

**MEETING****CHILDREN, EDUCATION, LIBRARIES & SAFEGUARDING COMMITTEE****DATE AND TIME****WEDNESDAY 7TH MARCH, 2018****AT 7.00 PM****VENUE****HENDON TOWN HALL, THE BURROUGHS, LONDON NW4 4BQ****TO: MEMBERS OF CHILDREN, EDUCATION, LIBRARIES & SAFEGUARDING COMMITTEE (Quorum 3)**

Chairman: Councillor Reuben Thompstone,  
 Vice Chairman: Councillor Bridget Perry

Councillor Pauline Coakley Webb	Councillor Alison Cornelius	Councillor Val Duschinsky
Councillor Helena Hart	Councillor Anne Hutton	Councillor Nagus Narenthira
Councillor Kath McGuirk		

**Substitute Members**

Councillor Rebecca Challice	Councillor Anthony Finn	Councillor Ammar Naqvi
Councillor Tom Davey	Councillor Adam Langleben	Councillor Stephen Sowerby

**Co-opted Members**

Kevin McSharry	Marilyn Nathan
Denis Carey	Gladys Vendy

In line with provisions in Article 3 of the Constitution, Residents and Public Participation, requests to submit public questions or comments must relate to a substantive item of business on the agenda and be submitted by 10AM on the third working day before the date of the committee meeting. Therefore, the deadline for this meeting is deadline at 10AM, Friday 2 March. Requests must be submitted to Salar Rida at [salar.rida@barnet.gov.uk](mailto:salar.rida@barnet.gov.uk)

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

**Andrew Charlwood – Head of Governance**

Governance Services contact: Salar Rida 020 8359 7113 [Salar.Rida@Barnet.gov.uk](mailto:Salar.Rida@Barnet.gov.uk)  
 Media Relations contact: Sue Cocker 020 8359 7039

**ASSURANCE GROUP**

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## ORDER OF BUSINESS

Item No	Title of Report	Pages
1.	Minutes of the last Meeting	5 - 10
2.	Absence of Members	
3.	Declarations of Members Disclosable Pecuniary Interests and Non-Pecuniary Interests	
4.	Report of the Monitoring Officer (if any)	
5.	Public Questions and Comments (if any)	
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11.	Any item(s) that the Chairman decides are urgent	

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# Decisions of the Children, Education, Libraries & Safeguarding Committee

16 January 2018

Members Present:-

AGENDA ITEM 1

Councillor Reuben Thompstone (Chairman)

Councillor Bridget Perry (Vice-Chairman)

Councillor Pauline Coakley Webb

Councillor Alison Cornelius

Councillor Val Duschinsky

Councillor Helena Hart

Councillor Nagus Narenthira

Councillor Kath McGuirk

Councillor Anne Hutton

Also in attendance

Denis Carey (Co-Opted Member)

Kevin McSharry (Co-Opted Member)

Gladys Vendy (Co-Opted Member)

Apologies for Absence

Marilyn Nathan (Co-Opted Member)

## 1. MINUTES OF THE LAST MEETING

The Chairman of the Committee, Councillor Reuben Thompstone welcomed all attendees to this meeting of the Children, Education, Libraries and Safeguarding Committee.

**It was RESOLVED that subject to the correction on p2 to read Ms Lisa Hayes Pate, the minutes of the previous meeting of the Committee held on 15<sup>th</sup> November 2017 be agreed as a correct record.**

## 2. ABSENCE OF MEMBERS

Apologies for absence were received from:

- Ms Marily Nathan, Co-Opted Member

## 3. DECLARATIONS OF MEMBERS DISCLOSABLE PECUNIARY INTERESTS AND NON-PECUNIARY INTERESTS

The following declarations were made at the meeting:

Councillor	Agenda Item(s)	Declaration
Anne Hutton	7,8,10	Declared a non-pecuniary interest by virtue of being a Trustee of Barnfield Children's Centre

**4. REPORT OF THE MONITORING OFFICER (IF ANY)**

None.

**5. PUBLIC QUESTIONS AND COMMENTS (IF ANY)**

None.

**6. MEMBERS' ITEMS (IF ANY)**

**6 a) Member's Item in the name of Councillor Anne Hutton – International Zero Tolerance to FGM Day 2018**

Councillor Anne Hutton introduced the item in her name.

Upon invitation of the Chairman, Ms Comfort Momoh, member of the British FGM national clinical group joined the table and addressed the Committee.

Ms Momoh spoke about the effects of FGM on mental health, particularly for children and young people. She emphasised the need and ongoing efforts to raise awareness of this issue within the borough and to link this with the International Zero Tolerance to FGM Day which will be held on 6<sup>th</sup> February.

In response to a query about collaborative working, Ms Momoh highlighted the work undertaken to inform communities about this issue. She also spoke about the need to encourage further reporting among communities as well as professionals.

It was unanimously **RESOLVED** that:

- 1) **The Committee referred the above Member's item to the Community Leadership Committee for consideration.**
- 2) **A statement be released in consultation with the Chairman of the Committee, Strategic Director for Children & Young People and Councillor Anne Hutton to help raise awareness of International Zero Tolerance to FGM Day, which is held on 6 February.**

**7. UPDATE REPORT ON PROGRESS OF BARNET CHILDREN'S SERVICES IMPROVEMENT ACTION PLAN**

The Strategic Director for Children & Young People, Chris Munday presented the third update report on Barnet Children's Services Improvement Action Plan.

In response to a question about audit activity, Tina McElligott, Operational Director Early Help, Children in Need of Help and Protection informed the Committee about the increase in quality assurance activities as a lens to practice which in turn becomes an integral part of the learning and development process to drive practice improvements.

In addition, Ms McElligott spoke about the review of thematic audits with staff which facilitates reflection and consideration of lessons learned which is becoming an integral part of practice.

Mr Munday provided Members with an overview of the current workload numbers as set out in the data dashboard which provides an update on progress to the seven improvement themes.

Ms Brigitte Jordaan, Operational Director Corporate Parenting spoke about driving a culture of change in reference to case ownership with children being placed at the centre.

In response to a query about levels of caseloads, Ms Jordaan informed the Committee about fluctuation of caseloads due to transfers between teams. Ms McElligott spoke about the importance of staff capacity and the need to balance case load as relative to the type and level of work being undertaken.

The Committee noted the progress made in improving services for children and young people in accordance with the Ofsted monitoring visit feedback letter and queried about the work needed to continue to make long term improvements.

Mr Munday referred to the improvement themes and noted the importance of management and leadership to achieve the changes needed. To continue to work effectively with schools, police, health and other partners. As well as a common understanding of the aims across the system.

In reference to case recording, the Committee noted the improvement made and that this remains of a variable standard. The Committee requested an update within the next Update Report on social work practice, case recording and actions taken to improve standards. **(Action)**

It was **RESOLVED:**

- 1. That the Committee noted the progress of the Barnet Children's Services Improvement Action Plan as set out in paragraphs 1.8 to 1.71.**
- 2. That the Committee noted details of Ofsted's monitoring visit set out in paragraphs 1.11 to 1.14 and the monitoring visit feedback letter received from Ofsted attached in Appendix 1.**
- 3. That the Committee noted and scrutinised as above the performance information provided in paragraphs 1.72 to 1.85 and Barnet Children's Services Improvement Plan Data Dashboard attached in Appendix 2.**

## **8. CHILDREN, YOUNG PEOPLE AND FAMILY HUBS - OUTLINE BUSINESS CASE**

The Chairman welcomed the report and invited Tina McElligott, Operational Director Early Help, Children in Need of Help and Protection to present the report.

Ms McElligott informed the Committee about the case for change within Early Help services is centred around three key areas, namely Improved ways of working, Site services closer to families and Delivering cost effective services. It is aimed to drive further improvements to early help services.

The Committee heard about the pilot programme testing in the East-Central locality of the borough. Ms McElligott spoke about the positive effects of the pilot since the start in September 2017.

It was noted that families have been able to access multi-agency support services and receive the help needed much quicker due to strong partnership working and information sharing between professionals across different organisations. The Committee noted the importance of ensuring that joined up working is purposeful and effective.

Members welcomed the report and noted the feedback from the pilot programme as a method of retaining continuous contact with families. The Committee also welcomed the consultation and noted the options which includes the use of venues Greentops and Finchley Youth Centre.

It was unanimously **RESOLVED**:

- 1. That the Committee reviewed the Outline Business Case for the proposed long term model of 0-19 Hub Delivery as outlined in Appendix 1.**
- 2. That the Committee agreed that the public consultation on proposals for introducing a new 0-19 Hub model will commence on 1 February 2018.**
- 3. That the Committee agreed to a Full Business Case coming back to the CELS committee at its meeting in June 2018. (Action: Forward Work Plan)**

## **9. DRAFT CORPORATE PLAN 2018/19 ADDENDUM**

The Chairman introduced the Draft Corporate Plan for 2018-19 Addendum. Mr Munday presented the report and highlighted the corporate priorities which fall within the remit of the Committee for 2018-19, the Children's Services Improvement Plan and Delivering the family-friendly Barnet vision.

In response to a request from the Committee, it was agreed that consultation be held with lead officers to consider incorporating the family-friendly Barnet vision, resilient families and children as part of future regeneration.

It was **RESOLVED** that:

**That the Committee reviewed the draft Corporate Plan 2018/19 addendum, including the key activities and targets for the Children, Education, Libraries and Safeguarding Committee, and recommended any changes prior to consideration of the Corporate Plan 2018/19 addendum by Policy and Resources Committee on 13 February 2017.**

Votes were recorded as follows:

For	5
Against	0
Abstentions	4



## 10. ANNUAL REPORT ON SCHOOL FUNDING IN BARNET FOR 2018-19

The Chairman welcomed the report and invited Ian Harrison, Education and Skills Director, Barnet with Cambridge Education to present the report to the Committee.

Mr Harrison informed the Committee that all schools will be funded in accordance with the new National Funding Formula from 2020-21. The Committee heard about the representations made to the government and the DfE's responses.

In response to a query from the Committee, Mr Harrison noted that it is now possible to ensure that no school will receive less funding per pupil than in the current year. He also pointed out the extra growth funding as allocation for Barnet schools.

It was **RESOLVED** that:

1. The Committee noted the annual report on school funding in Barnet including:
  - The National Funding Formula for schools and proposals for the Barnet School Funding Formula for 2018-19 and
  - The draft Barnet Schools Budget for 2018-19
2. The Committee approved the adoption and implementation of Option 2 from the consultation with schools on the Barnet School Funding Formula for 2018-19 – the National Funding Formula with additional protection.
3. The Committee approved the submission of the Authority Proforma Tool (which specifies the authority's funding formula for schools) on the basis of Option 2 from the consultation with schools on the Barnet School Funding Formula for 2018-19 – the National Funding Formula with additional protection and with the provision for a Minimum Funding Guarantee of 0%, which means that no school will receive less money per pupil in 2018-19 than they did in 2017-18, while any schools gaining from the phased introduction of the National Funding Formula will have their gains capped at +0.24% per pupil.
4. The Committee noted that the overall Schools Budget will be considered by the Policy and Resources Committee at its next meeting on 13th February 2018.

Votes were recorded as follows:

For	5
Against	0
Abstentions	4

## 11. FORWARD WORK PROGRAMME

The Committee noted the standing item on the agenda which lists the future business items for 2018.

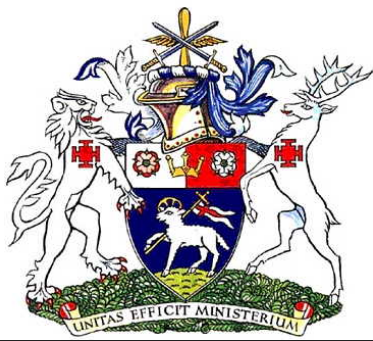
It was **RESOLVED**:

**That the Committee noted the Forward Work Programme for 2018.**

**12. ANY ITEM(S) THAT THE CHAIRMAN DECIDES ARE URGENT**

None.

The meeting finished at 8.35 pm



# Children, Education, Libraries and Safeguarding Committee

7 March 2018

<b>Title</b>	<b>Member’s Item in the name of Councillor Pauline Coakley Webb – Barnet’s Libraries</b>
<b>Report of</b>	Head of Governance
<b>Wards</b>	All
<b>Status</b>	Public
<b>Enclosures</b>	None
<b>Officer Contact Details</b>	Salar Rida, Governance Officer Email: <a href="mailto:Salar.Rida@Barnet.gov.uk">Salar.Rida@Barnet.gov.uk</a> Tel: 020 8359 7113

## Summary

The report informs the Committee of a Member’s Item and requests instructions from the Committee.

## Recommendations

1. That the Committee’s instructions in relation to this Member’s item are requested.

## 1. WHY THIS REPORT IS NEEDED

- 1.1 A Member of the Committee has requested that the item tabled below is submitted to the Children, Education, Libraries and Safeguarding Committee for consideration and determination. The Committee are requested to provide instructions to Officers of the Council as recommended.

<b>Councillor</b>	<b>Member's Item</b>
<b>Pauline Coakley Webb</b>	<b>Barnet Libraries</b>  The new library system of core, core-plus and partnership libraries has now been operating for almost a year. In 2015 there were 59,803 under 18's who were library users, now the total of all ages is under 20,000. Dedicated children's rooms in libraries have gone from Hendon, Golders Green and Hendon libraries. Schools are unable to use their local library in many cases - one Barnet school has joined a Haringey library to continue their pupils access to a library service. As well as reduction in space there is reduced access for children to use the library for study, revision and recreation.  I ask the CELS Committee to agree that a review of the existing Library Service is undertaken. The review should focus on the impact that the current arrangements have had on children's access to libraries, and propose actions that will encourage greater use of libraries by children and young people, recognising the vital role they play in their education and development.

## 2. REASONS FOR RECOMMENDATIONS

- 2.1 No recommendations have been made. The Committee are therefore requested to give consideration and provide instruction.

## 3. ALTERNATIVE OPTIONS CONSIDERED AND NOT RECOMMENDED

- 3.1 Not applicable.

## 4. POST DECISION IMPLEMENTATION

- 4.1 Post decision implementation will depend on the decision taken by the Committee.

## 5. IMPLICATIONS OF DECISION

### 5.1 Corporate Priorities and Performance

- 5.1.1 As and when issues raised through a Member's Item are progressed, they will need to be evaluated against the Corporate Plan and other relevant policies.

### 5.2 Resources (Finance & Value for Money, Procurement, Staffing, IT,

### **Property, Sustainability)**

5.2.1 None in the context of this report.

### **5.3 Legal and Constitutional References**

5.3.1 The Council's Constitution (Members of the Council, Article 2) states that a Member, including appointed substitute Members of a Committee or Sub-Committee may have one item only on an agenda that he/she serves. Members' items must be within the term of reference of the decision making body which will consider the item.

### **5.4 Risk Management**

5.4.1 None in the context of this report.

### **5.5 Equalities and Diversity**

5.5.1 Members' Items allow Members of a Committee to bring a wide range of issues to the attention of a Committee in accordance with the Council's Constitution. All of these issues must be considered for their equalities and diversity implications.

### **5.6 Consultation and Engagement**

5.6.1 None in the context of this report.

## **6. BACKGROUND PAPERS**

6.1 None.

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	<p><b>AGENDA ITEM 7</b></p> <p><b>CHILDREN, EDUCATION, LIBRARIES &amp; SAFEGUARDING COMMITTEE</b></p> <p><b>7 March 2018</b></p>
<p style="text-align: right;"><b>Title</b></p>	<p><b>Update report on progress of Barnet Children's Services Improvement Action Plan</b></p>
<p style="text-align: right;"><b>Report of</b></p>	<p>Chairman of the Committee, Councillor Reuben Thompstone</p>
<p style="text-align: right;"><b>Wards</b></p>	<p>All</p>
<p style="text-align: right;"><b>Status</b></p>	<p>Public</p>
<p style="text-align: right;"><b>Urgent</b></p>	<p>No</p>
<p style="text-align: right;"><b>Key</b></p>	<p>No</p>
<p style="text-align: right;"><b>Enclosures</b></p>	<p><b>Appendix 1: Ofsted Monitoring visit letter</b>  <b>Appendix 2: Improvement plan data dashboard (to follow)</b></p>
<p style="text-align: right;"><b>Officer Contact Details</b></p>	<p>Chris Munday                  Strategic Director for Children and Young People  <a href="mailto:Chris.Munday@barnet.gov.uk">Chris.Munday@barnet.gov.uk</a></p>

<b>Summary</b>
<p>Children's services in Barnet were judged by Ofsted to be inadequate when Ofsted undertook a Single Inspection Framework (SIF) during April and May 2017. The Council fully accepted the findings of the report and is working collectively with the partnership to drive the improvements needed to transform social care services for children, young people and their families from inadequate to good rapidly. In response to the recommendations and areas for improvement identified by Ofsted, the Barnet Children Services Improvement Action Plan was developed and a final version presented to Committee in November 2017.</p>
<p>In January 2018, Ofsted conducted the second monitoring visit of Children's Services, which focussed on the 'front door' arrangements in the Multi-Agency Safeguarding Hub (MASH), the Duty &amp; Assessment Teams and Intervention and Planning Teams. The update on Barnet Children's Services Improvement Action Plan includes reference to this monitoring visit. The Monitoring Visit feedback letter has been included in Appendix 1.</p>
<p>This report provides an update on progress of Barnet Children's Services Improvement Action Plan to ensure scrutiny by elected members in improving the effectiveness of the local authority in protecting and caring for children and young people as a corporate parent. This is the fourth update report to be received by Committee and the reporting period for progress is January and February 2018. The update on progress is structured according to the seven improvement themes in the</p>

action plan, and the improvement plan data dashboard has been included in Appendix 2.

