

VIRTUAL MEETING

BARNET CHILDREN'S PARTNERSHIP BOARD

DATE AND TIME

MONDAY 9TH NOVEMBER, 2020

AT 4.30 PM

TO: MEMBERS OF BARNET CHILDREN'S PARTNERSHIP BOARD (Quorum 5)

You are requested to attend the above meeting for which an agenda is attached.

Andrew Charlwood – Head of Governance

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A live audio recording and documents can be found here:

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ASSURANCE GROUP

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Barnet Children's Partnership Board

MINUTES OF MEETING HELD ON 6 August 2020

AGENDA ITEM 3

PRESENT:

Chris Munday (Chairman)	London Borough of Barnet
Cllr David Longstaff	London Borough of Barnet
Rebecca Morris	London Borough of Barnet
Sarah Sands	Primary Headteachers' Forum
Ian Harrison	London Borough of Barnet
Zoe Garbett	Barnet CCG
Danielle Gopie	London Borough of Barnet
Ben Thomas	London Borough of Barnet
Collette McCarthy	London Borough of Barnet
Teresa Bull	Barnet Parent Carers Forum
Graig Bradley	Metropolitan Police Barnet
Chimeme Egbutah	London Borough of Barnet
Cassie Bridger	London Borough of Barnet
Sharon Smith	London Borough of Barnet
Janet Matthewson	Young Barnet Foundation
3 Youth Ambassadors	

APOLOGIES: **Caroline** Collier (Inclusion Barnet), Murtaza Khanbhai (Barnet CCG), Gilbert Knight (Barnet Parent Carers Forum), Liz Longworth (Head of Northside School), Victoria Nzeribe (LBB (Unicef/Voice of the Child)), Samson Olusanya (Chair of the Secondary Headteachers' Forum'), Chaya Posen (Head of Noam Primary), Lee Robinson (London Borough of Barnet), Esmond Rosen (Barnet Multi Faith Forum), Emma Waters (Public Health) and Katie Wood (London Borough of Barnet).

1. WELCOME

The Chairman, Chris Munday, welcomed everyone to the meeting.

2. ABSENCE OF MEMBERS

Apologies were received from Daniel Morgan, Caroline Collier, Samson Olusanya, Adam Driscoll and Emma Burton-Lee.

Zoe Garbett attended on behalf of Daniel Morgan; Danielle Gopie attended on behalf of Emma Burton-Lee.

3. MINUTES OF PREVIOUS MEETING

The minutes of the meeting held on 13 February 2020 were agreed as an accurate record. Councillor David Longstaff noted that the following items have not yet been reported to the Children, Education and Safeguarding Committee: Young Person's Survey, Life Chances Strategy (formerly the Child Poverty Strategy), Draft Autism Strategy. The Communications Strategy has also not yet been discussed at the Board. It

was noted that these strategies would be discussed at future Board meetings and would then be taken to relevant Children, Education and Safeguarding Committee meetings.

4. MATTERS ARISING

None.

5. YOUTH PARLIAMENT AND YOUTH AMBASSADOR ELECTIONS AND YOUTH ASSEMBLY UPDATE

RM introduced the item and gave an update on the UK Youth Parliament and Youth Ambassador elections, and the Youth Assembly, including changes that have been made to each of these due to the impact of the pandemic.

6. YOUTH ASSEMBLY AND YOUTH PARLIAMENT AND YOUTH AMBASSADORS THEMES - VERBAL UPDATE

RM introduced the new Youth Ambassadors who were present at the virtual meeting and each gave a brief summary of the campaigns they will be working on, including fundamental skills and opportunities for young people to be successful in life; standardised testing and the stress this puts on young people, racism and the effect this has on knife crime. The Board also watched a video of a poem recorded by one of the Youth Ambassadors. Board members then had an opportunity to ask the Youth Ambassadors questions and agreed to engage in the work they will be doing.

7. COVID-19 RECOVERY PLANNING

CM introduced the plan which sets out the strategic recovery intentions and strategic objectives around Family Friendly Barnet. She noted that it is still a draft plan so is being presented to the Board for noting and comment. Board members had an opportunity to ask questions and comment on the plan.

8. YP HEALTH IMPACT ASSESSMENT - VERBAL UPDATE

CE provided a verbal update to share ideas on the Health Impact Assessment, how this can feed into various different strategies and how Covid-19 has affected children and young people. Board members were given an opportunity to comment on the HIA.

9. AUTISM STRATEGY

CM introduced the final Autism Plan to the Board which will be overseen by the SEND Development Group. It was noted that the Plan has previously been to the Health and Wellbeing Board for comment and will be taken to the Children, Education and Safeguarding Committee on 22 September 2020 for completeness. The Chairman thanked all those involved in the co-production of the Plan and noted the positive work that has been taken in this area.

10. ANY OTHER BUSINESS

None.

The meeting finished at 17.35

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Barnet Children's Partnership Board Report

AGENDA ITEM 4

Title:	Education Strategy 2021 to 2024
Meeting Date:	9 th November 2020
Author:	Ian Harrison, Chief Executive and Director of Education and Learning
Service / Dept:	Barnet Education and Learning Service
Report to be Presented By:	IAN HARRISON

1. Summary

We are committed to ensuring that Barnet is the most family friendly borough in London. To assist us in achieving this we are focussed on building resilience in children, families and schools. The global pandemic of COVID19 has had a profound impact on schools and learning. We need to ensure that any lessons learnt are embedded into our strategies

The Education Strategy sets out the priorities for ensuring that children and young people continue to benefit from an excellent, high quality education offer. This strategy for 2021-24 now replaces the previous strategy which was for 2017-20.

2. Consultation and Engagement

A summary of the key changes from the previous strategy was presented to all headteachers at the Director's Meeting in October. This draft of the strategy will be shared with all schools, for comment. Following the Children's Partnership Board on 9th November, a revised draft will be prepared for the Children, Education and Safeguarding Committee meeting on 30th November.

3. Conclusion and Recommendations

The Children's Partnership Board are asked to note and comment on the strategy.

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Barnet Education Strategy 2021 to 2024

Introduction

This renewal of Barnet's Education Strategy includes the usual focus on the key priorities to ensure high quality education services, excellent, resilient schools, high levels of achievement and protecting and supporting vulnerable and disadvantaged children and young people and maximising their life chances and the resilience of them and their families.

This strategy, however, is necessarily different from previous strategies as it is set during the ongoing global covid19 pandemic, which has had a substantial impact on schools and learning and because that impact will have a lasting effect for at least the next 3 years and thus requires an effective strategic response.

This strategy and the supporting sub-strategies for school and settings improvement and SEND and Inclusion therefore describes some of the key developments since the lockdown of schools in March 2020 and the measures proposed to counter the negative impact of the pandemic on children's learning.

Context

Barnet is well known for the excellent quality of its schools and settings and the diversity of its educational offer. These are at the heart of Barnet's continuing success as a desirable place where people want to live, work and study. Excellent educational outcomes and ensuring children and young people are successful in life and equipped to meet the needs of employers are vital to Barnet's future success.

Barnet has 130 schools serving 60,198 pupils (January 2020). These are broken down as follows:

Phase or type of establishment	Number of pupils
All-through	4562
Special and Alternative Provision	748
Nursery	501
Primary	31460
Secondary	22927
Total Number of pupils	60,198

There are 25 secondary schools, 90 primary schools, three all through schools, four nursery schools, six special schools and two pupil referral units. There is also one sixth-form college and one General Further Education College. In September 2020 there were 139 registered childminders in Barnet and 137 Private, Voluntary and Independent Nurseries (PVI's)

14% of the Barnet school population are entitled to Free School Meals (January 2020) and the ethnic breakdown of the school population is as follows (groups higher than 1%):

White British	28.8%
Any Other White Background	21.5%
Any Other Ethnic Group	10.5%
African	8.4%
Indian	5.6%

Any Other Asian Background	4.8%
Any Other Mixed Background	4.0%
Pakistani	1.8%
White and Asian	1.8%
White and Black African	1.7%
White and Black Caribbean	1.6%
Caribbean	1.4%
Chinese	1.3%
Any Other Black Background	1.1%
White Irish	1.0%

In recent years children's achievements in Barnet's schools and settings at all key stages have been among the very best in the country and a high proportion of Barnet's young people progress on to higher education. Over 96% of Barnet pupils are at schools and settings which were graded good or better at their last Ofsted inspection.

Resilience

Barnet is a Family Friendly Borough. Our approach to achieving this is to focus on developing families' resilience, which evidence tells us is pivotal to delivering the best outcomes for children and young people. The role that schools play in the day to day life of children and their families provides a unique opportunity to promote and embed resilience. Resilience based practice sits at the heart of improving outcomes for children and young people; an approach that is based on looking for strengths and opportunities to build on, rather than for issues or problems to treat.

At the same time our education vision recognises the barriers facing many disadvantaged and vulnerable children and young people and includes a clear commitment to accelerating their progress and diminishing the difference between them and their peers.

Partnership

Partnership with schools, between schools and between the education service and other agencies is key to the continuing success of our schools and young people,

The council is committed to maintaining an active role in working with schools to ensure the continued and growing success of education in Barnet. We recognise and welcome the diversity of governance models amongst our schools and we believe in investing in education, in championing the needs and aspirations of children and young people and in taking a strategic pro-active approach to ensuring we have sufficient school places, a high quality educational offer in all our schools and that we and schools work together to meet the needs and promote the achievement of all pupils, including the most vulnerable and disadvantaged.

Our education services to schools are now provided by Barnet Education and Learning Service (BELS), a company wholly owned by the council but independent of the council with the autonomy that enables it to respond quickly and flexibly to the changing needs of schools, pupils and families. BELS was established in September 2020 and has a Board of Governors representing a range of partners – the council, schools, parent-carers and staff.

Financial challenges

The education service, including schools, continues to face major financial challenges. We will work together to find ways to make sure schools are financially sustainable and to minimise any potential negative impact on the quality of teaching and learning and outcomes for children and young people.

Resilient schools

Resilient schools will help us to build resilient communities - working together in partnership, the council and BELS will work with schools to ensure the best deal and the best outcomes for all of Barnet's children, young people and their families.

The covid19 pandemic

The global covid19 pandemic has had a profound impact on schools and learning.

Throughout the pandemic the Education and Skills service (now Barnet Education and Learning Service), the Barnet Public Health Team and the Barnet Safety, Health and Well-being team have worked closely together to provide support and advice to schools about the opening and closing of schools, risk assessments and control measures needed to reduce the risk of transmission of the virus.

While schools remained open for children of key workers and vulnerable pupils throughout the lockdown period between March and July 2020 and opened for pupils from Nursery, Reception, and Years 1 and 6, from June and for some face-to-face work pupils in Years 10 and 12, there remains a large group who were out of school from 23rd March to the end of the summer term.

Significant efforts were made by Barnet schools to provide online resources and support via email and meeting platforms and many schools ensured that pupils who could not access learning online had access to hard copy materials. Nonetheless, there is no doubt that the learning of many pupils, and probably a majority, suffered from the absence of face-to-face teaching. Disadvantaged and vulnerable pupils, including those with a social worker or with an Education, Health and Care Plan were affected particularly badly.

During lockdown and since, the Education and Skills service (now the Barnet Education and Learning Service) supported many schools with online/home learning and provided a Home Learning and Well Being Hub to signpost schools to useful materials and good practice. The school improvement team created Google Classroom and MS Team forums for secondary schools as a support network for home learning as well as sessions on various IT platforms for primary schools

Officers also held regular virtual meetings with all PVI managers, primary headteachers, secondary headteachers, Deputy and Assistant Heads and Designated Safeguarding Leads. Learning Network Inspectors carried out School Effectiveness Visits with maintained primary and secondary schools to talk about their plans to adapt their curriculum in September.

The Education and Skills service worked with five other London Boroughs on a "Lost Learning Project". The learning and recommendations from the project have been shared with schools and the traded school improvement service, BPSI, developed a Covid19 Learning Recovery Project for primary schools, which a large number signed up to from September.

Throughout lockdown the Education and Skills service monitored the daily attendance at schools and followed up with schools where there were concerns. This has continued with the full re-opening of schools from September. A close partnership with Family Services has ensured that parent/carers of children with a social worker were both supported and challenged about getting their children into school.

Feedback and studies involving families of children with SEND and directly with young people with SEND have indicated concern about appropriate provision being in place and about children with SEND falling further behind their peers, about transitions and transfers and about mental health support for pupils, and pupil attendance, and access to specialist services.

The service has worked closely with partners to develop a multi-agency response to the challenges faced by children and young people with special educational needs and

disabilities, and their families. The Local Offer website was further developed during lockdown to include a Youth Zone area, with information, including Person-Centred Planning Tools designed by and for young people with SEND, and a dedicated Parent Carer Zone. Both are open to anyone who wants to access them. Schools are also well-supported with excellent information and tools related to covid19 in the SENCo Zone, including materials to support transition of pupils with SEN back to school.

The Education and Skills service continued 'business as usual' with Education and Care Plans throughout lockdown and all plans were completed within the statutory 20-week timescale.

The DfE and NHS England visited Barnet on 30th June – mainly looking at Barnet's SEND response to Covid 19: "The response from Barnet to Covid 19 was very strong" (DfE SEN Regional Adviser).

More recently the Barnet Local Area was subject to a SEND Assurance visit by Ofsted/CQC in mid-October 2020. Findings from the visit confirmed that services and providers had worked well together to support children and young people with SEND and their families since the start of the pandemic. However, the Local Area is determined to build on what has worked well during the pandemic and to identify any gaps or greater areas of need that have resulted from the pandemic and to address these through our SEND and Inclusion Strategy.

Ambition and aims

Barnet is a growing borough and the quality of education plays a crucial part in making the borough a popular and desirable place to live.

Our strategic vision for education in Barnet is:

Resilient schools – resilient communities: We want Barnet to be the most successful place for high quality education where excellent school standards result in all children achieving their best, being safe and happy and able to progress to become successful adults.

In order to achieve this, our mission is: To ensure:

- Every child attends a **good or outstanding school**, as judged by Ofsted
- The attainment and progress of children in Barnet schools is **within the top 10%** nationally
- There is accelerating progress of the most disadvantaged and vulnerable pupils in order to **diminish the difference** between them and their peers.
- Every child receives a high-quality education through **clear curriculum intent** and effective implementation
- We **minimise the impact of the covid19 pandemic on learning**

To do this we need:

- Enough school places
- All schools to be good or outstanding
- High levels of attainment and progress in all phases
- A relentless focus on meeting the needs of vulnerable pupils, including those with SEND, children looked after, children in need and children eligible for free school meals.
- Support for the mental health and well-being of school staff and pupils.
- Attendance returning to pre-covid levels and exclusions being kept as low as possible.

- Schools that are safe places for staff and pupils given the risks posed by covid19.
- Support for the adapted curriculum post-lockdown, including for SEN pupils, and for ensuring high quality teaching and learning in the challenging circumstances in which many pupils are at home having to self-isolate.
- Good relationships with schools enabling rigorous monitoring, challenge and support for all schools including the face-to-face and remote learning that they undertake with their pupils.
- Effective partnership with council services and with external agencies and organisations.

Strategic goals

The Barnet Education Strategy (2020–2023) sets the framework for the overall direction of travel for all education and learning services in the London Borough of Barnet, based on five overall strategic goals:

- **Strategic goal 1 - Access**

To ensure there are sufficient high-quality school places to meet the needs of Barnet residents, including local specialist provision when required for children and young people with special educational needs and disabilities, and that school organisation and governance arrangements are financially sustainable

- **Strategic goal 2 - Inclusion**

To ensure the provision of high-quality local specialist and mainstream placements and support for children and young people with special educational needs and disabilities aged from 3 to 25 years.

- **Strategic goal 3 – Achievement - School Improvement**

To ensure that every school is good or outstanding.

- **Strategic goal 4 – Achievement - Educational outcomes**

To improve the educational progress and outcomes for all children and young people across all phases and types of institution from early years to post-16, including progress into Higher Education, apprenticeships, training or employment.

- **Strategic goal 5 – Achievement and Inclusion – Minimising the impact of the covid19 pandemic on learning**

To ensure the negative impact of the pandemic is countered through an adapted curriculum post-lockdown, including for SEN pupils, high quality teaching and learning in school and at home and that schools are safe, that mental health and well-being of school staff and pupils are addressed and that attendance returns to pre-covid levels while exclusions are kept to a minimum.

- **Strategic goal 6 – Achievement and Inclusion – Diminishing the difference and building resilience**

To diminish the differences in attainment and progress between the most disadvantaged and vulnerable pupils and their peers by accelerating their progress and building resilience.

Key drivers – how will we seek to achieve these strategic goals

Detailed plans are set out in separate strategies for school places, special educational needs and disabilities (SEND) and school and settings improvement but some of the key drivers for achieving these goals are:

Access

- Partnership working with schools to identify the best locations for any further school expansions and bulge classes.
- Close liaison with the DfE, the ESFA, the Regional Schools Commissioner and potential sponsors of Free Schools to secure additional Free Schools where they are needed and when they are needed.
- Partnership with schools, including Special Schools and schools with Additional Resource Provision (ARPs), Pupil Referral Units (PRUs) and with post-16 providers, to ensure we can offer high quality local specialist places to children and young people with SEND who need them and to those in need of Alternative Provision.
- Keeping the financial sustainability of schools and groups of schools under review and working in partnership with schools to identify possible new school organisation or governance models, where needed to ensure ongoing financial resilience.

Inclusion

- A clear focus on outcomes, monitoring and review of Education, Health and Care Plans through the Annual Review process and co-production with schools, parents and children and young people.
- Improvements in the consistency and quality of provision for pupils whose needs can be met at SEN Support.
- Building on the recent improvements in the integration of processes and provision across education, social care and health.
- Improved tracking and planning for post-16 young people with SEN and an early focus on preparation for adulthood.
- A focus on building resilience in children and young people with SEND and those in Alternative Provisions and their families.
- Continuing to identify those at risk of becoming NEET and supporting them to make a successful transition.

Achievement

- Maintaining a core Learning Network Inspector service to monitor and challenge, and, where necessary, intervene in, maintained schools, whilst keeping in touch with Academies. If necessary, LNI support services will be offered as a traded service to schools.
- Maintaining an Early Years Standards Team to monitor and challenge, and, where necessary, intervene in, private, voluntary and independent settings (PVIS) and childminders and continuing a strong collaboration between this team, schools and settings to ensure high quality Early Years provision in all of our settings and effective transition.
- The continuing development of quality traded services in order to support school improvement.
- Building on the work of local partnerships and Teaching Schools.

- Working with schools on strategies for recruiting and retaining the best teachers and headteachers. This includes supporting governing bodies with the recruitment of new headteachers/principals and supporting headteachers with the recruitment of deputy headteachers/vice principals.
- Focus on highly effective leadership and governance.
- Active promotion of good behaviour, pupil well-being and effective safeguarding practices.
- A strong focus on attendance.
- Continued intervention to support young people at risk of being Not in Employment, Education or Training and work with providers to ensure suitable progression pathways including high quality technical and vocational provision.

Governance

The Education Strategy has been developed by Barnet Education and Learning Service (BELS) and the council in consultation with schools, partner agencies, parent-carers and other stakeholders. It is reported to and approved by Barnet Children's Partnership Board and the council's Children, Education and Safeguarding Committee. Barnet Education and Learning Service is responsible for coordinating the implementation of the Education Strategy.

Underpinning this strategy are three sub-strategies, each overseen by a Partnership Board that reports into the Children's Partnership Board. The sub-strategies set out a framework of development over the next three years and will be reviewed annually. There will be annual reports on progress and the development of priorities and plans for the year ahead.

Each Board includes representatives of the council, BELS and schools and settings. The SEND Partnership Board also includes representatives of the Barnet Parent-Carer Forum, the Clinical Commissioning Group (CCG) and specialist health providers, and the voluntary sector.

The sub-strategies, Boards and lead officers are set out in the table below:

Strategy	Board	Lead officer	Strategic goals
School Places	School Organisation and Place Planning (SOPP)	<ul style="list-style-type: none"> • Assistant Director, Education, Strategy and Partnerships, London Borough of Barnet and • Director, School Access, Skills and Corporate Services, BELS 	1
SEND and Inclusion	Special Educational Needs and Disabilities (SEND)	<ul style="list-style-type: none"> • Director, SEND and Inclusion, BELS 	2 and 5
School and Settings Improvement	School and Settings Standards (SSSPB)	<ul style="list-style-type: none"> • Director, School Improvement and Traded Services, BELS 	3, 4, 5 and 6

Performance measures and targets

Progress towards the strategic goals and in implementing strategies will be measured against a number of performance indicators and targets.

These are set out in Appendix 1, which also shows which strategic goal each performance indicator and target relates to.

Some contextual issues and current performance against a number of key measures are summarised in Appendix 2.

The strategic priorities agreed by each of the sub-boards and by the Children's Partnership Board are set out in Appendix 3.

These appendices will be reviewed and updated annually.

Appendix 1

Education Strategy – Key Performance Indicators and Targets

No.	Performance indicator	Actuals for 2019-20 (summer 2019 for tests)	Targets for future years
1	Percentage of schools rated as 'good' or better	96.8%	92.6% (minimum) 100% (aspirational)
2	Percentage of pupils in Barnet schools attending a school rated as 'good' or better	96.4%	92.6% 100% (aspirational)
3	Average percentage attendance levels in Primary schools for the Autumn and Spring terms	96.3% (24 th out of 151 LAs)	London average
4	<u>Primary attainment (KS2):</u> Percentage of primary pupils achieving the 'expected standard' in English Reading, English Writing and Mathematics (combined) at the end of Key Stage 2	73% (9 th)	Top 10%
5	<u>Primary progress:</u> The average of Primary pupils' average progress in: <ul style="list-style-type: none"> English Reading English Writing Maths 	1.8 (6 th) 0.6 (38th) 2 (5 th)	Top 10%
6	<u>Secondary attainment and progress (GCSEs):</u> a Average Attainment 8 Score b Average Progress 8 Score c Percentage of pupils achieving grade 5 in English and mathematics d Percentage of pupils achieving the English Baccalaureate	a. 57.1 (2 nd) b. 0.57 (2 nd) c. 62.7% (2 nd) d. 37.2% (2 nd)	Top 10%
7	<u>Primary disadvantaged pupils</u> a: % of disadvantaged pupils (this includes Free School Meal 6 and Children Looked After pupils) achieving the 'expected standard' in English Reading, English Writing and Mathematics (combined) at the end of Key Stage 2 AND b: Difference between attainment level of disadvantaged pupils and their peers nationally ('expected standard' in RWM combined) at the end of Key Stage 2.	64% (9 th) -7 % points (9 th)	Top 10% Top 10%

No.	Performance indicator	Actuals for 2019-20 (summer 2019 for tests)	Targets for future years
8	<u>Secondary FSM attainment and achievement and narrowing the gaps:</u> a Average Attainment 8 Score for disadvantaged pupils. b Average Progress 8 Score for disadvantaged pupils. c Attainment gap between disadvantaged pupils and other pupils nationally (Average Attainment 8 Score for disadvantaged pupils in Barnet - Average Attainment 8 Score for pupils not disadvantaged nationally) d Achievement gap between disadvantaged pupils and other pupils nationally (Average Progress 8 Score for disadvantaged pupils on FSM - Average Progress 8 Score for pupils not disadvantaged nationally).	46.4% (5 th) 0.23 (4 th) -4.1 (5 th) +0.11 (4 th)	Top 10%
9	<u>Progress and attainment of looked after children at KS4:</u> a) Average Attainment 8 score of looked after children b) Average Progress 8 score of looked after children c) Gap between i) A8 Barnet CLA and national A8 for all pupils ii) P8 Barnet CLA and national P8 for all pupils d) the quality of PEPs e) KS2 performance (expected standards in RWM) f) 16-17 year old NEETs g) Attendance of LACs	17.1 (99 th) -0.83 (18 th) -27.6 (national -25.5) -0.83 (national -1.23) 0-16: 97% 16+: 93.1% 55% (national 37%) 10.8% 93.6% (national 95.3%)	N/A

No.	Performance indicator	Actuals for 2019-20 (summer 2019 for tests)	Targets for future years
10	<u>Attainment and progress of SEND pupils</u> a) The percentage of SEND pupils with an EHCP attaining the 'expected standard' in each of: <ul style="list-style-type: none"> English Reading English Writing and Mathematics at the end of Key Stage 2 b Average attainment 8 score pupils with a statement of SEN or EHCP c Average progress 8 score pupils with a statement of SEN or EHCP	14% (19 th) 17.5 (19 th) -1.02 (45 th)	Top quartile
11	<u>NEETS:</u> a % not in education, employment or training (16 to 17 year olds) b % combined percentage of 16 to 17 year olds who are NEET and those whose current activity is not known to the LA	1.0% (Jan to March '20) 5 th in London 1.5% (Jan to March '20) 1 st in London	1.7% or London Top Quartile, whichever is higher 3.0% or London Top Quartile, whichever is higher
12	Percentage of final EHC plans issued within 20 weeks (excluding exceptions)	96%	95%
13	Percentage of children who applied on-time for a Reception place made an offer on national offer day	100%	99.9%
14	Percentage of secondary children made an offer of a school place by statutory deadlines	100%	99.9%

Current performance and context

As tests were cancelled and there has been no nationally produced comparative data on examinations or assessments undertaken in 2020, the data for 2019 is used in this appendix in respect of assessments, tests and examination outcomes.

