<table>
<thead>
<tr>
<th>Meeting</th>
<th>Education Overview and Scrutiny Committee</th>
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<tr>
<td>Date</td>
<td>19th March 2014</td>
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<tr>
<td>Subject</td>
<td>Education Strategy – progress report</td>
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<tr>
<td>Report of</td>
<td>Cabinet Member for Education, Children and Families</td>
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<tr>
<td>Summary of Report</td>
<td>To provide a report on progress in implementing the Education Strategy for Barnet.</td>
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<tr>
<th>Officer Contributors</th>
<th>Val White (Schools, Skills and Learning lead Commissioner)</th>
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<td>Ian Harrison (Education and Skills Director)</td>
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<td>Status (public or exempt)</td>
<td>Public</td>
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<td>Wards Affected</td>
<td>All</td>
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<tr>
<td>Key Decision</td>
<td>N/A</td>
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<td>Reason for urgency / exemption from call-in</td>
<td>N/A</td>
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<td>Function of</td>
<td>Education Overview and Scrutiny Committee</td>
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<td>Enclosures</td>
<td>Appendix A - Annual report to parents – Education highlights in Barnet</td>
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<td>Contact for Further Information:</td>
<td>Val White, Lead Commissioner, schools, skills and learning</td>
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1. RECOMMENDATION

1.1 To note the progress made in implementing the Education Strategy for Barnet.

2. RELEVANT PREVIOUS DECISIONS


2.2 Education Overview and Scrutiny Committee: 1 July 2014: The Committee received a report on the Education Strategy for Barnet.

3. CORPORATE PRIORITIES AND POLICY CONSIDERATIONS

3.1 The reputation and quality of Barnet’s schools is key to the satisfaction of many residents in the borough. The attainment and achievement of Barnet’s children and young people underpins the delivery of the council’s ambition for Barnet’s future growth and prosperity, supporting business and enterprise through helping young people become job ready and skilled. Schools have a unique place in a community bringing children and families together in a shared common purpose and as such, are a driving force in Barnet’s plans to regenerate parts of the borough.

3.2 The Education Strategy for Barnet sets out how the Barnet partnership of schools, settings and other education providers will together, support the delivery of the council’s priority outcomes set out in the Corporate Plan 2013–16:

- Support families and individuals that need it through promoting independence, learning and well-being: through high quality early years provision to give children the best start in life, ensuring support for children with additional needs and identifying and meeting the needs of vulnerable pupils.

- Improve the satisfaction of residents and businesses with the London Borough of Barnet as a place to live, work and study: through ensuring that Barnet’s schools are high performing and that every child can access a school that good or outstanding.

- Create the right environment to promote responsible growth, development and success across the borough: through ensuring that young people are equipped with the learning and skills to progress into adulthood and that schools work in partnership to identify and meet the needs of Barnet’s current and future economy.
4. RISK MANAGEMENT ISSUES

4.1 Failure to implement the strategy might lead to the Local authority not being able to meet its statutory duties.

4.2 The risks associated with the Education Strategy have been outlined in the following Cabinet report (24th June 2013): http://barnet.moderngov.co.uk/documents/s9215/Cabinet%20report%20-%20Education%20Strategy%20for%20Barnet%2024th%20June%20Final%204.pdf

5. EQUALITIES AND DIVERSITY ISSUES

5.1 The Education Strategy sets out the wider ambition of an excellent educational offer for all Barnet’s children and in particular, the championing of the needs of vulnerable children and young people. The report sets out progress in the main areas addressed within the Education Strategy.

5.2 The Council has a duty under s149 of the Equality Act 2010 as follows:

(1) A public authority must, in the exercise of its functions, have due regard to the need to--
   (a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
   (b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
   (c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

(2) A person who is not a public authority but who exercises public functions must, in the exercise of those functions, have due regard to the matters mentioned in subsection (1).

The relevant protected characteristics are--
   • age;
   • disability;
   • gender reassignment;
   • pregnancy and maternity;
   • race;
   • religion or belief;
   • sex;
   • sexual orientation.'