### Recommendations

- 1. That the Committee note the progress of the Barnet Children's Services Improvement Action Plan as set out in paragraphs 1.4 to 1.50.**
- 2. That the Committee note details of Ofsted's monitoring visit set out in paragraphs 1.11 to 1.19 and the monitoring visit feedback letter received from Ofsted attached in Appendix 1.**
- 3. That the Committee note and scrutinise the performance information provided in paragraphs 1.51 to 1.61 and Barnet Children's Services Improvement Plan Data Dashboard attached in Appendix 2.**

- 1.1 Children's services in Barnet were judged by Ofsted to be inadequate when Ofsted undertook a Single Inspection Framework (SIF) of these services in April and May 2017.
- 1.2 The Council fully accepted the findings of the report and is working collectively with the partnership to drive the improvements needed to transform social care services for children, young people and their families from inadequate to good rapidly.
- 1.3 To enhance scrutiny by elected members to support and challenge this continuous improvement, it was agreed at Children, Education, Libraries and Safeguarding (CELS) Committee in July that an update on the progress of implementing improvements will be a standing item on committee agendas. This is to ensure the local authority is effective in protecting children in need and caring for children and young people as a corporate parent.

### **Barnet Children's Services Improvement Action Plan**

- 1.4 In July 2017 CELS Committee was presented with the recommendations and areas for improvement highlighted by Ofsted along with a draft Improvement Action Plan developed in response to these, which Committee approved for consultation. Committee also delegated authorisation to complete and submit the plan to the Strategic Director for Children and Young People in consultation with the Chief Executive and Lead Member.
- 1.5 The action plan was finalised as *Barnet Children's Services Improvement Action Plan* and submitted to Ofsted and the Department for Education. The Strategic Director received confirmation from Ofsted on 31 October that *"the plan satisfactorily reflects the recommendations and priorities of the inspection report"*.
- 1.6 The action plan sets out the improvement journey and gives focus to transform services, especially social care, from inadequate to good rapidly. The action plan is in line with the three core strategic objectives that cut across all our plans for children, young people and families and underpin the systemic and cultural change needed to drive improvement within the borough:



- Empowering and equipping our workforce to understand the importance and meaning of purposeful social work assessments and interventions with families
- Ensuring our involvement with the most vulnerable children in the borough positively impacts on their outcomes
- Providing Practice Leadership and management throughout the system to ensure progress is made for children within timescales that are appropriate and proportionate to their needs and that practitioners are well supported, child curious and focused

1.7 The action plan has two elements of improvement planning which are complementary. The first being the turnaround priority that has a forensic focus on social work practice driving our capacity and capability to transform at pace and the second being a series of improvement themes:

1. Turnaround priority: To drive sustainable Practice Improvement at pace  
*Improvement themes*
2. Governance Leadership, and Partnership
3. Embedding Practice Leadership
4. Right interventions, right time (Thresholds)
5. Improving Assessment for children
6. Improving Planning for children
7. Effective Communications and Engagement to drive culture change that will improve children's lives.

**Update on progress since the last report:**

1.8 This is the fourth update report to be received by Committee and the reporting period for progress is January and February 2018.

1.9 The update on progress is structured according to the seven improvement themes in the action plan. Under each improvement theme there is a description of the theme and an update on key activities since the previous update report. There is a detailed update on the turnaround priority to drive sustainable practice improvement at pace.

**1. Turnaround priority: To drive sustainable Practice Improvement at pace**

1.10 This theme is driving the quality of social work practice to turn around at pace to ensure children's outcomes are improved.

**1.11 Ofsted monitoring visit and report**

Ofsted undertook a Monitoring Visit on 30 and 31 January 2018. This was the second monitoring visit since Barnet Children's Services were judged inadequate in July 2017. The first visit took place on 14 and 15 November 2017 and was reported to Committee on 16 January 2018.

The monitoring visit focussed on the 'front door' arrangements in the Multi-Agency Safeguarding Hub (MASH), the Duty & Assessment Teams and Intervention and Planning Teams, including:

- The effectiveness of the MASH in responding to concerns for children; the application of thresholds for statutory intervention and early help;
- The quality and effectiveness of strategy discussions and section 47 enquiries leading to Initial child protection conferences (ICPC's);
- The quality and timeliness of assessments leading to child protection and child in need work and plans;
- The quality and effectiveness of practice for children subject to children in need and child protection plans;
- The quality and timeliness of management oversight and decision making of case work including compliance with statutory guidance.

1.12 Inspectors noted that there was continued progress and consolidation of recent improvements seen in the first monitoring visit and reported that senior leaders and managers are appropriately focussed on embedding the cultural change required to improve and embed good social work practice. Inspectors found:

- Strengthened practice within the multi-agency safeguarding hub (MASH);
- More consistent approach to the application of thresholds, information sharing and improvements to the timeliness of decision making;
- More timely identification of risk and appropriate immediate actions to protect children in MASH and DATs.

1.13 Inspectors noted staff morale was good, and that staff stated that they enjoyed working in Barnet. It was recognised that workforce development activities are relevant and helpful and social workers have manageable caseloads which are better supported through permanent recruitment of managers and staff. The Quality Assurance process was noted to have been further strengthened and assisting focus on areas for improvement.

1.14 Ofsted found that strategy discussions and section 47 child protection enquiries were timely although the quality of strategy discussions remains variable as social workers are not consistently inviting health professionals to participate; there is further work to do to improve this area of practice. However, s47 enquiries demonstrated application of consistent thresholds which are appropriate to risk. Ofsted noted that children were being seen quickly and effective safety plans were being made. Decision making at Initial Child Protection Conferences was also seen to be appropriate.

1.15 Inspectors found variable standards of case recording, although acknowledged staff knew children and families well. The quality of assessment is still mostly weak as they do not yet effectively analyse relationships, parental capacity or risk. It was also found that the diversity of children and families is not yet considered fully and the views of children and family members are not always clearly represented.

- 1.16 There is more work to do to improve child in need planning and achieve consistency in child protection planning to ensure plans are purposeful and achievable. There was some evidence of drift, delay and ineffective decision making for children, particularly where parents were failing to engage in Public Law Outline, pre-proceedings processes.
- 1.17 Supervision was not consistently found to be regular, evident on children's records or being used to provide challenge, reflection and accountability to address practice shortfalls.
- 1.18 The pace of change within Barnet has remained consistent and focussed, with inspectors noting that it is beginning to raise practice standards. The process of changing the culture of acceptable practice is continuing, and as per the last monitoring visit, remains a significant challenge. Overall, social work practice remains inadequate in some areas considered during the visit; however, several improvements were seen. The inspector's letter received following this monitoring visit can be found in Appendix 1.
- 1.19 The next monitoring visit will take place on 25 and 26 April 2018 focussing on vulnerable adolescents (child sexual and criminal exploitation and missing children).

## **2. Governance Leadership, and Partnership**

- 1.20 This theme focuses on strengthening systems leadership for children with sufficient capacity and capability at all levels and governance arrangements that prioritise children and add value to improvements. The theme also seeks to ensure effective corporate support is in place which understands the role of social workers and reflects a collective ambition for children in the borough.
- 1.21 Recruitment was highlighted as a challenge in the Ofsted update report presented at CELS in November 2017. Another round of advertising began in January 2018. Despite the challenges social worker recruitment presents in London and nationally, we have been successful in recruiting four permanent employees in January 2018 and we are in discussions with 6 agency social workers to apply for permanent roles; assessment and recruitment commences first week of March 2018. We continue business as usual advertising and headhunting through recruitment agencies.
- 1.22 Training is underway for Members; a Safeguarding training session was delivered in early February 2018 and Corporate Parenting responsibilities training in January 2018 as outlined in 1.23. An induction for new elected Members is being developed and will be implemented after the local election on 3 May 2018, which will include a wider review of governance. For now, ensuring reporting is self-critical and focussed is managed via Children's Service's Improvement Board and CELs through improved reporting.

1.23 The follow up Corporate Parenting Responsibilities training for members was delivered in January 2018. The condensed training introduced the statutory responsibilities of members in their role as Corporate Parents to members who were unable to attend the first session delivered in December 2017. The training aimed to provide members with a high-level understanding of how they can engage the voice of Barnet's children and young people in their work and explore the methods by which they can hold services to account. A total of 19 members attended the training, and verbal feedback received after the event indicated that members found it to be useful and reflective of its aims. In total, 51 members attended the training on Corporate Parenting Responsibilities.

### **Care Quality Commission (CQC) inspection**

1.24 The CQC is the independent regulator of health and social care services in England. Their role is to make sure that health and social care services provide people with safe, effective, compassionate and high-quality care, and encourage them to make improvements.

1.25 On 15 February 2018, Barnet Clinical Commissioning Group (CCG) received notification of review of services for looked after children and safeguarding commencing 19 February and ending on 23 February. The reviews will be conducted under section 48 of the Health and Social Care Act 2008 and will focus on the quality of health services for looked after children, and the effectiveness of safeguarding arrangements for all children in the area.

1.26 The lines of enquiry for the inspection are:

- The experiences and views of children and their families.
- The quality and effectiveness of safeguarding arrangements in health including:
  - Assessing need and providing early help.
  - Identifying and supporting children in need.
  - The quality and impact of child protection arrangements.
- The quality of health services and outcomes for children who are looked after and care leavers.
- Health leadership and assurance of local safeguarding and looked after children arrangements including:
  - Leadership and management.
  - Governance.
  - Training and supervision.

1.27 Following the inspection, the CQC will write a report about their key findings across the local health economy, and if necessary, make recommendations for improvement.

### **3. Embedding Practice Leadership**

1.28 This improvement theme seeks to strengthen practice leadership through effective management oversight and increased capacity.

- 1.29 Support for Team Managers is available through Practice Development Workers, who work alongside the Social Worker and Team Manager in drawing up agreements for support plans. Where there remains a performance issue with these staff, a framework for feeding this work into a more formal process of capability management is being developed.
- 1.30 Reporting is available for case supervision frequency; however, this needs to be embedded into the reporting framework and made available regularly at worker level. Improvements have been identified in the HR Core system that will enable reporting on professional supervision. A 2-day supervision training has been provided to all social work managers and further training is available via the teaching partnership with Middlesex University. Improving and recording case supervision is a high priority for action across the service.
- 1.31 The *Child's Journey* Panel has been established by the Head of Service for Corporate Parenting and Permanence. This Forum will provide practice leadership on care planning for children in care to ensure no delay or drift in permanency planning.
- 1.32 There is currently a staff consultation underway within Family Services regarding new Practice Standards. This consultation will close on Friday 23 February 2018; responses will be discussed by the Senior Management Team in early March 2018 and we will seek to implement it by 30 March 2018.

#### **4. Right interventions, right time (Thresholds)**

- 1.33 This theme is focused on developing an effective MASH and proportionate, effective and timely decision making across the whole social care system.
- 1.34 The partnership threshold document *Continuum of health and support* has now been signed off, and a schedule of training will be taking place over the next month for partners.
- 1.35 Headteachers and General Practitioners (GPs) have been visiting the Multi-Agency Safeguarding Hub (MASH), and the new Children's Services School Liaison Officer is working with managers in educating Headteachers about how the MASH functions and in making appropriate referrals. Heads of Service from the MASH and Corporate Parenting, along with the Child Sexual Exploitation and Missing Lead, have delivered training to the Police and will be offering more sessions to uniformed officers over the coming months. GPs have received training from the MASH team.

#### **5. Improving Assessment for children**

- 1.36 This theme focuses on strengthening risk assessments and ensuring child focussed assessments to ensure that plans are robust and focused on timely improvements for children and families.
- 1.37 Additional capacity in Duty and Assessment is allowing the 'double lock' of assessments, which is feeding into the Quality Assurance framework, targeting Social Workers who would benefit from working with a Practice Development Worker.

- 1.38 Key areas for development in assessment were identified through internal audit activity and echoed by Ofsted during the November 2017 and January 2018 monitoring visit. Recent audit analysis depicts an improvement in positive engagement with partner agencies, greater consideration of diversity in planning and increased professional curiosity; the recent round of audits found no inadequate audits in the Duty and Assessment Teams. This remains a focus for improvement activity.

### **6. Improving Planning for children**

- 1.39 This improvement theme seeks to ensure planning is child centred and that these plans achieve the best outcomes.
- 1.40 The Head of Service for Corporate Parenting and Permanence now chairs a fortnightly Care Planning Forum meeting where cohorts of children, include those subject to Child Protection Plans, are tracked and potential permanence options are identified to begin parallel planning. Where necessary, the meeting also considers children that have been in care for more than two years or are exiting care via Private Law Orders.
- 1.41 There is a weekly permanency planning meeting that takes place to consider matching for children in care aged 13 years old and above and all new pre-admissions to care, to ensure that the right support is in place for children and young people. Care Plans in proceedings and pre-proceedings are further tracked and discussed with Barnet's legal team, Social Workers and Team managers to ensure the timeliness of Child Permanency Reports and viability assessments of extended family members to consider more detailed requirements for children coming into care.
- 1.42 The Foster Carer Recruitment and Assessment team will be promoting the current *#MoreToGive* recruitment campaign at the council's International Women's Day celebration and Violence Against Women and Girls Strategy launch on 8 March 2018. The team will be speaking to visitors about foster care and taking expressions of interest.
- 1.43 Monthly meetings of the multi-agency Corporate Parenting Officers Group (CPOG) review and track the priorities set out to ensure the joint planning for children in care and care leavers to improve their outcomes.
- 1.44 The Corporate Parenting Pledge theme of *Staying Safe* was the focus of the CPOG in January 2018. This theme's outcomes relate to practitioner's ability to build on strengths of young people and manage risk, care leaver's access to services and a joined-up approach to children in care with multiple risk factors. Most of actions are currently BARG rated as amber, which indicates that there are plans in place to deliver, although this may fall outside of timescales. Updates from this reporting period include:
- Increased use of Signs of safety planning tool through group supervision and individual work in Onwards and Upwards, to enhance the identification and response to risks experienced by care leavers;

- Practice Development Worker working with the Placements Team around the use of case recording and case notes to ensure appropriate information sharing relating to risk within placements;
- Further development of the new #BOP website, in conjunction with care leavers. The website will include links to services such as health and police, as well as the promotion of key information such a staying put (where a young person continues to live with their former foster carer beyond the age of 18), to enable service and information access in ways and at times convenient to children in care and care leavers.

1.45 Additional work progress from CPOG during this period includes:

- A briefing paper on council tax reduction for Barnet care leavers was finalised and presented to Corporate Parenting Advisory Panel on 3 February 2018. This is part of the work to improve outcomes for care leavers and ensure they are adequately prepared for independent living.
- The proposal was approved at Policy & Resources Committee on 13 February 2018 to authorise the Deputy Chief Executive to consult on a policy for offering council tax relief to care leavers on the basis of guaranteed relief for their first two years of independent living, and a presumption in favour of granting relief should it be required after that up to age 25; and instruct the Deputy Chief Executive to bring the policy to a future meeting of the committee for approval.

1.46 Young people have attended CPOG in December and will attend quarterly to inform planning.

1.47 The quality of planning for Children subject to Child in Need and Child Protection Plans remains a key area of focus. Improvements in this area are progressing through several work streams. These include, the co-location of Practice Development Workers in the Duty & Assessment and Intervention & Planning Teams who are supporting the completion of comprehensive and analytical assessments that identify need and risk and from which clear Plans can be developed.

1.48 The establishment of a Child in Need Panel chaired by the Head(s) of Service for Duty & Assessment and Intervention & Planning Teams in which Care Plans are reviewed to ensure that they are driving timely change in children's circumstances. The Panel also ensures that children who no longer need statutory interventions are swiftly progressed back to early help systems.

