MEETING
BARNET CHILDREN'S TRUST BOARD
DATE AND TIME
THURSDAY 27TH JUNE, 2013
AT 2.00 PM
VENUE
HENDON TOWN HALL

Children's Trust Board Priorities

Ensuring the Safety of all Barnet's Children

Narrowing the Gap for Children at Risk of Not Achieving their Potential

Preventing Ill Health and Unhealthy Lifestyles

Governance Service contact: Lawnetta Greaves Children's Service 020 8359 2000

GOVERNANCE SERVICE

ORDER OF BUSINESS

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AGENDA ITEM 2

BARNET CHILDREN'S TRUST BOARD
MINUTES OF MEETING HELD ON 14 MARCH 2013 AT TOWN HALL, THE BURROUGHS, HENDON, LONDON NW4 4BG

PRESENT:

Cllr Andrew Harper (Chairman)	Cabinet Member for Education, Children and Families, LBB
Cllr Helena Hart	Cabinet Member for Public Health
Kate Kennally	Director for People and Interim Director of Children's Services
Chief Superintendent Steven Clarke	Metropolitan Police
Julie Pal	CommUnity Barnet
David Byrne	Barnet and Southgate College
Angela Trigg	London Academy
Claire Stephens	Clinical Commissioning Group
Howard Ford	Children's Commissioning Manager
Andrew Howe	Director of Public Health
Donna Thornley	Family Nurse Partnership

OFFICERS PRESENT:

Sharon Scott	Interim Assistant Director, Partnerships and Transformation
Heather Storey	Strategy and Projects Team, Children's Service
Tim Beach	Chair of Barnet Safeguarding Children Board
Jay Mercer	Deputy Director of Children's Service

APOLOGIES- Jack Newton (Grasvenor Avenue Infant School), John Morton (CCG), Janet Matthewson (Community Barnet), Jenny Gridley (Oakleigh Special School).

1. **WELCOME AND INTRODUCTIONS**

Councillor Harper welcomed members of the Board and thanked them for their attendance.

2. **MINUTES OF THE LAST MEETING**

The minutes of the Board held on 6 December 2012 were agreed as a correct record of the meeting.

3. **BARNET CHILDREN AND YOUNG PEOPLE PLAN 2013-2016**

The Board considered the final draft of the new Children and Young People Plan (CYPP) and an overview was given by Kate Kennally. Emphasis was placed on the fact that this is a partnership plan that should be a true reflection of the partnership. The structure of the plan is based around the

child's journey and identifies clear priorities and objectives with performance indicators, which should capture all issues pertinent to the work of this board.
The board explored the issue of youth violence; and was informed of some worrying news in relation to this matter. It was considered whether violence amongst youths was sufficiently captured in this plan. The board's attention was drawn to the title headings in the plan of 'Early Intervention and Prevention and Keeping Children' and 'Young People Safe'. In regards to Keeping Children and Young People Safe the priority of 'Addressing unhealthy relationships based on exploitation and build aspirations for the future' was highlighted and it was believed that this could be utilised to address concerns about 'gang' activity and youth violence. The board also heard from Steven Clarke, who was in agreement that the issue of violence amongst youths should be tackled within the plan. He also drew the board's attention to concerns around gang activity and the efforts which has been involved in dealing with this issue. It was agreed that a multi-agency effort is vital to deal with this issue effectively.

Tim Beach informed the board of the work which had to be done in Barnet through the Barnet Safeguarding Children Board with regard to Child Sexual Exploitation. The board were told of some of the work which had already been undertaken in relation to this matter for example the cross borough conference which was held in partnership with the London Borough of Enfield on Sexual Exploitation and Trafficking. It was agreed that the plan effectively sets out the issues and provides a mechanism for matters to be discussed. It was suggested that a performance measure should be added to the plan, relating specifically to this issue.

In relation to 'gang issues' and violence amongst young people, it was noted that the results of these activities could be seen by front line health providers and a question was raised about the dialogue between the police, schools and health. Steven Clarke explained that there are school officers from the Police who also sit on the Multi-Agency Groups (MAG), who are based in schools. This post is a permanent one which enables good contact and dialogue in schools.

Claire Stephens raised the issue of Female Genital Mutilation (FGM), she informed the board anecdotally, that numbers were rising, and questioned whether this should be reflected in the CYPP. She also drew attention to the fact most markers of FGM are hidden and can be best identified in schools. Andrew Howe suggested that School Nursing could be involved here.

Tim Beach stressed the importance of sharing information. Claire Stephens pointed out that signs were easily missed and raising dialogue in schools and in Primary care would help with highlighting soft signs which could be seen in schools. Donna Thornley further reiterated that there was difficulty in picking up on the issue earlier and getting disclosure from individuals. It was agreed that the plan highlights the priority of exploring issues and seeks clarity on what the partnership wants school nurses to be doing.

It was suggested that a reflective process should be added to the plan. Julie Pal expressed that the role of the Volunteering & Community Sector (VCS) needed to be expressed more clearly in the plan.

Cllr Harper noted that it has been three years since the last plan and it has been improved and has now been taken to the next level. The Board agreed the plan, subject to amendments described above. The next step to be taken would be to look at design. It was considered that there should be changes to the NHS logo and the Metropolitan Police logo should be added. The plan will now go to Cabinet and the Barnet Partnership Board.

4. MUNRO REVIEW UPDATE

The good work which has been put into the implementation of suggestions made in the Munro report as well as Barnet being a Munro demonstrator site was recognised.

The board was particularly interested with the work in relation to the Multi-agency Safeguarding Hub (MASH) and Jay Mercer presented information in relation to this. It was emphasised that this was an important project which was key to establishing pathways to triage e.g. Social care, schools and GPs etc.

Jay Mercer then took the board through the work in relation to MASH and a background paper was provided:

Phase 1: Drawing key elements together
Phase 2: A MASH manager is to be appointed. Issues in relation to data protection have now been resolved, using the existing Social Care and Early Intervention systems.

Jay Mercer notified the board of a physical barrier which had arisen in relation to the building in which the police services and communication to be provided by BT would be placed.

Kate Kennally informed the board that she would be meeting with the Department of Education (DfE), in the coming weeks, who are very interested in progress in Munro and Social Work Practice (SWP). Furthermore the board expressed support for the extension of the SWP and identified an example of the work which they have done which has included cookery classes which have made a big difference.

The board discussed their thoughts on modernising and developing Social Care and questioned whether there has been evidence of good outcomes. The board were in agreement that there was evidence of good outcomes and identified ongoing work with the courts in regard to timeliness. There was also recognition of the focus on Neglect as being at the heart of demonstrator work.

The troubled families' initiative will continue up until 2015, and the board considered what would be done after. It was agreed that work in this area

would continue and Barnet would be working towards building a picture of characteristics of the most vulnerable families in the borough.

5. RESPONSIBILITY FOR REMANDS

Councillor Harper introduced discussions and highlighted that the key points to be noted, included: (i) the implications of taking on this new responsibility and (ii) how provision of these services will be funded. There had been a consultation previously on the matter and members are working to secure a more positive response. It is however, accepted that the council will have to work quickly to manage these new duties.

Jay Mercer presented information around the implications of changes to legislation as well as funding. It was highlighted that new responsibilities have been given to this Local Authority (LA) and in light of the current climate resources will be stretched in order to fulfil these new obligations. Furthermore the proposed budgets are some what concerning. The best estimate of need for additional resources is at £100,000. These new responsibilities also mean that the number of looked after children will rise. Issues in relation to defence lawyers who represent young people were also discussed. Focus was placed on working with the courts as well as the possibilities of working with other boroughs, to reduce infrastructure costs. Brent and Harrow are possible link boroughs for this work.

Questions were raised in relation to the number of children and young people on Remand in Barnet, in comparison with other boroughs such as Brent and Harrow. It was reported that the number of remands are lower in Barnet in comparison to Brent and Harrow.

Kate Kennally suggested that a copy of the report should be given to the Safer Community Board, as there are wider consequences which should be discussed.

6. FAMILY NURSE PARTNERSHIP PROGRAMME (FNP)

Donna Thornley provided the board with a progress report including the evidence base for the Family Nurse Partnership programme in Barnet. In the past year, over 150 referrals were received and 77 were eligible for the programme.

<u>Outcomes</u>

In the first 12 months there was:

- A 20% reduction in smoking rates
- A 90% increase in breast feeding and 79% at 6 weeks
- No subsequent pregnancies,
- Engagement in education through Children Centres

The FNP were praised for the work which they had done so far and it was again emphasised that close partnership working was of critical importance.

Attention was drawn to the differentiation in health and maternity provisions, and it was highlighted that there was a need for information sharing between

both services and Early and Natal services. This was in light of the fact that currently, information came from Early Intervention & Prevention and Social Care.

It was also expressed that it was hard to discuss with schools about these matters e.g. pregnancy amongst young people and similarly it was the same issue with faith schools. Angela Trigg emphasized that such dialogue with schools was important and suggested looking at inviting representation from the FNP to the Secondary Head's Forum to discuss these issues further.

The board recognised that the FNP was an example of good engagement with young mothers and children and played an important role within Early Intervention and Prevention in Barnet.

Concerns were raised in regards to keeping updated on health information of school leavers, more specifically those going to University as it has been recognised that there is a change in behaviour amongst first year undergraduates. Questions arose as to what could be done to capture this hidden cohort.

7. CHILD AND ADOLESCENT MENTAL HEALTH STRATEGIC ACTION PLAN

It was emphasised that the local strategic plan should be a concise document with an integral action plan. Howard Ford provided the board with an overview of work in relation to the Child and Adolescent Mental Health Strategic Action Plan.

The 5 priorities of the plan include:

- Recognising the central importance of school and how to deliver Children and Adolescent Mental Health Services (CAMHS) settings in schools.
- Developing emotionally resilient communities
- Recognising vulnerable groups e.g. learning disabilities
- Looked after children support coming in
- The importance of partnership working MASH – CAMHS playing a key role.

The Board were happy to hear that CAMHS services were being delivered within the community and particularly in schools. However, it was felt that there is a need for more of these services in primary schools in order to act preventatively. There is work on-going work in primary schools, however it is very limited.

Councillor Hart stressed that this was very important. These concerns were reinforced by the board, and it was explained that children with mental health issues in years seven & eight tend to experience faster deterioration and often need rapid response.

8. CHARTER FOR CARE LEAVERS

Authorities have been asked to sign up to the Charter for Care Leavers, which sets out promises care leavers want central and local government to make in order to aid the decision making in respect of them. It has been designed to raise the expectation, aspiration and understanding of what care leavers need and to act as good corporate parents. The board were provided with an overview of the Charter for Care Leavers which was discussed.

The board was is in support of signing up to the Charter for Care Leavers and consequently noted that the charter should be 'Barnetised'.

9. FORWARD WORK PROGRAMME

The Forward Work Programme was circulated amongst board members and agreed. Furthermore the Forward Work Programme is to be reviewed at the next Executive Management Group (EMG) in light of the new CYPP.

10. BARNET & SOUTHGATE COLLEGE

The board heard a presentation from Barnet and Southgate College, by David Byrne, one student and her mother. One student unfortunately was unable to attend and David Byrne presented on their behalf. The presentations were extremely interesting and the Board praised the good work of the College, particularly in working with students for whom secondary school is not the best option.

After hearing the presentations, the board discussed how young people could be better informed of the range of education options available to them. David Byrne highlighted that the college mainly reaches young people through social media, word-of-mouth and higher education websites. The idea of a parent brochure was also suggested. David Byrne also informed the board that the option for Direct Involvement and Enrolment was available for September 2013.

11. DATE OF NEXT MEETING

27 June 2013 at 2pm, at Hendon Town Hall, NW4 4BG.

The meeting ended at 12pm.

Ofsted update

Barnet Children's Trust Board

Grahame Sherfield
Her Majesty's Inspector

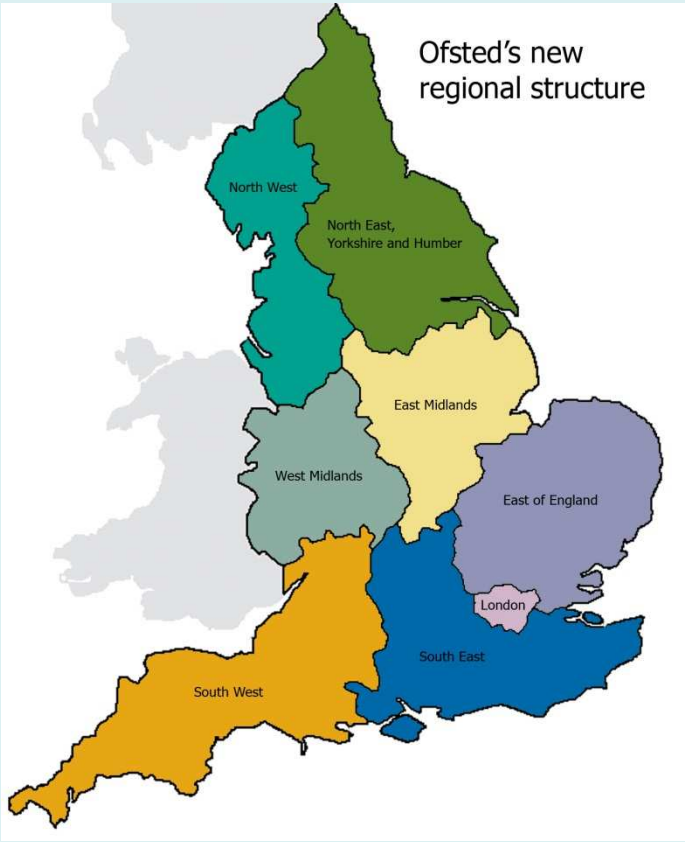
27 June 2013

New regional structure

Eight regional directors

London: Sean Harford

(interim until autumn 2013)



Services Ofsted inspects or regulates

- Early years and childcare
- Children and families services
- Schools
- Adult learning and skills

Early years and childcare

- New arrangements for the inspection of children's centres April 2013.
- Inspections of groups of centres as well as of individual centres.
- Simultaneous inspections of children's centres with shared services.
- One report for a group of centres that shares leadership and management.
- Fewer inspection judgements: three not twenty.

Children and families services

Ofsted

- Two new frameworks due for implementation (children looked after/care leavers and multi-agency child protection) not implemented.
- Replaced by a single inspection of services September 2013 - piloting/consultation June & July.
- In the meantime, inspections in areas where information suggests there are current serious weaknesses.

Children and families services

- Children and Family Court Advisory and Support Service - new inspection arrangements will come into effect from September 2013.
- Single inspection annually - effectiveness of the national organisation and how local services are being delivered in up to six service areas.

Schools

- Helping schools improve
  - HMIs assigned to schools requiring improvement to help them progress to good or outstanding.
  - An external review of governance where there is weak governance an option in all section 5 inspections.
  - School data dashboard launched February 2013.
  - Publications: 'Improving schools', 'Getting to good'.
  - Improvement events across the country: 'Getting to good' seminars, conferences on English and mathematics.

Schools: local authority arrangements to support school improvement

- A good practice survey of targeted local authorities.
- Focused inspections of schools (with a phone call survey) in targeted local authorities.
- Inspection framework for arrangements to support school improvement with the first inspections in June 2013.
    - Effective or Ineffective? A single judgement.
    - Findings, judgements and recommendations in a letter format.
    - LA will be expected to publish an action plan in response.

Adult learning and skills

- Helping providers to improve
  - National conferences focusing on teaching, learning and assessment.
  - Seminars in the eight Ofsted regions.
  - Conferences for community learning and skills providers and independent specialist colleges.
  - Conferences focusing on driving improvement and getting to good through self-assessment.

Adult learning and skills

- Initial teacher education (ITE)
  - Changed the notice period for inspections – two working days.
  - 'Requires improvement' replaced the 'satisfactory' judgement.
  - ITE partnerships judged to require improvement to be inspected within 12 months of their previous inspection.
  - A provider can be judged 'requires improvement' twice before it is deemed 'inadequate'.
  - Unannounced inspections to evaluate the quality and effectiveness of training in phonics.

Some themes

- Shorter notice.
- ‘Raised bar’.
- Risk assessment determines frequency of inspection.
- ‘Satisfactory’ now ‘requires improvement to be good’.
- Follow up/support for establishments that ‘require improvement’.

