Meeting
Barnet CHILDREN'S PARTNERSHIP BOARD
Date and time   **Thursday 27TH APRIL, 2023**   **At 4.30 PM**
Venue   **Virtual MEETING - ONLINE**

To: Members of Barnet CHILDREN'S PARTNERSHIP BOARD (quorum 3)

Chair: Chris Munday
Vice Chair:

Pauline Coakley Webb	E Burton-Lee	E Waters
Tony Vourou	J Baines-Holmes	M Serrao
B Thomas	G Bradley	C Posen
L Robinson	N Marlow	L Longworth
C McCarthy	J Matthewson	E Rosen
R Morris	J Kelly	S Sands
S Curran	T Howarth	
M Miah	C Spybey	

Substitute Members

S Olusanya	D Bezalel	C Collier
J Osbourne	N Taylor	V Wicks

In line with the Constitution's Public Participation and Engagement Rules, requests to submit public questions or comments must be submitted by 10AM on the third working day before the date of the committee meeting. Therefore, the deadline for this meeting is Monday 24 April 2023 at 10AM. Requests must be submitted to Emma Powley, Governance Services Manager Emma.Powley@Barnet.gov.uk

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

Andrew Charlwood – Head of Governance

Governance Service contact: Emma Powley, Governance Services Manager
Emma.Powley@Barnet.gov.uk

Media Relations Contact: Tristan Garrick 020 8359 2454 Tristan.Garrick@Barnet.gov.uk

Assurance Group

Please consider the environment before printing.

Recording of Meetings

Members of the public have the right to film, record or photograph public meetings. You may be asked to stop filming, photographing or recording a meeting if the Chair feels that the activity is disrupting the meeting.

The meeting may be broadcast live or recorded for later transmission by the Council. Recordings may be available live or viewed for twelve months afterwards.

If you are attending the meeting either in person or online, you understand that you may be picked up in recordings made by the public or the Council.

Order of Business

Item No	Title of Report	Pages
1.	**Welcome**	
2.	**Minutes of Previous Meeting**	5 - 8
3.	**Absence of Members**	
4.	**My Say Matters** The Board to receive a verbal input from young people.	
5.	**Adolescents at Risk**	
6.	**Autism, Race and Culture**	9 - 26
7.	**Education Standards Report**	27 - 54
8.	**Stable Homes - Built on Love**	
9.	**SEND & Alternative Provision Action Plan**	
10.	**Forward Work Programme**	55 - 60
11.	**List of abbreviations**	61 - 64
12.	**Any Other Business**	

This page is intentionally left blank

Barnet Children's Partnership Board

Minutes of the meeting held 4.30 pm on 2 March 2023
Virtual meeting - Online

Board Members present:

Chris Munday	Executive Director for Children's Services
Councillor Pauline Coakley Webb	Chair of Children, Education & Safeguarding Committee
Ben Thomas	Assistant Director Education, Strategy and Partnerships
Lee Robinson	Commissioning Strategy & Policy Advisor
Rebecca Morris	Participation Officer
Emma Burton-Lee	Senior Communications & Campaigns Manager
Graig Bradley	Inspector - Safer Schools and Youth Engagement, Metropolitan Police Barnet
Neil Marlow	Director of School Improvement and Traded Services (BELS)
Joanne Kelly	Community PRU Headteacher
Emma Waters	Public Health Consultant
Sarah Sands	Garden Suburb Infants

1. Welcome

The Chair welcomed Members of the Board to the meeting.

2. Minutes of Previous Meeting

RESOLVED that the minutes of the meeting held on 9 November 2022 be agreed as a correct record.

3. Absence of Members

Apologies were received from Jess Baines-Holmes who was substituted by Victoria Wicks on behalf of North Central London Integrate Care Board.

Apologies were also received from the two Youth Ambassadors who were unable to attend due to exams.

4. My Say Matters

The Chair welcomed the two Members of Youth Parliament to the meeting.
The young people updated the Board and they explained that part of their manifesto had been focused on knife crime. Following instances of knife crime incidents in the area a request was made for the Police to attend schools to deliver safety advice.

Graig Bradley - Inspector - Safer Schools and Youth Engagement, Metropolitan Police Barnet explained there was a persistent issue with the amount of school visits

1

that could be conducted due to a lack of police officers assigned to the Safer Schools Team. Concerted efforts were being made to recruit the correct officers for the role, however, not having a full complement of staff had resulted in not all schools having been visited. With regards to Independent Schools, Graig was unsure if they were included in this by the would check and confirm.

The Board were updated on work being undertaken by members of the Youth Parliament on the cost-of-living crisis and on the campaign for free school meals and consideration of cost and nutrition in meals provided. It was explained that the Mayor of London had committed to providing free school meals for one year to key-stage 2 students, but there was uncertainty whether this would continue. It was suggested to the Youth Parliament Member that they attend the Catering Partnership Board to put forward ideas and suggestions with regards to the nutritional value of the meals provided.

It was further noted that a considerable amount of work was ongoing with the elections team with youth voter registration.

5.   Child and Family Early Help Strategy

Karen Pearson - Head of Service -0-19 Services presented the report and it was explained that Early Help was a network of services to provide a support to children, young people and their families when needed. The draft Early Help Strategy had been developed by the multi-agency partnership working in the borough. The draft strategy sets out shared visions, values and ambitions for every child, from pre-birth to adulthood and beyond, to be healthy, happy and to thrive.

A consultation exercise on the draft strategy had been launched in the latter part of 2022 and ended in the early 2023 with positive feedback having been received. Having engaged with young people as part of the consultation, it had been notable that they had agreed with the proposed outcomes and comments from Members had also been incorporated into the report. The draft strategy was currently being work on and finalised prior to it being submitted to the Children, Education and Safeguarding Committee on the 2 March 2023 for approval. It was noted that measurable plans would be put in place alongside key performance indicators to ensure that targets are met.

The report was noted.

6.   Mental Health Services Review

Victoria Wicks (NHS North Central London ICB) introduced the report and recapped on the journey of the review to date. It was explained that there had been significant citizen engagement carried out and feedback provided from various sources had shaped investment proposals and how the strategy had been formed. With regards to progress made, the following was highlighted:

Improvement to the early transition planning was an area that was identified as needing improvement to allow children and young people to be supported whilst transitioning through to adult's services. As a result of that feedback, work had been undertaken with young adults to develop and new young adults mental health strategy, which was built upon nationally recognised good practice.

Covid proved to have many negative implications on children and young people and as such, throughout the Pandemic the ICS has invested in CAMHS services. This assisted with the establishment of 'Crisis Hubs, creating a diversion for children and young people having to access accident and emergency departments.

Eating disorder specialist service and community early intervention and prevention eating disorder services were in place and the Barnet Home Treatment Team was due to be rolled out across NCL based on the findings.
It was explained that there were gaps in service provision but that they were looking to explore early intervention, support for parents and individual support. Mental Health Support Teams were present in schools across the Borough, but clarification would be needed whether this applied to Independent Schools.

Action: That the NCL Community and Mental Health Core Offer Update be submitted to the Mental Health Partnership Board.

7.   Draft Children and Young People's Plan

Ben Thomas introduced the report and explained that the draft Children and Young People's Plan 2023 – 2027 was ready to go out for consultation. There had been a lot of input from partners and had already received feedback from young people including the Barnet Youth Board and the BOP, Children in Care Council for their views.

It was further reported that Family Friendly Barnet remains a key vision for the borough where all children and young people but especially those who are most vulnerable, have access to a good education and to lead safe, happy and healthy lives., Four key drivers had been chosen for adoption to underpin delivery of the Plan based on feedback from young people which included Great Partnerships, Inclusion, Great Outcomes and Children and young people having fun.

It was noted by the Board that young people had stated that they had been pleased to have been involved with the shaping and inputting into the strategy at the very inception and they had been happy to have been listened to and had felt very engaged with the process. It was further reported that a number of comments that had been made had been captured and incorporated into the plan with positive co-production from Children, young people and partners.

8.   Carers and Young Carers Strategy

Karen Pearson introduced the report and exclaimed that the strategy supports the Barnet Joint Health and Wellbeing Strategy, Barnet's Children and Young People's

Plan and Child and Family Early Help Strategy, and the Adult Social Care Reform priorities for unpaid carers.

The Board noted that through engagement with young carers, a key issue identified the impact that caring had on their education. They highlighted an apparent lack of understanding of their additional caring duties by teachers and that this had a significant impact on the mental health of some young carers. It was explained that there seemed to be better understanding of the impact of caring, specifically in the educational setting, in the pastoral forum and it had become apparent that there were various reasons why teachers did not understand the impact of this. It was noted that the strategy was due to be considered by the Health and Wellbeing Board on the 16 March 2023.

9.   Forward Work Programme

The Board were invited to send suggestions for inclusion in the Work Programme at any time to the Chair.

The Chair requested that the work programme be updated to reflect items discussed.

A request was made that 'Stable Homes Built on Love' report is brought to the next meeting for consideration following the end of the public consultation process.

The Forward Work Programme was noted.

10.   List of abbreviations

The list of abbreviations was noted.

11.   Any Other Business

The Chair asked for feedback with regards to the time of the meetings. It was suggested that they were mindful that every effort should be made to ensure availability and attendance of the young people and discussed whether a different start time would accommodate additional people joining the meeting.

The Board agreed that they would consult with the young people before making any adjustments.

The meeting finished at 5.42pm

AGENDA ITEM 6

Autism, Race & Culture

resources for autism

Research looking into the Intersectionality of Autism and Race in the London Borough of Newham

Newham London

compass wellbeing

Report Contents

Scope and Objectives of Research

1. Our research aimed to identify themes and issues which can be used on a practical level to influence policy, the local offer and support offered by VCOs, and to stimulate further debate on this important area.

2. Within the ethnically diverse community in Newham, our focus was on autistic people and families of a Black African, Asian Bangladeshi and Asian Pakistani heritage, given that these are the most well-represented ethnic groups in the Borough.[1]

3. We specifically sought to understand the barriers to accessing services, and the intersectionality of autism, mental health and ethnic diversity, with a focus on three key factors which we believe to affect ethnically diverse households in Newham most profoundly:
a. Stigma
b. Language barrier
c. Cultural perception of autism

[1]The ethnic make-up of Newham is diverse, with a substantially higher percentage of people from diverse backgrounds than the London average (respectively 72.4% to 43.5%). Those from an Asian heritage account for a total of 36% of the Borough's population (Indian 14%, Bangladeshi 12% and Pakistani 10%) (Newham, 2021). The ethnic profile of RfA's service-users who live in Newham closely matches that of the Borough. In Newham, we currently have 369 autistic individuals on our waiting list (259 are ethnically diverse), all of whom do not have access to other support.

Executive Summary

1. Families from ethnically diverse backgrounds experience a high level of challenge following an autism diagnosis of a family member, including lack of support and understanding from the community, peers and schools; limited access to support structures and services; and financial pressures.

2. Families can feel socially isolated and experience stigma following an autism diagnosis.

3. Religious and community leaders have a vital part to play in creating acceptance and inclusivity within ethnically diverse communities, and would benefit from autism awareness training.

4. Strong support, which is both culturally and linguistically specific, will allow for greater access to help and better outcomes for the autistic family member.

5. Cultural and linguistic support and understanding of autism should be given to close family members as early as possible.

6. Further research on the intersectionality of race and autism would be instructive in further influencing policy and provision and ensuring that an intersectional lens is applied by all professionals when working with autistic people of colour

Background

Resources for Autism seeks to work on a practical, data-driven level. At the time of our application for funding, our waiting list for ethnically diverse individuals awaiting support numbered 259, representing less than 10% of our total waiting list. However, we know that this is not reflective of the national picture, given that 48% of our beneficiaries are from ethnically diverse backgrounds. We also know that there are significant barriers facing ethnically diverse autistic people who can face a 'double discrimination', and that they are less likely to be diagnosed, receive benefits or access services and support.

We were thus grateful to receive funding from Compass Wellbeing, to explore the experiences of parents and carers of autistic people from ethnically diverse backgrounds.

Summary of Previous Research

1. Ethnically diverse communities can face significant barriers in accessing statutory services that are not inclusive and/or sensitive to their needs and culture.[2]

2. According to a YouGov poll commissioned by Autistica (2022),[3] there remains in the UK a significant lack of understanding about autism:
   a. 46% of adults believe *'we are all somewhere on the autism spectrum'*
   b. 30% of adults are unsure whether autism "can be cured"
   c. 35% believe that autism is a learning disability

3. Research consistently suggests that early diagnosis, autism-specific interventions and support for carers can improve outcomes for both autistic individuals and their carers.[4] Identification at an early stage of those who would benefit from interventions and support is key.

4. Individuals from ethnically diverse backgrounds are amongst those cohorts least likely to access health, mental health and care services[5] and autism support services[6].

5. 'Collectivist cultures' (which place priority on community interdependence and shared group norms and values) are generally more likely than individualist cultures (which place priority on personal independence, goals and values) to stigmatise people who deviate from the norm. This is partly because such people are more likely to be identified in the community due to high surveillance levels, which such cultures rely upon in achieving their goals of interdependence and group conformity. The two main consequences here are that:
   a. those identified as deviating from group harmony are vulnerable to being devalued, rejected and stigmatised
   b. families fear such stigmatisation and consequently hide their circumstances from their community. This in turn has a range of harmful consequences[7]

6. Research in this area can often be ethnocentric in its focus, relying on White British participants rather than utilising a more representatively diverse cohort; this can result in inappropriately designed services or recommendations.[8]

Summary of Previous Research Cont.