- 1.49 A programme of activities, in collaboration with Essex County Council, has been developed to strengthen Child Protection Conferences and Looked After Children Reviews. The improvement work aims to ensure that children's Plans are developed in accordance with identified need with clear and measurable outcomes and to ensure that children and families are fully engaged plans in planning and review processes. Child Protection Conference Chairs and Independent Reviewing Officers observed Conferences in Essex County Council during December and January and attended a training day with Essex. There is a forward plan for Essex to observe 8 'mock' multi-agency Child Protection Conferences during February and March to embed learning and support the roll out of a new model of Conferencing in April 2018.
- 1.50 The next monitoring visit will take place on 25 & 26 April 2018 and will focus on vulnerable adolescents which includes children where Child Sexual Exploitation (CSE), missing episodes, criminal involvement or exploitation is present as a risk or vulnerability factor. 233 children and young people have been identified as 'in scope' for this inspection and review and audit of this work is now underway.

### **7. Effective Communications and Engagement to drive culture change that will improve children's lives**

- 1.51 This improvement theme will develop connection via impactful two-way communication and engagement from the top to the bottom of the children's service and strong cross agency engagement and communication from top to bottom. The improvement journey needs to be owned by all. Ofsted reflect in the report from their monitoring visit that the pace of change has been 'consistent and focussed, and has started to raise practice standards' while noting that there are still significant challenges in making the cultural changes required to ensure that children and young people in Barnet are safeguarded effectively. This remains an area of active focus.

### **Quantitative performance data**

- 1.52 Quantitative performance data is based on activity in January 2018. Reporting is of indicators that are subject to additional focus through the Improvement Plan, with information about what needs to change and what is being done about it, as well as what is working well. The full Barnet Children's Services Improvement Plan data dashboard for this reporting period has been included in Appendix 2.

### **What are the key areas of focus**

- 1.53 The number of open Common Assessment Frameworks (CAFs) is lower in comparison to this time last year, although there has been a slight increase in the last month the number of open CAF's is 630, compared with 888 at the same period last year; representing a reduction of 258 over the year. The number of CAFs closed in January was also low at 83, a decrease of 16 on the same period last year. The percentage of CAFs open for more than 12 months has reduced since November and is currently at 6.5% compared to 13% in November. 41% of closed CAFs were due to needs being met, and 16.9% being referred to Children's Social Care.



- 1.54 The percentage of assessments completed within 45 working days has decreased slightly since the last reporting period, with 52.5% being completed within time, 37.5% away from the target of 90%. There has been a significant increase in the number of assessments being completed, and is almost 200 more than the number completed in the previous month (December 2017 = 331 and January 2018 = 533). This correlates with an increase in the rate of contacts to referral which is currently at 28.1% compared to the previous month of 25.4%. Since April 2017 93% of referrals lead to assessment. During this period (January 2018) there was an increase in the number of assessments resulting in No Further Action, 56%, although 15% in Section 17 provision and 11% were stepped-down to the Early Help System.
- 1.55 16% of section 47 enquiries progressed to an Initial Child Protection Conference (ICPC) during this period, the number of CiN plans currently open is at 682, a reduction on the previous month but significantly higher than the same period last year when the number of open Child in Need (CiN) Plans was 255, and is at its highest since June 2016 when it was 340. Although the number of open CiN plans has been steadily increasing since the beginning of this year, January was the first month where the number of plans open decreased. The number of new CiN plans during the month was double that of the previous month (150 in January compared to 69 the previous month). The number of plans closed during this period was 116, compared to 20 in December.
- 1.56 The percentage of CiN visits completed within 4 weeks has shown a steady decrease since November 2017 when it peaked at 68.7%, the number of visits within 4-weeks is now at 42.2%, which is the lowest it's been since May 2016. Visits reporting to be out of timescale have been sampled and continue to evidence that most children have been seen in timescale but social workers have not recorded these as 'visits' on the child's record. A CiN visit tracker has been developed and monitors all overdue, pending and future visits detailing children, social workers and team managers. This has enabled increased management oversight for planning and prompting social workers to plan visits in their calendar, re-arrange cancelled and failed visits and record visits that have been undertaken.
- 1.57 The number of children made subject to a Child Protection (CP) Plan has been decreasing over the last three-months, and is lower than the same period last year (150 versus 244 at the same point last year). 184 children have been made subject to a CP Plan between April 2017 to January 2018 compared to 164 in the same period last year. (the majority of these (61%) are under 10-years old and 21% of these are under 1 year's old).

### **What is working well**

- 1.58 Visits to children subject to Child Protection (CP) Plans within 10-days continue showing an improvement and are currently reported at 77.2%, this has been on a steady increase since August 2017. There are currently 53 children under 5 on a CP Plan, and 43 (77%) of these had been seen within 10 days. 50 children under 5 had been seen within 4 weeks (94.3%).

- 1.59 As with the CiN visits that are reporting to be out of timescale, sampling has been undertaken and continue to evidence that the large majority of children have been seen in timescale but social workers have not recorded these as 'visits' on the child's record. Further, the volume of children in sibling groups affects the overall picture. A CP visit tracker has been developed and monitors all overdue, pending and future visits detailing children, social workers and team managers. This enables increased management oversight and interrogation of the data in addition to planning activities to prompt social workers to plan visits in their calendar, re-arrange cancelled and failed visits and record visits that have been undertaken.
- 1.60 The percentage of Children in Care (CiC) visited within timescale has decreased slightly to 87.3%. Although there was a dip in this indicator in September 2017 the percentage of visits in timescale has been on an upward trend since then. This coincides with a greater focus on practice and child centred work along with the implementation of the daily visit tracker to enable team managers to monitor activity in this area. As with the other visit information (CiN and CP) recording visits on the child's file in a timely way remains an area for improvement and the team managers are now able to access information from the visit tracker on their individual staff member's performance which informs supervision and performance management.
- 1.61 Figures for participation in Looked After Child (LAC) reviews continue to be above the target of 95% (97.4%) and continues to increase since April 2017. This indicator has remained above the target of 90% over the last two-years.

## **2. REASONS FOR RECOMMENDATIONS**

- 2.1 Members are asked to note progress to ensure scrutiny by elected members and improve the effectiveness of the local authority in protecting and caring for children and young people as a corporate parent.

## **3. ALTERNATIVE OPTIONS CONSIDERED AND NOT RECOMMENDED**

- 3.1 The continued monitoring of progress and impact of Barnet Children's Services' Improvement Action Plan is integral to driving the continuation of the Family Services' improvement journey to ensure improved outcomes for children and families. The alternative option of maintaining the status quo will not make the desired improvements or improve outcomes at the pace required.

## **4. POST DECISION IMPLEMENTATION**

- 4.1 As the primary driver of improvement, the Children's Service Improvement Board will oversee the delivery of the action plan and is ultimately responsible for its delivery. The Children's Services Improvement Board is independently chaired by the lead improvement partner (Essex County Council Executive Director) and will provide scrutiny and challenge as well as measure impact.

- 4.2 Operationally the Improvement Plan is driven and directed by the Operational Improvement Group chaired by the Strategic Director of Children's Services with senior representatives from key partner agencies. The group will oversee the day to day transformation of services and ensure effective communication and engagement with staff, children, young people and their families.
- 4.3 Reports on the progress of the action plan will be received by Children, Education, Libraries and Safeguarding Committee, Health and Well-Being Board and Barnet Safeguarding Children's Board.

## **5. IMPLICATIONS OF DECISION**

### **5.1 Corporate Priorities and Performance**

- The implementation of Barnet Children's Services Improvement Action Plan is a key mechanism through which Barnet Council and its partners will deliver the Family Friendly Barnet vision to be the most family friendly borough in London by 2020.
- This supports the following Council's corporate priorities as expressed through the Corporate Plan for 2015-20 which sets out the vision and strategy for the next five years based on the core principles of fairness, responsibility and opportunity, to make sure Barnet is a place;
  - Of opportunity, where people can further their quality of life
  - Where people are helped to help themselves, recognising that prevention is better than cure
- The Barnet Children's Services Improvement Action Plan looks to improve children's participation to ensure that all decisions and planning that affects them is influenced by their wishes and feelings. The action plan also includes actions to strengthen how the views and experiences of children, young people and their families influence service design. This feedback will also help monitor the impact of improvement activity.

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

- Policy and Resources Committee of June 2017 agreed to invest an additional £5.7m in Family Services, some of which has been invested to improve practice to ensure improvements are made which result in better outcomes for children, young people and families. The detailed breakdown of this additional £5.7 million is provided in item 7, CELS agenda 18 September 2017.

- MTFs savings for 2018 - 2020 have been reviewed in light of the Family Services improvement journey to consider achievability. The original target for CELS Committee for 2018/19 – 2019/20 was £8.303m, this has been fully reviewed and revised to £5.590m in the 2018/19 CELS Business Planning Report. The report on the Children, Young People and Family Hubs – Outline Business Case, a CELS agenda item for 16 January 2018, outlines the initial proposals and timeline for achieving £2.727m within this target. All the savings proposals, including the additional items totalling £2.863m over and above the Family Hub proposal, can be found in the CELS Business Planning Report 2018/2019 which is provided in item 11, CELS agenda 15 November 2017.
- The ongoing improvement will continue to place pressure on existing resources; the additional directed requirement for two assistant heads of service, 3 Duty assessment Team managers and 8 Duty assessment Team social workers has resulted in an additional £0.390 million pressure in the current financial year, and was reflected in the Quarter 3 monitoring report.

### **5.3 Social Value**

- 5.3.1 The Public Services (Social Value) Act 2013 requires people who commission public services to think about how they can also secure wider social, economic and environmental benefits. Before commencing a procurement process, commissioners should think about whether the services they are going to buy, or the way they are going to buy them, could secure these benefits for their area or stakeholders.

### **5.4 Legal and Constitutional References**

- Local authorities have specific duties in respect of children under various legislation including the Children Act 1989 and Children Act 2004. They have a general duty to safeguard and promote the welfare of children in need in their area and, if this is consistent with the child's safety and welfare, to promote the upbringing of such children by their families by providing services appropriate to the child's needs. They also have a duty to promote the upbringing of such children by their families, by providing services appropriate to the child's needs, provided this is consistent with the child's safety and welfare. They should do this in partnership with parents, in a way that is sensitive to the child's race, religion, culture and language and that, where practicable, takes account of the child's wishes and feelings.

- Part 8 of the Education and Inspections Act 2006 provides the statutory framework for Ofsted inspections. Section 136 and 137 provide the power for Ofsted to inspect on behalf of the Secretary of State and requires the Chief Inspector to produce a report following such an inspection. Ofsted will have monitoring visits on a regular basis in local authorities found to be inadequate. A new Ofsted framework will be in place from January 2018, however monitoring visits will still be undertaken for authorities found to be inadequate. In addition to Ofsted's statutory responsibilities, the Secretary of State has the power to direct local authorities. This power of direction includes the power to impose a commissioner, direct the local authority to work with improvement partners and direct alternative delivery options. Subsequent directions can be given if the services are not found to be adequate.
- Article 7 of the council's constitution states that the Children, Education, Libraries and Safeguarding Committee has the responsibility for all matters relating to children, schools, education and libraries. In addition to this, the committee has responsibility for overseeing the support for young people in care and enhancing the council's corporate parenting role.

## 5.5 Risk Management

- 5.5.1 The nature of services provided to children and families by Family Services manage significant levels of risk. An inappropriate response or poor decision-making around a case could lead to a significant children's safeguarding incident resulting in significant harm. Good quality early intervention and social care services reduce the likelihood of children suffering harm and increase the likelihood of children developing into successful adults and achieving and succeeding. The implementation of the Barnet Children's Services Improvement Action Plan based on inspection findings and recommendations reduce this risk and drive forward improvements towards good quality services.

## 5.6 Equalities and Diversity

- 5.6.1 The 2010 Equality Act outlines the provisions of the Public Sector Equalities Duty which requires Public Bodies **to have due regard** to the need to:
- eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010
  - advance equality of opportunity between people from different groups
  - foster good relations between people from different groups
- 5.6.2 The broad purpose of this duty is to integrate considerations of equality into day business and keep them under review in decision making, the design of policies and the delivery of services

- 5.6.3 Equalities and diversity considerations are a key element of social work practice. It is imperative that help and protection services for children and young are sensitive and responsive to age, disability, ethnicity, faith or belief, gender, gender, identity, language, race and sexual orientation. Barnet has a diverse population of children and young people. Children and young people from minority ethnic groups account for 52%, compared with 30% in the country. The percentages of children and young people from minority ethnic groups who receive statutory social care services account for 61% of Children in Need cases, 56% of child protection cases and 60% of all Children in Care. The proportion of children and young people with English as an additional language across primary schools is 44% (the national average is 18%).
- 5.6.4 Social workers practice in relation to inequalities and disadvantage is inconsistent. Recent learning from audits and practice week has highlighted attention to diversity and the cultural context in assessments is an area of practice in need of immediate support from management, the Practice Development Workers and targeted training. The action plan addresses the additional work which needs to be done to ensure that children's diversity and identity needs are met; "5b(ii) Strengthen consideration of diversity in assessment so that assessments thoroughly explore and consider family history including the influence of cultural, linguistic and religious beliefs, norms and expectations".

## 5.7 Corporate Parenting

- 5.7.1 In July 2016, the Government published their Care Leavers' strategy *Keep on Caring* which outlined that the "... [the government] will introduce a set of corporate parenting principles that will require *all departments* within a local authority to recognise their role as corporate parents, encouraging them to look at the services and support that they provide through the lens of what a reasonable parent would do to support their own children.'
- 5.7.2 To ensure that Barnet acts as a good corporate parent to children in care and care leavers, we:
- have committed to supporting children and young people to achieve their best in childhood, adolescence and adulthood as outlined in the Corporate Parenting Pledge for children in care and care leavers as approved by full council on 29 January 2016. Updates on performance against the pledge are provided to Corporate Parenting Panel annually;
  - provide learning and development for elected members and senior officers to understand their duties and responsibilities to children and care and care leavers;
  - ensure elected members, senior officers and partners can monitor and challenge the performance of the council and its partner agencies regarding outcomes for children in care and care leavers through the appropriate channels such as the Children, Education, Libraries and Safeguarding Committee, Corporate Parenting Advisory Panel and Corporate Parenting Officers' Group.

## 5.8 Consultation and Engagement

- Consultation and engagement with children and young people is central to social work practice and service improvement across the Safeguarding Partnership. A service user experience strategy has been developed and was launched on 19th February 2018. The strategy ensures that how we work with children and young people is child centred, that we know, understand and can capture the lived experience of children and feed lessons learnt into service improvement. We have nominated Voice of the child champions across partner agencies and within Family Services to promote and lead on the Service User Engagement agenda within their respective areas.
- Our Voice of the Child Strategy Group enables the wider engagement of children and young people in service design and commissioning of provision across the partnership. This includes youth forums such as Barnet Youth Board and Youth Assembly, the SEN forum (to co-design services) and Children in Care Council (to improve the support children in care receive). The team have been working closely with UNICEF UK to deliver the Child Friendly Communities and Cities initiative. This is a global programme that aims to advance children's rights and well-being at the local level. More recently the team have had a change in staff with a newly appointed Voice of the Child Coordinator and Child's Rights Lead. The team are reviewing the current Youth Voice Offer to develop a structured action plan to focus on increasing reach and impact for children and young people in Barnet.
- The Barnet Children's Services Improvement Action Plan looks to improve children's participation to ensure that all decisions and planning that affects them is influenced by their wishes and feelings. The action plan also includes actions to strengthen how the views and experiences of children, young people and their families influence service design. This feedback will also help monitor the impact of improvement activity.
- Improving the quality of services to children is a key partnership and corporate priority and collective work is needed across the partnership and the council to drive improvements. The action plan was completed in consultation with various stakeholders. Staff engagement activities have included monthly staff briefings, team meetings, staff conference. Partners have been engaged through the safeguarding partnership board. Senior leaders are members of the Improvement Board and their continued engagement is assured through core multiagency groups and specific forums such as head teacher's forums.
- There is much more work to do to create the culture needed within services for children, young people and families in Barnet, albeit some positive progress is being made. In January 2018, a second social worker survey was undertaken, based on the social work survey developed by Eileen Munro in 2014.

- This was the first survey completed since the Ofsted Single Inspection Framework in May 2017; the one prior to this was completed in January 2017 and received a good response. The survey aims to hear social worker views on how they see the workplace, their workload and the support they receive to do their jobs well, to inform Family Service’s Workforce Development Strategy.
- There was a 6% (n=9) decrease in response rate this year, however, the workforce has changed since the survey was completed last year, at a time when Barnet still Ofsted rated ‘Good’.
- Some clear themes emerged from the recent survey; workers outlined “*one thing that would help you implement resilience based practice*”, these are:
  - More time (to embed, reflect and develop)
  - More training
  - Better communication between teams and across the service
  - More support from leaders and managers
  - Lower caseloads
  - More efficient processes
  - A simpler, more efficient and less bureaucratic IT system
- Over the next month, the Family Services Engagement Lead will be attending team meetings of each team over the next month to drill down into the responses and trends; this will enable practical steps that can be taken to be identified. Benchmarking with other Local Authorities will also be undertaken concurrently, to provide insight into how Barnet can maximise engagement, and how we perform in relation to other authorities. Following this process, the engagement lead will develop a plan to next steps forward within the service.