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AGENDA ITEM 4

NHS North Central London

Meeting:	Date:	Agenda Item No: 4
CHILDREN'S TRUST BOARD	27 June 2013	

TITLE OF PAPER:
EDUCATION STRATEGY

SUMMARY OF PAPER:
This report and the Education Strategy will go forward for approval by Cabinet on 24th June 2013. It is a partnership document developed by education partners for the provision of education in the borough. The quality of education in Barnet, from early years through to secondary schooling and beyond plays a crucial part in making Barnet a popular and desirable place to live. Children's achievements at all key stages are among the best in the country and a high proportion of Barnet's young people progress on to high education. Maintaining and building on this success is critical to the council's ambitions for the future growth and prosperity of the borough.

The strategy has been developed at a time of significant change within the education sector. The national policy direction is leading to an increasingly diverse range of education providers and further autonomy for schools, provoking much debate about changes to roles and responsibilities within local education partnerships. The Council discerned a need across the education community in Barnet for greater clarity and certainty about the borough's education strategy, not least the role that was expected of the local authority, and this document is designed to address that need and ensure that we all remain focused on delivering the best possible outcomes for children and young people

Alongside this diversification of the market, additional responsibilities and duties are unfolding for Local Authorities, for example, the raising of the participation age requiring all young people to remain in education, employment and/or training for longer.

The Mayor of London has also recently published the outcome of his enquiry into education in the capital along with a list of recommendations and actions, including 'to strengthen and improve' the quality of teaching and learning across the capital. This enquiry has informed the development of Barnet's strategy together with national research published by the Department for Education looking into the future role for local authorities in education. Ofsted

is also proposing an inspection schedule for Local Authorities in those areas where there is insufficient good or outstanding provision for children and young people.

Developing this strategy has provided an opportunity to review and refresh our educational partnership in Barnet in the light of the national and regional developments. It provides a local policy framework for how partners will maintain and build on the success of Barnet's current educational offer and ensure that all of Barnet's children benefit in this new and emerging landscape. The partnership of the council, schools, Barnet and Southgate College and Middlesex University have developed this strategy through a process of consultation with a range of stakeholders including schools, governors, elected members and young people. Its development has been overseen by an Education Strategy Board with representatives from council services and partner organisations.

Through the consultation programme of workshops, conferences and individual interviews, the partnership has developed this framework to identify and clarify the roles and responsibilities across the partnership and where we need to strengthen our efforts to ensure the high quality offer is available to all Barnet's children and young people. It provides a firm foundation from which to respond together to the opportunities and challenges both nationally and locally.

A Member Task and Finish group also heard evidence from schools and governors to develop recommendations for how elected members can best play their part to champion the interests of residents. These recommendations have been taken forward in the strategy. The proposed approach to streamlining the nomination of Local Authority Governors is to be referred to the General Functions Committee for consideration and approval.

The Education Strategy sets out a range of overarching policies and principles for our partnership, articulating the way partners work together and it identifies a number of key 'deliverables' that will be put in place going forward. The document sets out how the Council will:

- Work in partnership as champions of children and young people
- Strive for excellence and challenge under performance
- Champion the attainment of vulnerable children and young people and those at risk of underachievement
- Secure sufficient high quality local provision and widen opportunities

Having set out a framework within the strategy for working together in partnership, the way is paved for each partner organisation to move forward to deliver the shared ambition for children and young people. The council will be exploring opportunities to develop the most effective delivery models for the education functions that fall to the local authority and other services that are provided to schools, settings and partners. In the first instance, the council is working with head teachers to develop an options appraisal to provide a long term sustainable future for the Barnet Partnership for School Improvement that since its launch in 2011, now attracts the business of 97 schools that purchase school improvement services.

Appendix B contains a template Barnet Academy Accord that will be used to set out the relationship between the local authority and an Academy Trust that provides education in the borough. The agreement with each Academy Trust may vary depending on local circumstances or on the complexion of a particular Academy Trust. Academy Trusts are not obliged to enter into this accord but it offers the opportunity to set out expectations of each party, providing a firm foundation for future partnership working. In particular, sharing data and intelligence is essential to monitor the progress of Barnet's children and young people and for the Local Authority to carry out its role to monitor, challenging and champion the performance of all schools effectively.

The Education Strategy for Barnet will be supported by a range of other policies and plans that are either complete or are in development through a process of consultation:

- Commissioning school and learner places (see 10.1)
- Local authority monitoring, challenge and support (see 10.1)
- Early years Commissioning Plan (due Autumn 2013)
- Alternative Provision Commissioning Plan (due Autumn 2013)
- Inclusion Strategy and Commissioning Plan (due Autumn 2013)
- Participation, progression and employability strategy (due Autumn 2013)

ACTION REQUIRED BY BOARD:

To note and comment on the Education Strategy

AUTHOR OF PAPER

NAME: **Val White**
POSITION: **Lead Commissioner for Education and Skills**
ORGANISATION: **London Borough of Barnet**
PHONE NO: **020 8359 3057**

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Education Strategy for Barnet 2013/14 - 2015/16

1. Introduction

Barnet is well known for the excellent quality of our schools and the diversity of our educational offer. Children's achievements at all key stages are among the very best in the country and a high proportion of Barnet's young people progress on to higher education. The quality of education, from early years onwards, plays a crucial part in making the borough a popular and desirable place to live, with many families attracted to the area by the good reputation of Barnet's schools.

Barnet is a place of growth, with an extra 41,600 people expected to live in the borough over the next five years. The quality of the education offer is at the heart of Barnet's continuing success as a place where people want to live, work and study. The level of anticipated growth brings opportunities and challenges for the borough, requiring the creation of the right environment for economic growth, planning and investing in key services as well as supporting those families and individuals that need it. In a tough economic climate, we need to ensure that Barnet's children and young people are well placed to seize the opportunities and weather the challenges through the council, schools, further education providers, employers and businesses working together.

Education is an investment in our children and young people that enriches and sustains them through early years, schooling and beyond into further studies or working lives. At its best, it is a system that supports families to help children be school ready though access to high quality early years provision and provides the opportunity for all children to attend a good school with the best quality of teaching and learning to enable them to do their very best. It provides a broad curriculum offer to meet the needs of all young people and supports young people to aim high, providing a pathway through further and higher education, apprenticeships and work based learning that enables all young people to achieve their ambitions, to enter the world of work and contribute to their community. It is an opportunity for some children to overcome the harsh facts that remain in relation to life chances being determined by the socio economic circumstances of their birth, children who get a good start to their education and perform well in the early stages of education are more likely to go on to higher education regardless of their background. Education is the opportunity to intervene, influence, enable and unlock the potential and capacity within Barnet's future community.

Education also has a unique position in Barnet to foster communities through bringing together children and families in a shared common purpose around school communities and other settings. Creating a school community goes past the school gates and ensure that schools are an important and influential community leader. With Barnet's ambitious plans to regenerate and re-invigorate parts of the borough, creating and sustaining successful schools and other settings is key to creating successful communities. We see Barnet's education offer as a driving force in the establishment of new communities but we also recognise that education provision will evolve and look different in the future. The new and fast emerging means of communication and technology, the pressure on land availability, the increasingly diverse range of educational providers and the globalisation of the higher education sector will inevitably change and shape the way children and young people learn and are educated. We need to equip children and young people to seize and exploit the opportunities in the current and emerging world.

Our partnership

The responsibility to ensure that Barnet's children and young people succeed is one shared with families, parents and carers. Our partnership of early years settings, schools, the local authority, vocational, further and high education providers has set out its ambition in Barnet's Children and Young People Plan,:

All children and young people in Barnet should achieve the best possible outcomes, to enable them to become successful adults, especially our most vulnerable children. They should be supported by high quality, integrated and inclusive services that identify additional support needs early, are accessible, responsive and affordable for the individual child and their family.'

In relation to the educational outcomes of Barnet's children and young people, overall we have a lot to celebrate. A very high proportion of Barnet's children and young people have access to a good or outstanding school compared to elsewhere in the country, attainment of children at the end of primary and secondary school is among the best in the country and a high proportion of Barnet young people go on to university. Residents in Barnet are more satisfied with the local education offer than London residents as a whole and in particular, the percentage of residents that rate primary education in Barnet as good is rising and is significantly above the London average. There is more to do and maintaining this performance requires constant focus. Within these headline outcomes, we need to ensure that all of Barnet's children and young people benefit and make progress and that our local offer is appropriate and broad enough to meet the full range of needs and interests of all our young people as they transition into adulthood.

The education economy is currently in a process of significant national and local change and this document sets out a framework for us to maintain, build on and continue our success through this period of change. Through harnessing our joint efforts and endeavours our aim is for:

- all eligible young children to have access to their statutory right to early education and support in good quality settings
- all schools to be judged to be good or outstanding by Ofsted
- the attainment of children in Barnet's primary and secondary schools to be within the top 10% nationally
- all children to make at least their individual targeted rate of progress whilst in a Barnet school
- skills provision to be market-driven, raise aspirations and enable all young people to successfully progress into education, employment or training.

The increasingly mixed economy of educational provision with a variety of academy models, the emergence of free schools and increasing delegation of responsibilities to schools has changed, and will continue to change the roles, responsibilities and relationships within our partnership. Further Education colleges are gaining new freedoms to enrol younger students. With young people being required to remain in education and/or training for longer, new opportunities and relationships are emerging through innovative approaches to working with businesses and other partners. The rise in apprenticeship opportunities across a wide range of sectors gives a clear signal to drive schools, colleges and businesses to forge new relationships.

We are well placed in Barnet to respond to these challenges. Our partnership has a strong track record of working together whilst recognising the individual responsibilities of each partner organisation. We recognise that the process of change is a continuing one and that some of the national debates around roles and responsibilities within the education arena are not yet settled. What is clear however, from the direction of travel so far, is that the locus of decision making is shifting.

In relation to schools, they are now at the forefront in leading a more autonomous and self-improving school system. The emergence of Teaching Schools and National and Local Leaders of Education is creating significant capacity to lead and deliver school-to-school support while schools themselves, are becoming increasingly confident in commissioning the support that they need and in offering support to others. The local authority, whilst retaining a number of statutory responsibilities, is being increasingly assigned the role of 'commissioner' and of championing the interests of all children and young people through leading, influencing and facilitating, rather than directing. This is particularly the case as more schools convert to academy status and nationally, over 50% of secondary schools are academies – a figure exceeded in Barnet where 16 of our 22 secondary schools are now academies. In this changing landscape, the traditional role of the local authority is now shared between a wide range of partners and organisations including central government, governing bodies, academy chains, teaching schools and a variety of school improvement service providers.

About this document

These changes in roles and responsibilities coincide with a range of challenging national education policy imperatives; to raise the participation age, to transform the provision for pupils with special educational needs, to overhaul the curriculum, to extend early years provision and to move towards a national funding formula for schools. This document articulates a coherent framework to shape our local response to this changing landscape and ensure that our focus remains on delivering a world-class education system.

The approach set out in the following sections is a partnership one, developed through a process of consultation with schools, governors, further education providers, elected members and other stakeholders using conferences, workshops, individual interviews and member-led scrutiny panels. Its development has been overseen by a project board with representation of all parties. Therefore, reference to the 'we' in this document means relevant parties rather than the local authority in particular.

During the process of consultation, the need emerged to review, refresh and clearly articulate the different roles that each partner group plays in the new landscape. We have developed a range of policies and principles for our partnership, articulating the way we work together and we have identified a number of key 'deliverables' that we will put in place going forward. This document sets out how we will:

- work in partnership as champions of children and young people (Section 2)
- strive for excellence and challenge under performance (Section 3)
- champion the attainment of vulnerable children and young people and those at risk of underachievement (Section 4)
- secure sufficient high quality local provision and widen opportunities (Section 5).

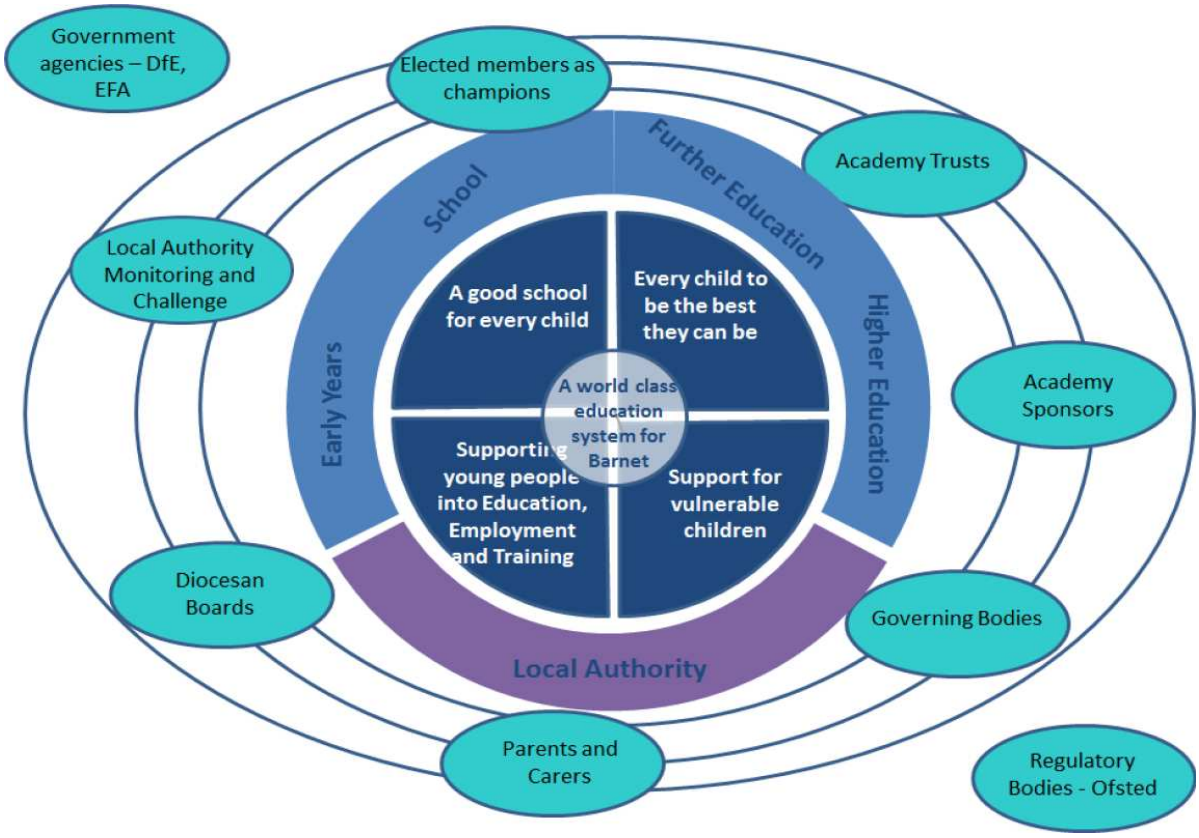
We recognise that this document does not, and cannot, capture the full breadth and complexity of the field of education. In view of the rapid changes within the schools landscape, this document inevitably has a strong focus on schools. It will be supported through further policies and plans that are being developed in consultation with schools and other stakeholders as set out below:

	Date for completion
Commissioning School and Learner Places 2013/14-2015/16	June 2013
Local Authority Monitoring, Challenge and Support Services	June 2013
Early Years Commissioning Plan	Autumn 2013
Inclusion Strategy and Commissioning Plan	Autumn 2013
Alternative Provision Commissioning Plan	October 2013
Participation, Progression and Employability Strategy	Autumn 2013

2. Working in partnership - champions of children and young people

Why this is important:
Our strategy's founding premise is that the close and effective partnership working that has characterised Barnet's journey is a critical factor in continuing our success. At a time of immense change with an increasingly diverse range of education providers and school improvement partnerships emerging, there is a danger that local collaborative and partnership working is harder to sustain. We are committed to maintaining our strong local partnership of schools, the local authority, further education providers and other stakeholders to bring our combined resources and efforts to bear for the benefit of Barnet's children and young people.

Our approach
The landscape within which all parties operate is becoming increasingly complex and new relationships are forming and re-shaping patterns of engagement. In developing this strategy we have considered the changing responsibilities of school governors, Barnet elected members, Academy Trusts working or seeking to operate in Barnet and the local authority retained services. The success of the system in delivering sustained improvement relies on each part fulfilling its role. The system, as it is emerging, can broadly be characterised as having schools, parents and the local authority statutory functions at the heart, supported and challenged by a range of stakeholders and functions including governing bodies, local authority elected members, academy chains, central government and Ofsted.



Key ingredients of our partnership
We have identified the core ingredients of continuing our successful partnership. Together we need to:

- demonstrate our shared ambition and determination for children and young people to succeed through challenging ourselves and others to continuously improve and innovate
- share intelligence and data to ensure that we learn from our experience and that of others and to monitor our success and identify where we can do more
- identify sources of expertise within the partnership, to share best practice and support each other during periods of challenge
- be bold and prompt in identifying where support is required and be quick to offer help where needed
- be prepared to tackle difficult issues and hold difficult conversations within our own organisations and between ourselves.
- attract high quality staff to Barnet through identifying opportunities across the partnership for developing the leaders of tomorrow.