7. There is a growing recognition of the need to understand the barriers faced by individuals from marginalised groups which prevent them from accessing and engaging with autism support services.[9]

8. Language barriers, institutional racism, cultural differences, religious beliefs, and family traditions are some of the barriers ethnically diverse groups report as hindering access to services.[10] Other barriers include stigma, lack of respect and stereotypes among professionals, limited knowledge and awareness of autism in some cultures, isolation, and lack of consideration to the intersectional identity experienced by minority ethnic groups.[11]

9. Ethnically diverse people often do not recognise that they have a mental illness because mental health may be stigmatised or rarely discussed in their community.[12] Moreover, professionals that do not work regularly in the autism space may lack awareness of ethnically diverse cultures and struggle to spot the nuanced differences between a mental health and an an autism diagnosis. It is not surprising that autistic individuals with mental health challenges from ethnically diverse backgrounds report to us a triple discrimination' which creates even greater barriers to accessing support.

10. Our findings suggests that awareness is at the root of the stigma that some families felt. This may also lead to late diagnosis and to not accessing relevant services after being diagnosed.

[2]*Improving the Experience of Community Mental Health Services for Black, Asian and Minority Ethnic People in Tower Hamlets, Newham and City and Hackney* – by Samuel Ogunkoya, East London NHS Trust (https://www.elft.nhs.uk/sites/default/files/2022-02/BAME%20Let%27s%20Talk%20Report%202021.pdf)
[3]https://www.autistica.org.uk/news/attitudes-index-news
[4]Dawson et al. 2010; Smith, 1999; Corsello, 2005; Rogers, 1996; Carter et al, 2011; McConachie and Diggle, 2007
[5]Ajayi, 2021; Ogunkoya, 2021
[6]Slade (2014): *Diverse perspectives: the challenges for families affected by autism from black, Asian and minority ethnic communities* - The National Autistic Society; Burkett et al, 2015
[7]Papadopoulos et al, 2013
[8]Sheikh et al, 2009; Munroe, Hammond and Cole, 2016
[9]Kandeh et al, 2020; Slade, 2014
[10]Bobb, 2017
[11]Kandeh et al, 2020; Ajayi, 2021; Autism stigma and the role of ethnicity and culture, Papadopoulos, 2016
[12]Mental Health Foundation, 2022

Research Methodology

1. We sought to build a foundation for our research by developing a strong understanding of previous findings in this area, through a literature review and a review of reports within the sector. Key themes are noted in the Literature Review section.

2. 54 families completed a carefully constructed questionnaire, which we designed following our research and literature review:
a. We included 13 questions regarding participants' demographic and ethnic backgrounds.
b. A Bengali version was made available to maximise access.
c. We circulated the survey to families who are registered with RfA from ethnically diverse backgrounds who live within the London Borough of Newham. We also promoted it to our partners and contacts across the Borough, and asked them to share it with relevant families.

3. 9 parents participated in private, in-depth interviews over Zoom, with the aim of growing our understanding of challenges during the early stages of their child's autism and their journey as parents of an autistic child. In addition, 53 parents/carers participated in facilitated group discussions at RfA support groups in Newham.

We are aware of the limitations of our findings, particularly that:
1. Our data pool of survey participants and in-depth interview participants is not academically rigorous, nor does it necessarily represent all ethnically diverse people in the area. However, our research does provide a fairly consistent steer and hopefully offers a series of practically attainable recommendations.

2. There were inconsistencies in some survey answers; for example people from a Black heritage answered the question regarding language barriers very differently, but this is likely to be because English is their first language and language barriers were not an option.

3. It may be that harder-to-reach families chose not to respond to our request for involvement, despite our efforts to encourage people to complete our survey in ways that were as accessible as possible, such as over the phone.

In our efforts to mitigate against these limitations, we:
1. co-produced the survey with support from Black and Asian professionals.
2. phoned people to help them to complete the survey over the phone.
3. supported people to complete the survey at RfA parent groups and drop-in surgeries.

Research Findings

1. ***There is a widespread lack of awareness pre-diagnosis and lack of understanding post-diagnosis about autism in ethnically diverse communities.*** Most interviewees acknowledged that they did not know what autism was prior to receiving their child's diagnosis.

- *'When they said my son's autistic, I didn't have a clue what it meant. It was all new to me and to our family as well. It's available now on the internet. There wasn't much when he was diagnosed.' – Asian Bangladeshi Parent*

- *'I didn't know anything about autism before my son was born. So no, we were told they're just ill. Years after my son was born [at the age of four], when they told us he's autistic, I didn't have a clue what it meant, what it was, so it was all new to me.' – Asian Bangladeshi Parent*

- *'So back then in the community, not everyone knew what it was or most people hadn't heard of it so I didn't get much as a support from the community.' – Bangladeshi Parent*

- *One mother noted that only when her son was eight and had been diagnosed as autistic only a few years earlier did she start to understand what autism: 'Now when I go outside I can tell straight away that's a special needs person or if that's autism whereas before I would've thought, if it was an adult misbehaving, he's probably drunk.'*

- *'Most people from my community never heard of autism so I didn't get much support. The older generation don't know as much about autism.'*

- *'In the very beginning I was understanding when my son was diagnosed as an autistic child, then I understand as it theoretically not practically. It's a very basic information they provide when he was diagnosed.'*

- *An African Somali parent said that her extended family viewed her (pre-diagnosis) son as 'ill' and did not know about the condition. At 2 years' old, her son's health visitor did not recognise the signs of autism, which also delayed access to services. He was 3.5 when he received his autism diagnosis. 'The health visitor kept sending me back saying, it's ok, he's still young, just discipline him, just tell him no.'*

Research Findings Cont.

2. ***Stigma and lack of acceptance can lead to a sense of isolation for a family with an autistic member, whether by their own family, friends or community.***
For most survey participants, receiving a diagnosis and raising an autistic child had a markedly negative impact on relationships with immediate family, extended family and friends:

- *65% felt their child's diagnosis created strains within their immediate family, particularly for those with an Asian heritage (68% versus 60% for those from a Black ethnic background).*
- *67% noted that their child's diagnosis created strains within the wider family, again at a slightly higher rate for those with an Asian heritage (68% versus 65% for those from a Black ethnic background).*
- *55% noted that their child's diagnosis created strains with friends, again at a higher rate for those with an Asian heritage (61% versus 45% for those from a Black ethnic background).*

Sadly, stigma remains prevalent, which can lead to a sense of rejection, blame and isolation, precisely at a time when support is most needed, in communities that rely heavily on the family unit.

Comments from interviewees also highlighted this challenge:

- *'It was really hard, not even as a family but in my own house. His father was saying he is going to grow out of it, he is going to turn better.'*
- *'From the day our child was born, our family changed. It impacted a lot in our family, especially with my other two children who couldn't get as much time as my son. Everything now revolves around him.'*
- *'There is a lot of shame I think when he was about four and I brought him to meet my family. We visited their house and it was my mum who recognised something was different. It was really hard for him to have that relationship with his grandma because she didn't want to interact with him much because he is different. It is really difficult with my parents. I tried to explain he has autistic [sic.] but I don't think she really believes me.'*
- *An Asian Bangladeshi parent with an autistic child told us that her husband and extended family (whom her son visits) still don't understand that the child is autistic: 'They don't understand that he's got problems because he's like normal. I do because I'm always living with him. And his dad also doesn't understand that he has problems.'*

Research Findings Cont.

On a positive note, we found that 40% of individuals from a Black ethnic background and 22% of people from an Asian ethnic background felt the diagnosis actually strengthened relationships with family and friends:

- *'It brought everyone a lot closer and my son likes that family is doing things together. We probably wouldn't have done as much things together if my son wasn't autistic.'*
- *'My daughter was 3 years old when my 4-year-old son was diagnosed with autism. She was at nursery and I couldn't spend enough time with her because of my son's special needs. My daughter had a few tantrums growing up so it definitely had an impact on her. She's graduated as a nurse so she understands more now…. My son is sociable and brings the family together. He has a phone with all the family members and contacts them all every day. No other child in the family does that, phoning his gran every day to ask are you ok.' -Asian Bangladeshi Parent*

Some parents also noted that their child's school had been very helpful in providing support and increasing their understanding of autism. The school had provided plans to support the child's needs and also offered an opportunity to meet other carers in similar situations, thus reducing isolation.

3. *Lack of support from cultural and religious leaders can reduce a family's participation in communal or religious activity and structures.*
A lack of awareness of autism can extend to religious and cultural leaders, impacting on a family's choice to participate in social gatherings, further contributing to a sense of social isolation. Although for many ethnically diverse people the local place of worship offers a vital opportunity to engage with their cultural and religious community, many parents or carers of autistic children experience a sense of exclusion. Our survey notes:

- Only 35% felt that news of their child's autism diagnosis was well-received in their community (45% for Asian families versus 20% for those from a Black African background).
- Only 43% felt supported by their cultural/religious community (55% for Asian families versus just 25% for those from a Black ethnic background).
- Only 45% believe their cultural/religious community has a good understanding of autism (48% for Asian families versus 40% for those from a Black African background).

Research Findings Cont.

- 59% believe their cultural/religious community holds stigma around autism (58% for Asian families versus 60% for those from a Black African background).
- 60% of those from an Asian heritage felt that the leader of their place of worship understands autism and supports their child's needs, while strikingly only 30% of those from a Black African background felt the same.

One interviewee noted a sense that their religious community was unable to include their autistic child while also allowing his parents the opportunity to engage with prayer in the same way as other adults:

- *'He went to the mosque but he's not going at the moment because he runs away. When I'm praying I have to give concentration. I can't look after him. Me and my wife go together, but not at the moment. When our son runs, they get upset. So I said, he has needs. He has a need to run and thinks that this is big, quite open space he can run. Yeah, he's not like me and you, thinking that he needs to sit down.'*

In interviews some parents noted positive experiences and acceptance of their autistic child within their mosque:

- *'Just before Covid first started, all these one-to-one classes, special needs for small groups and all that. Whereas before you would never, so that shows they're more understanding now. I think the schools and speech and language and all that there are sort of coming together and teaching them to think more about it. Yeah, I mean I would like a bit more understanding but before there was nothing.'*
- *'I saw a leaflet that said if you have an autistic child, you can take them to this mosque and I was interested.' – African Somali Parent*
- *'In the mosque, there isn't a separate room so a child with autism would need a certain level of understanding. My autistic daughter attended after-school Koran Studies at the mosque and was well supported by the young, female Muslim teachers. They were mindful and they understood autism.' – Asian Kashmiri Parent*

4. Connection with, and support from, professionals is challenging to obtain.
Many of the parents and carers interviewed felt that professionals do not effectively promote and provide services for ethnically diverse communities. This can lead to a sense of mistrust and lack of crucial support for children. Our survey noted that:

Research Findings Cont.

- Only 29% of participants felt that support was easy to find when seeking diagnosis (32% for Asian families versus 25% for those from a Black African background).
- Only 30% felt that when seeking a diagnosis support was easy to understand (33% for Asian families versus 25% for those from a Black African background).
- 51% agreed that, if needed, services can provide information in your home language (58% for Asian families versus 40% for those from a Black African background).
- 33% of participants feel that professionals understand your cultural background and respect your needs (39% for Asian families versus 25% for those from a Black African background).

Our interviews noted the frustrations of some parents around the lack of support and potential judgment given their ethnic background:
- *'Even the professional people know how there's so much help groups nowadays. When my child was diagnosed, professional services were not supportive. We thought no one really cared.'*
- *'Some of them see that I'm Asian and treat me differently.'*
- *'Raising [an] autistic child is a hundred times harder than [professionally] working with an autistic child.'*

5. Language and communication barriers and a lack of understanding of the 'system' can influence support obtained for an autistic family member.
For many of the parents and carers we interviewed, English is not their first language. One carer with whom we spoke is deaf and communicates with British Sign Language (BSL). This can present problems in multiple ways; for example, a diagnosis entails a new set of vocabulary and terminology around autism, behaviours and support structures or options; those for whom English is an additional language may struggle to respond with effective speed and understanding to a diagnosis as a result:
- *'If I don't speak English, I could have a Bengali translator. I could speak in Bengali, they could misunderstood me and tell the doctor something different.'*
- *'And they didn't send the report. They did diagnosed [sic.] on the day and they said this and that, but they didn't send me the report and all the documents. So I cannot get the support from the right department for his needs for his speech and language. Occupational, any sort of sensory he has. It is a difficult, I couldn't get the support until then.' – Bangladeshi Parent*

20

Research Findings Cont.