## 5.8 Insight

- 5.8.1 Insight data will continue to be regularly collected and used in monitoring the progress and impact of Barnet’s Children’s Services Improvement Action Plan and to shape ongoing improvement activity.

## 6. BACKGROUND PAPERS

- 6.1 Single Inspection of services for children in need of help and protection, children looked after and care leavers and Review of the effectiveness of the Local Safeguarding Children Board report, Ofsted, 7 July 2017  
[https://reports.ofsted.gov.uk/sites/default/files/documents/local\\_authority\\_reports/barnet/051\\_Single%20inspection%20of%20LA%20children%27s%20services%20as%20pdf.pdf](https://reports.ofsted.gov.uk/sites/default/files/documents/local_authority_reports/barnet/051_Single%20inspection%20of%20LA%20children%27s%20services%20as%20pdf.pdf)
- 6.2 Statutory Direction to Barnet Borough Council in relation to children’s services under section 497A(4B) of the Education Act 1996, Secretary of State for Education, 12 September 2017  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/643791/Barnet\\_Stat\\_Direction\\_Sept-2017.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/643791/Barnet_Stat_Direction_Sept-2017.pdf)



22 February 2018

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Dear Mr Munday

### **Monitoring visit to Barnet children's services**

This letter summarises the findings of the monitoring visit to Barnet children's services on 30 and 31 January 2018. The visit was the second monitoring visit since the local authority was judged inadequate for overall effectiveness in July 2017. The inspectors were Louise Warren HMI and Tara Geere HMI.

In the aspects of practice considered during this visit, the local authority is continuing to progress and consolidate recent improvements to services for children and young people seen during the first monitoring visit. Senior leaders and managers are appropriately focused to improve and embed good quality social work practice.

During this visit, inspectors found strengthened practice within the multi-agency safeguarding hub (MASH). This is leading to a more consistent approach to the application of thresholds, information sharing and improvements to the timeliness of decision-making. The duty and assessment teams and intervention and planning teams are beginning to improve practice for children in need of help and protection, although improvements are not consistent across the service. In most cases considered, there is a more timely identification of risk and appropriate immediate actions to protect children. However, longer term planning to improve outcomes for children remains variable and in too many cases remains inadequate.

### **Areas covered by the visit**

During the course of this visit, inspectors reviewed the progress made in the areas of help and protection, including:

- the effectiveness of the MASH in responding to concerns for children including the application of thresholds for statutory intervention and early help
- the quality and effectiveness of strategy discussions and section 47 enquiries leading to initial child protection conferences (ICPCs)

- the quality and timeliness of assessments leading to child protection and child in need work and plans
- the quality and effectiveness of practice for children subject to children in need and child protection plans
- the quality and timeliness of management oversight and decision making of case work, including compliance with statutory guidance.

Inspectors considered a range of evidence during this inspection, including electronic case records, supervision records, case management records, performance data, audits and progress reports. Inspectors spoke to a range of staff, including managers, social workers, practitioners and professionals from partner agencies.

## **Overview**

Senior leaders and managers understand the widespread nature and scale of the improvements required within the service. They continue to appropriately prioritise activities, with a strong focus on improving social work practice and embedding the cultural change required to achieve this. The improvement board and the local authority improvement partner are providing expertise and support to senior leaders in order to implement and manage improvements. Inspectors found improved quality assurance processes, including an increase in internal auditing. This is providing valuable information for senior leaders and managers to monitor progress in the areas for development.

Social workers report to inspectors that they are able to access relevant and helpful training, that their case loads are manageable and that they enjoy working in Barnet. Many staff expressed support and commitment to the changes the local authority is making to promote better and more effective practice for children and their families.

During this visit, inspectors found some positive improvements in practice. This was particularly apparent within the MASH. Inspectors also found some very recent and limited improvements within the duty and assessment and the intervention and planning teams. Both the MASH and duty and assessment teams have been supported through additional resourcing that has increased levels of staffing, including managers. This has made a positive difference to operational capacity and managerial oversight of case work. Within the MASH, this has enabled the more timely progression of contacts and referrals and less variability in the application of thresholds.

For children at risk of harm, inspectors found that responses within the MASH were appropriate, including clear identification of risks and decision-making to address these. The duty and assessment teams also responded appropriately to risks to children, providing effective and immediate safety plans to safeguard them.

In the cases considered, practice was weaker and there was more limited improvement for children subject to child protection plans or child in need plans. Assessments of children's needs and the plans to support them are not thorough or effective. This leads to drift and delay in achieving improved outcomes. Some very recent practice improvements are in place for some children, but these had not yet made a significant difference to them or their families.

### **Findings and evaluation of progress**

Managers and social workers report that staff morale is good. The recruitment of permanent staff and managers has continued and turnover of staff is stabilising. This offers more continuity to children and families and is beginning to assist in improving levels of practice, managerial oversight and case direction.

Strengthened quality assurance processes are becoming increasingly embedded into the culture of the service. This is assisting the identification and monitoring of the areas that require improvement. The cases tracked and audited by the local authority for the monitoring visit were completed during this visit without the oversight of the improvement partner. They were thorough and accurately identified practice deficiencies and set clear expectations for practice improvements.

Further developments within the MASH have consolidated improvements since the last monitoring visit. Staff are increasingly confident in their roles. The systems and processes to manage workflow and recording are better aligned. This is facilitating faster and more effective decision-making, communication and the sharing of information. Recent improvements, including the introduction of the 'daily meeting', are effective in checking and ensuring that thresholds are consistently applied. Arrangements for signposting cases to early help services are appropriate for children and their families, enabling them to access help and support.

Inspectors found that practice deficits identified and shared with the local authority during the previous monitoring visit have been addressed. The use of the BRAG (blue, red, amber and green) rating system is now more rigorous and key decisions and oversight are more robust. This is ensuring that nearly all children are safeguarded effectively and in a timely manner.

Section 47 enquiries are timely, and thresholds are consistently applied and are appropriate to the levels of assessed risk. In cases considered by inspectors, social workers are visiting children and parents quickly and making effective safety plans for them. Decision-making to consider the needs of children at initial child protection conferences were considered, in the cases seen, to be appropriate.

Strategy discussions are timely, although the quality of these remains variable. While inspectors note improvements in police attendance at strategy meetings, the attendance of health professionals is still inconsistent. Social workers therefore need

to follow up with health partners outside of strategy meetings to obtain relevant advice and information.

The standard of case recording remains too variable. Inspectors considered some case files where documents were not available and case notes not updated, despite some social workers clearly knowing the children and families well. There is evidence of case summaries on files, although chronologies are not consistently updated or sufficiently thorough to evidence all significant events. Some audits identified that case notes must be updated but progress to achieve this was still not evident on case files.

Inspectors did not find evidence of improved assessments for children and their families. The quality of assessments considered was mostly weak. Assessments lack a thorough understanding of family relationships and parental capacity and do not always include a thorough analysis of the risks to children. The views of family members, particularly fathers, were not adequately sought to inform assessments and planning. Children are being seen more regularly by social workers and alone where this is appropriate. However, their views are not always clearly represented and there is a lack of focus on a child's lived experience.

A lack of engagement by parents requiring specialist assessments contributes to drift and delay and ineffective decision-making. This is particularly apparent within the public law outline (PLO). The diverse needs of children and their families was poorly represented in assessments and case recording generally. Insufficient consideration is given to their family heritage or other protected characteristics.

In the cases considered, the quality of child protection planning is variable and children in need planning is mostly weak. Plans do not address core concerns and actions are therefore not clear or specific, or always updated. Inspectors found that a lack of planning was leading to significant drift and delay for some children. Lack of parental engagement or delays in convening core groups and children in need meetings are not always challenged and lead to drift and a lack of progress. This was particularly evident within the PLO process. The local authority has recently taken action to address this deficit in the appointment of a permanence assurance manager. The impact of this action is yet to be seen.

Inspectors found that the supervision of staff remains too variable. It is not always consistent, regular or evident on case files. It is not used to provide challenge, reflection or accountability. Evidence of management oversight by senior managers, team managers and quality assurance officers is being appropriately recorded on case files. However, this does not always offer effective case direction or address inadequate practice in order to ensure that children and their families are able to receive the help and support they require.

The pace of change has remained consistent and focused and is beginning to raise practice standards. However, social work practice remains inadequate in some areas

considered during this visit by inspectors. The process of changing the culture to promote acceptable practice is continuing, but remains a significant challenge.

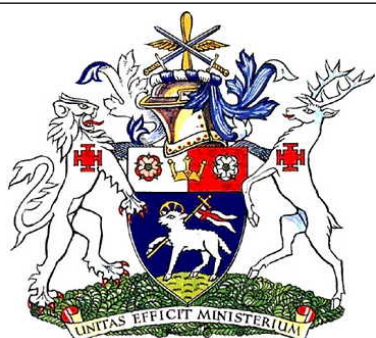
I am copying this letter to the Department for Education.

Yours sincerely

Louise Warren  
**Her Majesty's Inspector**

Pre-publication

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## Children, Education, Libraries and Safeguarding Committee

**7 March 2018**

<b>Title</b>	Educational Standards in Barnet 2016/17
<b>Report of</b>	Chairman of the Committee, Councillor Reuben Thompstone
<b>Wards</b>	All
<b>Status</b>	Public
<b>Urgent</b>	No
<b>Key</b>	No
<b>Enclosures</b>	Appendix A: Summary of Educational Standards in Barnet, 2016/17
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### Summary

Barnet is well known for the quality of its schools and the diversity of its educational offer. The quality of Barnet's schools is a significant contributory factor to making the borough a popular and desirable place to live. This report provides information on validated results for 2016/17 assessments and national examinations, set out in Appendix A.

## Recommendations

- 1. That the Committee note the validated results for school performance in Barnet for the academic year 2016/17 as set out in Appendix A: Summary of Educational Standards in Barnet, 2016/17**

### 1 WHY THIS REPORT IS NEEDED

- 1.1 Appendix A provides validated results for the 2016/17 academic year for Barnet's state-maintained schools (including Academies and Free Schools) and comparisons with statistical neighbours, the national average, and the London average (where available). It provides information on the attainment and progress of pupils across all key stages. The appendix will be made available to schools and will be published on the council's website.
- 1.2 For some years, Barnet has been among the top performing local authority areas in the country in relation to the achievement of children and young people and the quality of our schools. Barnet's aspiration is to be among the top 10% of local authorities in relation to the quality of provision in its schools.
- 1.3 On 18th July 2017, the Children, Education, Libraries and Safeguarding Committee considered and approved a report entitled Education Strategy 2017–2020, which set out an education strategy for the Borough for the period 2017 to 2020. The Education Strategy sets out the shared ambition of the strategic partnership between the council, schools and Cambridge Education to achieve the best outcomes for children and young people in Barnet.
- 1.4 Results for the national examinations and assessments that took place across the early years, primary and secondary phases in summer 2017 have now been published. Barnet's secondary schools continue to perform very well and there have been improvements across early years and primary schools; with Barnet performing in the top quartile of local authorities for most indicators and in the top ten per cent on several measures.
- 1.5 Appendix A provides an analysis of school performance issues in Barnet based on the validated assessment and examination results. Headline results from this analysis include:
  - The percentage of Good and Outstanding schools in Barnet is now 96% and is above National, Inner London and Outer London averages.
  - 96% of Barnet pupils attend a Good or Outstanding school.
  - Primary attendance up from 95.9% to 96.1% and is now above the national average, with Barnet's ranking having improved from 98th to 50th (out of 152 LAs).
  - The percentage of pupils who achieved a Good Level of Development (GLD) in the Early Years Foundation Stage was above National, Inner London and Outer London averages in 2017, with Barnet's national ranking having increased from 87th in 2016 to 39th in 2017.
  - Year 1 Phonics – attainment is in the top 10% nationally



- In Key Stage 1 attainment at the expected standard is above the national average in all subjects, whilst being roughly in line with statistical neighbours and London averages.
- Key Stage 2 attainment in Reading, GPS (Grammar Punctuation and Spelling) and Mathematics is in the top 10% nationally.
- On the headline measure of the percentage of pupils achieving the expected standard in Reading, Writing and Mathematics combined, Barnet is now 16<sup>th</sup> out of 152 LAs, just one place outside the top 10%.
- Progress of pupils between Key Stage 1 and Key Stage 2 in all subjects is significantly better than the national average.
- Attainment in Reading, Writing and Mathematics combined by disadvantaged KS2 pupils is in the top 20% of LAs.
- Attainment in Reading, Writing and Mathematics combined by KS2 pupils on SEN Support is strong, as is Progress by KS2 SEN Support pupils and pupils with Education, Health and Care Plans in Reading and Mathematics (Barnet ranks in the top 10% of LAs for all these measures).
- End of Key Stage 4 GCSE attainment and progress are in the top 5% nationally (Attainment 8 and Progress 8).
- Barnet ranks in the top 10% of LAs for the attainment and progress of disadvantaged pupils at secondary level and for the gaps between disadvantaged pupils and their non-disadvantaged peers nationally.
- End of Key Stage 5 A Level attainment is in the top 5% nationally.

1.6 The report identifies a number of areas for development and these were agreed as priorities in the Education Strategy approved by the Children, Education, Libraries and Safeguarding Committee in July 2017:

- Primary Attendance - Despite the improved ranking from 98<sup>th</sup> to 50<sup>th</sup> (out of 152 LAs), Barnet remains below the top 10% of LAs and so it remains a priority.
- Early Years - Despite the improved ranking from 87<sup>th</sup> in 2016 to 39<sup>th</sup> in 2017, as this is still below the top 10% of LAs, it remains a priority.
- Key Stage 1 Achievement - KS1 relative attainment (ranking) is well below the top 10% of LAs for all KS1 subjects.
- KS2 Writing – Although attainment is now above the national average and Barnet's ranking has improved from 100<sup>th</sup> in 2016 to 37<sup>th</sup> and there remain inconsistencies nationally with teacher assessment of writing, it is necessary to maintain a focus on this subject in order to continue to raise attainment.
- Achievement of Disadvantaged Pupils (pupils eligible for free school meals in the last 6 years and looked after children) and other Vulnerable Groups (e.g. Black Caribbean) - This remains a priority for improvement to eliminate differences in the performance of groups of pupils. KS2 attainment by SEN pupils with Education, Health and Care Plans is above the national average but in the second quartile. Attainment in Reading, Writing and Mathematics combined by disadvantaged KS2 pupils is in the top 20% of LAs but our target is to reach the top 10%. Attainment of All Black pupils in Reading, Writing and Mathematics at KS2 is in line with national, and for All Asian pupils is above the national average but just outside the top quartile. At secondary level progress by All Black pupils (Progress 8) is above the national average but well short of the top 10%.

- Looked After Children - Although there is no validated national data available on the performance of looked after children in 2017, results collected from schools indicates the performance of this group of young people remains significantly below that of non-looked after children.
- Progress and Progression Pathways of low attaining pupils across all key stages - Due to concern about achievement levels for low-attaining pupils in Key Stage 5 in particular, it has been agreed to treat this area as a priority, focussing on improved curriculum pathways post-16 but also looking at the progress of this group of pupils through all key stages.

- 1.7 The report also shows performance against corporate and commissioning performance indicators. All targets have been met or nearly met except:
- Primary pupils' average progress in English Writing – as indicated above, there remain inconsistencies nationally with teacher assessment of writing, which casts doubt on the validity of national rankings.
  - Attainment of pupils with Education, Health and Care Plans at KS2 (RWM) – above the national average but well outside the top 10%, though the cohort in question is very small and so small changes in the average score can result in large changes in the ranking.

## **2 REASONS FOR RECOMMENDATIONS**

- 2.1 National assessments and examinations are used to report on and monitor schools' performance. Data available in the public domain provides an opportunity for benchmarking Barnet's performance, celebrating successes and identifying areas for improvement to ensure Barnet's schools remain popular and successful.

## **3 ALTERNATIVE OPTIONS CONSIDERED AND NOT RECOMMENDED**

- 3.1 None.

## **4 POST DECISION IMPLEMENTATION**

- 4.1 Data will be shared with schools. Appendix A will be published on the council's website and available for parents and residents. The analysis will be used to continue to raise standards across Barnet schools, maximising the impact of Barnet's school improvement approach.
- 4.2 The council's strategy for continuing to deliver high standards in Barnet schools is set out in the Education Strategy 2017-2020, which was approved by the Children, Education, Libraries and Safeguarding Committee in July 2017. Officers will continue to work with schools to implement the strategy, with oversight of its delivery led by the School Standards Partnership Board, which includes representatives of the council, Cambridge Education and schools.

## **5 IMPLICATIONS OF DECISION**

### **5.1 Corporate Priorities and Performance**

The quality of the education offer is at the heart of Barnet's continuing success as a place where people want to live, work and study. It plays a crucial part in making Barnet family

friendly, with many families attracted to the area by the good reputation of Barnet's schools. Excellent educational outcomes and ensuring children and young people are equipped to meet the needs of employers are key to deliver the Council's vision set out in its Corporate Plan 2015-20 for:

- Barnet's schools to be amongst the best in the country, with enough places for all, and with all children achieving the best they can
- Barnet's children and young people to receive a great start in life and
- For there to be a broad offer of skills and employment programmes for all ages.