Roles and responsibilities
The nature of the partnership that has evolved in Barnet has been a long standing one of maximising the delegation of funding and responsibilities to schools and settings. Overall, the school community is a confident one and the direction of travel now taking place nationally sits well in Barnet characterised by the local authority:

- identifying priorities for collective action through the strategic collation and analysis of data
- acting as champions for pupils and parents, with a focus on vulnerable children and young people
- strategically commissioning sufficient and appropriate provision – from early years, primary and secondary school places through to provision for education and training for young people
- creating and hosting opportunities for collaborative decision making and action
- facilitating and brokering partnerships between schools
- offering traded services for schools and other providers to purchase.

and education providers:

- responsible for their own improvement, commissioning support that is appropriate to their circumstances, establishing support networks between schools, settings and other providers to support and learn from each other
- sharing intelligence and data with the local authority and others to help set the strategic direction and priorities of the partnership
- acting collaboratively to the benefit of Barnet's children and young people.

The local authority, schools, early years settings, further and higher education providers have a range of statutory functions to deliver and the local authority retains specific responsibilities in relation to maintained schools. A full list of these can be found at: http://www.education.gov.uk/childrenandyoungpeople/strategy/a00198443/statutory-duties-of-local-authorities.

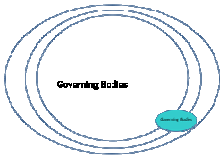
Elected members

As democratically elected representatives of their local community, elected members have a specific role in 'championing' the needs of their residents. In their community leadership role, elected members regularly scrutinise local public services in receipt of significant public funds and as the local authority moves from a direct provider of schools, this role for elected members comes increasingly to the fore. In developing this strategy, elected members heard evidence from schools and governors about how best this role could be delivered to support our shared ambition for Barnet's children and young people. Elected members have shaped a role to:

- consider the performance of individual schools, settings and education providers as well as the achievement of groups of pupils and young people
- challenge under performance
- become more effective governors of schools and other partner organisations
- communicate the quality of the educational offer to their residents.

To assist in this we will:

- streamline the appointment process for local authority appointed governors
- pilot an Annual Report for parents that makes available information (data and analysis) on the local educational offer.



Governors

As the education system is changing, increasing focus is being placed on the role and effectiveness of governing bodies in fulfilling their role within the overall system of accountability. Governing bodies need to have a clear understanding of their role, they need to know their school well and have effective processes and procedures in place to discharge their functions. Key to each governing body is having sufficient members with the right skills and experience. As with all areas, in Barnet the quality of governing bodies varies between schools, and over time, as the body of volunteers changes.

Having access to high quality training, information and advice for governors is key. We will review the training opportunities offered by the local authority to ensure that the offer remains current and relevant in this new education landscape. We will promote self assessment by governing bodies through the production of an appropriate toolkit. As stated in the section above, the local authority will streamline the process for nominating local authority appointed governors to reduce the delay in appointments and to improve the matching of nominations to the skills required by a particular governing body.

Clarity of relationships

There is a plethora of partnership structures functioning within Barnet and all new providers are encouraged to participate. Whilst most current relationships have developed over many years of working together, the emergence of academies as 'independent' state schools along with the growing number of academy chains operating regionally and nationally has prompted us to identify the need to clearly articulate the relationship between the local authority and academies. We will develop an Academy Accord that sets out expectations of the local authority and Academy Trusts and how we will work together to meet the needs of children in Barnet.

Encouraging new models of governance

Our partnership already encompasses a diverse range of models of school organisation in Barnet and this diversity is considered a strength. Our aim is to develop local mechanisms to maintain the quality of Barnet's offer. Secondary schools in Barnet have been quick to seek

academy status and nationally, there is growing interest among primary schools in exploring academy conversion. The council is supportive of Barnet maintained schools that wish to convert to academy status and will actively support the development of robust models of governance at the primary level. It will do this through:

- providing information and advice to schools and governing bodies
- brokering groupings of schools that wish to work together
- encouraging schools not currently rated as good or outstanding by Ofsted to work in partnership with high-performing schools.

How we will know when we succeed
We recognise that a partnership will evolve and develop over time. In order to monitor our success, we have set the following measurable objectives within our Children and Young People Plan. These will be used by Barnet's Children's Trust Board to monitor our progress over the next three years:

- Barnet to be among the top 10 per cent nationally for children achieving the early learning goals (as measured by the average point score)

- increase in the percentage of children making two levels of progress in English* (Reading and Writing) and Maths between Key Stages 1 and 2 to 93 per cent

- Barnet to remain among the top 10 per cent nationally for young people achieving 5 or more GCSEs A*-C (or equivalent) including English and Maths

- improving outcomes among vulnerable groups:

  a) reduce the achievement gap between pupils eligible for free school meals and their peers achieving the expected level at Key Stage 2 (Level 4+ in both English (Reading and Writing) and Maths) to 14 per cent

  b) increase the percentage of Looked After children making the expected level of progress in English (Reading and Writing) between Key Stages 2 and 4 to 35 per cent.

- proportion of 16-17 year olds recorded in education and training to exceed 95%.

3. Striving for excellence and challenging under performance

Why this is important
Despite the general excellence of the education offer in the borough, one in 10 pupils of primary age attend a school that is not good or outstanding, and over one in six pupils do not achieve the expected level in Key Stage 2. Whilst overall our performance at the end of the primary phase is holding nationally, it is beginning to compare less favourably with other boroughs in London and elsewhere. In the secondary phase, while the overwhelming majority of pupils have access to a good or outstanding school, almost a third of young people do not get 5 A*-C grade at GSCE with English and mathematics, the accepted threshold to Level 3 studies.

Meeting the needs of all children and young people within the local context of a changing population requires a relentless focus by all partners. Between 2001 and 2011, Barnet's population grew by 11.5%, driven by a larger than expected growth in the number of children and young people. During this period, our population also became more ethnically diverse and 47% of pupils within Barnet primary schools now have English as an additional language compared to 41% in 2008 and within our four special schools the figure rose from 34% to 43% over the same period.

Our approach
Barnet strives for excellence in education and we are proud of the high standards in our schools and settings. Schools operate within a framework of autonomy with accountability and have the primary responsibility for their own performance and for deploying school improvement resources to support their continuous self- improvement. The 'systems leadership' approach relies on schools being willing and able to lead and shape the local system as well as continuing to lead their own improvement effectively.

Our aim as a partnership is to ensure that a strong school-to-school improvement system is fully exploited within Barnet. Local arrangements have emerged and there is evidence of good collaborative working taking place but as a partnership, we need to ensure that no school is left out, that no school fails to identify its needs or ask for support at an early sign of difficulty, that sufficient support is available and that all schools know how to access and effectively commission the support they need. With a more complex framework for the monitoring and challenging of ambitions and achievements of schools, we need to ensure that all schools are on an improvement trajectory and no school is left to coast or decline.

Promoting a strong and robust school improvement culture
Between us, we will continue to promote and develop a school improvement culture that identifies difficulties and risks to performance early. We will seek solutions within our partnership to resolve issues, utilising the full range of local expertise and resources including those available through the Teaching School Alliance and Barnet's National and Local Leaders of Education as well as from local school-to-school support networks. Together, we will achieve this through:

- the strategic monitoring and sharing of performance data across all key stages and for all schools
- schools undertaking a robust self-evaluation and welcoming internal and external challenge
- the sharing of best practice in 'what works' between each other
- keeping ourselves abreast of emerging evidence and best practice from elsewhere
- brokering school to school support including utilising Teaching School Alliances and other local partnerships as a source of high quality support
- more effectively utilising and deploying local sources of expertise within the partnership e.g. local leaders and national leaders in education
- the effective commissioning of school improvement support

- equipping governors and others with the information and skills to effectively challenge and support.

The council has a particular role to play in promoting high standards for all pupils and will fulfil this through:

- collating, analysing and sharing performance data for all publicly funded schools
- monitoring, challenging and supporting the performance of individual schools (see below)
- hosting half termly opportunities for headteachers of all schools to network, share data, best practice and to be briefed on relevant issues
- adopting a brokerage role for schools to access support from other schools within the partnership
- facilitating a school-led school improvement traded service, for as long as schools wish to purchase and the service is financially viable.

Barnet's school-led traded service (Barnet Partnership for School Improvement, BPSI) has been devised and developed by Barnet schools. It has proved popular among Barnet primary schools with the majority of schools purchasing packages of support and its customer base is growing with more schools purchasing the service each year. Our secondary schools, in the main, have preferred to make alternative arrangements and have developed/commissioned a range of support through other Barnet, regional or national mechanisms.

Across London, through the development of models similar to BPSI, the local authority is currently still the most important provider of school improvement services but the market looks set to grow. To ensure that the BPSI service is sustainable and affordable within an increasingly competitive field, the local authority will co-ordinate and facilitate a review of the service, led by Barnet schools. The review will explore the value for money offered by the service, the optimum model of delivery going forward and will include considering which services, if any, the local authority may wish to commission through BPSI.

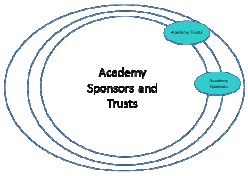
Monitoring, challenging and supporting performance of individual schools

In relation to the performance of individual schools, the local authority will facilitate support, monitor and challenge all publicly-funded schools on their progress in raising educational standards both overall and for specific groups of pupils. Within the current mixed economy, the extent of the local authority activity in relation to a particular school will vary according to statutory functions and accountabilities and details of the service are set out in *Local Authority Monitoring, Challenge and Support services 2013/14.* The broad approach is set out in the following paragraphs but the underlying message is that the local authority, in its championing role, is concerned with the progress of all pupils, irrespective of the type of publicly-funded school they may attend.

At the core of the local authority service is the retention by the council of a dedicated resource offering a named lead education professional to interface with each school. The council has retained a small team of Learning Network Inspectors who act as named partner for each school within a geographical network. This service is recognised by schools, governors and elected members as providing a consistent and locally informed challenge partner. During the consultation process for this strategy, secondary school headteachers expressed ways to improve the effectiveness of the relationship going forward and these will inform a service review to ensure the needs of the secondary sector are met.

Maintained schools: In relation to maintained schools for which the local authority retains specific responsibilities, the local authority monitoring, challenge and support is differentiated according to the need of each school and comprises of a range of tailored services. *Local Authority Monitoring, Challenge and Support services 2013/14* details these services and clearly

sets out the frequency of contact, the expectation of maintained schools to self evaluate and the steps that are taken and support offered to maintained schools when there is cause for concern. Overall, the local authority approach is to support the principle of 'intervention in inverse proportion to success'. The council has particular responsibilities to intervene more directly in maintained schools that are causing concern but direct intervention is only used in the most serious of cases.



Academies: Where the council has particular concerns about the performance of an academy, it will ensure that the Academy Trust is fully informed about the concern. In the first instance, concerns will be relayed to the headteacher and if required, to the Chair of Governors. Where appropriate, the local authority will make the Academy Trust aware of its recommended actions to address the concerns. It is expected that the academy will share its plans for improvement with the local authority e.g. through an appropriate statement of action. The local authority will offer advice about (or broker access to) locally recommended school improvement support services.

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

Governing bodies: As a key part of the national and local accountability framework**,** Governing Bodies need to**:**

- know what is happening in their school and whether overall provision is good or not
- know about the quality of teaching, the use of performance management, what is being done to recognise and reward good teachers and also what is being done to tackle underperformance within their schools
- how funding is being used to target underachievement – particularly in relation to the pupil premium
- understand the data and the comparative performance of their school in relation to similar schools in Barnet and elsewhere utilising national (e.g. data dashboard) and local sources of data
- be able to provide evidence of the impact of their support and challenge activity
- communicating their assessment of their schools performance to the parent and wider community.

Increasing focus is being placed on Governing Bodies within the Ofsted Inspection Framework and to maintain the quality of education in Barnet, governing bodies must be able and equipped to challenge and ask robust questions of the headteacher and school community and to take tough decisions if necessary.

There is a range of advice, guidance and support for Governing Bodies available nationally and locally. To improve consistency across the borough, the local authority will develop ways to share best practice more systematically so that Governing Bodies can learn from each other and keep abreast of how the best Governing Bodies are fulfilling their role most effectively. We will develop with Governors, ways to communicate local good practice that builds on the range of existing national resources.

Elected members; Elected members will receive a bi-annual report containing key education performance data relating to all schools including academies and free schools. This will include the Ofsted judgements of schools that have been inspected and the educational outcomes that become available during the six month period. The Education Overview and Scrutiny Committee may wish to:

- to invite headteachers, chairs of governors and local authority governors to give evidence in relation to the performance of their schools should Elected Members have concerns they wish to raise.
- to convene a time limited working group to consider any concerns arising with regard to particular groups or aspects of educational provision in the borough as a whole

Academy sponsors
Where a school has been judged by Ofsted to be inadequate with either 'serious weaknesses' or requires 'special measures', the government has a clear expectation that in these cases conversion to an academy with a strong sponsor will be the normal route to secure improvement. In circumstances where sponsors are sought, we will engage with the Department for Education to actively seek sponsors that have a willingness to:

- develop an understanding of local needs and priorities
- adopt a process of 'earned autonomy' as the school improves
- offer the opportunity for locally nominated governors to the governing body
- encourage participation in local school to school improvement networks as well as those available across an academy chain or partnership
- encourage participation of school staff on local forums – headteacher and deputy headteacher forums, admission forums etc
- share data to enable strategic monitoring at a borough level
- encourage community access and promote the school as a community resource.

Some Barnet schools are already approved academy sponsors and where possible, the local authority will, in the first instance, put forward and advocate the pursuit of local solutions. We will encourage and support successful Barnet schools to become academy sponsors in order to ensure that there is a range of potential sponsors available to support schools within the Barnet partnership.

We will establish a process for the assessment of potential sponsors to meet Barnet's local needs.

How we will know when we succeed

We will know we have succeeded when every school in Barnet is good or outstanding and when all Barnet children who have the potential to, successfully achieve at least five good GCSE's (or equivalent) to enable them to access the next stage of their chosen pathway. On the way to this goal, we aim to match the performance of the best in the country within three years, a benchmark set at nine out of ten pupils achieving level 4 at KS2 and eight out of ten achieving the required level at GCSE. For those remaining in education, training or employment with training after the age of 16, we aim for 69% to have achieved a level 3 qualification by age 19 which would put Barnet among the top 5% nationally and for 90% to have achieved a level 2 qualification.

4. Championing the attainment of vulnerable children and young people and those at risk of underachievement

Why this is important
Education offers a unique opportunity to influence the life chances of children and young people who are, or become vulnerable. Vulnerability arises in many guises that put children and young people at risk of educational underachievement, where their progress may be affected by factors relating to their socio economic circumstances, their ethnicity, gender or their social, cognitive and linguistic development. National evidence shows that these factors already impact on a child's chances by the time they start school. We need to have high aspirations for all children and young people and, from the start, help them to overcome barriers and obstacles to their learning and development to enable them to achieve a successful transition to adulthood.

Although children and young people with additional needs in Barnet schools achieve well compared with their peers in other local authority areas, the attainment gap between them and the 'average' indicates that too many vulnerable children are not meeting expectations or gaining work or study credentials.

In particular, children who are Looked After or suffer economic disadvantage attain less well than their peers at all key stages. For example, in 2012, of pupils either Looked After or eligible for free school meals – those attracting the pupil premium - 72% achieved level 4+ in English and Maths at the end of the primary schooling compared to 82% of children overall. By the end of Key Stage 4, 49% of pupils attracting the premium achieved more than 5 GCSE A*-C including English and maths compared to 69% of pupils overall. As young people progress through to adulthood, vulnerable young people are over represented among those that are not in education, employment and training.

Closing the gap and ensuring that all children and young people make, and exceed, at least expected progress and go on to secure a chosen pathway through to employment remains a key focus and challenge for our partnership. To achieve this we need to support and accelerate the progress of our most vulnerable children and young people whilst they are in our sphere of influence within our settings.

Our approach
Meeting the needs of children and young people at risk of underachievement requires the harnessing and deployment of the collective forces and resources available across the partnership of schools, local authority, colleges, health, families and other services. Our approach is based on supporting families as well as targeting children and young people and groups of those at risk, to moderate and mitigate the impact of vulnerability.

