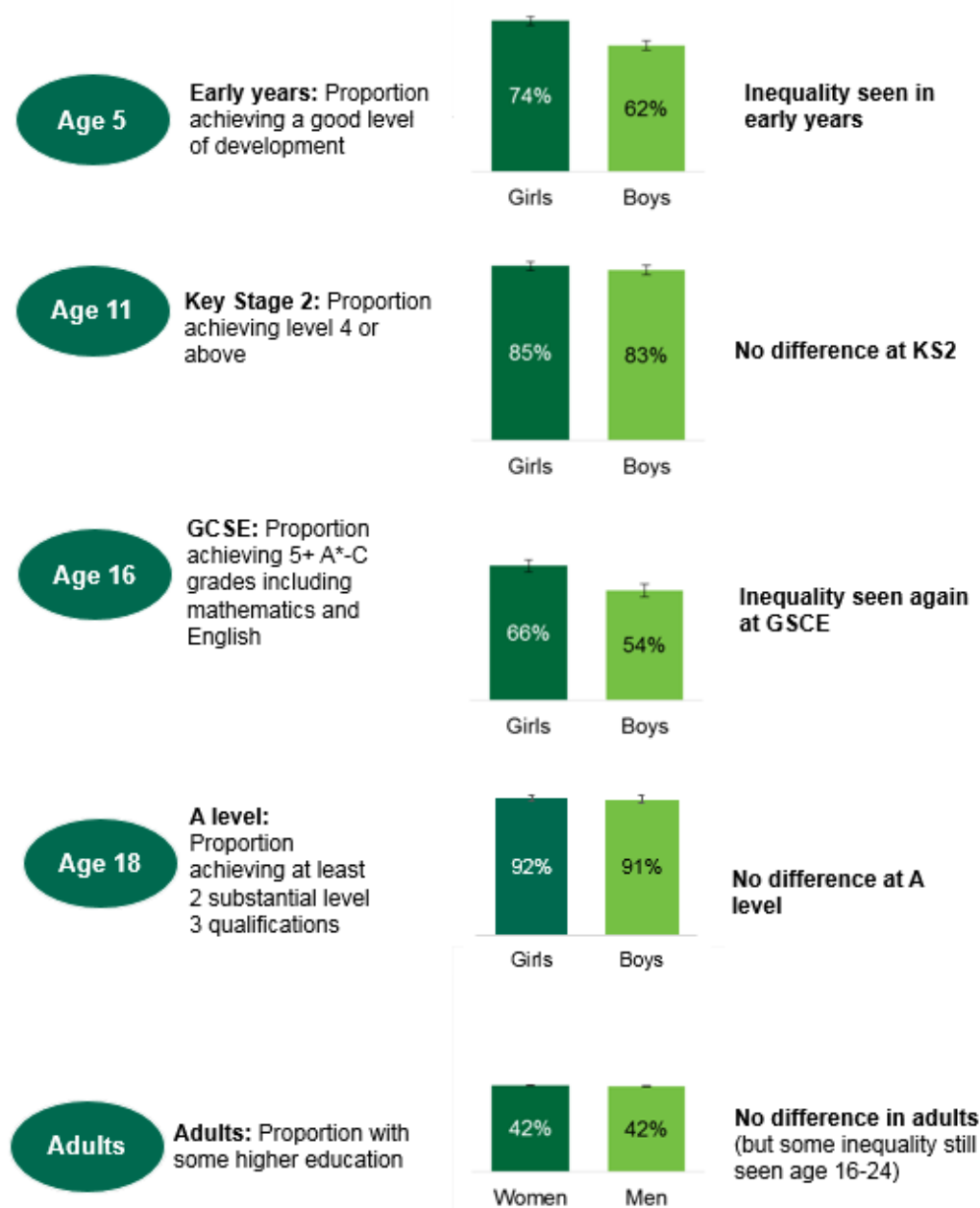
The 2011 Census revealed that 72% of City of London residents have level 4 qualifications or above, this is the highest proportion of adults who have level 4 qualifications or above in the country, by local authority area.

4.5 Inequalities

4.5.1 Gender

There is a fairly significant gap between educational attainment between girls and boys at age five in Hackney in 2014/15, and this is again seen at GCSE level. By adulthood, there is no difference between the proportion of women and men who have a higher education qualification in Hackney (see Figure 2).

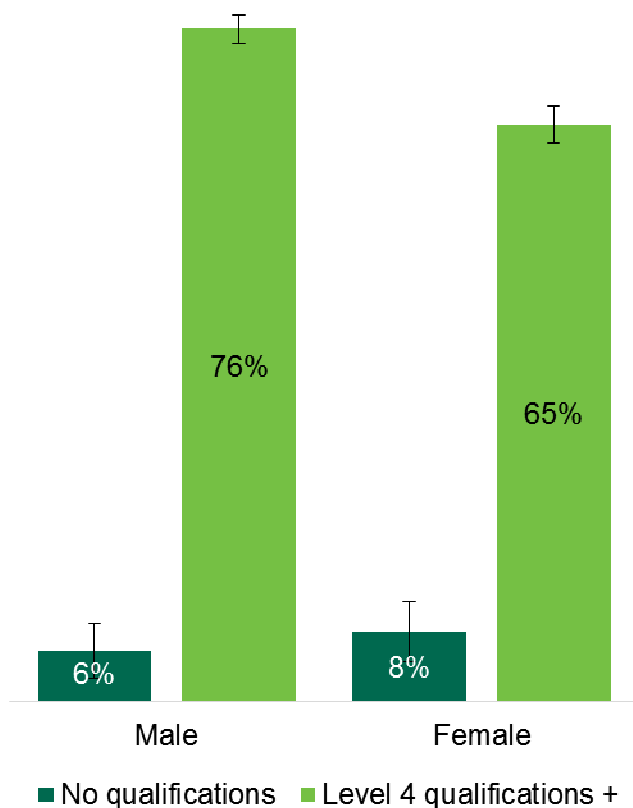
Figure 2: Educational attainment levels and qualifications over the life course in Hackney, by gender (2014/15)



Source: Department for Education (school qualifications), ONS Census 2011 (adult qualifications).
 Note: Adult education data are from 2011

The 2011 Census shows that in the City 76% of the male resident population has a level 4 qualification and above, compared to 65% of the female resident population (see Figure 3). Six per cent of City male residents have no qualifications compared to 8% of City female residents.

Figure 3: Percentage of adults in the City with no qualifications and at least level 4 qualifications, by gender (2011)



Source: ONS Census

This section describes variations in key education (and related) outcomes by different equalities groups. This analysis is not possible for the City due to small numbers which may compromise anonymity of the data, except for adult education levels which are taken from the 2011 Census (where the sample size was much larger).

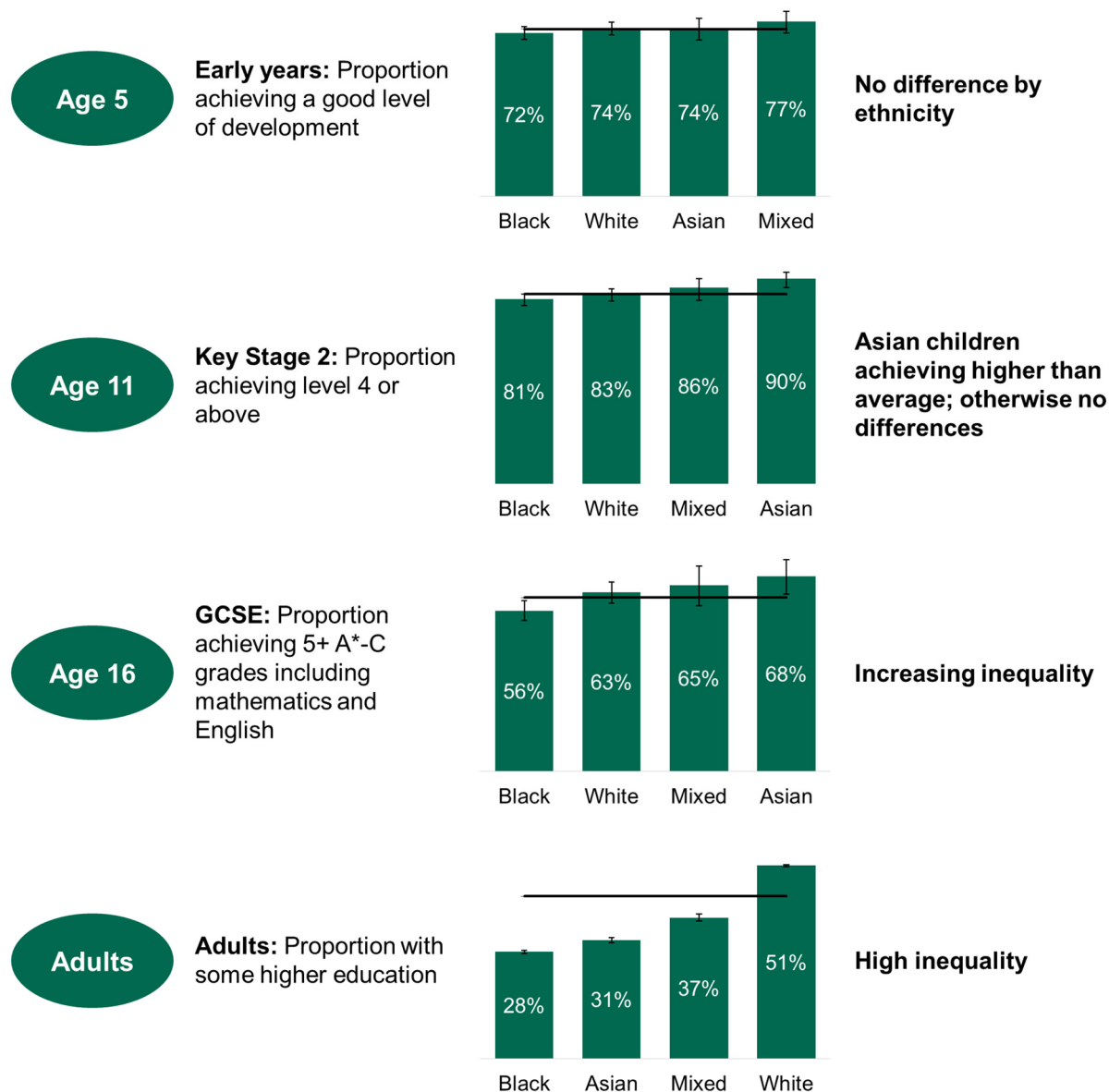
Please note that unequal educational attainment is often a marker of inequalities in barriers and opportunities, and should not be seen as indicative of lower innate ability. There are many factors that relate to educational attainment. Analysis has not been undertaken looking at pupils who may face multiple disadvantage. The aim of this section is to provide a snapshot overview of inequalities that persist in educational performance in Hackney and the City.