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

The work to drive the delivery of the council's contribution to the Education Strategy is delivered from within existing resources of the Education and Skills service, which is delivered in partnership with Cambridge Education.

## 5.3 **Legal and Constitutional References**

5.3.1 As set out in Article 7 (Committees, Working Groups, Forums and Partnerships) of the Council Constitution, the Children, Education, Libraries and Safeguarding Committee has responsibility for all matters relating to children, schools, education and libraries.

5.3.2 Section 13 of the Education Act 1996 place a duty on local authorities to secure efficient primary, secondary and further education are available to meet the needs of the population of their area. Section 13A requires local authorities to ensure that their functions are exercised with a view of promoting high standards, ensuring fair access to opportunity for education and training and promoting fulfilment of learning potential for children and young people in its area. Section 14 requires local authorities to secure sufficient schools and sufficient is defined by reference to number, character and equipment to provide appropriate education based on age, ability and aptitude, as well as ensuring diversity of provision. These duties are overarching duties and apply regardless of whether schools are maintained by the local authority or independent of local authority support.

5.3.3 Part 4 of the Education and Inspections Act 2006 contains powers and duties in relation to schools causing concern. The powers of intervention apply in relation to maintained schools only. For Academy schools, local authorities should raise any concerns with the Department for Education. Section 72 of this Act requires local authorities to have regard to Government guidance when exercising its functions under Part 4. The latest guidance, Schools Causing Concern, published in February 2018, confirms that local authorities and the Regional Schools Commissioners should work with school leaders to drive school improvement and that data should be used to start a discussion in order to give schools the support they need. The guidance emphasises the local authority role as champions of high standards of education across their schools, including the following:

- Understand the performance of maintained schools in their area, using data as a starting point to identify any that are underperforming, while working with them to explore ways to support progress;

- Work closely with the relevant RSC and other local partners to ensure schools receive the support they need to improve;
- Where underperformance has been recognised in a maintained school, proactively work with the relevant RSC, combining local and regional expertise to ensure the right approach, including sending warning notices and using intervention powers where this will improve leadership and standards; and
- Encourage good and outstanding maintained schools to: take responsibility for their own improvement; support other schools; and enable other schools to access the support they need to improve.

5.3.4 In relation to academies, local authorities should raise any concerns directly with the RSC.

#### 5.4 **Risk Management** None

#### 5.5 **Equalities and Diversity**

The 2010 Equality Act outlines the provisions of the Public Sector Equalities Duty which requires Public Bodies to have due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010;
- advance equality of opportunity between people from different groups;
- foster good relations between people from different groups.

The broad purpose of this duty is to integrate considerations of equality into day to day business and to keep them under review in decision making, the design of policies and the delivery of services. School improvement monitoring, supporting and challenging arrangements ensure that the quality of education in Barnet is maintained and improved. Outcomes for all groups of children and young people are monitored including children with special educational need, children in receipt of free school meals and children looked after. Barnet's Children and Young People Plan and the Education Strategy 2017-2020 both have a strong focus on improving outcomes for disadvantaged groups of children and young people.

#### 5.6 **Consultation and Engagement**

The Education Strategy 2017-2020 was developed by the strategic partnership between the council, Cambridge Education and schools. It was subject to consultation with all headteachers and chairs of governors.

## 6 **BACKGROUND PAPERS**

- 6.1 Children, Education, Libraries and Safeguarding Committee, 18th July 2017 – Education Strategy 2017-2020  
<https://barnet.moderngov.co.uk/ieListDocuments.aspx?CId=697&MId=8692&Ver=4>

## Summary of Educational Standards in Barnet, 2016/17

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## Background

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

Our strategic vision for education in Barnet is:

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

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

- Every child attends a **good or outstanding school**, as judged by Ofsted
- The attainment and progress of children in Barnet schools is **within the top 10%** nationally
- There is accelerating progress of the most disadvantaged and vulnerable pupils in order to **close the gap** between them and their peers.

## Summary

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

### Colour Coding (National Ranking out of 152 LAs)

	Within top 10% of LAs
	Within top 20% of LAs
	In bottom 50% of LAs

## Strengths

### Arising from the attainment data

- Year 1 Phonics – attainment in top 10% nationally
- End of KS2 attainment in Reading, GPS and Maths – in top 10% nationally
- Progress between KS1 and KS2 in all subjects – significantly better than national
- End of KS4 GCSE attainment and progress – in top 5% nationally (Including Progress 8 and Attainment 8)
- End of KS5 A Level attainment – in top 5% nationally
- Attainment in Reading, Writing and Mathematics combined by KS2 pupils on SEN Support and Progress by KS2 SEN Support pupils and pupils with Education, Health and Care Plans in Reading and Mathematics.

### Other particular strengths

- Percentage of Good and Outstanding schools above National, Inner London and Outer London
- 96% of pupils attending a Good or Outstanding school
- Positive and productive relationship with schools
- Knowing our schools well.
- Accurate identification of vulnerable schools.
- Strong track record of supporting Schools Causing Concern to make the necessary improvements
- High expectations and aspirations for schools in Barnet
- Thriving and popular school improvement traded service (BPSI)
- Successful NQT Induction programme
- Robust procedures for monitoring, challenging and supporting schools (see School Improvement strategy Part B – Monitoring, Challenge and Support including Schools Causing Concern Policy)



### Areas for Development - School Standards Partnership Board Priorities

Based on available education performance data, the following areas are among the priorities for improvement identified by the School Standards Partnership Board (made of representatives from the council, Cambridge Education and schools):

- **Primary Attendance**

It is pleasing that recent data (Autumn/Spring Terms 2016/17) shows attendance has improved in Barnet schools. Overall absence was 3.9% compared to 4.1% for the same period in 2015/16 and we are now better than the national average of 4.0%. Our national ranking has also improved from 98<sup>th</sup> to 50<sup>th</sup> (out of 152 LAs). However, we remain well below the top 10% of LAs and so it remains a priority.

- **Early Years**

The percentage of pupils who achieved a Good Level of Development (GLD) was above National, Inner London and Outer London averages in 2017. Barnet's national ranking, for percentage of pupils achieving a GLD, has increased from 87<sup>th</sup> in 2016 to 39<sup>th</sup> in 2017. However, as this is still below the top 10% of LAs it remains a priority

- **Key Stage 1 Achievement**

KS1 relative attainment (ranking) is well below the top 10% of LAs for all KS1 subjects. Maths is ranked the lowest (44<sup>th</sup>) for the proportion of pupils achieving at least the expected standard, then Writing (36<sup>th</sup>) with the best relative attainment being in Reading (34<sup>th</sup>).

- **KS2 Writing**

Attainment is now above the national average and our ranking has improved from 100<sup>th</sup> in 2016 to 37<sup>th</sup>. It has moved from 43<sup>rd</sup> to 91<sup>st</sup> for pupils achieving at 'greater depth'. Although it is clear that there are inconsistencies nationally with teacher assessment of writing, we still need to maintain a focus on this subject in order to continue to raise attainment.

- **Achievement of Disadvantaged Pupils and other Vulnerable Groups (including Black Caribbean)**

This remains a priority for improvement to eliminate differences in the performance of groups of pupils. KS2 attainment by SEN pupils with Education, Health and Care Plans is above the national average but in the second quartile. Attainment in Reading, Writing and Mathematics combined by disadvantaged KS2 pupils is in the top 20% of LAs but our target is to reach the top 10%. Attainment of All Black pupils in Reading, Writing and Mathematics at KS2 is in line with national, and for All Asian pupils is above the national average but just outside the top quartile. At secondary level progress by All Black pupils (Progress 8) is in the third quartile.

- **Looked After Children**

Although there is no validated data available on the performance of looked after children in 2017, results collected from schools indicate the performance of this group of young people remains significantly below that of non-looked after children.

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

Due to concern about achievement levels for low-attaining pupils in Key Stage 5 in particular, it has been agreed to treat this area as a priority, focussing on improved curriculum pathways post-16 but also looking at the progress of this group of pupils through all key stages.

## Quality of Schools

A summary of Ofsted Outcomes relating to Barnet's state-maintained primary and secondary schools, at the end of January 2018 is provided below and shows that the proportion of schools and the proportion of pupils attending a Good or Outstanding school is above the national average, and at least in line with the London average.

### Good or outstanding schools

	Percentage of Schools	
	Primary	Secondary
<b>Barnet</b>	<b>95.4</b>	<b>95.5</b>
<b>London</b>	<b>93.9</b>	<b>88.8</b>
<b>England</b>	<b>90.4</b>	<b>79.1</b>

All Barnet special schools and pupil referral units (PRUs) are rated Good or Outstanding by Ofsted.

## School Attendance

This data reports on absence of pupils of compulsory school age in state-funded primary and secondary schools during the full school year 2016 to 2017.

### Primary Absence

Overall absence in primary schools is ranked 55<sup>th</sup> out of 152 LAs. This is the first time the absence rate has been better than the National Average since records began. Additionally only small margins separate the rankings. A working group of officers and headteachers has developed a range of strategies to raise the profile of attendance and share good school practice to establish whole school approaches to raising attendance.

	2013	2014	2015	2016	2017
<b>Barnet</b>	<b>4.8</b>	<b>4.1</b>	<b>4.1</b>	<b>4.1</b>	<b>3.9</b>
<b>London</b>	<b>4.5</b>	<b>3.9</b>	<b>4.1</b>	<b>4.1</b>	<b>4.0</b>
<b>Statistical Neighbours</b>	<b>4.5</b>	<b>3.9</b>	<b>4.1</b>	<b>4.0</b>	<b>4.0</b>
<b>England</b>	<b>4.7</b>	<b>3.9</b>	<b>4.0</b>	<b>4.0</b>	<b>4.0</b>
Barnet Rank					55 <sup>th</sup>

### Secondary Absence

Overall absence in secondary schools is ranked in the top 20% of LAs nationally.

	2013	2014	2015	2016	2017
<b>Barnet</b>	<b>5.3</b>	<b>4.7</b>	<b>4.9</b>	<b>4.9</b>	<b>4.6</b>
<b>London</b>	<b>5.2</b>	<b>4.8</b>	<b>4.9</b>	<b>4.9</b>	<b>4.8</b>
<b>Statistical Neighbours</b>	<b>5.3</b>	<b>4.9</b>	<b>5.0</b>	<b>4.9</b>	<b>4.7</b>
<b>England</b>	<b>5.9</b>	<b>5.2</b>	<b>5.3</b>	<b>5.2</b>	<b>5.2</b>
Barnet Rank					18 <sup>th</sup>

## Early Years Foundation Stage

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

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

### Good Level of Development (%)

Attainment at the end of the Early Years Foundation Stage is above the National average. The percentage increase for Barnet (4.3%) was the largest increase amongst the comparators listed below, bringing Barnet in line with the London and Statistical Neighbour averages.

	2013	2014	2015	2016	2017
<b>Barnet</b>	59.5	65.4	68.1	68.9	73.2
<b>London</b>	52.8	62.2	68.1	71.2	73.0
<b>Statistical Neighbours</b>	50.3	61.6	67.9	71.5	73.0
<b>England</b>	51.7	60.4	66.3	69.3	70.7
Barnet Rank					39 <sup>th</sup>

### Average Total Point Score

The average total point score across all learning areas is above the National and London Averages, but below the average for statistical neighbours.

	2013	2014	2015	2016	2017
<b>Barnet</b>	34.1	35.1	35.0	34.7	35.0
<b>London</b>	32.8	33.9	34.5	34.7	34.8
<b>Statistical Neighbours</b>	32.8	34.1	34.8	35.1	35.3
<b>England</b>	32.8	33.8	34.3	34.5	34.5
Barnet Rank					43 <sup>rd</sup>

### Good Level of Development (%) - FSM Pupils (Non-FSM in brackets)

Attainment of pupils eligible for free school meals (FSM) is above the national average and the statistical neighbour average, but below London.

	2013	2014	2015	2016	2017
<b>Barnet</b>	46 (62)	53 (68)	57 (70)	56 (72)	62 (75)
<b>London</b>	43 (56)	52 (65)	59 (70)	61 (73)	64 (75)
<b>Statistical Neighbours</b>	36.3 (52.8)	47.2 (63.9)	52.7 (69.7)	58.1 (72.9)	60.6 (74.4)
<b>England</b>	36 (55)	45 (64)	51 (69)	54 (72)	56 (73)
Barnet Rank					20 <sup>th</sup>

## Year 1 Phonics

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

### Year 1 Phonics (% Working at)

Barnet's attainment in Phonics is above the national average in 2017 and is within the top 10% of Local Authorities in the country.

	2012	2013	2014	2015	2016	2017
<b>Barnet</b>	<b>64.0</b>	<b>72.0</b>	<b>76.0</b>	<b>80.0</b>	<b>81.0</b>	<b>85</b>
<b>London</b>	<b>60.0</b>	<b>72.0</b>	<b>77.0</b>	<b>80.0</b>	<b>83.0</b>	<b>84</b>
<b>Statistical Neighbours</b>	<b>59.0</b>	<b>71.0</b>	<b>76.9</b>	<b>78.4</b>	<b>82.4</b>	<b>83.5</b>
<b>England</b>	<b>58.0</b>	<b>69.0</b>	<b>74.0</b>	<b>77.0</b>	<b>81.0</b>	<b>81</b>
Barnet Rank						10 <sup>th</sup>

### Year 1 Phonics (% Working at) - FSM Pupils

Barnet's attainment in Phonics for FSM pupils is above the National, London and Statistical Neighbour Averages in 2017. Barnet is in the top 10% for this measure.

	2012	2013	2014	2015	2016	2017
<b>Barnet</b>	<b>49.0</b>	<b>61.0</b>	<b>66.0</b>	<b>69.0</b>	<b>72.0</b>	<b>76</b>
<b>London</b>	<b>50.0</b>	<b>63.0</b>	<b>69.0</b>	<b>72.0</b>	<b>75.0</b>	<b>75.0</b>
<b>Statistical Neighbours</b>	<b>44.2</b>	<b>57.3</b>	<b>64.6</b>	<b>67.3</b>	<b>70.3</b>	<b>71.8</b>
<b>England</b>	<b>44.0</b>	<b>56.0</b>	<b>61.0</b>	<b>65.0</b>	<b>69.0</b>	<b>68</b>
Barnet Rank						12 <sup>th</sup>

## Key Stage 1

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

### Attainment – All Pupils

Attainment at the expected standard is above the national average in all subjects, whilst being roughly in line with statistical neighbours and London averages. The proportion of pupils reaching the higher standard in Reading and Maths is above the national average.

	Percentage reaching the expected standard				Percentage reaching the higher standard		
	Reading	Writing	Mathematics	Science	Reading	Writing	Mathematics
<b>Barnet</b>	<b>78.0</b>	<b>71.0</b>	<b>77.0</b>	<b>84.0</b>	<b>27.0</b>	<b>16.0</b>	<b>23.0</b>
<b>London</b>	<b>78.0</b>	<b>72.0</b>	<b>78.0</b>	<b>83.0</b>	<b>27.0</b>	<b>18.0</b>	<b>24.0</b>
<b>Statistical Neighbours</b>	<b>77.8</b>	<b>70.5</b>	<b>78.1</b>	<b>84.4</b>	<b>28.5</b>	<b>18.7</b>	<b>24.6</b>
<b>England</b>	<b>76.0</b>	<b>68.0</b>	<b>75.0</b>	<b>83.0</b>	<b>25.0</b>	<b>16.0</b>	<b>21.0</b>
Barnet Rank	34 <sup>th</sup>	36 <sup>th</sup>	44 <sup>th</sup>	47 <sup>th</sup>	44 <sup>th</sup>	59 <sup>th</sup>	37 <sup>th</sup>

### Attainment – FSM Pupils (Expected Standard)

Attainment of pupils eligible for free school meals (FSM) is above the national average in all subjects and in the top 10% of LAs in science, and in the top 20% of LAs in reading, writing and maths.

	Reading	Writing	Mathematics	Science
<b>Barnet</b>	<b>67 (80)</b>	<b>58 (73)</b>	<b>65 (79)</b>	<b>76 (85)</b>
<b>London</b>	<b>61 (78)</b>	<b>60 (74)</b>	<b>67 (80)</b>	<b>75 (85)</b>
<b>Statistical Neighbours</b>	<b>63.8 (78)</b>	<b>53.1 (70.9)</b>	<b>61.9 (77.6)</b>	<b>72.2 (84.9)</b>
<b>England</b>	<b>61 (80)</b>	<b>52 (71)</b>	<b>60 (78)</b>	<b>69 (84)</b>
Barnet Rank	16 <sup>th</sup>	23 <sup>rd</sup>	23 <sup>rd</sup>	8 <sup>th</sup>

## Key Stage 2

2017 is the second year where results of key stage 2 assessments are no longer reported as levels: pupils are judged to have reached the expected standard if they have scored a scaled score of 100 or above. A pupil's scaled score is based on their raw score. The raw score is the total number of marks a pupil scores in a test, based on the number of questions they answered correctly.<sup>1</sup>

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

### Attainment of the expected standard – All Pupils

In 2017, attainment across reading and Grammar, Punctuation and Spelling (GPS) was in the 10% of LAs nationally. Attainment in maths and science and reading, writing and mathematics (RWM) combined was in the top 20% and only missed the top 10% by one place (16<sup>th</sup> rather than 15<sup>th</sup>).