- *One father said that, due to language barriers and not knowing the care system, receiving the support his child needed was a struggle: 'You are making his life worse because the support you're not giving, the delay you are doing. You're not destroying the only children life, you're destroying the parents' life as well. Because I'm the one suffering, I'm the one who's dealing this kind condition. See that my son didn't get the right support in the start. My son didn't get the right support from the social services when he has needs.'*

6. Assimilation into, or equal treatment from, the wider community can be impacted through having an autistic family member.
Assimilation – which is already challenging for many individuals from ethnically diverse backgrounds – is made even more difficult with an autistic family member. A lack of wider societal understanding about autism, which provides challenges for families of all backgrounds, is only deepened when ethnic stereotypes, bias or judgments come into play. This is again exacerbated when a parent or carer may not feel confident in the potentially complex care required for their autistic child, or supported within their own community.
Stereotypes around young black men and criminal intent or behaviour also affect families challenged by their child's behaviour:

- *'So when you need to restrain them [the child, for their own safety], a stranger sees you, they're thinking, why are two big people acting like that towards a child? Can you not, blah, blah, blah, etcetera. Them not knowing that you have to restrain them to do your job because okay, you could let them go. Then what? They come and attack you. So sometimes if the public need to be educated.' – Father of Black Caribbean heritage*
- *'That's the whole thing that happened with the police, where the police had to be educated. Especially with black boys. They could be a black teenager and you could be upset, so he starts smashing, maybe he kicks a car and all that. Or he kicks the shop. Or he's acting in a way where people might say something. So the police come, just sees he as a black youth, just want to arrest him. So making a situation worse so he can't communicate properly. He don't know what's happened. So you made the situation worse.'*

Recommendations from Parents and Carers

During our research process, we asked parents and carers to share constructive, achievable ideas that would help families like theirs:

1. Support community and religious leaders to understand more about autism, so as to make local spaces and places of worship more accessible.

2. Provide information on autism and support services in different languages – in Newham, this particularly includes Bengali.

3. Provide local autism services that are relevant to people from ethnic backgrounds.

4. Provide parent support groups and one-to-one discussion groups with autism specialists.

5. Bring together personnel from schools, social care, health, CAMHS and the Borough to collaboratively shape services, care and education.

6. Offer autism-friendly childcare in the Borough where parents and carers can take their autistic children during non-school days.

7. Support schools to offer opportunities to bring together and educate parents around autism.

Resources for Autism's Recommendations

We would suggest that all recommendations below are designed, planned and delivered through co-production with members of the communities to which they are targeted.

1. Our findings suggest the need for increased awareness-building in, and support for, families and communities to address the stigma and isolation experienced by families with autistic children. This will help to improve access to diagnosis and support, reduce the sense of isolation, and build an acceptance of autism. Our study underscores the importance of cultural sensitivity and diversity in autism research, diagnosis, and support services. With this in mind, we would recommend development of community-based autism awareness programmes that target Black African and Asian communities, to cover early signs of autism, how to access services and how to support autistic children. Programmes should involve community leaders and extended family members

2. The lack of awareness of autism in the Asian and Black communities was a common theme among our interviewees and is an important one to acknowledge because it is likely to have implications on the ability of autistic people to receive an early diagnosis, gain acceptance and the support they require early on.

3. This proves that there is an urgent need for services to support the improvement of autism awareness in society and within the criminal justice system.

4. Information should be provided in different languages to maximise reach and impact.

5. Offer autism awareness training that is specifically aimed at religious leaders, to support them to build truly inclusive, accepting communities lacking in stigma. The need for support is particularly high for religious leaders within the Black community.

Resources for Autism's Recommendations

6. Promote anti-stigma messaging to challenge negative attitudes towards autism and autistic people. Messaging could focus on the strengths and abilities of individuals with autism and emphasise the importance of accepting and supporting them. Messages could be disseminated through social media, local media and community events, potentially supported by respected local figures or influencers.

7. Develop support groups for families with an autistic child, to build emotional resilience and provide useful resources, as well as to give an opportunity to connect with other families going through similar experiences.

8. Encourage collaboration between healthcare providers, educators and community organisations to better support families with autism.

9. Conduct follow-up research to better understand the experiences of Black African and Asian families who have an autistic child and how that experience compares with that of white families This could include the impact of culture, language and stigma on diagnosis, treatment and support. This research could inform the development of more effective interventions and support for families.

Acknowledgements

Resources for Autism expresses its warmest thanks to all those who participated in our research. We appreciate that, for many parents and carers who shared their personal experiences, there are many emotional challenges inherent in a family member's diagnosis.

Our thanks go to RfA's Project Co-ordinator Kenny Shaw, who oversaw the project and led the interviews, and to RfA's Co-Production Lead Daniel Bendelman, who was the lead researcher the project.

It is our hope that our findings make a difference to the lives of those involved, as well as to all those families and communities seeking to support autistic people and allow them to be free and happy, and able to lead fulfilling lives.

This page is intentionally left blank

Barnet Children's Partnership Board Report

Title: Educational Standards in Barnet 2021/2022

Meeting Date: 27th April 2023

Authors:

Neil Marlow - Chief Executive and Director of Education and Learning (BELS)

Katie Dawbarn and Helen Morrison - Co-Heads of School Improvement (BELS)

Service/ Dept: Barnet Education and Learning Service (BELS)

Report to be Presented By: Helen Morrison

1. Summary

Barnet is well known for the quality of its schools and the diversity of its educational offer.

The quality of Barnet's schools is a significant contributory factor to making the borough a popular and desirable place to live and supports our strategic drive to be the most family friendly borough in London. This report provides information on validated results for 2021/22 assessments and national examinations, set out in Appendix A.

1.1 Appendix A provides validated results for the 2021/22 academic year for Barnet's state-maintained schools (including Academies and Free Schools) and comparisons with statistical neighbours, the national average, and the London average (where available). It provides information on the attainment (i.e. the standards reached) and the progress of pupils across all key stages. The appendix will be made available to schools and will be published on the Barnet Council website.

1.2 For some years, Barnet has been among the top performing local authority areas in the country in relation to the achievement of children and young people and the quality of our schools. Barnet Council's aspiration is to be among the top 10% of local authorities in relation to the quality of provision in its schools.

1.3 In November 2022 this Partnership Board received a report on the School and Settings Improvement Strategy for Barnet for the period 2022 to 2024 and updates to the SEND and Inclusion Strategy and the Special Educational Places Plan. The Report was an update of the Strategies that were presented to this Partnership Board in 2021 and approved by the Children Education and Safeguarding (CES) Committee

in November 2020 as part of the Education Strategy for Barnet for the period 2021 to 2024.

1.4   Results for the national examinations and assessments that took place across the early years, primary and secondary phases in summer 2022 have now been published. Barnet's secondary schools continue to perform very well and there have been some improvements across primary schools; with Barnet performing in the top quartile of local authorities for most indicators and in the top ten per cent on most measures at KS4.

1.5   Appendix A provides an analysis of school performance issues in Barnet based on the validated assessment and examination results. This data refers to pupils being educated in Barnet schools and colleges; not all of these pupils will be Barnet residents. Headline results from this analysis include:

Attendance

- Primary attendance as at the end of the Spring term 2022 was 94.4% and is above the national average. Barnet's ranking increased to rank 12th (out of 152 LAs) and is in the top 20% of LAs. Secondary attendance is now 93.4%, ranked 10th nationally, and thus also in the top 10% of LAs.

Early years

- The percentage of children who achieved a Good Level of Development (GLD) in the Early Years Foundation Stage was in line with the national average but below the London and statistical neighbour average, with Barnet's national ranking dropping from 33rd in 2019 to 83rd in 2022.

Primary

- Year 1 Phonics – attainment dropped and is above the national average but below the London and statistical neighbour average and is below the top 25% of LAs (ranked 48th).

- In Key Stage 1 attainment at the expected standard is above the national average in all subjects but tends to be below the London average. Attainment tends to be within the top 20-30% of LAs, and there has generally been a drop in ranking across all subjects / thresholds between 2019 and 2022.

- At Key Stage 2, Barnet is 13th in the country for the number of pupils reaching the expected standards in Reading, Writing and Maths combined. Maths results were particularly strong (6th 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 continues to improve with attainment of the expected standard at ranked 16th, having improved from 100th in 2016.

- The average scaled score at KS2 in Barnet is in the top 10% of LAs nationally in all subjects, and ranks Barnet 2nd best LA for Reading, 4th best in GPS and 6th best in Maths.
- Progress of pupils between Key Stage 1 and Key Stage 2 in all subjects is significantly better than the national average. Barnet is in the top 10% of LAs in the country for Maths and Reading progress. It ranks 26th for progress in Writing, a consistent increase from 44th in 2019.

- Attainment in Reading, Writing and Mathematics combined by disadvantaged KS2 pupils is now in the top 10% of LAs, with Barnet ranked 10th in the country. In 2016 the percentage of disadvantaged pupils reaching the expected standard in Reading Writing and Mathematics was 46%. In 2022, this has increased to 55%. 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. Barnet's Black pupils attain in line with Black pupils nationally (ranked 60th).

- Attainment in Reading, Writing and Mathematics combined by KS2 pupils on SEN Support is in the top 20% of LAs nationally (16th), and for children and young people with an EHCP (21st).

- Progress at KS2 for EHCP and SEN Support pupils is in the top 10% of LAs for Reading and Maths, and in the top 20% for Writing.

Secondary
- Barnet's Progress 8 in 2022 ranked Barnet the 7th best Local Authority in the country (out of 152 LAs) in 2022. These results gauge the progress made by students during their time at secondary school.

- The average 'Attainment 8' score in Barnet in 2022 is 58.1 points, compared to the national average of 48.9 points, ranked 3rd in the country.

- Barnet was in the top 10% nationally in both Progress 8 (7th) and Attainment 8 (9th) for disadvantaged pupils.

- At KS4 Barnet ranked in the top 20% of LAs for both Attainment and Progress 8 for pupils at SEN Support, and in the top 10% for pupils with an EHCP.

- The Attainment 8 score was close to, or in the top 10% nationally for all groups except Black pupils, Other and Chinese pupils. (ranked 61st, 47th and 43rd).

- The Progress 8 scores were in or close to the top 10% for all groups except Black pupils, Other and Chinese pupils (ranked 92nd, 55th and 110th).

- The 2022 results for Looked After Children have not yet been published.

- End of Key Stage 5 'A Level' attainment is in the top 5-10% 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.

1.6 The report identifies a number of areas for development, which reflect the key priorities in the Education Strategy. The following areas have been identified as priorities for 2020-23 by the School Standards and Settings Partnership Board:

Early Years
As Barnet's attainment has dropped in 2022, and as the new Early Years profile is still in the process of being embedded into schools and settings, Early Years remains a priority.

Phonics
Our phonics ranking fell between 2021 and 2022 to 40th and therefore is back as a priority for this year.

Key Stage 1 Achievement
This is remaining a priority (even though 2023 is the final year for KS1 SATs) as we do need to be assured that practice at KS1 is of a good or better quality.

KS2 Writing
Although there are still 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.

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. This is particularly a concern with the recent changes to the vocational routes and the uncertainty about the continuation of BTECs and the recent commencement of T Levels. We will continue to support schools to try and ensure the options available for students are as wide ranging as possible.

Achievement of Disadvantaged Pupils, pupils with SEND and other Vulnerable Groups (including Children in Need)
Although Barnet's Disadvantaged pupils perform better than national Disadvantaged pupils, there are still significant gaps in achievement between those pupils who are Disadvantaged and those who are not.

Looked After Children (LAC)
There is not yet any national data available on the attainment of LAC pupils. Provisional results indicate that there has been a decrease

overall in the attainment of LAC children in Barnet. The overall achievement of LAC remains a priority. It needs to be recognised that when we report on Looked After Children we are including all children looked after by Barnet, wherever they may be receiving their education.

Pupils' Mental Health (*note: this priority was added following discussion at a previous Children's Partnership Board and a suggestion by the Young Members of the Board*)
Following the pandemic, which is backed up by a recent survey of secondary pupils, the mental health of all pupils still needs to be a priority, including support for pupils with managing test and exam stress.

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
To support all schools in the effective planning and delivery of 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 skills they need to succeed in life. This is a priority to reflect the changes introduced in the 2019 Ofsted inspection framework.

1.7 Each of these priorities has an Action Plan associated with it, outlining the steps we are taking to address these areas for development. Progress against these priorities will be monitored by the Schools and Settings Partnership Board.

2. Updates since last BCPB

None

3. Impact

3.1 Equalities and Diversity

3.11 Barnet Council has a duty contained in section 149 of the Equality Act to have due regard to the need to:
- eliminate discrimination, harassment, victimisation and other conduct that is prohibited by or under this Act;
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;

- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

3.12 The protected characteristics are:

- age
- disability;
- gender reassignment;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.

3.13 The broad purpose of this duty is to integrate considerations of equality into day-to-day business and to keep them under review in decision making, the design of policies and the delivery of services. School improvement monitoring, supporting and challenging arrangements ensure that the quality of education in Barnet is maintained and improved. Outcomes for all groups of children and young people are monitored including children with special educational needs and disabilities and disadvantaged children (those in receipt of free school meals and children looked after). Barnet's Children and Young People Plan, the Education Strategy 2021-2024 and the School and Settings Improvement Strategy 2021 to 2024 all have a strong focus on improving outcomes for disadvantaged groups of children and young people.

3.2   Corporate Parenting

The School and Settings Improvement Strategy 2021-24 includes details of progress in respect of the achievement of looked after children and includes this as a priority for the future.

4. Consultation and Engagement

A summary of the key changes from the previous School and Settings Improvement Strategy was discussed and agreed at the Schools Review Group, consisting of BELS and wider Barnet council officers, in October 2022 and the School and Settings Standards Partnership Board (consisting of BELS and wider Barnet Council officers and headteachers) in November 2022. A report on Educational Standards in Barnet 2021/2022 was presented to the Children Education and Safeguarding Committee at its meeting on 20th March 2023.