School standards

- In 2019-20, 96.8% of all schools in Barnet were good or outstanding, which places Barnet in the top 10% of the country.
- 96.4% of Barnet pupils attended a Good or Outstanding school and Barnet is above National, Inner London and Outer London averages. The percentage of pupils attending a Good or Outstanding school is in the top 10% of the country.

Attainment and progress

- The percentage of children who achieved a Good Level of Development (GLD) in the Early Years Foundation Stage in 2019 was above the national average and in line with London and Statistical Neighbour averages in 2019, with Barnet's national ranking having increased from 87th in 2016 to 33rd in 2019.
- The percentage of children with SEN Support achieving a Good Level of Development (GLD) in the Early Years Foundation Stage was above the national average.
- Year 1 Phonics – attainment was in the top 10% nationally.
- In Key Stage 1 attainment at the expected standard was above the national average in all subjects in 2019 and in the top 10% of LAs in reading, writing and mathematics, and above statistical neighbours and London averages.
- At Key Stage 2, Barnet was 7th in the country for the number of pupils reaching the expected standards in Reading, Writing and Maths combined in 2019. Maths results were particularly strong (4th best LA in the country). Attainment of the expected standard across Reading, Maths and 'Grammar, Punctuation and Spelling' (GPS) was in the top 10% of LAs nationally. Attainment in Writing was in the top 20% of LAs, with Barnet's ranking having improved to 22nd from 100th in 2016.
- Progress of pupils between Key Stage 1 and Key Stage 2 in all subjects was significantly better than the national average. Barnet was in the top 10% of LAs in the country for Maths and Reading progress. It ranks 38th for progress in Writing, but there remain issues around the validity of national comparisons because of inconsistencies in moderation of teacher assessments across the country.
- Barnet's Progress 8 in 2019 ranked Barnet as 2nd out of 151 Local Authorities in 2019. These results gauge the progress made by students during their time at secondary school.
- The average 'Attainment 8' score in Barnet is 57.1 points, compared to the national average of 44.7 points, and an increase of 1.1 points in Barnet from the results in 2018. Barnet's Attainment 8 score was 2nd out of 151 Local Authorities (up from 5th in 2018).
- End of Key Stage 5 'A Level' attainment is in the top 5% nationally on all key measures, except in the vocational qualification groups of technical qualifications or applied general qualifications. Results in respect of vocational qualifications (Applied General and Technical) are included in the Appendix in the section relating to Key Stage 5.

Diminishing the difference

- Attainment in Reading, Writing and Mathematics combined by disadvantaged KS2 pupils was in the top 10% of LAs in 2019, with Barnet ranked 9th in the country. In 2016 the

percentage of disadvantaged pupils reaching the expected standard in Reading Writing and Mathematics was 46%. In 2017, it had increased to 55%, and in 2019 the proportion of Disadvantaged pupils reaching the expected standard in Reading, Writing and Maths increased to 64%. The gap between disadvantaged pupils in Barnet and Other Pupils nationally is smaller than national, London and statistical neighbours and the progress made by disadvantaged pupils in Barnet between KS1 and KS2 exceeds national and statistical neighbour averages.

- Barnet is performing better than the national and statistical neighbour averages in Reading Writing and Maths combined in nearly all the ethnic pupil categories for the proportion of pupils reaching the expected standard. Chinese pupils in Barnet are above Chinese pupils nationally but slightly below statistical neighbours.
- Attainment in Reading, Writing and Mathematics combined by KS2 pupils on SEN Support is in the top 10% of LAs nationally (7th), and for children and young people with an EHCP is in the top 15% of LAs, narrowly outside the top 10% (19th).
- Progress at KS2 for SEN Support pupils is in the top 10% of LAs for Reading and Maths. Progress at KS2 for children with an EHCP is in the top 10% of LAs for Maths, and in the top 20% for Reading.
- Barnet was in the top 5% nationally in both Progress 8 (4th) and Attainment 8 (5th) for disadvantaged pupils.
- In Progress 8 Barnet disadvantaged pupils are once again performing better than non-disadvantaged pupils nationally.
- At KS4 Barnet ranked in the top 10% of LAs for both Attainment and Progress 8 for pupils at SEN Support
- The Attainment 8 score was in the top 10% nationally for all groups other than 'All Black pupils' which was just outside the top 10% (17th up from 46th in 2018).
- The Progress 8 scores were in or close to the top 10% for all groups except Black pupils and Chinese pupils. The Chinese pupil cohort is very small both in Barnet and across the country.
- The 2019 results for Looked After Children have not yet been published. There was improved attainment and progress of Looked After Children in 2018. The Attainment 8 and Progress 8 scores for looked after children was better than national and London averages and statistical neighbour LAs. This data relates to the 2017-18 academic year.

Post-16 – minimising NEETS

- Overall, the number of Barnet young people aged 16 and 17 who are not engaged in education, employment or training (NEET) is low. The percentage who were NEET in January to March 2020 was only 1.0%, the fifth lowest in London; the percentage of who were NEET or 'not known' was 1.5%, the best in London. However, the number and percentage of young people aged 18 and above who are NEET is much higher and there are clear indications that it they will increase significantly as a result of the economic problems caused by the pandemic.
- A Post-16 Transition Strategy was established in summer 2020 with our sixth form providers, colleges and training providers; this strategy outlined responsibilities for these organisations to undertake, to include:
 - identifying a transition adviser;
 - identifying who their vulnerable learners are and provide these details to the Post 16 team;

- giving a guaranteed offer for vulnerable learners who meet the entry requirements unless there is an exceptional reason why this would not be possible;
- provide a list of vacancies so that advisers could signpost young people directly to 'live' vacancies.

The strategy included advice and guidance for schools and colleges, a list of available support for students both within and external to Barnet and an Action Plan outlining what we plan to do to support the students.

- The Post-16 education and skills team have worked with all providers within and outside of the borough on the September Guarantee Initiative; this is a statutory collection of data provided to the government on how many young people aged 16-18 have been offered places in education, training and employment for September 2020. This provides the baseline data for the Post-16 team to establish where to prioritise support.
- Post-16 Advisers contacted young people without an offer of education or employment and supporting them to gain an opportunity in September 2020.
- All school sixth forms, colleges and private training providers were written to by the Strategic Lead for Post 16 to establish live vacancies that were available across the borough, so that Post-16 Advisers could refer young people for apprenticeship and education vacancies that were immediately available. This vacancy list is regularly updated so it provides an important resource for Post-16 Advisers to promptly guide young people to avoid disengagement and disappointment of applying for vacancies that have already been taken or have closed.
- The Post-16 Team has also worked with Barnet and Southgate College to identify learners in need of support; the college established a guaranteed offer for any young person who applies to the College, called 'Back on Track'. This initiative was promoted to young people via social media by the College and Barnet Council's Communications Team.
- The government allocated funding to Alternative Providers to support the transition of Year 11s to Post-16. The Executive Head of the Pavilion established a robust plan of support for the young people leaving this year. This included employing a Transition Mentor to work with young people, a summer engagement programme including targeted events at Barnet and Southgate College plus ongoing support whilst on programme to ensure young people stay on their courses.
- The Barnet Employment and Skills group are working with developers with existing S106 commitments to identify work opportunities and apprenticeships for young people in Barnet. In addition to this, the Brent Cross Employment and Skills Steering Partnership have established a significant number of employment, apprenticeship and work placement opportunities for young people. This Partnership has identified apprenticeship and supported internship opportunities targeted to young people aged 16-24 years old.
- The post-16 Education and Skills team has made a number of bids for funding to support work to reduce the number of young people who are NEET (not in education, employment or training). Funding for a number of projects ends in 2020 or early in 2021; so additional funding is required if this important work is to continue.

Attendance and exclusions

- Primary attendance is now 96.4% (2018-19) and is above the national average, with Barnet's ranking having improved from 82nd in 2016 to 24th in 2019 (out of 152 LAs) thus

placing Barnet in the top 20% of LAs. Secondary attendance is now 95.7%, ranked 7th nationally, and thus also in the top 10% of LAs.

- Over the last five years, there have been on average 41 permanent exclusions each academic year at the secondary level. In 2018/19, there were 40 permanent exclusions. No primary pupils were excluded.

School places

- Over 12,000 new school places have been provided since 2010, which has ensured, so far, that every child has had a school place. The majority of these places have been in the primary phase and, as these children move through to the secondary phase, new secondary places have been secured through the establishment of two new Free Schools (Saracens High School and Ark Academy) and the successful delivery of the expansion of St. James and St. Mary's and St. John's. Barnet has experienced the predicted fall in Primary school rolls over the last three years 8.4% between 2017/18 and 2019/20) leading to spare capacity in some schools. However, further regeneration over the next decade will see an increase in demand in the south-west of the borough.
- The number of children with Special Educational Needs and Disabilities and the complexity of needs has continued to grow and is forecast to continue growing. New developments in the last year include the opening of Additional Resource Provisions (ARPs) for Autism at Claremont and Whitefield schools and additional specialist places at Northway, Oakleigh, Oak Lodge and Kisharon special schools.

SEND

- The completion of Education, Health and Care Plan assessments within the statutory 20 week deadline was 93% for 2019-20. So far in 2020-21, it is over 95%, with statutory processes being maintained throughout the pandemic. The quality of EHCPs has been maintained, and over 80% of EHC Plans audited in 2020 have been graded 'Good' or 'Outstanding'.
- Co-production with parent carers, young people and other partners continues to be central to our work. Parent carers are represented at all levels of decision making and take a key role in decision making at the SEND Development Group and SEND Partnership Board. In 2020, three parents have joined the auditing team to quality assure Education, Health and Care Plans. In response to the pandemic, we developed a new Parent Carer Zone on the Local Offer with information and resources to help families to support their child during 'lockdown' and their transition back to school.
- The views of children and young people with SEND contribute to the SEND workstreams, and many other strategic developments through the BING (Barnet Inclusion Next Generation) group. We recognise the need to include the views of more children and young people with SEND in decision making and strategic development and have commissioned the Educational Psychology team to develop ways to engage more children and young people with SEND.
- Commissioners across Health, Education and Social Care work closely to assess needs across Barnet, identify gaps in provision and jointly commission services to meet needs. There is a SEND Joint Commissioning Strategy, and progress is reported to the SEND Development Group and the SEND Partnership Board.

Delivery through partnership

Whilst the role of local authorities in education has changed in recent years, the council is determined to continue to champion the quality of education for its children and young people, working in partnership with all local education providers, parents and key partners.

Some of the key recent partnership developments include:

- The embedding of school improvement partnerships, the bringing together of the diverse range of education providers across primary and secondary phase helping to ensure that best practice, resources and responsibility for the quality of teaching and learning in schools is shared across the partnership. As a result, schools are increasingly taking the lead to support and challenge each other to drive improvement.
- A greater number of schools looking to work in a more formal partnership with another school e.g. Brunswick Park and Church Hill Federation, Rimon and Sacks Morasha joining the Jewish Community Academy Trust (JCAT), Childs Hill Primary School joining the Elliot Foundation Academy Trust working in a formal partnership with Claremont Primary School, Moss Hall Infant School and Moss Hall Junior School federating, Queenswell Infant School and Queenswell Junior School federating, Dollis Infant School and Dollis Junior School amalgamating.
- The AP Barnet Multi-Academy Trust was established on 1st May 2017 with Oak Hill Special Academy (previously an ARP attached to Mill Hill County High School) becoming the first school to join. The MAT is a partnership of Barnet schools with various schools represented on the Trust Board. The MAT aims to develop and improve the alternative education offer in Barnet and provision for young people with social, emotional and mental health needs, eventually bringing together existing provision at Oak Hill, Northgate and the Pavilion PRU that can be commissioned to respond to the needs of Barnet's schools and to offer appropriate post-16 pathways.
- Schools have continued to make use of the data analysis tool to identify early those pupils at most risk of not engaging with education, employment or training (NEET) when they leave school. This has enabled the delivery of targeted programmes and individualised support to help this cohort to remain engaged. Barnet and Southgate College has also developed a college Risk of NEET Indicator, the first in the country for a Further Education provider.
- The Virtual School, supported by a Challenge Committee drawing on representation from schools and a range of partner agencies, works to promote and support the education of looked after children.
- Closer collaboration continues between the Education and Learning service and Teaching Schools both within and outside Barnet to support teacher recruitment and school improvement.

Priorities for 2021/22

School Places – strategic priorities

1. Ensure sufficient early years places are available across the borough including sufficient childcare places providing 30 hours free entitlement.
2. Support the establishment of free schools to meet basic need at the primary level (Saracens Primary School).
3. Support the establishment of The Windmill Free School to meet the needs of children with SEND.
4. Deliver the spectrum of support for alternative provision through the AP MAT, including the rebuilding of the Pavilion PRU and the development of appropriate post-16 pathways.
5. The council, schools and other partners working together to create post-16 pathways through traineeships and other pre-apprenticeship programmes as a route into apprenticeships.
6. Keep the financial sustainability of schools and groups of schools under review and work in partnership with schools to identify possible new school organisation or governance models, where needed to ensure ongoing financial resilience.

SEND and Inclusion – strategic priorities

The following priority areas for SEND have been agreed by the SEND Partnership Board:

1. To ensure that we are working in a Family Friendly way and co-production is central to our work:
 - Further develop the Local Offer to include a dedicated post-16 Zone for education providers and work with young people to develop more information for the Young People's Zone which is relevant, interesting and useful to those who access it.
 - Building on strong parental engagement, formalise our outreach function for families, including those most isolated, so that there is effective communication and a dedicated SEN 'link' person for families of Children and Young People with complex needs. This will help to ensure equality of access through the provision of information and signposting to teams/services.
 - Work with schools and settings, and parent carers to provide more opportunities for children and young people with SEND to give their views on how best to meet their needs, and the activities that they want to access to support the development of their independence.
 - Undertake surveys and focus groups with parent carers and children and young people to get their feedback on experiences of services.
 - Provide more opportunities for mediation between services and families so that issues of support and placement can be dealt with at an early stage of dissatisfaction.
 - Ensure regular reporting to the SEND Partnership Board on the performance of amending EHC Plans following an Annual Review.
2. To minimise the long-term impact of the Covid-19 pandemic on the attainment, achievement and psychological wellbeing of children and young people with SEND.

- Ensure that, where advice for new EHCPs has been provided virtually, an early review is undertaken to ensure that the Plan accurately reflects the needs of the child and the provision required to meet need;
 - Formalise a blended approach, to include when a face-to-face assessment or intervention needs to take place; or when families are digitally or otherwise isolated
 - Utilise the opportunities presented through technology to enhance information sharing across the partnership.
 - Building on the “Lost Learning report” commissioned by authorities in North London support schools and early years settings, provide evidence informed and appropriate curricula to support Children and Young People with complex needs to catch up;
 - Extend the ‘Open Spaces’ project to provide families with safe access to swimming/leisure facilities and explore with families of children and young people with significant learning needs ways to support their education/development;
 - Formalise our outreach function for families, including those most isolated, so that there is effective communication and a dedicated SEN ‘link’ contact person for families of children and young people with complex needs to help ensure equality of access through the provision of information and signposting to other teams/services.
 - Continue to support families so that they feel confident in safely returning their child to school and reducing the likelihood of them opting for Elective Home Education.
3. Ensure sufficient and high-quality provision in-borough for children and young people with complex needs, including Autistic Spectrum Conditions.
- Update the SEND sufficiency and needs analysis to provide the necessary data to inform decision making about further provision to meet future needs.
 - Update the Special Places Plan and commission additional specialist provision in line with the plan, including support for the development of the Windmill Free schools as part of the Oak Lodge Academy Trust so that more young people can have their needs met locally.
 - Continue to support mainstream schools with advice, training and appropriate levels of funding so they are equipped to meet the needs of pupils with SEND, including those who do not require an Education, Health and Care Plan.
 - Deliver on the Autism Strategy, including developing a multiagency workforce training plan and a home-based support model, targeted at primary school children with a first-time diagnosis of Autism.
4. Ensure effective joint commissioning and integration of services from early years through to adulthood.
- Building on the CYP Mental Health Transformation and transition support, develop clear pathways of support and provision for those children and young people whose behaviour puts them at risk of exclusion in mainstream schools.
 - Ensure that all children and young people placed in out of borough and independent schools receive the highest quality of provision through the development and implementation of a multi-agency quality assurance framework.
 - Building on the short breaks work, enhance respite provision for children and families, to increase resilience of families and help ensure that children and young people with SEND have their needs met locally in borough;

- Through robust contract management and working with providers, continue to improve access and delivery of integrated therapy services 0 – 25.
 - Through the development and implementation of the Autism strategy, reduce waiting times for diagnosis of Autism, and ensure that children and families are supported pre-assessment and while undergoing assessment over time.
 - Embed transforming care approach to relevant children and young people through partnership working across education, health and social care.
5. In line with Resilient Schools, develop greater confidence, skills and competencies in mainstream schools and settings to meet the needs of children and young people with SEND.
- Ensure that all schools in Barnet are aware of the central training offer.
 - Facilitate peer to peer challenges in schools to share good practice in inclusion of children and young people in SEND.
 - Roll out the Inclusion audit to mainstream schools, having a clear expectation across all Barnet schools that this will be undertaken and reported to the SEND Partnership Board and School Review Group on an annual basis.
 - Develop a Barnet kite mark for inclusion for mainstream schools.
6. Champion the educational progress and attainment of pupils with SEND
- Develop an Engagement Curriculum with mainstream schools to support them to meet the needs of children and young people with SEND
 - Co-ordinate the sharing of practice and curriculum between special schools and mainstream schools to further support the attainment and achievement of children and young people with additional learning needs.
 - Work with schools to further develop a differentiated approach for secondary aged young people at SEN Support in mainstream schools.
7. Develop resilience in young people with SEND and promote independence.
- We will facilitate the sharing of best practice across colleges and other post 16 providers.
 - We will embed preparation for adulthood at the earliest point in annual reviews.
 - Continue to develop and embed a range of pathways for post 16, including supported internships, apprenticeships, voluntary and paid employment.
 - Embed the offer of Personal Budgets for families and further develop this process to give them greater choice and flexibility about how their child's needs can be met.
 - Support young people with Independent Travel Training

School improvement – strategic priorities

The following priorities have been agreed by the School and Settings Standards Partnership Board:

1. Early Years

In 2019 the percentage of pupils who achieved a GLD exceeded the national average by over 2% and our achievement was equal to London Statistical Neighbour averages. Barnet's national ranking for percentage of pupils achieving a GLD was 33rd in 2019 (up from 35th in 2018). However, as this is still below the top 10% of Las, it remains a priority. The percentage

of girls achieving a GLD in 2019 was above national, London and Statistical Neighbours and was ranked 27th. The percentage of boys achieving a GLD is above National, London and narrowly below Statistical Neighbours and was ranked 37th. Therefore raising attainment of boys at EYFS is a priority. Our Average Point Score is now above national and London but this still remains a priority for us.

2. Key Stage 1 Achievement

KS1 relative attainment (ranking) in Expected Standard or above is now in the top 10% in Reading, Writing and Maths. Science is ranked lower though (24th) for the proportion of pupils achieving at least the expected standard, so remains a priority. The percentage achieving Greater Depth, although above national, is comparatively lower, ranked 39th, 44th and 33rd respectively for Reading, Writing and Maths and so remains a priority.

3. KS2 Writing

Despite attainment in 2019 being above the national and statistical neighbour averages, our ranking, although improved from 2018, is still 26th. Although it is clear that there are inconsistencies nationally with teacher assessment of writing, we still need to maintain a focus on this subject in order to continue to raise relative attainment. The performance of girls in writing rose in 2019 by 1% but the performance of boys dropped by 3% and their ranking dropped from 15th to 37th. Therefore the attainment of boys' writing is a priority this year.

4. Progress and Progression Pathways of low attaining pupils across all key stages

It remains a priority for us to ensure that sufficient quality and learning opportunities (e.g. vocational qualifications) exist for children and young people to succeed across a range of skills and abilities, particularly those with SEND.

In particular there is concern now to ensure that post-16 pathways and opportunities result in as few young people as possible who are not in education, employment or training (NEET). It is therefore important that action is taken to support those young people who are at risk of being NEET or who are NEET, including those aged 16 and 17 but also those aged 18 and above where the numbers are rising due to the economic problems caused by the pandemic.

5. Achievement of Disadvantaged Pupils, pupils with SEND and other Vulnerable Groups (including Children in Need)

This remains a priority for improvement to eliminate differences in the performance of groups of pupils. The North London Disproportionality Dataset shows, for 2019, the ratio of black pupils in Barnet attaining the expected standard at KS2 and 4 compared to white pupils is low (a negative Relative Rate Index RRI) and in some cases being the lowest or second lowest in North London.

6. Looked After Children

In Secondary School Progress 8 in 2019 was ranked 18th and Attainment 8 49th. In the school year 2018-2019, Barnet LAC had a higher absence rate than the similar group national (6.40% compared with 4.70%) and a higher unauthorised rate (3.60% compared with 1.40%). Persistent absence was almost in line (10.50% compared with 10.90%). Attendance is therefore a priority for 2020-21

7. Recruitment

Recruiting and retaining good quality teachers, school leaders and support staff is a challenge for schools across Barnet. Supporting recruitment of staff and giving the necessary support to staff at all levels remains a priority for us.

8. Safeguarding

We continue to support schools in ensuring that their safeguarding arrangements are effective.

9. Curriculum Intent, Implementation and Impact

To support schools to plan coherently and deliver effectively a broad and balanced curriculum which is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is a priority to reflect the changes introduced in the new Ofsted inspection framework.

The factors that both research and Ofsted inspection evidence indicate contribute most strongly to an effective education where pupils achieve highly are:

- The school's curriculum is rooted in the solid consensus of the school's leaders about the knowledge and skills that pupils need in order to take advantage of opportunities, responsibilities and experiences of later life. In this way, it can powerfully address social disadvantage.
- The school's curriculum promotes equality and celebrates diversity in all its forms.
- It is clear what end points the curriculum is building towards and what pupils need to know and be able to do to reach those end points.
- The school's curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before and towards its clearly defined end points.
- The curriculum reflects the school's local context by addressing typical gaps in pupils' knowledge and skills.
- The curriculum remains as broad as possible for as long as possible. Pupils are able to study a strong academic core of subjects, such as those offered by the EBacc.
- There is high academic/vocational/technical ambition for all pupils, and the school does not offer disadvantaged pupils or pupils with SEND a reduced curriculum.

The above priorities are underpinned by:

- A curriculum which also contributes well to pupils' behaviour and welfare, including their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development.
- School leaders who take effective steps to secure good behaviour from pupils and a consistent approach to discipline.

10. Minimising the impact of the covid19 pandemic on learning

The School Improvement Team has given considerable support to schools before, during and after the school closure period. A new priority for this year is to minimise the impact of Covid-19 on learning and progress. This includes:

- Continuing support by BELS to schools with their blended learning approaches, recognising that the approaches need to be both flexible and adaptable
- Continuing BELS support to schools regarding the impact on mental health and well-being of staff and pupils due to school closures and partial closures arising from covid19.
- Continuing to support schools in establishing reliable baseline data for pupils and ensuring the curriculum meets the needs of all the pupils and is diminishing the expected wider differences between groups of pupils

11. Attendance

A key challenge as schools re-opened in September 2020 is to get attendance rates back to the levels they were at before schools were closed as a result of the pandemic.

12. Exclusions

With the huge majority of pupils being at home between March and September and the resultant challenges faced by schools regarding the behaviour of pupils when they returned to school, we want to support schools to ensure that there is not a significant rise in both fixed

term and permanent exclusions in Barnet schools. The RRI rate in the North London Disproportionality Dataset shows that historically there has been an over-representation of Black and Mixed Pupils in Barnet for fixed term exclusions and black pupils for permanent exclusions. This also needs to be addressed.

13. Elective Home Education

Monitoring elective home education has now become a key priority for the authority, as it is clear that the pandemic has resulted in a significant increase in the number of families that are choosing to educate their children at home. In April 2019 there were 228 children registered for elective home education in Barnet. The number in February 2020 was 257, which rose to 310 in October 2020.

The local authority has a duty to establish the identities of home educated children and to check they are receiving a 'suitable education', which means efficient full-time education suitable to their age, ability and aptitude and to any special educational needs they may have. The council also has general duties in relation to safeguarding and promoting the welfare of children. If the authority becomes aware of any safeguarding concerns, this will be followed up appropriately. BELS exercises these functions on behalf of the council and has received extra funding from the council to increase the resource devoted to this function from a part-time role to full-time.

As well as monitoring the suitability of home education and taking follow-up action if there are any concerns, BELS will work with the council and schools to try to persuade as many parents as possible of the benefits of returning their children to school and to make them aware of the risk assessments and 'covid19 secure' control measures in schools.