4.5.1 Ethnicity and religion

Figure 4 shows that inequality in attainment by ethnicity increases across the life course in Hackney residents. In the Early Years, there are no real differences between different ethnic groups, but in Key Stage 2 and at GCSE Asian pupils do significantly better than average. In adulthood ethnic disparities are most marked, with over half of White residents having a level 4 qualification or above, compared to just over a quarter of Black residents.

Adults of Other ethnic origin were least likely to have level 4 qualifications and above, and most likely to have no qualifications, in the 2011 Census (Figure 5).²

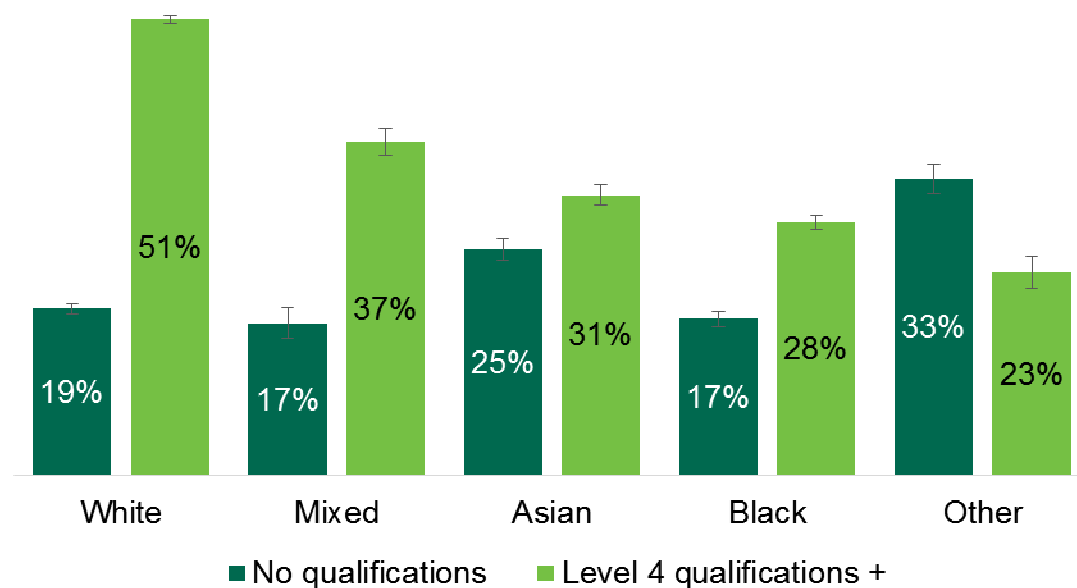
Figure 4: Educational attainment levels and qualifications in Hackney over the life, by ethnicity (2014/15)



Sources: Department for Education (school qualifications), ONS Census 2011 (adult qualifications).
Note: Adult education data are from 2011

² Level 4 qualifications and above include Certificates and Diplomas of Higher Education, NVQ levels four and five, Higher or Degree apprenticeships, Foundation Degrees, Honours or Ordinary Degrees, and higher degrees.

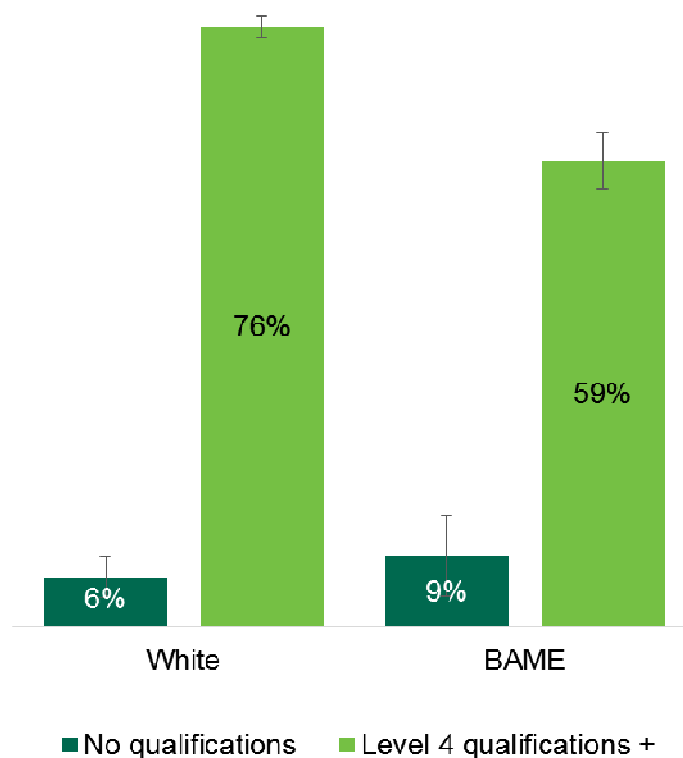
Figure 5: Percentage of adults in Hackney with no qualifications and at least level 4 qualifications, by ethnicity (2011)



Source: ONS Census

In the City of London in 2011, 59% of BAME residents had level 4 qualifications or above, compared to 76% of White residents (Figure 6). 9% of BAME residents had no qualifications compared to 6% of White residents.

Figure 6: Percentage of adults in the City with no qualifications and at least level 4 qualifications, by ethnicity (2011)³



Source: ONS Census

Orthodox Jewish community

Academic attainment for Orthodox Jewish pupils is not captured in the above mainstream results as almost all 16,700 children within Hackney's Orthodox Jewish community attend local independent Charedi educational settings in Hackney. There are a number of Charedi educational settings which have voluntary aided status and are maintained by the local educational authority.⁴

Mostly, children are educated in single-sex independent schools, followed by yeshiva for young men and seminary for young women.⁵ While Charedi girls tend to achieve formal state qualification results above the national average, boys receive far fewer formal qualifications. In a survey of adults, 35% of Charedi women had five GCSEs at grades A*-C, compared with only 11% of Charedi men. [8] This is likely because boys receive most tuition in Yiddish rather than English and study strongly focuses on religious subjects with an avoidance of secular subjects. [12]

³ Black, Asian and Minority Ethnic (BAME) have been grouped as the individual sample sizes for each group were too small to be reported.

⁴ Lubavitch Boys Primary School, Lubavitch Ruth Luzner Girls' Primary School, Lubavitch Senior Girls' School, and Yesodey Hatorah Secondary School for Girls.

⁵ A yeshiva is an Orthodox Jewish College for boys or young men focused on the study of religious texts. The equivalent for girls or young women is a midrasha, translated as 'seminary'.

Gypsy, Roma, and Traveller communities

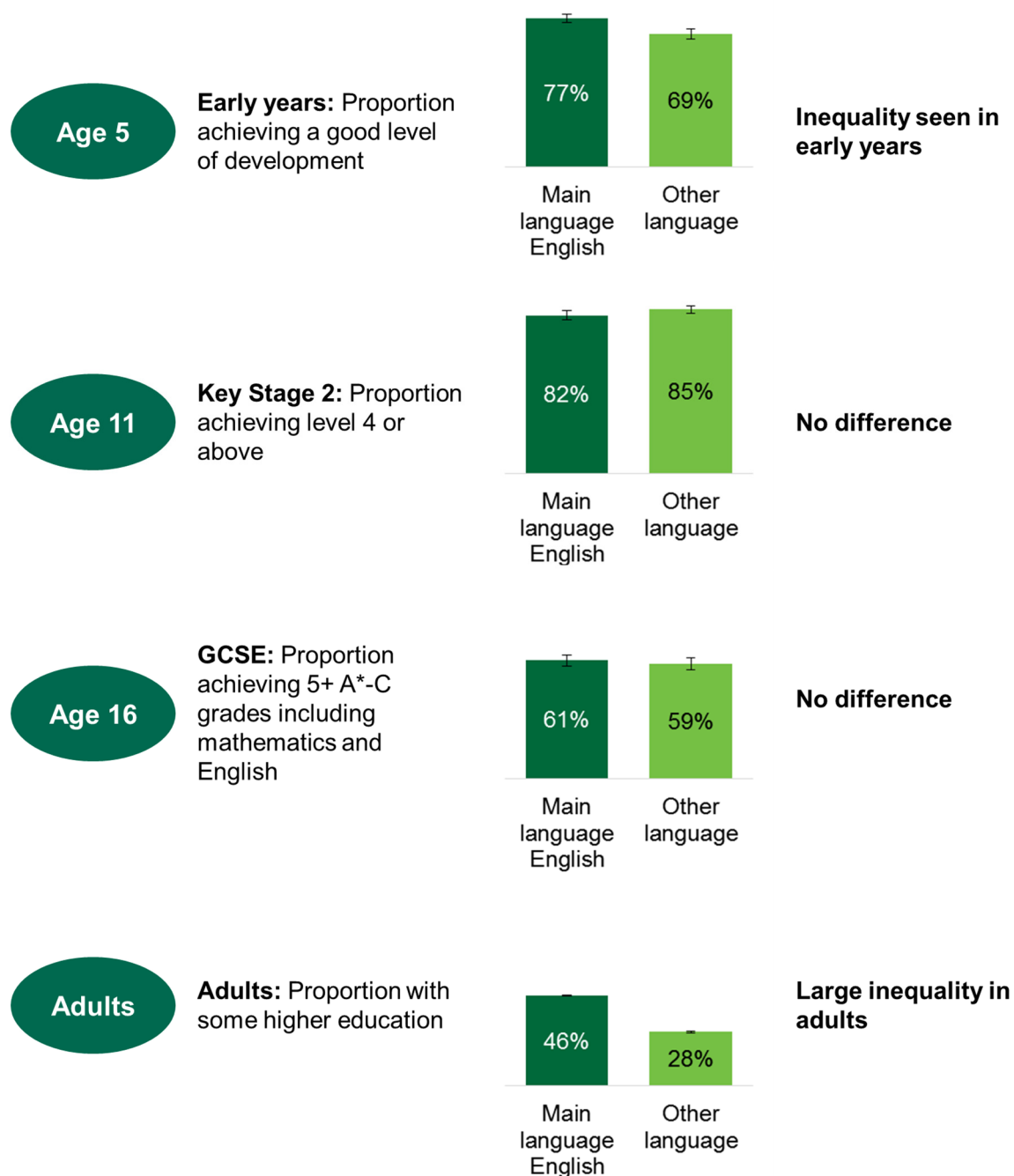
There are around 600-800 Gypsies and Travellers living in Hackney, and the Hackney Traveller Education Service estimates that approximately 300 of these are children. The Gypsy, Roma and Traveller population has a long history of social exclusion, marginalisation and discrimination, and despite legal protection under equality legislation they remain one of the most socially excluded groups in the country. In England in 2003, less than 25% of Gypsy and Traveller children obtained 5 GCSEs or more at A*-C grades, compared to a national average of over 50%.