5. Conclusion and Recommendations

That the Children's Partnership Board note the validated results for school performance in Barnet for the academic year 2021/22 as set out in Appendix A: Summary of Educational Standards in Barnet, 2021/22

6. Background Papers

6.1 Key education strategies, including the Schools and Settings Education Strategy 2021 to 2024 were considered and approved by the Children, Education and Safeguarding Committee and the Children's Partnership Board at the meetings in November 2020 These have been published on Barnet Council's website and can be seen here:
[Agenda for Children, Education & Safeguarding Committee on Monday 30th November, 2020, 6.00 pm (moderngov.co.uk)](#)

[Agenda for Barnet Children's Partnership Board on Monday 9th November, 2020, 4.30 pm (moderngov.co.uk)](#)

6.2 In November 2022 the update to the School and Settings Improvement Strategy for Barnet for the period 2022 to 2024 was reported to the Children, Education and Safeguarding Committee and to this Board:
[Agenda for Children, Education & Safeguarding Committee on Thursday 17th November, 2022, 7.00 pm (moderngov.co.uk)](#)

[Agenda for Barnet Children's Partnership Board on Wednesday 9th November, 2022, 4.30 pm (moderngov.co.uk)](#)

6.3 Reports on education standards are reported annually to the Children, Education and Safeguarding Committee. The last one was reported to the committee in March 2023 and can be found here:

[Agenda for Children, Education & Safeguarding Committee on Monday 20th March, 2023, 7.00 pm (moderngov.co.uk)](#)

This page is intentionally left blank

Appendix A:

Summary of Educational Standards in Barnet, 2021-22

1. Background

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

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.

Based on Barnet's strategic vision, indicators have been colour-coded based on Barnet's achievement compared to other Local Authorities (LAs) nationally using the following system[1]:

LA rank percentile	LA ranking
Top 10%	<16
Top 20%	16-30
Top 25%	31-38
50% - 25%	39-76
Bottom 50%	76+

2. Summary of strengths and areas for development

2.1. Strengths, indicated by pupil attainment data

- At key stage 1, Barnet's FSM pupils generally perform well compared to other FSM pupils nationally: the national ranking for Barnet's FSM pupils in all subjects / thresholds is higher than for Barnet's non-FSM pupils.
- Key stage 2 attainment: In 2022, attainment of the expected standard across RWM (combined), Reading, Maths and Grammar, Punctuation and Spelling (GPS) was in the top 10% of LAs nationally. Barnet's national ranking dropped the most in RWM combined (EXS+) from 8th to 13th, but attainment remains very strong. Writing attainment was just outside the top 10% of LAs (ranked 16th) and in line with London average.
- Key stage 2 average scaled score: the average scaled score of pupils in Barnet is in the top 10% of LAs nationally in all subjects, and the national ranking for this increased in Reading and GPS (to ranked 2nd and 4th), while remaining fairly stable in Maths (ranked 5th to ranked 6th).
- KS2 Writing progress: Although Writing progress in 2022 was less than the London average (+0.8 compared to +0.9 in London), Barnet significantly closed the gap in progress from the 2019 year, increasing its ranking from 44th to 26th.
- KS2 disadvantaged pupils: Barnet's disadvantaged pupils outperform London's disadvantaged pupils in all subjects except for Writing (EXS+). Relative to other LAs, Barnet's disadvantaged pupils outperform Barnet's non-disadvantaged pupils in all subjects except for Reading Maths EXS+.
- SEN pupil performance at KS2 and KS4: At KS2, SEN pupils in Barnet attain very well, ranked 16th and 5th for RWM (EXS+ and GDS respectively). Progress is particularly strong for Reading and Maths (15th and 13th), and within the top 10% of LAs nationally. Progress in Writing is within the top 20% of LAs for SEN pupils (ranked

---

[1] NB: We have used rank percentile (i.e. where Barnet's rank is as a proportion of total 152 LAs) which is different to the percentile of Barnet's outcome measure

29th). Attainment and progress for non-SEND and EHCP pupils is in the top 10% of LAs for all key measures. Attainment and progress for SEN Support pupils at KS4 is in the top 20% of pupils for all key measures, and in the top 10% for the proportion of SEN Support pupil's attainment at 5+ in English and Maths.

- KS4 performance: Performance in all of the headline KS4 measures is within the top 5-10% for both disadvantaged and non-disadvantaged pupils.
- Academic attainment at KS5: This remains in the top 5-10% for all headline measures.
- Educational readiness for adulthood: Attainment by the age of 19 for both FSM and non-FSM pupils is very high, with an above average proportion of pupils holding a level 2 qualification and English and Maths, and a Level 3 qualification.

Other particular strengths
- Percentage of Good and Outstanding schools above National and London averages
- Significant improvement in Primary attendance since 2016
- Positive and productive relationship with schools
- Robust procedures for monitoring, challenging and supporting schools (see School and Settings Improvement Strategy)
- Processes and structures are dynamic in order to meet the diverse needs of schools
- We generally know our schools well, particularly LA maintained schools and identify vulnerable schools.
- 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)
- Continued delivery of a governor training programme
- 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, DfE, Teaching Schools, Diocesan Boards, Academy Trusts
- Strong communication and teamwork between members of the school improvement team and between teams, both within and outside of BELS

2.2. Areas for Development – Schools and Settings Standards Partnership Board Priorities

Based on available provisional education performance data, the following areas have been identified as a priority for improvement by the Schools and Settings Standards Partnership Board:

2.2.1. Early Years

As Barnet's attainment has dropped in 2022, and as the new Early Years profile is still in the process of being embedded into schools and settings, Early Years remains a priority.

2.2.2. Phonics

Our phonics ranking fell between 2021 and 2022 to 40th and therefore is back as a priority for this year.

2.2.3. Key Stage 1 Achievement

This is remaining a priority (even though 2023 is the final year for KS1 SATs) as we do need to be assured that practice at KS1 is of a good or better quality.

2.2.4. KS2 Writing

Writing is still likely to be a priority looking at provisional outcomes. Although there are still 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.

2.2.5.   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. This is particularly a concern with the recent changes to the vocational routes and the uncertainty about the continuation of BTECs and the recent commencement of T Levels. We will continue to support schools to try and ensure the options available for students are as wide ranging as possible.

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

Although Barnet's Disadvantaged pupils perform better than national Disadvantaged pupils, there are still significant gaps in achievement between those pupils who are Disadvantaged and those who are not.

We are still awaiting more detailed information on pupils with SEND and Children in Need. This remains an important priority.

2.2.7.   Looked After Children

There is not yet any national data available on the attainment of LAC pupils. Provisional results indicate that there has been a decrease overall in the attainment of LAC children in Barnet. The overall achievement of LAC remains a priority.

2.2.8.   Pupils' Mental Health

Following the pandemic, which is backed up by a recent survey of secondary pupils, the mental health of all pupils still needs to be a priority, including support for pupils with managing test and exam stress.

2.2.9.   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.

2.2.10. Safeguarding

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

2.2.11. Curriculum

To support all schools in the effective planning and delivery of 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 skills they need to succeed in life. This is a priority to reflect the changes introduced in the 2019 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.
➢ 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.

3. School Attendance

This data reports on absence of pupils of compulsory school age in state-funded primary and secondary schools during the first two terms of the school year 2021-22; it is therefore not a full academic year.

3.1. Absence: Primary

2022 absence figures below are from the two-term attendance SFR published by the DfE (Autumn Term 2021 and Spring Term 2022) and based on this Barnet has increased to rank 12th. It will be important to monitor primary attendance post the pandemic and assess the need for revisiting and attendance interventions.

Total absence from Primary Schools - authorised and unauthorised (autumn and spring terms only)						
	2017	2018	2019	2020	2021	2022
Barnet	3.9	3.9	3.7	-	2.8	5.6
Outer London	4.0	4.1	3.8	-	3.2	5.7
England	4.0	4.2	3.9	-	3.3	6.2
Barnet rank	55	20	27	-	19	12

3.2. Absence: Secondary

Overall absence in secondary schools is ranked in the top 10% of local authorities (LAs) nationally.

Total absence from Secondary Schools - authorised and unauthorised (autumn and spring terms only)						
	2017	2018	2019	2020	2021	2022
Barnet	4.6	4.5	4.3	-	3.6	6.6
Outer London	4.8	4.9	4.7	-	4.1	7.1
England	5.2	5.4	5.2	-	4.6	8.6
Barnet rank	18	8	8	-	7	10

4. Early Years Foundation Stage

The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

Children achieving a good level of development are those achieving at least the expected level within the following areas of learning: communication and language; physical development; personal, social and emotional development; literacy; and mathematics.

Foundation stage profile results were not reported nationally in 2020 and 2021, due to disruptions caused by the COVID-19 pandemic. The 2022 results were therefore the first set of results since 2019.

4.1. EYFSP: Good Level of Development (%)

Attainment of a good level of development at the end of the Early Years Foundation Stage is in line with the national average (65%). Barnet has seen a greater drop in attainment (-9.4 pp) compared with (-6 for Barnet's statistical neighbours). Barnet's national ranking has therefore dropped to sit within the lowest 50% of LAs nationally.

Percentage of children achieving good level of development in FSP						
	2017	2018	2019	2020	2021	2022
Barnet	73.3	74	74.3	-	-	64.9
Outer London	73.2	73.8	74.5	-	-	67.9
Statistical Neighbours	72.95	73.69	74.04	-	-	68.05
England	70.7	71.5	71.8	-	-	65.2
Barnet rank	39	35	33	-	-	83

4.2. EYFSP: Good Level of Development (%) - FSM Pupils (Non-FSM in brackets)

Attainment of a good level of development for FSM pupils in 2022 is above England's FSM pupil's attainment (49%) but remains below Outer London and Barnet's statistical neighbours (55% and 54%). There remains a large gap between Barnet's FSM pupils and the national attainment for non-FSM pupils at EYFSP (52% vs 69%, a gap of -17 pp). This gap is wider than it was in 2019 (-11pp).

Barnet's national rank for FSM pupils, however, is significantly above the national rank for non-FSM pupils (ranked 40th compared to ranked 104th).

Percentage of children achieving good level of development in EYFSP - by FSM status							
		2017	2018	2019	2020	2021	2022
Barnet	FSM	62	63	63	-	-	52
Outer London	FSM	63	63	63	-	-	55
Statistical Neighbours	FSM	61	61	60	-	-	54
England	FSM	56	57	57	-	-	49
Barnet rank	FSM	20	27	22	-	-	40
Barnet	Not FSM	75	76	76	-	-	67
Outer London	Not FSM	75	75	76	-	-	70
Statistical Neighbours	Not FSM	75	75	76	-	-	70
England	Not FSM	73	74	74	-	-	69
Barnet rank	Not FSM	-	-	-	-	-	104

5. Year 1 Phonics

The Phonics screening check is a statutory assessment for all pupils in year 1 (typically aged 6) to check whether they have reached the expected standard in phonic decoding. All state-funded schools with a year 1 cohort must administer the check. Those pupils who did not meet the standard in year 1 or who were not tested, must be re-checked at the end of year 2 (typically aged 7).

5.1. Phonics: Year 1 Phonics (% Working at)

Barnet's attainment in Phonics is above the national average, but slightly below the Outer London and statistical neighbours average in 2022. Barnet's attainment since the pandemic has dropped from the top 10% of LAs (in 2019) to rank 40.

% of pupils achieving expected level in Phonics decoding - all pupils										
	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Barnet	72	76	80	81	85	86	86	-	-	77
Outer London	72	77	79	83	84	85	84	-	-	78
Statistical Neighbours	71	76.9	78.4	82.4	83.5	85.4	84.2	-	-	79.2
England	69	74	77	81	81	82	82	-	-	75
Barnet rank	-	-	-	-	10	9	4	-	-	40

5.2. Phonics: Year 1 Phonics (% Working at) - FSM Pupils

Similar to the pattern for all pupils, Barnet's attainment in Phonics for FSM pupils is above the National average, but below the Outer London and Statistical Neighbour Averages in 2022. Barnet's rank has also dropped from the top 10% of LAs (ranked 15th) in 2019 to ranked 49th in 2022.

% of pupils achieving expected level in Phonics decoding - FSM										
	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Barnet	61	66	68	72	76	79	76	-	-	64
Outer London	61	66	69	73	74	75	75	-	-	68
Statistical Neighbours	57.3	64.7	67.3	70.3	71.8	74.7	72.7	-	-	66.4
England	56	61	65	69	68	70	70	-	-	62
Barnet rank	-	-	-	-	12	7	15	-	-	49

6. Key Stage 1

Children are assessed at the end of KS1. They are judged as to whether they have reached the expected standard (EXS) in Reading, Writing, Mathematics and Science and the higher standard (greater depth, GDS) in Reading, Writing and Mathematics.

6.1. KS1: Attainment – All Pupils

Attainment at the expected standard is above the national average in all subjects, but is generally 1-2pp below the London average (with the exception of Science, where Barnet performs above the London average).

Barnet's national ranking is in the top 20% of LAs for writing (EXS+[2]) and Writing (GDS), Maths (GDS) and Science (EXS+). The relative lowest attainment in Barnet in 2022 was in Reading (ranked 51st). No subject / threshold attainment outcome was in the lowest 50% of LAs.