Barnet Children's Partnership Board Report

AGENDA ITEM 5

Title: Draft SEND and Inclusion Strategy 2021 to 2024

Meeting Date: 9th November 2020

Author: Helen Phelan, Director, SEND and Inclusion

**Service /
Dept:** Barnet Education and Learning Service

**Report to be
Presented By:** HELEN PHELAN

1. Summary

We are committed to ensuring that Barnet is the most family friendly borough in London. To assist us in achieving this we are focussed on building resilience in children, families and schools. The global pandemic of COVID19 has had a profound impact on schools and learning. We need to ensure that any lessons learnt are embedded into our strategies

The draft SEND and Inclusion Strategy sets out the priorities for ensuring that children and young people with special educational needs and disabilities continue to benefit from an excellent, high quality education offer. The strategy for 2021-24 will replace the previous strategy which was for 2017-20.

2. Consultation and Engagement

Key priorities for this strategy were considered by the SEND Partnership Board in September and presented to all headteachers at the Director's Meeting in October. This draft of the strategy will be shared with the Parent-Carer Forum, health and social care services and with all schools, for comment. Following the Children's Partnership Board on 9th November, a revised draft will be prepared for the Children, Education and Safeguarding Committee meeting on 30th November. There will then be consultation with stakeholders during December and the strategy will be finalised and published in January 2021.

3. Conclusion and Recommendations

The Children's Partnership Board are asked to note and comment on the draft strategy.

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DRAFT
Special
Educational Needs
and Disabilities
Strategy

London Borough
of Barnet

2021 – 2024

SEND and Disabilities Strategy 2021 - 2024

1. Introduction

This document sets out a vision and strategy for children and young people (0 – 25 years) with special educational needs and disabilities (SEND) in Barnet.

The strategy is for everyone involved with special educational needs and disabilities including families, headteachers, governors, SENCos in schools and settings, professionals across health, education and social care and the voluntary sector. It covers the Local Area of Barnet, and includes the local authority, schools, early years settings, further education, the clinical commissioning group (CCG), and specialist services in health.

The draft strategy will be consulted on widely with all partners in December, with the final document in place in January 2021. This will be a 3 year strategy. It will be reviewed and progress monitored through the SEND Partnership Board. The strategy will be updated as necessary in response to significant changes to local need.

2. Our Vision

“Our vision is for all children and young people with special educational needs and disabilities to achieve well, be confident individuals, live fulfilling lives and successfully transition to adulthood”.

The Children and Young People’s Plan 2019-2023 establishes the vision, key priorities and outcomes for children and young people in Barnet, providing a strategic framework for partnership activity in the borough.

The role that Barnet council and its partners play in the life of children and their families provides an opportunity to promote and embed resilience. Resilience based practice sits at the heart of improving outcomes for children and young people, including those with SEND. This approach is being embedded across the partnership.

The aims of our SEND Strategy are:

- To ensure that all children with SEND receive high quality, integrated and inclusive services through effective and timely decision making across partner agencies and through listening and responding to the voices of children and young people, parents, families and professionals.
- To ensure services are delivered locally and as inclusive and close to home as possible so that children and young people with SEND can benefit from the support and services within Barnet, their families and their local community.

Education Strategy

Our vision for SEND also supports our Education Strategy’s strategic vision for education in Barnet:

Resilient schools – resilient communities: We want Barnet to be the most successful place for high quality education where excellent school standards result in all children achieving their best, being safe and happy and able to progress to become successful adults.

In order to achieve this, our mission is to ensure:

- Every child attends a **good or outstanding school**, as judged by Ofsted

- The attainment and progress of children in Barnet schools is **within the top 10%** nationally
- There is accelerating progress of the most disadvantaged and vulnerable pupils in order to **diminish the difference** between them and their peers.
- Every child receives a high-quality education through **clear curriculum intent** and effective implementation
- We **minimise the impact of the covid19 pandemic on learning**

The Education Strategy sets out a number of strategic goals to achieve this vision around the key themes of access, inclusion and achievement. This SEND Strategy drives the work of the partnership to deliver these goals for children and young people with SEND.

To do this we need:

- Enough school places
- All schools to be good or outstanding
- High levels of attainment and progress in all phases
- A relentless focus on meeting the needs of vulnerable pupils, including those with SEND, children looked after, children in need and children eligible for free school meals.
- Support for the mental health and well-being of school staff and pupils.
- Attendance returning to pre-covid levels and exclusions being kept as low as possible.
- Schools that are safe places for staff and pupils given the risks posed by covid19.
- Support for the adapted curriculum post-lockdown, including for SEN pupils, and for ensuring high quality teaching and learning in the challenging circumstances in which many pupils are at home having to self-isolate.
- Good relationships with schools enabling rigorous monitoring, challenge and support for all schools including the face-to-face and remote learning that they undertake with their pupils
- Effective partnership with council services and with external agencies and organisations.

Strategic goals

The Barnet Education Strategy (2021–2024) sets the framework for the overall direction of travel for all education and learning services in the London Borough of Barnet. The Strategy outlines 6 overall strategic goals:

- **Strategic goal 1 - Access**

To ensure there are sufficient high-quality school places to meet the needs of Barnet residents, including local specialist provision when required for children and young people with special educational needs and disabilities, and that school organisation and governance arrangements are financially sustainable.

- **Strategic goal 2 - Inclusion**

To ensure the provision of high quality local placements and support for children and young people with special educational needs and disabilities aged from 3 to 25 years.

- **Strategic goal 3 – Achievement - School Improvement**

To ensure that every school and setting is good or outstanding.

- **Strategic goal 4 – Achievement - Educational outcomes**

To improve the educational progress and outcomes for all children and young people across all phases and types of institution from early years to post-16, including progress into Higher Education, apprenticeships, training or employment.

- **Strategic goal 5 – Achievement and Inclusion – Minimising the impact of the covid19 pandemic on learning**

To ensure the negative impact of the pandemic is countered through an adapted curriculum post-lockdown, including for SEN pupils, high quality teaching and learning in school and at home and that schools are safe, that mental health and well-being of school staff and pupils are addressed and that attendance returns to pre-covid levels while exclusions are kept to a minimum.

- **Strategic goal 6 – Achievement and Inclusion – Diminishing the difference and building resilience**

To diminish the differences in attainment and progress between the most disadvantaged and vulnerable pupils and their peers by accelerating their progress and building resilience.

In order to achieve these, a number of key drivers need to be taken into account. The full list is within the Education Strategy but those most relevant to SEND and Inclusion are:

Inclusion

- A clear focus on outcomes, monitoring and review of Education, Health and Care Plans through the Annual Review process and co-production with schools, parents and children and young people.
- Improvements in the consistency and quality of provision for pupils whose needs can be met at SEN Support.
- Building on the recent improvements in the integration of processes and provision across education, social care and health.
- Improved tracking and planning for post-16 young people with SEN and an early focus on preparation for adulthood.
- A focus on building resilience in children and young people with SEND and those in Alternative Provisions and their families.
- Continuing to identify those at risk of becoming NEET and supporting them to make a successful transition.

3. Principles

There are a number of principles that underpin the SEND Strategy. These are:

- The views of children and young people with SEND and their families should be central to what we do.
- Children and young people with SEND and their families should be empowered to make informed decisions about their lives.
- Mental health and wellbeing should be prioritised in our holistic approach to supporting children and young people.
- There should be early identification of needs in order to deliver high quality, personalised provision for children and young people;
- Children and young people with SEND should be treated as part of their community, enjoying leisure activities and opportunities to make meaningful friendships;
- Services should offer support that is timely, evidence informed and makes a difference to the lives of children and young people;
- Services should work together, to ensure outcomes for children and young people with SEND are better;

- Preparation for adulthood should be a key part of the planning needed for young people to make a successful transition to fulfilling and purposeful adult lives;
- We should ensure we have a skilled and confident workforce, as this is essential in realising our vision.

4. Ways of working

We will work together to:

- Listen to the views of children and young people and their families;
- Respect the views of children and young people and their families, and work together in a solution orientated way to remove barriers;
- Work in ways that build trust with all partners;
- Value individuality and celebrate diversity;
- Have high expectations for children and young people with SEND;
- Identify needs and provide effective support in a timely way.

5. Key Achievements

A great deal of progress has been made in implementing the SEND and Inclusion Strategy for 2017-20. Among the key achievements are the following:

- In 2019 attainment and progress of pupils on SEN Support and with an EHCP in all the key measures at Key Stage 2 pupils is in the top 15% of local authorities nationally. At Key Stage 4 Barnet ranked in the top 10% of LAs for both Attainment 8 and Progress 8 for pupils at SEN Support.
- Moderation of EHC Plans has been rolled out across Barnet, with the expectation that every SENCo attends at least one of the moderation sessions each year. The moderation is to help ensure the consistency and quality of requests for an Education, Health and Care Needs Assessment.
- The Local Offer website has been further developed to include a Youth Zone area, with information designed by and for young people with SEND, and a dedicated Parent Carer Zone. Both are open to anyone who wants to access them. Schools are well-supported with excellent information and tools in the SENCo Zone, including recent developments during Covid-19 including materials to support transition of pupils with SEN back to school and strategic planning for SEND.
- A Children and Young People's Mental Health Plan has been developed and a wide range of mental health services have been commissioned, including an online counselling service for 11 – 25 year olds. There is also Barnet Integrated Clinical Services (BICS), part of Children's Social Care, who provide a range of therapeutic interventions to children and young people, including counselling, Cognitive Behavioural Therapy and Music therapy.
- The Pre-school Teaching Team pathways have been changed to provide a quick 'first response' to families of young children with additional needs.
- A co-produced Autism Strategy has been developed over the last year and is beginning to be implemented.
- We have three supported internship programmes – Public Health England, Transport for London and Mencap, developing more work-based provision to give greater choice to young people.

- The year of 2020 has been like no other, and we have worked together to identify issues for children with SEND and their families resulting from the pandemic. In response to the issues and concerns expressed by families and other partners, we have:
 - Maintained 'business as usual' for the process of undertaking an Education, Health and Care Needs Assessment, and finalising EHC Plans.
 - Consistently met the statutory target of completing over 95% of EHC Plans within the 20 week timeframe, and this has been maintained throughout the Covid-19 pandemic.
 - Ensured the quality of EHC Plans in Barnet is consistently good, and three parent carers have been trained to undertake audits of EHC Plans and are members of the auditing team. We have continued to audit our EHC Plans during the pandemic, and the quality of the Plans has been maintained throughout. Where professional advice has been obtained 'virtually', we will review Plans early to ensure that they accurately reflect the needs of the child.
 - CAMHS have established a 24 hour Mental Health crisis line during the pandemic and have also provided telephone appointments and "Attend Anywhere" video conferencing sessions for young people.
 - Increased KOOTH counselling hours by 37% (October 2020) in response to an increase in anxiety related presentation to our Barnet Integrated Clinical Service (BIC), and to KOOTH (our commissioned online counselling service). 1,580 participants have accessed joint training sessions for schools, parent carers and nurseries run by the Educational Psychology Team. 99% have agreed/strongly agreed with the positive statements about the usefulness and relevance of the training.
 - There has been increased use of the Local Offer (2366 users in March; 3924 in June).
 - Set up the 'Open Spaces' project for families of children with Autism and/or a Learning Difficulty, who needed access to safe outdoor space. This was run across four venues from April 2020. 83 families were offered a session at the project. 60% took up the offer and 20% returned more than once. 101 bookings have been taken up by families to date (October 2020).
 - Taken part in a "Lost Learning" project with five other London local authorities which involved speaking with schools and students, focussing on Year 5 and 6 in primary and Year 11,12 and 13 in secondary and are using the materials to support "emergency schooling".

6. Feedback and evidence

To understand what we need to do and what our strategic priorities should be, we have drawn on a number of sources of information, including:

- Feedback from children and young people with SEND and their parent carers;
- What other professionals have said, including health, social care, schools and educational settings;
- Self-evaluation processes and tracking progress through the SEND Development Group and the SEND Partnership Board;
- Local and national data on trends in SEND;
- The Autism Strategy;
- Information from internal reviews undertaken in 2018 and 2019;
- Information from SEND Sufficiency review in 2019;
- DfE/NHS England visits;

- Ofsted/CQC SEND Assurance visit, 2020;
- Local Offer data.

7. The key areas of focus

Since 2017, much progress has been made in the achievements of children and young people with SEND and the support that they are able to access. For example, attainment and progress of pupils with SEND is in the top 15% nationally for nearly all key measures at both Key Stage 2 and Key Stage 4 (although there is a widening gap between the attainment of children and young people with SEND and the attainment of other pupils in Barnet).

We believe that we have made major progress in the successful implementation of the SEND reforms and in improving the outcomes for children and young people with SEND in Barnet. We know, however that we have more to do, and a key aim of this strategy is to highlight where improvements are still needed and agree the priorities to drive things forward.

A major area of challenge in 2020 has been the impact of the Covid19 pandemic on children and young people with SEND and their families. The impact and the Local Area's response and the need for a continuing response is reflected in the areas of focus and priorities below.

The following are the key areas of focus that have been identified from the sources listed above:

- Ensuring that the participation of children and young people in service developments and commissioning becomes a routine way of working.
- Ensuring that impact of the pandemic for children and young people with SEND is minimized.
- Embedding a shared vision and expectation that SEND is 'everybody's business' across all service providers.
- Ensuring preparation for adulthood from the earliest point in annual reviews and embedding joint working across services to support the move into adulthood.
- Ensuring sufficient specialist provision, so that children and young people with complex needs can have their needs met in Additional Resource Provisions (ARPS) or maintained special schools in Barnet.
- To further improve the consistency of identification of children and young people whose needs can be met through SEN Support (and do not require an Education, Health and Care Plan).
- Build on the Children and Young People's Mental Health Plan to incorporate all aspects of SEMH provision and ensure a clear pathway across education, health and social care.
- To reduce waiting times for access to some specialist services for identification of needs and appropriate and necessary intervention.
- Ensure that the EHC Plan continues to be relevant to the needs of the child or young person and ensure that, if amendments are made to the EHC Plan, these are done in a timely way following an Annual Review.

8. Strategic priorities

In this section, we set out the seven strategic priorities to shape the work of the SEND partnership over the next 3 years.

Following an internal review in November 2018 the previously agreed priorities of the SEND Strategy were reworded to reflect the findings from the review, progress against the SEND reforms and the areas of focus. Subsequently, the priorities have been revisited with the SEND Development Group in January 2020 and further refined to take account of the impact of the Covid-19 pandemic on children and young people with SEND and their families. These have been shared with partners in October 2020. The priorities will be reviewed again following consultation with partners in December 2020.

Priority 1: To ensure that we are working in a Family Friendly way and co-production is central to our work.

Listening to the views of young people with SEND and their families is central to our decision making and driving forward strategic developments. Barnet Parent Carer Forum is represented on the SEND Partnership Board, the SEND Development Group and the Board of Directors of the Barnet Education and Learning Service. All of the SEND Workstreams have parent representation; the CAMHS transformation programme has been co-produced with parent carers and young people; the Autism Strategy has been co-produced with young people with autism and their families. Parents are involved in helping us to ensure that the quality of Education, Health and Care Plans is consistently good, and are involved in the auditing of Plans on a quarterly basis.

Over the last 12 months, the Local Offer has been further developed to include a Young People's Zone and more recently a Parent-Carer Zone, which includes information and materials to support families during the pandemic. The Local Offer is increasingly being used as the 'go to' place for information about SEND across services in Barnet.

The revised Short Breaks offer was launched in October 2019 following a comprehensive review involving families. Surveys and focus groups were undertaken to find out what local families wanted, and the new service requirements were co-designed with local parent representatives.

The voice of children and young people in strategic developments is through the work of BING, a group of young people with SEND, who are supported by the Educational psychology team to give their views on a range of developments, including the SEND Workstreams and the Autism Strategy.

We value the views of parent and carers and young people, and as equal partners we want to ensure that their views are represented at all levels of support for SEND in Barnet.

However, we know that we need to do more to increase representation from parent carers across Barnet and ensure that more children and young people with SEND have opportunities to engage in co-production to help shape strategic developments.

What success looks like:

- More families feel listened to and feel that they are able to participate in shaping service developments and have a sense of co-ownership.
- More young people, including those in receipt of SEN Support as well as those with an Education, Health and Care Plan feel listened to and feel that they are able to participate in shaping service developments, as well as their individual plans.

- There is a continuing increase in the number of parent carers and young people with SEND who report a positive experience of, and confidence in support that they receive.
- Data shows less conflict in the system, e.g. reduction in the numbers of complaints and the number of appeals to Tribunal.

Key next steps:

- Further develop the Local Offer to include a dedicated post-16 Zone for education providers and work with young people to develop more information for the Young People's Zone which is relevant, interesting and useful to those who access it.
- Building on strong parental engagement, formalise our outreach function for families, including those most isolated, so that there is effective communication and a dedicated SEN 'link' person for families of Children and Young People with complex needs. This will help to ensure equality of access through the provision of information and signposting to teams/services.
- Work with schools and settings, and parent carers to provide more opportunities for children and young people with SEND to give their views on how best to meet their needs, and the activities that they want to access to support the development of their independence.
- Undertake surveys and focus groups with parent carers and children and young people to get their feedback on experiences of services.
- Provide more opportunities for mediation between services and families so that issues of support and placement can be dealt with at an early stage of dissatisfaction.
- Ensure regular reporting to the SEND Partnership Board on the performance of amending EHC Plans following an Annual Review.

Priority 2: To minimise the long-term impact of the Covid-19 pandemic on the attainment, achievement and psychological wellbeing of children and young people with SEND.

There is growing evidence of the significant impact that the Covid-19 pandemic has had on children and young people with SEND and their families. A study undertaken between 22nd March and 1st April involving 241 families of children with SEND, found that nearly half of the parents reported experiencing greater anxiety, concern for their child's future and fears of them falling even further behind their peers (National Institute for Health and Care Excellence, NICE, 2020).

The National Network of Parent Carer Forums (NNPCF) and the Information, Advice and Support Services (IASS) for the Council of Disabled Children have reported parental concerns to include SEND provision not being in place for their child, delays in EHCP assessments and annual reviews, lack of support for transitions, include transfers in September 2021.

Key concerns from school stakeholder groups (DfE Oct. 2020) include providing appropriate mental health support for pupils, pupil attendance due to unauthorized absence and access to specialist services.

In Barnet, we have surveyed over 700 young people with SEND about the impact of the pandemic for them. Key concerns have related to increased anxiety and other mental health

needs resulting from the impact of 'lockdown' and uncertainty about the future, lost learning and the impact of the pandemic on access to further/higher education and employability.

Findings from the recent Ofsted/Care Quality Commission SEND Assurance visit confirmed that services and providers had worked well together to support children and young people with SEND and their families. From our own learning, and the feedback from children, and young people, parents and schools in Barnet, we aim to build on what has worked well during the pandemic and identify any gaps or greater areas of need that have resulted from the pandemic.

What success looks like:

- Those families of children with SEND who need tailored support are prioritized by education, health and social care.
- Families are able to access specialist professional advice focused on how to meet their child's educational and mental health needs.
- Parent carers report that they know what support is available for their child if their child is not attending school, and how to access it.
- Children and young people with SEND report that they know how to access support for their mental health.
- Attendance of children and young people with SEND is at least at the national average.
- There are reduced number of requests for EHE for children and young people at SEN Support or in receipt of an EHC Plan.

Next Steps

- Ensure that, where advice for new EHCPs has been provided virtually, an early review is undertaken to ensure that the Plan accurately reflects the needs of the child and the provision required to meet need;
- Formalise a blended approach, to include when a face-to-face assessment or intervention needs to take place; or when families are digitally or otherwise isolated
- Utilise the opportunities presented through technology to enhance information sharing across the partnership.
- Building on the "Lost Learning report" commissioned by authorities in North London support schools and early years settings, provide evidence informed and appropriate curricula to support Children and Young People with complex needs to catch up;
- Extend the 'Open Spaces' project to provide families with safe access to swimming/leisure facilities and explore with families of children and young people with significant learning needs ways to support their education/development;
- Formalise our outreach function for families, including those most isolated, so that there is effective communication and a dedicated SEN 'link' contact person for families of children and young people with complex needs to help ensure equality of access through the provision of information and signposting to other teams/services.

- Continue to support families so that they feel confident in safely returning their child to school and reducing the likelihood of them opting for Elective Home Education.

Priority 3: To ensure sufficient high-quality provision in borough for children and young people with complex needs, including Autism.

We are committed to providing sufficient high-quality provision in Barnet and maximising the proportion of children and young people with SEND who are educated close to their family and community support networks. Over the last 2 years we have increased places for our Additional Resource Provisions (ARP) and our special schools.

We continue to see an increase in the number of EHC Plans issued and although the number of children and young people with SEND in mainstream schools in Barnet is high in comparison with other Local Areas, the number of requests for specialist places, particularly for special school placements continues to rise.

Although we have increased places at Oakleigh special school, Oak Lodge special school, Kisharon special school and Northway special school, we recognize the continuing need for a significant additional provision for children and young people with autism.

Although autism continues to be the area of greatest need in Barnet, and nationally, we also recognise that there are many children and young people with SEND who do not have autism, but still require support and provision specific to their need.

What success looks like:

- There are sufficient high-quality SEN school places in Barnet, from early years through to post 16 to meet current and future needs. This will take account of the four broad areas of need in the SEND Code of Practice, 2015: cognition and learning; social, emotional and mental health; communication and interaction; sensory and/or physical needs.
- Children and young people with SEND are able to access provision that is as close to them as possible.
- There is a reduction in the numbers of children and young people with SEND who attend out of borough provision or independent provision due to there being insufficient places and/or the right type of provision to meet need in Barnet.
- The majority of children and young people with SEND have their needs met in mainstream schools.

Key next steps:

- Update the SEND sufficiency and needs analysis to provide the necessary data to inform decision making about further provision to meet future needs.
- Update the Special Places Plan and commission additional specialist provision in line with the plan, including support for the development of the Windmill Free school as part of the Oak Lodge Academy Trust so that more young people can have their needs met locally.
- Continue to support mainstream schools with advice, training and appropriate levels of funding so they are equipped to meet the needs of pupils with SEND, including those who do not require an Education, Health and Care Plan.

- Deliver on the Autism Strategy, including developing a position statement of approaches, languages and practice across the partnership. This will underpin the development of a multiagency workforce training plan including general awareness, reasonable adjustments in schools and settings and specialist autism training delivered by the Autism Team (BELS).
- Build on the work of BEAM and Autism Team to develop a home based support model, targeted at primary school children with a first time diagnosis of Autism.

Priority 4: To ensure effective joint commissioning with clear pathways of support from Early Years through to adulthood.

In Barnet we have well established joint commissioning arrangements in place. Commissioners from the Local authority and CCG work very closely together and we have a SEND Joint Commissioning Workstream that reports to the SEND Development Group and SEND Partnership Board. Membership of this group has representation from education (BELS), Barnet Parent Carer Forum, Clinical Commissioning Group, Family Services and specialist Health services. We have S75 agreements in place for: Looked After Children nursing; Integrated Therapies; mental health and wellbeing and the governance is through the Children's Partnership Board.

Through joint commissioning we have delivered:

- The joint tripartite arrangements for the most complex children and young people in residential placements; this arrangement has been further strengthened by the introduction of a pre-tripartite meeting to ensure we have fully considered local options and are working together effectively, with clear review arrangements;
- Increased capacity into mental health and wellbeing services including the introduction of KOOTH and QWELL (online counselling support for young people and parents/carers), Terapia (accredited training in Psychotherapy) and the Resilient schools service;
- A co-produced Autism Strategy with parent carers, young people with autism, statutory services, schools and the voluntary sector to identify gaps in provision and have clear commissioning priorities.

These are just some examples of jointly commissioned services and provision in response to local need.

We know that there are areas of improvement to ensure that children and young people with SEND can access the support that they need in a timely way.

What success looks like:

- Joint commissioning arrangements are informed by analysis of local needs and co-produced with parent carers and young people with SEND.
- Commissioning of services, service development and provision clearly reflects feedback from parent carers and young people.
- There are improved outcomes for vulnerable groups with SEND (including looked after children, and children in the youth justice system) as a result of joint commissioning.
- Reduced waiting times for specialist assessments and appropriate interventions.

Key next steps:

- Building on the CYP Mental Health Transformation and transition support, develop clear pathways of support and provision for those children and young people whose behaviour puts them at risk of exclusion in mainstream schools.
- Ensure that all children and young people placed in out of borough and independent schools receive the highest quality of provision through the development and implementation of a multi-agency quality assurance framework.
- Building on the short breaks work, enhance respite provision for children and families, to increase resilience of families and help ensure that children and young people with SEND have their needs met locally in borough;
- Through robust contract management and working with providers, continue to improve access and delivery of integrated therapy services 0 – 25.
- Through the development and implementation of the Autism strategy, reduce waiting times for diagnosis of Autism, and ensure that children and families are supported pre-assessment and while undergoing assessment over time.
- Embed transforming care approach to relevant children and young people through partnership working across education, health and social care.

Priority 5: In line with Resilient schools, develop greater confidence, skills and competencies in mainstream schools to meet the needs of children and young people with SEND.

Over the last three years, our SEND Team has led on a process to work in partnership with schools across Barnet to increase the consistency of SEND identification. Materials such as the Ordinary Available document, and the SEND Toolkit have been co-developed with schools to support them with identification and assessment of needs. Impact is measured through the Moderation meetings with SENCO's. More recently, SENCO's have been able to access further support and advice through the Challenge workshops, and an online SENCO conference.

