



Children, Education, Libraries and Safeguarding Committee

23 March 2016

Title	Annual Report of Educational Standards in Barnet schools
Report of	Commissioning Director, Children and Young People and the Director of Children’s Services Education and Skills Director Head of School Improvement
Wards	All
Status	Public
Urgent	No
Key	No
Enclosures	Appendix A: Report of Educational Standards in Barnet (Academic Year 2014-15)
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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. On 21st September 2015, the Children, Education, Libraries and Safeguarding Committee considered provisional results for Barnet’s state-maintained schools (including Academies and Free Schools). This report provides information on validated results for 2014/2015 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 2014/15 as set out in Appendix A: Report on Educational Standards in Barnet (Academic Year 2014/15)**

1. WHY THIS REPORT IS NEEDED

- 1.1 On 21st September 2015, the Children, Education, Libraries and Safeguarding Committee considered provisional results for Barnet's state-maintained schools (including Academies and Free Schools). Appendix A provides validated results for the 2014/15 academic year, together with comparisons against 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. Appendix A will be made available to schools and will be published on the council's website.
- 1.2 A new approach to school improvement was implemented in April 2015 which established a series of school improvement partnerships so that every school in Barnet is able to benefit from or contribute to system leadership and a self-improving school system.
- 1.3 For some years, Barnet has been 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.
- 1.4 **School standards and the attainment and progress of pupils in 2015**
Appendix A provides an analysis of school performance issues in Barnet based on the validated assessment and examination results over the past 3 years through national assessments and examination results. Headline results from this analysis include:
 - 91% of Barnet pupils are attending a good or outstanding school, above both the outer London (88%) and national average (82%).
 - Early Years Foundation Stage and Phonics outcomes show an increase from last year and remain above the national average
 - At Key Stage 1, attainment increased at a greater rate than national in all subjects and attainment in Reading, Writing and Maths is above all benchmark comparators. The national ranking for Reading, Writing and Maths have all improved to being either within, or just outside, the top 10% of Local Authorities.
 - Key Stage 2 results (at level 4+ in RWM) increased to 84%, and is just outside the top 10% of local authorities (17th nationally). Despite some falls in national rankings for attainment at Key Stage 2, the national rankings for

pupils making expected progress increased for Reading and Writing, and (remained stable for Maths). Progress for Reading increased to rank 3, and Maths remained stable at rank 12 (out of 152 local authorities), well within the top 10%.

- Attainment at GCSE for the headline measure (5 A*-C Grades including English and Maths) rose 5 rank positions from 10th to 5th out of 152 LAs. The attainment of both disadvantaged and not disadvantaged pupils in this measure was within the top 10% of LAs. The proportion of Barnet pupils who achieve the English Baccalaureate is the highest in the country. Key Stage 4 attainment is even more impressive given that progress is also ranked 2nd in the country for English, and 3rd in the country for Mathematics, indicating that Barnet schools enable pupils to make progress from all starting points.
- At Key Stage 5, the average point score per pupil and per subject entry in Barnet is above that of benchmark comparators. The proportion of pupils attaining grades AAB or better by the end of Key Stage 5 is ranked 5th nationally.

1.5 Strategic Priorities

Evidence from the analysis confirms the following main commissioning priorities for school improvement for the academic year 2015/16 that were approved by CELS on 21 September 2015:

- **The proportion of good and outstanding schools inspected since a new framework was introduced in September 2012**

Across all Ofsted inspections (old and new frameworks) 91% of pupils in Barnet's Primary and Secondary schools attend a Good or Outstanding school, which is above the national and Outer London averages (86% and 88%). This ranks Barnet 23rd nationally.

However, Barnet's national ranking for schools inspected since a new school inspection framework was introduced by OfSTED (the Office for Standards in Education) in September 2012 remains below the top quartile of local authorities. 82% of Barnet's schools inspected since September 2012 have been judged Good or Outstanding, which ranks Barnet 59th nationally. This is in line with the outer London average (82.1%) and above the national average (78.8%) but well below Barnet's ambition of being within the top 10% of LAs.

- **Primary Writing**

Barnet's attainment in Writing at Key Stage 1 entered the top 10% of local authorities nationally in 2015. Although Barnet's national ranking for attainment in Writing at Key Stage 2 fell slightly, the progress of pupils in Writing improved, and Barnet is ranked 44th nationally. This continues to be a Barnet focus.

- **The Free School Meals (FSM) gap**

The attainment gap between Barnet's pupils eligible for free school meals (or disadvantaged pupils, depending on the key stage) and their non-FSM (or non-disadvantaged) pupils nationally has shown improvements across the Early Years Foundation Stage, Key Stage 1, Key Stage 2 and Key Stage 4. The only assessment phase where the attainment gap increased was Phonics, where the attainment gap in 2015 was wider than across London, but narrower than statistical neighbours and nationally. Despite the progress of schools in narrowing the attainment gap, FSM (or disadvantaged) pupils continue to perform below non-disadvantaged pupils nationally, and will remain a strategic focus for schools and the local authority.