---

[2] EXS+ means attainment the expected standard or greater depth

Key Stage 1 Results		Reading EXS+	Reading GDS	Writing EXS+	Writing GDS	Maths EXS+	Maths GDS	Science EXS+
Barnet	2019	79	27	74	16	80	24	85
London	2019	77	28	73	18	79	25	83
National	2019	75	25	69	15	76	22	82
Barnet rank	2019	11	37	10	42	6	33	24
Barnet	2022	68	20	61	10	70	18	80
London	2022	70	22	63	12	71	20	78
National	2022	67	18	58	8	68	15	77
Barnet rank	2022	51	39	30	29	36	30	23

6.2. KS1: Attainment – FSM Pupils (Expected Standard) – Non-FSM Pupils in Brackets

Compared to other LAs, the ranking for the attainment of Barnet's FSM pupils is better than the attainment of Barnet's non-FSM pupils. The national ranking for Barnet's FSM pupils in all subjects / thresholds is higher than for Barnet's non-FSM pupils.

Barnet's FSM pupils perform in the top 10% of LAs in Science (EXS+) and in the top 20% of LAs for Reading (EXS+), Writing (EXS+, GDS), Maths (EXS+, GDS). Reading GDS is the only subject where Barnet's national ranking for FSM pupils falls outside the top 20% of LAs (ranked 38).

There remains a gap[3] in attainment between FSM pupils and non-FSM pupils, however. Barnet's FSM pupils perform below their national, non-FSM pupils in all subjects. This gap is narrowest in Writing (GDS, -5pp), and is largest in Maths (EXS+, -18pp) and Reading (EXS+, -17pp).

Key Stage 1 Results: 2022								
	Pupil group	Reading EXS+	Reading GDS	Writing EXS+	Writing GDS	Maths EXS+	Maths GDS	Science EXS+
Barnet	FSM	55	9	47	5	55	8	69
London	FSM	59	12	50	6	59	10	68
National	FSM	51	8	41	3	52	7	63
Barnet rank	FSM	30	38	24	16	32	30	12
Barnet	Not FSM	72	23	64	11	73	20	83
London	Not FSM	74	25	67	14	75	23	81
National	Not FSM	72	21	63	10	73	18	82
Barnet rank	Not FSM	69	39	54	37	65	35	44
Barnet	FSM gap	-17	-12	-16	-5	-18	-10	-13
National	FSM gap	-21	-13	-22	-7	-21	-11	-19

---

[3] The FSM gap shown in the table relates to the gap between Barnet's FSM performance compared to the national 'other' / non FSM group; and the national FSM performance compared to the national 'other / non FSM group

7. Key Stage 2

Key stage 2 assessments are reported as pupils judged to have reached the expected standard if they have scored a scaled score of 100 or above. A pupil's scaled score is based on their raw score. The raw score is the total number of marks a pupil scores in a test, based on the number of questions they answered correctly.[4]

The 'progress' scores aim to capture the progress that pupils make from the end of key stage 1 to the end of primary school. Any amount of progress a pupil makes contributes towards a school's progress score. Progress scores are calculated for each of reading, writing and mathematics. They are not combined. They are a type of value-added measure, which means that pupils' results are compared to the actual achievements of other pupils nationally with similar prior attainment.

7.1. KS2: Attainment of the expected standard – All Pupils

In 2022, attainment of the expected standard across RWM (combined), Reading, Maths and Grammar, Punctuation and Spelling (GPS) was in the top 10% of LAs nationally. Barnet's national ranking dropped the most in RWM from 8th to 13th, but attainment remains very strong.

Writing attainment was just outside the top 10% of LAs (ranked 16th) and in line with London average. There has been national recognition that due to the implementation of the new Interim Teacher Assessment frameworks, used for the first time in 2016, there is variability both in how schools interpreted the demands of the interim framework, and the way in which different LAs approached moderation.

Key stage 2 results: attaining the expected standard or above (EXS+)							
		RWM EXS+	Reading EXS+	GPS EXS+	Maths EXS+	Writing EXS+	Science EXS+
Barnet	2019	73	80	85	86	82	87
London	2019	71	78	84	83	82	86
National	2019	65	74	79	79	79	83
Barnet rank	2019	8	7	10	5	21	9
Barnet	2022	67	81	81	81	75	84
London	2022	66	79	79	78	75	82
National	2022	59	75	73	72	70	79
Barnet rank	2022	13	8	9	6	16	9

7.2. KS2: Attainment of the high standard – All Pupils

Attainment of the high standard in Reading, maths and GPS was in the top 10% of LAs nationally and above the national and London averages. Attainment of the high standard in RWM combined was in the top 20%. Writing was just below the top 20% (ranked 38th nationally) with Barnet's % GDS above the national average but below the London average.

---

[4] https://www.gov.uk/guidance/scaled-scores-at-key-stage-2#what-is-a-scaled-score

Key stage 2 results: attaining the high standard or greater depth (GDS)						
		RWM GDS	Reading GDS	GPS GDS	Maths GDS	Writing GDS
Barnet	2019	15	35	47	37	22
London	2019	14	31	45	34	24
National	2019	11	27	36	27	20
Barnet rank	2019	11	6	12	8	47
Barnet	2022	10	37	40	33	15
London	2022	11	33	38	30	17
National	2022	7	28	28	23	13
Barnet rank	2022	23	6	10	7	38

7.3. KS2: Average Scaled Score (SS)

The average scaled score is calculated as the mean scaled score of all pupils awarded a scaled score. Pupils who did not take the test or took the test but did not receive a scaled score are excluded.

The 'expected' standard is equal to a scaled score of 100. The average scaled score of pupils in Barnet is in the top 10% of LAs nationally in all subjects, and the national ranking for this increased in Reading and GPS (to ranked 2nd and 4th), while remaining fairly stable in Maths (ranked 5th to ranked 6th).

Key stage 2 results: average scaled score				
		Reading SS	GPS SS	Maths SS
Barnet	2019	106	109	107
London	2019	105	108	106
National	2019	104	106	105
Barnet rank	2019	6	6	5
Barnet	2022	107	108	106
London	2022	106	107	105
National	2022	105	105	104
Barnet rank	2022	2	4	6

7.4. KS2: Average Progress Score

Progress scores are presented as positive or negative numbers either side of zero. A score of zero means that pupils in a school (or group) made the same progress as those with similar prior attainment nationally; a positive score means that they made more progress than those with similar prior attainment; a negative score means they made less progress than pupils with similar starting points nationally.

The average progress made by all pupils across Barnet was above the national and London averages in maths and reading (top 10% of LAs), and above the national average in Writing (top 20% of LAs). Although Writing progress in 2022 was less than the London average (+0.8 compared to +0.9 in London), Barnet significantly closed the gap in progress from the 2019 year, increasing its ranking from 44th to 26th.

Key stage 2 results: average progress score		Reading Progress	Writing Progress	Maths Progress
Barnet	2019	1.80	0.62	2.00
London	2019	0.85	0.77	1.20
National	2019	0.03	0.03	0.03
Barnet rank	2019	5	44	4
Barnet	2022	1.47	0.78	1.89
London	2022	0.75	0.89	1.16
National	2022	0.04	0.05	0.04
Barnet rank	2022	6	26	7

7.5. KS2: Attainment of the Expected Standard – Disadvantaged Pupils[5]

The attainment (EXS+) of disadvantaged pupils (those eligible for free school meals at any point in the past 6 years and/or children looked after) is in the top 10% of LAs for all subjects. The target is for Barnet to be within the top 10% of local authorities nationally (i.e. 15th or above) for Reading, Writing and Mathematics combined. Barnet is ranked 10th, well within the top 10% of Local Authorities in the country.

Barnet's disadvantaged pupils outperform London's disadvantaged pupils in all subjects except for Writing (EXS+). Relative to other LAs, Barnet's disadvantaged pupils outperform Barnet's non-disadvantaged pupils in all subjects except for Reading Maths EXS+.

Key stage 2 results: attaining the expected standard or above (EXS+), by Disadvantaged		RWM EXS+	Reading EXS+	GPS EXS+	Maths EXS+	Writing EXS+	Science EXS+
Barnet	Disadvantaged	55	73	70	69	64	74
London	Disadvantaged	53	70	68	66	64	73
National	Disadvantaged	43	63	59	56	55	66
Barnet rank	Disadvantaged	10	10	11	10	15	12
Barnet	Not disadvantaged	73	85	85	86	79	88
London	Not disadvantaged	72	83	84	84	80	87
National	Not disadvantaged	66	80	79	78	76	85
Barnet rank	Not disadvantaged	18	12	13	7	31	14

Barnet	Disadvantaged gap	-11	-7	-9	-9	-12	-11
National	Disadvantaged gap	-23	-17	-20	-22	-21	-19

7.6. KS2: Progress scores for Disadvantaged pupils[6]

Barnet is in the top 10% of local authorities for the progress both disadvantaged and non-disadvantaged pupils make in both Reading and Maths. In Writing, the progress of disadvantaged pupils is in the top 20% of LAs, whereas the progress of non-disadvantaged pupils is just below the top 20% (ranked 36th).

---

[5] The disadvantaged gap shown in the table relates to the gap between Barnet's disadvantaged performance compared to the national non-disadvantaged group; and the national disadvantaged performance compared to the national non-disadvantaged
[6] The disadvantaged gap shown in the table relates to the gap between Barnet's disadvantaged performance compared to the national non-disadvantaged group; and the national disadvantaged performance compared to the national non-disadvantaged

Key stage 2 results: average progress score, by disadvantaged		Reading Progress	Writing Progress	Maths Progress
Barnet	Disadvantaged	0.77	0.24	0.72
London	Disadvantaged	0.02	0.28	-0.13
National	Disadvantaged	-0.83	-0.76	-1.15
Barnet rank	Disadvantaged	8	22	8
Barnet	Not disadvantaged	1.77	1.02	2.40
London	Not disadvantaged	1.11	1.20	1.81
National	Not disadvantaged	0.41	0.39	0.54
Barnet rank	Not disadvantaged	6	36	6

		Reading	Writing	Maths
Barnet	Disadvantaged gap	0.37	-0.15	0.18
National	Disadvantaged gap	-1.24	-1.15	-1.69

7.7. KS2: Attainment of the Expected Standard – by Ethnicity

The table below shows the percentage of pupils reaching the expected standard, and the high standard in Reading, Writing and Mathematics combined, by ethnicity; alongside the average progress score for each subject.

White pupils in Barnet generally perform highest across the board, when compared to the performance of the same ethnic group in other LAs (i.e. the national ranking is generally highest). Asian pupils tend to perform the highest and have the highest rates of progress between key stages.

The proportion of Black pupils who attain the expected standard or above in RWM is in line with the national average (ranked 60th). The proportion of Any Other Ethnic Group pupils attaining EXS+ or GDS standard in RWM is ranked 46th and 64th nationally.

Black and Any other Ethnic Group pupils make less progress than other Black / Any other ethnic group pupils do nationally (ranked 88th and 96th).

Key Stage 2 Attainment and Progress, by Ethnic group		RWM EXS+	RWM GDS	Reading Progress	Writing Progress	Maths Progress
Any other ethnic group	Barnet	60	7	1.49	0.99	2.85
	National	57	7	0.90	1.22	2.18
	Barnet rank	46	64	51	96	55
Asian	Barnet	76	21	1.53	1.50	3.65
	National	67	10	0.93	1.07	2.17
	Barnet rank	20	8	37	64	25
Black	Barnet	60	9	1.13	0.55	0.30
	National	60	7	0.46	0.57	0.05
	Barnet rank	60	34	44	88	64
Mixed	Barnet	71	11	1.46	0.85	1.04
	National	61	9	0.42	0.32	-0.04
	Barnet rank	9	29	13	45	17
Unclassified	Barnet	59	5	1.42	0.35	2.08
	National	48	6	-0.10	-0.27	-0.31
	Barnet rank	19	62	25	48	15
White	Barnet	68	8	1.52	0.60	1.71
	National	58	7	-0.18	-0.19	-0.33
	Barnet rank	11	31	7	29	10

7.8. KS2: Attainment of the expected standard – SEN (Special Educational Needs) in Reading, Writing and Mathematics

SEN pupils are categorised as 'SEN with an Education, Health and Care Plan' (EHCP) or 'SEN Support'.

Overall, SEN pupils in Barnet attain very well, ranked 16th and 5th for RWM (EXS+ and GDS respectively). Progress is particularly strong for Reading and Maths (15th and 13th), and within the top 10% of LAs nationally. Progress in Writing is within the top 20% of LAs for SEN pupils (ranked 29th).

Despite SEN pupils making less progress than their non-SEN counterparts, the progress of SEN pupils overall, and for EHCP and SEN Support pupils individually, is above the progress that the same groups make nationally in every KS2 subject.

Key Stage 2 Attainment and Progress, by SEND			RWM EXS+	RWM GDS	Reading Progress	Writing Progress	Maths Progress
All SEN	Barnet		26	2	-0.42	-1.09	0.05
	National		18	1	-1.88	-2.10	-1.54
	Barnet rank		16	5	15	29	13
EHC plan	Barnet		10	0	-3.03	-2.67	-1.89
	National		7	0	-4.49	-4.11	-3.88
	Barnet rank		21	55	27	32	18
No SEN	Barnet		76	12	1.88	1.20	2.30
	National		69	9	0.51	0.58	0.43
	Barnet rank		17	24	6	33	7
SEN support	Barnet		31	2	0.42	-0.57	0.67
	National		21	1	-1.17	-1.55	-0.91
	Barnet rank		16	12	11	28	12
SEN unclassified	Barnet		57	7	3.43	0.89	3.59
	National		24	2	-2.58	-3.31	-3.95
	Barnet rank		4	15	11	22	8

8. Key Stage 4

A new secondary school accountability system was implemented for English and Maths in 2017 with the movement away from A* to C grades to a numbered 9-4 standard with 4 being a higher standard than the previous C grade. 4 is regarded as a "pass", with 5 a "good pass." In 2018 this was rolled out to the vast majority of other GCSE subjects. The 2019 headline accountability measures for schools are: Attainment 8, Progress 8, attainment in English and Maths (9-5), and English Baccalaureate (EBacc) achievement (including English and Maths 9-5) and EBacc Average Point Score (APS).