What success looks like:

- There is increased parental confidence at transition points when there is a change of provision for their child (including the transition from Early Years to primary, and primary to secondary school).
- Increased engagement in the inclusion training that is available for schools in Barnet.
- Fewer families of children with SEND opt for Elective Home Education.
- Schools report that they are confident in successfully meeting the needs of children and young people with a range of special educational needs.
- The percentage of children and young people identified with special educational needs who are either at SEN Support or have an Education, Health and Care Plan is in line with statistical neighbours, and national trends.

- The majority of children and young people with SEND, including those with an Education, Health and Care Plan have their needs met in mainstream school.

Key next steps:

- Ensure that all schools in Barnet are aware of the central training offer.
- Facilitate peer to peer challenges in schools to share good practice in inclusion of children and young people in SEND.
- Roll out the Inclusion audit to mainstream schools, having a clear expectation across all Barnet schools that this will be undertaken and reported to the SEND Partnership Board and School Review Group on an annual basis.
- Develop a Barnet kite mark for inclusion for mainstream schools.

Priority 6: Champion the educational progress and attainment of pupils with SEND.

The Education Strategy sets out to improve the educational progress and outcomes for all children and young people, including those with SEND, across all phases and types of setting, from early years to post 16. It also seeks to diminish the difference in attainment and progress between the most disadvantaged and vulnerable pupils and their peers by accelerating their progress and building resilience.

Attainment and progress of pupils with SEND is in the top 15% nationally for nearly all key measures at both Key Stage 2 and Key Stage 4

What success looks like:

- The attainment gap between pupils with and without SEND continues to narrow.
- Ensure an even greater consistency across all schools to identify and track the progress of children and young people at SEN Support.
- Lower levels of fixed term exclusions for pupils with SEND, including those at SEN Support.
- Ensuring the SEND pupil voice is always heard at key events and conferences in Barnet.

Next steps:

- Develop an Engagement Curriculum with mainstream schools to support them to meet the needs of children and young people with SEND
- Co-ordinate the sharing of practice and curriculum between special schools and mainstream schools to further support the attainment and achievement of children and young people with additional learning needs.
- Work with schools to further develop a differentiated approach for secondary aged young people at SEN Support in mainstream schools.

Priority 7: Develop resilience in young people with SEND to promote independence.

Supporting children and young people with SEND to achieve a successful transition into adulthood continues to be a priority for us.

Progress has been made, including the development of our multi-agency Preparation for Adulthood (PfA) Protocol (2018 – 2021) co-produced with parents, which details the responsibilities of the agencies involved in transition planning for young people with complex needs.

We continue to need to strengthen our planning and tracking of post-16 provision to ensure that there are appropriate opportunities, including supported internships, for young people with complex needs and tailored work based and voluntary opportunities.

What success looks like:

- Young people with SEND leave school with an option of education, training or employment.
- There is good planning for adult life with young people and their families reporting increased choice and control with regard to living independently, having good health and opportunities to take part in a range of activities including supported internships and employment.
- Young people with SEND report that they have choice and control over their lives and the support they receive.
- There is an increase in the take-up of personal budgets, particularly by young people post 16.
- More young people with SEND are travelling as independently as possible, including introducing pick up points for SEND transport, where appropriate and increasing the offer of 'travel training'.

Key next steps:

- We will facilitate the sharing of best practice across colleges and other post 16 providers.
- We will embed preparation for adulthood at the earliest point in annual reviews.
- Continue to develop and embed a range of pathways for post 16, including supported internships, apprenticeships, voluntary and paid employment.
- Embed the offer of Personal Budgets for families and further develop this process to give them greater choice and flexibility about how their child's needs can be met.
- Support young people with Independent Travel Training.

9. Governance Arrangements

Planning and delivering the priorities has required close collaboration and planning across partner agencies, parent carers and schools. The SEND Partnership Board is responsible for leading the strategic approach of the partnership of the council, Barnet Education and Learning Service (BELS), schools, the health service and parent carers to meet the needs of Barnet's children and young people with SEND. The Board acts as a strategic forum to identify priorities and to oversee the delivery of the council's statutory requirements in relation to the Children and Families Act 2014.

The co-ordination of the operational SEND developments is through the SEND Development Group, a multi-agency group with representation from schools, Further Education and Early years, and co-chaired by leaders across education, health, social care and the Barnet Parent-Carer Forum. The SEND Development Group reports to the SEND Partnership Board. The SEND Development Group is the primary forum for coordinating the operational SEND developments in Barnet. It is also responsible for driving the implementation of national policy and SEND Legislation. We have well established and active workstreams, all with representation from parent carers, health, education and social care, working on key priorities linked to the SEND Strategy and the Improvement Plan.

Barnet Children's Partnership Board Report

AGENDA ITEM 6

Title:	Schools and Settings Improvement Strategy 2021 to 2024
Meeting Date:	9 th November 2020
Author:	Neil Marlow, Director, School Improvement and Traded Services
Service / Dept:	Barnet Education and Learning Service
Report to be Presented By:	NEIL MARLOW

1. Summary

We are committed to ensuring that Barnet is the most family friendly borough in London. To assist us in achieving this we are focussed on building resilience in children, families and schools. The global pandemic of COVID19 has had a profound impact on schools and learning. We need to ensure that any lessons learnt are embedded into our strategies

The School and Settings Improvement Strategy sets out the priorities for ensuring that children and young people continue to benefit from an excellent, high quality education offer. This strategy for 2021-24 now replaces the previous strategy which was for 2017-20.

It is set out in two parts:

Part A (this part) sets out our vision and aims, current achievement in Barnet, the strengths, areas for development and priorities for improvement, and the plans for how we are going to address these.

Part B outlines our approach to monitoring, challenging and supporting all of our schools and how we give intensive support and close monitoring to our Schools Causing Concern.

2. Consultation and Engagement

A draft of this strategy was considered by the Schools and Settings Standards Partnership Board in September. A summary of the key changes from the previous strategy was presented to all headteachers at the Director's Meeting in October and suggested revisions were agreed and the strategy updated.

3. Conclusion and Recommendations

The Children's Partnership Board are asked to note and comment on the report and in particular the area for development and priorities set out in section H of Part A of the report (pages 8 to 10).

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School and
Settings
Improvement
Strategy

London Borough
of Barnet

2021 – 2024
November 2020

Barnet Local Authority – School and Settings Improvement Strategy

Part A

A Introduction

Barnet is well known for the excellent quality of its schools and settings and the diversity of its educational offer. These are at the heart of Barnet's continuing success as a desirable place where people want to live, work and study. Excellent educational outcomes and ensuring children and young people are successful in life and equipped to meet the needs of employers are vital to Barnet's future success.

Barnet has 130 schools serving 60,198 pupils (January 2020). These are broken down as follows:

Phase or type of establishment	Number of pupils
All-through	4562
Special and Alternative Provision	748
Nursery	501
Primary	31460
Secondary	22927
Total Number of pupils	60,198

There are 25 secondary schools, 90 primary schools, three all through schools, four nursery schools, six special schools and two pupil referral units. There is also one sixth-form college and one General Further Education College. In September 2020 there were 139 registered childminders in Barnet and 137 Private, Voluntary and Independent Nurseries (PVI's)

14% of the Barnet school population are entitled to Free School Meals (January 2020) and the ethnic breakdown of the school population is as follows (groups higher than 1%):

White British	28.8%
Any Other White Background	21.5%
Any Other Ethnic Group	10.5%
African	8.4%
Indian	5.6%
Any Other Asian Background	4.8%
Any Other Mixed Background	4.0%
Pakistani	1.8%
White and Asian	1.8%
White and Black African	1.7%
White and Black Caribbean	1.6%
Caribbean	1.4%
Chinese	1.3%
Any Other Black Background	1.1%
White Irish	1.0%

In recent years children's achievements in Barnet's schools and settings have been among the best in the country and a high proportion of Barnet's young people progress on to higher

education. Over 96% of Barnet pupils are at schools which were graded good or better at their last Ofsted inspection.

This School and Settings Improvement Strategy sets out the priorities for ensuring that children and young people continue to benefit from an excellent, high quality education offer. This strategy for 2020-23 now replaces the previous strategy which was for 2017-20.

It is set out in two parts:

Part A (this part) sets out our vision and aims, current achievement in Barnet, the strengths, areas for development and priorities for improvement, and the plans for how we are going to address these.

Part B outlines our approach to monitoring, challenging and supporting all of our schools and how we give intensive support and close monitoring to our Schools Causing Concern.

B Resilience

Barnet is a Family Friendly Borough. Our approach to achieving this is to focus on developing families' resilience, which evidence tells us is pivotal to delivering the best outcomes for children and young people. The role that schools play in the day to day life of children and their families provides a unique opportunity to promote and embed resilience. Resilience based practice sits at the heart of improving outcomes for children and young people; an approach that is based on looking for strengths and opportunities to build on, rather than for issues or problems to treat.

At the same time our education vision recognises the barriers facing many disadvantaged and vulnerable children and young people and includes a clear commitment to accelerating their progress and closing the gap between them and their peers.

C Ambition and Aims

Barnet is a growing borough and the quality of education plays a crucial part in making the borough a popular and desirable place to live.

Our strategic vision for education in Barnet is:

Resilient schools – resilient communities: We want Barnet to be the most successful place for high quality education where excellent school standards result in all children achieving their best, being safe and happy and able to progress to become successful adults.

In order to achieve this, our mission is: To ensure:

- Every child attends a **good or outstanding school**, as judged by Ofsted
- The attainment and progress of children in Barnet schools is **within the top 10%** nationally
- There is **accelerating progress** of the most disadvantaged and vulnerable pupils in order to diminish the difference between them and their peers.
- Every child receives a high quality education through clear **curriculum intent and effective implementation**
- We **minimise the impact of the covid19 pandemic on learning**.

To do this we need:

- Enough school places
- All schools to be good or outstanding
- High levels of attainment and progress in all phases

- A relentless focus on meeting the needs of vulnerable pupils, including those with SEND, children looked after, children in need and children eligible for free school meals.
- Support for the mental health and well-being of school staff and pupils.
- Attendance returning to pre-covid levels and exclusions being kept as low as possible.
- Schools that are safe places for staff and pupils given the risks posed by covid19.
- Support for the adapted curriculum post-lockdown, including for SEN pupils, and for ensuring high quality teaching and learning in the challenging circumstances in which many pupils are at home having to self-isolate.
- Good relationships with schools enabling rigorous monitoring, challenge and support for all schools including the face-to-face and remote learning that they undertake with their pupils
- Effective partnership with council services and with external agencies and organisations.

Strategic goals

The Barnet Education Strategy (2021–2024) sets the framework for the overall direction of travel for all education and learning services in the London Borough of Barnet. The Strategy outlines 6 overall strategic goals:

- **Strategic goal 1 - Access**

To ensure there are sufficient high-quality school places to meet the needs of Barnet residents, including local specialist provision when required for children and young people with special educational needs and disabilities, and that school organisation and governance arrangements are financially sustainable.

- **Strategic goal 2 - Inclusion**

To ensure the provision of high quality local placements and support for children and young people with special educational needs and disabilities aged from 3 to 25 years.

- **Strategic goal 3 – Achievement - School Improvement**

To ensure that every school and setting is good or outstanding.

- **Strategic goal 4 – Achievement - Educational outcomes**

To improve the educational progress and outcomes for all children and young people across all phases and types of institution from early years to post-16, including progress into Higher Education, apprenticeships, training or employment.

- **Strategic goal 5 – Achievement and Inclusion – Minimising the impact of the covid19 pandemic on learning**

To ensure the negative impact of the pandemic is countered through an adapted curriculum post-lockdown, including for SEN pupils, high quality teaching and learning in school and at home and that schools are safe, that mental health and well-being of school staff and pupils are addressed and that attendance returns to pre-covid levels while exclusions are kept to a minimum.

- **Strategic goal 6 – Achievement and Inclusion – Diminishing the difference and building resilience**

To diminish the differences in attainment and progress between the most disadvantaged and vulnerable pupils and their peers by accelerating their progress and building resilience.

In order to achieve these, a number of key drivers need to be taken into account. The full list is within the Education Strategy but those relevant to School Improvement are:

Achievement

- Maintaining a core Learning Network Inspector service to monitor and challenge, and, where necessary, intervene in, maintained schools, whilst keeping in touch with Academies. If necessary, LNI support services will be offered as a traded service to schools.
- Maintaining an Early Years Standards Team to monitor and challenge, and, where necessary, intervene in, private, voluntary and independent settings (PVIS) and childminders and continuing a strong collaboration between this team, schools and settings to ensure high quality Early Years provision in all of our settings and effective transition.
- The continuing development of quality traded services in order to support school improvement.
- Building on the work of local partnerships and Teaching Schools.
- Working with schools on strategies for recruiting and retaining the best teachers and headteachers. This includes supporting governing bodies with the recruitment of new headteachers/principals and supporting headteachers with the recruitment of deputy headteachers/vice principals.
- Focus on highly effective leadership and governance
- Active promotion of good behaviour, pupil well-being and effective safeguarding practices
- A strong focus on attendance
- Continued intervention to support young people at risk of being Not in Employment, Education or Training and work with providers to ensure suitable progression pathways including high quality technical and vocational provision.

D Governance

The Education Strategy is developed by Barnet Education and Learning Service in consultation with schools and is reported to and approved by the Children and Young People's Partnership Board and the Children, Education and Safeguarding Committee. Barnet Education and Learning Service is responsible for coordinating the implementation of the Education Strategy.

The Schools and Settings Standards Partnership Board is part of the wider governance structure for the partnership between the council, Barnet Education and Learning Service (BELS) and schools, overseen by the Children's and Young People's Partnership Board. The Schools and Settings Standards Partnership Board undertakes its duties on behalf of the partnership. This includes developing the Schools and Settings Improvement Strategy, monitoring its implementation and keeping it under review.

The SSSPB is responsible for the strategic approach to promote the continuous improvement of standards in Barnet schools and settings.

The SSSPB acts as a forum:

- To keep under review those aspects of the Barnet Education Strategy that relate to:
 - standards in schools and settings
 - pupil attainment, attendance and progress
 - narrowing gaps between disadvantaged pupils and their peers
 - the authority's monitoring, challenge and support of maintained schools
 - other relevant statutory functions.

- To review performance data across all Barnet schools and settings for all stages and to consider areas where joint and targeted work is needed to secure improvements.
- To identify and review priorities for improvement each year and assist in communicating these priorities across the partnership of schools and settings.
- To identify and overcome any systemic barriers to continuous improvement.
- To support and embed a secure and sustainable system of school to school, school to setting, setting to setting support.
- To consider ways to promote a positive image of Barnet schools and settings as high-performing and highly-aspirational schools and settings that provide excellent standards of education and childcare for all pupils.
- From time to time the SSSPB will also assume responsibility for specific commissioned projects to support the strategy.

E Context: Number of Good and Outstanding Schools and Settings

At the end of July 2020 the number of good and outstanding schools at each phase was:

Nursery - All 4 of the Nursery Schools are rated Outstanding

Primary - 85 of the 89 schools that have had an Ofsted Inspection are rated Good or Outstanding

Secondary/All Through – All of the 26 schools that have had an Ofsted Inspection are rated Good or Outstanding

Special – All of the Special Schools (5) that have had an Ofsted Inspection are rated Good or Outstanding

PRUs – Both Pupil Referral Units are rated Good or Outstanding

Private and Voluntary Early Years settings: 114 of the 115 PVIs that have had an inspection are rated Good or Outstanding

Childminders: 120 of the 123 childminders who have had an inspection are either rated Good or Outstanding or Met Requirements (if they had no children registered at the time)

F Context: Achievement in Barnet Schools and Settings 2020

Following the closure of schools from 23 March 2020 the DfE stated “As part of steps taken to fight the spread of coronavirus (COVID-19), the government announced that all exams due to take place in schools and colleges in England in summer 2020 are cancelled and that it will not publish any school or college level educational performance data based on tests, assessments or exams for 2020....We will not hold schools and colleges to account on the basis of exams and assessment data from summer 2020 and that data will not be used by others, such as Ofsted and local authorities, to hold schools and colleges to account.....We will not be publishing school, college or multi-academy trust (MAT) level performance data based on summer 2020 tests, assessments and exams at any phase.....All those working with schools and colleges, such as Ofsted, Department for Education regional teams and local authorities, should use data from previous years when assessing school and college performance, and not the 2020 data”

Secondary school students still received their A-level, GCSE and BTEC results but the grades were determined in a different way this year because of the Covid-19 pandemic. With exams cancelled this year because of Coronavirus, pupils were allocated their results based on either the school's teacher assessments, known as Centre Assessed Grades, or the standardised grade from Ofqual (whichever was the highest). We are confident that schools in Barnet followed a robust and appropriate process in order to get to a Centre Assessed Grade for each student.

They used information such as previous classwork, homework, results in assignments and any mock exams in order to arrive at that grade.

In primary schools the DfE are not publishing any national, regional, local or constituency statistics for any primary school assessments for the 2019 to 2020 academic year.

This includes:

- early years foundation stage profile
- phonics
- key stage 1
- multiplication tables check
- key stage 2

Primary schools will have completed end of year assessments on each pupil to support the curriculum planning for the following year and to support the next teachers in adapting the learning appropriately.

As there was no requirement to publish any data or to hold schools to account for the 2020 assessment data, we did not collect any assessment information from schools. However, schools who purchase Fischer Family Trust (FFT) services were able to upload their assessment information into their database if they wished. This has enabled us to have an indication of Barnet's achievement in 2020. However, it is the 2019 performance information that we continue to use for accountability purposes.

2019 Barnet summary

- Early Years above national. Increase slightly below national increase although ranking increased
- Year 1 Phonics attainment above national. Decrease less than national. Ranking improved
- Key Stage 1 attainment shows increases at EXS+ (pupils reaching the expected standard) in each subject with increases greater than national. Ranking improved in each subject
- Key Stage 1 attainment shows decreases at GDS (Greater Depth) in all subjects, with decreases greater than national in reading and maths. Rankings dropped
- Overall, for RWM (Reading, Writing and Maths) at KS1, attainment in Barnet increased but nationally there was a decrease for EXS+. Ranking improved. At GDS the decrease in Barnet matched the decrease nationally
- Overall, for RWMS (RWM and Science) at KS1, attainment increased in Barnet but dropped nationally.
- At Key Stage 2 attainment is above national at all measures in all subjects
- At KS2 there has been an increase in attainment in Maths but a drop in Reading, Writing and in RWM (Reading, Writing and Maths combined) and GPS (grammar, punctuation and spelling). Nationally there was also a drop in these areas
- At KS2 the increase in Maths was below the national increase and drops in Reading, Writing and RWM combined were greater than national decreases. The decrease in Barnet in GPS was less than the national decrease
- Progress made between KS1 and KS2 is significantly better than national in all subjects and was an improvement on the progress the previous year in Writing and Maths
- At Key Stage 4 both Attainment 8 and Progress 8 are very strong (ranked 2nd and 1st respectively)

- At Key Stage 5 achievement at A Level is above national at all thresholds but attainment dipped in 2019 in Barnet, with these dips being greater than national. Consequently the rankings dropped marginally.

G Key Strengths

1. Arising from the 2019 achievement data

- Low percentage of Persistent Absence
- Year 1 Phonics – achievement in top 10% nationally
- End of KS1 attainment in Reading, Writing and Maths in top 10% nationally
- End of KS2 attainment in Reading, GPS and Maths and RWM combined – in top 10% nationally
- Progress between KS1 and KS2 in all subjects – significantly better than national
- End of KS4 GCSE achievement – in top 2% nationally
- End of KS5 A Level achievement – in top 5% nationally

2. Other particular strengths

- Percentage of Good and Outstanding schools above National, Inner London and Outer London
- Over 96% of pupils attending a Good or Outstanding school
- Positive and productive relationship with schools, enhanced even further during the Covid-19 period
- Know our schools and settings well. Accurate identification of vulnerable schools and settings.
- Strong track record of supporting Schools Causing Concern to make the necessary improvements
- High expectations and aspirations for schools in Barnet
- Thriving and popular school improvement traded service (BPSI)
- Successful NQT Induction programme
- Continued delivery of a governor training programme and associate clerking service
- Knowledge, skills and successful experience of School Improvement Team – credibility and track record of success
- Links, contacts and involvement with key organisations e.g. Ofsted, Teaching Schools, DfE, Diocesan Boards, Academy Trusts
- Strong communication and teamwork between members of the team
- Robust procedures for monitoring, challenging and supporting schools (see School Improvement Strategy Part B – Monitoring, Challenge and Support including Schools Causing Concern Policy)
- Processes and structures are dynamic in order to meet the diverse needs of schools

H Areas for Development – Schools and Settings Standards Partnership Board Priorities

Based on the education performance data from 2019, the following areas were identified as a priority for improvement by the Schools and Settings Standards Partnership Board. These remain priorities in 2020/21

- **Early Years**

In 2019 the percentage of pupils who achieved a GLD exceeded the national average by over 2% and our achievement was equal to London Statistical Neighbour averages. Barnet's national ranking for percentage of pupils achieving a GLD was 33rd in 2019 (up from 35th in 2018). However, as this is still below the top 10% of LAs, it remains a priority. The percentage of girls achieving a GLD in 2019 was above national, London and Statistical Neighbours and was ranked 27th. The percentage of boys achieving a GLD is above National, London and narrowly below Statistical Neighbours and was ranked 37th. Therefore raising attainment of boys at EYFS is a priority. Our Average Point Score is now above national and London but this still remains a priority for us.

- **Key Stage 1 Achievement**

KS1 relative attainment (ranking) in Expected Standard or above is now in the top 10% in Reading, Writing and Maths. Science is ranked lower though (24th) for the proportion of pupils achieving at least the expected standard, so remains a priority. The percentage achieving Greater Depth, although above national, is comparatively lower, ranked 39th, 44th and 33rd respectively for Reading, Writing and Maths and so remains a priority.

- **KS2 Writing**

Despite attainment in 2019 being above the national and statistical neighbour averages, our ranking, although improved from 2018, is still 26th. Although it is clear that there are inconsistencies nationally with teacher assessment of writing, we still need to maintain a focus on this subject in order to continue to raise relative attainment. The performance of girls in writing rose in 2019 by 1% but the performance of boys dropped by 3% and their ranking dropped from 15th to 37th. Therefore the attainment of boys' writing is a priority this year.

- **Progress and Progression Pathways of low attaining pupils across all key stages**

It remains a priority for us to ensure that sufficient quality and learning opportunities (e.g. vocational qualifications) exist for children and young people to succeed across a range of skills and abilities, particularly those with SEND.

In particular there is concern now to ensure that post-16 pathways and opportunities result in as few young people as possible who are not in education, employment or training (NEET). It is therefore important that action is taken to support those young people who are at risk of being NEET or who are NEET, including those aged 16 and 17 but also those aged 18 and above where the numbers are rising due to the economic problems caused by the pandemic.

- **Achievement of Disadvantaged Pupils, pupils with SEND and other Vulnerable Groups (including Children in Need)**

This remains a priority for improvement to eliminate differences in the performance of groups of pupils. The North London Disproportionality Dataset shows, for 2019, the ratio of black pupils in Barnet attaining the expected standard at KS2 and 4 compared to white pupils is low (a negative Relative Rate Index RRI) and in some cases being the lowest or second lowest in North London.

- **Looked After Children**

In Secondary School Progress 8 in 2019 was ranked 18th and Attainment 8 49th. In the school year 2018-2019, Barnet LAC had a higher absence rate than the similar group national (6.40% compared with 4.70%) and a higher unauthorised rate (3.60% compared with 1.40%).

Persistent absence was almost in line (10.50% compared with 10.90%). Attendance is therefore a priority for 2020-21

- **Recruitment**

Recruiting and retaining good quality teachers, school leaders and support staff is a challenge for schools across Barnet. Supporting recruitment of staff and giving the necessary support to staff at all levels remains a priority for us.

- **Safeguarding**

We continue to support schools in ensuring that their safeguarding arrangements are effective.

- **Curriculum Intent, Implementation and Impact**

To support schools to plan coherently and deliver effectively a broad and balanced curriculum which is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is a priority to reflect the changes introduced in the new Ofsted inspection framework.

The factors that both research and Ofsted inspection evidence indicate contribute most strongly to an effective education where pupils achieve highly are:

- The school's curriculum is rooted in the solid consensus of the school's leaders about the knowledge and skills that pupils need in order to take advantage of opportunities, responsibilities and experiences of later life. In this way, it can powerfully address social disadvantage.
- The school's curriculum promotes equality and celebrates diversity in all its forms.
- It is clear what end points the curriculum is building towards and what pupils need to know and be able to do to reach those end points.
- The school's curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before and towards its clearly defined end points.
- The curriculum reflects the school's local context by addressing typical gaps in pupils' knowledge and skills.
- The curriculum remains as broad as possible for as long as possible. Pupils are able to study a strong academic core of subjects, such as those offered by the EBacc.
- There is high academic/vocational/technical ambition for all pupils, and the school does not offer disadvantaged pupils or pupils with SEND a reduced curriculum.