6. USE OF RESOURCES IMPLICATIONS (Finance, Procurement, Performance & Value for Money, Staffing, IT, Property, Sustainability)

6.1 None in the context of this report
7. **LEGAL ISSUES**

7.1 The Council has a duty under s149 of the Equality Act 2010 as set out above.

7.2 Under the Education Act 1996 ss 13-15B the local authority has a number of statutory duties in relation to the provision of education for pupils in their area. Specifically section 14 states:

1. A local authority shall secure that sufficient schools for providing—
   (a) primary education, and
   (b) education that is secondary education by virtue of section 2(2)(a), are available for their area.
2. The schools available for an area shall not be regarded as sufficient for the purposes of subsection (1) unless they are sufficient in number, character and equipment to provide for all pupils the opportunity of appropriate education.
3. In subsection (2) “appropriate education” means education which offers such variety of instruction and training as may be desirable in view of—
   (a) the pupils’ different ages, abilities and aptitudes, and
   (b) the different periods for which they may be expected to remain at school, including practical instruction and training appropriate to their different needs.
4. [(3A) A local authority in England shall exercise their functions under this section with a view to—
   (a) securing diversity in the provision of schools, and
   (b) increasing opportunities for parental choice.
5. (4)
6. (5)
7. [(...)]
8. (6) In exercising their functions under this section, a local authority shall in particular have regard to—
   (a) the need for securing that primary and secondary education are provided in separate schools;
   (b) the need for securing that special educational provision is made for pupils who have special educational needs; and
   (c) the expediency of securing the provision of boarding accommodation (in boarding schools or otherwise) for pupils for whom education as boarders is considered by their parents and the authority to be desirable.
9. (7) The duty imposed by subsection (6)(a) does not apply in relation to middle schools or special schools.

8. **CONSTITUTIONAL POWERS (Relevant section from the Constitution, Key/Non-Key Decision)**

8.1 The scope of the Overview and Scrutiny Committees is contained within Part 2, Article 6 of the Council’s Constitution.
8.2 The role of the Education Overview and Scrutiny Committee is to scrutinise and monitor:

- the Council and its partners in the discharge of statutory duties in relation to the provision of school places and education within the Borough; and
- the implementation of the Education Strategy for Barnet.

9. BACKGROUND INFORMATION

9.1 The Education Strategy for Barnet was developed in partnership with schools and other stakeholders at a time of considerable change within the education landscape. The strategy, approved by Cabinet in June 2013, established a new framework to drive forward a shared local vision for an excellent educational offer in Barnet. An Education Strategy Overview and Scrutiny Panel considered the particular role of elected members within this framework and this has shaped the work of the Education Overview and Scrutiny Committee over the last year. The committee has requested an update on the progress in implementing the Education Strategy.

9.2.1 The Education Strategy sets out four ambitions to shape the work of the wider partnership of the local authority, schools, settings and higher education providers.

9.2.2 Working in partnership – champions of children and young people

Progress:
- New Schools Standards Partnership Board established to provide a strategic forum for the council and school leaders to review and steer educational achievement across the school partnership.
- Regular reporting of end of key stage results to Education Overview and Scrutiny Committee, enabling elected members to pro-actively monitor progress and champion achievement.
- Panel of governors in development to identify strong governors who can help improve governance in other schools.
- Review of governor training leading to new courses and opportunities to share best practice among governing bodies hosted by the local authority.
- Induction materials for governors revised to take account of free schools and academies.
- New local authority traded service introduced for a school to purchase a review of the quality and effectiveness of its governing body.
- Programme implemented to support primary schools to consider alternative models of governance.
- All Academies invited to sign an academy accord setting out the expectations of academies and the local authority.
- Annual report to parents in preparation (Appendix A - draft) available on line by end of March

Challenges:
- New regional structure to devolve operational decision-making in relation to academies is in development by central government. The new body would
monitor the performance of academies, make decisions about new academies and develop the local academy sponsor market.

- Primary sector, in the main, remain unconvinced about academy conversion and also in relation to forming Multi Academy Trust (MAT) models, demonstrated by the decision of two governing bodies to decide not to proceed with conversion into a MAT following a period of consultation.
- Effectiveness of some governing bodies remains a concern, new governor review service developed by BPSI (see below).
- Existing academies have so far, not chosen to enter into the Academy Accord although newly forming academies are more positive.

9.2.3 Striving for excellence and challenging underperformance

Progress:

- Annual reviews held with all primary schools in the autumn term to provide a more timely joint analysis of attainment, progress and self-review in each school.
- 71.5% of Barnet Year 11 pupils obtained 5 GCSEs including English and Maths, compared to a national average of 59.2%. This places Barnet in the top 5% of local authorities nationally (6th out of 150 local authorities).
- For the primary phase, Barnet’s performance is within the top 10% nationally for level 5+ (reading, writing and maths) at end of KS2.
- 92% of Barnet pupils at schools which are graded good or better at their last inspection and 91% of Barnet schools graded good or better.
- Following publication of GCSE and A level data, Academies have been notified where the local authority has a concern.
- Structural solutions have been sought at schools categorised as ‘requiring improvement’ or ‘inadequate’ by Ofsted leading to plans to amalgamate infant and junior schools in two instances.
- Barnet successfully bid for funding from the Mayor of London’s London Schools Excellence Fund (£178k) to work with 60 primary schools and 7 secondary schools to improve achievement in primary literacy and mathematics.
- Primary Writing initiative launched aimed at schools with below average performance at end of KS2.
- Successfully secured an Academy sponsor for the new Millbrook Park School to open in 2014.
- Membership of the Barnet Partnership of School Improvement now includes all but two primary schools. The head teacher steering group shaped two new BPSI service offers – a school review and a review of the effectiveness of governance arrangements.