8.1. KS4: Average Attainment 8 Score

Barnet's Attainment 8 ranking has remained in the top 3 LAs nationally between 2021 and 2022.

Key stage 4: Attainment 8				
	2019	2020	2021	2022
Barnet	57.1	60.1	60.8	58.1
London	49.7	53.2	54.1	52.7
National	46.8	50.2	50.9	48.9
Barnet rank	2	2	3	3

8.2. KS4: Average Progress 8 Score

The average Progress 8 score has dropped slightly from 2nd in 2019 to 7th in 2022, but KS4 progress 8 remains significantly above the progress made by pupils across England and within London.

Key stage 4: Progress 8				
	2019	2020	2021	2022
Barnet	0.57	-	-	0.49
London	0.22	-	-	0.23
National	-0.03	-	-	-0.03
Barnet rank	2	-	-	7

8.3. KS4: 4-9 in English and Maths

The proportion of pupils who attained a 4 or above in English and Maths is in the top 5% of LAs nationally (ranked 7th). This is a slight decrease from 2021, but attainment remains above the London and national average.

Key stage 4: English and maths 9-4				
	2019	2020	2021	2022
Barnet	78.8	83.1	84	80.5
London	68.7	75	75.6	74.3
National	64.9	71.2	72.2	69
Barnet rank	3	4	4	7

8.4. KS4: 5-9 in English and Maths

The proportion of pupils who attained a 5 or above in English and Maths is in the top 5% of LAs nationally (ranked 4th). This is a slight decrease from 2021, but attainment remains above the London and national average.

Key stage 4: English and Maths 9-5				
	2019	2020	2021	2022
Barnet	62.7	67.9	69.8	66.8
London	49	55.4	57.1	57.5
National	43.4	49.9	51.9	50
Barnet rank	2	2	2	4

8.5. KS4: Attainment 8, by disadvantaged status[7]

Disadvantaged pupils in Barnet have significantly higher attainment than disadvantaged pupils in London and National. The gap between Barnet's disadvantaged pupils and national non-disadvantaged pupils widened in 2022 to -6.7pp, but this gap remains significantly smaller than the national gap (-15.2pp) and the London gap (-8.4pp). London and national attainment saw the attainment gap widen slightly between 2021 and 2022.

Key stage 4: Attainment 8, by disadvantaged		2019	2020	2021	2022
Barnet	Disadvantaged	46.4	50.0	50.4	46.2
London	Disadvantaged	42.6	46.5	46.7	44.5
National	Disadvantaged	36.8	40.2	40.3	37.7
Barnet rank	Disadvantaged	5	4	4	9
Barnet	Disadvantaged all other	60.8	63.3	64.6	62.2
London	Disadvantaged all other	53.6	56.5	57.8	56.6
National	Disadvantaged all other	50.4	53.7	54.7	52.9
Barnet rank	Disadvantaged all other	2	2	2	4
Barnet	Disadvantaged gap	-4.0	-3.7	-4.3	-6.7
National	Disadvantaged gap	-13.6	-13.5	-14.4	-15.2

---

[7] The disadvantaged gap shown in the table relates to the gap between Barnet's disadvantaged performance compared to the national non-disadvantaged group; and the national disadvantaged performance compared to the national non-disadvantaged

8.6. KS4: Progress 8, by disadvantaged status[8]

Disadvantaged pupils in Barnet make less progress than their non-disadvantaged counterparts in Barnet, but they do make more progress than all pupils nationally. Barnet performs in the top 10% for progress for both disadvantaged and non-disadvantaged pupils.

Barnet's gap in progress between Barnet's disadvantaged pupils and non-disadvantaged pupils nationally (-0.08) is smaller than that for London (-0.3) and national (-0.7).

Key stage 4: Progress 8, by disadvantaged		2019	2020	2021	2022
Barnet	Disadvantaged	0.23	-	-	0.07
London	Disadvantaged	-0.07	-	-	-0.15
National	Disadvantaged	-0.45	-	-	-0.55
Barnet rank	Disadvantaged	4	-	-	7
Barnet	Disadvantaged all other	0.70	-	-	0.64
London	Disadvantaged all other	0.39	-	-	0.42
National	Disadvantaged all other	0.13	-	-	0.15
Barnet rank	Disadvantaged all other	3	-	-	6
Barnet	Disadvantaged gap	0.10	-	-	-0.08
National	Disadvantaged gap	-0.58	-	-	-0.70

8.7. KS4: Performance by Ethnicity

At secondary level in the headline measures, Asian, White and Mixed ethnic group pupils achieve very highly, generally in the top 10% of LAs nationally.

Black and Chinese pupils perform relatively less well compared to the same groups in other LAs: Black pupils perform between rank 52nd and rank 61st for attainment but are ranked 92nd for progress 8; Chinese pupils' attainment is slightly better (ranked 43rd, 51st and 48th) but progress is ranked 110th.

---

[8] The disadvantaged gap shown in the table relates to the gap between Barnet's disadvantaged performance compared to the national non-disadvantaged group; and the national disadvantaged performance compared to the national non-disadvantaged

Key stage 4: Performance by ethnic group, 2021-22		Attainment 8	5-9 E&M	4-9 E&M	Progress 8
Asian	Barnet	72.3	87.1	92.6	0.90
	National	55	62.1	77.8	0.54
	Barnet rank	3	3	8	17
Black	Barnet	49.7	51.9	70.6	0.18
	National	48.9	49.8	69.4	0.18
	Barnet rank	61	52	57	92
Chinese	Barnet	70.2	87.1	96.8	0.69
	National	66.8	81.6	90.1	0.99
	Barnet rank	43	51	48	110
Mixed	Barnet	57.9	65.2	81.0	0.32
	National	49.5	50	68.7	-0.04
	Barnet rank	7	7	9	13
Other	Barnet	52.6	59.1	71.9	0.64
	National	51	54	70.9	0.54
	Barnet rank	47	35	61	55
Unclassified	Barnet	53.1	62.7	75.5	0.18
	National	43	42.5	59.8	-0.39
	Barnet rank	19	11	19	35
White	Barnet	57.1	66.1	81.0	0.46
	National	47.9	48	67.7	-0.14
	Barnet rank	6	6	7	8

8.8. KS4: Performance by SEN

Performance in the headline KS4 measures by each SEN cohort (SEN Support, EHCP, No SEN needs) is strong for all groups.

Attainment and progress for non-SEND and EHCP pupils is in the top 10% of LAs for all key measures. Attainment and progress for SEN Support pupils is in the top 20% of pupils for all key measures, and in the top 10% for the proportion of SEN Support pupil's attainment a 5+ in English and Maths.

Key stage 4: Performance by SEN category, 2021-22		Attainment 8	5-9 E&M	4-9 E&M	Progress 8
No SEN	Barnet	61.9	73	86.7	0.63
	National	52.6	56	76.1	0.10
	Barnet rank	4	6	6	7
SEN State EHC	Barnet	21.6	14.7	23.7	-0.84
	National	14.3	7	13.5	-1.33
	Barnet rank	6	8	6	9
SEN Supp	Barnet	41.2	35.3	50.7	-0.14
	National	34.9	22.5	39.2	-0.47
	Barnet rank	16	12	21	18

9. Looked after Children

Educational achievement data for Looked After Children in the 2022 academic year is due to be published in May 2023.

10. Post-16 engagement

16-17 year olds are required to remain in education and training in England following raising the participation age legislation in 2013. Barnet has a significantly lower proportion of its CYP not in education employment of training compared to its statistical neighbours and the national average. Barnet is ranked 6th (in the top 10% nationally).

16-17 year olds that are Not in Education, Employment or Training					
	2018	2019	2020	2021	2022
Barnet	1.7	1.1	1.0	1.1	0.8
Statistical Neighbours	1.9	2.0	1.7	1.9	1.4
England	2.7	2.6	2.7	2.8	2.6
Barnet rank	-	-	-	-	6

11. Key Stage 5

A new 16-18 school and college accountability system was implemented in 2016, which included new headline accountability measures and changes to the methodology for calculating 16-18 results.

The 2016 recommendations from Professor Alison Wolf's Review of Vocational Education took effect for the first time in 16-18 performance tables in 2016 and also in the calculation of the data underpinning the relevant DfE statistical release. This means that the measures only include vocational qualifications that are on the approved list of applied general or technical level qualifications: -

- Applied general qualifications: level 3 (advanced) qualifications that provide broad study of a vocational subject area e.g. a level 3 certificate/diploma in business or applied science.
- Tech level qualifications: level 3 qualifications for students wishing to specialise in a technical occupation or occupational group e.g. a level 3 diploma in construction or bricklaying.

11.1.   KS5: 3+ A grades at GCE/Applied GCE A Level and Double Awards

The proportion of Barnet pupils who attained 3 or more A grades at A level places Barnet within the top 10% of LAs nationally, and above the national and statistical neighbour averages.

3+ A grades at GCE/Applied GCE A Level and Double Awards					
	2018	2019	2020	2021	2022
Barnet	19.6	18.1	30.9	37	30.7
Statistical Neighbours	15.2	13.6	24.7	31.5	24.0
England	12.5	12.3	22.5	28.9	22.7
Barnet rank	6	7	-	-	8

11.2.   KS5: Percentage of students achieving grades AAB or better

The proportion of Barnet pupils who attained grades AAB or higher at A level places Barnet within the top 10% of LAs nationally, and above the national and statistical neighbour averages.

Percentage of students achieving grades AAB or better at GCE A level, Applied GCE A level and Double Award A level					
	2018	2019	2020	2021	2022
Barnet	30.9	27.3	43.6	51.4	44.2
Statistical Neighbours	23.2	20.7	35.9	44.1	34.8
England	20.5	20.3	33.5	41.4	34.1
Barnet rank	6	8	-	-	9

11.3.   KS5: Percentage of students achieving grades AAB or better, two in facilitating subjects

The proportion of Barnet pupils who attained grades AAB or higher (with at least 2 in facilitating subjects) at A level places Barnet within the top 5% of LAs nationally, and above the national and statistical neighbour averages.

Percentage of students achieving grades AAB or better at A level, of which at least two are in facilitating subjects					
	2018	2019	2020	2021	2022
Barnet	24.5	23.2	33.1	38.3	32.7
Statistical Neighbours	19.5	17.8	28.4	33.8	26.2
England	15.9	15.8	24.2	28.6	23
Barnet rank	6	7	-	-	7

11.4.   KS5: Average Point Score per Entry

The average point score per entry across A levels is in the top 105% of LAs for pupils in Barnet. The average point score across the vocational qualification groups of technical qualifications or applied general qualifications is in the lowest 50% of LAs. This can largely be explained by the strong focus of nearly all Barnet secondary schools on the teaching of academic subjects at A level and the resultant strong pressure for pupils to take A level courses. In addition to this, the high quality of Barnet schools leads to a greater percentage of students following a Post 16 A Level pathway, as the schools are able to support them effectively. This in turn means there is a disproportionately low proportion of higher-attaining pupils studying for technical and general qualifications. Nonetheless, this has been agreed as a priority area by Barnet's Schools and Settings Standards Partnership Board (SSSPB) and is being reviewed on a regular basis. This greater focus has included a dedicated member of staff appointed into the Post 16 team, an audit of non-academic post 16 options and the continuation of a post 16 vocational and technical qualification prospectus which highlights alternatives to A level options across the borough.

	Best 3 A levels		A Levels		Tech Level		Applied General Studies	
	2021	2022	2021	2022	2021	2022	2021	2022
Barnet	44.8	42.0	44.4	41.7	30.0	27.8	30.7	28.7
Statistical Neighbours	42.6	39.4	42.0	38.9	32.1	30.4	32.7	31.2
England	41.4	39.0	41.6	38.8	31.8	30.6	32.8	31.9
Barnet rank	-	9	-	8	-	125	-	137

11.5.   KS5: Attainment by Age 19

The data providing information on the attainment of 19-year olds in 2022 has not been released by the DfE yet. The scheduled date for the release of this data is April 2023.

In 2021, a higher proportion of Barnet's 19 years old have achieved a level 2 qualification in English and Maths compared to the national and statistical neighbour average. A higher proportion have also achieved a level 3 qualification. This places Barnet in the top 5% of LAs nationally (ranked 5th and 4th respectively).

Achievement of a Level 2 qualification with English and Maths by the age of 19				
	2018	2019	2020	2021
Barnet	78.5	77.4	79.8	80.7
Statistical Neighbours	72.77	74.12	73.64	75.97
England	68.5	68.8	68.4	70.4
Barnet rank	-	-	-	5

Achievement of a Level 3 qualification by the age of 19				
	2018	2019	2020	2021
Barnet	73.6	71.6	74.2	76.6
Statistical Neighbours	66.18	66.08	66.86	69.47
England	57.4	57.1	57.7	59.8
Barnet rank	-	-	-	4

11.6 KS5: Attainment by Age 19, by FSM status

By the age of 19, a higher proportion of both FSM and non-FSM CYP have achieved a level 2+ qualification in English and Maths, and a Level 3 qualification, compared to the national and statistical neighbour average.