The above priorities are underpinned by:

- A curriculum which also contributes well to pupils' behaviour and welfare, including their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development.
- School leaders who take effective steps to secure good behaviour from pupils and a consistent approach to discipline.

It is recognised that schools are having to manage pupils with more complex behaviour challenges. We work closely with colleagues from the SEND and Inclusion Teams to offer support to schools in managing more complex behaviour.

Additional Priorities in 2020

1. Minimising the impact of the covid19 pandemic on learning

The School Improvement Team has given considerable support to schools before, during and after the school closure period. The Team was also involved, along with five other North London Boroughs, in a project entitled “Supporting the futures of children’s and young people’s education and skills following Covid 19” The learning and recommendations from the project have been shared with schools and the traded school improvement service, BPSI, developed a Covid19 Learning Recovery Project for primary schools, which a large number signed up to from September.

A new priority for this year is to minimise the impact of Covid-19 on learning and progress.

This includes:

- Continuing support by BELS to schools with their blended learning approaches, recognising that the approaches need to be both flexible and adaptable
- Continuing BELS support to schools regarding the impact on mental health and well-being of staff and pupils due to school closures and partial closures arising from covid19.
- Continuing to support schools in establishing reliable baseline data for pupils and ensuring the curriculum meets the needs of all the pupils and is diminishing the expected wider differences between groups of pupils including those with SEND

2. Attendance

A key challenge as schools re-opened in September 2020 is to get attendance rates back to the levels they were at before schools were closed as a result of the pandemic.

3. Exclusions

With the huge majority of pupils being at home between March and September and the resultant challenges faced by schools regarding the behaviour of pupils when they returned to school, we want to support schools to ensure that there is not a significant rise in both fixed term and permanent exclusions in Barnet schools. The RRI rate in the North London Disproportionality Dataset shows that historically there has been an over-representation of Black and Mixed Pupils in Barnet for fixed term exclusions and black pupils for permanent exclusions. This also needs to be addressed.

4. Elective Home Education

Monitoring elective home education has now become a key priority for the authority, as it is clear that the pandemic has resulted in a significant increase in the number of families that are choosing to educate their children at home. In April 2019 there were 228 children registered for elective home education in Barnet. The number in February 2020 was 257, which rose to 310 in October 2020.

The local authority has a duty to establish the identities of home educated children and to check they are receiving a ‘suitable education’, which means efficient full-time education suitable to their age, ability and aptitude and to any special educational needs they may have. The council also has general duties in relation to safeguarding and promoting the welfare of children. If the authority becomes aware of any safeguarding concerns, this will be followed up appropriately. BELS exercises these functions on behalf of the council and has received extra funding from the council to increase the resource devoted to this function from a part-time role to full-time.

As well as monitoring the suitability of home education and taking follow-up action if there are any concerns, BELS will work with the council and schools to try to persuade as many parents as possible of the benefits of returning their children to school and to make them aware of the risk assessments and ‘covid19 secure’ control measures in schools.

I Key Actions arising from these priorities

The School Improvement Team Plan is allied to the priorities and objectives set out in the Education and Skills Business Plan and the agreed schedule of performance indicators.

Elements of the team's activities are traded, e.g. BPSI, Governor Services, NQT support, Connect, and we are looking to expand our offer to Barnet schools as well as trading beyond the Borough boundary.

Outcome	Owned by	Action	Key partner/s	Deadline	Target for actions in 2020/21 (include KPIs, SKPIs & OKPIs as required)	Monitored via (e.g. SLT or Team meeting)
All schools and settings successfully monitored, challenged and supported by Learning Network Inspectors and the EY Standards Team	Neil Marlow / LNIs	See School Improvement Strategy and Monitoring, Challenge and Support Action Plan	Schools and settings, Early Years Standards Team	July 2021	<p>Percentage of schools rated as 'good' or better</p> <p>Percentage of pupils in schools rated as 'good' or better</p> <p>Target to be in top 10% of Good and Outstanding schools nationally</p> <p>For settings our target is 90%, but with an aspiration to be above the national average within 3 years (currently 95%).</p>	SRG, SSSPB
Ensure all Schools and Settings Causing Concern are effectively supported and closely monitored	Neil Marlow / Lead Officers	See School Improvement Strategy and Monitoring, Challenge and Support Action Plan	Schools and settings, BPSI Advisers, Early Years Standards Team	July 2021	<p>Produce an action plan for each school and setting causing concern and progress reports on each SCC at least once a term.</p> <p>Employ additional part time team member to deliver early years SCC work in schools</p>	SRG, SSSPB
Continue to support to schools during Covid-19 period in order to	Neil Marlow	Adapt Monitoring and Challenge visits in order to support	EP Team Family Services BICS	December 2020	October Satisfaction Surveys demonstrate schools feel well	SSSPB SRG

Outcome	Owned by	Action	Key partner/s	Deadline	Target for actions in 2020/21 (include KPIs, SKPIs & OKPIs as required)	Monitored via (e.g. SLT or Team meeting)
minimise the impact of Covid-19 on learning and progress. This includes continuing to give support to schools regarding the mental health and well-being implications of the situation		<p>schools with return to school, health and safety, recovery curriculum etc</p> <p>Launch BPSI Covid Learning Recovery Project (CLRP)</p> <p>Adapt DfE Well Being for Education Return programme and deliver to schools.</p> <p>See Mental Health and Well Being Action Plan, BPSI Action Plan</p>	Resilient Schools Public Health		<p>supported</p> <p>Positive response (numbers and evaluation) to CLRP</p> <p>DfE Well Being for Education Return programme delivered</p>	
Improve achievement at Early Years	Neil Marlow / Beth Patrick / Helen Cheung	See Early Years Action Plan	Schools and Settings, Early Years Standards Team, BPSI Early Years Adviser, BEYA	July 2021	<p>The baseline target for the EYFS is to exceed the national average for the % of children achieving a good level of development in the EYFSP.</p> <p>There is also an aspirational target of being in the top 10% nationally. However, this will be challenging to achieve due to local contextual challenges.</p>	SSSPB

Outcome	Owned by	Action	Key partner/s	Deadline	Target for actions in 2020/21 (include KPIs, SKPIs & OKPIs as required)	Monitored via (e.g. SLT or Team meeting)
Improve achievement at KS1 and maintain achievement in phonics	Neil Marlow / LNIs	See KS1 Achievement Action Plan	Schools, BPSI, Teaching Schools	July 2021	Attainment at KS1 in top 10% of LAs and progress (as demonstrated in FFT) to be above estimates	SSSPB
Achievement of pupils at end of KS2, KS4 and KS5 to be in top 10% nationally	Neil Marlow / LNIs	See School Improvement Strategy and Monitoring, Challenge and Support Action Plan	Schools, BPSI Advisers	July 2021	<p>The percentage of primary pupils achieving the 'expected standard' in English Reading, English Writing and Mathematics (combined) at the end of Key Stage 2</p> <p>The average of: a) Primary pupils' average progress in English Reading b) Primary pupils' average progress in English Writing c) Primary pupils' average progress in Mathematics</p> <p>Secondary achievement Points allocated; 6a 15pts (37.5%); 6b 15pts (37.5%); 6c 7pts (17.5%); 6d 3pts (7.5%): 6a Average Attainment 8 Score 6b Average Progress 8 Score 6c Percentage of pupils achieving the threshold in English and mathematics (Grade 5) 6d Percentage of pupils achieving the English Baccalaureate</p>	SRG, SSSPB
Progress of the most disadvantaged, pupils with SEND and vulnerable pupils (inc Children In Need)	Neil Marlow / LNIs	See School Improvement Strategy and Narrowing the Gap Action Plan	Schools and Settings, BPSI Advisers, Early Years Standards Team, Teaching	July 2021	<p>Primary 5a: % of pupils eligible for disadvantaged pupils (this includes Free School Meal 6 and Children Looked After pupils) achieving the</p>	Data collection Census

Outcome	Owned by	Action	Key partner/s	Deadline	Target for actions in 2020/21 (include KPIs, SKPIs & OKPIs as required)	Monitored via (e.g. SLT or Team meeting)
accelerated in order to diminish the differences between them and their peers			Schools		<p>'expected standard' in English Reading, English Writing and Mathematics (combined) at the end of Key Stage 2 AND</p> <p>5b: Difference between attainment level of pupils on disadvantaged pupils (this includes FSM 6 and CLA pupils) and their peers ('expected standard' in RWM combined) at the end of Key Stage 2</p> <p>Secondary</p> <p>7a Average Attainment 8 Score for pupils eligible for FSM in the past 6 years (disadvantaged pupils)</p> <p>7b Average Progress 8 Score for pupils eligible for FSM in the past 6 years (disadvantaged pupils)</p> <p>7c Attainment gap between pupils eligible for disadvantaged pupils (Average Attainment 8 Score for pupils on FSM - Average Attainment 8 Score for pupils not disadvantaged nationally)</p> <p>7d Achievement gap between pupils disadvantaged pupils (Average Progress 8 Score for pupils on FSM – Average nationally for non-disadvantaged)</p>	
Improve attainment in writing at KS2	Neil Marlow / LNIs	See Writing Action Plan	Schools, BPSI, Teaching Schools	July 2021	Attainment in writing at KS2 further above national and in top 20% nationally	SSSPB
Improve achievement of Looked After Children particularly at Secondary	Neil Marlow / Helen Morrison /	See Virtual School Action Plan	Schools, Social Care, Placements	July 2021	<p>a) Average Attainment 8 score of looked after children</p> <p>b) Average Progress 8 score of</p>	SSSPB, VS Challenge Committee

Outcome	Owned by	Action	Key partner/s	Deadline	Target for actions in 2020/21 (include KPIs, SKPIs & OKPIs as required)	Monitored via (e.g. SLT or Team meeting)
	Paul Whitcombe				looked after children c) Closing the gap between Barnet LAC and Barnet average on Attainment 8 and Progress 8 d) the quality of PEPs e) KS2 performance (expected standards in RWM) f) 16-17 year old NEETs g) Attendance of LACs	
Recruitment of high quality staff in schools improved	Neil Marlow / Helen Morrison	See Recruitment and Retention Action Plan	Schools, Agencies, Media Team, Housing, Parking, The Compton (SCITT)	July 2021	Reduced vacancy rate in schools. In 2020 the vacancies in schools were as follows: % schools with a vacancy 3.8% % schools with a temporarily filled vacancy 17.7% % schools with a vacancy or temporarily filled vacancy 20.8%	SSSPB, Recruitment and Retention Working Party, Compton SCITT Strategic Board
To ensure that sufficient quality and learning opportunities exist for children and young people to succeed across a range of skills and abilities	Neil Marlow	See Progress and Progression Pathways Action Plan	Schools, Colleges, Post 16, SEN Team	July 2021	Improved achievement in vocational qualifications	SSSPB
To ensure schools meet statutory requirements for safeguarding	Neil Marlow / Jane Morris	See Safeguarding Action Plan	Schools, LADO, Social Care, BPSI	July 2021	Produce an action plan for monitoring and improving arrangements for safeguarding in the Education and Skills service and in all Barnet schools and regular progress reports.	SMT
To support schools in	Neil Marlow	See separate	BPSI, SEN Teams	July 2021	Increased offer of support to	SEND Partnership

Outcome	Owned by	Action	Key partner/s	Deadline	Target for actions in 2020/21 (include KPIs, SKPIs & OKPIs as required)	Monitored via (e.g. SLT or Team meeting)
dealing effectively with pupils with more challenging behaviour	/ Barley Birney/ LNIs	Behaviour Action Plan			schools	Board, SSSPB
To support schools to deliver a broad and balanced curriculum which provides a wide range of opportunities for pupils to learn and helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning. This supports pupils' good progress	Neil Marlow / LNIs	See separate Wider Curriculum Action Plan	BPSI, Teaching Schools	July 2021	Schools judged by Ofsted to have an appropriate and effective curriculum	SSSPB
To further develop Traded Services (see Section 3): <ul style="list-style-type: none"> • BPSI • Governor Services • NQT • Connect 	Neil Marlow / Carrie Waldren	See separate Action Plans	Schools, Advisers, NGA, School Bus,	July 2021	Increased trading and income Improved service as demonstrated through satisfaction surveys	SMT BPSI Steering Group Connect Steering Group
To sell the services of the School Improvement Team more widely to independent schools within Barnet and schools outside Barnet	Neil Marlow	See separate Action Plan	BELS, Other LAS	March 2021	Increased income Positive feedback	SMT

Separate Action Plans for the following areas have been produced and are being monitored:

- EYFS
- Writing
- KS1 Achievement
- Diminishing the Differences
- Progress and Progression Pathways
- Safeguarding in Schools
- Virtual School
- Monitoring, Challenge and Support
- Recruitment and Retention
- Mental Health and Well-Being
- BPSI
- NQTs

Associated resources

- Barnet Education Strategy 2020-2023
- School Improvement Overall Team Plan 2020/21
- School Improvement Individual Action Plans 2020/21
- SEND Strategy 2020-23

Barnet Local Authority – School Improvement Strategy

Part B

Monitoring, Challenge and Support - 2020/21

A Introduction

- 1 This document sets out how the local authority will fulfil its statutory duties in relation to local authority maintained schools and provides the framework for engagement with Academies, Free Schools and Academy Sponsors in relation to standards and attainment. It supports the delivery of Barnet's Education Strategy in delivering the vision which is for:

"Barnet to be the most successful place for high quality education where excellent school standards result in all children achieving their best, being safe and happy and able to progress to become successful adults?"

With the specific aims of:

- Every child attending a **good or outstanding school**, as judged by Ofsted
- The **attainment** and **progress** of children in Barnet schools is within the top 10% nationally
- Accelerating the progress of the most disadvantaged and vulnerable pupils in order to **diminish the difference** between them and their peers
- Every child receives a high-quality education through clear curriculum intent and effective implementation

- 2 Barnet's Education Strategy was developed during a period of significant change in the education landscape with increasing autonomy of schools and increased delegation of funding and responsibilities. Schools are now at the forefront in leading a more autonomous and self-improving school system.

The local authority retains a range of statutory responsibilities. In particular the Education and Inspection Act 2006 identifies a duty to promote high standards and requires local authorities to take early action to address school underperformance as well as absolute low attainment. It provides revised legislation in relation to the Performance Standards and Safety Warning Notice system so that local authorities are able to challenge and support those schools that are underperforming as well as those that do not achieve the minimum standards expected for all schools. The Education Act 2011 gives further powers to the Secretary of State to direct local authorities to intervene.

In September 2019, the Government updated statutory guidance for local authorities in fulfilling their duties with Schools Causing Concern.

- 3 The principles underpinning the council's approach are:
- Every school is different and self-evaluation should reflect the values and beliefs of the school and its distinctive ethos.
 - Schools operate within a framework of autonomy with accountability. They are responsible for their own management and development and have the primary responsibility for their own performance. It is the responsibility of the LA to respect, encourage and support autonomy but also, through the LNI, or other commissioned professionals, to monitor, challenge and intervene where appropriate.
 - School improvement is based on building the capacity of the leadership and management of schools.
 - Barnet supports the principles of 'intervention in inverse proportion to success'. Whilst LA monitoring and challenge is an entitlement for all LA maintained schools,

support is differentiated according to need and direct formal intervention in LA maintained schools should only be used in the most serious of cases and where other approaches have failed.

4 Our approach is in line with the guidance in the DfE Schools Causing Concern Guidance (last updated September 2019) which states:

“We are building a supportive schools’ culture in which local authorities and RSCs work with school leaders to drive school improvement for the benefit of pupils and parents. At the same time, it is essential that action is taken wherever a school is judged inadequate, or where there is financial mismanagement or failure of governance. Optional school support will be offered to schools that have been judged as ‘requires improvement’ by Ofsted. Intervention is different to school support and refers to the formal action taken by local authorities and RSCs in schools that are causing concern. Interventions are about acting swiftly to address underperformance and financial or governance failures, and helping schools to deliver the best outcomes for their pupils”:

“Local authorities and RSCs will work closely and co-operatively to support improvement in maintained schools that are causing concern. Where a maintained school is eligible for intervention there are a number of statutory powers the local authority and the Secretary of State may use to support school improvement.

The intervention powers in respect of **local authorities** are set out in sections 63-66 of the 2006 Act:

Section 63 – power to require the governing body to enter into arrangements;

Section 64 – power to appoint additional governors;

Section 65 – power to appoint an interim executive board (IEB);

Section 66 – power to suspend the delegated budget.”

“Beyond this statutory guidance, local authorities have considerable freedom as to how they deliver their statutory responsibilities. Local authorities should act as champions of high standards of education across their schools, and in doing so should:

- 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, diocese 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.”

“The School Improvement Monitoring and Brokering Grant is provided to local authorities to assist them to fulfil these responsibilities. Local authorities should focus their activity on the schools they maintain rather than academies which are accountable to the Secretary of State. However, should a local authority have any concerns about an academy’s standards, leadership or governance, they should raise these directly with the relevant RSC.

RSCs will apply the same rigour to the academies and free schools in their regions, as local authorities should apply to maintained schools in their area, and will similarly champion education excellence.”

B Local Authority procedures for monitoring and challenging schools and for supporting and intervening where necessary

Much of the available expertise to support school improvement exists in schools. Self-evaluation is at the heart of effective school improvement and schools need to have a very clear knowledge of their own strengths and areas for development based on their own rigorous monitoring, evaluation and performance management. It is expected that all schools in Barnet will undertake regular self-evaluation that is:

- based on openness, honesty, robust feedback and respect
- follows systems and procedures which are shared and understood by all
- is evidence based and is fair and transparent
- leads to strategies to manage change
- is embedded in school improvement planning
- has a positive impact on outcomes for pupils

Monitoring, challenge and support

The local authority monitoring and challenge function is undertaken by the School Improvement Team within BELS. Each school in Barnet is assigned a named Learning Network Inspector (LNI). In addition, some schools are assigned a Barnet School Improvement Partner (BSIP). These are BPSI Consultants who are commissioned by the Local Authority to conduct monitoring, challenge and support on behalf of the LA.

- a) For LA maintained schools, the LNI/BSIP visits to maintained schools are in line with the arrangements for differentiated support:

Judgement of school based on a combination of their current Ofsted grading and LA RAG Rating	Number of Visits
Outstanding and Securely Good schools	A minimum of two School Effectiveness Visits a year with the first of those visits looking at most recent school performance information as well as other “Quality of Education” aspects and Ofsted/DfE requirements in response to the impact of Covid-19
Good but of concern and vulnerable to a judgement of RI at next inspection	Regular visits or contact across the year (at least half termly) with the first of those visits looking at the most recent school performance information as well as other “Quality of Education” aspects and a particular focus on the effectiveness of strategic leadership ensuring that there are clear and robust actions in place in order to bring about rapid improvement.
Schools causing concern/Requiring Improvement where the local authority consider there is good or better capacity to improve	A minimum of six visits a year with a particular focus on those aspects identified as in need of rapid improvement, following the Schools Causing Concern protocol.

Schools requiring improvement where the capacity to make rapid and sustained improvement is not secure	A programme of visits identified through the schools causing concern protocol. Approximately one visit or contact per fortnight with a particular focus on the effectiveness of leadership in bringing about rapid improvement.
Schools that are deemed to require 'special measures' or to have 'serious weaknesses'	As above but following the LA's Statement of Action

Secondary Maintained schools will receive three visits (if they have a 6th Form) – these visits will take place across the year according to school needs. PRUs receive two visits.

Schools in the following circumstances may receive additional visits:

- Schools recruiting new headteacher or deputy headteacher
- New or Acting/Interim Headteacher
- New school to the LA
- Schools with governance or leadership issues
- Schools expecting an Ofsted
- Schools who have experienced a Critical Incident
- Schools who are considering a change in organisational structure e.g. federation, MAT etc

Additional visits will be conducted where safeguarding concerns have been identified.

b) For Academies, the authority will offer at least one keeping in touch visit a year

This is a guide and there may be circumstances where additional visits are undertaken because of a significant change in the school's circumstances, for example where there is a change of Headteacher, or a marked change in performance indicators. These visits will be agreed between the LNI and Headteacher or Chair of Governors and will be within the spirit of intervention in inverse proportion to success.

School Effectiveness Visits (SEV)

The LNI/BSIP team adjust the focus of school effectiveness visits according to DfE/Ofsted priorities and the national and local context. Ofsted have changed the context of their visits for Autumn term 2020 in response to the impact of COVID-19. The LNIs/BSIPs will mirror Ofsted's approach to ensure that our support and challenge to schools is responsive and relevant.

Therefore, in the Autumn term 2020 we will use the SEV visit to focus on:

- the barriers the school has faced and still faces in managing the return to full education for pupils
- the intent for the school's curriculum and how leaders are ensuring pupils resume learning the school's curriculum, including the blend of classroom teaching and, where necessary, remote education.
- how well pupils are settling back into expected routines and behaviours
- how well pupils are learning the curriculum

- how well leaders are equipping staff to teach and support pupils within the current context.
- to explore the school's response to any identified health and well-being issues for particular pupils
- the school's current safeguarding procedures and its response to the current context.

School leaders are asked to complete a SEV form prior to the visit. This is evaluated by the LNI/BSIP prior to the visit and becomes part of the focus for discussion during the visit.

The LNI/BSIP will return to carrying out visits in line with the Ofsted Framework when the status quo returns. It is predicted that Ofsted will return to following the Ofsted Framework later in the year.

Therefore, for the second visit, in the Spring or Summer term, the LNI / BSIP will have a telephone conversation with school leaders, before the visit to discuss school strengths and weaknesses, focusing on aspects of The Quality of Education (similar to the conversation an inspector would have prior to inspection). The LNI/BSIP will also discuss progress since the last visit. Following this discussion, the LNI/BSIP along with school leaders will agree a Deep Dive for the Visit.

- The LNI/BSIP will carry out a range of activities, agreed with the school, to evaluate systemic strengths and areas in need of improvement using the subject Deep Dive. This will always include the provision for disadvantaged pupils and those with SEND
- The LNI/BSIP will feedback to the school leaders about the telephone conversation (again as a developmental tool)

Due to the impact of COVID-19 the LA and schools do not have complete data sets to support them in evaluating pupil achievement. The local authority is however committed to providing data sets to support maintained schools in their self-evaluation and LNIs/BSIPs in preparation for visiting schools once it is able to do so.

In normal circumstances, it is expected that self-evaluation will include rigorous analysis of school performance and has typically been the starting point for the LA monitoring of schools. The local authority expectation is that LA maintained schools have a form of self evaluation which is updated on an annual basis, utilising Ofsted categories. However, during this recovery period, we will expect leaders to have robust in-school pupil performance information by January 2021.

The local authority produces a 'note of visit' report for each formal meeting held throughout the year. 'Notes of visit' are agreed with the Headteacher. For maintained schools, the Headteacher is required to share the report with their Governing Bodies. For Academies, it would be the expectation of the local authority that the Headteacher would share it with their Chair.

Challenge is an integral part of the school improvement process and should be carried out in the true spirit of partnership. Evidence should be presented, searching questions asked and possible alternative approaches posed, with the LNI/BSIP operating as a critical friend. Challenge is a shared responsibility. Schools have a right and duty to challenge the LA when the provision of services does not meet their needs. Equally it is the duty of the LA to challenge schools to set targets that are ambitious as well as realistic and to secure high outcomes for all learners.

Challenge from the local authority will cover the following:

- the school's plans for the improvement of pupil performance including disadvantaged and pupils with SEND
- the school's self evaluation judgements against each aspect of the school's provision and outcomes
- any aspect of school performance where there are concerns

At all times challenge will be based on evidence where standards or aspects of provision are not as good as might be expected and/or to promote high expectations and continuous improvement.

All schools in Barnet grade themselves for overall effectiveness during their annual self-evaluation process. Following each School Effectiveness Visit the LNI/BSIP will make a judgement of the effectiveness of the school on each area of focus, judging each area to be either Emerging, Secure or Highly Effective. The LNI will agree this with the school and reflect this in the 'note of visit'. Where the LNI does not agree the grades in the self evaluation this will be made clear to the headteacher and recorded in the note of visit.

LA maintained schools in Barnet are placed (through the process above) in one of the following categories which are based on Ofsted grades and criteria. They are as follows:

- 1 Outstanding
- 2 Good
- 3 Requires Improvement
- 4a Inadequate – serious weaknesses
- 4b Special measures.

Schools placed in categories 3, 4a and 4b through the mechanism identified above, are classified by Barnet as Causing Concern and will receive extra support in order to help them to overcome their difficulties.

Local authority support

LA maintained schools may receive support from the local authority (over and above the monitoring visits described above) according to the category agreed with the school. 'Outstanding' and 'Good' schools will only receive additional support which they broker (and for which they pay). The exception to this is in the recruitment of a Headteacher or Deputy Headteacher where, for all schools, the LNI assigned to the school will support the recruitment process.

Schools requiring improvement but with good capacity to improve (Ofsted or local authority judgement) will also be deemed to have the capacity to manage (and pay for) the support they need for their ongoing growth.

Schools in Ofsted categories and those designated by the local authority as causing concern will receive additional support as set out above and will be expected to commission (and pay for) additional support in accordance with the improvement plan they agree with the local authority. The local authority may broker this support on behalf of the school, but the school will be required to pay for it other than in exceptional circumstances where the school is facing significant financial difficulties. The local authority's strategy for working with Schools Causing Concern is outlined below.

