

	<h2>Children, Education, Libraries and Safeguarding Committee</h2> <h3>7 March 2018</h3>
Title	Educational Standards in Barnet 2016/17
Report of	Chairman of the Committee, Councillor Reuben Thompstone
Wards	All
Status	Public
Urgent	No
Key	No
Enclosures	Appendix A: Summary of Educational Standards in Barnet, 2016/17
Officer Contact Details	<p>Chris Munday, Strategic Director, Children and Young People Chris.Munday@Barnet.gov.uk Telephone: 0208 359 7099</p> <p>Ian Harrison, Education and Skills Director, Barnet with Cambridge Education Ian.J.Harrison@Barnet.gov.uk Telephone: 0208 359 7943</p> <p>Neil Marlow, Assistant Director, Traded Services, and Head of School Improvement, Barnet with Cambridge Education Neil.Marlow@Barnet.gov.uk Telephone: 0208 359 7725</p>
<h2>Summary</h2>	
<p>Barnet is well known for the quality of its schools and the diversity of its educational offer. The quality of Barnet's schools is a significant contributory factor to making the borough a popular and desirable place to live. This report provides information on validated results for 2016/17 assessments and national examinations, set out in Appendix A.</p>	

Recommendations

1. That the Committee note the validated results for school performance in Barnet for the academic year 2016/17 as set out in Appendix A: Summary of Educational Standards in Barnet, 2016/17

1 WHY THIS REPORT IS NEEDED

- 1.1 Appendix A provides validated results for the 2016/17 academic year for Barnet's state-maintained schools (including Academies and Free Schools) and comparisons with statistical neighbours, the national average, and the London average (where available). It provides information on the attainment and progress of pupils across all key stages. The appendix will be made available to schools and will be published on the council's website.
- 1.2 For some years, Barnet has been among the top performing local authority areas in the country in relation to the achievement of children and young people and the quality of our schools. Barnet's aspiration is to be among the top 10% of local authorities in relation to the quality of provision in its schools.
- 1.3 On 18th July 2017, the Children, Education, Libraries and Safeguarding Committee considered and approved a report entitled Education Strategy 2017–2020, which set out an education strategy for the Borough for the period 2017 to 2020. The Education Strategy sets out the shared ambition of the strategic partnership between the council, schools and Cambridge Education to achieve the best outcomes for children and young people in Barnet.
- 1.4 Results for the national examinations and assessments that took place across the early years, primary and secondary phases in summer 2017 have now been published. Barnet's secondary schools continue to perform very well and there have been improvements across early years and primary schools; with Barnet performing in the top quartile of local authorities for most indicators and in the top ten per cent on several measures.
- 1.5 Appendix A provides an analysis of school performance issues in Barnet based on the validated assessment and examination results. Headline results from this analysis include:
 - The percentage of Good and Outstanding schools in Barnet is now 96% and is above National, Inner London and Outer London averages.
 - 96% of Barnet pupils attend a Good or Outstanding school.
 - Primary attendance up from 95.9% to 96.1% and is now above the national average, with Barnet's ranking having improved from 98th to 50th (out of 152 LAs).
 - The percentage of pupils who achieved a Good Level of Development (GLD) in the Early Years Foundation Stage was above National, Inner London and Outer London averages in 2017, with Barnet's national ranking having increased from 87th in 2016 to 39th in 2017.
 - Year 1 Phonics – attainment is in the top 10% nationally

- In Key Stage 1 attainment at the expected standard is above the national average in all subjects, whilst being roughly in line with statistical neighbours and London averages.
- Key Stage 2 attainment in Reading, GPS (Grammar Punctuation and Spelling) and Mathematics is in the top 10% nationally.
- On the headline measure of the percentage of pupils achieving the expected standard in Reading, Writing and Mathematics combined, Barnet is now 16th out of 152 LAs, just one place outside the top 10%.
- Progress of pupils between Key Stage 1 and Key Stage 2 in all subjects is significantly better than the national average.
- Attainment in Reading, Writing and Mathematics combined by disadvantaged KS2 pupils is in the top 20% of LAs.
- Attainment in Reading, Writing and Mathematics combined by KS2 pupils on SEN Support is strong, as is Progress by KS2 SEN Support pupils and pupils with Education, Health and Care Plans in Reading and Mathematics (Barnet ranks in the top 10% of LAs for all these measures).
- End of Key Stage 4 GCSE attainment and progress are in the top 5% nationally (Attainment 8 and Progress 8).
- Barnet ranks in the top 10% of LAs for the attainment and progress of disadvantaged pupils at secondary level and for the gaps between disadvantaged pupils and their non-disadvantaged peers nationally.
- End of Key Stage 5 A Level attainment is in the top 5% nationally.