Attainment for non-FSM pupils is in the top 5% of LAs nationally, while attainment of FSM pupils is in the top 10-20% of LAs nationally (ranked 15th and 19th).

Barnet has a smaller attainment gap compared to the statistical neighbour and national gap for L2 with English and Maths (-23pp compared to -24pp and -27pp respectively). For the proportion of pupils who achieve a level 3 qualification, the gap in Barnet is wider than the statistical neighbour and national averages (-27pp compared to -23pp and -25pp respectively).

	Percentage of 19 year olds qualified to Level 2 with English and Maths eligible for		Attainment of a Level 3 qualification by the age of 19 - FSM Pupils	
	FSM	Not FSM	FSM	Not FSM
Barnet	60.9	83.6	53.1	80.1
Statistical Neighbours	54.8	78.6	48.6	72.0
England	46.8	73.9	38.2	63.0
Barnet rank	15	4	19	1

Consultation on Children's Social Care Reforms. Young Peoples version for Children and Young People's Partnership

Ambition 1: Family Help

All families and children need help sometimes. Families, neighbours and friends can usually help each other. Sometimes help might come from a teacher, doctor, nurse, or people like youth workers.

But sometimes families need more help than that. In future, these families will be supported by a new service called Family Help, so they can get the right help at the right time.

At the moment, when families need help from children's social care, they often go through lots of meetings with different people. We want to make it easier to get that help.

Children and families might also feel like the help they get is not what they need or they might feel that they have too many changes of adults working with them. We want that to change.

We plan to:

- make sure all children and families can get the right help at the right time, no matter what they need or where they come from
- make it easier for children and families to get help
- test a new way of giving help to families in up to 12 different parts of the country
- employ more adults, who do not always have to be social workers, to help children and families
- make changes to the help we give to disabled children including by reviewing how the law works
- make sure Family Help works for people who live in and come from all different places
- give better help to families that are experiencing problems linked to not having enough money

Ambition 2: Keeping children safe

All children should be kept safe from harm.

Most often parents do the job of keeping children safe. But sometimes parents have problems of their own that mean they find it hard to keep their children safe and healthy. Sometimes children are hurt by people from inside or outside their family.

In the future, social workers, nurses, doctors, police officers, teachers and lots of other people will work better together to keep children safe. They should talk to children, their parents and family members about how best to help.

Sometimes, grandparents, aunts, uncles, other family members and family friends can also help. We should do more to make sure this can happen.

Some children might need the help of a social worker with extra training and experience so they can make the best decisions about how to keep them safe.

If a child can't live with their parents because it is not safe, their social worker and the family court should speak to them and their family about where they will live.

The judge in the family court should listen to what everyone has to say. It's their job to make safe decisions for that child and their family. They should make a decision as quickly as they can.

We plan to:

- test a new way of keeping children safe in the same parts of the country that we are testing Family Help
- make sure social workers with lots of experience and training work with children and their families to keep them safe
- be clearer on how adults like teachers, doctors, nurses and the police should work together to keep children safe
- encourage adults who work in children's social care to make sure they listen more to children
- help parents and other adults close to children to understand what they need to do to keep them safe and healthy
- make changes so that children are kept safe from things that can hurt them outside of their home
- think about how teachers might have more of a role in keeping children safe, as they usually see and speak to children a lot
- improve how family courts work so that the decisions they need to make about children's lives are made quickly, and to make sure the courts work well with parents

Ambition 3: Supporting families to help children

Even with lots of help, sometimes parents are not able to keep children safe. When that happens, it is important that social workers talk to other family members about this.

This could be grandparents, aunts, uncles or other family members. It could also be family friends or other adults that children know well.

If children can't live with their parents, they should live with someone they already know, love and trust if it is possible and safe.

In children's social care we call this 'kinship care'.

If children need to live in kinship care, then their kinship carers should be given help to make that happen. That help might be money, or it could be things like help to get a child to and from school every day.

We want to give more help to children and kinship carers.

We plan to:

- tell local authorities that it is important to put family first, when it is safe
- ask local authorities to find and support family members so they can help children and parents to be safe and healthy, when they need it
- make sure children who can't live with their parents are asked if there is anyone that they already know and would want to live with
- ask local authorities to use their money differently, to help kinship carers and children
- test new ways of supporting kinship care and children with Family Network Support Packages in up to 19 different parts of the country – these packages are different types of help that local authorities can give to kinship carers, like helping them build an extra bedroom or giving them some extra money to pay for things a child needs
- offer training and help to all kinship carers in the country to help them look after children
- create a new 'kinship strategy' about how we support family members to help children, with more information about how we support children and kinship carers

Ambition 4: Make care better for children in care and care leavers

We want lots of support for children to stay with their families, but even with help for families, sometimes children need to come into care to keep them safe.

Some children in care live with foster carers and some live in a home with other children.

Sometimes, the home that children in care live in does not make them happy or keep them safe. Sometimes children in care move home too much and their home isn't close to their friends, family and school.

We need to make sure that every child in care has a safe and loving home where they are happy.

We want children to stay close to the people and places they know. This means government and local authorities need to work together to find more homes for children to live in.

We want to make sure children in care have loving people in their lives all the time. This could be brothers and sisters, other family members or friends.

We want to make sure children in care have everything they need to do well in school and learn new things. Everyone should make sure children in care are able to stay healthy and can see doctors or nurses if they need to.

If you are in care your local authority is your 'corporate parent'. This means they should act like any loving parent would and provide you with the best possible support and care.

If you are leaving care, you should continue to feel safe and loved. You should be able to stay living in your community in a safe home. You should be helped to go to university, get an apprenticeship or to get a job.

No one should ever feel ashamed or be treated differently because they are, or have been, in care. Every child in care and care leaver should be listened to – their wishes and feelings should be prioritised when making decisions about their lives.

We have 6 missions to improve all aspects of life for children in care and care leavers.

Mission 1

Social workers and other practitioners make sure children and young people can see and spend time with the people who love and matter most to them.

Mission 2

We want to have more people and organisations act like, or be, corporate parents.

Mission 3

We want to make sure there are enough good foster homes and children's homes for children to live in. We will do this by:

- increasing the number of foster homes across the whole country, so that children can stay nearer to their friends and family when they come into care
- building more children's homes in areas where there aren't enough, so children do not need to move so far from home

Mission 4

We want to make sure children in care are supported to do well in school or get good jobs, including older children aged 16 to 19 years old. We will do this by:

- creating more training and jobs for care leavers
- increasing how much money we give to care leavers who do an apprenticeship
- working with universities to support care leavers to go to university and to succeed and do well when they are at university
- offering more support in school and colleges such as working with a tutor
- giving more money to the Care Leaver Covenant which supports care leavers aged 16 to 25 with jobs

Mission 5

We will make sure more care leavers live in safe homes by:

- helping young people who leave care to stay living with their foster family or give help and support as they start to live on their own
- increasing the amount of money young people get when they leave care

Mission 6

We want to make sure adults working with children in care and care leavers know how to support them with their physical and mental health needs.

We will give people more training on this. We will make sure children in care and care leavers can see doctors or nurses more easily.

Ambition 5: Children have great social workers

Lots of children already have social workers. Social workers support children and families every day. Many children find their social worker is a big help in their life.

Some children with a social worker do not have such a good relationship with them or find their social worker changes too often so they can't get to know each other well.

We want every child who needs one to have a great social worker. They can change the lives of children and adults for the better.

We want all children who have a social worker to have a strong relationship with them. That means we want social workers to change jobs less often.

To make that happen, social workers need leaders and the government to support them more and they need to know how valued they are.

If you have a social worker, we want to make sure they spend enough time with you. We want you to feel like you can talk to them about anything and that they listen to you.

We plan to:

- increase the number of people becoming social workers
- help social workers stay working at the same place for longer – this will mean children do not have to tell their life stories lots of times
- reduce the amount of office work social workers do so they can spend more time with children and families
- give social workers more and better training
- celebrate social workers who are doing a good job so that everyone knows what an important job they do for children and families

Ambition 6: Improving the whole system for children and families

We do not think that everyone who works in children's social care always shares the same views about what it should do for children and families.

We want it to be clearer for children and families what social workers and other workers should do for them.

While we make these changes, we want to make sure we keep learning how to make the system better. We want to know we are getting it right for all children and families no matter where they live or who they live with.

This means we need to be better at understanding what is working and what is not working.

That means listening to children much more and including their views.

The government makes sure there are checks that children and families across the whole country are getting good services. They do this by having local authorities, children's homes and fostering agencies inspected.

When children and families are not getting what they need, we want those services to get better faster.

We plan to:

- create new guides for people working with children and families, and the people who are in charge of children's social care, about what they need to do for them
- listen more to children and young people
- listen more to parents, families, friends and the people that love children
- collect better information about the difference social care is making to children and families' lives
- make sure services improve more quickly when they are not good
- make sure the money given to local authorities to do their work is given fairly based on the needs of people living there

This page is intentionally left blank

Stable Homes, Built on Love:
Implementation Strategy and Consultation

On Thursday 2nd February, we published Stable Homes, Built on Love – an implementation strategy and consultation, backed by £200m additional investment.

The strategy sets out a vision to rebalance children's social care away from costly crisis intervention to more meaningful and effective early support.

It sets out actions that seek to:

- Address urgent issues facing children and families now

- Lay the foundations for whole system reform

- Set national direction for change

We will reform in phases, investing **£200m** over the next two years.

After two years we will refresh this strategy, **scaling up new approaches** we have tested and **bringing forward legislation** (subject to parliamentary time).
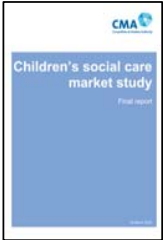
Three reviews were published last year, provided impetus and vision to transform children's social care.

The Independent Review of Children's Social Care

National Review into the murders of Arthur Labinjo-Hughes and Star Hobson

The Competition and Markets Authority study into Children's Social Care Placements

There are six pillars of reform

Pillar 1: Family Help provides the right support at the right time so that children can thrive with their families

Pillar 2: A decisive multi-agency child protection system

Pillar 3: Unlocking the potential of family networks

Pillar 4: Putting love, relationships and a stable home at the heart of being a child in care

Pillar 5: A valued, supported and highly-skilled social worker for every child who needs one

Pillar 6: A system that continuously learns and improves, and makes better use of evidence and data

Across the six pillars we are taking ambitious action over the next two years

Pillar 1: Family Help provides the right support at the right time so that children can thrive with their families
- Consult on enabling a wider range of professionals to hold cases, alongside a Knowledge and Skills statement for Family Help Workers.
- Law Commission review of disability legislation

Pillar 2: A decisive multi-agency child protection system
- Consult on new National Multi-Agency Child Protection Standards as part of 2023 update to Working Together
- Test and introduce new pathways to protect children from harms outside of the home.
- Set clearer roles and responsibilities for Safeguarding Partners and increase the role of education

Pillar 3: Unlocking the potential of family networks
- £9 million to provide training and support to kinship carers
- Commitment to National Kinship Care Strategy by end of 2023

Pillar 4: Putting love, relationships and a stable home at the heart of being a child in care
- Over £27 million for a foster care recruitment and retention programme
- Introduce a financial oversight regime and develop a programme to support children's home sector
- Over £30 million to expand Family Finding programmes including Lifelong Links.
- Strengthen and extend corporate parenting responsibilities to a wider range of public bodies

Pillar 5: A valued, supported and highly-skilled social worker for every child who needs one
- Five year Early Career Framework to support social workers at the start of their careers
- Support the recruitment of up to 500 additional child and family social work apprentices
- Consultation on National Rules on use of agency social workers

Pillar 6: A system that continuously learns and improves, and makes better use of evidence and data
- Introduce National Children's Social Care Framework, data dashboard and Practice Guides
- Long term strategy for transforming use of data by end 2023
- Improve evidence base for what works to support persistently "Requires Improvement" Authorities

---

Families First for Children Pathfinder

£45m to test key elements of Family Help, child protection and kinship reforms in up to 12 areas.
- Family help – a single intensive multi-disciplinary support service based in local communities. Supported by simplified funding arrangements.
- Child protection – Expert child protection lead practitioner role and multi-agency operating model
- Family networks – Family Group Decision Making offered as standard alongside Family Network Support packages

---

Regional Care Cooperatives Pathfinder

Work across local authorities, health justice and third sector to co-design a regional approach to providing care in two areas.

3

We are running three separate consultations as part of the strategy

Running for 14 weeks from 2nd February to 11th May

Consultation	Aims	Ways of engaging	Next steps
Stable Homes, Built on Love	**A consultation on the contents of the strategy.** We are consulting on: • support and protection for children and families • support for kinship carers, and wider family networks • reforms to the experience of being in care, including corporate parenting • support for the workforce • delivery and system reform	▪ Online consultation page ▪ A range of open events for members of the public (webinars) ▪ Targeted events for key stakeholders ▪ A range of in-person regional events/roadshows to help bolster a country-wide response to the plans.	Government response September 2023
Children's Social Care National Framework for and Dashboard	**A consultation inviting views on the National Framework.** Specifically looking at: • the outcomes for children's social care set out in the National Framework • the indicators in the data Dashboard	▪ Online consultation page ▪ General events covering all NF content, organised by audience and location ▪ Roundtables organised by experience and expertise ▪ Utilising existing stakeholder engagement opportunities	Government response September 2023 Issue the National Framework as statutory guidance by the end of the year
Agency social workers	**A consultation inviting views on a set of national rules on the engagement of agency social work resource, in order to provide more stable relationships for children and families and reduce cost.** Specifically looking at: • price caps on what local authorities may pay for an agency social worker • Post-qualified experience needed for an agency assignment • Use of project teams • References, notice periods, and movement between agency and substantive roles • Collection and sharing of pay and agency data • Adherence of procurement routes with the national rules	▪ Online consultation page ▪ Communicating the consultation widely via sector networks ▪ Targeted events led by the policy team and focused on the agency consultation proposals that are detailed and technical	Government response September 2023 Publish national rules for agency use September 2023. Subject to consultation views, national rules in place Spring 2024.