For all schools, the local authority will signpost and facilitate the sharing of good practice and access to a range of local sources of expertise.

School Reviews

There are two types of whole School Review available in the local authority:

- **LA School Review for schools with new headteachers** - an in-depth local authority commissioned review, carried out in a spirit of partnership, with senior leaders from the school involved in the process. Peer headteachers will form part of the review team. These reviews are funded by the local authority.
- **BPSI School Reviews** – led by a BPSI Adviser/Ofsted Inspector, supplemented by peer headteachers on the team, these reviews are commissioned and paid for by the school (e.g. using BPSI hours). For Schools Causing Concern or schools of concern to the LA, the school will be advised to commission a BPSI Review at a time deemed most appropriate and helpful.

Either of the above reviews may be preceded by a separate SEND Review if felt appropriate

Recruitment of a new headteacher

We encourage governing bodies to work closely with the LA throughout the recruitment and selection process for headteachers. In the case of voluntary aided schools, the diocesan board or relevant body will also have advisory rights. The following outlines the key points in the legislation which must be followed.

Governing bodies of maintained schools must notify the LA of a headteacher or deputy headteacher vacancy. The LA has a statutory right to an advisory place on the selection panel of Community Schools. Governing bodies of voluntary aided schools, which have not accorded advisory rights to the LA for the appointment of head and deputy headteachers must:

- Send a list of shortlisted candidates to the LA
- Provide as much information as possible to the LA on each person selected for interview, to enable the LA to determine their suitability for appointment
- Consider any representations the LA may make within 14 days regarding shortlisted candidates and notify the LA in writing of its response to those representations
- Take the final decision on who to recommend for appointment
- Take steps to ensure that the appointee meets the regulations regarding qualifications, health, fitness, safeguarding requirements and other grounds

The LA produces a “Toolkit for Governing Bodies in the Recruitment of a New Headteacher” and a “Handover Checklist for a New Headteacher” which we encourage all schools to use. In addition, BPSI offer a “Collection” of additional support to governing bodies if required.

Formal mechanisms for maintaining a positive relationship and a strong partnership with schools

- School Circular sent by e mail weekly from the LA to schools
- Every school has a named Learning Network Inspector (with secondary, nursery and special schools having an additional BSIP to carry out formal monitoring and challenge visits)
- Half-termly Network Meetings with primary headteachers led by the relevant Learning Network Inspector
- Termly Meeting with Deputy and Assistant Headteachers (all phases) led by the Learning Network Inspectors
- Attendance by an LNI at the SENCO Termly Conference
- Termly Newsletter sent by the Assistant Director – Head of School Improvement to secondary school headteachers
- Termly Directors Meeting with all headteachers
- Termly Director’s Meeting with chairs and vice chairs of governors
- Welcome Event for New Headteachers, Deputy Heads and Assistant Heads
- New Headteacher Forum and New Deputy Headteacher Forum
- Termly Safeguarding Breakfast Briefing for leaders and Designated Safeguarding Leads
- Notes of Visit system (Perspective Lite) recording all school improvement visits to a school
- Encouraging schools to purchase School Improvement Traded Services e.g. Barnet Partnership for School Improvement (BPSI), Governor Services, Data Services, NQT support etc. and other traded services e.g. Inclusion Advisory Team Support

Towards a schools-led school improvement system

Vision

The vision for our approach to school improvement in Barnet is:

Every Barnet school is encouraged to be part of school partnerships with a number of other schools. Within these partnerships schools will work together and share best practice and the best schools and best headteachers will play a key role in enabling other schools in the partnership to improve towards outstanding. A self-managing, self-improving school system will become established, working in collaboration with, and in addition to, the local authority monitoring, challenge and support. Co-operation and structured and planned improvement are driven by school leaders, every school benefits and standards are continuously raised.

- Schools should be **responsible for their own improvement** and so we need a self-improving school system
- **System leaders** in schools (e.g NLEs, experienced school leaders) should be driving improvement across schools
- All schools need to have **regular external challenge** in order to identify key areas for development and to improve continuously. This external challenge will come from the local authority and any other appropriate organisations
- The **local authority** will continue to have a named Learning Network Inspector (LNI) for each school and either the LNI, the Assistant Director – Head of School Improvement or a Barnet School Improvement Partner (BSIP) will conduct monitoring, challenge and support activities to each school and each partnership. This may need to be charged for.
- Schools that work in **isolation** are likely to be putting their own school improvement at risk. This is especially the case with primary schools, which are generally too small to maintain a sufficiently robust internal challenge function. This means that the Local Authority encourages schools to join together in school improvement partnerships
- The Local Authority provides high quality consultancy and training to schools through the Barnet Partnership for School Improvement (BPSI)

To supplement the schools-led school improvement system, the LA may use other strategies to build capacity in schools. These may include the following:

- the use of experienced Barnet Headteachers to act as coaches for inexperienced new Headteachers especially where they are taking over fragile schools
- the secondment of Headteachers and experienced Deputy Headteachers to cover Headteacher vacancies in fragile schools
- creative use of teaching expertise identified in other schools in the LA to build capacity in challenging schools.
- the use of National Leaders of Education (NLEs), National Support Schools (NSS), Local Leaders of Education (LLEs) or Teaching Schools to support, monitor and challenge schools
- the use of other recognised school improvement programmes
- the use of National Leaders of Governance (NLGs) to support Chairs of Governors and whole Governing Bodies in vulnerable schools
- the use of BPSI to deliver a range of monitoring, challenge and support activities including a range of reviews
- working in partnership with other LA departments and agencies e.g SEN, safeguarding, social care, education welfare

School Partnerships

Loose partnerships

Schools are encouraged and supported to be in loose partnerships. The make up of these partnerships is reviewed annually and schools are encouraged to discuss with their Learning Network Inspector if their partnership is not proving to be effective and demonstrate impact. Network Meetings and other forums, including Chairs and Vice Chairs Briefings, are used to disseminate good practice in partnerships and Learning Network Inspectors will attend partnership meetings and activities where necessary and resources allow.

We are in the third year of an Education Endowment Foundation funded trial of a Schools Partnership Programme which aims to develop leadership capacity in collaborative school improvement across our local system. A team from UCL Institute of Education (IOE) will independently evaluate whether a rigorous cluster-based approach to peer review and school-to-school support can lead to improved outcomes for pupils. The programme started in January 2018 and was due to finish in July 2020 but has been extended by a year. It involves 16 schools in 4 clusters/partnerships. The aim is to build significant senior and middle leadership capacity and capability to support a culture of continuous and sustainable improvement.

More formal partnerships

In June 2019 the School Improvement Team produced a document for schools entitled “Strategic Partnerships, Federations and Trusts – options for Barnet schools.” Our recommendation is that all governing bodies consider, on an annual basis, whether their school would benefit by being part of a strategic partnership, federation or trust. Having considered this, a governing body may decide to take their thinking further by getting advice and support from the Education and Skills service.

The Local Authority will support any schools or partnerships who want to explore the potential benefits of a more formal partnership arrangement i.e. federating or creating or joining a Multi Academy Trust (MAT).

The resignation or retirement of a school’s serving headteacher can present the governing body with a good opportunity to review the school’s future leadership arrangements. The governors might want to consider new models of school leadership ranging from entering a federation or a multi-academy, through to becoming a co-operative trust, or remaining a standalone school or academy. The Local Authority will support a governing body with this decision-making process.

C Schools Causing Concern

All schools that are not securely Good or Outstanding and who are at risk of receiving a judgement of Requiring Improvement or Inadequate by Ofsted are classified by the local authority as causing concern through the mechanism identified above. This is regarded by the local authority as an informal Warning Notice and rapid improvement is expected.

The **DfE guidance on Schools Causing Concern (September 2019)** states:

Warning notices can be given to schools that are causing concern but are not currently eligible for intervention. Both RSCs and local authorities may issue warning notices but there are differences in the circumstances under which they may be issued.

Local authorities may issue warning notices to their maintained schools under the following circumstances:

1. the standards of performance of pupils at the school are unacceptably low and are likely to remain so; or
2. there has been a serious breakdown in the way the school is managed or governed which is prejudicing, or likely to prejudice, such standards of performance; or
3. The safety of pupils or staff at the school is threatened (whether by a breakdown of discipline or otherwise); or
4. The governing body have failed to comply with a provision of an order under section 122 of the Education Act 2002 (teachers' pay and conditions) that applies to a teacher at the school; or have failed to secure that the head teacher of the school complies with such a provision.

Local authorities should use warning notices to hold their schools to account and should work together with RSCs where they judge that a warning notice is necessary

Barnet's policy is to designate schools with unacceptably low standards as schools causing concern and to subject them to an improvement regime, as described below. We see this designation as an informal warning and an invitation to co-operate with the authority in taking the necessary steps to bring about the required improvements.

There is thus 'a particular reason' not to issue a warning notice to a Barnet SCC, which is that the LA has notified the school that they are a school causing concern and they are cooperating fully with the LA's approach to supporting and challenging such schools to improve.

The same approach would apply if the school were regarded as a cause of concern due to a serious breakdown of management or governance or where the safety of pupils is threatened. In these cases the LA will designate the school as a school causing concern in relation to these specific grounds and seek their full co-operation in remedying the situation.

The LA's policy is therefore to issue a warning notice:

- Where schools have not responded positively and fully co-operated with the LA's SCC framework as set out in this document.
- If a school does not take adequate action to secure a review of its use of the Pupil Premium or a review of governance when recommended by OfSTED
- Where a school has been a cause of concern for more than 12 months and still seems unlikely to become good within the next 6 months.

Triggers for schools causing concern:

- All schools judged Inadequate or Requires Improvement by OfSTED
- All schools that the LA believes would be judged as RI or worse by OfSTED if inspected now or in the near future

- All schools where there is a serious breakdown of management/leadership or governance or where the LA believes overall leadership (governance and management/leadership) to be RI or worse
- All schools where the LA believes the safety of pupils is threatened, including any schools whose safeguarding arrangements are unsatisfactory
- All schools where achievement of pupils is unacceptably low, or where there has been a serious decline in performance and/or concerns about practice the LA has not been provided with sufficient evidence that the school has the capacity to reverse this trend.

Schools Review Group

The list of schools causing concern is reviewed half termly at a local authority School Review Group meeting which considers the performance of all schools across the authority. The review body comprises senior local authority officers, including attendance by a representative from Family Services and the SEN Team, and is chaired by the Assistant Director - Head of School Improvement.

Concerns expressed at this meeting will already have been discussed with the headteacher of the school concerned. If the School Review Group identifies a school as causing concern, this will be communicated to the headteacher and Chair of Governors in writing. A Lead Officer (LO) is identified and an appropriate plan of support is set in place. Each school's progress is monitored and the need for the school's continuing categorisation is reviewed at each School Review Group meeting.

The support provided to Schools Causing Concern and the overall progress of each school is reported to the School Standards Partnership Board, which is a partnership board of council officers, BELS Officers and headteachers, chaired by the Assistant Director - Head of School Improvement. See Appendix A for a flowchart showing the processes followed for Schools Causing Concern.

a) LA maintained schools

Lead Officer Role

When a school is placed in an OFSTED category or begins to cause the LA concern then a Lead Officer (LO) is appointed. The LO may be the school's Learning Network Inspector, or another suitably qualified professional.

The LO is the LA representative who will work in partnership with the Headteacher of the school which has been identified, either through the moderated school self review procedure or as a result of an OFSTED inspection, as requiring support.

In partnership with the Headteacher and senior colleagues the LO will:

- Identify key issues impacting on the school's capacity to improve through the following:
 - Focusing on substantial, current and unresolved issues that have an impact on standards
 - Identifying any underlying, hidden issues
 - Identifying blocks to progress
 - Identifying key areas for action.
- Help the Headteacher and senior colleagues to develop a future vision for the school by:
 - Identifying where they want the school to be in a year's time
 - Identifying interim milestones and goals
- Support the writing of an action plan which will translate the goals into a sequence of actions to address the key issues by:
 - planning the actions to be taken by both school and LA

- planning the involvement of others, including teachers and advisers brokered through Barnet Partnership for School Improvement, commissioned either by the school or the LA
 - planning systematic monitoring and evaluation so that all the actions agreed are kept under review
- Agree with the Headteacher that enough progress has been made so that the category can be withdrawn. This to be as a result of self review, LA review, BPSI Review or HMI review which acknowledges that sufficient progress has been made against key issues, that the school is sustaining improvement and no longer requires intensive support. A school judged as RI or inadequate by OfSTED will not be removed from the SCC list until a subsequent OfSTED inspection judges them to be good or better.

Throughout this process, the LO is responsible for co-ordinating the LA intervention. This involves:

- formulating and keeping updated a SCC Action Plan
- regular visits to school in order to monitor progress
- liaison between all those identified in joint school/LA action plan
- supporting aspects of the action plan
- liaison with relevant council officers, BPSI consultants and senior school staff to review progress and discuss next steps
- reporting on progress, making a judgement and suggesting next steps
- attending governing body meetings as appropriate
- attending regular (usually termly) Monitoring and Challenge Meetings with Assistant Director - Head of School Improvement

In addition to the measures identified above, the LA may use other strategies to build capacity in schools (see list in Section B above) and will look to the School Improvement Partnership that the school is a part of to deliver support and challenge.

Statement of Action (including the Action Plan)

For each LA maintained school judged by Ofsted to be in 'Special Measures' or with 'Serious Weaknesses' the LA has to draw up a Statement of Action. In these cases the school will always be assigned a Lead Officer. The Statement of Action will be written by the Lead Officer the LA deploys to work with the school and who has the principal function of co-ordinating all of the LA support and challenge. An action plan will be written by the LO in partnership with the school detailing what the school will do and what the LA will do in order to move the school forward.

Progress with the plan will be kept under review by the Lead Officer either in individual meetings or at a formal School Progress Review Team Meeting which will take place at least termly. The meetings will be convened by the Lead Officer and will ensure that the LA and school resources are deployed effectively to help the school to be removed from the category as quickly as possible. Progress will be evaluated termly at a Monitoring and Challenge Meeting with the Head of School Improvement.

Review of The Action Plan

The LO will convene a review of the action plan at regular intervals which will include the HT and any other relevant members of SLT as appropriate. The Chair of Governors and Voluntary Aided Board Officer may also attend where this is appropriate. The purpose of the meeting is to monitor and evaluate the progress made against the key priorities, and to ensure that the action plan is effective in bringing about the necessary rapid and sustained improvement and that there is measurable impact. A new action plan is also agreed at this meeting. Copies of the action plans and notes of the review of the previous action plan are stored in the secure area of the Education and Skills network.

Monitoring and Challenge Meeting

Following a review of the action plan, the Headteacher and Chair of Governors of a School Causing Concern may be invited to attend a meeting with the Head of School Improvement. The Lead Officer will discuss the need for this meeting with the Head of School improvement and will also attend this meeting. The purpose of the meeting is:

- for the Head of School Improvement to evaluate the progress that the school is making to become a securely good school.
- to assess the quality of monitoring, challenge and support that the Local Authority has given to the school.

The notes of this meeting are also stored in the secure area of the Education and Skills network.

Quality Assurance Procedures

The Head of School Improvement will meet regularly with LOs, and at least half termly, to discuss the improvement of the schools the LO is responsible for. Further quality assurance, for the programmes of support for all Schools Causing Concern, is carried out by the Schools Review Group which meets half termly and discusses support and progress of all schools which cause concern.

Informal Warning Notice

A school which is designated by the LA as causing concern is regarded as having been issued with an informal Warning Notice. It is expected that the leadership of the school (including the governors) will engage with the Schools Causing Concern process and will work in partnership with the local authority. This partnership working includes:

- attendance at key meetings including School Progress Review Team Meetings and Monitoring and Challenge Meetings
- acceptance by the school that they are in a vulnerable position and are at risk of an adverse Ofsted judgement at their next inspection
- full and effective use of Lead Officer to support school improvement
- full and effective use of BPSI or other school improvement support
- full and effective use of governor support and training
- willingness to accept suggestions of further support needed to add to the capacity to improve e.g. support from an NLE/NSS, support from an Outstanding Headteacher, signing up to and engaging with the Securing Good Programme, support for governors from an NLG
- willingness to commission a Review to evaluate effectiveness e.g. LA Review, BPSI School Review, Challenge Partner Review, BPSI Governance Review, BPSI Pupil Premium Review
- demonstration at School Progress Review Team Meetings and Monitoring and Challenge Meetings that progress is being made

Formal Warning Notice

If a school does not engage with the School Causing Concern process then the LA will issue a formal Warning Notice. Section 60 of the 2006 Act sets out the provisions relating to warning notices:

“A warning notice should be used where there is evidence to justify both the local authority’s concerns and the school’s reluctance or inability to address those concerns successfully within a reasonable time frame. Before deciding to give such a warning notice, local authorities must draw on a suitable range of quantitative and qualitative information to form a complete picture of a school’s performance.”

Warning notices should be used as an early form of intervention, particularly where standards are unacceptably low and other tools and strategies have not secured improvement.

A warning notice may be given by a local authority in one of three circumstances:

- the standards of performance of pupils at the school are unacceptably low and are likely to remain so unless the authority exercise their powers under Part 4 of the 2006 Act; or,*
- there has been a serious breakdown in the way the school is managed or governed which is prejudicing, or likely to prejudice, such standards of performance; or,*
- the safety of pupils or staff at the school is threatened (whether by a breakdown of discipline or otherwise)."*

Statutory powers of Intervention

Where a school is eligible for intervention there are a number of powers the local authority may use to drive school improvement. These powers are set out in DfE guidance. Part 4 of, and Schedule 6 to, the 2006 Act set out that a (maintained) school is "eligible for intervention" where:

- "a warning notice has been given (section 60) with which the school has failed to comply or has failed to comply to the satisfaction of the local authority and the local authority have also given the governing body a written notice that they propose to exercise one or more of their powers under Part 4 of the 2006 Act;*
- teachers' pay and conditions warning notice has been given (section 60A)4 with which the school has failed to comply and the local authority have also given written notice to the governing body that they propose to exercise one or more of their powers under Part 4 of the 2006 Act;*
- a school requires significant improvement (section 61); and,*
- a school requires special measures (section 62)."*

The interventions that the LA may make are:

1. Power to suspend the delegated authority for the governing body to manage a school's budget
2. Power to appoint an Interim Executive Board (IEB)
3. Power to appoint additional governors
4. Power to require the governing body to enter into arrangements

Section 63 enables a local authority to require a school which is eligible for intervention to enter into arrangements with a view to improving the performance of the school. The local authority may give the governing body a notice requiring them:

- to enter into a contract or other arrangement for specified services of an advisory nature with a specified person (who may be the governing body of another school);*
- to make arrangements to collaborate with the governing body of another school;*
- to make arrangements to collaborate with a further education body; or,*
- to take specified steps for the purpose of creating or joining a federation.*

Governance

The Schools Causing Concern statutory guidance includes some non-statutory guidance relating to governance. It states:

Local authorities should take an active interest in the quality of governance in maintained schools. Local authorities should promote and support high standards of governance, recognising where a school could improve and encouraging governing bodies to do so. They should be champions for high quality school governance; help ensure that governors have the necessary skills; and have in place appropriate monitoring arrangements to identify signs of failure in relation to governing bodies' oversight of finance, safety or performance standards. Maintained schools should have a code of conduct setting high standards for the role, conduct and professionalism of their governors. This includes an expectation that they undertake any training or development activity needed to fill skills gaps to contribute to the effective governance of the school.

Section 22 of the Education Act 2002 provides that local authorities should ensure that training they consider necessary to discharge their duties is made available to every governor, free of charge. It is also possible for governing bodies to suspend governors who refuse to undertake necessary training.

As a result, local authorities should have arrangements in place for maintaining up to date records of governors in maintained schools. This should include contact details for chairs of governing bodies to aid direct communication with those who are accountable for schools. It should also enable them to carry out any necessary due diligence including identifying governors who sit on more than one governing body. Information held by the local authority should also be made available to the Department for Education upon request. Local authorities should also encourage transparency around school governance arrangements including through information published on school websites in line with statutory guidance and compliance with schools' duties under s538 of the Education Act 1996 to populate all of the governance fields on Get Information About Schools (GIAS).

In carrying out these responsibilities in respect of voluntary and foundation schools, local authorities will also need to work closely with religious bodies or other bodies who appoint the governors.

Where a local authority has concerns about the governance of an academy or free school in their area, they should raise this with the relevant RSC or the ESFA.

Action on governance

- we ensure that high quality training and information is provided to school governors, to prevent schools from becoming 'eligible for intervention'. To comply with the free of charge training element, we provide certain briefings (e.g. Director's briefing) free of charge, but no governor is charged directly to attend training as it is accessed through the school's subscription to Governor Support and Development
- we have arrangements in place for maintaining records of governors in all LA maintained schools to be used to aid communication with governors. Records include schools' registers of interests. To comply with the expectation to maintain up to date records (and to aid our own communication regarding circulating Director's Report and inviting Chairs and Vice-Chairs to briefings etc), we are maintaining the database to keep contact details of Chairs and Vice-Chairs. We have also advised Governing Bodies to publish information on their websites (including, register of business interests and whether governors are on more than one governing body). We use the school website to gain information on all Governors. We have never held information on governors' business interests, and even when clerking meetings and asking Governors to submit this information annually, we have advised the school office to maintain this information.

- we promote and support high standards of governance, act as a champion for high quality in school governance, help ensure that governors have the necessary skills, and have in place appropriate monitoring arrangements to identify signs of failure in relation to governors' oversight of finance, safety or performance standards.
- we consider recommending governing bodies of LA maintained schools to suspend governors who refuse to undertake necessary training
- we encourage schools to publish up to date and full details of their governors on the school website (in line with their statutory duties) to ensure transparency to parents and to aid oversight.
- in carrying out these responsibilities in respect of voluntary and foundation schools, we work closely with religious bodies or other bodies who appoint the governors including the London Diocesan Board for School (LDBS) and the Westminster Diocese.
- where a concern has been identified about governance within an academy in Barnet, we alert the academy to these concerns and raise it with the local Regional Schools Commissioner and the DfE.

Interim Leadership Models

Barnet has adopted a range of creative leadership and management models in order, where required, to strengthen this aspect of schools in OFSTED categories and those causing Barnet concern. Various leadership models have been very successful, which were adapted to suit the needs of the school. All of the schools involved have made rapid progress.

Where concerns are around the capacity of senior leadership to bring about rapid and sustained improvement, the LA will follow the separate protocol that has been agreed with representatives of HT professional organisations.

b) Academies

Where the council has particular concerns about the performance of an academy, it will ensure that the Academy Trust is fully informed of the concern. This will include any cases where the council has concerns about the Academy's arrangement for safeguarding children. In the first instance the council will contact the Headteacher and Chair of Governors. Where appropriate, the local authority will make the Academy Trust aware of its recommended actions to meet the concern. The Academy Trust will share its plans for improvement with the local authority e.g. through an appropriate statement of action. The local authority may offer advice about (or broker access to) locally recommended school improvement support services.

The Academy Trust should clearly set out where it requires support from the local authority to resolve any issues about services for which the local authority has responsibility. The local authority will seek to resolve any identified issues for which it is responsible.

The local authority recognises that there may be circumstances where this arrangement is not effective. Where serious concerns arise (such as the school is in an Ofsted category requiring intervention or improvement: the school meets the criteria set out in the section 60(2) of the 2006 Education and Inspections Act, 2006 where for a maintained school the local authority could consider a warning notice or there is evidence of poor leadership and/or governance) and the engagement has not been effective, the council will consider contacting the Regional Schools Commissioner, the ESFA and the Regional HMI setting out its concerns, and the attempts it has made to agree with the Academy Trust action to tackle the issues that have been identified. The local authority commits to informing the Academy Trust before taking this course of action.

Support strategies to build capacity in academies

Where possible and at the academy's request, the LA will support the academy trust in building capacity in the school. These include the following:

- the use of experienced Barnet Headteachers to act as coaches for inexperienced new Headteachers especially where they are taking over fragile schools
- the secondment of Headteachers and experienced Deputy Headteachers to cover Headteacher vacancies in fragile schools
- creative use of teaching expertise identified in other schools in the LA to build capacity in challenging schools.
- the use of National Leaders of Education (NLEs), National Support Schools (NSS), Local Leaders of Education (LLEs) or Teaching Schools to support, monitor and challenge schools
- the use of other recognised school improvement programmes
- the use of National Leaders of Governance (NLGs) to support Chairs of Governors and whole Governing Bodies in vulnerable schools

The LA's role is to help broker and facilitate this support. The academy trust will need to fund any support.