Challenges

- Whilst outcomes for the majority of performance measures at the primary phase remain high, it is becoming increasingly challenging to maintain our position relative to inner London boroughs. The Schools Standards Partnership Board will lead a strategic review of this performance.
- The new Ofsted inspection framework has resulted in around 32% of schools inspected so far under this new regime as being rated as ‘requiring improvement’. Whilst this compares to Outer London and nationally, it
compares less favourably to Inner London at 16%. A more robust risk assessment of schools self-reviews has taken place.

9.3.3 Championing the attainment of vulnerable young people and those at risk of underachievement

Progress

- The proportion of pupils on Free School Meals (FSM) gaining 5+ A*-C including English & maths in 2013 was well above the average for England and that of statistical neighbours. Barnet FSM pupils also made a better year-on-year improvement than their statistical neighbours and nationally.
- Shared best practice within schools in the use of pupil premium and a programme of engagement with schools and headteachers is underway, improve the performance eligible for pupil premium.
- Introduction of an assessment of the use of pupil premium funding within school audit process for 2014/15.
- Successfully worked with all secondary schools to identify early, those young people that were considered to be at ‘risk of not participating’ at age 16. Council successfully secured funding to offer additional support for this cohort – early analysis is that this has been very successful leading to a reduced number of young people not in education, employment or training.
- Improved tracking of all young people to ensure that they are actively participating at age 16, participation rate steadily increasing.
- Programme in place to prepare for, and meet, the new requirements of the Children and Families Bill (local offer, education, health and care plans, personal budgets)
- Absence rates for Looked After Children are falling; there has been an improvement in attendance over the past 3 years to move closer to national rates.
- Three-year averages of performance for Looked After children at KS2 and GCSE show better outcomes for Barnet Looked After children than Looked After Children nationally – but still significantly below outcomes for all.

Challenges

- We are working with primary schools to narrow the gap in attainment between pupils achieving level 4 at Key Stage 2 in Reading, Writing and Mathematics on free school meals (FSM) and their peers to below the London average – our FSM gap is in line with the national average and the average for our statistical neighbours but wider than for inner London authorities.
- Whilst at the primary phase, Looked After Children achieved particularly well this year, achievement at secondary level this year was disappointing – although the cohort was very small. Improvement work is being led by the virtual school.

9.3.4 Securing sufficient high quality provision and widening local opportunities

Progress

- All pupils requiring a Reception or year 7 school place in September 2013 were allocated a place – achieved at primary level through an investment
mix in new permanent provision and the provision of temporary ‘bulge classes’. Permanent expansion programmes underway at Compton, Copthall, Christ’s College, Moss Hall, Brunswick Park, Martin, Oakleigh and Oak Lodge.

- Two new secondary free schools successfully opened in September 2013 (the Archer academy and St Andrew’s the Apostle Greek Orthodox School) and one primary school (Alma Primary).
- The borough was awarded additional government capital funding to provide new primary provision at London Academy, the Wren Academy, Osidge primary and St Joseph’s Catholic Infant and Junior schools.
- New local provision for young people with learning difficulties and disabilities successfully opened through a collaboration between Oak Lodge Special School and Barnet and Southgate College.
- Over a 1,000 apprenticeships for young people aged 16-24 in place.
- Council based apprenticeship scheme in development.
- Collaborative sixth form successfully established with four schools and Barnet and Southgate College.
- The percentage of 16-19 year olds not in education, employment or training fell from 3.5% in December 2012 to 2.3% in December 2013.
- Early Years Review on track - summer 2014.
- Secured direction of travel and project management resources to take forward a collaboration between Pavilion PRU, Northgate and the Home and Hospital Tuition service, with the aim of establishing a Multi Academy Trust.

Challenges

- Quality of career advice and guidance in schools is variable and not all schools have purchased independent advice and guidance (funding now rests with schools). The council hosts a careers forum for school based staff and is redesigning its services to support young people at risk of not engaging in education, employment or training.
- Finding suitable sites for the Pavilion PRU and a Studio School/University Technical College remains a challenge.

10. LIST OF BACKGROUND PAPERS

10.1 None.

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<th>Cleared by Finance (Officer’s initials)</th>
<th>J.H and A.D</th>
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<tr>
<td>Cleared by Legal (Officer’s initials)</td>
<td>S.C</td>
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