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| | <p style="text-align: center;">Children, Education, Libraries and Safeguarding Committee</p> <p style="text-align: center;">21 September 2016</p> |
| <p style="text-align: right;">Title</p> | <p>School Performance in Barnet, 2016 (provisional)</p> |
| <p style="text-align: right;">Report of</p> | <p>Commissioning Director, Children and Young People and the Director of Children’s Services</p> |
| <p style="text-align: right;">Wards</p> | <p>All</p> |
| <p style="text-align: right;">Status</p> | <p>Public</p> |
| <p style="text-align: right;">Urgent</p> | <p>No</p> |
| <p style="text-align: right;">Key</p> | <p>No</p> |
| <p style="text-align: right;">Enclosures</p> | <p>Appendix A: Report on School Performance in Barnet, 2016 (provisional results)</p> |
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| <p style="text-align: center;">Summary</p> |
| <p>This report provides information on provisional results for 2015/2016 assessments and national examinations for pupils in Barnet schools. Barnet is well known for the excellent quality of its schools and this is a significant contributory factor to making the borough a popular and desirable place to live.</p> |

Recommendations

- 1. That the Children, Education, Libraries and Safeguarding Committee note the provisional school performance in Barnet for the academic year 2015-16**
- 2. That the Children, Education, Libraries and Safeguarding Committee note the proposed commissioning priorities for school improvement for the academic year 2016/17 (based on data available so far) set out in section 1.5**

1. WHY THIS REPORT IS NEEDED

- 1.1 This report provides an update on the performance of schools and the attainment and progress of pupils. It provides information on provisional results for 2015/2016 assessments and national examinations (set out in detail in Appendix A) and comparisons are made against available comparative data at the time of writing this report. Comparators for Barnet (including national rankings and percentiles) will be updated as data is released up to January 2017.
- 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. Our aspiration is to be among the top 10% of local authorities in relation to the quality of provision in our schools.
- 1.3 Local authority education services are now provided through the new partnership with Cambridge Education which started on the 1st April 2016. Schools are involved in the governance of this partnership through a number of boards which set the strategic direction of the partnership and steer the development of school improvement services, services for children with special educational needs, traded services to schools and school organisation and place planning.
- 1.4 The school improvement partnerships that have been in place since April 2015 continue to ensure that every school in Barnet is able to benefit from or contribute to system leadership and a self-improving school system.

School standards and the attainment and progress of pupils in 2016

- 1.5 Appendix A provides an analysis of school performance issues in Barnet based on the assessment and examination results over the past 3 years and the **provisional** results of the 2016 national assessments and examination results. Headline results from this analysis include:
 - 94 percent of Barnet primary schools - 83 out of 88 schools - are good or outstanding (25th nationally) as are 92% of secondary schools – 22 out of 24 schools (25th nationally).
 - EYFS attainment shows an increase from last year both in Barnet and nationally – local and national results are now broadly in line with each other.

- Attainment (expected standard) at Key Stage 1 is above the national average for all subjects: Reading, Writing, Maths and Science.
- Key Stage 2 attainment is expected to be above national based on provisional Key Stage 2 results in all areas apart from writing. Writing results are based on teacher assessment and the Appendix explains that Barnet's low ranking compared to other local authorities does not necessarily reflect poor standards of writing by Barnet pupils. It appears to be the result of inconsistent application of the new assessment framework for Writing across the country.
- Results from 18 of Barnet's 23 secondary schools (those with Year 11 pupils) indicates significant success across all of the new measures introduced this year for Key Stage 4 (GCSE) attainment. The proportion of pupils achieving GCSE grades A* to C in English and Maths increased by 2 percentage points.
- Key Stage 5 attainment increased at all grade thresholds between 2015 and 2016 (based on data from 18 of Barnet's 19 school sixth forms)

1.6 An initial review based on these provisional results points towards the following strategic priorities for the coming year:

- Good and Outstanding Schools: Barnet now has more good and outstanding schools than it has had for some years but there is always the risk that some schools will be judged to require improvement when they are inspected. The school improvement service will therefore continue to monitor the performance of maintained schools and to provide them with appropriate challenge and support, whilst also liaising with and offering support where required to Academies.
- The Early Years Foundation Stage: Outcomes are improving and in line with national results but remain outside the top 10%.
- Writing attainment: Whilst it is felt that the national rankings based on provisional results are not a true and fair reflection of the relative performance of Barnet's primary schools in writing, the school improvement service will continue to focus on improving practice in writing, particularly in those schools in the lowest quartile for attainment, and below average for progress, in Writing.
- Free School Meals (FSM) gap: data is not yet available – closing the gap between disadvantaged and non-disadvantaged pupils is a key national and local priority and will remain so in Barnet.
- Looked after children: national data is not yet available but initial data collected by the Virtual School indicates that at primary level results are above the Barnet and national averages for Reading Writing and Mathematics. At secondary level, despite significant efforts to provide high quality personal support to individual pupils in both Barnet and out-borough schools, there is still more work to do. Results are better than last year but still below the national average, so the focus on these children will continue in order to ensure they achieve the best possible outcomes.

The provisional data has been shared with headteachers. Confirmed, and further comparator data, will continue to be shared with headteachers and governing bodies throughout the Autumn term (see section 5.6 below).

2. REASONS FOR RECOMMENDATIONS

- 2.1 National assessment results provide an early indication of Barnet schools' performance. The data provides an opportunity for benchmarking to help identify successful interventions that have led to improved performance and to identify areas where improvement is needed.

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 and used to continue to champion and 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 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)

- 5.2.1 The work to respond to and drive school improvement is led from within existing resources of the Education and Skills Service, delivered in partnership with Cambridge Education.

5.3 Legal and Constitutional References

- 5.3.1 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.

5.3.2 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 March 2016, 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. This revised guidance also sets out the role and powers of Regional Schools Commissioners in relation to both Academies and underperforming maintained schools, in particular those that meet the DfE's definition of 'coasting' and those judged by OfSTED to be inadequate.

5.4 **Risk Management**

5.4.1 There is a risk that provisional results for Barnet and national will significantly change during the validation phase and that conclusions and interventions developed now will no longer apply. This is considered low risk as historic patterns of differences have been analysed and there is a greater risk of not providing effective school improvement support if analysis is not undertaken until validated results are released in January.

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.

5.5.3 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 need, 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.

5.6 **Consultation and Engagement**

School data is routinely shared with headteachers and chairs of governors through half termly Learning Network Meetings, termly Director's briefings for headteachers and chairs of governors and individual school monitoring meetings. The Barnet with Cambridge Education Strategic Partnership Board and the School Standards Partnership Board are attended by representative headteachers as well as council and Cambridge Education staff. They review data to shape shared priorities for improvement across the Barnet partnership.

5.8 **Insight**

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 School Performance in Barnet 2015 (provisional)