Associated resources

- Schools Causing Concern – Statutory Guidance for Local Authorities (DfE September 2019)
- The Academies Act 2010
- The Apprenticeships, Skills, Children and Learning Act 2009 (amended the 2006 Act) - makes provision for apprenticeships, education, training and children's services.
- The Education and Inspections Act 2006
- The Education Act 2011 (amended the 2006 Act and also the 2010 Academies Act in respect of land transfers to academies. Schedule 14 applies)
- Education and Adoption Act 2016 (which amends the 2006 Act and the Academies Act 2010)
- Education Act 2002 Schedule 2 Effect on Staffing on suspension of delegated budget
- Education Act 2005
- School Governance (Transition from an Interim Executive Board) (England) Regulations 2010 – you can download the School Governance Regulations 2010 from the Opsi website
- The School Governance (Role, Procedures and Allowances) (England) Regulations 2013 – associated departmental guidance can be found here.
- The School Standards and Framework Act 1998 - contains provisions for schools and nursery education. This covers further education for young people at school, and in FE institutions across the UK.
- Ofsted: monitoring inspections for maintained schools and academies - information about the types of monitoring inspections carried out under section 8 of the Education Act 2005.
- The framework for the inspection of local authority arrangements for supporting school improvement

Appendix 1: SCC Flowchart

Triggers for schools causing concern (page 25)

- School judged Inadequate by OfSTED
- School judged Requires Improvement by OfSTED
- School that the LA believes would be judged as RI or worse by OfSTED if inspected now
- School where there is a serious breakdown of management or governance or where the LA believes overall leadership (governance and management) to be RI or worse
- School where the LA believes the safety of pupils is threatened, including any schools whose safeguarding arrangements are unsatisfactory
- School where achievement of pupils is unacceptably low, because they fall under the government's definition of coasting schools or where there has been a serious decline in levels of attainment or progress and the LA has not been provided with sufficient evidence that the school has the capacity to reverse this trend.

Statement of Action (page 27)

For each LA maintained school judged by Ofsted to be in 'Special Measures' or with 'Serious Weaknesses' the LA draws up a Statement of Action. The LA plan and the school plan will be written as complementary documents.

Decision made by Schools Review Group (page 26)

LNI discusses concerns with HT of school

SCHOOLS CAUSING CONCERN

Schools Review Group (SRG)
The list of schools causing concern is reviewed half termly at a local authority SRG Meeting.

Possible decisions by SRG:

- SRG identifies school as causing concern.
- SRG removes school as causing concern
- SRG decides to issue a Formal Warning Notice (see below and page 28)

Formal Warning Notice (page 28)

Statutory Powers of Intervention (page 29)

The interventions that the LA may make are:

- Power to suspend the delegated authority for the governing body to manage a school's budget
- Power to appoint an Interim Executive Board (IEB)
- Power to appoint additional governors
- Power to require the governing body to enter into arrangements

Decision in writing from Ed and Skills Director to HT and CoG

For a SCC - Lead Officer (LO) identified— plan of support is set in place.

Progress monitored and support evaluated

LNI reports decision verbally to Headteacher of school

Review of the Action Plan (page 27)

Termly or half-termly (as appropriate) in school with HT, other members of the school SLT if appropriate, key officers from the LA, advisers who are providing support identified in the action plan, Chair of Governors and Voluntary Aided Board Officer (where appropriate)

Monitoring and Challenge Meeting (page 28)

The Headteacher and Chair of Governors of a School Causing Concern may be invited to attend a meeting with the Head of School Improvement to evaluate the progress the school is making to become securely Good and to assess the quality of monitoring, challenge and support that the Local Authority has given to the school.

The support provided to Schools Causing Concern and the overall progress of each school is reported to the Schools and Settings Standards Partnership Board which is comprised of BELS officers and headteachers, chaired by the AD—Head of School Improvement

Barnet Children's Partnership Board Report

AGENDA ITEM 7

Title:	Planning for new school places 2018/19 to 2022/23 - update
Meeting Date:	9 th November 2020
Authors:	Alison Dawes, Director, School Access, Skills and Corporate Services (BELS) and Ben Thomas, Assistant Director, Education, Strategy and Partnerships (LBB)
Service / Dept:	Barnet Education and Learning Service
Report to be presented by:	Alison Dawes/Ben Thomas

1. SUMMARY

This report provides an update on the school places delivery programme, a comparison of the five-year forecast as projected in September 2017 to the actual demand that has emerged, and the shape of future school place planning.

2. CONSULTATION

Schools are engaged with the strategic approach to planning school places through the School Organisation and Place Planning Board (SPB), which last convened on 7 October 2020. The SOPPB is attended by the Council, Barnet Education and Learning Service and headteacher representatives. In addition, briefings are provided through the termly Director's meetings with headteachers and chairs of governors. For individual projects that involve the expansion of an existing school or the establishment of a new school or a reduction to a school's published admission number, there is a statutory requirement for a wider, formal consultation.

3. RECOMMENDATIONS

The Children's Partnership Board are asked to note and comment on the report, which will then be submitted to the Children's, Education and Safeguarding Committee.

4. BACKGROUNDS DOCUMENTS

- Children's Education, Libraries and Safeguarding Committee Education Strategy 2018/19- 2022/23, 18 September 2017
- The Education and Inspections Act 2006
- The Education Act 1996

1. WHY THIS REPORT IS NEEDED

- 1.1 In September 2017, a report to the former Children, Education, Libraries and Safeguarding Committee (CELS) outlined the five-year forecast, from 2018/19 to 2022/23, together with a summary of the work already undertaken on the Council's commissioning strategy for ensuring sufficiency of school places for children and young people living in the borough. The duty for local authorities to act as commissioners of school places is laid out in *The Education and Inspections Act 2006*.
- 1.2 This report provides an update on the school places delivery programme, a comparison of the five-year forecast as projected in September 2017 to the actual demand that has emerged, and the shape of future school place planning based on the latest round of school roll projections.
- 1.3 The report focuses on the provision of additional primary and secondary school places, including places to meet the needs of children with special educational needs and disabilities. Meeting the need for additional early years places is driven by the Early Years strategy which promotes and champions new provision across the private, voluntary and independent providers sectors as well as in the school sector. However, where appropriate, additional early years places are provided as part of the growth in primary school places covered in this report.

2. CONTEXT

- 2.1 Barnet is London's most populous borough, with an estimated **population of 402,700**, almost a quarter of which is made up of children and young people aged 0-19 years. Between 2010 and 2018, **Barnet saw a surge in pupil numbers by approximately 18%**, a rising trend that was seen across London. Over the next decade, Barnet's population is expected to grow further in areas where largescale regeneration is already underway: Brent Cross, Colindale and West Hendon.
- 2.2 Local Authorities have a statutory duty under *Section 14 of the Education Act 1996* to ensure sufficiency of school places for its resident children. Failure to fulfil this obligation carries serious consequences, including adverse publicity and legal challenge.
- 2.3 School place planning work has been informed by the Greater London Authority's (GLA) school roll projections which essentially incorporate housing development and pupil roll data provided by the borough, together with demographic data provided by the Office for National Statistics (ONS).
- 2.4 Whilst GLA forecasts are a good indicator of future demand, the statistical model does not provide a definitive position. Maintaining a balanced supply of school places is a complex task as trends in demand are driven by a range of variable factors, some of which are acutely sensitive to unforeseen changes at

local, national and global level. Looking ahead, there are several uncertainties that are likely to impact on the anticipated demand, such as:

- the unprecedented disruption to the education system as a result of the **Covid-19 crisis** and the uncertainty as to how the fallout will impact on future school place demand
- the ongoing uncertainty around **Brexit**
- changing population, particularly as a result of recent changes in **EU / Non-EU migration** patterns and **birth rates**
- large-scale **regeneration** across the borough and unknown child yield from new housing developments
- the housing market volatility at these unprecedented times, with the mini boom recently experienced as a result of Government initiatives, on the one hand, and rising unemployment on the other
- changes in **parental perception** and **Ofsted ratings** of Barnet schools
- popularity of Barnet schools, place planning in neighbouring LAs and **cross-border movement**.

3. MEASURING SUCCESS

- 3.1 So far, the Council has made sound judgements in predicting demand and planning for additional capacity at both the primary and secondary level. The delivery of additional school places in a measured and timely way has enabled the Council to allocate a school place to every child who has needed one at both the normal points of entry and movers-in, in contrast to a shortfall experienced by most other North London boroughs during the peak of the surge.
- 3.2 Since 2017, a **further 2,460 mainstream** places have been provided in Barnet, making a total of over **12,000 additional places** in the last decade. Over 5,800 of these additional places have been created in the primary phase, excluding 630 former independent places across three primary schools that have joined Barnet's maintained sector. In 2022/23, a new three-form entry primary school is expected to open in Colindale, delivering a further 630 mainstream places by 2028/29, when the school has reached full maturity.
- 3.3 Whilst these investment programmes have ensured sufficient high-quality mainstream provision to meet the anticipated demand over the next decade, the focus is now on creating additional Special Educational Needs and Disability (SEND) provision, where demand has been rising and a growing shortfall is anticipated.

- 3.4 Since 2017, Barnet has seen a downward trend in the primary demand, largely as a result of a London-wide fall in birth-rate. A parallel increase has been seen in secondary demand as aging primary bulges are transferring across to the secondary phase.
- 3.5 Falling primary rolls is a concern shared by schools across London. An over-supply of school places presents its own problems, particularly for one-form entry schools where the financial challenge is more acute and benefits from economies of scale do not apply. Since 2017, the Council has supported a small number of primary schools that have experienced financial pressure and struggled with effective staff planning due to falling pupil numbers. A range of measures has helped to tackle this issue, including reduction in published admission numbers, temporary capping and re-design of surplus capacity to create additional SEND provision, thereby alleviating pressure in this category.
- 3.6 Whilst the statutory duty to ensure a sufficient supply of school places falls to the local authority, the ability to directly control supply is impacted by the growth in academies and free schools. For example, the council has no jurisdiction with respect to the decision-making process that leads an Academy to expand and all newly commissioned schools in the borough are free schools (academies). Within this complexity, the council has taken a measured and balanced approach in utilising its basic needs grant to ensure that its statutory duty is met.

4. EDUCATION STRATEGY

- 4.1 The local strategic context for the commissioning and delivery of new school places in the borough is contained within **Barnet's Education Strategy**, developed in partnership with schools and approved by the former CELS, on the 18 July 2017. The Education Strategy ran from 2017 to 2020 and is currently being updated. It sets out the shared strategic vision for education in Barnet:

'Resilient schools – resilient communities: We want Barnet to be the most successful place for high quality education where excellent school standards result in all children achieving their best, being safe and happy and able to progress to become successful adults'

- 4.2 In order to achieve this, the strategy sets out the shared mission to ensure that every child attends a good or outstanding school; **the attainment and progress of children in Barnet schools is within the top 10%** nationally and that the progress of the most disadvantaged and vulnerable pupils is accelerated in order to close the gap between them and their peers.

5. NEW BARNET SCHOOL PLACES PROVIDED SINCE 2017

- 5.1 The Council has commissioned new primary and secondary school places through a combination of different routes ensuring that decisions are centred around cost-effectiveness and high-quality provision. This has primarily involved **permanent expansion** of existing schools and the **academy presumption**

route, whereby the Council has invited proposals for new academy schools. In addition, the Council has ‘supported’ **free school proposals** where the need for new places has been identified.

5.2 **Expanding existing schools:** Expansion is often the more cost-effective option funded by the Council from the Basic Need Grant or Special Provision Capital Funding for Additionally Resourced Provision and SEND places. The majority of the new places in Barnet have so far been provided through working with headteachers and governing bodies of successful primary schools that have been accredited with ‘Good’ or ‘Outstanding’ Ofsted rating. Since 2009, the primary expansion programme has delivered a total of **3,136 new mainstream** places across 17 primary schools. In the secondary phase, 14 schools have expanded to provide a total of **2,390 additional mainstream places**, over the last decade. The potential for expansion reduces once schools on larger sites have been expanded.

5.3 **New Schools (including free schools):** New schools in Barnet have been funded through the DfE’s Education and Skills Funding Agency (ESFA). In the last three years the DfE has approved five new free schools in Barnet, as follows:

- **Saracens High School** (opened in September 2018, mainstream, 11-18 years);
- **Ark Pioneer Academy** (opened in September 2019, mainstream, 11-18 years);
- **Kisharon Free School** (opened in August 2018, Special School, 4-19 years);
- **Saracens Primary School** (planned opening in September 2022, mainstream 4-11 years);
- **The Windmill** (Special School, 5-18 years, site under negotiation).

5.4 **Independent schools becoming maintained:** Since 2018 a further former-independent primary school joined Barnet’s maintained sector as a voluntary-aided school, making a total of five since 2011. Independent schools becoming state-maintained can provide additional places if the school expands on entering the state-maintained sector to take additional places over and above places already provided or if the catchment area of the school shifts to focus more on in-borough pupils.

6. SUMMARY OF ACTIVITY TO DATE

6.1 Largescale investment in new school places has seen over 12,000 new permanent places created in Barnet, since 2009, as outlined in Table 1 below:

Table 1. *New permanent primary school places in Barnet since 2009*

First year of additional permanent capacity	School	No. of new Reception places	Type of project	No. of additional places at full growth
2009	St Catherine's RC Parkfield	15	Expansion	105
		15	Expansion	105
2010	Colindale	30	Expansion	210
2011	Beit Schvidler Jewish	30	Entering the VA sector	N/A
	Etz Chaim Jewish	30	New Free School	210
2012	Broadfields	30	Expansion	210
	Rimon Jewish	30	New Free School	210
2013	Alma Jewish	30	New Free School	210
	Blessed Dominic Catholic	30	Expansion	210
	Brunswick Park	30	Expansion	210
	Martin	30	Expansion	210
	Menorah Foundation Jewish	30	Expansion	210
	Sacks Morasha Jewish	30	Entering the VA sector	N/A
	Moss Hall	30	Expansion	210
	The Orion	30	Re-provision and Expansion	210
	St Mary's and St John's CE	30	Expansion	210
2014	Beis Yaakov Jewish	28	Expansion	196
	Millbrook Park	60	New Academy	420
	The Orion	30	Expansion	210
2015	London Academy	60	New all-through provision	420
	Monkfrith	30	Expansion	210
	Watling Park	60	New free school	420
	St Joseph's RC Primary	30	Expansion	210
	Wren Academy	60	New all-through provision	420
2016	Ashmole Primary Free School	60	New free school	420
2017	Childs Hill	15	Expansion	105
	St Agnes Catholic	15	Expansion	105
2019	Noam Primary Jewish	30	Entering VA sector	N/A

Table 2: *New permanent secondary school places in Barnet since 2010*

First year of additional permanent capacity	School	No. of new Year Seven places	Type of project	No. of additional places at full growth (up to 6th form)
2010	East Barnet	10	Re-provision and expansion	50
	Jewish Community Secondary School (JCoSS)	150	Entering the VA sector	750
2011	Jewish Community Secondary School (JCoSS)	30	Expansion	150
	Wren Academy	18	Expansion	90
2012	The Compton	30	Expansion	150
2013	Archer Academy	150	New Free School	750
	Christ College Finchley	30	Expansion	150
	St Andrew the Apostle Greek Catholic	150	New Free School	750
2014	Ashmole Academy	8	Expansion	40
	Hasmonean High Jewish	20	Expansion	100
	St Mary's and St John's CE	120	All through	600
2015	Copthall School	30	Expansion	150
	Finchley Catholic High	30	Expansion	150
2016	Menorah High	60	Entering the VA sector	300
2017	St Mary's & St John's CE	30	Expansion	300
	St James' Catholic High	30	Expansion 1	150
2018	Saracens High	150	New Free School	750
2019	Ark Pioneer Academy	180	New Free School	900
	St Michael's Catholic Grammar	32	Grammar school expansion	160
	St James' Catholic High	30	Expansion 2	150

7. CHANGES OBSERVED IN THE LAST THREE YEARS AND THE FUTURE NEED FOR SCHOOL PLACES

- 7.1 The Council continues to commission the GLA's school roll projection service, as do most other London boroughs. The biggest driver of projected future school rolls is the population projections for the schools' natural catchment areas. The underlying factors include the amount of development in the borough, births and migration. Each year the council's planning service provides the GLA with updated information on the number of residential units projected to be built in each of Barnet's wards over the following decade, incorporating local context to the model. To sense check these projections, the Council also analyses births by postcode area and through local intelligence. The Office of National Statistics (ONS) releases both mid-year international and internal migration figures by single year of age and gender at the end of June each year. The former is released as part of the mid-year components of change and the latter as part of the internal migration estimates series.
- 7.2 Analysis of trends in the mid-year estimate series, and comparison to administrative sources, suggests that since 2011, there has been an over estimation of the number of children aged 0-4 years, in London, as a whole, in the official data. The GLA believes that this is the result of underestimation of international out migration flows in the young population. Following this analysis, the GLA has taken the decision to revise the estimates of migration and population used as the basis for the latest round of Barnet's school roll projections, produced in May 2020.
- 7.3 Historically, the council has used a 3% margin to accommodate changes in pupil numbers due to a high demand for in-year places. However, since 2017 no uplift has been applied, in either the primary or secondary phase, in order to mitigate the risk of an inflated forecast at a time when population growth in London is receding and birth rates have fallen.

Primary phase:

- 7.4 In September 2017, GLA projections suggested the rate of growth in primary pupils over the next few years would be slightly slower than previously projected. This had already been reflected in the experience of the September 2017 admissions round when both in Barnet and across London, fewer than expected applications were received for entry into the Reception year. The **number of on-time applications for reception places in 2017/18 had fallen by 3.3% across London and nearly 8% in Barnet**, compared to the previous year; the first fall in over a decade. Conclusions on the reason for this fall could not be sensibly reached on one year's data.
- 7.5 Three years on, the downward trend has continued at a much slower rate and between **2017/18 and 2019/20 an overall decline of 8.4%** was seen in the number of on-time Reception applications in Barnet. In the last admissions round for places in Reception, 2020/21, the number of on-time applications rose by 2.6%, compared to the previous year. Once again, the Council is facing the

uncertainty of a shift in pattern and the sharp fall previously seen is fluctuating around the lower level.

- 7.6 Considerable variation is anticipated across the borough, with growth expected in Brent Cross/Cricklewood, Colindale and West Hendon but an overall decline across the rest of the borough. The DfE recommends a **surplus of 5%** to allow for in-year demand. This is particularly significant in Barnet, where approximately 45% of primary schools and 40% of secondary schools have faith character. The majority of Barnet's faith schools are over-subscribed which means that school choices are limited for families who do not practise the faith of the individual school or who prefer to send their children to a secular school. To put this in context, Graphs 1 to 7 below show the pupil forecast against the number of non-denominational school places, as well as the total number of school places available. This shows that non-denomination provision is well below the anticipated demand in all planning areas and projected surplus is likely to be lower than the forecasts indicate. The Council will however continue to support schools to manage reduced pupil numbers, where necessary.

Primary planning areas:

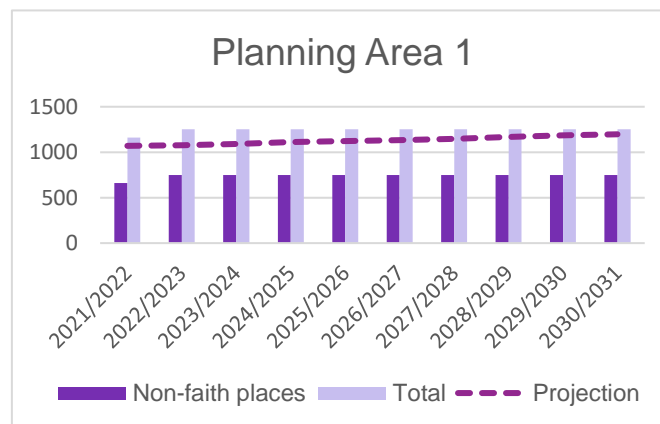
- 7.7 **Planning Area 1, Colindale, West Hendon, Burnt Oak & Hendon:** The investment in **Colindale School, The Orion, Blessed Dominic, St Mary's and St John's CE, Menorah Foundation, St Joseph's Catholic** and the **Watling Park** free school is helping to meet the current demand.
- 7.8 In 2017 GLA projections indicated a shortfall emerging from 2018-19, rising to a deficit of 4.9 forms of entry, by 2022/23. To help meet this need, plans were set in motion for the development of a new three form entry primary school on the Peel Centre site, in Colindale. **Saracen's Primary free school** was approved by Central Government to operate from this site. An education site had also been earmarked within the later phases of the West Hendon regeneration scheme for another new school.
- 7.9 Over the period 2017 to 2020, no additional provision has been delivered in Planning Area 1, other than the former independent **Noam Primary** joining the maintained sector. The additional one form of entry provided by Noam has enhanced Barnet's primary offer to the Jewish community in the borough. Menorah Foundation School reduced its published admission number by four places from September 2020, a total reduction of 28 by September 2026. No shortfall has been experienced and the latest round of GLA projections indicate that current and the planned provision of the Saracens Primary free school is sufficient to meet the anticipated demand for the next five years.
- 7.10 The 'surplus' projected in the table below includes 90 new places expected to be delivered by Saracens Primary, in 2022/23. The addition of these places is unlikely to bring about an over-supply for three significant reasons: i) the new school site is located within the heart of the Colindale regeneration area, ii) the increase in non-denominational places will provide more choice in an area

where approximately one-third of the total places available are 'closed' (i.e. restricted) to faith applicants and iii) the school is located on the border of Brent where there is some pressure for places and no current plans to increase primary provision. Additional primary provision through the West Hendon regeneration scheme may no longer be required but the position will be kept under review.

Table 3: Updated Reception forecast in Planning Area 1

Academic Year	GLA Pupil Projections (May 2020)	Places available	Shortfall / surplus - places	Shortfall / surplus forms of entry
2021-22	1070	1162	92	3.07
2022-23	1078	1252	174	5.8
2023-24	1091	1252	161	5.37
2024-25	1112	1252	140	4.67
2025-26	1123	1252	129	4.3

Graph 1. Forecast shown against total available places and non-denominational places in Planning Area 1



7.11 **Planning Area 2, Hale, Mill Hill, Edgware & Totteridge:** Additional places provided within this planning area at **Broadfields, Beit Schvidler, Etz Chaim, Millbrook Park** and **London Academy** have helped to meet the demand and ease the pressure experienced in neighbouring planning area 1.

7.12 Planning Area 2 has experienced the highest level of surplus places since 2017, when primary demand plummeted. This created particular financial difficulty for three community schools in planning area 2 (Dollis, Frith Manor and Edgware Primaries) and the Council agreed to support each school with their proposal to reduce their published admission number (PAN). However, legislation requires admission authorities to consult on PAN reductions, 18 months in advance of the effective admission date. On 9 December 2018, the Council successfully consulted on a proposal to reduce the number of pupils to be admitted to Dollis and Frith Manor, with effect from September 2020. On 16 December 2019, a

consultation to reduce Edgware Primary's PAN from Sept 2021, was also successfully concluded.

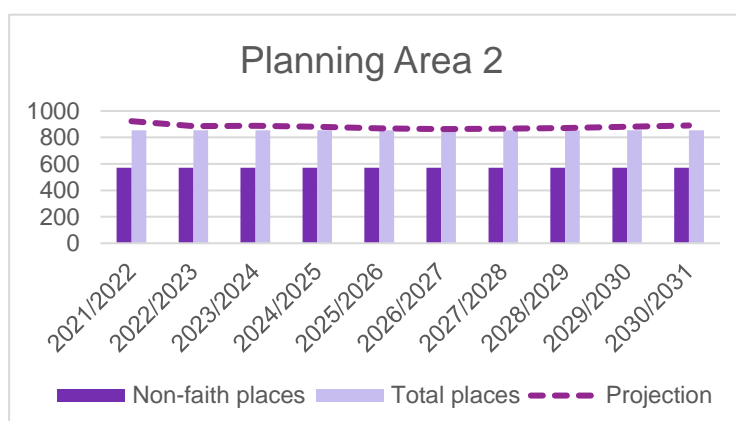
- **Dollis Primary:** On 1 April 2019, Dollis Junior amalgamated with Dollis Infant to form a new all-through Dollis Primary School. As part of the amalgamation, the school reduced from three form entry to two form entry.
- **Frith Manor:** From 1 September 2020, Frith Manor reduced its admission number from 3 form entry to 2 form entry.
- **Edgware Primary:** The Council has consulted on a proposed reduction to the school's published admission number, from 3 form entry to 2 form entry, with effect from September 2021.

7.13 Since these consultations were carried out, the forecast has changed and whilst a small deficit is now being projected in the planning area in regard to available places, there is sufficient reusable capacity at the above schools, as well as a one form entry unused capacity at Millbrook Park, should demand increase in line with the updated projections. Admission authorities may propose other variations to school admission arrangements, where they consider such changes to be necessary in view of a major change in circumstances. Such proposals must be referred to the Schools Adjudicator for approval. This is not required for variations to increase a school's PAN.