Writing attainment was above the national average and in line with statistical neighbours. There has been national recognition that due to the implementation of the new Interim Teacher Assessment frameworks, used for the first time in 2016, there is variability both in how schools interpreted the demands of the interim framework, and the way in which different LAs approached moderation. Ofsted's November 2016 School Inspection Update recognised this and advised that "Inspectors should interpret 2016 Key Stage 2 writing performance carefully, given that this is the first year of teacher assessment using a new curriculum and against the new interim framework." and that "No single measure or indicator, such as writing progress or attainment, should determine judgements. No judgement should be based on only one year's outcomes."

	% EXS+ GPS	% EXS+ Maths	% EXS+ Reading	% EXS+ Writing	% EXS Science	% EXS+ RWM
<b>Barnet %</b>	<b>85.0</b>	<b>82.0</b>	<b>78.0</b>	<b>79.0</b>	<b>85.0</b>	<b>69.0</b>
<b>London %</b>	<b>83.0</b>	<b>81.0</b>	<b>75.0</b>	<b>81.0</b>	<b>85.0</b>	<b>67.0</b>
<b>Statistical Neighbours %</b>	<b>83.2</b>	<b>80.5</b>	<b>75.7</b>	<b>79.3</b>	<b>85.0</b>	<b>66.3</b>
<b>England %</b>	<b>77.0</b>	<b>75.0</b>	<b>72.0</b>	<b>76.0</b>	<b>82.0</b>	<b>61.0</b>
Barnet Rank	9 <sup>th</sup>	16 <sup>th</sup>	13 <sup>th</sup>	37 <sup>th</sup>	19 <sup>th</sup>	16 <sup>th</sup>

Note: EXS+ means 'Attained the Expected Standard'

### Attainment of the high standard – All Pupils

Attainment of the high standard in GPS, reading and maths was in the top 10% of LAs nationally and above the national, London and statistical neighbour averages. Attainment of the high standard in RWM combined was in the top 20%. Writing was in line with the national average.

	% High GPS	% High Maths	% High Reading	% GDS Writing	% High/GDS RWM
<b>Barnet</b>	<b>43.00</b>	<b>32.00</b>	<b>32.00</b>	<b>17.00</b>	<b>11.0</b>
<b>London</b>	<b>29.00</b>	<b>30.00</b>	<b>21.00</b>	<b>18.00</b>	<b>11.0</b>
<b>Statistical Neighbours</b>	<b>40.00</b>	<b>30.80</b>	<b>28.40</b>	<b>21.00</b>	<b>12.0</b>
<b>England</b>	<b>31.00</b>	<b>23.00</b>	<b>25.00</b>	<b>18.00</b>	<b>9.0</b>
Barnet Rank	10 <sup>th</sup>	11 <sup>th</sup>	14 <sup>th</sup>	91 <sup>th</sup>	24 <sup>th</sup>

<sup>1</sup> <https://www.gov.uk/guidance/scaled-scores-at-key-stage-2#what-is-a-scaled-score>

### Attainment of the Expected Standard – Disadvantaged Pupils

The attainment of disadvantaged pupils (those eligible for free school meals at any point in the past 6 years and children looked after) is in the top 20% of LAs for maths, GPS and reading and for Reading, Writing and Mathematics combined. The commissioning target is for Barnet to be within the top 10% of local authorities nationally (i.e. 15<sup>th</sup> or above) for Reading, Writing and Mathematics combined. At a rank of 20<sup>th</sup> Barnet is just outside this target. In 2016 the percentage of disadvantaged pupils reaching the expected standard in Reading Writing and Mathematics was 46%. In 2017 it had increased to 55%, an increase of 9 percentage points.

	% EXS+ GPS	% EXS+ Maths	% EXS+ Reading	% EXS+ Writing	% EXS+ RWM
Barnet	76.3 (90)	72.3 (88)	68 (84)	69 (84)	55 (76)
London	76.6 (87)	73.3 (86)	68.1 (80)	74.4 (85)	58 (73)
Statistical Neighbours	73.7 (87)	69.5 (85)	65.8 (80)	70.1 (84)	52.6 (71.6)
England	66.7 (83)	63.5 (81)	60.1 (78)	65.9 (82)	48 (68)
Barnet Rank	16 <sup>th</sup>	20 <sup>th</sup>	19 <sup>th</sup>	44 <sup>th</sup>	20 <sup>th</sup>

Progress scores for Disadvantaged pupils

	Maths Progress	Reading Progress	Writing Progress
Barnet	1.4	0.9	0.2
London	0.9	0.3	0.8
England	-0.6	-0.7	-0.4
Barnet Rank	10 <sup>th</sup>	9 <sup>th</sup>	45 <sup>th</sup>

### Diminishing the difference

The aim for schools in Barnet is to diminish the difference between disadvantaged pupils and their peers nationally (non-disadvantaged pupils) in terms of attainment. In 2016 this attainment gap in Barnet was 15 percentage points; in 2017 this gap reduced to 13 percentage points. The gap has diminished by 2 percentage points between 2016 and 2017.

	Barnet	National Other	Difference
2017	55	68	-13
2016	46	61	-15

### Attainment of the Expected Standard – by Ethnicity

The table below shows the 2017 percentage of pupils reaching the expected standard in Reading, Writing and Mathematics combined, by ethnicity. (Data in brackets is from 2016.)

	All White Pupils RWM	All Mixed Pupils RWM	All Asian Pupils RWM	All Black Pupils RWM	All Chinese Pupils RWM
Barnet	71 (63)	69 (58)	73 (64)	61 (48)	89 (78)
London	68 (60)	68 (60)	71 (64)	63 (54)	83 (81)
Statistical Neighbours	64.9 (57.1)	66.7 (60)	72.2 (67.7)	62 (52.2)	85.2 (83.67)
England	61 (54)	63 (56)	64 (56)	61 (51)	78 (72)
Barnet Rank	9 <sup>th</sup>	29 <sup>th</sup>	38 <sup>th</sup>	44 <sup>th</sup>	17 <sup>th</sup>

### Attainment of the expected standard – SEN (Special Educational Needs) in Reading, Writing and Mathematics

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

The performance of pupils with SEN Support in Barnet improved by 11 percentage points between 2016 and 2017, and Barnet's rank rose from 18<sup>th</sup> in 2016 to 7<sup>th</sup> in 2017 (out of 152 LAs).

The performance of EHC Plan pupils in Barnet at KS2 has not been as successful. There has been a slight decline in the percentage of this cohort reaching the expected standard. However, the variability and small size of this cohort makes it very difficult to compare accurately between years. In 2017 135 pupils had an EHC plan; a handful of pupils can dramatically alter the percentage reaching the expected standard. Furthermore, Barnet was in the top 10% of LAs for Progress in both Reading and Mathematics for pupils with EHC Plans. The lower rating for progress in Writing reflects the comparatively poorer performance in Writing of all Barnet KS2 pupils and is at least partly a reflection of continuing inconsistencies across the country in the application of the new Writing framework to the assessment of writing by teachers.

### % of Pupils with SEN Support Reaching the Expected Standard in Reading, Writing and Mathematics

	2016 RWM	2017 RWM
Barnet	23	34
London	24	29
Statistical Neighbours	20	20
England	16	21
Barnet Rank	18 <sup>th</sup>	7 <sup>th</sup>

### Progress Score for SEN Support Pupils

	Maths Progress	Reading Progress	Writing Progress
Barnet	1.2	1.4	-1.0
London	0.4	0.1	-0.6
England	-1.1	-1.2	-2.2
Barnet Rank	11 <sup>th</sup>	9 <sup>th</sup>	36 <sup>th</sup>

### Attainment of pupils with EHC Plan or Statement

	2016 RWM	2017 RWM
Barnet	10	8
London	9	9
Statistical Neighbours	9	9
England	7	8
Barnet Rank	21 <sup>st</sup>	60 <sup>th</sup>



### Progress Score for Pupils with EHC Plan or Statement

	Maths Progress	Reading Progress	Writing Progress
Barnet	-2.5	-3.0	-3.2
London	-2.6	-2.8	-3.0
England	-4.1	-3.7	-4.3
Barnet Rank	11 <sup>th</sup>	9 <sup>th</sup>	36

### Average Scaled Score (SS)

The average scaled score is calculated as the mean scaled score of all pupils awarded a scaled score. Pupils who did not take the test or took the test but did not receive a scaled score are excluded. The 'expected' standard is equal to a scaled score of 100. The average scaled score of pupils in Barnet is in the top 10% of LAs nationally in all subjects.

	Ave SS GPS	Ave SS Maths	Ave SS Reading
Barnet	108	106	106
London	108	106	105
Statistical Neighbours	107.7	105.8	104.9
England	106	104	104
Barnet Rank	8 <sup>th</sup>	9 <sup>th</sup>	8 <sup>th</sup>

### Average Progress Score

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

The average progress made by all pupils across Barnet was above the national, London and statistical neighbour averages in maths and reading, and in line with statistical neighbours in writing. Barnet is in the top 10% of LA's in the country for maths and reading progress. The commissioning plan target is for Barnet also to be within the top 10% of local authorities in the country for writing progress. This has not been met, but there remain issues around the validity of national comparisons because of inconsistencies in moderation of teacher assessments across the country. Nonetheless improving KS2 Writing remains a target and both Barnet's progress score for the measure and its ranking have improved since 2016. (2016 progress score was 0.3 and the rank was 71<sup>st</sup>)

	Maths Progress	Reading Progress	Writing Progress
Barnet	2.0	1.7	0.4
London	1.6	0.9	1.0
Statistical Neighbours	1.19	0.59	0.46
England	0.0	0.0	0.0
Barnet Rank	9 <sup>th</sup>	8 <sup>th</sup>	54 <sup>th</sup>
	Above average	Above average	Average

## Key Stage 4

A new secondary school accountability system has been implemented for English and Maths in 2017 with the movement away from A\* to C grades to a numbered 9-4 standard with 4 being a higher standard than the previous C grade. 4 is regarded as a “pass”, with 5 a “good pass.” The 2017 headline accountability measures for schools are: Attainment 8, Progress 8, attainment in English and Maths (9-5), and English Baccalaureate (EBacc) achievement (including English and Maths 9-5).

### Average Attainment 8 Score

The average attainment 8 score across all pupils in Barnet is in the top 5% of LAs nationally, and for disadvantaged pupils, is in the top 10% of LAs nationally. The corporate target is to be in the top 10% of local authorities nationally for all pupils in Attainment 8 (i.e. 15<sup>th</sup> and above). This target has been met for the past two years.

	All	Disadvantaged ('other' in brackets)
Barnet	54.7	43.9 (59.3)
London	48.9	42.8 (55.4)
Statistical Neighbours	50.1	40.7 (53.3)
England	44.6	37.1 (49.9)
Barnet Rank	5 <sup>th</sup>	10 <sup>th</sup>

### Average Progress 8 Score

The average Progress 8 score across all pupils in Barnet is in the top 5% of LAs nationally and for disadvantaged pupils, is in the top 10% nationally. The corporate target is to be within the top 10% of local authorities in the country for all pupils in Progress 8. This has been successfully met, with Barnet ranked 3<sup>rd</sup> nationally for this measure.

	All	Disadvantaged ('other' in brackets)
Barnet	0.47	0.07 (0.65)
London	0.22	-0.01 (0.37)
Statistical Neighbours	0.26	-0.11(0.39)
England	-	-0.40 (0.11)
Barnet Rank	3 <sup>rd</sup>	15 <sup>th</sup>

### 5-9 in English and Maths

The proportion of pupils who attained a 5-9 in English and Maths is in the top 5% of LAs nationally.

	All
Barnet	60.3
London	48.2
Statistical Neighbours	50.85
England	39.6
Barnet Rank	4 <sup>th</sup>

### % of Pupils Achieving the Ebacc (inc English and Maths 5-9 for 2017, previous years including English and maths as A\*-C)

The proportion of pupils who achieved the English Baccalaureate is in the top 5% of LAs nationally.

	2013	2014	2015	2016	2017
Barnet	40.6	43.8	43.5	43.7	39.1
London	28.6	30.1	30.5	31.9	28.8
Statistical Neighbours	31.2	32.5	32.5	34.4	30.56
England	23.0	22.8	22.9	23.1	19.7
Barnet Rank					4 <sup>th</sup>

## Disadvantaged pupils

Barnet ranks in the top 10% of LAs for the attainment and progress of disadvantaged pupils at secondary level and for the gaps between disadvantaged pupils and their non-disadvantaged peers nationally.

### Attainment 8 Score

	Disadvantaged ('other' in brackets)
<b>Barnet</b>	<b>43.9 (59.3)</b>
<b>London</b>	<b>42.8 (55.4)</b>
<b>Statistical Neighbours</b>	<b>40.7 (53.3)</b>
<b>England</b>	<b>37.1 (49.9)</b>
Barnet Rank	10 <sup>th</sup>

### Progress 8 Score

	Disadvantaged ('other' in brackets)
<b>Barnet</b>	<b>0.07 (0.65)</b>
<b>London</b>	<b>-0.01 (0.37)</b>
<b>Statistical Neighbours</b>	<b>-0.11(0.39)</b>
<b>England</b>	<b>-0.40 (0.11)</b>
Barnet Rank	15 <sup>th</sup>

### Disadvantaged Pupils - English and Maths 9-5

	2017
<b>Barnet</b>	<b>41.3%</b>
<b>London</b>	<b>35.5%</b>
<b>England</b>	<b>24.5%</b>
Barnet Rank	5 <sup>th</sup>

### Disadvantaged Pupils attaining Ebacc including English and Maths at 9-5

	2017
<b>Barnet</b>	<b>19.4%</b>
<b>London</b>	<b>18.7%</b>
<b>England</b>	<b>9.9%</b>
Barnet Rank	14 <sup>th</sup>

### Diminishing the difference at KS4

Similar to KS2 there is an emphasis to diminish the difference between disadvantaged pupils in Barnet and Other Pupils (non-disadvantaged pupils) nationally at GCSE. The data below shows a gap that is diminishing. Changes in English and Maths GCSE, moving from A\*-C to 9-4 has made direct comparison between 2016 and 2017 difficult.

### Attainment 8 – Diminishing the Difference

	Barnet Disadvantaged	National Other (Non-Disadvantaged)	Difference
2017	43.9	49.9	-6.0
2016	47.2	59.8	-6.3
Barnet Rank			10 <sup>th</sup>

### Progress 8 Score – Diminishing the Difference

	Barnet Disadvantaged	National Other	Difference
2017	0.07	0.11	-0.04
2016	0.05	0.10	-0.05
Barnet Rank			15 <sup>th</sup>

### Percentage pupils attaining English and Maths at 9-5 (2016 A\*-C) - Diminishing the Difference

A five in 2017 is greater than a C in 2016. There has been a national downward trend, which has been replicated in Barnet.

	Barnet Disadvantaged	National Other	Difference
2017	41.3%	49.7%	-8.4
2016	56.3%	71%	-14.7

### KS4 by Ethnicity

At secondary level progress by All Black pupils (Progress 8) is above the national average but well short of the top 10%. Chinese pupils are below the national average at Progress 8 but this is a relatively small cohort, so small variations have a disproportionate impact on the ranking. Attainment by all ethnic groups is above the national averages.

### Attainment 8 by ethnicity

	All White Pupils Attainment 8	All Mixed Pupils Attainment 8	All Asian Pupils Attainment 8	All Black Pupils Attainment 8	All Chinese Pupils Attainment 8
Barnet	53.9 (55.4)	54.9 (57.5)	64.3 (63.0)	47.6 (50.6)	69.1 (68.1)
London	48.4 (51.7)	48.8 (52.0)	53.5 (55.8)	45.4 (49.2)	64.6 (64.4)
Statistical Neighbours	48.7 (51.99)	50.2 (53.6)	56.3 (58.4)	46.2 (50.1)	64.0 (65.0)
England	46.0 (49.8)	47.1 (50.6)	50.2 (52.9)	45.0 (48.9)	63.0 (63.0)
Barnet Rank	5 <sup>th</sup>	4 <sup>th</sup>	2 <sup>nd</sup>	35 <sup>th</sup>	22 <sup>nd</sup>

### Progress 8 by ethnicity

	All White Pupils Progress 8	All Mixed Pupils Progress 8	All Asian Pupils Progress 8	All Black Pupils Progress 8	All Chinese Pupils Progress 8
Barnet	0.38 (0.27)	0.39 (0.31)	0.90 (0.58)	0.18 (0.20)	0.68 (0.66)
London	0.04 (0.04)	0.09 (0.03)	0.65 (0.45)	0.14 (0.14)	0.87 (0.61)
Statistical Neighbours	0.05 (0.03)	0.19 (0.08)	0.77 (0.49)	0.26 (0.23)	0.97 (0.77)
England	-0.11 (-0.09)	-0.02 (-0.04)	0.47 (0.31)	0.16 (0.17)	0.93 (0.68)
Barnet Rank	4 <sup>th</sup>	7 <sup>th</sup>	14 <sup>th</sup>	71 <sup>st</sup>	88 <sup>th</sup>

## SEN Support Pupils

Attainment of SEN support pupils at secondary level is in the top 20% (Attainment 8) but in the second quartile for progress (Progress 8).