Significant investment has been made within Barnet by the council and the school community to create a co-ordinated multi-agency approach to the early identification of need and the harmonisation of family support services starting at early years and continuing through to secondary and beyond. Our local approach to supporting families through for example, our 'Family Focus' services, parenting support and mentors in schools supplements government funded initiatives such as Troubled Families, targeted at those most vulnerable families with the most complex needs. The Government is also directing significant new resources directly into schools through the pupil premium, in order to target groups of pupils at risk of underachievement. In Barnet in 20113/14, this pupil premium brings an additional £11m into the borough to support pupils across the school partnership.

Pupil Premium allocations 2013-14

	Barnet eligible pupils	% Barnet school population	% England state school population
Primary	7257	28.4	26.7
Secondary	5348	30.6	26.2

The pupil premium funding is intended to support more precisely children or groups of children whose socio-economic disadvantage puts them at risk of underachievement. It is not necessarily the case that all pupils attracting pupil premium funding are underachievers; some have sufficient resilience to cope with disadvantage. The attainment and progress of pupils in other groups are not guaranteed and it is vital that detailed analysis of data at school and borough level helps to identify pupils at each key stage and in core curriculum areas who are at risk. We need to ensure the most effective use of the shared local resources available within early years settings, schools and other provision is made to target individual children and young people and to support their families through the:

- early identification, intervention and prevention of need among children and their families, utilising common assessment and referral processes available across Barnet to deliver and/or provide access to a range of support services

- delivery of services by and through schools and other educational settings in order to support and improve parenting, build resilience within children and families and to give access to early intervention support through for example, family focus, educational psychology and youth support services, recognising that schools are often a place of trust for families

- identification of groups of pupils at risk of underachievement and their needs, through robust and detailed data analysis followed by appropriate action planning which directs resources towards those most at risk

- sharing of good practice about 'what works' and learning from each other.

A partnership approach to sharing data and best practice to address under-achievement in schools is facilitated through the local authority-hosted 'Narrowing the Gap' team. This service is funded through agreement by Barnet's Schools Forum, a decision that is subject to annual review. As well as supporting individual schools, 'narrowing the gap' data is shared as part of Barnet's innovative Leading Edge programme which brings together local expertise to review and translate innovative and emerging national practice to meet the needs of vulnerable children.

Children and young people with special educational needs (SEN): Barnet's specialist provision for pupils with special educational need is among the best in the country with our four special schools all currently rated by Ofsted as outstanding, and overall, children with SEN achieve well in Barnet schools. At Key Stage 2 (Level 4+ in English and Maths) and Key Stage 4 (5+ GCSE A*-C inc English and maths) Barnet pupils with a special need identified at School Action, School Action Plus or with a statement of Special Education Need attain above the national average in these recognised key measures.

Developing a range of resourced provision within schools has enabled us to meet a wide range of needs within the locality so that children can benefit from the quality of education on offer within Barnet. As young people move towards adulthood we need to ensure that we also provide local education and training opportunities that enable them to live and work in the local community. During 2013, in full consultation with all stakeholders, the local authority is developing a new Inclusion Strategy for Barnet to build on this success and to take account of the new proposed statutory framework. In preparation, the local authority has undertaken an

initial consultation exercise to establish some principles to underpin the development of the strategy. These are:

- **Personalisation**: giving families greater choice and control over the support provided. This will include person centred planning and the option to have a personal budget.

- **Pre-birth to young adulthood**: adopting a pre-birth to young adulthood approach will assist in developing a smooth transition through a young person's development from pre-birth to twenty-five and beyond.

- **Providing support early on to build independence and resilience**: targeting early intervention and support to build independence and resilience in children, young people and their families, promote positive mental health and prevent escalation of special educational needs. This could include reasonable adaptations and modifications of a child's setting, targeted group interventions (e.g. for speech and language development) the uptake of training and professional development opportunities and access to multi-agency advice and consultancy.

- **Providers of support will work more closely together**: placement planning will be conducted jointly with partners across Barnet and more widely with other London boroughs. Schools will be encouraged and supported by the local authority to find collaborative approaches to work together.

- **Participation and evaluation, especially with parents and families**: children and young people, their parents and carers, council members, unions, and service providers will be actively involved in the design of strategy and the services provided by partners in Barnet.

- **Effective communication**: service providers (including schools) will provide clear and accurate information about what they can offer and the criteria for access. There will be clarity and transparency about the statutory and discretionary offer being made to parents and children and the way in which decisions are made.

- **Effective teaching and support**: services should be delivered where children are involved in their usual day to day activities wherever possible. Children's centres, schools and colleges should be hubs for the delivery of a personalised curriculum and multi agency services.

Looked After children and young people: Nationally, the attainment of Looked After children as a group falls well below the average of their peers, severely disadvantaging them particularly when competing for education, training and employment opportunities in later life. In Barnet, this is no different. Although outcomes for Looked After children in Barnet tend to be better by comparison with those nationally, too many still do not acquire the five good GCSEs which enhance access to work or study post-16. In 2012, 16% of LAC in Barnet achieved this level compared to 69% overall. Whilst the cohort is small, the challenges are significant, the gap in attainment for this group both in Barnet and nationally has been longstanding and stubborn.

We have now developed a virtual school approach to the monitoring, support and championing of Barnet's Looked After Children and there is growing optimism that over time, this will enable more Looked After Children to achieve their potential. However, achieving a sea change in expectations and attainment will require a robust and sustained effort across all parties, close co-operation by schools to share data and to develop individual approaches that accommodate the particular challenges that Looked After Children can face. As a partnership our approach is based on:

- the Virtual school approach to rigorously track the progress of each Looked After child or young person through the prompt sharing of data and information for all children and

young people Looked After, working with schools to ensure an appropriate and robust personal education plan is in place for every child

- championing and putting in place individualised support within the school and home environment to mitigate the obstacles and hurdles that may impede a child's progress as a result of becoming Looked After

- relentlessly pursuing an appropriate school place or educational provision for every Looked After child or young person

- the pursuit of high quality personalised planning, led by schools working with social work staff, set out and monitored through a robust Personal Education Plan for each child or young person

- creating a culture where 'education matters' across the children's workforce and raising the educational aspirations for young people among those with responsibility for caring and engaging with Looked After children and young people.

- working together to keep children and young people in school, identifying ways to prevent school exclusion and maximise school attendance

- building individual packages around the needs of young people to keep them engaged and achieving through challenging times and to steer them into appropriate further education, employment or training.

Children and young people at risk of poor mental health: Working in partnership to ensure that timely access to, and accessible appropriate services are in place is key to mitigating the educational impact of poor mental health. Schools and other educational settings provide the opportunity to deliver universal health-related messages in relation to a range of issues that may lead to poor mental health. In view of the capacity of school staff to recognise more complex circumstances that may lead to poor mental health of individual children and young people, school and other educational settings can offer a familiar and safe environment for families to access local services. To fulfil this role, schools and other educational settings need to have knowledge of, and early access to, clear assessment and referral pathways for children and young people that need additional help.

Children and young people experiencing economic disadvantage: Children at economic disadvantage, using the proxy of eligibility for free school meals perform better in Barnet than nationally but still remain below that of the overall population at all key stages from early years through to Key Stage 4. We recognize our collective responsibility to identify vulnerability early, and we acknowledge that economic disadvantage may be hidden and manifest itself in a variety of ways.

The resources available through the pupil premium funding offer a significant opportunity to ensure that the most economically vulnerable pupils can be identified early and measures taken for opportunities to be open to all children, irrespective of family income. While each setting will design and implement the most appropriate interventions in the context they operate, we have an expectation within the partnership that the funding will be used to ensure that all young people make the progress they need to achieve the very best they can.

Children and young people from a black and/or minority ethnic background and/or for whom English is an additional language: Analysis of the performance of groups of children and young people from major ethnic backgrounds, White, Asian, Black, Mixed Heritage and Chinese pupils, shows that on most indicators, Barnet pupils in these groups do better than their peers nationally and, in most cases, better than the national averages for all pupils. Closer scrutiny however, reveals that although most are doing well by comparison with national indicators, there is a significant difference between some groups and variations in the

performance of sub-groups within each ethnic group. The performance of children and young people learning or using English as an Additional language , although slightly below that of those for whom English is their first language, is better than that of children and young people nationally at both KS2 and KS4. Ethnicity and/or linguistic background are not necessarily, in themselves, the determinants of success. The risk of underperformance increases, however, when other dimensions, such as eligibility for free school meals, later entry into the school system, low prior attainment or special educational need become factors in the life of the child or young person. We need to:

- work to identify pupils whose attainment and progress may be adversely affected by contextual factors outside their control

- collaborate in the development and dissemination of best practice in the mitigation of the impact of contextual factors.

Children and young people without a school place or at risk of not having a school place: Securing appropriate provision promptly and minimising the time out of school for any child or young person requires robust collaborative working across the school partnership and a good range of high quality local provision. In Barnet, the vast majority of children and young people are successfully placed through co-operation between schools (utilising the Fair Access Protocol) or in one Barnet's provision at The Pavilion, Northgate and home and hospital tuition service. Overall our approach is:

- prompt identification and placement of all children out of school or at risk of being out of school

- clear pathways to re-integrate where appropriate and possible into mainstream provision in full consultation with parents/carers

- individual re-integration plans for all children, working in partnership, assessing risk to individuals, families and schools

- individual packages of support; either delivered directly or commissioned while out of school.

In Section 5, we identify a need to review the range of alternative provision available in Barnet.

Young people at risk of not engaging in education, employment and training: Each year, there are approximately 350 young people between the ages of 16-19 who have left full time education and who we know are not actively engaged in employment, education or training (NEET). A range of provision is available across the partnership to support vulnerable young people in this position, offering them opportunities to engage positively in a range of diverse activities, helping to build their skills and confidence. We recognise that some young people are not yet ready to access the growing number of opportunities to enter employment such as apprenticeships and they require particular support to gain employability skills and become 'job ready'. Identifying young people at risk of NEET at an earlier stage in their school career will help us to identify and put in place appropriate support such as mentoring and coaching programmes. We have developed a partnership tool to improve the early identification of this cohort and will work in partnership to promote and embed this early identification approach.

Children and young people's health and well being: Achieving good education and health outcomes are inextricably linked. Schools and educational settings present the most significant opportunity in some young people's lives for them to get the right start to good health and well being. Embedding key health messages and accessing health services within a safe and encouraging environment from early years settings through primary and secondary education and beyond, is critical to encouraging and enabling healthy lifestyles and choices within Barnet's population.

- Support for schools in the effective commissioning of health and well being related services, recognising that schools are increasingly seeking to commission health related services as part of their strategy for supporting children and young people at risk of underachievement.

- Direct delivery of public health services within schools, early years and other educational settings to maximise reach and increase take-up.

- As part of Barnet's Health and Wellbeing Strategy, the development of funding packages for schools to support the delivery of effective public health messages; e.g. tackling obesity, sexual health and substance misuse.

How we will know when we succeed

We will know we have succeeded when the impact of barriers to children achieving their potential have been identified and mitigated and that all children have an opportunity to progress through their education, achieve their very best and lead independent successful lives. The gap in attainment for each group will be narrowed and any remaining gap in attainment between groups of pupils will not be as a result of barriers that can be overcome.

On our way to this goal, we aim to reduce the achievement gap between pupils eligible for free school meals and their peers achieving the expected level at Key Stage 2 to 14 per cent and increase the percentage of Looked After children making the expected level of progress in English (Reading and Writing) between Key Stages 2 and 4 to 35 per cent.

Young people who have experienced difficulties in their early life will be equipped and skilled to join the workplace, enabling them to become independent and take equal advantage of the opportunities on offer in Barnet and elsewhere. On our way to this goal, we aim for at least 95% of young people aged 16 or 17 to be in education or training.

5. Securing sufficient high quality provision and widening local opportunities

Why this is important
We are witnessing a significant growth in the number of children and young people living in Barnet and this is projected to continue until at least 2020. Birth rates are rising, there is an increase in inward migration and the council has ambitious future plans to regenerate and grow parts of the borough through new housing developments.

We need to plan to either provide directly, or to encourage the development of, high quality new educational provision to meet both the increase in overall numbers but also to ensure that the local offer remains current and can meet the full range of needs among Barnet's children and young people.

This means ensuring appropriate early years, primary, secondary and special school places are available and provided in the right place at the right time. It also means ensuring there are a range of opportunities to ensure all young people successfully transition into adulthood and they are equipped to become economically independent. Whilst in Barnet, a high proportion of our young people in Barnet stay on at school to continue their studies and a higher proportion go on to university compared with elsewhere, there is emerging evidence of significant turbulence among young people aged 17. Current data suggests that participation for this age group is among the lowest in London. This may be as a result of a 'drop out' at the end of year 12 which could suggest that a greater proportion of young people fail to succeed at this chosen pathway at this age in Barnet than elsewhere. This is of particular concern in the light of impending changes to the A level curriculum and the requirements for young people to participate in employment, education or training for longer (Raising Participation Age). We have identified a need to broaden the range of local opportunities to ensure that a diverse offer of vocational, work-related and apprenticeship opportunities are available to strengthen the Barnet offer for young people.

Our approach
Demand for education is growing rapidly in Barnet, and the council has a statutory duty to ensure that there is sufficient early years provision within the locality and that all children of statutory school age who require a school place can access one. The council must also secure sufficient suitable education and training provision for young people.

The borough hosts and celebrates a wide and diverse educational offer for primary and secondary pupils. Planning to meet the demand for new provision within Barnet together with the analysis of need within the borough is set out in detail in Commissioning School Places. In this document, we set out the guiding principles that underpin our planning for each of the stages of education.

Early years; the local authority has a range of duties in relation to early years including securing adequate childcare provision so that parents can work and train and securing free early years provision for 3 and 4 year olds and vulnerable 2 year olds. Delivering effective early years education, starting with a free entitlement for vulnerable two year olds and all three and four year olds, requires a sufficient supply of high quality settings that can meet the diverse needs of Barnet's children, located where it meets the needs of parents and their families. The pattern and funding of early years provision within Barnet has grown organically and comprises of nursery schools, nursery classes within schools, children's centres, child minders and private, voluntary and independent providers. We are committed to ensuring that all young children with a free entitlement have equal access to high quality early years provision.

We now believe, due a number of factors, that it is time to undertake a review of early years provision to ensure that we fund places that are commissioned against an agreed set of

services and outcomes and to ensure fair access. A review will undertaken in full consultation with all stakeholders during 2013.

Primary and secondary phase: ensuring there are sufficient school places available has to be the partnership's top priority for capital investment in education. However, whilst the statutory duty to secure sufficient provision still falls to the local authority, the changing education landscape with the increasing number of schools converting to academy status, means that the ability of the local authority to directly control supply is diminishing. The local authority has no jurisdiction with respect to the decision making process of an academy to expand and there is a presumption that all newly commissioned schools will be academies (or free schools). In addition, the Government controlled Free School Programme has to date, afforded little influence to local authorities regarding the establishment of free schools within an area. Within this new environment, developing a shared responsibility on how to best to meet need through understanding local pressures and capacity and establishing broad principles and priorities for investment across the partnership is key to delivering a sufficient and appropriate supply of provision.

This new landscape requires investment plans to be as flexible as possible and open to adaptation as new information or developments come to light. Current pressures mean that significant additional capacity has been, and will continue to be, required in primary schools and this will feed through to secondary schools within the next few years. Some initial investment in expanding secondary academies has been commissioned but further investment will be reviewed in the light of proposals to locate several new secondary free schools in the borough. Retaining flexibility is a significant challenge when designing and implementing a multi million pound investment programme that requires extensive consultation with schools, parents, local communities and other stakeholders.