1.6 The report identifies a number of areas for development and these were agreed as priorities in the Education Strategy approved by the Children, Education, Libraries and Safeguarding Committee in July 2017:

- Primary Attendance - Despite the improved ranking from 98th to 50th (out of 152 LAs), Barnet remains below the top 10% of LAs and so it remains a priority.
- Early Years - Despite the improved ranking from 87th in 2016 to 39th in 2017, as this is still below the top 10% of LAs, it remains a priority.
- Key Stage 1 Achievement - KS1 relative attainment (ranking) is well below the top 10% of LAs for all KS1 subjects.
- KS2 Writing – Although attainment is now above the national average and Barnet's ranking has improved from 100th in 2016 to 37th and there remain inconsistencies nationally with teacher assessment of writing, it is necessary to maintain a focus on this subject in order to continue to raise attainment.
- Achievement of Disadvantaged Pupils (pupils eligible for free school meals in the last 6 years and looked after children) and other Vulnerable Groups (e.g. Black Caribbean) - This remains a priority for improvement to eliminate differences in the performance of groups of pupils. KS2 attainment by SEN pupils with Education, Health and Care Plans is above the national average but in the second quartile. Attainment in Reading, Writing and Mathematics combined by disadvantaged KS2 pupils is in the top 20% of LAs but our target is to reach the top 10%. Attainment of All Black pupils in Reading, Writing and Mathematics at KS2 is in line with national, and for All Asian pupils is above the national average but just outside the top quartile. At secondary level progress by All Black pupils (Progress 8) is above the national average but well short of the top 10%.

- Looked After Children - Although there is no validated national data available on the performance of looked after children in 2017, results collected from schools indicates the performance of this group of young people remains significantly below that of non-looked after children.
- Progress and Progression Pathways of low attaining pupils across all key stages - Due to concern about achievement levels for low-attaining pupils in Key Stage 5 in particular, it has been agreed to treat this area as a priority, focussing on improved curriculum pathways post-16 but also looking at the progress of this group of pupils through all key stages.

- 1.7 The report also shows performance against corporate and commissioning performance indicators. All targets have been met or nearly met except:
- Primary pupils' average progress in English Writing – as indicated above, there remain inconsistencies nationally with teacher assessment of writing, which casts doubt on the validity of national rankings.
 - Attainment of pupils with Education, Health and Care Plans at KS2 (RWM) – above the national average but well outside the top 10%, though the cohort in question is very small and so small changes in the average score can result in large changes in the ranking.

2 REASONS FOR RECOMMENDATIONS

- 2.1 National assessments and examinations are used to report on and monitor schools' performance. Data available in the public domain provides an opportunity for benchmarking Barnet's performance, celebrating successes and identifying areas for improvement to ensure Barnet's schools remain popular and successful.

3 ALTERNATIVE OPTIONS CONSIDERED AND NOT RECOMMENDED

- 3.1 None.

4 POST DECISION IMPLEMENTATION

- 4.1 Data will be shared with schools. Appendix A will be published on the council's website and available for parents and residents. The analysis will be used to continue to raise standards across Barnet schools, maximising the impact of Barnet's school improvement approach.
- 4.2 The council's strategy for continuing to deliver high standards in Barnet schools is set out in the Education Strategy 2017-2020, which was approved by the Children, Education, Libraries and Safeguarding Committee in July 2017. Officers will continue to work with schools to implement the strategy, with oversight of its delivery led by the School Standards Partnership Board, which includes representatives of the council, Cambridge Education and schools.

5 IMPLICATIONS OF DECISION

5.1 Corporate Priorities and Performance

The quality of the education offer is at the heart of Barnet's continuing success as a place where people want to live, work and study. It plays a crucial part in making Barnet family

friendly, with many families attracted to the area by the good reputation of Barnet's schools. Excellent educational outcomes and ensuring children and young people are equipped to meet the needs of employers are key to deliver the Council's vision set out in its Corporate Plan 2015-20 for:

- Barnet's schools to be amongst the best in the country, with enough places for all, and with all children achieving the best they can
- Barnet's children and young people to receive a great start in life and
- For there to be a broad offer of skills and employment programmes for all ages.