### Attainment 8

	2017
<b>Barnet</b>	<b>35.8</b>
<b>London</b>	<b>35.1</b>
<b>England</b>	<b>31.9</b>
Barnet Rank	23 <sup>rd</sup>

### Average Progress 8 score for SEN Support Pupils

	2017
<b>Barnet</b>	<b>-0.35</b>
<b>London</b>	<b>-0.24</b>
<b>England</b>	<b>-0.43</b>
Barnet Rank	55 <sup>th</sup>

### SEN Support Pupils - English and Maths 9-5

	2017
<b>Barnet</b>	<b>24.3%</b>
<b>London</b>	<b>19.8%</b>
<b>England</b>	<b>15.6%</b>
Barnet Rank	10 <sup>th</sup>

### SEN Support Pupils attaining Ebacc including English and Maths at 9-5

	2017
<b>Barnet</b>	<b>8.3%</b>
<b>London</b>	<b>8.3%</b>
<b>England</b>	<b>5.1%</b>
Barnet Rank	9 <sup>th</sup>

### EHC Plan Pupils

Attainment of EHCP pupils at secondary level is in the top 10% (Attainment 8) but in the second quartile for progress (Progress 8).

#### Attainment 8

	2017
Barnet	18.6
London	15.7
England	13.9
Barnet Rank	11 <sup>th</sup>

#### Average Progress 8 score for Pupils with an EHC Plan or statement

	2017
Barnet	-0.79
London	-0.88
England	-1.04
Barnet Rank	26 <sup>th</sup>

#### Pupils with an EHC Plan or Statement attaining English and Maths 9-5

	2017
Barnet	12.4%
London	7.3%
England	5.3%
Barnet Rank	6 <sup>th</sup>

#### EHC Plan Pupils attaining Ebacc including English and Maths at 9-5

	2017
Barnet	4.1%
London	2.5%
England	1.4%
Barnet Rank	5 <sup>th</sup>

## Looked after Children

Educational achievement data for Looked After Children in 2016/17 nationally is due to be published in April 2018. Until then it will not be clear what the performance of this cohort is nationally, in London or amongst statistical neighbours.

The DfE reports on those who have been in Care for a Year on 31 March (the 903 cohort). The total Year 6 and Year 11 Looked After Children cohorts in June 2017 were 14 and 57 respectively and, of these, only 8 Year 6 and 27 Year 11 children were in the 903 cohort and will therefore be included in published statistics. One third of the secondary 903 cohort (9 pupils) had an Education, Health and Care Plan.

The information below is unvalidated, based on information collected directly from schools. The table shows the average attainment of Barnet Looked After Children in Reading, Writing and Mathematics combined at Key Stage 2 and indicates an increase in attainment amongst pupils within the Virtual School in Barnet from 45.5% in 2016 to 50% in 2017.

	2016 RWM	2017 RWM
Barnet	45.5%	50
London	32%	Not yet known
Statistical Neighbours	44%	Not yet known
England	25%	Not yet known

The average attainment score of Barnet Looked After Children at Key Stage 4 (Attainment 8) was 20.1, compared to 19.5 in 2016 and a national average in 2016 of 22.8. Comparators for 2017 and data on progress (Progress 8) will not be available until the national statistics are published in April.

## Key Stage 5

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

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

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

### 3+ A grades at GCE/Applied GCE A Level and Double Awards

The proportion of Barnet pupils who attained 3 or more A grades at A level places Barnet within the top 5% of LAs nationally.

	2013	2014	2015	2016	2017
<b>Barnet</b>	<b>18.1</b>	<b>16.6</b>	<b>18.3</b>	<b>16.1</b>	<b>18.9</b>
<b>London</b>	<b>9.7</b>	<b>9.2</b>	<b>9.2</b>	<b>10.2</b>	<b>11.6</b>
<b>Stat Neighbours</b>	<b>13.8</b>	<b>12.7</b>	<b>13.1</b>	<b>14.9</b>	<b>14.89</b>
<b>England</b>	<b>12.5</b>	<b>12.0</b>	<b>11.7</b>	<b>12.9</b>	<b>13.4</b>
Barnet Rank	.	.	5 <sup>th</sup>	7 <sup>th</sup>	6 <sup>th</sup>

### Percentage of students achieving grades AAB or better at GCE A level, Applied GCE A level and Double Award A level

The proportion of Barnet pupils who attained grades AAB or higher at A level places Barnet within the top 5% of LAs nationally.

	2013	2014	2015	2016	2017
<b>Barnet</b>	<b>27.3</b>	<b>25.9</b>	<b>27.9</b>	<b>25.3</b>	<b>30.0</b>
<b>London</b>	<b>16.6</b>	<b>15.7</b>	<b>15.9</b>	<b>17.9</b>	<b>21.3</b>
<b>Stat Neighbours</b>	<b>21.6</b>	<b>19.8</b>	<b>20.6</b>	<b>22.9</b>	<b>24.0</b>
<b>England</b>	<b>20.3</b>	<b>19.5</b>	<b>19.2</b>	<b>21.6</b>	<b>22.4</b>
Barnet Rank	.	.	5 <sup>th</sup>	7 <sup>th</sup>	7 <sup>th</sup>

### Percentage of students achieving grades AAB or better at A level, of which at least two are in facilitating subjects

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

	2013	2014	2015	2016	2017
<b>Barnet</b>	.	.	<b>23.7</b>	<b>21.9</b>	<b>24.6</b>
<b>London</b>	.	.	<b>12.6</b>	<b>14.4</b>	<b>16.0</b>
<b>Stat Neighbours</b>	.	.	<b>17.3</b>	<b>19.6</b>	<b>19.97</b>
<b>England</b>	.	.	<b>14.7</b>	<b>16.7</b>	<b>17.0</b>
Barnet Rank	.	.	6 <sup>th</sup>	7 <sup>th</sup>	6 <sup>th</sup>



### Average Point Score per Entry

The average point score per entry across A levels is in the top 5% of LAs for pupils in Barnet. The average point score across the vocational qualification groups of technical qualifications or applied general qualifications is in the lowest 50% of LAs. This can largely be explained by the strong focus of nearly all Barnet secondary schools on the teaching of academic subjects at A level and the resultant strong pressure for pupils to take A level courses. This in turn means there is a disproportionately low proportion of higher-attaining pupils studying for technical and general qualifications. Nonetheless, this has been agreed as a priority area by Barnet's School Standards Partnership Board (SSPB) and is being reviewed on a regular basis. A working group of LA officers and head teachers has been set up to review the provision of alternative post-16 pathways.

	A Levels	Tech Level	Applied General Studies
<b>Barnet</b>	<b>35.33</b>	<b>31.3</b>	<b>32.61</b>
<b>London</b>	<b>31.43</b>	<b>32.74</b>	<b>34.37</b>
<b>Stat Neighbours</b>	<b>32.94</b>	<b>33.88</b>	<b>35.83</b>
<b>England</b>	<b>32.39</b>	<b>32.26</b>	<b>35.72</b>
Barnet Rank	6 <sup>th</sup>	96 <sup>th</sup>	134 <sup>th</sup>

### Attainment by Age 19

The data providing information on the attainment of 19 year olds has not been released by the DfE yet. The scheduled date for the release of this data is March 2018. This release will give Barnet's performance, comparator data and rankings.

### Performance Indicators

Performance Indicators – A number of measures of educational standards have been adopted by the council as performance indicators – either corporate indicators or commissioning indicators. These are all listed in Annex A, along with the council's targets and an indication of whether targets have been met, nearly met or not met (RAG ratings).

All targets have been met or nearly met except:

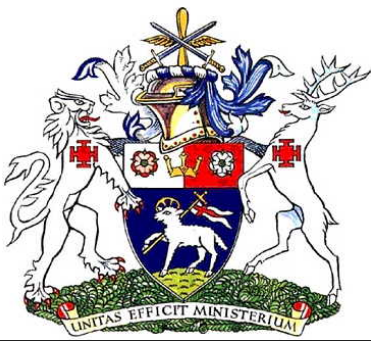
- Primary pupils' average progress in English Writing – as indicated above, there remain inconsistencies nationally with teacher assessment of writing, which casts doubt on the validity of national rankings.
- Attainment of pupils with Education, Health and Care Plans at KS2 (RWM) – above the national average but well outside the top 10%, though the cohort in question is very small and so small changes in the average score can result in large changes in the ranking.

## Annex A – performance indicators

PI reference	Indicator title	2017 Target	2017 Result	2016 Result	Benchmarking
CES/S1	Percentage of primary schools rated as 'good' or better (SKPI001)	95.5%	95.4% (G)	94.3%	London 94.3% England 89.7% (Jan 2018, Watchsted) (4 RI schools)
CES/S3	Percentage of secondary schools rated as 'good' or better (SKPI002)	95.8%	95.5% (G)	92.0%	London 94.3% England 89.7% (Dec 2017, Watchsted) (1 RI school)
CES/S25	Percentage attendance levels at primary schools	London Average	96.1%	95.9%	England 93% London 94.4%
CES/S24	The percentage of primary pupils achieving the 'expected standard' in English Reading, English Writing and Mathematics (combined) at the end of Key Stage 2	Top 10% in England	69.0% Rank: 16 <sup>th</sup>	59.0%	Statistical N'bours 66.3% England 61% London 67% (2016/17, LAIT)
CES/S8	Primary pupils' average progress in English Reading	Top 10% in England	1.7 Rank: 8 <sup>th</sup>	1.5	Statistical Neighbours: 0.5 England: 0.00 London: 0.8
CES/S9	Primary pupils' average progress in English Writing	Top 10% in England	0.4 Rank: 54 <sup>th</sup>	0.3	Statistical Neighbours: 0.4 England: 0.0 London: 1.0
CES/S23	Primary pupils' average progress in Mathematics	Top 10% in England	2.0 Rank: 9 <sup>th</sup>	1.7	Statistical Neighbours: 1.1 England: 0.0 London: 1.6
CES/S11-1	Percentage of disadvantaged pupils achieving the 'expected standard' in English Reading, English Writing and Mathematics (combined) at the end of Key Stage 2	Top 10% in England	55.0% Rank: 20 <sup>th</sup>	46.0%	Statistical Neighbours: 52% England: 48% London: 58%

PI reference	Indicator title	2017 Target	2017 Result	2016 Result	Benchmarking
CES/S11-2	Difference between attainment level of disadvantaged pupils and their peers ('expected standard' in RWM combined) at the end of Key Stage 2	Top 10% in England	-13% (Barnet Disadvant: 55% National Other - Non-Disadvant. 68%) Rank: 20 <sup>th</sup>	-20.0%	Stat Neighbour: -15.4% (52.6% Reaching Exp Standard) National: -20% (48% Reaching Exp Standard) London: -10% (68% Reaching the Exp Standard) Source: Local Authority Interactive Tool (LAIT)
CES/S26	Percentage of pupils with an Education, Health and Care Plan or statement of special educational needs achieving the 'expected standard' in English Reading, English Writing and Mathematics at Key Stage 2	Top 10% in England	8.0% Rank: 60 <sup>th</sup>	10.0%	Statistical Neighbours 9% England 8% London 9% (2016/17, DfE)
CES/S13-1	Average attainment 8 score	Top 10% in England	54.7 Rank: 5 <sup>th</sup>	55.7	Statistical Neighbours 50.1 National 44.6 London 48.9 (LAIT)
CES/S13-2	Average Progress 8 score	Top 10% in England	0.47 Rank: 3 <sup>rd</sup>	0.3	Stat Neighbours: 0.26 National 0.00 London 0.22 Source: Local Authority Interactive Tool (LAIT)
CES/S13-4	Percentage of pupils achieving the English Baccalaureate	Top 10% in England	39.1% (G) Rank: 4 <sup>th</sup>	43.3%	Stat Neighbours: 30.5% National: 19.7% London: 28.8% Source: Local Authority Interactive Tool (LAIT)
CES/S13-3	Percentage of pupils achieving the threshold in English and mathematics (In 2016, the threshold is grade C GCSE; in 2017 the threshold is grade 5)	Top 10% in England	60.3% (G) Rank: 4 <sup>th</sup>	72.5%	Stat Neighbours: 50.8% England: 39.6% London: 48.2% Source: Local Authority Interactive Tool (LAIT)

PI reference	Indicator title	2017 Target	2017 Result	2016 Result	Benchmarking
CES/S27-1	Average attainment 8 score for pupils with pupils with an Education, Health and Care Plan or statement of special educational needs	Top 10% in England	18.6 Rank: 11 <sup>th</sup>	23.2	Stat Neigh: 15.9 National:13.9 London:15.7 Source: DfE SFR
CES/S27-2	Average progress 8 score for pupils with pupils with an Education, Health and Care Plan or statement of special educational needs	Top 10% in England	-0.79 Rank: 26 <sup>th</sup>	-0.72	Stat Neigh: -0.89 National: -1.04 London: -0.88 Source: DfE SFR
CES/S29	Average attainment 8 score for Disadvantaged pupils	Top 10% in England	43.9 Rank: 10 <sup>th</sup>	59.3	Stat Neighbours: 40.7 National: 37.1 London 42.8
CES/S28	Average Progress 8 score for Disadvantaged pupils	Top 10% in England	0.07 Rank: 15 <sup>th</sup>	0.05	Stat Neighbours: -0.11 National: -0.40 London: -0.01
CES/S30	Gap in average attainment 8 score between Disadvantaged pupils and their peers Nationally (Non Disadvantaged Pupils)	Top 10% in England	-6 (Barnet Disadvantaged 43.9; National Other (Non Disadvantaged 49.9) Rank: 10 <sup>th</sup>	-6.3	Stat Neighbour: -9.2 (40.7) National: -12.8 (37.1) London: -7.1 (42.8) Local Authority Interactive Tool (LAIT)
CES/S31	Gap in average progress 8 score between Disadvantaged pupils and their peers Nationally (Non Disadvantaged Pupils)	Top 10% in England	-0.04 (Barnet Disadvantaged 0.07; National Other: 0.11) Rank: 15 <sup>th</sup>	-0.05	Stat Neighbour: -0.22 (-0.11) National: -0.51 (-0.40) London: -0.12 (-0.01) Local Authority Interactive Tool (LAIT)



## Children, Education, Libraries and Safeguarding Committee

**7<sup>th</sup> March 2018**

<b>Title</b>	<b>Draft Arts and Culture Strategy for Barnet</b>
<b>Report of</b>	Chairman of the Committee, Councillor Reuben Thompstone
<b>Wards</b>	All
<b>Status</b>	Public
<b>Urgent</b>	No
<b>Key</b>	No
<b>Enclosures</b>	Appendix 1- Draft Arts and Culture strategy
<b>Officer Contact Details</b>	Chris Munday Strategic Director for Children and Young People <a href="mailto:Chris.munday@Barnet.gov.uk">Chris.munday@Barnet.gov.uk</a>

### Summary

This report provides a draft arts and culture strategy for approval by the Children, Education, Libraries and Safeguarding Committee. It sets out the consultation undertaken to date and seeks approval from the Committee of the strategy and delegation to the Strategic Director for Children and Young People to finalise the published version. It also provides an update on establishment of a resource to kick start the use of spaces for incidental and 'meanwhile uses' in the borough.

### Recommendations

- 1. That the Children, Education, Libraries and Safeguarding Committee note the partnership activity to date to develop a draft Arts and Culture strategy.**
- 2. That the Children, Education, Libraries and Safeguarding Committee agree the Arts and Culture strategy set out in Appendix 1.**

**3. That the Children, Education, Libraries and Safeguarding Committee delegate authority to the Strategic Director for Children and Young People to finalise the strategy document for publication, including agreeing suitable images.**

**4. That the Children, Education, Libraries and Safeguarding Committee note the progress on the establishment of a resource to kick start the use of incidental and 'meanwhile use' space in the borough.**

## **1. WHY THIS REPORT IS NEEDED**

1.1 On the 15<sup>th</sup> November 2017, the Children, Education, Libraries and Safeguarding Committee considered a progress report on the development of an arts and culture strategy for Barnet. The report set out the consultation that had been undertaken to date. The committee agreed to the vision and priorities for the development of the strategy. It also agreed to the establishment of a time-limited council-funded resource to kick start the use of spaces for incidental and 'meanwhile uses' in the borough.