4.5.2 Language

Figure 7 shows that the relatively higher levels of early years development in pupils whose first language is English does not appear to continue to Key Stage 2 and at GCSE (A level qualifications are not broken down by first language spoken). Please note that if pupils and adults do not speak English as their main language, this does not mean that they are not fluent English speakers.

In the adult population, the gap widens significantly between the most qualified and least qualified groups in the borough according to main language spoken. Almost half of adults whose main language is English have some form of higher education qualification, compared to under a third whose main language is not English.

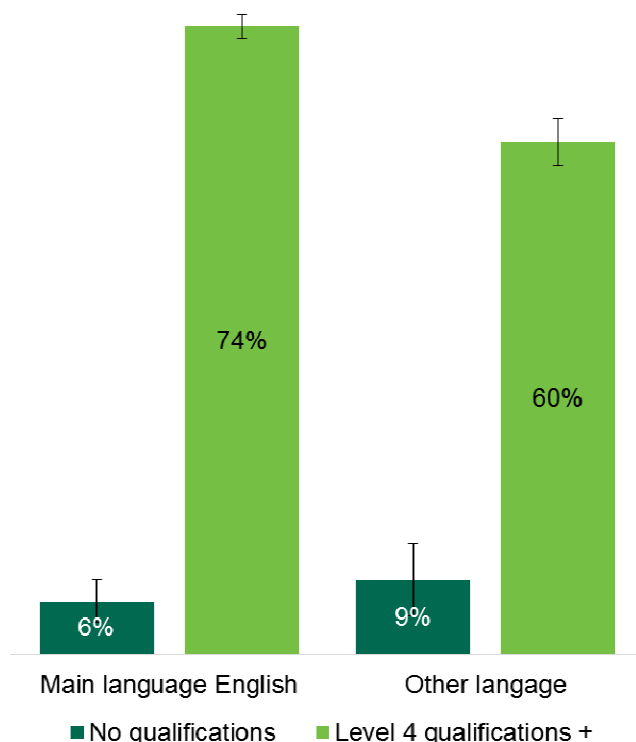
Figure 7: Educational attainment levels and qualifications in Hackney over the life course, by main language spoken (2014/15)



Source: Department for Education (school qualifications), ONS Census 2011 (adult qualifications).
 Note: Adult education data are from 2011

Figure 8 shows that in the City of London in 2011, 74% of residents whose main language is English had level 4 qualifications or above, compared to 60% of residents whose first language is not English. 6% of City residents whose main language is English had no qualifications compared to 9% of residents whose first language is not English.

Figure 8: Percentage of adults in the City of London with no qualifications and at least level 4 qualifications, by first language spoken (2011)



Source: ONS Census

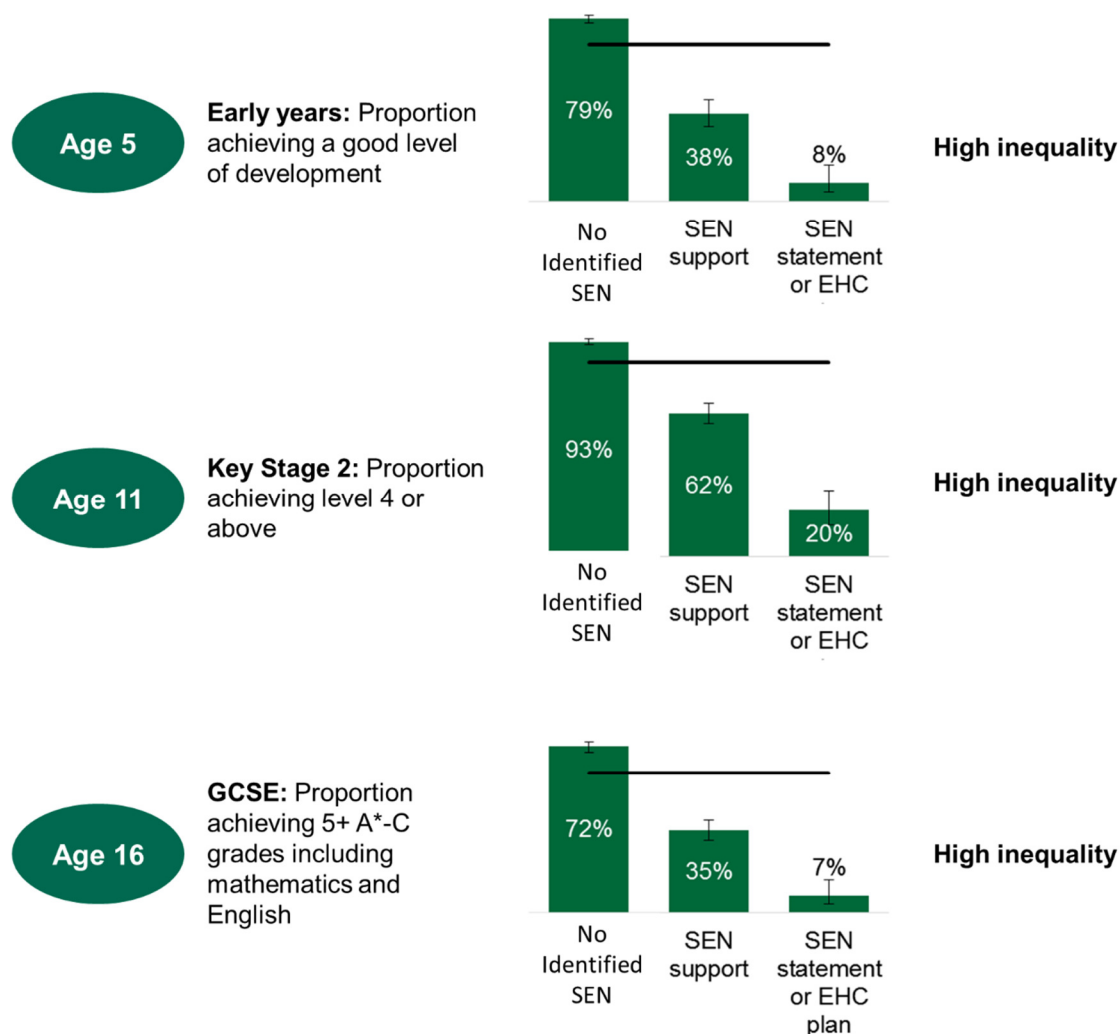
4.5.3 Special Educational Needs and disabilities (SEND)

Children with SEND may require support to reach their potential. Some children and young people with SEND may also be subject to other factors such as lower educational outcomes, social deprivation and poverty. In 2011, The Children's Society reported that 40% of disabled children were living in poverty, compared to a national average of 30%. Furthermore, 14% of disabled children were living in severe income poverty (where household income is less than 40% of the median income), in comparison with 11% of all children. [13]

Local authorities have a statutory duty to identify all children and young people in its area who have or may have SEND (aged 0-25), and ensure the integration of education health, and care provision where this will promote the wellbeing of these children and young people and improve the quality of special education provision.

In 2014/15 in Hackney, there was significant inequality in attainment levels between pupils who have no identified SEN and those who receive SEN support or have a SEN statement or EHCP, across all age ranges (Figure 9).

Figure 9: Educational attainment levels and qualifications / Hackney over the life course, by Special Educational Needs (2014/15)



Source: Department for Education

4.5.4 Free school meals (FSM) and/disadvantaged pupils

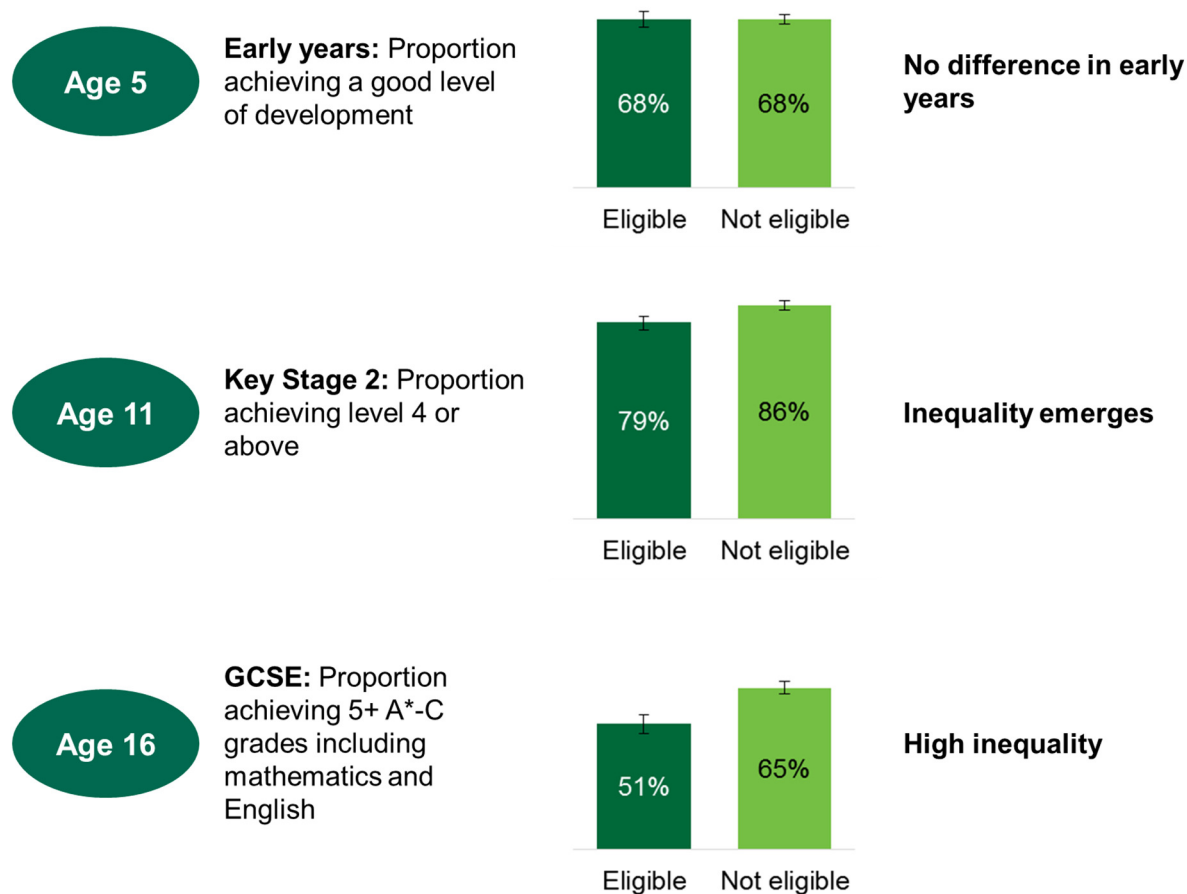
This subsection describes socio-economic inequalities in educational attainment, including those pupils who are eligible for free school meals (a key indicator of socio-economic disadvantage), as well as those classified as 'disadvantaged' by the DfE. Instead of using free school meals (FSM) alone as an indicator, DfE classifies pupils as 'disadvantaged' if they have been eligible for FSM within the last six years, they have been adopted from care, or they have been looked after continuously for one day or more.