Within this context, a detailed analysis of need for primary, secondary and special need provision is set out in our *Commissioning School and Learner Places 2013/14-2015/16,* together with an indication of how the need will be met through either temporary or permanent expansions or through the commissioning of new schools and provision. The principles underpinning our investment strategy are:

- where permanent additional provision is required to meet demographic pressure, existing popular and successful schools will be prioritised for expansion where the site allows, represents value for money in terms of building works, and where there is demand for places in the school's locality

- Barnet has a wide range of schools catering for families of different faiths and within the commissioning of new places, the council will seek to meet, where practical, demand for different types of faith school that offer an ethos that promotes cohesion within the borough as a place to live and study

- where new provision is to be commissioned as a result of large scale housing development or regeneration, the council will operate a local process to select a preferred provider for each new provision in accordance with non-statutory government guidance. The council will take into account each proposer's ability to meet local need when choosing a preferred option. Proposers will also need to demonstrate how they will ensure inclusive practices and provision for pupils with differing needs, for example children with special educational needs

- we acknowledge that innovative and creative solutions are required to meet the educational needs of the anticipated growth in Barnet and London and we will work with schools, free school proposers and regeneration partners to find acceptable solutions through design that enable constrained sites to be bought forward. We will explore and encourage existing schools to bring forward proposals to work creatively in partnership or through other collaborative arrangements to maximise capacity on existing sites

- to meet demand, it is necessary to provide a large number of 'bulge classes' over the coming years. Whilst many can be planned in advance, inevitably, demand can be unpredictable and schools may be required to take additional pupils at short notice. The council will work to minimise this where at all possible

- schools taking additional pupils at the request of the local authority will receive sufficient funding for accommodation and equipment requirements

- we will invest in increasing resourced provision within schools to meet the needs of children with special educational where the opportunity arises as well as expanding our special schools to meet the demographic pressure

- the council welcomes existing successful independent schools who wish to enter the maintained sector, where there is proven parental and community demand, particularly if schools will help to meet the growing pressure for school places. Schools wishing to enter the state sector must have suitable and adequate school buildings to ensure that the council is not exposed to unnecessary financial liabilities as a result of taking on responsibility for poor condition premises

- the council is supportive of the development of free schools to meet local requirements where there is evidence of demand, a robust business case and available property. It will actively encourage free school proposals that meet the basic need for more school places within the borough and support this through more actively publicising areas of greatest pressure and the nature of proposals that would best meet Barnet's needs.

- in the interests of efficiency and value for money:

    - infant and junior schools are encouraged to consider amalgamation where the opportunity arises, for example when one headteacher leaves

    - in seeking to develop new provision, schools will need to offer at least two forms of entry and all new primary provision will be commissioned as all-through primary schools.

- we recognise that in the light of the pressure for school places, some facilities that may previously have been available to offer community services will be required to provide school places. We will need to be innovative and inventive and explore the potential to share resources across partnerships of schools.

Alternative Provision for statutory age pupils: a range of alternative provision is commissioned by schools and the local authority to meet a variety of needs. Barnet's provision for pupils permanently excluded from school, offered at The Pavilion is good and well regarded by our schools. Outstanding provision for young people with medical needs is offered through Northgate and Discovery Bay facility at Edgware Hospital provides for children while in hospital.

The Pavilion is mainly operating from a building not considered suitable for the curriculum offer and capital investment is required to develop a modern fit for purpose facility and learning environment. The majority of other alternative provision in use in Barnet is almost all commissioned directly by secondary schools. While much of this provision is valued, it is not the result of a system-wide commissioning process. Alongside these factors, there are national changes on the horizon: there is an expectation by the government that local authority alternative providers that are registered as pupil referral units (PRUs) should become state-funded academies by 2018 and there is the possibility that the government will make schools responsible for provision for permanently excluded pupils following exclusion, leading to schools having a new role as commissioners for pupil referral units.

These factors are leading to a review of our partnership's use of alternative provision for pupils either permanently or temporarily excluded from school. The review, due to report in Autumn 2013 will consider future commissioning intentions of the partnership and the local provision required to meet these intentions.

Widening the offer post 16: the partnership has reviewed the locally available opportunities to ensure that there is sufficient and suitable local provision to meet the needs and interests of all Barnet's young people to enable them to participate in education or training until at least 18 and up to the age of 25 for young people with learning difficulties and/or disabilities. We have identified the following:

- there is a good supply of opportunities for young people wishing to pursue an academic route through sixth form provision in schools and colleges

- we need to broaden the offer for young people wishing to pursue other avenues, such as apprenticeships, foundation learning and vocational programmes within Barnet to help young people equip themselves to access employment opportunities

- there is insufficient locally based provision to meet the range of need among young people with learning difficulties and/or disabilities necessitating long travel times to access provision elsewhere

- we need to work more closely in partnership with businesses and employers to seek opportunities for young people to access apprenticeships, to identify employers needs and help direct young people to make good career choices that better match the needs of the local and national economy.

With the secondary sector in Barnet now pre-dominantly academies, the local authority has less influence over the shape and type of provision offered locally. However, the sharing of data and analysis, working together to identify gaps in provision, and conversely where there is an oversupply of provision, helps lays the foundation for good decision-making by all parties. Where the local authority is asked by any funding agency to support or recommend proposals put forward by individual providers, the capacity of any proposal to meet the needs listed above will inform the local authority view.

This collective approach to prioritising meeting gaps in provision has already led to the development of a new collaborative sixth form approach to enable more young people to make a successful transition from school to Barnet and Southgate College and other further education colleges. To broaden and increase work based opportunities locally, the council has funded a programme of activity establishing a local Barnet Apprenticeship Training agency aimed at assisting small to medium employers in recruiting local apprentices, together with a range of other activity to enable young people aged 16-24 to gain employment experience and help them to become 'job ready'. To increase local opportunities for young people with learning difficulties and/or disabilities Oak Lodge and Barnet and Southgate College have been developing new local provision, focussed on employability skills, with a new capital project underway to develop state of the art provision within Barnet and Southgate College.

We need to build on this experience to further strengthen the presence of work based providers in Barnet and facilitate better links with employers to create greater opportunities for work experience and work based learning. Through these links we need to ensure that vocational training responds to the key growth sectors that serve the local and global economy. Our young people need to be helped to become 'job ready' and be assisted through high quality information, advice and guidance offered by schools to make appropriate career choices in the light of the future demands of Barnet, London and the national economy.

To broaden local opportunities, ensure young people are equipped to seize opportunities and to meet the needs of employers for skilled, 'job ready' applicants we will:

- increase opportunities for employers to communicate their requirements to schools for young people to be ‘job ready’

- establish clear, simple information for local employers, schools and young people about local vocational opportunities with pathways

- promote networking opportunities for schools, local providers and employers

- share information with schools on the needs and characteristics of the local economy.

How we will know when we succeed

We will know we have succeeded when there are sufficient early year and school places available, where the percentage of children receiving a primary or secondary school of their choice (one of top 3 preferences) exceeds 90% and when all young people are participating in education, employment or training to enable them to become economically independent. On our way to this goal, we aim for the proportion of 16-17 year olds recorded in education and training to exceed 95%.

6. Key deliverables to support the partnership

	Key deliverable	Target Date
1	Academy Accord that clearly sets out expectations of the local authority and an Academy Trust	June 2013
2	Programme of activity to support Primary schools to consider appropriate models of governance	Sept 2013
3	Local process to assess potential academy sponsors	Sept 2013
4	Streamlined process for the appointment of local authority appointed governors	July 2013
5	Review of the local authority Governor training programme	Sept 2013
6	Self -Assessment toolkit for Governing Bodies	
7	Annual Report for Barnet parents and residents - pilot	Jan 2014
8	Brokerage model for schools to access support from other schools within the partnership	Sept 2013
9	Review of Alternative Provision	Autumn 2013
10	Review of Early Years	Autumn 2013
11	Future delivery model for Barnet Partnership School Improvement	Autumn 2013
12	Inclusion strategy	Autumn 2013

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Barnet Academy Accord

AGENDA ITEM 4b

1. Purpose of the Accord

1.1 The purpose of this Accord is to cement partnership working between the local authority and the Academy Trust to achieve continuous improvement in the educational outcomes for Barnet's children and young people. Our ambition in Barnet is for a world-class education offer that is rich and engaging, giving children and young people the skills, knowledge and abilities they need to achieve the best they can, delivering the vision set out in Barnet's Children and Young People Plan:

All children and young people in Barnet should achieve the best possible outcomes, to enable them to become successful adults, especially our most vulnerable children. They should be supported by high quality, integrated and inclusive services that identify additional support needs early, are accessible, responsive and affordable for the individual child and their family.'

1.2 The council as a commissioner and champion of children and parents wishes to work in partnership with Academy Trusts in Barnet, as the providers and facilitators of education and wider services for children and young people, to achieve this vision. The council believes that strong and productive relationships with Academy Trusts and collaborative working across the schools partnership is a key factor in bringing about sustained improvements to the lives of children and young people attending schools in Barnet.

1.3 This Accord sets out the framework for engagement between the council and the Academy Trust and takes account of the powers and duties retained by the local authority and of the government's policy position on academies, which is that they are autonomous, centrally-funded state schools.

2. Ensuring high standards

2.1 Data

2.1.1 The local authority will include data for academies and maintained schools in all data sets produced to enable academies to benchmark performance against similar schools in the area and to drive up standards

2.1.2 Barnet council and the Academy Trust agree that key performance data (to be agreed) will be shared to enable the council to fulfil its championing role, particularly in respect of vulnerable children and to enable the Academy Trust to meet its pupils needs.

2.2 School improvement

2.2.1 The underlying principle of school improvement is that academies are responsible – like community, trust and aided schools – for their own improvement. Barnet council respects the independence of the Academy Trust, and wishes to offer constructive support to the Trust's schools in the area. The Academy Trust will be invited to participate in all networks and forums co-ordinated by the local authority and will have full access to the range of school improvement traded services offered by the local authority.

2.2.2 The council and the Academy Trust agree, where requested by either party, to meet at least annually to 'keep in touch' and identify any local issues or concerns.

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

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

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

3. Admissions and school place planning

3.1 The Council will ensure that the annual co-ordinated admissions processes are administered in accordance with legal requirements and the determined schemes. It will consult both the Academy Trust (and its schools) on the annual schemes.

3.2 The Academy Trust commits to actively engaging in the local place planning process and to sharing relevant information in support of that process.

3.3 The Headteacher and representative Governors will be invited to participate in Barnet's Fair Access Panel (on a rotating basis) that oversees the implementation of Barnet Fair Access Protocol

3.4 Barnet council and the Academy Trust agree to meet to discuss any admissions dispute involving an academy within the trust to seek to avoid any application to the Secretary of State for education to admit a child.

4. Vulnerable children

The Academy Trust commits to participating in local arrangements for the early identification of children at risk of underachievement for a variety of reasons and to utilise local referral arrangements (e.g. the CAF) where appropriate to access locally co-ordinated support services offered by the local authority and other agencies and to work in partnership with them.

Barnet council and the Academy Trust agree to meet to discuss any disputes involving an academy within the trust in relation to the assessment, support, progress or placement of any vulnerable pupil (special educational need, Looked After Children, at risk of exclusion).

4.1 Special educational need

4.1.1 For the purpose of agreement about the provision made from delegated funds for special educational needs provision, the Academy Trust (and its schools) agree the 'additional and different' arrangements it is expected to make for pupils at School Action stages and pupils with a Statement of Special Educational Need. These could relate to all aspects of school life: in the classroom, during the school day and in activities beyond the school day. They should include 'additional and different' arrangements for:

- teaching and learning;
- the way in which learning and wellbeing is assessed;
- the ways in which access to the curriculum is facilitated;
- drawing on specialist expertise, within and beyond the school;
- pastoral support;
- intervention programmes over and above high quality classroom teaching for all pupils;
- equipment that schools / academies provide;
- staffing arrangements to promote access;
- more intensive engagement with parents and carers; and
- monitoring and evaluating the impact of the 'additional and different' arrangements on progress and outcomes for pupils with SEN.

4.1.2 The Academy Trust agrees to ensure that additional funding for any individual pupil provided through a Statement is used in order to support that pupil (as stipulated in the detail of the Statement).

4.2 Looked After Children

4.2.1 The Academy Trust recognises the particular role of the local authority as the corporate parent of Barnet children and young people Looked After, and will share data, progress and concerns as it would with any other parent.

4.2.2 The Academy Trust commits to contributing to the local arrangements for planning and monitoring of progress of Barnet's Looked After Children.

5. Exclusions and fair access

5.1 Barnet council respects the independence of the Academy Trust to use exclusion in line with guidance issued by the DfE, but will offer constructive support to the Trust's schools in the area with regard to the use of permanent and fixed term exclusion. The Academy Trust commits to supporting Barnet council in its aim to reduce permanent exclusions from vulnerable groups by consulting the local authority when considering the exclusion of children in care, those with a statement of special educational needs and any others from over–represented groups.

5.2 The Academy Trust will be given equal access to the services offered by the local authority maintained pupil referral units through the use of positive referral managed by the local authority.

5.3 The local authority will work with the Academy Trust to support the commissioning of alternative education provision and the development of bespoke provision matching local needs.

5.4 The Academy Trust will follow the arrangements currently in place in Barnet for the flow of funding following a pupil after a permanent exclusion.

5.5 The Academy Trust will support local protocols and will abide by the fair access protocol.

6. Traded services

6.1 The council sees no difference between maintained schools and academies in terms of offering traded services. All services offered by the council on a traded service basis will be available to the Academy Trust.

7. Safeguarding

7.1 The local authority will ensure up-to-date local authority procedures are made available to the Academy Trust. It will also provide locally agreed pro-forma for self-evaluation and action planning.

7.2 The Academy Trust agrees to

- adopt the LA procedures;
- self-evaluate all aspects of safeguarding at least biennially using the authority's section 11 audit tool or an evaluation form of similar quality; and
- produce an action plan to meet concerns identified in the self-evaluation / audit, which should contain appropriate actions that are measurable, with deadlines and a named person responsible.

8. Catastrophes/Major incidents

8.1 The Academy Trust agrees to inform the appropriate senior council official of any catastrophe or major incident; and to assist the council in any dealings with statutory bodies resulting from the event.

8.2 The council will act promptly in response to any catastrophe or major incident in close liaison with the school or schools concerned, outside its statutory duties but in line with its capacity.

8.3 Where there is a serious incident, the council will use its resources – for example, communications staff, educational psychologists and other support teams to assist in any way practicable. There will be no difference between maintained schools and Academies in terms of access to the critical incident support provided by the Educational Psychology Team.

8.4 The council will liaise as appropriate with the responsible authorities in respect of any financial or other issues arising.

8.5 The Academy Trust agrees to assist the council in responding to any major incident or catastrophe within the borough that requires the assistance of schools.

Local Authority…….....

Academy Trust…….....

Date…….....

AGENDA ITEM 5

NHS North Central London

Meeting:	Date:	Agenda Item No:
CHILDREN'S TRUST BOARD	27/06/2013	5

TITLE OF PAPER: Setting the Direction of Travel for Children's Joint Commissioning

SUMMARY OF PAPER:
This paper will set the direction of travel for the joint commissioning programme for 2013/14 which will inform the commissioning intentions for 2014/15 and the delivery of the Clinical Commissioning Group (CCG) recovery plan through the Quality, Innovation, Prevention and Productivity (QIPP) programme and the local Authority delivery of the medium term financial strategy.
A section 75 agreement will be drawn up to integrate the commissioning function and resources. The aim of the integration will be to develop high quality, responsive, cost effective integrated commissioned services. This transformational service redesign will be enabled by the formation of an integrated joint commissioning team to lead this change process.

ACTION REQUIRED BY BOARD:
The Children's Trust board are asked to note the content of the report and approve the proposed direction of travel which will need to be agreed and ratified by the local authority and the CCG prior to implementation

AUTHOR OF PAPER

NAME: Portia Kumalo
POSITION: Head of Joint Health Children's Commissioning
ORGANISATION: Barnet Clinical Commissioning Group
PHONE NO: 0203 688 1904

The aim of this paper to set the direction of travel for the joint commissioning programme for 2013/14 which will inform the commissioning intentions for 2014/15 and the delivery of the Clinical Commissioning Group (CCG) recovery plan through the Quality, Innovation, Prevention and Productivity (QIPP) programme and the local Authority delivery of the medium term financial strategy. This paper will set out the strategic and legislative drivers that support and under pin the governance arrangements for this programme. This paper will also give stakeholders a broad indication of the programme of work that is being proposed although this has not been finalised and agreed by the local authority and the CCG.

The evidence from the Kings Fund suggest that joint commissioning in health and social care using a multi factorial components delivers better outcomes instead of relying on a single organisational strategy. In 2011 the Kings Fund identified that care coordination for people with complex care needs and long term conditions is poor. In Children services in roads have been made to advance integrated care by developing the team around the child where multi disciplinary teams work together with the young person and their families to identify the needs and agree interventions that will optimise outcomes. However this remains patchy and is resource intensive. The budgetary control within different organisations has made it challenging to progress a cohesive commissioning plan that focuses on improving quality of care and interventions, preventing ill health, developing innovative approaches to service delivery which will enable realisation of productivity gains across the continuum.

In the last few years some Children's Trusts were part of the Total place pilot projects. These pilot projects included the views of children and young people and their families and gave multi disciplinary teams the opportunity to map out the pathways and identify potential areas of redesign. Barnet is in a fortunate position where there is the political and strategic drive to use the leavers in the Health and Social Care Act 2012 to commission services for Children jointly to achieve the aspirations of integrated services.

The health and social care Act 2012 gives local authorities an enhanced role in shaping NHS commissioning through the Health and Wellbeing boards who are responsible for the production of the Health and Wellbeing Strategy, including priorities for children and young people. The strategy is informed by the Joint Health Needs Assessment led by the Public Health function which has been transferred to local authorities from Health in April 2013.

