

Appendix A - Barnet Education Strategy (2017 to 2020)

Introduction

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 continuing success as a desirable place where people want to live, work and study. Excellent educational outcomes and ensuring children and young people are equipped to meet the needs of employers are vital to Barnet's future success.

Barnet has 125 schools serving 54,524 pupils. There are 22 secondary schools, 90 primary schools, 3 all through schools, four nursery schools, four special schools and two pupil referral units. There is also one sixth-form college and one General Further Education College. The number of pupils is growing and although there has been a substantial investment programme to provide new school places, more still are required as we move towards the end of the decade.

In recent years children's achievements in Barnet's schools at all key stages have been among the very best in the country and a high proportion of Barnet's young people progress on to higher education. Over 90% of Barnet pupils are at schools which were graded good or better at their last Ofsted inspection.

Resilience

We want to make Barnet the most Family Friendly Borough by 2020. Our strategy to achieve this is to focus on developing families' resilience, which evidence tells us is pivotal to delivering the best outcomes for children and young people. The role that schools play in the day to day life of children and their families provides a unique opportunity to promote and embed resilience. Resilience based practice sits at the heart of improving outcomes for children and young people; an approach that is based on looking for strengths and opportunities to build on, rather than for issues or problems to treat.

At the same time our education vision recognises the barriers facing many disadvantaged and vulnerable children and young people and includes a clear commitment to accelerating their progress and closing the gap between them and their peers.

Partnership

In April 2016, the council entered into a seven-year strategic partnership with Mott Macdonald, trading as Cambridge Education, for the provision of its education services, an arrangement that is governed in partnership with schools. Partnership with schools, between schools and between the education service and other agencies is key to the continuing success of our schools and young people.

The council is committed to maintaining an active role in working with schools to ensure the continued and growing success of education in Barnet. We recognise and welcome the growing diversity of governance models amongst our schools and the changing role of the local authority but we believe in investing in education, in championing the needs and aspirations of children and young people and in taking a strategic pro-active approach to ensuring we have sufficient school places, a high

quality educational offer in all our schools and that we and schools work together to meet the needs and promote the achievement of all pupils, including the most vulnerable and disadvantaged.

The partnership with Cambridge Education aims to maintain Barnet's excellent education offer and the good relationship between the Council and schools, whilst also achieving the budget savings required by changes in local authority funding. This is a significant challenge but we have made a good start in addressing it. There was a smooth transfer of all services previously provided to schools and the council, and new governance and performance monitoring regimes have been put in place. We have also completed a number of service reviews in order to identify opportunities for service improvement, business development and efficiency savings.

Financial challenges

The education service, including schools, faces major financial challenges now and over the next few years and we will work together to find ways to make sure schools are financially sustainable and to minimise any potential negative impact on the quality of teaching and learning and outcomes for children and young people.

Resilient schools

Resilient schools will help us to build resilient communities - working together in partnership, the council and Cambridge Education will work with schools to ensure the best deal and the best outcomes for all of Barnet's children, young people and their families.

Ambition and aims

Barnet is a growing borough and the quality of education plays a crucial part in making the borough a popular and desirable place to live. 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.

To do this we need:

- Enough school places
- All schools to be good or outstanding
- High levels of attainment and progress in all phases

- A relentless focus on meeting the needs of vulnerable pupils, including those with special educational needs and/or disabilities (SEND), children looked after, children in need and children eligible for free school meals.

Strategic goals

To deliver this, we need to pursue a number of strategic goals around the key themes of access, inclusion and achievement:

- **Strategic goal 1 - Access**
To ensure there are sufficient high-quality school places to meet the needs of Barnet residents, including local specialist provision when required for children and young people with special educational needs and disabilities, and that school organisation and governance arrangements are financially sustainable.
- **Strategic goal 2 - Inclusion**
To ensure the provision of high quality local placements and support for children and young people with special educational needs and disabilities aged from 3 to 25.
- **Strategic goal 3 – Achievement - School Improvement**
To ensure that every school is good or outstanding.
- **Strategic goal 4 – Achievement - Educational outcomes**
To improve the educational progress and outcomes for all children and young people across all phases and types of institution from early years to post-16, including progress into Higher Education, Apprenticeships or employment.
- **Strategic goal 5 – Achievement and Inclusion - Closing the gap and building resilience**
To close the gap in attainment and progress between the most disadvantaged and vulnerable pupils and their peers by accelerating their progress and building resilience.