The gap in attainment between pupils eligible for FSM and those not eligible increases across the educational stages. In 2014/15 in Hackney, there was no difference in early years attainment between FSM eligible pupils and those who were not eligible, but at GCSE level there was high inequality - pupils who were not eligible for FSM outperformed their peers who were (Figure 10).

In Hackney in 2014/15, just over half (53%) of 'disadvantaged' pupils achieved five or more GCSE A*-C grades including English and mathematics, compared to over two thirds (69%) of all other pupils (including pupils for whom information on disadvantage could not be determined).

A level results are not available by FSM indicator or disadvantaged pupils' indicator.

Figure 10: Educational attainment levels and qualifications in Hackney over the life course, by Free School Meal (FSM) status (2014/15)



Sources: Department for Education

Many vulnerable groups are at increased risk of being NEET. Analysis conducted in 2013 found that 16-19 year olds who were parents, carers or currently pregnant had the highest rates of NEET (Table 2).

Table 2: Percentage of 16-19 year olds NEET across Hackney, by vulnerable group (2013)

Characteristic	%
Whole 16-19 year old population	7%
Parent (caring for own child)	54%
Parent (not caring for own child)	20%
Carer (not own child)	50%
Pregnant	44%
Supervised by Youth Offending	25%
Looked after child	16%
Care leaver	<0.5%
Learning Disability	11%
Refugee / asylum seeker	<0.5%

Source: Central London Connexions report

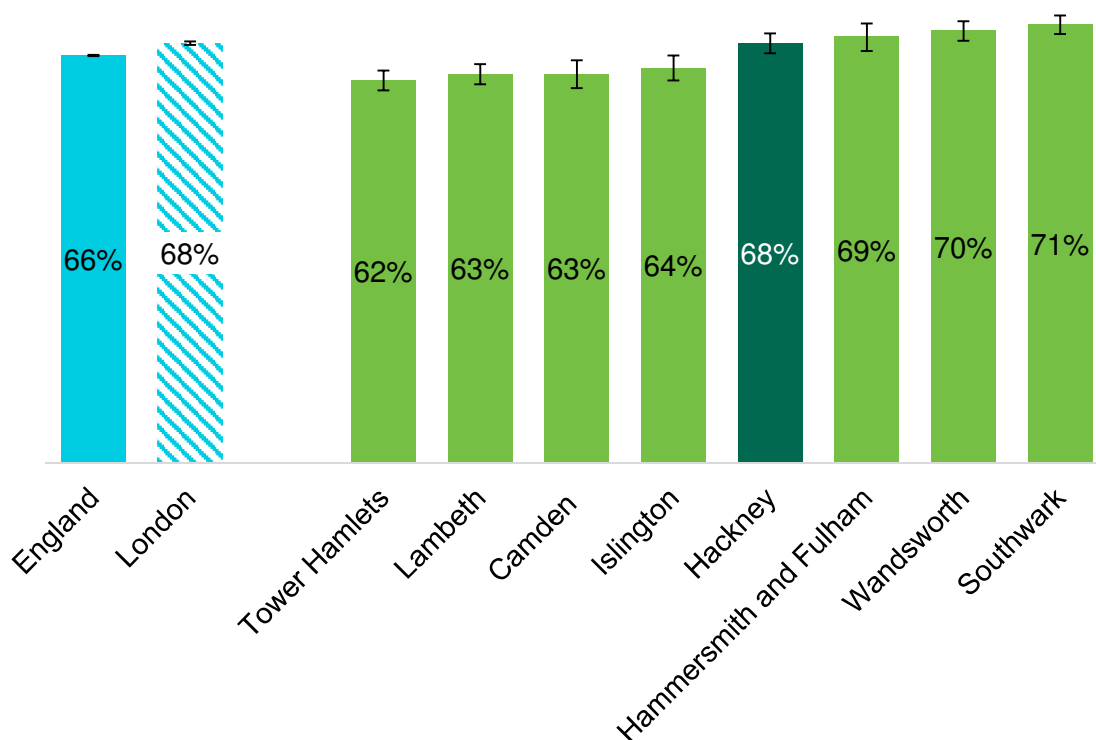
4.6 Comparisons with other areas and over time

This section compares local education (and related) outcomes in comparison to Hackney's statistical peers, and over time. This analysis is not possible for the City due to small numbers, which may compromise the anonymity of the data. As above, data looked at in this section is from 2014/15, which was the latest available data at the time of writing. Provisional educational data is available for 2015/16 performance, and this section will be updated with new analysis in due course, as part of the JSNA rolling update programme.

4.6.1 Early Years Foundation Stage Profile (EYFSP)

In 2014/15, 68% of Hackney pupils achieved a good level of development, which was the same as the London average. Figure 11 shows that Hackney performs better than four out of seven of its statistical peers.

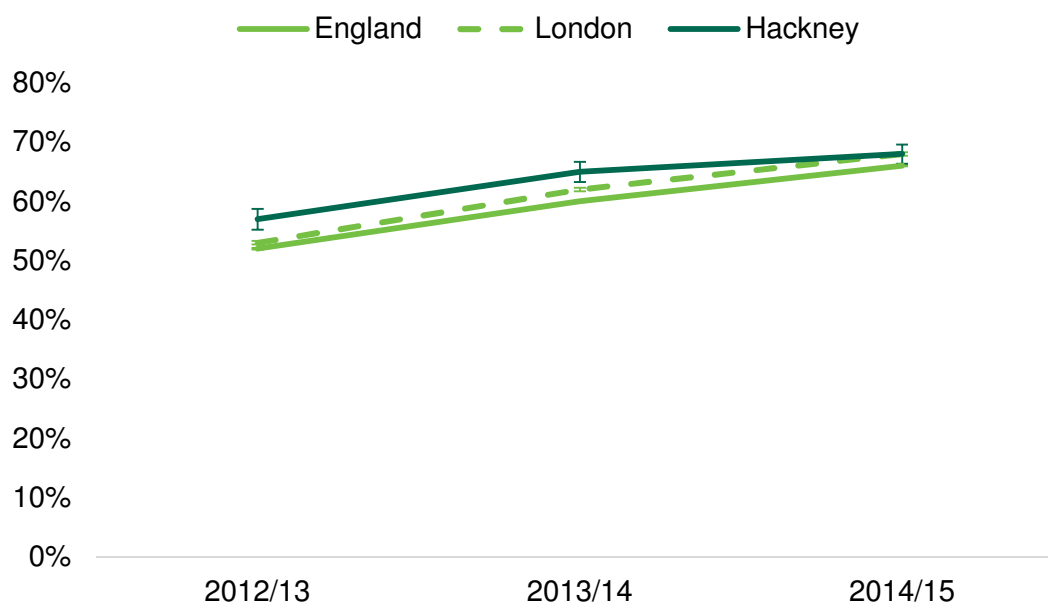
Figure 11: Percentage of pupils achieving a good level of development EYFSP (2014/15)



Source: Department for Education

Since 2012/13, the percentage of pupils achieving a good level of development at EYFSP has increased by over 10% in Hackney, from 57% in 2012/13 to 68% in 2014/15. Over the same period, the England and London performance has also improved - from 52% to 66% and 53% to 68%, respectively. Over the last three years, Hackney pupils have performed above the national average, and above or at the London average (see Figure 12).