Table 4: Updated Reception forecast in Planning Area 2

Academic Year	GLA Pupil Projections (May 2020)	Places available	Shortfall / surplus - places	Shortfall / surplus forms of entry
2021-22	921	853	-68	-2.27
2022-23	923	853	-70	-2.33
2023-24	885	853	-32	-1.07
2024-25	889	853	-36	-1.2
2025-26	881	853	-28	-0.93

Graph 2. Forecast shown against total available places and non-denominational places in Planning Area 2

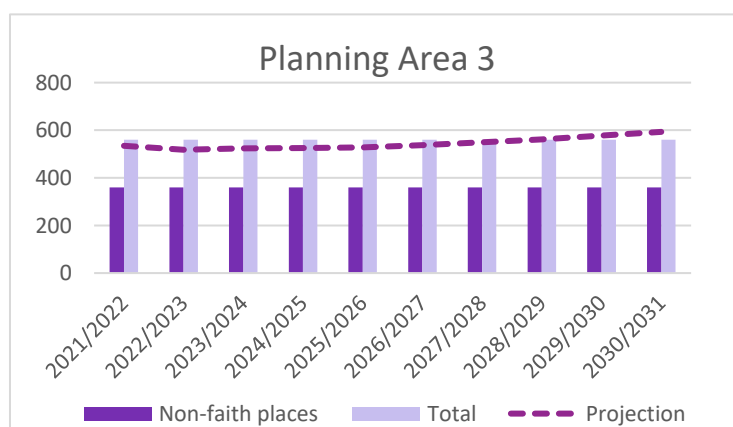


- 7.14 **Planning Area 3, Childs Hill, Garden Suburb & Golders Green:** Additional places created through the expansion of **Child's Hill**, which converted to an academy in February 2020, and the expansion at **St Agnes Catholic**, has enabled provision across this planning area to meet current demand.
- 7.15 Additional demand was expected to emerge after 2025, as the Brent Cross regeneration scheme starts to impact on demand for school places. However, the original planning was undertaken at a time when there was already some surplus capacity within the primary sector. A smaller surplus is now anticipated due to the demographic changes across London that have led to the decline in primary growth. The Council will monitor emerging patterns and expected child yield over the course of the development trajectory. Any deficit that arises in the longer term will be addressed through inviting proposals to deliver more school places through the regeneration scheme itself.
- 7.16 The Brent Cross regeneration master plan has allowed for the rebuilding and expansion of Claremont Primary and design has now been completed. Building works are expected to start from 2022, with the aim to complete the project by 2024. In addition, discussions have now begun about the proposed re-building of **Whitefield School** and the expansion of **Mapledown Special School**, to provide additional places as part of the re-build

Table 5: Updated Reception forecast in Planning Area 3

Planning Area	GLA Pupil Projections (May 2020)	Places available	Shortfall / surplus - places	Shortfall / surplus forms of entry
2021-22	523	560	37	1.23
2022-23	535	560	25	0.83
2023-24	518	560	42	1.4
2024-25	524	560	36	1.2
2025-26	525	560	35	1.17

Graph 3. Forecast shown against total available places and non-denominational places in Planning Area 3

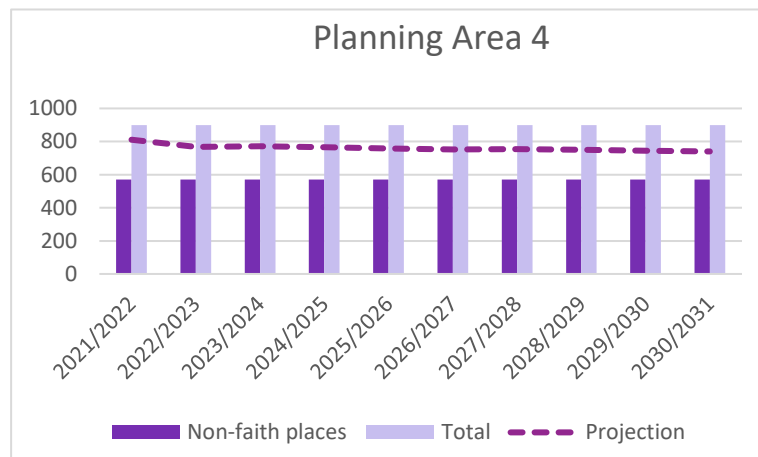


- 7.17 **Planning Area 4, Coppetts, West Finchley, Woodhouse, East Finchley & Finchley Church End:** Additional places provided in this planning area through the expansion of **Martin** and **Moss Hall**, and new provision added by **Alma** and **Wren Academy** primary schools, has created sufficiency to meet the anticipated demand in this area for the next five years. Since 2017, no additional provision has been required through bulge classes and the previous localised pressure felt in this planning area has not been experienced in the last three years. The anticipated surplus is below the 5% margin and will help to accommodate in-year demand.

Table 6: Updated Reception forecast in Planning Area 4

Planning Area	GLA Pupil Projections (May 2020)	Places available	Shortfall / surplus - places	Shortfall / surplus forms of entry
2021-22	824	900	76	2.53
2022-23	811	900	89	2.97
2023-24	768	900	132	4.4
2024-25	771	900	129	4.3
2025-26	766	900	134	4.47

Graph 4. Forecast shown against total available places and non-denominational places in Planning Area 4



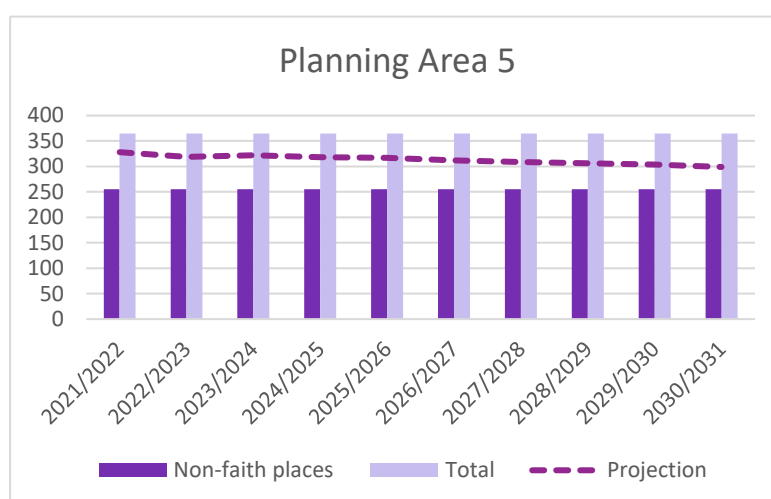
- 7.18 **Planning Area 5, Underhill & High Barnet:** The updated GLA projections indicate that there is sufficient provision in this area. This is another area with pockets of localised pressure that the Council has been monitoring since 2017. Although there is still some pressure, there has been no need for additional provision. The small surplus anticipated over the next five years is well below the 5% margin and the need for a larger surplus to manage in-year demand is evident through the in-year pressure experienced in this planning area. Again,

GLA projections will be kept under review and if required, additional provision will be commissioned through bulge classes in existing schools.

Table 7: *Updated Reception forecast in Planning Area 5*

Planning Area	GLA Pupil Projections (May 2020)	Places available	Shortfall / surplus - places	Shortfall / surplus forms of entry
2021-22	351	365	14	0.47
2022-23	328	365	37	1.23
2023-24	319	365	46	1.53
2024-25	322	365	43	1.43
2025-26	318	365	47	1.57

Graph 5. *Forecast shown against total available places and non-denominational places in Planning Area 5*



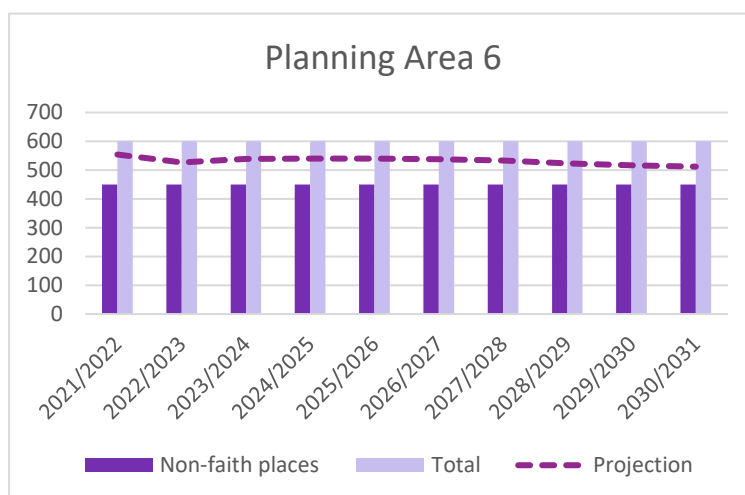
7.19 **Planning Area 6, East Barnet, Brunswick Park & Oakleigh:** Additional places provided within this planning area through the expansion of **Brunswick Park** and **Monkfrith** and the new primary provision at **Ashmole Primary** is sufficient and has helped to meet the demand over the last three years and no deficit is expected through to the next decade

7.20 **Queenswell Infant** has temporarily reduced its admission number since 2018 due to falling pupil numbers. On 16 December 2019, the Council successfully formally consulted on a proposal to reduce the school's published admission number from 3 form entry to 2 form entry. The permanent reduction will come into effect in September 2021 and the surplus capacity has been utilised for a satellite class, to provide additional places for Oakleigh special school.

Table 8: Updated Reception forecast in Planning Area 6

Planning Area	GLA Pupil Projections (May 2020)	Places available	Shortfall / surplus - places	Shortfall / surplus forms of entry
2021-22	576	600	24	0.8
2022-23	554	600	46	1.53
2023-24	527	600	73	2.43
2024-25	539	600	61	2.03
2025-26	540	600	60	2

Graph 6. Forecast shown against total available places and non-denominational places in Planning Area 6



Secondary phase

- 7.21 The rise in primary pupil numbers over the last decade started feeding through to the secondary phase, from 2017. The secondary expansion programme in anticipation of the surge has enabled the Council to meet the growing demand. Permanent expansion of **The Compton, Christ's College, Finchley** and **Copthall Academy** along with new provision at the **Archer Academy** and **St Andrew's the Apostle Greek Catholic Orthodox** helped to accommodate initial larger primary cohorts moving through to the secondary phase. In addition, **St Mary's** and **St John's CE** school started offering new secondary provision from September 2014 ahead of permanent expansion by two forms of entry from 2016/17. **Menorah High School for Girls** joined the state-maintained sector in April 2016 and the additional places in Barnet's secondary school offer has helped to meet the growing demand for Jewish places in the borough.

- 7.22 In September 2017, several of Barnet secondary schools also offered bulge classes: **Ashmole Academy**, **St James Catholic High**, **JCoSS**, **Mill Hill High** and **East Barnet**. All this activity ensured that there were sufficient school places available for the larger cohorts starting year 7 in September 2017, with some spare capacity concentrated in a small number of schools. Since 2017, some secondary academies have continued to offer additional temporary places and if this continues, the Council is concerned about a potential destabilising effect on other local schools.
- 7.23 Other changes to secondary provision have been delivered or scheduled to take place, as follows:
- **St James Catholic High:** The Council worked in partnership with the Catholic Diocese, to develop a Catholic education hub in Colindale. This involved permanent expansion of **St James' Catholic** by two forms of entry and the relocation and rebuilding of **Blessed Dominic Primary School** on the same site. The new Blessed Dominic building and the expansion and refurbishment of **St James'** were successfully completed by September 2019, as scheduled.
 - **The Saracens High School:** The secondary free school opened in Colindale, in September 2018, as planned. The school is still operating with three cohorts on the temporary site, the former home of The Orion School on Lanacre Avenue. The main school site is part of the Trinity Square development on Grahame Park Way and was expected to become available from September 2019. Unforeseen complications on the site itself have led to some delay and the school is now expected to move to the new site in September 2021. The Lanacre Avenue site will then be made available to the school for sporting and other facilities. The proposal is for the council to transfer both sites to the school under an Academy lease arrangement.
 - **Ark Pioneer Free school:** The proposal to open the an all-through school in Underhill was refused planning consent by the council's planning committee in January 2017. The new planning application for a secondary school only, on the same site, was successful and the **Ark Pioneer Academy** opened with its first six form of entry secondary intake in September 2019., The school has welcomed a full secondary intake in September 2020 and despite a neighbouring academy's decision to offer a bulge class, no Barnet secondary schools in the local area are currently undersubscribed.
 - **Hasmonean High School:** The school de-amalgamated into separate single-sex schools, **Hasmonean High, Girls** and **Hasmonean High, Boys** in May 2019. Both schools have continued to offer bulge classes in response to the high demand from the Jewish community in the borough.
 - **St Michael's Catholic Grammar:** In 2019, the school was selected by the DfE to receive funding from the Selective School Expansion Fund. The expansion has allowed the school to increase the number of planned admissions from 96 to 128, with the additional 32 places created, reserved

for Pupil Premium students. Under the scheme, the DfE is funding additional classrooms and a larger canteen.

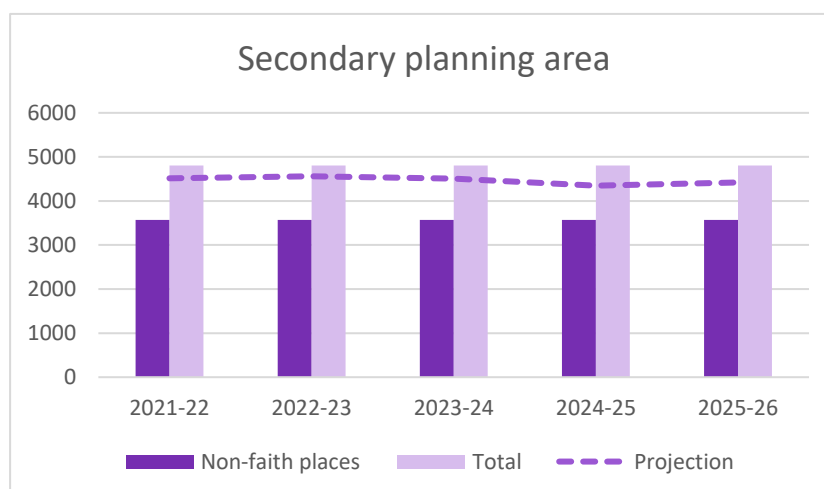
- **Whitefield School:** Located within the Brent Cross regeneration area, there are long term plans to re-locate and re-provide this school as part of the regeneration.

7.24 Based on GLA projections to date, the surge in secondary demand will start to decline from 2020/21 and we have already seen a plateau emerging in the last two years. Current provision is expected to meet the projected need through to the end of the decade and there are no further plans to invest council funds in secondary school places at present.

Table 9: *Updated Secondary forecast*

Secondary Planning Area	GLA Pupil Projections (May 2020)	Places available	Shortfall / surplus - places	Shortfall / surplus forms of entry
2021-22	4516	4808	292	9.73
2022-23	4560	4808	248	8.27
2023-24	4509	4808	299	9.97
2024-25	4347	4808	461	15.37
2025-26	4417	4808	391	13.03

Graph 7. *Forecast shown against total available places and non-denominational places in Secondary Planning Area (borough-wide)*



8. Early Years Provision

- 8.1 In total, there are 503 childcare providers in Barnet. There is a maximum number of 7,554 (9,943) early years (0-5) childcare places offered by childminders and private, voluntary and independent (PVI) nurseries. As well as this, we have 62 schools with Nursery classes including 4 maintained Nursery schools. Since 2017 we have had 31 newly opened settings and 21 settings which have closed. Although we do not predict any sufficiency issues this year, GLA data indicates a rise in under 5's particularly in the Colindale area. This is an area that we are currently monitoring for sufficiency. A report on the Childcare Sufficiency Assessment will be reported to the Children, Education and Safeguarding Committee in January 2021.
- 8.2 The recent pandemic has had a huge impact on the uptake of free Early Education Entitlements and although we have not had any Nurseries close, many are reporting the likelihood of sustainability issues. We are actively promoting the benefits of early education in order to improve take up over the coming months.
- 8.3 To support with sufficiency, the schools and settings in Table 10 below have had capital grant funding to expand their Early Years offer for 2-year-olds. The council is currently working with Northside School (Planning Area 4) to develop a 2-year-old provision but are currently uncertain as to how many places will be created (although we know it will be a minimum of 12.)

Table 10: Early Years Schools and settings that have received CGF for expansion

School/Setting	Planning Area	Additional spaces	Date
Abracadabra Pre school	1	12	2017
Nightingale Pre school	5	12	2017
BSS Independent school	1	8	2017
Broadfields School	2	30	2017
Dollis School	2	24	2017
Shannon Childcare	2	12	2017
The Orion School	2	24	2017
Parkfield School	3	12	2017
Queenswell School	4	12	2018
Claremont School	3	12	2018
Colindale School	1	24	2019
Torah Vordaas Independent school	3	30	2019
BSS (further expansion)	1	18	2019
St Catherine's School	5	12	2019
Arteres Beis Yaakov Independent school	1	20	2020

9. Alternative Provision

- 9.1 The council has been continuing to work with the Education and Skills Funding Agency to progress the delivery of a project to re-build the Pavilion Pupil Referral Unit on its current site. The project is complex and challenging due to the restricted access of the current site and the project has experienced a significant delay whilst a viable solution to the access arrangements has been secured. Temporary accommodation will be provided during the building programme. Capital funding is being provided through the Government's Priority Schools Building Programme supplemented by council funding. Council funding will provide additional facilities to extend the current Pavilion offer and will also re-provide community sports changing facilities on the Chandos Avenue site. The project is now aiming to start work on site in late October 2020 and complete in early summer 2022.
- 9.2 On 1 May 2017, Oak Hill School was established as a special Academy following the de-merger of the Oak Hill provision from the Mill Hill Academy Trust. The new Oak Hill school is part of the newly established AP Barnet Multi-Academy Trust and the longer-term intention is for the Pavilion Pupil Referral Unit and Northgate school to become part of this Multi-Academy Trust.

10. Special Educational Needs and Disabilities (SEND) provision

- 10.1 Pupil projections indicate that over the coming years there will be additional need for places for children with SEND at both the primary and secondary phases. This arises from the need to:
- reduce the number of pupils placed in out borough provision both to improve the experience of the pupils and to minimise costs.
 - accommodate the effect of the bulge in the primary phase that is now moving into the secondary phase.
 - maintain more Education, Health and Care Plans for young people between the ages of 16 and 25 as required by legislation.
 - respond to the increasing numbers of pupils in mainstream schools that require more specialist provision at the secondary phase.
- 10.2 Decisions about commissioning of additional places are based on the SEND needs analysis and sufficiency review that took place in the summer 2019, and findings from the placement panels that took place in November 2019 and in February and May 2020. A new sufficiency review will be completed early in 2021 and the SEND Specialist Places Plan will be updated in the light of that.
- 10.3 The numbers of children and young people with SEND in Barnet continues to rise and currently there are 2,808 children and young people 0 to 25 years in receipt of an Education Health and Care Plan (EHCP). Autism continues to be the biggest area of need in Barnet and nationally. There is an increasing

number of pre-school children diagnosed with complex needs, including Autism and requiring specialist provision.

- 10.4 There has been significant progress in the last year in placing children and young people in schools that most appropriately meet their needs. This is due to the development of additional places in ARPs and special schools outlined below.
- 10.5 A review of arrangements for commissioning places in Additional Resourced Provisions (ARPs) and Special schools was undertaken in autumn 2019, resulting in all provisions being involved in decision making.
- 10.6 The following table indicates the additional places that have been created in the last year.

Additional Resource Provision (ARP) or Special School	Total number of Places 1st Sept 2019	Number of additional places 1st Sept 2020	Total number of places 1st Sept 2020
Claremont primary (ARP)	0	7 (5 more places from January 2021)	7
Chalgrove primary (ARP)	6	2	8
Whitefield secondary (ARP)	5	2	7
Oakleigh special school	97	16 (8 at Queenswell)	113
Northway special school	112	12	124
Oak Lodge special school	197	7	204
Kisharon special school	33	13	46

- 10.7 The additional places that have been commissioned or are planned are as follows.

Additional Resource Provision (ARPs)

- In line with the planned phased increase in numbers, Chalgrove primary ARP and Whitefield secondary ARP have each taken two more pupils from September 2020.
- There is a new ARP at Claremont school for primary aged children, and seven children have started in September 2020, with a further five children starting in January 2021.

Special School Places

- A further 12 additional places have been created at Northway special school from September 2020. The cohort is made up of a class of reception-aged children, and pupils moving in-year who have been in mainstream. The extra places have necessitated some building work to accommodate this cohort.
- New specialist nursery provision has been created at Queenswell primary school, managed by Oakleigh special school. This opened in September 2020.
- Oak Lodge Special School has taken an additional seven pupils on site from September 2020.
- Kisharon special school moved to their new premises in September and increased the number of placements as part of a staggered increase over the next 2 years.
- Planning is taking place for an additional 'satellite' provision at Edgware primary school from September 2021.
- A new Free School for pupils with Autism (the Windmill) is being planned for opening in 2022/2023, which will be operated by the Oak Lodge Academy Trust.

11. POST-16 PROVISION

- 11.1 In Barnet, the Post 16 provision has more than sufficient places across the borough to ensure that young people aged 16 plus have access to a varied and quality provision. The focus in the last years has been on ensuring that young people have knowledge of what provision exists at Post 16, as there has been a small increase in young people travelling to learn in other neighbouring boroughs.
- 11.2 Most schools in Barnet have a sixth form and offer predominately level 3 provision (small level 2 provision) consisting of A' levels and some BTEC provision. Vocational provision is offered mainly at Barnet and Southgate College, where learners can access work-based qualifications as well as BTECs and A' level provision. There are also a very small number of private training providers offering traineeships and apprenticeships to learners in the borough.
- 11.3 In terms of new provision:
- **Woodhouse College** has been given approval to collaborate with Imperial College London to open a new Post-16 maths school in North Finchley, offering 150 places for students aged 16-19 years. The new free school is expected to open in 2023.
 - **Totteridge Academy** reopened its sixth form in September 2020, offering 50 places to young people in Year 12. The school plans to grow the sixth

form and initial discussions indicate that this would involve a two-fold increase in PAN, to 100 pupils, for the next Year 12 intake. The school will be offering predominately A levels provision; the subjects will depend on student numbers and the uptake of courses.

- **St Andrews Apostle Greek school** opened its sixth form in September 2018 and offers a wide range of A' Level and BTEC options to post-16 students.
- **St Mary's and St John's CE all-through school** opened its sixth form in September 2019, offering a broad range of A' Level courses and additional opportunities to provide post 16 students with successful routes to university or employment.
- **Saracens High School** and **Ark Pioneer Academy** are new free schools that are still growing and have plans to provide sixth form provision in the future.

12. CAPITAL FUNDING

- 12.1 The government makes capital grant funding available for the 'basic need' for school places through an annual allocation. Barnet has not received a Basic Need Allocation in 2020 because the government has assessed that there is sufficient capacity within the existing school estate to meet the future demand for school places in the borough. However, as part of the regeneration schemes, the Council has secured Section 106 funding that has contributed towards the educational infrastructure in some areas under development. Additional funding has also been provided from government by way of a SEND capital funding grant. To date the following projects has been delivered through this funding stream:

2018/19

- Remodelling the Additional Resource Provision (ARP) at Coppetts Wood Primary School to create an Autistic Spectrum Disorder (ASD) ARP.
- New build ASD ARP at Chalgrove Primary School

2019/20

- Remodelling space in Oakleigh Special School to provide additional capacity.
- Remodelling space in Claremont Primary School to provide an ASD ARP
- New build ASD ARP at Whitefield School

2020/21

- Remodelling space in Northway Special School and Fairway Primary School to provide additional special school places for Northway.
- Remodelling space at Queenswell Infant School to create a satellite class for Oakleigh Special School.

- Remodelling space at Edgware Hospital to provide additional space for Northgate Pupil Referral Unit.
- 12.2 The government also makes capital grant funding available to improve the condition of maintained schools. The 'School Condition Allocation' grant funding is provided on an annual basis and for 2020/21 the council received £2.2m. Annually, following receipt of this funding, the council and its delivery partner, Capita CSG, designs and delivers a programme of works. The programme of works is prioritised using condition surveys and the local knowledge of a team of building surveyors within Capita CSG. It aims to target works to address failing roofing, the replacement of windows to improve energy efficiency and the upgrading of electrical and mechanical items within the school estate. A small contingency is held to support schools with significant emergency works that would otherwise result in the closure of the school.

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**London Borough of Barnet
Forward Work Programme
April 2020 - October 2020**

Contact: Naomi Kwasa 020 8359 6146 naomi.kwasa@barnet.gov.uk

Title of Report	Report Of (<i>officer</i>)	Issue Type (Non key/Key/Urgent)
6 August 2020		
Youth Parliament/Young Ambassadors election results	Voice of the Child Team	Non-key
Youth Assembly and Youth Parliament and Youth Ambassadors themes	Young people	
<u>Covid-19</u> Recovery planning YP Health Impact Assessment – <i>Verbal update</i> Life Chances Strategy	Assistant Director, Commissioning Health Improvement Officer Commissioning Strategy and Policy Adviser	Non-key
Autism Action Plan	Assistant Director, Commissioning	Non-key
29 October 2020		
Youth Ambassador/UKYP update (Standing item)	Voice of the Child Team	Non-key
Barnet Achievement report 2019		Non-key

Title of Report	Report Of <i>(officer)</i>	Issue Type (Non key/Key/Urgent)
Children & YP Action Plan	Executive Director of Children and Young People	Non-key
SEN Strategy update		Non-key
Unitas update		Non-key
School Improvement Strategy update	Education and Skills Director	Non-key
School Places Strategy update	Education and Skills Director	Non-key
Education Strategy update	Education and Skills Director	Non-key
To be assigned:		
Communications Strategy update	Community Engagement, Participation & Strategy Lead	Non-key
Transport strategy update		Non-key
Youth Voice survey	Voice of the Child Team	Non-key

Title of Report	Report Of <i>(officer)</i>	Issue Type (Non key/Key/Urgent)
Voluntary Sector manifesto		Non-key