Key drivers – how will we seek to achieve these strategic goals

Detailed plans will be set out in separate strategies for school places, SEN and school improvement but some of the key drivers for achieving these goals are:

Access

- Partnership working with schools to identify the best locations for school expansions and bulge classes
- Close liaison with the Department for Education (DfE), the Education and Skills Funding Agency (EFSA), the Regional Schools Commissioner and potential sponsors of Free Schools to secure additional Free Schools where they are needed and when they are needed
- Partnership with schools, including Special Schools and Pupil Referral Units, and with post-16 providers to ensure we can offer high quality local specialist places

to children and young people with SEND who need them and to those in need of Alternative Provision

- Keeping the financial sustainability of schools and groups of schools under review and working in partnership with schools to identify possible new school organisation or governance models, where needed to ensure ongoing financial resilience.

Inclusion

- Increased focus on the quality of Education, Health and Care Plans with greater co-production with schools, parents and children and young people.
- Improvements in the consistency and quality of SEN Support Plans.
- Improvements in the integration of processes across education, social care and health.
- Improved tracking and planning for post-16 young people with SEN and an earlier focus on preparation for adulthood.
- A focus on building resilience in children and young people with SEND and those in Alternative Provisions and their families.
- Continuing to identify those at risk of becoming Not in Education, Employment or Training (NEET) and supporting them to make a successful transition.

Achievement

- Maintaining a core Learning Network Inspector (LNI) service to monitor and challenge, and, where necessary, intervene in, maintained schools, whilst keeping in touch with Academies. If necessary, LNI support services will be offered as a traded service to schools.
- The continuing development of quality traded services in order to support school improvement.
- Building on the work of School Improvement Partnerships and Teaching Schools.
- Working with schools on strategies for recruiting and retaining the best teachers and headteachers. This includes supporting governing bodies with the recruitment of new headteachers/principals and supporting headteachers with the recruitment of deputy headteachers/vice principals.
- Focus on good leadership and governance
- Active promotion of good behaviour and good safeguarding practices
- A strong focus on improving attendance, especially in Primary schools
- Collaboration between the council's Early Years Standards Team, Cambridge Education, schools and settings to ensure high quality early years provision in all of our settings and effective transition.
- Continued intervention to support young people at risk of being Not in Employment, Education or Training and work with providers to ensure suitable progression pathways including high quality technical and vocational provision.

Governance

The implementation of this strategy will be overseen by the Barnet with Cambridge Education Strategic Partnership Board (SPB), which consists of representatives from the council, Cambridge Education and schools.

Underpinning this strategy will be three sub-strategies, each overseen by a Partnership Board that reports into the SPB. The sub-strategies will set out progress to date and key objectives, actions and milestones for the year ahead and will be reviewed annually.

Each Board includes representatives of the council, Cambridge Education and schools. There are also a number of stakeholder boards feeding into the strategic planning and oversight roles of these partnership boards.

The sub-strategies, Boards and lead officers are set out in the table below:

Strategy	Board	Lead officer	Strategic goals
School Places	School Organisation and Place Planning (SOPP)	Programme Director, Education and Learning and Assistant Director, Access and Corporate Services	1
SEND and Inclusion	Special Educational Needs and Disabilities (SEND)	Assistant Director, SEND and Inclusion	2
School Improvement	School Standards (SSPB)	Assistant Director, School Improvement and Traded Services	3, 4 and 5

Performance measures and targets

Progress towards the strategic goals and in implementing strategies will be measured against a number of performance indicators and targets. These are set out in Appendix 1, which also shows which strategic goal each performance indicator and target relates to. Some contextual issues and current performance against a number of key measures are summarised in Appendix 2. The strategic priorities agreed by each of the sub-boards and by the Strategic Partnership Board are set out in Appendix 3. These appendices will be reviewed and updated annually.