Figure 12: Percentage of pupils achieving a good level of development EYFSP (2012/13 – 2014/15)⁶



Source: Department for Education

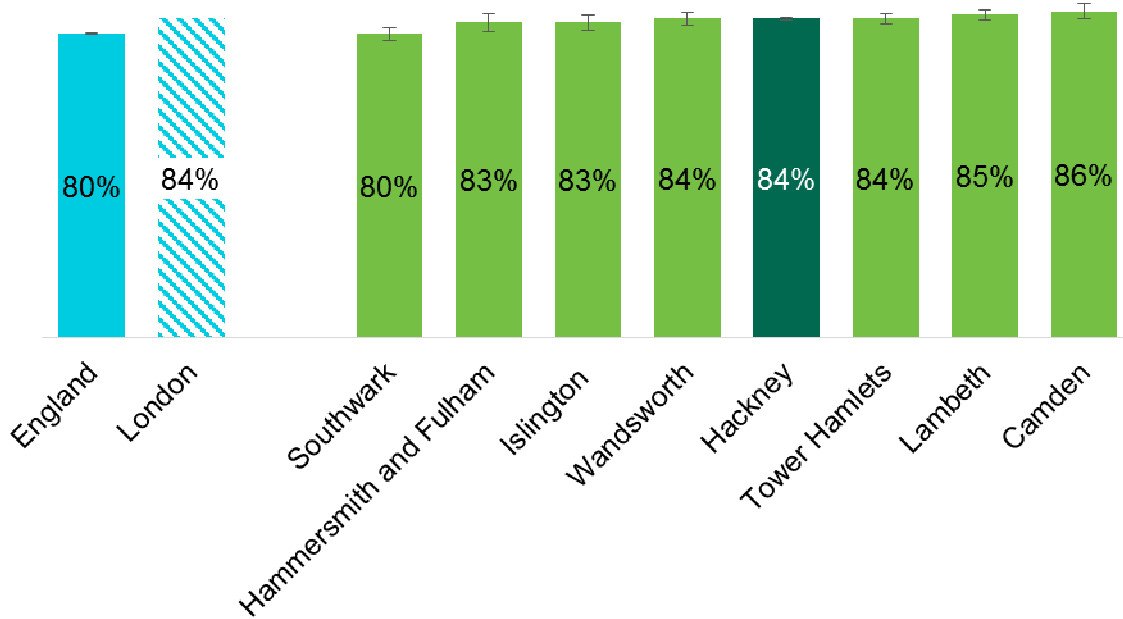
4.6.2 Key Stage 2 (KS2)

In 2014/15, 84% of Hackney pupils achieved level 4 or above at KS2 in reading tests, writing teacher assessment and mathematics tests. This was equal to the London average (84%), and slightly above the England average (80%) in the same year. Compared to Hackney's statistical peers, Hackney pupils performed roughly in the middle (Figure 13).

Achievement of level 4 or above in reading tests, writing teacher assessment and mathematics tests in Hackney has risen from 76% in 2012 to 84% in 2014, and, while this upward trend in results has also been seen across London and England (Figure 14), Hackney now outperforms the national average.

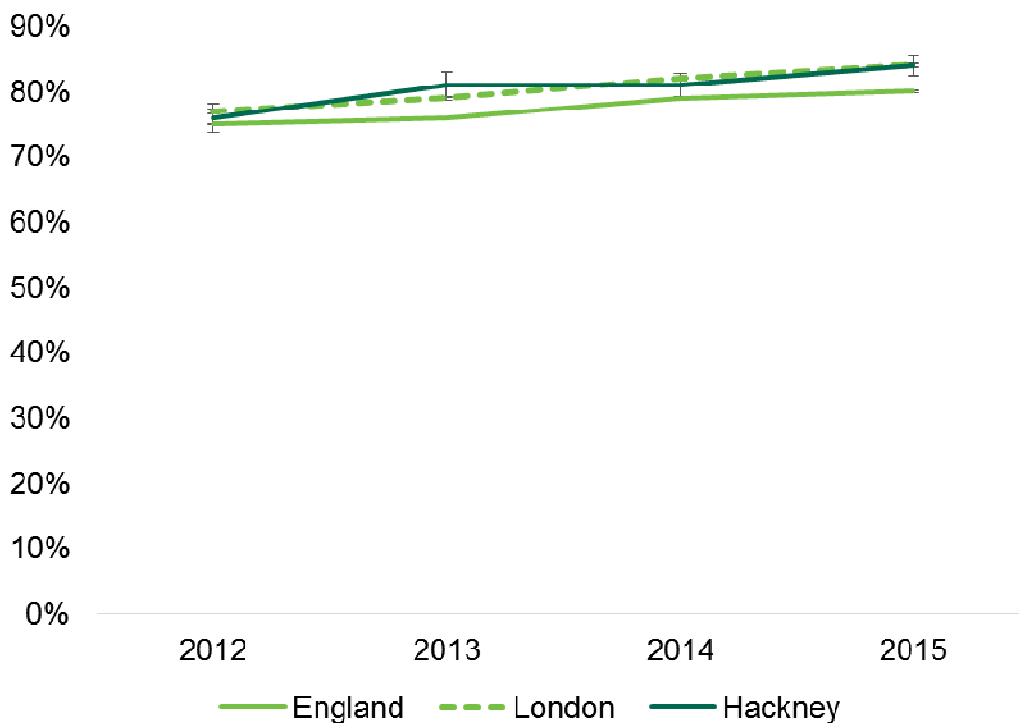
⁶The definition for 'Good Level of Development' changed for 2012/13 so data before then is not comparable.

Figure 13: Percentage of pupils achieving level 4 or above at KS2 reading test, writing teacher assessment and mathematics test (2014/15)



Source: Department for Education

Figure 14: Percentage of pupils achieving level 4 or above or above at KS2 reading test, writing teacher assessment and mathematics test (2012 – 2015)⁷



Source: Department for Education

⁷In 2012, English was calculated from reading test results and writing teacher assessment rather than from reading and writing tests as in previous years, as such data is not comparable before 2012.

4.6.3 GCSEs

In 2014/15, 60% of Hackney pupils achieved 5+ GCSE A*-C grades including English and mathematics, compared to a 61% average across London and 54% in England.⁸ Hackney pupils were roughly in the middle of the distribution of GCSE performance among its statistical peers (Figure 15).

Since 2009/10, Hackney's performance has improved faster than the England average in terms of the percentage of pupils achieving 5 A*-C grades including mathematics and English. From being statistically similar to England five years ago, Hackney now outperforms the England average by almost seven percentage points. The percentage of pupils achieving 5 A*-C grades including mathematics and English in Hackney has increased from 55% in 2009/10 to 60% in 2014/15 (Figure 16).

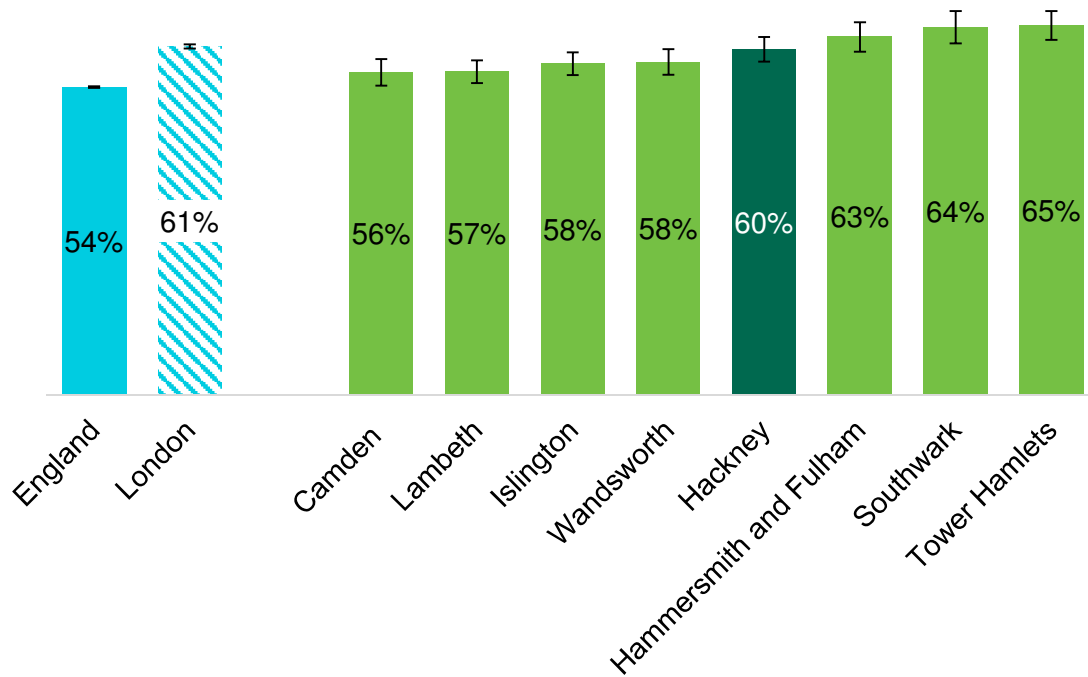
Provisional data for 2015/16 shows a continued improvement in GCSE results for Hackney pupils, with 69% achieving 5 A*-C grades, including mathematics and English, 7% above the national average. Also in 2015/16, provisional results show that Hackney is one of two joint highest performing local authorities in the country for the new GCSE 'Progress 8' measure, which looks across eight qualifications and compares pupils' progress across schools against national averages of similar pupils. Further analysis of educational attainment data for 2015/16 will be conducted as part of the JSNA rolling update programme, in due course.

These latest results continue to show year-on-year improvement on a journey to improve educational outcomes in the borough that started in August 2002. In that year, just 31% of Hackney's Year 11 pupils gained 5 or more A*-C grades at GCSE and the attainment gap between Hackney and the national average was more than 20 percentage points. There were only three other Local Education Authorities in England with lower results at that time. By 2006 (the year in which the government adjusted the national benchmark to 5 or more A*-C grades including English and mathematics), Hackney had narrowed the attainment gap to below 10 percentage points. Progress in Hackney secondary schools since then has continued, as the data presented below clearly demonstrate.⁹

⁸ New GCSEs in English language, English literature and maths have been taught in schools in England from September 2015, with the first results due to be issued in August 2017. Further subjects will see new GCSEs introduced over the following two years. The new GCSEs will see a new grading scale from 9 to 1, with 9 being the top grade. Courses will no longer be modular and will be designed so that students will take all of their exams in one period at the end of their course of study.