- **Looked After Children**

The educational outcomes of Looked After Children remain significantly below those of their peers and therefore championing the attainment of this group of children and young people remains a strategic priority for Barnet's partnership.

- **Primary attendance**

Although there has been some improvement, primary attendance remains a stubborn issue in Barnet schools. Primary authorised absence was high in Barnet over the past three years (compared to national and London), indicating a need to change the approach towards authorising absences among many groups of parents and within schools: a cross-Barnet working party and communication strategy have been developed to address this issue, which includes developing links between the NHS and education partners to decrease the amount of medical appointments taken during school hours.

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, celebrate successes and identify 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 and the proposed school improvement priorities 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.

5. IMPLICATIONS OF DECISION

- 5.1 **Corporate Priorities and Performance**

5.1.1 **Barnet's Corporate Plan**

The quality of the education offer is at the heart of Barnet's continuing success as a place where people want to live, work and study. It plays a crucial part in making Barnet a popular and desirable place with many families attracted to the area by the good reputation of Barnet's schools. Excellent educational outcomes and ensuring children and young people are equipped to meet the needs of employers are key to deliver the Council's strategic objectives set out in its Corporate Plan 2013-16 to:

- Support families and individuals that need it through promoting independence, learning and well-being: through high quality early years provision to give children the best start in life, ensuring support for children with Special Education Needs and/or disabilities and identifying and meeting the needs of vulnerable pupils.
- Improve the satisfaction of residents and businesses with the London Borough of Barnet as a place to live, work and study: through ensuring that Barnet's schools are high performing and that every child can access a school that is at least good.
- Create the right environment to promote responsible growth, development and success across the borough: through ensuring that young people are equipped with the learning and skills to progress into adulthood and that schools work in partnership to identify and meet the needs of Barnet's current and future economy.

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

5.2.1 The work to respond to and drive school improvement is led from within existing resources of the Education and Skills Service. The council is entering into a strategic partnership with Cambridge Education from the 1st April 2016 to deliver the council's education support services including school improvement.

5.3 **Social Value**

5.3.1 Barnet's Education Strategy sets out Barnet's aim to ensure that all children and young people in Barnet have the opportunity to achieve their ambition and lead successful and happy lives through championing the attainment of vulnerable children and young people and those at risk of underachievement. The strategy provides a partnership framework to steer our combined efforts and resources in the context of a changing national and local education landscape with an increasingly diverse range of providers.

5.4 **Legal and Constitutional References**

5.4.1 As set out in the responsibility for functions (Annex A) of the Council Constitution (Section 15a), the Children, Education, Libraries and Safeguarding Committee has responsibility to lead the Council's responsibilities under the Children Act 2004 and Education and Inspection Act 2007.

5.4.2 Section 13 of the Education Act 1996 places 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.

5.4.3 Part 4 of the Education and Inspections Act 2006 contains powers and duties in relation to schools causing concern. The powers of intervention apply in relation to maintained schools only. For Academy schools, local authorities should raise any concerns with the Department for Education. Section 72 of this Act requires local authorities to have regard to Government guidance when exercising its functions under Part 4. The latest guidance, Schools Causing Concern – Jan 2015, confirms that school improvement should be led by schools. The local authority role should be to champion excellent education, including monitoring performance, taking swift and effective action in maintained schools, intervening early, encouraging good and outstanding schools to support others and securing strong leadership and governance.

5.5 Risk Management

5.5.1 Educational outcomes should be monitored and challenged to minimise the risk of:

- Reputational damage to Barnet, through poor educational outcomes or provision in the Borough. The school improvement team regularly monitor and challenge schools on the quality of their provision, and the success of Ofsted inspection outcomes indicates this is an area of low risk.
- Barnet's Education Strategy aims not being met: this is considered low risk as the school improvement team regularly monitor and challenge schools and report on outcomes to a range of stakeholders. Appendix A shows areas where Barnet's attainment and achievement for pupils continues to improve, and the strategic priorities set out above will steer further school improvement activity over the forthcoming year.

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 to day business and to keep them under review in decision making, the design of policies and the delivery of services.

- 5.6.3 School improvement monitoring, supporting and challenging arrangements ensure that the quality of education in Barnet is maintained and improved. Outcomes for all groups of children and young people are monitored including children with special educational needs, children in receipt of free school meals and children looked after. Barnet's Children and Young People Plan and Barnet's Education Strategy, both have a strong focus on improving outcomes for disadvantaged groups of children and young people.

5.7 Consultation and Engagement

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

5.8 Insight

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

6. BACKGROUND PAPERS

- 6.1 Children, Education, Libraries and Safeguarding Committee, 15th September 2014 (Item 9) School Improvement in Barnet – an update and a new approach.
- 6.2 Children, Education, Libraries and Safeguarding Committee, 21st September 2015 (Item 9) School Performance in Barnet 2015 (Provisional)