5.2 **Resources (Finance & Value for Money, Procurement, Staffing, IT, Property, Sustainability)**

The work to drive the delivery of the council's contribution to the Education Strategy is delivered from within existing resources of the Education and Skills service, which is delivered in partnership with Cambridge Education.

5.3 **Legal and Constitutional References**

5.3.1 As set out in Article 7 (Committees, Working Groups, Forums and Partnerships) of the Council Constitution, the Children, Education, Libraries and Safeguarding Committee has responsibility for all matters relating to children, schools, education and libraries.

5.3.2 Section 13 of the Education Act 1996 place a duty on local authorities to secure efficient primary, secondary and further education are available to meet the needs of the population of their area. Section 13A requires local authorities to ensure that their functions are exercised with a view of promoting high standards, ensuring fair access to opportunity for education and training and promoting fulfilment of learning potential for children and young people in its area. Section 14 requires local authorities to secure sufficient schools and sufficient is defined by reference to number, character and equipment to provide appropriate education based on age, ability and aptitude, as well as ensuring diversity of provision. These duties are overarching duties and apply regardless of whether schools are maintained by the local authority or independent of local authority support.

5.3.3 Part 4 of the Education and Inspections Act 2006 contains powers and duties in relation to schools causing concern. The powers of intervention apply in relation to maintained schools only. For Academy schools, local authorities should raise any concerns with the Department for Education. Section 72 of this Act requires local authorities to have regard to Government guidance when exercising its functions under Part 4. The latest guidance, Schools Causing Concern, published in February 2018, confirms that local authorities and the Regional Schools Commissioners should work with school leaders to drive school improvement and that data should be used to start a discussion in order to give schools the support they need. The guidance emphasises the local authority role as champions of high standards of education across their schools, including the following:

- Understand the performance of maintained schools in their area, using data as a starting point to identify any that are underperforming, while working with them to explore ways to support progress;

- Work closely with the relevant RSC and other local partners to ensure schools receive the support they need to improve;
- Where underperformance has been recognised in a maintained school, proactively work with the relevant RSC, combining local and regional expertise to ensure the right approach, including sending warning notices and using intervention powers where this will improve leadership and standards; and
- Encourage good and outstanding maintained schools to: take responsibility for their own improvement; support other schools; and enable other schools to access the support they need to improve.

5.3.4 In relation to academies, local authorities should raise any concerns directly with the RSC.

5.4 **Risk Management** None

5.5 **Equalities and Diversity**

The 2010 Equality Act outlines the provisions of the Public Sector Equalities Duty which requires Public Bodies to have due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010;
- advance equality of opportunity between people from different groups;
- foster good relations between people from different groups.

The broad purpose of this duty is to integrate considerations of equality into day to day business and to keep them under review in decision making, the design of policies and the delivery of services. School improvement monitoring, supporting and challenging arrangements ensure that the quality of education in Barnet is maintained and improved. Outcomes for all groups of children and young people are monitored including children with special educational need, children in receipt of free school meals and children looked after. Barnet's Children and Young People Plan and the Education Strategy 2017-2020 both have a strong focus on improving outcomes for disadvantaged groups of children and young people.

5.6 **Consultation and Engagement**

The Education Strategy 2017-2020 was developed by the strategic partnership between the council, Cambridge Education and schools. It was subject to consultation with all headteachers and chairs of governors.

6 **BACKGROUND PAPERS**

- 6.1 Children, Education, Libraries and Safeguarding Committee, 18th July 2017 – Education Strategy 2017-2020
<https://barnet.moderngov.co.uk/ieListDocuments.aspx?CIId=697&MIId=8692&Ver=4>

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AUTHOR TO COMPLETE TABLE BELOW:

Who	Name	Clearance Date
Committee Chairman	Councillor Thompstone	22.2.18
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Director / AD / Lead Commissioner	Chris Munday	26.2.18
Commissioning and Policy		
Equalities & Diversity		
HR Business Partner		
Strategic Procurement		
HB Public Law	Sarah Wilson	20.2.18
Finance	Gaspare Nicolini	20.2.18
Governance	Salar Rida	20.2.18