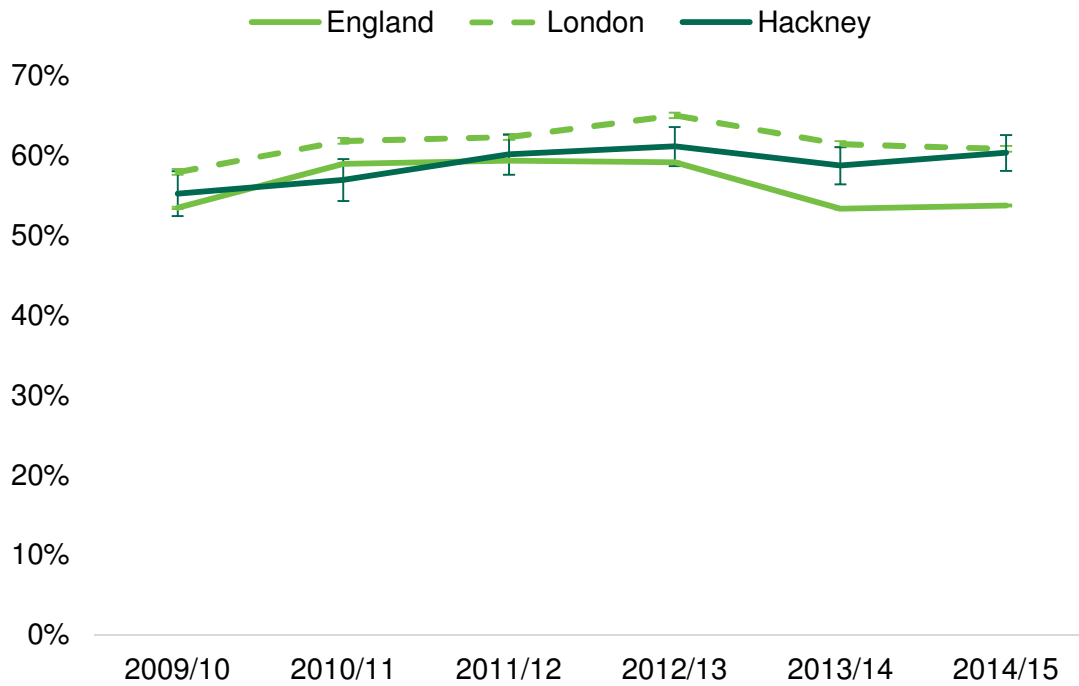
⁹ For more on the story of the change in Hackney's education system see: 10 Years Transforming Education in Hackney (2012) - <https://www.learningtrust.co.uk/Documents/10%20Years%20in%20Hackney.pdf>

Figure 15: Percentage of pupils achieving 5 A*-C GCSE grades including mathematics and English (2014/15)



Source: Department for Education

Figure 16: Percentage of pupils achieving 5 A*-C GCSE grades including mathematics and English (2009/10 – 2014/15)

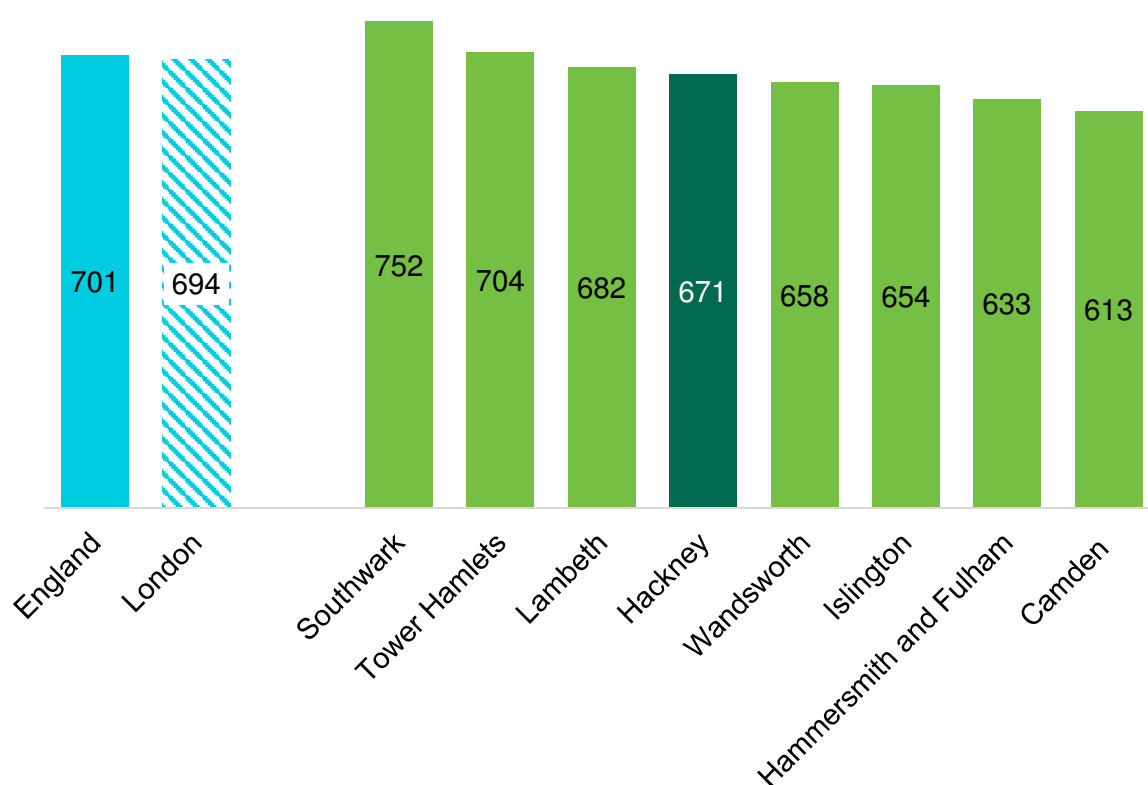


Source: Department for Education

4.6.4 A levels

In 2014/15, the average point score for all level 3 qualifications (including A) levels in Hackney was 671, which was the fourth highest score of its statistical peers. Over the same period, average scores were slightly higher in London and England (Figure 17)

Figure 17: All level 3 qualifications average point scores (2014/15)¹⁰



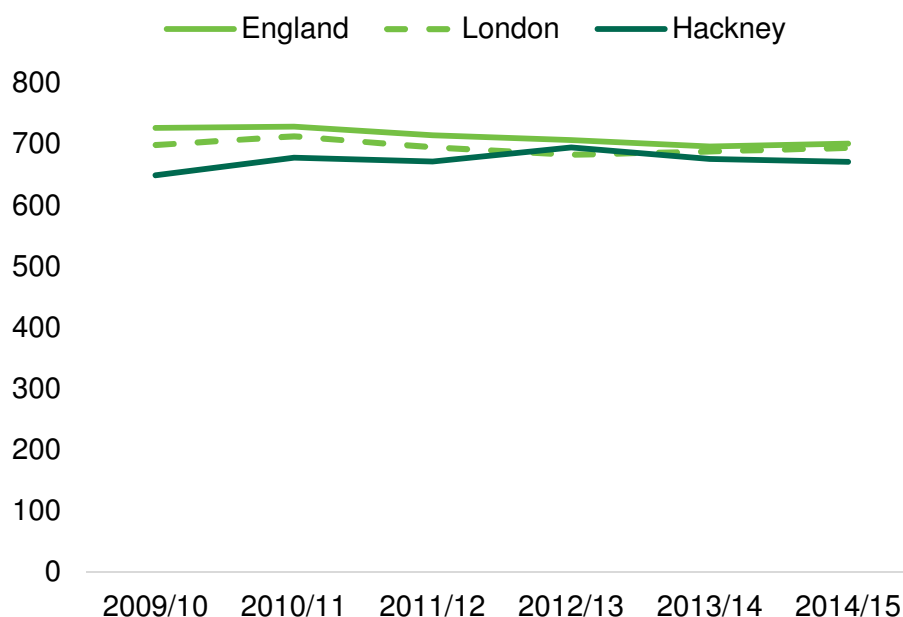
Source: Department for Education

Note: Confidence intervals not available for these data.

Since 2009/10, level 3 performance has improved in Hackney (from an average points score of 649 to 671), at the same time as average performance across London and England as a whole has decreased (Figure 18). From scoring an average 77 points lower than England five years ago, in 2014/15 the average level 3 points score in Hackney was just 30 points lower than nationally.

¹⁰Covers students at the end of advanced level study who were entered for at least one substantial level 3 qualification in the 2013/14 academic year.

Figure 18: Average point score for A levels for all level 3 qualifications (2009/10 – 2014/15)



Source: Department for Education

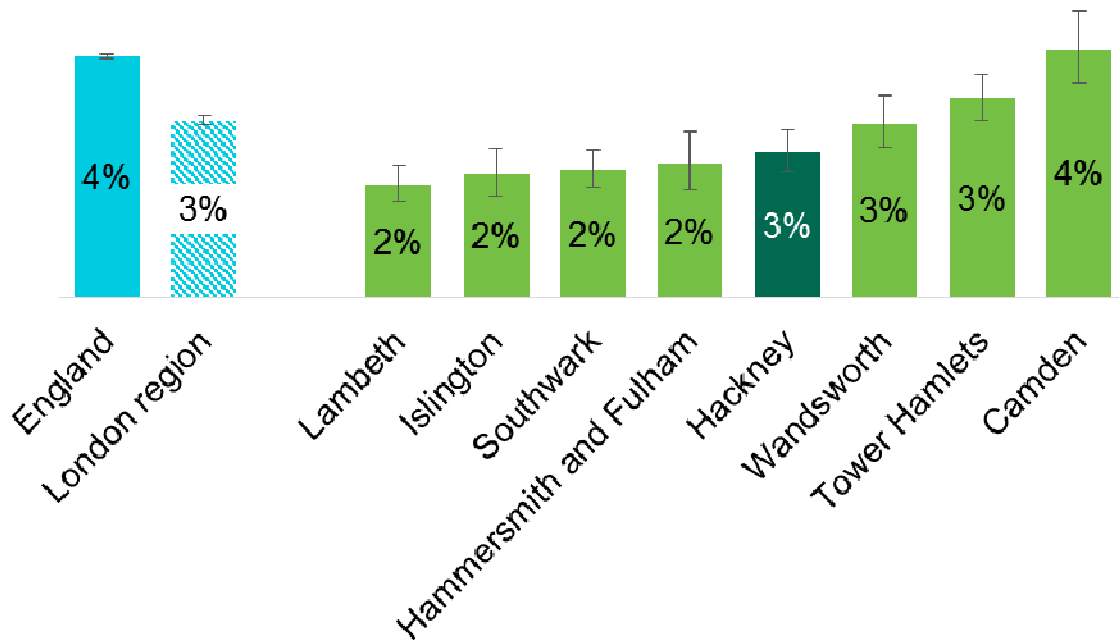
Note: Confidence intervals not available for these data

4.6.5 Not in employment, education or training (NEET)

In 2015, the percentage of 16-18 year old Hackney residents who were identified as NEET was 2.5%, this was lower than both London (3.1%) and England (4.2%) averages. Compared to its statistical neighbours, Hackney sits roughly in the middle, with Lambeth at one end and Camden at the other (Figure 19).