The Children and Young People's Plan is overseen by the Children Trust. This has been developed by its multiagency partners to meet the needs of children and young people to achieve their outcomes as defined in Every Child Matters. The delivery of this local plan is dependent on integrated working and a joint approach to commissioning.

For a long time the Children and Young People's workforce has talked about the benefits of joint working and adopting a joint approach to utilisation of limited resources. Whilst there is a cogent argument to support the implementation of joint function the delivery in most places has been patchy and has lacked a cohesive approach. The NHS Future Forum report acknowledged this discourse by stating that "we need to move beyond arguing that for integration but focus on making it happen" this is particularly true for children with long term conditions, complex needs, palliative care and children with disability if commissioners are serious about commissioning outcomes that will reduce inequalities and improve overall outcomes.

In Barnet the vehicle for delivering this transformation is the formation of integrated health and social care teams who have a joint planning and commissioning remit. The new joint commission structure aims to use existing resources from health and the local authority however there are discussions about the additional resources that will be required in the short, medium and long term basis to support the integrated commissioning function and the transformational change programme. It may be that some of the funding to cater for

the resource intensive spells may be funded from the section 256 agreement from the NHS Act 2006 gives health and local authorities another legislative lever to enter into arrangements for improving outcomes. Whilst the majority of this funding was intended for re- enablement programmes in adults the budget has been devolved to the local Health and wellbeing boards to meet their priorities. In Children these budgets have been previously used to increase the commissioning capacity.

From a commissioned service perspective a section 75 agreement will be the commissioning vehicle for delivering the changes in commissioning and pooling of resources. The legal premise for the section 75 agreement is found in the 1999 Health Act, this enables local authority partners the ability to pool resources and staff. This NHS Act 2006 extended the provision of section 75, the Health and Social Care Act 2012 has not made any changes to the provisions. Under a section 75 agreement the local authority can:

- Pool funds to agreed levels into a single pot to be spent on agreed projects and on designated service lines
- Integrate provision through the joining up of staff, resources and management structures
- Agree to delegate the commissioning of services to a lead organisation

In Barnet there is an agreement that an over arching section 75 agreement will be used a lever to re-commission integrated services that deliver improved health, education and social outcomes for children and young people. This work has already begun with the decommissioning and re- commissioning of the Speech and Language Therapy services. There are high level discussions to identify and agree further services that will be commissioned using section 75 agreements to deliver value for money and improved outcomes. As there has not been any initial discussion with the affected providers and given the commercial sensitivity of the services that are likely to be commissioned a decision has been made not to list the services that will be affected by this change in this paper but instead to set the broad direction of travel.

In the last few weeks the CCG and the local authority have progressed the discussions about the integrated services. This has included the agreement of the structure for the joint team. There is further and ongoing work to finalise the following:

- Drafting of the Section 75 agreement for approval by both organisations
- Drafting of a memorandum of understanding
- Mobilisation plan which includes collocation, IT and workforce planning
- Development of new job descriptions and recruitment to the joint team

In conclusion this paper has set out the broad direction of travel for the joint health commissioning function and the commissioning resources to support the work programme.
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End of Year Review Performance Review

Key Measure of Success	Current Performance 2011/12 (Ac Yr 10/11) unless otherwise stated	12/13 (AC Yr 11/12) Target	End of Year Performance Review	13/14 (AC Yr 12/13) Target	Lead Officer
Be Healthy					
Prevalence of breastfeeding at 6 – 8 weeks from birth	As at Dec 11 Prevalence 73.7% Coverage 96.4% as at Dec 11	Prevalence 74.4% Coverage 95%	Prevalence 80.1% Coverage 96.8%	TBC	NCL NHS Barnet
Obesity among primary school age children in Reception Year	AC Yr 10/11 9.5%	9.5%	9.6%	TBC	NCL NHS Barnet
Obesity among primary school age children in Year 6	AC Yr 10/11 19.5%	18.7%	19.1%	TBC	NCL NHS Barnet
Under 18 conception rate (the change in the rate compared with 1998 baseline rate)	-9.9% (Rate 21.8) 2010 data.	Rate 21.8	-42.98% (Rate 13.8) 2011 data.	TBC	NCL NHS Barnet
Resident children immunised by their 2nd birthday (MMR)	As at Dec 11 89.1%*	92%	91%	TBC	NCL NHS Barnet
Completed health checks for children in care	As at March 12 96%*	98%	100%	98%	Head of Social Care
Stay Safe					
% DV cases being reviewed by the Multi Agency Risk Assessment Conference	As at March 12 7.2%	20%	8.6%	20%	Early Intervention and Prevention

Key Measure of Success	Current Performance 2011/12 (Ac Yr 10/11) unless otherwise stated	12/13 (AC Yr 11/12) Target	End of Year Performance Review	13/14 (AC Yr 12/13) Target	Lead Officer
(MARAC) more than once within the last 12 months.					Manager
Initial assessments for children's social care carried out within **10** working days of referral	As at March 12: 80.2%*	84%	78%	84%	Head of Social care
Core assessments for children's social care that were carried out within 35 working days of their commencement	As at March 12 77.4%*	80%	88%	82%	Head of Social care
Timeliness of placements of looked after children adopted who were placed for adoption within 12 months of the decision to be placed for adoption.	As at March 12: 75%*	75%	76%	75%	Head of Social care
% of children in care at 31 March with 3 or more placements during the year	As at March 12: 10.4%*	8%	13.2%	8%	Head of Social care
Stability of placements of looked after children: length of placement	As at March 12 60%*	70%	58%	70%	Head of Social care
% ceasing to be subject to a child protection plan during the year, whose plan had lasted 2 years or more	As at March 12: 14.49%*	8%	7.8%	8%	Divisional Manager Safeguarding and Head of Social care
Children becoming the subject of a Child Protection Plan for a second or subsequent time	As at March 12 13.78%*	12%	9.7%	12%	Divisional Manager Safeguarding and Head of Social care
Child protection cases which were reviewed within required timescales	As at March 12 100%*	100%	100%	100%	Divisional Manager Safeguarding and Head of Social care

Key Measure of Success	Current Performance 2011/12 (Ac Yr 10/11) unless otherwise stated	12/13 (AC Yr 11/12) Target	End of Year Performance Review	13/14 (AC Yr 12/13) Target	Lead Officer
Number of children reported as missing from care overnight	22 as at March 2012	10% reduction	21 as at March 2013	TBC	Divisional Manager Safeguarding
Number of children becoming the subject of a Child Protection Plan	As at March 12 259*	5% reduction	227	TBC	Divisional Manager Safeguarding and Head of Social care
Number of children and young people on the private fostering register	As at March 12: 28*	24	14	24	Head of Social care
% of children in care, aged under 16, who are in LBB foster placement	As at March 12 53.2%*	2% increase	54%	TBC	Head of Social care
Number of children in care	As at March 12 297*	305	311	300	Head of Social care
% of children in care adopted	As at March 12 16.2%*	12%	18%	12%	Head of Social care
Enjoy & Achieve					
Achievement of at least 78 points across the Early Years Foundation Stage with at least 6 in each of the scales in Personal Social and Emotional Development and Communication, Language and Literacy	AC Yr 2010/11 69.2%	70%	69%	TBC	Early Years Lead Advisor
Achievement at level 4 or above in both English and Maths at KS 2 (Threshold)	AC Yr 2010/11 80%	AC Yr 11/12 81%	79%	AC Yr 12/13 82%	Primary Lead Advisor
Achievement of 5 or more A*-C grades at GCSE or equivalent including English and Maths (Threshold)	AC Yr 2010/11 69%	AC Yr 11/12 69%	AC Yr 11/12 69.2%	70%	Secondary Lead Advisor
Reduction in the number of schools where	AC Yr 2010/11	AC Yr 11/12	AC Yr 11/12	AC Yr 12/13	Primary Lead

Key Measure of Success	Current Performance 2011/12 (Ac Yr 10/11) unless otherwise stated	12/13 (AC Yr 11/12) Target	End of Year Performance Review	13/14 (AC Yr 12/13) Target	Lead Officer
fewer than **60%** of pupils achieve level 4 or above in both English and Maths at KS2 (Floor)	6 (8%)	0	6 (8%)	0	Advisor
Reduction in the number of schools where fewer than **35%** of pupils achieve 5 or more A*-C grades at GCSE and equivalent including GCSEs in English and Maths (Floor)	AC Yr 2010/11 0	AC Yr 11/12 0	0 secondary schools (1 PRU)	AC Yr 12/13 0	Secondary Lead Advisor
Participation of 17 year-olds in education or training	86% 2010 data	90%	72% Dec average 2012	90%	Div Manager Youth Support Service
Narrowing the gap between the lowest achieving 20% in the Early Years Foundation Stage Profile and the rest	AC Yr 2010/11 29.1%	28.8%	30.9%	TBC	Early Years Lead Advisor
Progression by 2 levels in English between KS1 and KS2	AC Yr 2010/11 89%	90%	92% in English	91%	Primary Lead Advisor
Progression by 2 levels in Maths between KS1 and KS2	AC Yr 2010/11 88%	89%	91% in Maths	90%	Primary Lead Advisor
Children in care reaching level 4 in English at KS 2	AC Yr 2010/11 62%	45%	Data suppressed due to small numbers	78%	Head of Social care
Children in care reaching level 4 in Maths at KS 2	AC Yr 2010/11 54%	27%	Data suppressed due to small numbers	56%	Head of Social care
Children in care achieving 5 A*-C GCSEs (or	AC Yr 2010/11	30%	Data suppressed	36%	Head of Social

Key Measure of Success	Current Performance 2011/12 (Ac Yr 10/11) unless otherwise stated	12/13 (AC Yr 11/12) Target	End of Year Performance Review	13/14 (AC Yr 12/13) Target	Lead Officer
equivalent) at KS 4 (including English and Maths)	10%		due to small numbers		care
Achievement gap between pupils eligible for free school meals and their peers achieving the expected level at KSs 2 and 4	AC Yr 10/11 KS2: 18% KS4: 25%	Ac Yr 11/12 KS2: 17.5% KS4: 25%	KS2: 16% KS4: 23%	Ac Yr 12/13 KS2: 17% KS4: 23%	Primary Lead Advisor Secondary Lead Advisor
The Special Educational Needs (SEN)/non-SEN gap – achieving KS 2 English and Maths threshold	AC Yr 10/11 41%	Ac Yr 11/12 40%	41%	AC Yr 12/13 39%	Principal Educational Psychologist
Achievement of 5 or more A*-C grades at GCSE or equivalent including English and Maths for pupils with SEN	32%	33%	45.6%	TBC	Principal Educational Psychologist
Key Stage 2 attainment for Black and minority ethnic groups – achieving Level 4+ in English and Maths					Primary Lead Advisor
Black Caribbean group	AC Yr 2010/11 63.9%	Ac Yr 11/12 65%	75.4%	AC Yr 12/13 66%	
White & Black Caribbean group	AC Yr 2010/11 74.1%	Ac Yr 11/12 75%	73.1%	AC Yr 12/13 76%	
Black African group	AC Yr 2010/11 69.2%	Ac Yr 11/12 70%	75%	AC Yr 12/13 71%	
White & Black African	AC Yr 2010/11 74.1%	Ac Yr 11/12 75%	80%	AC Yr 12/13 76%	
KS 4 attainment for Black and minority ethnic groups – achieving 5 A*-C including English and Maths					Secondary Lead Advisor
Black Caribbean group	AC Yr 2010/11 60%	Ac Yr 11/12 61%	50%	AC Yr 12/13 62%	
White & Black Caribbean group	AC Yr 2010/11 52%	Ac Yr 11/12 53%	52.8%	AC Yr 12/13 54%	
Black African group	AC Yr 2010/11	Ac Yr 11/12 58%	56.8%	AC Yr 12/13	

Key Measure of Success	Current Performance 2011/12 (Ac Yr 10/11) unless otherwise stated	12/13 (AC Yr 11/12) Target	End of Year Performance Review	13/14 (AC Yr 12/13) Target	Lead Officer
	57%			59%	
White & Black African group	AC Yr 2010/11 43%	Ac Yr 11/12 44%	59.3%	AC Yr 12/13 45%	
Schools with good or outstanding overall effectiveness	AC Yr 2010/11 91%	AC Yr 11/12 92%	AC Yr 11/12 92% Primary 90% secondary	TBC	Assistant Director Schools & Learning
Reduction in the numbers of schools judged, in their most recent OfSTED Inspection, to be inadequate	AC Yr 2010/11 0	AC Yr 11/12 0	As of Dec 2012 2% Primary 0 Secondary	AC Yr 12/13 0	Assistant Director Schools & Learning
Primary absence rate	AC Yr 2010/11 5.49%	5.3%	4.7% (attendance is 95.3%)	5.2%	Head of Access to Schools
Average A-Level point score per entry	226.7	228	222.7	231	14-19 Partnership
Average A-Level point score per candidate	773.5	770	748.8	774	14-19 Partnership
Looked after children missing at least 25 days of school	AC Yr 2010/11 11.04%	AC Yr 11/12: 12%	8.4%	AC Yr 12/13: 11.5%	Head of Social Care
100% of children in the borough who applied by the admissions deadline have a Reception place for September 2012	Ac Yr 11/12 applicants 99.7%	100%	100%	100%	Strategy and Planning Manager/Head of Access to Schools
Make a Positive Contribution					

Key Measure of Success	Current Performance 2011/12 (Ac Yr 10/11) unless otherwise stated	12/13 (AC Yr 11/12) Target	End of Year Performance Review	13/14 (AC Yr 12/13) Target	Lead Officer
Rate of proven re-offending by young offenders	10/11 0.8	1% reduction year on year	0.87	1% reduction year on year	Youth Offending Manager
Young people within the Youth Justice System receiving a conviction in court who are sentenced to custody	As at March 12 6.6%*	5%	5.2%	5%	Youth Offending Manager
First time entrants to the Youth Justice System aged 10 – 17 (per 100,000)	10/11 472 TBC	Reduction of 5% per 100,000 population	408 (Q3)	Reduction of 5% per 100,000 population	Youth Offending Manager
All school councils linked to Barnet Youth Board	As at March 12 54.2%	70%	85%	70%	Div Manager Youth Support Service
Children in care participating in their own statutory reviews	As at March 12: 99%*	99%	96%	99%	Head of Social Care
Achieve Economic Wellbeing					
16 to 18 year olds who are not in education, training or employment (NEET)	Nov 11 – Jan 12: average 4.1%	Remains below the mean for Statistical neighbours	3.4% in March 2013. Data collection issues with very high levels of 'not knowns'.	Below the mean for Statistical neighbours	Div Manager Youth Support Service
Care leavers in suitable accommodation	As at March12: 88%*	94%	79%	94%	Head of Social Care

Key Measure of Success	Current Performance 2011/12 (Ac Yr 10/11) unless otherwise stated	12/13 (AC Yr 11/12) Target	End of Year Performance Review	13/14 (AC Yr 12/13) Target	Lead Officer
Care leavers in employment, education or training	As at March 12 45.5%*	60%	61%	70%	Head of Social Care

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Project Management
Highlight Report

Monitoring Body	EMG	Monitoring Product	CYPP 2013-16 Action Plan: Primary and Narrowing the Gap	Reporting Period:
Prepared By:	Health/ VCS/ Police/ Education/ Children's Service			Reporting to:

Overall Progress Review	Overall Progress Summary	Position in Previous Period
Red Amber Green Blue		N/A

Priority	Action	Owner	Anticipated Completion Date	Status	Progress	Key Issues
Engage families early to ensure children have happy lives at home.	Develop the Literacy and Reading Strategy, and include a focus on early literacy support and sessions for parents and babies.	Libraries Service	31.3.14	Green	Strategy being led by xx, yy consultation planned and zz libraries included in scope of pilot work.	Ensuring reach of libraries to areas most keenly affected by early literacy problems Engaging effectively with primary and nursery schools to promote work

AGENDA ITEM 6a

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End of Year Review Performance Review