1.3 This report sets out the further consultation that has taken place in the development of the draft Arts and Culture strategy. It provides wording for the vision, context and priorities sections of the Arts and Culture strategy, for agreement by the Children, Education, Libraries and Safeguarding Committee. It should be noted that the images and design will be finalised once the strategy has been agreed.

1.4 The report also provides an update on the establishment of a time-limited resource to kick start the use of spaces for incidental and 'meanwhile uses' in the borough.

### **A. Developing the strategy**

1.5 In shaping the local strategic framework, the council, Middlesex University and artsdepot formed a small working group to lead and steer the engagement with the local arts and culture community. This three way partnership group has helped to ensure that the leadership of the local approach is embedded and a shared endeavour.

1.6 A workshop was held in July, co-hosted by the council, Middlesex University and artsdepot. The workshop was held at Middlesex University campus and facilitated by an external, independent facilitator. The three lead organisations compiled an invitation list, based on known contacts and organisations working in the borough. Invitations were sent to over 100 individuals and organisations of which around 40 attended on the day.

1.7 Participants in the workshop identified a wide range of benefits that arts and culture brings to Barnet as well as a number of opportunities to strengthen

and develop a local arts and culture offer. These then led to the development of a draft vision and set of priorities, which was shared with the Barnet Partnership Board in October. The feedback from key partner organisations on the Board refined and shaped the vision and priorities before they were then agreed at the CELS Committee meeting on the 15<sup>th</sup> November 2017.

- 1.8 A further workshop then took place on the 9th November, again co-hosted by the council, Middlesex University and artsdepot. The purpose of the second workshop was to further develop the detail for each of the priorities that had been agreed. Invitations were issued to key organisations known to be working in Barnet, compiled from information and contact details held by the three organisations. Circa 20 people attended from a range of organisations.
- 1.9 The outcome of the workshop was the detail behind each of the priorities around what success would look like and what would be needed in order to make it happen. This detail has then been further shaped into the Arts and Culture strategy that is contained in Appendix 1.

**B. Next steps for delivering the strategic approach:**

- 1.10 An Arts and Culture ‘Meanwhile Use’ Link Officer role is currently being recruited to. The purpose of this role will be to work with partners to drive forward the priorities set out in the strategy. Specifically:
- To initiate and manage an Arts & Culture Board made up from representatives from Middlesex University, the Arts Depot and Barnet Council, among others, in order to lead and steer the engagement with the local arts and culture community.
  - To co-ordinate ideas and proposals towards increasing arts and culture opportunities in the borough.
  - To encourage partners to lead and develop their own ideas for arts and culture initiatives.
  - To kick start the use of spaces for incidental and ‘meanwhile uses’ of council assets for cultural and arts opportunities in the borough, creating a ‘buzz’ in local areas
  - To promote spaces and opportunities for creative and ambitious art projects to thrive and new cultural organisations and industries to flourish.
  - To support the borough’s ambition to work towards becoming the London Borough of Culture in 2021, through co-ordinating the bid to become a London Borough of Culture.

**C. Establishing a resource to kickstart the use of spaces for incidental and ‘meanwhile use’ space in the borough**

- 1.11 At the Children, Education, Libraries and Safeguarding Committee on November 17<sup>th</sup> 2017 it was agreed to fund a part-time resource to make better use of incidental opportunities and ‘meanwhile use’ spaces that arise. Meanwhile use is a term that often refers to the temporary occupation of empty town centre retail units or other spaces that may be available ahead of

longer term plans for its future use. The purpose of the role was to pilot an approach to navigate council process quickly in order to respond and promote the meanwhile use of council assets for cultural and arts opportunities.

- 1.12 The role specification has been developed and evaluated and the post is being recruited to. This recruitment process should be complete by the end of March.

## **2. REASONS FOR RECOMMENDATIONS**

- 2.1 To provide a draft arts and culture strategy for Barnet, for the agreement of the Children, Education, Libraries and Safeguarding. The report proposes a time -limited resource to be approved for the reasons set out above. This report updates the committee on the London Borough of Culture programme and proposes that Barnet aims to become a London Borough of Culture in 2021/22.

## **3. ALTERNATIVE OPTIONS CONSIDERED AND NOT RECOMMENDED**

- 3.1 The alternative option is not to develop a strategic framework for arts and culture. Whilst this option would not be detrimental to the current provision, it may reduce the opportunity for Barnet to seize future opportunities that may arise.

## **4. POST DECISION IMPLEMENTATION**

- 4.1 See Section 1.10 above.

## **5. IMPLICATIONS OF DECISION**

### **5.1 Corporate Priorities and Performance**

- 5.1.1 Barnet's continuing success as a place where people want to live, work and study is a key aim of the Council's corporate plan 2015-2020. A thriving arts and culture offer supports this ambition and contributes to:

- Barnet's children and young people receiving a great start in life
- Public Health being integrated as a priority theme across all services
- A broad offer of skills and employment programmes
- Barnet's parks and green spaces being amongst the best in London
- Barnet being among the safest places in London, with high levels of community cohesion, and residents feeling safe.

Working with partner organisations and residents to achieve this, the council's aim is for:

- Fairness: striking the right balance between more frequent users of services and fairness to the wider taxpayer, making sure all residents benefit from opportunities for growth.



- Responsibility: where all parts of the public service system play their part in helping to achieve priority outcomes with reduced resources.
- Opportunity: the council will capitalise on the opportunities of a growing economy by prioritising regeneration, growth and maximising income

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

5.2.1 The delivery of the arts and culture strategy brought forward for consideration by the Children, Education, Libraries and Safeguarding Committee will be financed from within existing resources.

5.2.2 The council and partner organisations have previously sought opportunities to bid for additional funding opportunities and this approach will continue.

## 5.3 Legal and Constitutional References

5.3.1 As set out in Article 7 of the Council's Constitution, the Children, Education, Libraries and Safeguarding Committee has responsibility for all matters relating to children, schools, education and libraries and to lead the Council's responsibilities under the Children Act 2004 and Education and inspection Act 2007.

5.3.2 Section 145 of the Local Government Act 1972 provides a power for local authorities to do, arrange or contribute to anything which is necessary or expedient for the provision of entertainment, facilities for dancing, provision of a theatre, concert hall, dance hall or other suitable premises for use of entertainment, maintenance of a band or orchestra, development and improvement of the knowledge, understanding and practice of the arts and crafts which serve the arts and any matters incidental to the above. The power includes the ability to enclose or set apart any part of a park or pleasure ground under the authority's control, may permit such facilities to be used by any other person on such terms and payment as the authority sees fit and may make and permit charges for admission, subject to compliance with any covenant or condition applying to a public park or pleasure ground.

5.3.3 Under section 12 of the Public Libraries and Museums Act 1964, a local authority has a power to provide and maintain museums and art galleries. This includes a power to charge for admission, having first considered the need to secure that the museum or gallery plays a full part in the promotion of education in the area, in particular with regard to children and students. This Act also permits local authorities to contribute towards the expenses of others in providing museums or galleries.

## 5.4 Risk Management

5.4.1 None.

## 5.5 Equalities and Diversity

5.5.1 The 2010 Equality Act outlines the provisions of the Public Sector Equalities Duty which requires Public Bodies to have due regard to the need to: eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010; advance equality of opportunity between people from different groups; foster good relations between people from different groups.

5.5.2 The broad purpose of this duty is to integrate considerations of equality into day to day business and to keep them under review in decision making, the design of policies and the delivery of services.

## 5.6 Consultation and Engagement

See paragraphs 1.5 to 1.9 above.

## 6. BACKGROUND PAPERS

6.1 Opposition Motion in the name of Councillor Kath McGuirk to Full Council, 13th December 2016:  
<https://barnet.moderngov.co.uk/documents/s36655/Opposition%20motion%20-%20Cllr%20Kath%20McGuirk.pdf>

6.2 Member's Item in the name of Councillor Anne Hutton – Children, Education, Libraries and Safeguarding Committee, 23rd March 2016:  
<https://barnet.moderngov.co.uk/documents/s30707/Members%20Item%20-%20Councillor%20Anne%20Hutton.pdf>

6.3 Children, Education, Libraries and Safeguarding Committee *Promoting arts and culture in Barnet*, 21st February 2017  
<http://barnet.moderngov.co.uk/documents/s38011/Promoting%20arts%20and%20culture%20in%20Barnet.pdf>

6.4 Children, Education, Libraries and Safeguarding Committee *Promoting arts and culture in Barnet*, 17<sup>th</sup> November 2017  
<https://barnet.moderngov.co.uk/documents/s43343/Arts%20and%20Culture%20Report.pdf>

# Appendix 1-

## Arts and Culture Strategy for Barnet

### Foreword

Arts and culture are an important part of making Barnet an even better place to live in the years to come. Creating the right conditions for a thriving local arts and culture offer in the borough is essential for bringing our communities together, raising aspirations and improving physical and mental wellbeing among our residents.

A thriving arts and culture sector will also bring prosperity to the borough, making the most of the opportunities that regeneration brings, as well as helping Barnet to secure its unique identity in and contribution to the London metropolis. Our aim is to embed arts and culture within our everyday priorities across the whole partnership. This strategy provides a framework for us to work together as partners across the borough to understand, promote and secure Barnet's cultural and creative landscape for now and for future generations.

### This strategy

This strategy provides a framework to harness the vision, ambition and resources of the council, residents and organisations working in Barnet to promote a rich cultural life of the borough. The vision and priorities set out in the strategy have been developed in partnership with key organisations providing arts and cultural opportunities for Barnet residents and will be delivered through working together to bring the varied talents, resources and energy to the table.

### Our Vision

Barnet is a fast growing London borough with a rich cultural heritage and history. Ambitious regeneration plans and locally led investment in housing, skills and economic development are seeing new communities develop and prosper. Our vision for the development of arts and culture as the borough grows is for

*'a creative borough with a vibrant, innovative, inclusive and ambitious arts and culture offer that celebrates our heritage and will make Barnet the best place to live, learn, visit, work and do business in'.*

### Context

Barnet is a large, diverse and growing borough and residents enjoy a broad range of arts and cultural opportunities, both those located in Barnet and through access to the opportunities afforded from being part of the capital city. Overall, most of Barnet's residents enjoy a successful and healthy life, with many families choosing it as a great place to raise their family. A wide range of services and amenities support this success and overall, residents are well served by both local services and by those provided for London as a whole. The infrastructure that provides, for example, green open spaces, public transport and health services are not constrained by borough boundaries and many residents make use of services across north London, Hertfordshire and central London. Arts and cultural activities and infrastructure is similarly utilised, with a plethora of local 'home-grown' activity and facilities in Barnet alongside the world class facilities offered in central London, which as

the capital city hosts a range of national and world leading cultural facilities, activities and festivities.

All London boroughs benefit from the cultural and artistic energy that comes from being part of a creative capital city and finding ways to ensure that all Londoners have an opportunity to benefit is realised through a mix of improving access to existing opportunities and providing the right conditions for local cultural and arts activities and facilities to grow, flourish and be sustained.

This strategy recognises that creating the right conditions for a thriving local arts and culture offer in the borough cannot be left to chance alone. Whilst there are many existing opportunities in the borough, there is a recognition that we need to harness everyone's efforts to create a stronger, better known and more accessible Barnet offer to match the local ambitions of the borough to grow, develop and remain attractive to new families, new talent and new businesses.

## **Our priorities**

We have developed four priorities to support the delivery of the vision:

- to harness and promote arts and cultural activities to improve and enrich the lives, education, health and well-being of all residents
- to promote spaces and opportunities for creative and ambitious art projects to thrive and new cultural organisations and industries to flourish
- to attract and develop cultural and creative talent and skills to contribute to Barnet's economic prosperity
- to celebrate our diversity and promote pride in our borough

### **Priority 1: to harness and promote arts and cultural activities to improve and enrich the, lives, education, health and well-being of all residents**

#### **What will success look like?**

- A growing borough recognised as ambitious in its pursuit of the contribution that arts and culture can play
- Where residents know what's available and are able to take advantage of the cultural life of the borough
- Where there are lots of opportunities for all and activities are enjoyed and celebrated by all age groups, supporting children to learn and grow into successful adults and where older people are engaged, active and thrive.
- A borough where people come to visit to experience the cultural activities on offer

#### **Making it happen:**

- Support networking opportunities and promote collaboration among cultural activity providers and organisations
- Support local festivals and community events to be sustainable and popular for all
- Publicise and promote cultural activities to increase awareness, particularly those that are free/low cost

- Help each other to share opportunities, to learn from each other and spread what works.
- Share best practice on the contribution that social media can play in spreading the word
- Support digital inclusion so that all parts of the community can use the web and social media to learn of opportunities and 'what's on'.

**Priority 2: to promote spaces and opportunities for creative and ambitious art projects to thrive and new cultural organisations and industries to flourish**

**What would success look like?**

- A range of spaces and opportunities to support the ambition of residents and organisations, large and small
- Affordable spaces to encourage events and activities at a low cost, to make accessible to all residents
- Barnet as a destination for organisations seeking to create and innovate
- Arts and culture opportunities at the heart of regeneration, helping new housing communities to be forged through celebration and joy

**Commitments to make it happen, working in partnership**

- Work to overcome barriers to making use of spaces for creative and pop up events and opportunities
- Open up more opportunities in parks and open spaces for local community events
- Support for the artsdepot to grow its reputation across North London
- Retain and develop cultural venues and workspaces and seek to increase awareness
- Develop libraries as places where residents come together to develop new opportunities to promote local arts and cultural activities
- Work with developers and regeneration partners to consider the cultural needs of new communities and how those needs will be met

**Priority 3: to attract and develop cultural and creative talent and skills to contribute to Barnet's economic prosperity**

**What would success look like?**

- A thriving community of creative talent
- A place where people see an opportunity to develop their talent and participate in the cultural life of the borough
- A place where creative industries are attracted by the support on offer and the local talent and skills available

**Commitments to make it happen, working in partnership**

- Promote apprenticeships in the creative industries
- Through the borough's Entrepreneurial Strategy, support small and medium enterprises in the creative industries
- Work with Middlesex University to harness the energy and expertise of young entrepreneurs in the making

**Priority 4: to celebrate our diversity and promote pride in our borough**

**What would success look like?**

- Barnet's heritage protected for future generations to learn and enjoy
- Meeting the needs of new and existing communities

**Commitments to make it happen, working in partnership**

- Use regeneration and growth to bring new and existing communities together through sharing and celebrating
- Promote low cost opportunities

**London Borough of Barnet  
Children, Education, Libraries  
and Safeguarding Forward Work  
Plan  
2018**

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Title of Report	Overview of decision	Report Of ( <i>officer</i> )	Issue Type (Non key/Key/Urgent)
7 March 2018			
Update report on the progress of Barnet Children's Services Improvement Action Plan	The Committee to receive an update on the Ofsted Report.	Strategic Director for Children and Young People	<b>Non-key</b>
Educational Standards in Barnet schools	Committee to consider the Annual Report on educational standards in Barnet Schools for the Academic year 2016/17.	Strategic Director, Children and Young People	<b>Non-key</b>
Arts and Culture in Barnet	Committee to consider the Arts and Culture strategy for Barnet	Strategic Director, Children and Young People	<b>Non-key</b>
Member's Item	The Committee's instructions are requested.	Head of Governance	<b>Non-key</b>
6 June 2018			
Update report on the progress of Barnet Children's Services Improvement Action Plan	The Committee to receive an update on the Ofsted Report.	Strategic Director for Children and Young People	<b>Non-key</b>
Youth Assembly 2017/2018 Cohort Report	The Committee is asked to approve the motions agreed by the Youth Assembly.	Head of Governance	<b>Non-key</b>
Full Business Case	To review and approve Full Business Case following consultation.	Strategic Director, Children and Young People	<b>TBC</b>



Title of Report	Overview of decision	Report Of ( <i>officer</i> )	Issue Type (Non key/Key/Urgent)
Final Corporate Plan 2018/19 Addendum, alongside Annual Performance Report	The Committee is asked to note the report.	Head of Performance and Risk	<b>Key</b>
<b>12 September 2018</b>			
Update report on the progress of Barnet Children's Services Improvement Action Plan	The Committee to receive an update on the Ofsted Report.	Strategic Director for Children and Young People	<b>Non-key</b>
Annual Report from the Corporate Parenting Advisory Panel	Committee to consider the Annual Report from the Corporate Parenting Advisory Panel.	Strategic Director, Children and Young People	<b>Non-key</b>
<b>29 November 2018</b>			
Update report on the progress of Barnet Children's Services Improvement Action Plan	The Committee to receive an update on the Ofsted Report.	Strategic Director for Children and Young People	<b>Non-key</b>

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