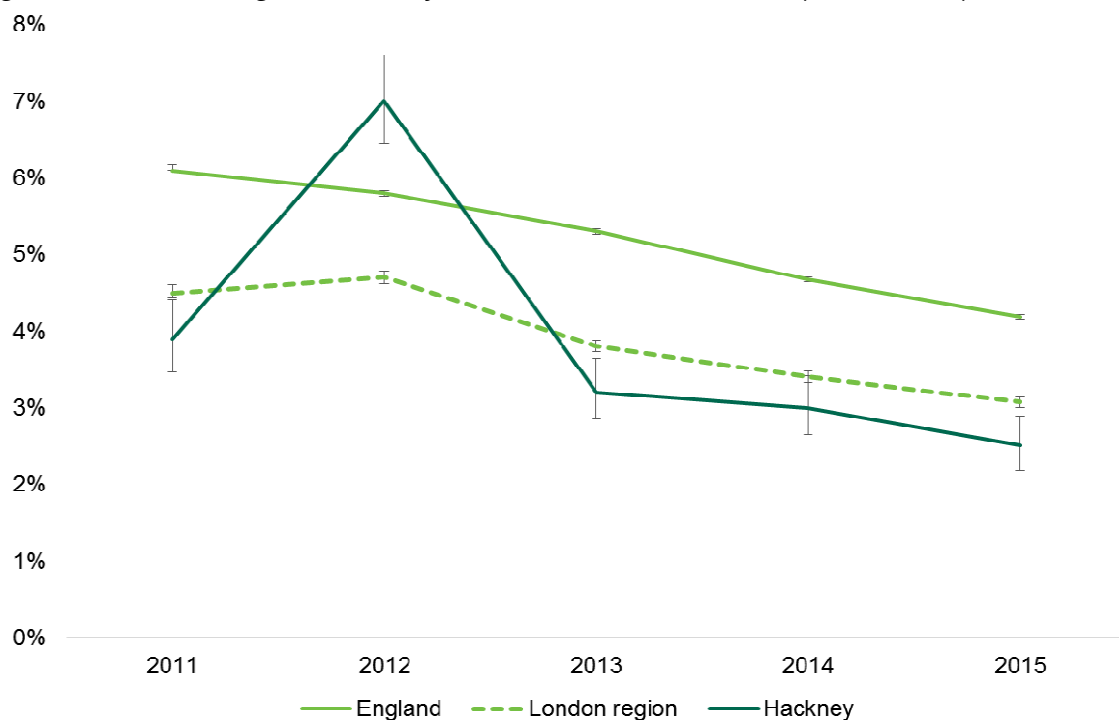
Apart from a 'spike' in recorded local data in 2012, the overall trend in Hackney has been a downward one over the past four years, from almost 4% of 16-18 year olds NEET in 2011 to 2.5% in 2015. This trend is in line with the regional and national picture (Figure 20).

Figure 19: Percentage of 16-18 year olds NEET (2015)



Source: Public Health Outcomes Framework

Figure 20: Percentage of 16-18 year olds NEET over time (2011-2015)

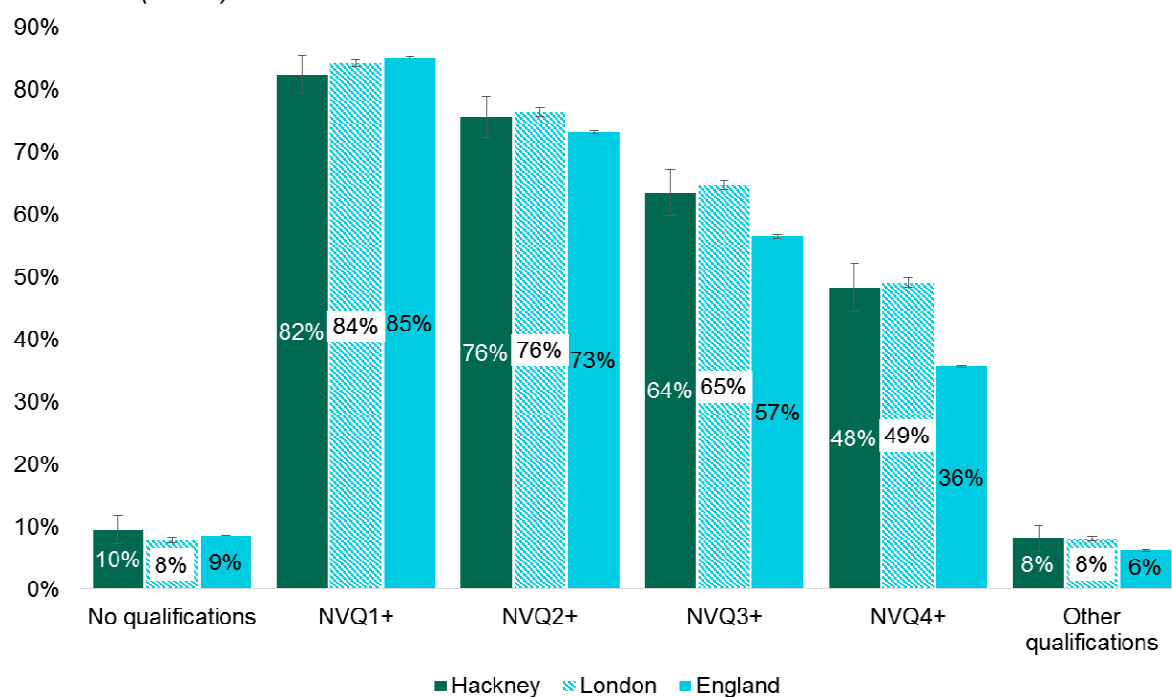


Source: Public Health Outcomes Framework

4.6.6 Qualifications in the adult population

Figure 21 shows that Hackney has approximately the same proportion of working age adults without any qualifications as the national average. However, in Hackney (in line with London overall), a larger proportion of adults have achieved higher qualifications (at least NVQ3) than nationally. Recent data from this source are not available for the City.

Figure 21: Percentage of adults in Hackney with different levels of qualifications achieved (2014)



Source: ONS Annual Population Survey

4.7 Evidence and best practice

Ofsted have published a number of good practice examples from early years and schools, covering subject areas including curriculum, learning, play, diversity, safeguarding, Personal, Social and Health Education (PSHE), and special educational needs. These guides cover a wide range of topics and include a large number of good practice examples. Rather than describe them all in detail here, Table 3 provides an overview of the topics covered and references for further information. One case study of good practice in early years, with a particular emphasis on school readiness, was based on a Children's Centre in Hackney (see Box 5 in Section 4.8).

Table 3: Summary of good practice guides from Ofsted [14] [15] [16]

Setting	Term	Definitions
Early years	<ul style="list-style-type: none"> • Communications and languages • Engagement and Inclusion • Improving • Information and communication technology • Learning • Teaching and play • Take up of fee entitlement • Readiness for school 	<ul style="list-style-type: none"> • Developing young children's communication and language skills • Improving nursery links through links with other professionals • Sustaining outstanding provision over time • ICT is not just computers • Improve learning through effective partnership with schools • Using the physical environment as a tool for teaching • Traveller children uptake in the Early Years Foundation Stage • Helping families get ready for school
Schools	<ul style="list-style-type: none"> • Art, design and technology • Curriculum and school self-evaluation • Diversity • Economics, business and enterprise • Employability • English • Geography • Gypsy, Traveller and Roma children • History • Learning outside • Literacy • Modern languages • PSHE and citizenship • Readiness for school • Religious education • Science • School improvement and partnership • Special educational needs 	<ul style="list-style-type: none"> • Making art, craft and design education relevant to life and work • A curriculum for the most able through searching self-evaluation • Creating a positive culture of equality and opportunity • Social enterprise as a vehicle for raising students' achievement • Alternative education placements • Engaging and inspiring learners in English • Improving teaching and learning using the outdoor environment • Engaging Traveller parents to raise achievement of their children • Inspiring history teachers through an effective area partnership • Improving teaching and learning using the outdoor environment • Raising standards through literacy • Developing modern languages through other subjects • Learning about healthy relationships, abuse and consent • Ready from the word 'go' • Encouraging students to think critically about religion and ethics • Encouraging girls into STEM-related careers • Raising standards through high-quality leadership of teaching • Using science to engage students with special educational needs

Setting	Term	Definitions
Further education & skills	<ul style="list-style-type: none"> • Adult education • Apprenticeships & vocational training • Art, crafts & design • Disability & SEN • Economics, business and enterprise • Employability • English • Families • Family learning • Hair & beauty, hospitality, catering • Improving outcomes • Land-based education • Literacy, numeracy and EAL • Mathematics • Partnerships • PSHE, citizenship, residential support • Professional development • Religious education • STEM • Student voice 	<ul style="list-style-type: none"> • Flexible learning programmes for childcare practitioners • Creating a culture to sustain high apprenticeship performance • Establishing an excellent foundation for drawing • Effective curriculum for students with learning difficulties • Enterprise: the key to success • Helping women from disadvantaged background make new starts • Increasing provision in English and mathematics through planning • Family education at children's centres • Excellent practice in family learning • Excellent training for hospitality and catering professionals • Enabling teachers to improve students' outcome • Good practice in land-based education and training • Working with employers to improve learners' English in the workplace • Effective numeracy support that makes a difference • Outstanding outcomes in an initial teacher education provider • Learning about healthy relationships, abuse and consent • Effective professional development in youth services • Engaging students in religious education • Professional development for STEM teachers • Learner voice improving teaching, learning and assessment

Schools are recognised by the World Health Organisation (WHO) as settings where good health can be promoted through a range of measures, including: health education; healthy policies; a setting for school health services; nutrition and food safety programmes; opportunities for physical activity and education; whole-school projects; and programmes for counselling, social support and mental health promotion. [17] An example of a London initiative that aims to make the most of these opportunities is described in Box 3.

Box 3: Case study – Healthy Schools London [18]

Healthy Schools London is a programme that supports London schools to provide a healthy environment and culture for pupils. It is a tiered award scheme with three levels: bronze, silver and gold. Schools review their current practice in promoting health and wellbeing and build a portfolio of evidence to demonstrate that they meet the minimum requirements for each level.

An evaluation of the national programme showed an increase in participation of physical activity, increased uptake of school meals (including free school meals), and improved healthy packed lunches and snacks throughout the school day. The programme is open to all schools in London including primary, secondary and middle schools; maintained, non-maintained, Academies, Free Schools and Independent schools.

