



Children, Education, Libraries and Safeguarding Committee

21 September 2015

Title	School Performance in Barnet, 2015 (provisional)
Report of	Commissioning Director, Children and Young People and the Director of Children's Services Education and School Director
Wards	All
Status	Public
Urgent	No
Key	No
Enclosures	Appendix A: Report on School Performance in Barnet, 2015 (provisional results)
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Summary

Barnet is well known for the excellent 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. Barnet's Education Strategy sets out a framework for partnership working between the Council and all state-funded schools and the role of the School Improvement Team. The report provides information on **provisional** results for 2014/2015 assessments and national examinations.

Recommendations

- 1. That the Children, Education, Libraries and Safeguarding Committee note the provisional school performance in Barnet for the academic year 2014-15**
- 2. That the Children, Education, Libraries and Safeguarding Committee note the proposed commissioning priorities for school improvement for the academic year 2015/16 (based on data available so far) set out in section 1.5**

1. WHY THIS REPORT IS NEEDED

- 1.1 This report provides an update on the performance of schools and the attainment and progress of pupils. It provides information on provisional results for 2014/2015 assessments and national examinations (set out in detail in Appendix A) and comparisons are made against available comparative data at the time of writing this report. Comparators for Barnet (including national rankings and percentiles) will be updated as data is released up to January 2016.
- 1.2 A new approach to school improvement was implemented in April 2015 which established a series of school improvement partnerships so that every school in Barnet is able to benefit from or contribute to system leadership and a self-improving school system.
- 1.3 For some years, Barnet has been one of 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 and our aspiration is to be among the top 10% of local authorities in relation to the quality of provision in our schools.

School standards and the attainment and progress of pupils in 2015

- 1.4 Appendix A provides an analysis of school performance issues in Barnet based on the assessment and examination results over the past 3 years and the *provisional* results of the 2015 national assessments and examination results. Headline results from this analysis include:
 - 91.9 percent of Barnet schools are good or outstanding, which places Barnet in the top 10 percent of local authorities in England.
 - EYFS and Phonics attainment shows an increase from last year and remains above the early national average
 - Attainment in Reading, Writing and Maths (level 2+) at Key Stage 1 increased more than the early national increase, and remains above the early national average
 - Key Stage 2 attainment is expected to be above national based on provisional KS2 results
 - Key Stage 4 (GCSE) attainment has increased by 6.1 percentage points based on an analysis of similar schools' data in 2014

(provisional results from schools) and is expected to remain significantly above the national average

- Key Stage 5 attainment has increased at A*-A, A*-B and A*-C grade thresholds (provisional results from schools), and is expected to be significantly above the national average

1.5 The strategic priorities considered by the Children, Education, Libraries and Safeguarding Committee on 15th September 2014 have been reviewed as part of this report and include:

- Good and Outstanding Schools: The proportion of good and outstanding schools under the new Ofsted Framework (from September 2012) has increased so Barnet is now ranked 26th out of 152 LAs (from 53rd) and is now above both national and inner London.
 - Primary Writing: Attainment in primary writing at level 4+ is expected to remain in line with national and progress remains strong.
 - Free School Meals (FSM) gap – there has been an improvement in the Key Stage 2 figure in 2015 but it is not yet known whether this is also the case for Key Stage 4.
 - Looked after children: this is not considered in this report as, due to the high proportion of pupils educated out of Borough, no robust indication of summary results is yet available.
 - Primary attendance: In 2013/14 whilst the attendance rate has improved by 0.7 percentage points, national primary attendance improved by 0.8 percentage points.
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- Evidence from the analysis so far, proposes the following main commissioning priorities for school improvement for the academic year 2015/16:
 - Good and Outstanding schools, the proportion of good and outstanding schools under the new Ofsted Framework places Barnet outside the top 10% of LAs nationally.
 - Primary attendance – Whilst primary attendance has improved; national attendance has shown a greater improvement in the past academic year.
 - Writing attainment – Key Stage 2 attainment in writing remains below the top 10% of LAs nationally.

The provisional data has been shared with headteachers. Confirmed, and further comparator data, will continue to be shared with headteachers and governing bodies throughout the Autumn term (see section 5.6.1 below).

2. REASONS FOR RECOMMENDATIONS

2.1 National assessment results provide an early indication of Barnet's schools' performance, providing an opportunity for benchmarking, celebrate successful interventions during the previous academic year, and to identify areas for improvement to ensure Barnet's schools remain successful and popular.

3. ALTERNATIVE OPTIONS CONSIDERED AND NOT RECOMMENDED

3.1 None.

4. POST DECISION IMPLEMENTATION

4.1 Data and the proposed school improvement priorities will be shared with schools and used to continue to champion and raise standards across Barnet schools, maximising the impact of Barnet's school improvement approach.

5. IMPLICATIONS OF DECISION

5.1 Corporate Priorities and Performance

5.1.1 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 a popular and desirable place 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 strategic objectives set out in its Corporate Plan 2013-16 to:

- 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 Special Education Needs and/or disabilities 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 is at least good.
- 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.

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

5.2.1 The work to respond to and drive school improvement is led from within existing resources of the Education and Skills Service

5.3 Legal and Constitutional References

5.3.1 As set out in the responsibility for functions (Annex A) of the Council Constitution (Section 15a), the Children, Education, Libraries and Safeguarding Committee has responsibility to lead the Council's responsibilities under the Children Act 2004 and Education and inspection Act

2007.

- 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 – Jan 2015, confirms that school improvement should be led by schools. The local authority role should be to champion excellent education, including monitoring performance, taking swift and effective action in maintained schools, intervening early, encouraging good and outstanding schools to support others and securing strong leadership and governance.

5.4 Risk Management

- 5.4.1 There is a risk that provisional results for Barnet and national will significantly change during the validation phase and that conclusions and interventions developed now will no longer apply. This is considered low risk as historic patterns of differences have been analysed and there is a greater risk of not providing effective school improvement support if analysis is not undertaken until validated results are released in January.

5.5 Equalities and Diversity

- 5.5.1 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.
- 5.5.2 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.
- 5.5.3 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 Barnet's Education Strategy, both have a strong focus on improving outcomes for disadvantaged groups of children and young people.

5.6 Consultation and Engagement

School data is routinely shared with headteachers and chairs of governors through half termly Learning Network Meetings, termly Director's briefings for headteachers and chairs of governors and individual school monitoring meetings. The Schools Standard Partnership Board, a strategic board with a membership of representative headteachers and chaired by the Commissioning Director for Children and Young People, reviews and uses data to shape shared priorities for improvement across the Barnet partnership.

5.8 Insight

A range of data sources including national assessment results, school census returns, and pupil premium files have been interrogated to provide insight into Barnet's attainment and achievement across all key stages and for pupil groups (where this data is available).

6. BACKGROUND PAPERS

Children, Education, Libraries and Safeguarding Committee, 15th September 2015 (Item 9) School Improvement in Barnet – an update and a new approach.