Key milestones in phase one of our reform programme

Latest point this Parliament could end (17 December 2024)

End of this Spending Review period (March 2025)

		2023	2024	2025
Addressing urgent issues	Increasing the recruitment and retention of foster carers	North East hub established to support prospective foster carers (summer 2023) ◇	North East fostering recruitment marketing launch (autumn 2023) ◇; Regions for wider roll out selected (autumn 2023) ◇	Support offer and marketing campaigns launch in new areas (summer 2024) ◇	
	Improving the training and support offer to kinship carers		Delivery partner contract awarded (autumn 2023) ◇	Delivery commences (spring 2024) ◇	
	Improving access to family finding	Launch bidding round for new funding (spring 2023) ◇ Award funding (summer 2023) ◇			
	Uplifting the leaving care allowance	Increased the allowance available to £3,000 (April 2023) ◇			
	Addressing the use of agency social workers		Publish national rules for agency use (September 2023) ◇	National rules in place (spring 2024) ◇	
Setting national direction	Implementation Strategy	Consultation begins (February 2023) ◇	Government response (September 2023) ◇		
	Children's Social Care National Framework and Dashboard	Consultation begins (February 2023) ◇	Government response (September 2023) ◇ Issue National Framework as statutory guidance (by the end of 2023) ◇		
	Social worker workforce: proposed reforms to the agency market	Consultation begins (February 2023) ◇	Government response (September 2023) ◇		
	Working Together Statutory Guidance	Consultation begins (planned to launch in spring 2023) ◇	Issue updated guidance (by the end of 2023) ◇	Start annual updates of Working Together (2024)	
	Information Sharing Guidance	Consultation begins (planned to launch in spring 2023) ◇	Issue updated guidance (by the end of 2023) ◇		
	Social worker workforce: Early Career Framework		Consultation, as necessary, from autumn 2023 ◇		
	Proposals for legislative reform		Consultation, as necessary, in autumn 2023 ◇		
	Practice Guides for leaders and practitioners		Develop and design Practice Guides (2023/24)	Disseminate Practice Guides (2024/25)	
	Key publications and reports	Report to Parliament on information sharing and Consistent Child Identifier (summer 2023) ◇	Data Strategy (by the end of 2023) ◇ National Kinship Care Strategy (by the end of 2023) ◇	Knowledge and Skills Statement for Family Help Workers (summer 2024) ◇	
Laying the groundwork for future reforms	The Families First for Children Pathfinder		Wave 1 begins (September 2023) ◇	Wave 2 (2024) ◇	
	Family Networks pilot		Wave 1 begins (from summer 2023) ◇	Wave 2 (2024) ◇	
	Regional Care Cooperatives			Pathfinders (spring 2024) ◇	
	Early Career Framework	Early adopter launch (spring 2023) ◇			

67

The key documents and consultations

Stable Homes Built on Love: Implementation Strategy and Consultation

Strategy: Children's social care: Stable Homes, Built on Love - GOV.UK (www.gov.uk)

Online consultation page: Children's social care strategy: Stable Homes, Built on Love - Department for Education - Citizen Space

Children's Social Care National Framework and Dashboard Consultation

Online consultation page: Children's Social Care National Framework and Dashboard - Department for Education - Citizen Space

Agency Social Worker Consultation

Online consultation page: Child and Family Social Worker Workforce - Department for Education - Citizen Space

Department
for Education

This page is intentionally left blank

Putting the Community First

BARNET
LONDON BOROUGH

London Borough of Barnet

Barnet Children's Partnership Board

Forward Work Programme

2022 / 2023

Contact: Emma Powley (Governance) emma.powley@barnet.gov.uk

www.barnet.gov.uk

Subject	Decision requested	Report Of	Contributing Officer(s)
9 November 2022			
Business items			
Education Strategies (Schools and Settings Improvement Strategy and SEND and Inclusion Strategy plus an update on the Special Educational Places Plan).	The Board to receive an update report.	Chief Executive and Director of Education and Learning (Neil Marlow)	
My Say Matters	The Board to receive verbal input from young people.		Practice & Learning Manager (Liz Shaw)
Young People's Perception Survey - Focus Groups Feedback	The Board to receive an update report.	Consultation & research Manager (Rosie Evangelou)	
NCL Start Well Programme for Children and Young People	The Board to receive an update report.		Start Well Programme Director (Anna Stewart)
Life Chances Strategy	The Board to receive an update report.	Assistant Director Education, Strategy and Partnerships (Ben Thomas)	Policy, Strategy and Commissioning Advisor (Lee Robinson)
Reference items			
List of abbreviations	The Board to note the list	Chair of the BCP Board	Governance Officer
Forward Work Programme	The Board to note the Programme	Chair of the BCP Board	Governance Officer
2 March 2023			
Business items			
My Say Matters	The Board to receive verbal input from young people.		Practice & Learning Manager (Liz Shaw)

Subject	Decision requested	Report Of	Contributing Officer(s)
Children & Early Family Help Strategy	The Board to receive an update report.	Tina McElligott	
Mental Health Review	The Board to receive an update report.	Interim Director of Aligned Commissioning, ICB (Dan Morgan)	
Draft Children and Young People's Plan	The Board to receive the draft plan	Lee Robinson	
Carers and Young Carers Strategy	The Board to receive an update report.	Karen Pearson	Soriyah Carnegie
Reference items			
List of abbreviations	The Board to note the list	Chair of the BCP Board	Governance Officer
Forward Work Programme	The Board to note the Programme	Chair of the BCP Board	Governance Officer
27 April 2023			
Business items			
My Say Matters	The Board to receive verbal input from young people.		Practice & Learning Manager (Liz Shaw)
Educational Standards Report	The Board to receive an update report.	Chief Executive and Director of Education and Learning (Neil Marlow)	
Adolescents At Risk strategy	The Board to note the strategy	Tina McElligott	
Autism & Race Culture	The Board to receive the report	Chair of the BCP Board	
Stable Homes- Built on Love	The Board to receive an update report.	Chair of the BCP Board	
Reference items			
List of abbreviations	The Board to note the list	Chair of the BCP Board	Governance Officer

Subject	Decision requested	Report Of	Contributing Officer(s)
Forward Work Programme	The Board to note the Programme	Chair of the BCP Board	Governance Officer

Action Tracker

Meeting	Item	Description	Status
8 February 2022	Barnet Fit & Active Framework	Executive Director Adults and Health to speak to the representatives of the Pupil Referral Unit and how they provide support.	
8 February 2022	Barnet Fit & Active Framework	Executive Director Adults and Health to provide data analysis for use of Leisure Centres by young people to the Assistant Director Education, Strategy and Partnerships.	
8 February 2022	Draft 2022/23 BSCP Business Plan	Barnet Safeguarding Children's Partnership Manager to liaise with the Commissioning Strategy & Policy Advisor to look at how the Barnet Safeguarding Plan would incorporate the Barnet Children's Partnership Boards plan.	
13 July 2022	My Say Matters	Assistant Director Commissioning to look at how the Children's Mental Health and Wellbeing Partnership Board engages with young people.	
13 July 2022	My Say Matters	Practice Standards Manager to put out Instagram post after meeting.	
13 July 2022	Sustainability	Information on the scheme to be circulated to Directors briefings for schools and to the Participation Officer for young people.	
13 July 2022	Sustainability	Report on engagement to come to a future meeting.	

13 July 2022	Young People's Perception Survey	Feedback from Focus Groups run as a result of the Young People's Perception Survey 2021/22 to be given at a future meeting.	9 November 2022 agenda item.

Acronym	Long title	Description
AVA		
BACE	Barnet Active, Creative Engaging	The council have worked with the Young Barnet Foundation to provide the Barnet Active, Creative Engaging (BACE) holidaying scheme which is DfE funded for all free school meal children and vulnerable children to access fun activities with a hot meal, activities include learning about healthy eating and exercise.
BCU	Borough Command Unit (Check)	Policing
BEA	Barnet Equalities Allies	
BECC	Borough Emergency Control Centre	
BEHMHT	Barnet Enfield and Haringey Mental Health Trust	
BELS	Barnet Education & Learning Service	Barnet Education & Learning Service (BELS) is a local authority controlled company which is responsible for providing the Council's Education & Skills service to Barnet schools.
BING	Barnet Inclusive Next Generation	Barnet Inclusive Next Generation (formerly Barnet Development Team Youth) is our SEND Youth Voice Forum.
BOOST	Burnt Oak Opportunity Support Team	Multiagency team with staff from Jobcentre Plus, Barnet Homes, Councils Benefit Service, Education and Skills Team. We are an employment, benefit advice, skills and wellbeing project helping Barnet residents.
BPSI	Barnet Partnership for School Improvement	BPSI is a school improvement traded service to pool funding for training, consultancy and support.
BSPP	Barnet Suicide Prevention Partnership	
BYOD	Bring Your Own Device	Use of personal devices for limited business use.
CAMHS	Children and Adolescent Mental Health Services	
CAW	Case Assistant Worker	Used in a health and wellbeing context.
CDOP	Child Death Overview Panels	Used in a health and wellbeing context.
CEAM	Child exploitation and missing tool	Used in a health and wellbeing context.
CESC	Children, Education & Safeguarding Committee	Barnet Committee
CETR	Care, Education and Treatment Reviews	Used in a health and wellbeing context.
CIL	Community Infrastructure Levy	Planning obligation to raise funds for local infrastructure. Also see S106
CSC		
CWFS	Covid Winter Fund Scheme	
CWP	Children's Wellbeing Practitioners	Used in a health and wellbeing context.
CYP	Children & Young People	
CYPP	Children & Young People's Plan	
DCT	Disabled Children's Team	Used in a health and wellbeing context.
DPR	Delegated Powers Report	Report on a decision made at Officer level.
EHCPS	Education, Health and Care Plans	Used for children with specific needs.
FPC	Financial Performance and Contracts Committee	Barnet Committee

Acronym	Long title	Description
HEP	Health Education Partnership	
HEYL	Healthy Early Years London award programme	Healthy Early Years London (HEYL) is an awards scheme funded by the Mayor of London which supports and recognises achievements in child health, wellbeing and development in early years settings.
HOSC	Health Overview & Scrutiny Committee	(Pronounced Hosk)
HSL	Healthy Schools London award programme	Taking part in Healthy Schools London (HSL), and working successfully through the tiered awards, will enable schools to directly support the health and wellbeing of their pupils and staff.
ICP	(Borough Based) Integrated Care Partnerships	Health reference to joined up services.
ICS	Integrated Care System	Health reference to joined up services delivered by an ICP.
IRIS	Identification and Referral to Improve Safety	
MARAC	Multi Agency Risk Assessment Conference	
MASH	Multi-Agency Safeguarding Hub	
MHFA	Mental Health First Aiders	
MHST	Mental Health Support Teams	
MOPAC	Mayors Office for Policing and Crime	
NCIL	Neighbourhood Community Infrastructure Levy	Planning obligation to raise funds for local infrastructure. Also see S106
NEET	Not in Education, Employment and Training	
NRPF	No Recourse to Public Funds	Asylum/refuge status
P&R	Policy & Resources Committee	Barnet Committee
PRU	Pupil Referral Unit	Specialist educational support unit supporting schools with pupils with additional needs.
PVIs		
RON	Risk of NEET	Educational at risk group.
RRR	Recovery, Reset and Renaissance Project	Recovery, Reset and Renaissance (RRR) Project - part of schools related COVID-19 recovery.
S106	Section 106	Legal agreement for planning obligations in a local area (also see CIL)
SARG	Safeguarding Adolescents at Risk Group	Used in a health and wellbeing context.
SCAN	Service for children and adolescents with neurodevelopmental difficulties	Used in a health and wellbeing context.
SEF	Self-Evaluation	"The Local Area Special Educational Needs and Disabilities (SEND inspection and Self-Evaluation (SEF)" Educational reference.
SEMH	Social, Emotional and Mental Health	Education related.
SENCO	Special Educational Needs Coordinator	Used in a health and wellbeing context.
SEND	Special Educational Needs & Disability	School and educational terms for those with additional support requirements
SEND	Special Educational Needs and Therapy	Used in a health and wellbeing context.
SFSC		
SMI		Health reference
STP	Sustainability and Transformation Plan	Health reference

Acronym	Long title	Description
UASC	Unaccompanied Asylum-Seeking Children and Young People	
UASC	Unaccompanied Asylum-Seeking Children and Young People	Used in a health and wellbeing context.
VARP	Vulnerable Adolescents at Risk Panel	Used in a health and wellbeing context.
VAWG	Violence Against Women and Girls	Used in a health and wellbeing context.
YOT	Youth Offending Team	Used in a health and wellbeing context.

This page is intentionally left blank