Key Measure of Success	Current Performance 2011/12 (Ac Yr 10/11) unless otherwise stated	12/13 (AC Yr 11/12) Target	End of Year Performance Review	13/14 (AC Yr 12/13) Target	Lead Officer
Be Healthy					
Prevalence of breastfeeding at 6 – 8 weeks from birth	As at Dec 11 Prevalence 73.7% Coverage 96.4% as at Dec 11	Prevalence 74.4% Coverage 95%		TBC	NCL NHS Barnet
Obesity among primary school age children in Reception Year	AC Yr 10/11 9.5%	9.5%		TBC	NCL NHS Barnet
Obesity among primary school age children in Year 6	AC Yr 10/11 19.5%	18.7%		TBC	NCL NHS Barnet
Under 18 conception rate (the change in the rate compared with 1998 baseline rate)	-9.9% (Rate 21.8) 2010 data.	Rate 21.8		TBC	NCL NHS Barnet
Resident children immunised by their 2nd birthday (MMR)	As at Dec 11 89.1%*	92%		TBC	NCL NHS Barnet
Completed health checks for children in care	As at March 12 96%*	98%		98%	Head of Social Care

Key Measure of Success	Current Performance 2011/12 (Ac Yr 10/11) unless otherwise stated	12/13 (AC Yr 11/12) Target	End of Year Performance Review	13/14 (AC Yr 12/13) Target	Lead Officer
Stay Safe					
% DV cases being reviewed by the Multi Agency Risk Assessment Conference (MARAC) more than once within the last 12 months.	As at March 12 7.2%	20%		20%	Early Intervention and Prevention Manager
Emotional and behavioural health of children in care	14.8% 10/11	13%		13%	Assistant Director of Social Care
Initial assessments for children's social care carried out within **10** working days of referral	As at March 12: 80.2%*	84%	78%	84%	Head of Social care
Core assessments for children's social care that were carried out within 35 working days of their commencement	As at March 12 77.4%*	80%	88%	82%	Head of Social care
Timeliness of placements of looked after children adopted who were placed for adoption within 12 months of the decision to be placed for adoption.	As at March 12: 75%*	75%		75%	Head of Social care
% of children in care at 31 March with 3 or more placements during the year	As at March 12: 10.4%*	8%	13.2%	8%	Head of Social care
Stability of placements of looked after children: length of placement	As at March 12 60%*	70%		70%	Head of Social care
% ceasing to be subject to a child protection plan during the year, whose plan had lasted 2 years or more	As at March 12: 14.49%*	8%		8%	Divisional Manager Safeguarding and Head of Social care
Children becoming the subject of a Child Protection Plan for a second or subsequent time	As at March 12 13.78%*	12%	9.7%	12%	Divisional Manager Safeguarding and Head of Social care

Key Measure of Success	Current Performance 2011/12 (Ac Yr 10/11) unless otherwise stated	12/13 (AC Yr 11/12) Target	End of Year Performance Review	13/14 (AC Yr 12/13) Target	Lead Officer
Child protection cases which were reviewed within required timescales	As at March 12 100%*	100%	100%	100%	Divisional Manager Safeguarding and Head of Social care
Number of children reported as missing from care overnight	22 as at March 2012	10% reduction		TBC	Divisional Manager Safeguarding
Number of children becoming the subject of a Child Protection Plan	As at March 12 259*	5% reduction	227	TBC	Divisional Manager Safeguarding and Head of Social care
Number of children and young people on the private fostering register	As at March 12: 28*	24		24	Head of Social care
% of children in care, aged under 16, who are in LBB foster placement	As at March 12 53.2%*	2% increase		TBC	Head of Social care
Number of children in care	As at March 12 297*	305		300	Head of Social care
% of children in care adopted	As at March 12 16.2%*	12%		12%	Head of Social care
Number of CAFs completed	New CAFs as at March 2012: 398	770 New CAFs		880 New CAFs	MAST Manager
Enjoy & Achieve					
Achievement of at least 78 points across the Early Years Foundation Stage with at least 6 in each of the scales in Personal Social and Emotional Development and Communication, Language and Literacy	AC Yr 2010/11 69.2%	70%		TBC	Early Years Lead Advisor
Achievement at level 4 or above in both English	AC Yr 2010/11	AC Yr 11/12		AC Yr 12/13	Primary Lead

Key Measure of Success	Current Performance 2011/12 (Ac Yr 10/11) unless otherwise stated	12/13 (AC Yr 11/12) Target	End of Year Performance Review	13/14 (AC Yr 12/13) Target	Lead Officer
and Maths at KS 2 (Threshold)	80%	81%		82%	Advisor
Achievement of 5 or more A*-C grades at GCSE or equivalent including English and Maths (Threshold)	AC Yr 2010/11 69%	AC Yr 11/12 69%		70%	Secondary Lead Advisor
Reduction in the number of schools where fewer than **60%** of pupils achieve level 4 or above in both English and Maths at KS2 (Floor)	AC Yr 2010/11 6 (8%)	AC Yr 11/12 0		AC Yr 12/13 0	Primary Lead Advisor
Reduction in the number of schools where fewer than **35%** of pupils achieve 5 or more A*-C grades at GCSE and equivalent including GCSEs in English and Maths (Floor)	AC Yr 2010/11 0	AC Yr 11/12 0		AC Yr 12/13 0	Secondary Lead Advisor
Secondary schools judged as having good or outstanding standards of behaviour	AC Yr 2010/11 100%	100%		100%	Assistant Director Schools & Learning
Secondary school persistent absence rate	AC Yr 2010/11 3.7%	AC Yr 11/12 3.4%		TBC	Div Manager Youth Support Service
Participation of 17 year-olds in education or training	86% 2010 data	90%		90%	Div Manager Youth Support Service
Narrowing the gap between the lowest achieving 20% in the Early Years Foundation Stage Profile and the rest	AC Yr 2010/11 29.1%	28.8%		TBC	Early Years Lead Advisor

Key Measure of Success	Current Performance 2011/12 (Ac Yr 10/11) unless otherwise stated	12/13 (AC Yr 11/12) Target	End of Year Performance Review	13/14 (AC Yr 12/13) Target	Lead Officer
Progression by 2 levels in English between KS1 and KS2	AC Yr 2010/11 89%	90%		91%	Primary Lead Advisor
Progression by 2 levels in Maths between KS1 and KS2	AC Yr 2010/11 88%	89%		90%	Primary Lead Advisor
Children in care reaching level 4 in English at KS 2	AC Yr 2010/11 62%	45%		78%	Head of Social care
Children in care reaching level 4 in Maths at KS 2	AC Yr 2010/11 54%	27%		56%	Head of Social care
Children in care achieving 5 A*-C GCSEs (or equivalent) at KS 4 (including English and Maths)	AC Yr 2010/11 10%	30%		36%	Head of Social care
Achievement gap between pupils eligible for free school meals and their peers achieving the expected level at KSs 2 and 4	AC Yr 10/11 KS2: 18% KS4: 25%	Ac Yr 11/12 KS2: 17.5% KS4: 25%		Ac Yr 12/13 KS2: 17% KS4: 23%	Primary Lead Advisor Secondary Lead Advisor
Special Educational Needs – statements issued within 26 weeks a) Percentage of final statements of SEN issued within 26 weeks excluding exception cases as a proportion of all such statements issued in the year. b) Percentage of final statements of SEN	As at March 12 a) 100% b) 74%	a) 100% b) 79%		a) 100% b) 79%	Senior Advocacy & Monitoring Manager

Key Measure of Success	Current Performance 2011/12 (Ac Yr 10/11) unless otherwise stated	12/13 (AC Yr 11/12) Target	End of Year Performance Review	13/14 (AC Yr 12/13) Target	Lead Officer
issued within 26 weeks as a proportion of all such statements issued in the year.					
The Special Educational Needs (SEN)/non-SEN gap – achieving KS 2 English and Maths threshold	AC Yr 10/11 41%	Ac Yr 11/12 40%		AC Yr 12/13 39%	Principal Educational Psychologist
Achievement of 5 or more A*-C grades at GCSE or equivalent including English and Maths for pupils with SEN	32%	33%		TBC	Principal Educational Psychologist
Key Stage 2 attainment for Black and minority ethnic groups – achieving Level 4+ in English and Maths					Primary Lead Advisor
Black Caribbean group	AC Yr 2010/11 63.9%	Ac Yr 11/12 65%		AC Yr 12/13 66%	
White & Black Caribbean group	AC Yr 2010/11 74.1%	Ac Yr 11/12 75%		AC Yr 12/13 76%	
Black African group	AC Yr 2010/11 69.2%	Ac Yr 11/12 70%		AC Yr 12/13 71%	
White & Black African	AC Yr 2010/11 74.1%	Ac Yr 11/12 75%		AC Yr 12/13 76%	
KS 4 attainment for Black and minority ethnic groups – achieving 5 A*-C including English and Maths					Secondary Lead Advisor
Black Caribbean group	AC Yr 2010/11 60%	Ac Yr 11/12 61%		AC Yr 12/13 62%	
White & Black Caribbean group	AC Yr 2010/11 52%	Ac Yr 11/12 53%		AC Yr 12/13 54%	
Black African group	AC Yr 2010/11	Ac Yr 11/12 58%		AC Yr 12/13	

Key Measure of Success	Current Performance 2011/12 (Ac Yr 10/11) unless otherwise stated	12/13 (AC Yr 11/12) Target	End of Year Performance Review	13/14 (AC Yr 12/13) Target	Lead Officer
	57%			59%	
White & Black African group	AC Yr 2010/11 43%	Ac Yr 11/12 44%		AC Yr 12/13 45%	
Rate of permanent exclusions from school (% of school population)	AC Yr 2010/11 Rate 0.11	AC Yr 11/12 0.09		AC Yr 12/13 0.09	Principal Educational Psychologist
Schools with good or outstanding overall effectiveness	AC Yr 2010/11 91%	AC Yr 11/12 92%		TBC	Assistant Director Schools & Learning
Reduction in the numbers of schools judged, in their most recent OfSTED Inspection, to be inadequate	AC Yr 2010/11 0	AC Yr 11/12 0		AC Yr 12/13 0	Assistant Director Schools & Learning
Primary absence rate	AC Yr 2010/11 5.49%	5.3%		5.2%	Head of Access to Schools
Children achieving Level 2+ or above in KS1 teacher assessments in a) Reading b) Writing c) Maths	AC Yr 2010/11 a) 87% b) 82% c) 91%	AC Yr 11/12 a) 87% b) 83% c) 91%		AC Yr 12/13 a) 87% b) 83% c) 91%	Primary Lead Advisor
Average A-Level point score per entry	226.7	228		231	14-19 Partnership
Average A-Level point score per candidate	773.5	770		774	14-19 Partnership
% of hard to place pupils allocated a school place within 20 days of referral to the admissions forum placement panel	AC Yr 2010/11 97.8%	100%		100%	Head of Access to Schools
Number of children with a statement placed in	As at March 12:	Maintain at 25		TBC	Senior Advocacy &

Key Measure of Success	Current Performance 2011/12 (Ac Yr 10/11) unless otherwise stated	12/13 (AC Yr 11/12) Target	End of Year Performance Review	13/14 (AC Yr 12/13) Target	Lead Officer
residential school out of borough	257				Monitoring Manager
Looked after children (for any length of time) who left care during the year aged 16 or over with at least 1 GCSE Grades A*-G or GNVQ	As at Feb 12 55.3%*	65%		65%	Head of Social Care
Looked after children missing at least 25 days of school	AC Yr 2010/11 11.04%	AC Yr 11/12: 12%		AC Yr 12/13: 11.5%	Head of Social Care
100% of children in the borough who applied by the admissions deadline have a Reception place for September 2012	Ac Yr 11/12 applicants 99.7%	100%		100%	Strategy and Planning Manager/Head of Access to Schools
LA support required for an Academy conversion delivered within time for each conversion'	100%	100%		100%	Strategy and Planning Manager
Make a Positive Contribution					
Rate of proven re-offending by young offenders	10/11 0.8	1% reduction year on year		1% reduction year on year	Youth Offending Manager
Young people within the Youth Justice System receiving a conviction in court who are sentenced to custody	As at March 12 6.6%*	5%		5%	Youth Offending Manager
First time entrants to the Youth Justice System aged 10 – 17 (per 100,000)	10/11 472 TBC	Reduction of 5% per 100,000 population		Reduction of 5% per 100,000 population	Youth Offending Manager

Key Measure of Success	Current Performance 2011/12 (Ac Yr 10/11) unless otherwise stated	12/13 (AC Yr 11/12) Target	End of Year Performance Review	13/14 (AC Yr 12/13) Target	Lead Officer
All school councils linked to Barnet Youth Board	As at March 12 54.2%	70%		70%	Div Manager Youth Support Service
Number of Individual budgets for disabled children	As at March 12: 11	25 (subject to evaluation and national policy)		35 (subject to evaluation and national policy)	Div Manager for Complex Needs
Number of children aged 5-19 with complex needs who have a named trained lead professional	As at March 12: 520	900		950	Div Manager for Complex Needs
Children in care participating in their own statutory reviews	As at March 12: 99%*	99%		99%	Head of Social Care
Achieve Economic Wellbeing					
Young offenders engagement in suitable education, employment or training	As at March 12: 68.5%*	90%		90%	Youth Offending Manager
The proportion of all children who live in families in receipt of out of work benefits (child poverty)	22.9% 2009	Under 25%		Under 25%	Early Intervention and Prevention Manager
16 to 18 year olds who are not in education, training or employment (NEET)	Nov 11 – Jan 12: average 4.1%	Remains below the mean for Statistical neighbours		Below the mean for Statistical neighbours	Div Manager Youth Support Service
Care leavers in suitable accommodation	As at March12: 88%*	94%		94%	Head of Social Care
Care leavers in employment, education or training	As at March 12 45.5%*	60%		70%	Head of Social Care

Key Measure of Success	Current Performance 2011/12 (Ac Yr 10/11) unless otherwise stated	12/13 (AC Yr 11/12) Target	End of Year Performance Review	13/14 (AC Yr 12/13) Target	Lead Officer
Number of households with children living in temporary accommodation	2707 (Dec 11)	Monitor		Monitor	Housing
% of 16 to 19 year olds with learning difficulties and/or disabilities who are NEET	As at Feb 12: 8.6%	6%		6%	Div Manager Youth Support Service

Children and young people plan 2013 – 2016

February 2013

AGENDA ITEM 8

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Foreword

My most important duty is to get things right for Barnet's children and young people and to champion their interests. But helping them to achieve their best, and supporting children and families when they need extra help, can only be done by working in partnership, across organisations.

Barnet's Children and Young People Plan 2013/14 – 2015/16 is a real partnership plan, with a strong shared agenda, shaped by people from across our borough who know and work with children and young people, and also by the children and young people themselves.

Partners on Barnet's Children's Trust Board provide excellent opportunities and services to children and young people, and our aim is to continually improve our provision, by making services personal to each child's needs. Particularly in this challenging time, when increasing pressures are being faced by all services, and resources are tight, it is vital to be clear about our common purpose. This plan sets out our aims to support the whole journey of children in Barnet, underpinned by our three key priorities of intervening early, narrowing the gap and keeping children and young people safe. It has children and young people at its heart and prioritises their participation across our services.

Together, we can make life even better for Barnet's children and young people and make sure they have the opportunities they all deserve.

Yours,

Cllr Andrew Harper
Chairman of Barnet Children's Trust Board
Cabinet Member for Education, Children and Families

Vision

'All children and young people in Barnet should achieve the best possible outcomes, to enable them to become successful adults, especially our most vulnerable children. They should be supported by high quality, integrated and inclusive services that identify additional support needs early, are accessible, responsive and affordable for the individual child and their family.'

Compared with the rest of the country and statistical neighbours, Barnet's children do well at school, have good health, benefit from low crime rates and access to high quality open spaces. The Children's Partnership has the highest expectations for children in Barnet and we are committed to help them have happy and successful lives on their journey through childhood.

To achieve our vision will be challenging, especially given the increasingly tough environment in which children and young people live, trying to find work, accommodation and support. However, we remain committed to close partnership working between organisations, with a focus on early intervention and prevention, targeting resources to narrow the gap in achievement between those most at risk of not achieving their potential and those with greater advantages, and keeping children and young people safe.

Partners in Barnet are committed to working with children and young people to analyse need, design services and review how effectively we are performing.

About this plan

This plan explains what the organisations represented on Barnet's Children's Trust will do to support children, young people and their families to lead happy and successful lives. It is structured around the journey of the child and our cross-cutting priorities:

- Early Years
- primary
- secondary
- preparation for Adulthood
- early Intervention and Prevention
- targeting Resources to Narrow the Gap
- keeping Children and Young People Safe.

We have worked hard to make sure that this partnership plan truly reflects the breadth of work with children and young people in Barnet as well as being responsive to the wishes and needs of families themselves. Children and young people were engaged in the process through focus groups held by the Barnet Youth Board, and an online survey distributed via schools and youth networks.