4.8 Services and support available locally

4.8.1 London Borough of Hackney

In September 2015, there were 79 schools in Hackney's maintained sector. [19] This is split into the types of provision described in Table 4.

In order to make the most of opportunities within school settings to promote health and wellbeing, the London Borough of Hackney has been piloting the Health Heroes programme in several primary schools since 2013. The programme works with participating schools specifically to tackle the high levels of child obesity observed locally (see 'Children and young people' JSNA Chapter), through the creation of 'healthy weight environments'. The Health Heroes programme takes a whole-school approach and activities are funded to achieve two broad objectives: increasing physical activity and/or improving access to and knowledge of healthy food. Interventions that have been tested out as part of this programme include food growing, gardening, catering reviews, playground zoning and lunch-time sports activities. In July 2016, a new grants programme was launched, which enables schools to bid for match funding projects.

Table 4: Type of school provision and number of maintained schools in Hackney

Type of provision	Number of schools
Nursery	2
Primary schools (58)	
Community primary	38
Voluntary aided primary	14
Primary academies	3
Primary free schools	3
Secondary (15)	
Community secondary	2
Voluntary aided secondary	5
Secondary academies	7
Secondary free schools	1
Special	3
PRU	1
Total	79

Source: Hackney Learning Trust

The Virtual school

The Virtual School is responsible for ensuring that looked after children (LAC), care leavers and young people subject to youth justice orders achieve the best possible educational outcomes. The service consists of a multi-disciplinary team that work with young people, schools, colleges, social workers, detention centres and foster carers to support young people through school and into further or higher education, employment or training. The service provides:

- bespoke support to young people in educational settings
- additional learning experiences
- support with school moves
- advice and guidance on educational pathways
- training to schools, social workers and foster carers on educational issues.

Special schools

Special schools provide specialist workforce and equipment to deliver a high quality education provision to pupils to meet their needs and achieve their outcomes.

Special schools for pupils aged 2-19 years old can offer provision in one or more of the four areas of special educational needs: [20]

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and physical needs.

In addition, special schools can offer further specialised provision within these categories to reflect the special educational needs they support, e.g. Autism Spectrum Disorder, visual and/or hearing impairment or speech and language difficulties. A child or young person must hold a Statement of SEN or EHCP to attend a special school.

Special schools located in Hackney are described in Box 4 below.

Box 4: Special schools in Hackney

The Garden School

The Garden School offers education for 4-16 year olds, with highly specialised provision for learners with autism.

Stormont House

Pupils at Stormont House are aged 11-17 and have complex and inter-related special educational needs to the extent that their ability to learn, thrive and develop in a secondary mainstream setting is significantly affected.

Ickburgh School

Ickburgh School is an all age, mixed special school for pupils with severe or profound and multiple learning difficulties.

Box 5: Early years case study: Ann Tayler Children's Centre, Hackney Council [14]

Ann Tayler Children's Centre Nursery in Hackney follows a robust transition process which helps parents and carers to support their children as they move onto next stages in their learning – from home to nursery and from nursery to school. This approach, coupled with meticulous assessment of children, results in children being confident and independent learners who are well prepared to move on to school.

Home to nursery

Every child receives a home visit prior to starting at the nursery from a key worker and a senior member of staff. A worker shows children what the nursery room will look like, and a welcome pack is given to parents that includes strategies to support children's learning at home. An 'All about my child' record is completed during the visit. This record: enables the key worker to gather information about the child's development, identify the child's interests and needs, guides the key worker as to the child's stage of development, and leads to an initial settling-in plan. This is reviewed at six weeks to see if the child is reaching expected levels.

Time to move on: internal transitions

When it is time to move on from the nursery to the pre-school room, a phased transition begins which includes a group meeting with parents/carers and teaching staff. A 'My Passport' is completed in partnership with the parents looking at key child learning and development stages. Ofsted noted that this leads to children who *'are extremely well prepared for their next stages in learning.'*

27 month review: 'Happy, healthy and ready to learn'

Children receive an integrated health and early years review at 27 months of age, where the health visitor, the child's key worker, the child and parent/carer come together to jointly review the child's health, development and learning. Where there are concerns about a child's progress, the integrated review process ensures that concerns are quickly addressed through referrals to relevant agencies, e.g. to speech and language therapists.

Getting ready for school

In the summer term, the nursery invites parents and carers to a 'Prepare your child for school' workshop. The workshop covers topics including: 'Understanding the emotions of transitions' – led by First Steps, the local authority's child psychology service; 'How it felt for us' – led by parents and carers whose children started school last year; 'Preparing your child and what to expect' – led by children's centre teachers; and 'How to help your child with language development' – led by the speech and language department.

The nursery has strong links with local schools, so children are supported in the transition to school. Children make visits to their new school with their parents and carers and key workers. They take photographs of their school and share these with their friends. At the end of September, the nursery sends questionnaires to parents and carers to find out if transition activities were effective and to evaluate what else it can do to support transitions. Comments from parents and carers included:

"My child had been learning phonics and numeracy since before she started school, which reinforced her excitement about learning. Her confidence was built up so she was excited about making new friends and learning to read and write. The nursery is very good at celebrating the achievements of children and making each child feel special."

4.8.2 City of London

In addition to the City's one maintained primary school, the City of London Corporation is proprietor of three independent schools, is sponsor/co-sponsor of four academies in neighbouring boroughs, and has been approved to move to the pre-opening stage for two new primary academies in Southwark and Islington, opening in 2016 and 2017 respectively (see Box 6).

Box 6: City of London sponsored/co-sponsored schools

Independent schools

- City of London School
- City of London School for Girls
- City of London Freeman's School

Sponsored academies

- The City Academy, Hackney (co-sponsored with KPMG)
- The City of London Academy Islington (co-sponsored with City University)
- The City of London Academy, Southwark (sole sponsor)
- Redriff Primary School (sole sponsor)

Academies in 'pre-opening'

- Galleywall Primary City of London Academy (opening September 2016)
- City of London Primary Academy Islington (opening September 2017)

4.9 Challenges and opportunities

Education is vital to the current and future wellbeing of the community in Hackney and the City. It is vital not only for gaining learning and skills but also as a route to social interaction, employment and personal fulfilment, as well as positive wellbeing.

The education system, however, has changed significantly in recent years and will continue to do so for the foreseeable future. The government's reforms have raised fundamental questions for schools and local authorities about the future provision of education services.

There have been significant developments in the government's education policy, most notably the publication of the education White Paper, 'Educational Excellence Everywhere' (which shaped the proposals in the Education Bill), and the consultation on the National Funding Formula. Both of these will have a considerable impact on the role of local authorities as their ability to maintain schools and to influence the performance of local schools is removed.

Current policy changes that affect local education provision include:

- national emphasis on development and growth of academies and free schools, alongside the re-introduction of grammar schools
- national focus on challenge to schools that are deemed to be 'coasting' by Ofsted and intervention with failing schools
- rising school age population

- continuing roll out of the free 15 hour entitlement for two year olds, and 2017 introduction of free 30 hour entitlement for three and four year olds of working families
- increasing government recognition of the risks related to unregistered settings, which may impact on such schools operating locally
- the introduction of the SEND reforms in September 2014 for children and young people with SEND aged 0-25.

4.10 References

- [1] Public Health England, “The link between health and wellbeing and attainment. A briefing for head teachers, governors,” 2014.
- [2] The Marmot Review, “Fair Society, Healthy Lives,” 2010.
- [3] Hackney Council, “The Hackney Child Wellbeing Framework,” 2014.
- [4] Department for Education, “Progress 8 School Performance Measure,” 2016. [Online]. Available: <https://www.gov.uk/government/publications/progress-8-school-performance-measure>. [Accessed November 2016].
- [5] M. Marmot, *The Health Gap: The Challenge of an Unequal World*, 2015.
- [6] L. Feinstein, R. Sabates and T. M. Anderson, “What are the effects of education on health?,” *Measuring the effects of education on health and civic engagement: proceedings of the Copenhagen symposium*, 2006.
- [7] J. Spitzer, *A guide to the Orthodox Jewish Way of Life for Healthcare Professionals*, 1998.
- [8] Interlink Foundation, “Torah, worship and acts of loving kindness: baseline indicators for the charedi community in Stamford Hill,” 2002.
- [9] Department for Education, “Types of schools,” [Online]. Available: <https://www.gov.uk/types-of-school/overview>. [Accessed June 2016].
- [10] Department for Education, “What qualifications mean,” [Online]. Available: <https://www.gov.uk/what-different-qualification-levels-mean/compare-different-qualification-levels>. [Accessed June 2016].
- [11] Sir John Cass Primary School, “Key information,” [Online]. Available: <http://www.sirjohncassprimary.org/key-information.html>. [Accessed June 2016].
- [12] K. Coleman-Brueckhemier and S. K. Dein, “Health Care Behaviours and Beliefs in Hasidic Jewish Populations: A Systematic Review of the Literature,” *Journal of Religion and Health*, vol. 50, pp. 422-436, 2011.
- [13] The Children’s Society, “4 in every 10: disabled children living in poverty,” 2011.
- [14] Ofsted, “Ofsted examples of good practice in early years,” [Online]. Available: <https://www.gov.uk/government/collections/ofsted-examples-of-good-practice-in-early-years>. [Accessed June 2016].
- [15] Ofsted, “Ofsted examples of good practice in schools,” [Online]. Available: <https://www.gov.uk/government/collections/ofsted-examples-of-good-practice-in-schools>. [Accessed 1 June 2016].
- [16] Ofsted, “Ofsted examples of good practice in further education and skills,” [Online]. Available: <https://www.gov.uk/government/collections/ofsted-examples-of-good-practice-in-further-education-and-skills>. [Accessed June 2016].
- [17] WHO, “Healthy Settings,” [Online]. Available: http://www.who.int/healthy_settings/types/schools/en/. [Accessed 9 January 2017].
- [18] GLA, “Healthy Schools London,” [Online]. Available: <http://www.healthyschools.london.gov.uk/>. [Accessed 9 January 2017].
- [19] Hackney Learning Trust, “Primary and Secondary School Admission booklet,” 2015.

[20] Department for Education, "Children with Special Educational Needs," [Online]. Available: <https://www.gov.uk/children-with-special-educational-needs>. [Accessed June 2016].