This plan outlines the Children's Partnership's priorities for the period 2013-16. An annual action plan will sit beneath this plan and will detail how services are delivering the plan against their targets. In addition, the plan will sit alongside the Health and Wellbeing Strategy and Safer Communities Strategy. Several sub-strategies support the Children and Young People Plan, detailing work in specific areas, these will cover:

- Education
- Inclusion
- Early Years
- Child Anti-Poverty
- Early Intervention and Prevention

Understanding Barnet's children and young people

Children and young people make up around a quarter of Barnet's total population and the borough's population of 90,464 children and young people is the second largest in London. Males account for a slightly higher proportion of the younger population than females. Since 2004 there has been a 23.4% increase in births in Barnet, compared with a 16.9% increase in London and a 19.2% increase in England.

Barnet's younger population is more diverse than Barnet's population overall; while the majority are White there are high proportions of children in many minority ethnic groups.

Despite the tough economic climate, households in Barnet remain relatively prosperous, with average household income 5.4 per cent above the London average. However, there are variations in different parts of the borough and household incomes have been increasing at a slower rate than the rest of London. There are pockets of deprivation, notably around the western boundary's 'A5 corridor' and in some of our local housing estates.

Some groups of children and young people in Barnet are more vulnerable than others: The Department for Education estimates that around 7% of children have a disability as defined by the Disability Discrimination Act (DDA). In Barnet, this would equate to around 4,400 – 6,100 children and young people between the ages of 0 and 19. The council is also responsible for maintaining a list of children in the area who are at risk of continuing significant harm, and for whom there is a child protection plan. At 31 March 2012 there were 211 children subject to a child protection plan in Barnet.

You can find more information about the demography of children and young people living in Barnet in the Profile.

Performance management and governance

Barnet's Children's Trust brings together all services for children and young people in the borough, to focus on improving outcomes for all children and young people. Key members of the trust are:

- Barnet Council
- North Central London NHS, GPs, and health providers
- Barnet Borough Police
- CommUnity Barnet, representing the voluntary sector
- Primary, Secondary and Special Schools in Barnet
- Barnet and Southgate College
- Focus Groups of Children and Young people, representing specific issues

Representatives from all these organisations make up the Barnet Children's Trust Board which will keep a strategic oversight of the plan. Each organisation has agreed to be responsible for implementing the Children and Young People's Plan and the Executive Management Group of the Trust will monitor this.

The Children's Trust Board will monitor the this plan against a combination of the success measures detailed in each section of the plan and progress reports submitted to the Board.

Ways of working

Barnet Children's Trust Board and the Children's Partnership is committed to working in the following ways to achieve the strategic outcomes in this plan:

Working in partnership

We will work together to make sure that activity and resources are joined up and target those who most need them. We will collaborate with other service providers as required to meet the diverse needs of children and young people.

Involving children and young people in our work

We will consistently engage actively with children, young people and their families in developing and implementing solutions to meet their needs.

Keep safeguarding at the forefront of all we do

We will constantly keep the safeguarding of children in our thinking and working practices. We have a duty of care to all our residents, especially the vulnerable, to keep them safe.

Improving the customer experience

We will take steps to improve the way in which parents, carers and professionals can navigate and engage with the system on behalf of children and young people.

Delivering better services with less money

We will seek to ensure the best value for money so that children and young people get the maximum benefit.

Early years

Every child in Barnet has a great start in life, with the security and safety to grow in a nurturing environment.

The number of children aged between 0 and 5 years old in Barnet is growing every year and it is expected that by 2016 there will be 28,300 children in this age group.

This represents an increase of 8% over the period of this plan. This presents the Children's Partnership with a significant challenge, especially as resources diminish.

Priority	What does this mean?	How will we judge success?
1. Engage families early to ensure children have happy lives at home.	Recognising that families have the greatest influence over young children, we will engage with families pre-birth and in the early years of a child's life. We will work with those families on the cusp of need to help set positive habits for life and ensure that children are ready for school by the age of five. This could include parenting classes or ensuring the sufficiency of childcare places.	• an improvement in attainment of children against Early Years targets • growth in the prevalence of breastfeeding at 6 – 8 weeks from birth • an increase in the numbers of resident children immunised by their second birthday (MMR) • a decrease in the proportion of babies born under 2.5kg (5.5lbs) per 100 live births • an increase in the early identification of children with special educational needs • a declining number of children who are obese upon entering Reception.
2. Provide high quality health services for mothers and young children.	A growing body of evidence shows that good health for mothers and young children makes the biggest difference to life chances. This includes birth weight, development at age two and the mother's early relationship with the child. In order to give children the best possible start in life, the health of mother and child should be regularly monitored and maintained. This could include health visitors who support and promote breastfeeding and immunisations and Family Nurse Partnerships	
3. Ensure children in need of support are identified early and appropriately supported in their early years.	We will identify children with additional needs – whatever the cause – and work with families to reduce the impact of disadvantage later on. This could include early years development checks across education, health and social care or the putting in place of a child protection plan.	

Primary

Childhood in Barnet is safe and fun, with lots of opportunities to grow and develop through education, leisure and play.

There are currently over 28,000 children living in Barnet who are between the age of 5 and 11, and 25,700 children being educated in Barnet's primary schools. Children of this age group achieve well over all, with at least two thirds achieving at expected academic levels by the time they leave primary school.

We recognise that there is more to childhood than school; children at primary level should be enjoying life, be safe in their environments and be making healthy lifestyle choices.

Priority	What does this mean?	How will we judge success?
1. Provide exciting and supportive learning experiences in welcoming schools	Barnet's primary schools do provide these learning experiences - the vast majority of are rated good or outstanding and standards are above the national average. A good range of choice is available to parents, and schools generally cater well for a spectrum of abilities and needs. The main challenge facing the partnership is maintaining these high standards and ensuring Barnet's schools keep up with emerging national requirements. This could include schools supporting each other to improve standards through exchange of expertise or sharing good practice	• an improvement in attainment of children against Early Years targets • Growth in the prevalence of breastfeeding at 6 – 8 weeks from birth • an increase in the numbers of resident children immunised by their second birthday (MMR) • a decrease in the proportion of babies born under 2.5kg (5.5lbs) per 100 live births • an increase in the early identification of children with special educational needs • a declining number of children who are obese upon entering Reception2.
2. Work with schools and families to join up education, health and safety services	Teachers in Barnet schools have the greatest amount of professional contact with Barnet's children and as such, are able to identify issues early and make contact with partners when additional support needs to be put in place. We will work to make services more joined up and easy to access, with service users at their heart. This could include better communications to improve awareness of services available and making better use of school nurses.	
3. Ensure children in need of support are identified early and appropriately supported in their early years.	In 2009/10, 12.7% of Barnet Reception children surveyed were found to be overweight and 10.6 were obese. By Year 6 15.1% of children were found to be overweight and 17.5% obese –above the national average. We will work with children and families to ensure they foster good habits early to stay healthy into adulthood. This could include parenting programmes or health providing resources to schools to help promote healthy eating.	

Secondary

Children and young people feel supported to achieve and engage, while developing their identities and resilience.

There are 24,550 children between the ages of 11 and 16 in Barnet, and around 21,800 children educated in Barnet secondary schools. The January school census 2011 recorded that 143 different languages apart from English were spoken by pupils in Barnet schools.

By the time young people in Barnet reach the Secondary stage of their journey, they have a wide range of experiences and are forging their own individual identities.

Priority	What does this mean?	How will we judge success?
1. Offer opportunities for engagement and support, recognising the needs of the individual and supporting them to achieve	In the survey of children and young people in Barnet 90% of respondents were taking part in activities outside of school, within the borough. A range of activities is currently on offer across the borough, and we need to take action to mitigate the impact of the current economic climate on the equality, targeting, and longevity of these opportunities. This could include ensuring the sustainability of mainstream youth services through some charging.	• a declining number of children who are persistently absent from school or are excluded • improve school attendance among children identified as having 15% or more unauthorised absence or 3 fixed term exclusions • an increase in the umber of children achieving 5 A* - C grades including English and Maths at GCSE • an increase in professionals who feel supported by their local network.
2. Work in partnership with schools to address the root causes of exclusion and poor attendance	Exclusion has a major impact on the young person's learning as well as contributing to issues of isolation, criminal activity and health. This could include behaviour training or making better use of data to ensure that support can be provided early on.	
3. Build peer support networks among professionals to enable healthy mutual support and challenge that improves outcomes for young people	Many professionals in Barnet feel supported by numerous and diverse networks in which they can share best practice, resources and challenge one another. We want to help facilitate the development of these networks to ensure that all professionals feel supported. This should raise awareness of services available to young people, helping to join them up and drive improvement for children and young people. This could include working with primary schools to identify the most appropriate model of working together or expanding network meetings to be more inclusive	

Preparation for adulthood

Young people are ambitious for their futures and contribute positively to society.

There are around 12,000 17 -19 year olds in Barnet, and a growing number of young people continuing to receive services between the ages of 19 and 25.

We want young people to feel ambitious about their futures and begin to prepare for independence, particularly economic independence.

Priority	What does this mean?	How will we judge success?
1. Enable young people to foster ambitious and realistic aspirations.	We will support young people to have confidence in their abilities, be ambitious about their futures, set realistic goals and achieve these ambitions. Job Centre Plus reports a general lack of understanding and awareness of the jobs market and some young people are ill-prepared for the world of work. We need to work together to improve this situation. This could include effective use of the pupil premium or providing personalised and relevant advice in schools to enable young people to make well-informed choices about their futures.	• an increase in the proportion of children with a statement of special educational needs moving towards independent living • a growth in the number of children achieving a level 2 qualification by the age of 19 • a rise in the percentage of care leavers in employment, education or training • an increase in the percentage of young offenders engaged in suitable education, employment or training • a decline in the percentage of 16 to 19 year olds who are not in education employment or training.
2. Ensure services are integrated to support young people as they transition to adulthood	We want children and young people who are in care or have special educational needs to have a positive transition into adulthood. We will put the appropriate support in place to help them to achieve their potential and live lives that are as independent and fulfilling as possible. If young people need to transition to Adult Social Care in their journey to adulthood, we will make this as seamless and positive as possible. This could include a multi-agency programme for young people leaving care or better joint planning with young people with high levels of disability and complex needs.	
3. Offer relevant and tailored learning and employment opportunities.	We want all young people to be prepared for the world of work and will ensure there is a broad range of educational & training opportunities (incl. apprenticeships) that meet the needs of all Barnet residents. We know that the right skills and early experiences of training and employment help to foster economic independence for the rest of a young person's life but that more can be done to make sure some young people are able to participate and achieve. This could include building a residential unit as a step to supported living for young people with learning difficulties and / or disabilities or the creation of a studio school to provide a more business orientated learning experience.	

Early intervention and prevention

Intervening early improves outcomes for children, young people and families, enabling them to thrive

TA whole family approach to early intervention and prevention that joins up support from all partners not only gives children and young people the best life chances but is vital to our financial sustainability.

Early identification, targeting and planning of interventions, working in partnership and sharing information at the appropriate level are at the heart of our approach.

Priority	What does this mean?	How will we judge success?
1. Take a whole family approach to improving outcomes for children and young people.	The partnership is committed to supporting communication, emotional, physical and social development in families and addressing risk factors early on. We will help parents to maximise their skills as we aim to give their children the best start, including supporting families affected by domestic abuse. This could include supporting families with employment or housing issues.	• decrease the number of households with children living in temporary accommodation • decrease the number of children in care per 10,000 of the under 18 population • reduce the number of 17 and 19 year olds who are not in education, employment or training • reduce the number of young people offending.
2. Strengthen early identification and intervene early to improve life chances for those living in the most difficult situations.	Children and young people who have chaotic lives at home need early support to help minimise the impact of these difficulties on their development and later lives. Identifying and addressing needs at an early stage can help to prevent the difficulties that they can experience from arising. We aim to ensure that children and young people receive the right support at the right time, so that problems are addressed well before reaching 'crisis point'. This could include intensive support from a family focus worker, improving the identification of neglect or targeted youth and play opportunities.	
3. Reduce the involvement of children and young people in crime and anti-social behaviour.	Crime rates in Barnet are relatively low amongst children and young people, and we are committed to reducing them further, particularly through partnership working between the police and youth justice system as well as working intensively with families to alleviate the drivers of criminal and anti-social behaviour. This could include supporting young people to cope with peer pressure or Kickz football schemes to engage young people in positive activities.	

Keeping children and young people safe

Children and young people are safe in their homes, schools and around the borough, with an ability to develop healthy relationships with others.

The partnership will work together to protect children from harm to ensure their safety and welfare, in particular through the work of the Barnet Safeguarding Children Board. The Children's Partnership has recognised a need to develop its quality assurance to help keep our children and young people safe.

Priority	What does this mean?	How will we judge success?
1. Address unhealthy relationships based on exploitation and build aspirations for the future.	We will work to broaden awareness and support around bullying and vulnerability to exploitation to identify and support vulnerable children and young people. We want to identify exploitation early, ensure children and young people are safe and then reduce the impact of exploitation on their aspirations and plans for the future. This could include a multi-agency approach to domestic violence and raising awareness of sexual exploitation and developing services for young people most at risk.	• average time between a child entering care and moving in with its adoptive family, for children who have been adopted (days) • proportion of children and young people who have been victim of exploitation who feel ambitious for their futures and prepared to reach their ambitions • reduce the number of young people admitted to hospital with alcohol specific conditions • percentage of children at the virtual school meeting the targets in their Personal Education Plans • children subject to a child protection plan, where neglect is the main characteristic • reduction in number of individuals identified through the gang matrix approach • reduced level of offending risk for those on the gang matrix list.
2. Ensure services are integrated to support young people as they transition to adulthood	There is often significant peer pressure affecting children and young people, to enter into activities that may not keep them safe, in particular to use drugs and alcohol. We will educate young people on the effects and outcomes of these activities, and provide access to a range of services to get advice, socialise together and keep themselves positively engaged. We will work as a partnership to ensure early intervention with individuals identified as being at risk of progression towards prolific/ violent offending as part of a group or gang and focus on an anti-drugs and anti-gangs message within primary and secondary education in Barnet. This could include working with youth forums to gain a better understanding of the impact of bullying in Barnet and how the partnership could work to combat this, better use of intelligence products combining multi agency data sets, and the establishment of a Multi Agency Gang meeting.	
3. Protect children at risk of harm and support them to achieve their potential	We want all young people to be prepared for the world of work and will ensure there is a broad range of educational & training opportunities (incl. apprenticeships) that meet the needs of all Barnet residents. We know that the right skills and early experiences of training and employment help to foster economic independence for the rest of a young person's life but that more can be done to make sure some young people are able to participate and achieve. This could include building a residential unit as a step to supported living for young people with learning difficulties and/or disabilities or the creation of a studio school to provide a more business orientated learning experience.	

Targeting resources to narrow the gap

Targeted, personalised support for those most at risk of not achieving their potential, helping to reduce inequalities.

Narrowing the gap means improving the rate of progress and outcomes for children who are at risk of underachievement.

They are those children and young people whose educational achievement may be affected by factors relating to their ethnicity, gender or their social, cognitive and linguistic development

Priority	What does this mean?	How will we judge success?
1. Ensure that the families of children and young people at risk of underachievement, support their learning at home.	A significant body of research now points towards the importance of the home learning environment, from an early age and throughout the child's journey, to the life chances of children and young people. It will be important to work in partnership to ensure that children's lives outside their education, support their participation, learning and on-going development. This could include outreach from children's centres or schools running homework sessions for the whole family.	• reduce the achievement gap between pupils eligible for free school meals and their peers achieving the expected level at Key Stage 2 (Level 4+ in both English and maths) • increase the % of children with Special Education Needs (SEN) achieving 5 or more A*-C GCSE including English and Maths at Key Stage 4 • increase the % looked after children making the expected level of progress in English and Maths between Key Stages 2 and 4 • ensure waiting times for CAMHS services are as low as possible.
2. Continue to support children and young people's mental health and emotional wellbeing.	We must ensure that we address health, including mental health, both as a cause and consequence of poverty. We will work to join up resources to support the commissioning of integrated services for children and young people with emotional and mental health difficulties. Poor emotional wellbeing can prevent children and young people from achieving and may mean that they disengage entirely, having a major impact on their educational and personal development. This could include provision of therapies in schools.	
3. Enable those with Special Educational Needs, Learning Difficulties and Disabilities and complex needs to achieve their potential	Over the past five years there has been a general improvement in the attainment of pupils with SEN and those eligible for free school meals (FSM) at both Key Stage 2 and Key Stage 4. The attainment gap between pupils eligible for FSM and those not eligible is narrower at KS2 than at KS4 and at KS4 the gap is narrowing. Changes to the local authority capacity to support schools may impact on the pace of change. This could include travel training or special schools providing additional support within mainstream schools.	

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