Education Strategy – Key Performance Indicators and Targets

	Performance indicator	2016-17 (School year 2015/16)	Target for 2017-18 (School year 2016/17)	Target for 2018-19 (School year 2017/18)	Target for 2019-20 (School year 2018/19)
Strategic Goal 1: Access – school places					
1	Percentage of children who applied on-time for a Reception place made an offer on national offer day	100%	99.8%	99.8%	99.9%
2	Percentage of secondary children made an offer of a school place by statutory deadlines	100%	100%	100%	100%
Strategic Goal 2: SEND and Inclusion					
3	Percentage of final EHC plans issued within 20 weeks	53.5%	90%	90%	100%
4	Percentage of SEN statements transferred to EHC Plans in accordance with the council's Transition Plan	Target of 553 transfers between 1.4.16 and 31.3.17. Total transferred was 615.	100% of remaining transfers complete by 31.3.18.	N/A	N/A
5	Percentage of all EHC plans issued in the year that are judged as good or better through the internal quality assurance process	N/A	80% of all new EHCPs are quality assured and at least 60% are assessed as good	90% of all new EHCPs are quality assured and at least 70% are assessed as good.	90% of all new EHCPs are quality assured and at least 80% are assessed as good.
Strategic Goal 3: Achievement – school improvement					
6	Percentage of primary schools rated as 'good' or better	93%	95.5%	97.7%	100%
7	Percentage of secondary schools rated as 'good' or better	92%	95.8%	95.8%	100%

	Performance indicator	2016-17 (School year 2015/16)	Target for 2017-18 (School year 2016/17)	Target for 2018-19 (School year 2017/18)	Target for 2019-20 (School year 2018/19)
8	Average percentage attendance levels in Primary schools for the Autumn and Spring terms	95.9%	London average	London average	London Top Quartile
Strategic Goal 4: Achievement – outcomes					
9	<u>Primary attainment (KS2):</u> Percentage of primary pupils achieving the 'expected standard' in English Reading, English Writing and Mathematics (combined) at the end of Key Stage 2	59%	Top 10% in England	Top 10%	Top 10%
10	<u>Primary progress:</u> Primary pupils average progress in: <ul style="list-style-type: none"> • English Reading • English Writing • Maths 	1.5 0.3 1.7	Top 10% in England	Top 10%	Top 10%
11	<u>Secondary attainment and progress (GCSEs):</u> a) Average Attainment 8 Score b) Average Progress 8 Score c) Percentage of pupils achieving the threshold in English and mathematics (In 2016, the threshold is grade C, in 2017 the threshold is grade 5) d) Percentage of pupils achieving the English Baccalaureate	a) 56.1% b) 0.33% c) 73.1% d) 43.7%	Top 10% in England	Top 10%	Top 10%

	Performance indicator	2016-17 (School year 2015/16)	Target for 2017-18 (School year 2016/17)	Target for 2018-19 (School year 2017/18)	Target for 2019-20 (School year 2018/19)
Strategic Goal 5: Achievement – closing the gap					
12	<p><u>Narrowing the Primary FSM (disadvantaged) gap and FSM (disadvantaged) attainment:</u></p> <p>a) % of disadvantaged pupils (this includes Free School Meal 6 and Children Looked After pupils) achieving the 'expected standard' in English Reading, English Writing and Mathematics (combined) at the end of Key Stage 2</p> <p>b): Difference between attainment level of disadvantaged pupils (this includes FSM 6 and Children Looked After pupils) and their peers nationally ('expected standard' in RWM combined) at the end of Key Stage 2</p>	<p>a) 46%</p> <p>b) -15 percentage points</p>	Top 10% in England	Top 10%	Top 10%

	Performance indicator	2016-17 (School year 2015/16)	Target for 2017-18 (School year 2016/17)	Target for 2018-19 (School year 2017/18)	Target for 2019-20 (School year 2018/19)
13	<u>Secondary FSM attainment and achievement and narrowing the gaps:</u> a) Average Attainment 8 Score for pupils eligible for FSM in the past 6 years (disadvantaged pupils) b) Average Progress 8 Score for pupils eligible for FSM in the past 6 years (disadvantaged pupils) c) Attainment gap between pupils eligible for FSM (disadvantaged) and other pupils nationally (Average Attainment 8 Score for pupils on FSM in Barnet - Average Attainment 8 Score for pupils not disadvantaged nationally) d) Achievement gap between pupils eligible for FSM (disadvantaged) and other pupils nationally (Average Progress 8 Score for pupils on FSM - Average Progress 8 Score for pupils not disadvantaged nationally)	a) 47.1% b) 0.06 c) -6.4 d) -0.04	Top 10% in England	Top 10%	Top 10%
14	<u>Progress and attainment of looked after children at KS4:</u> a) Average Attainment 8 score of looked after children b) Average Progress 8 score of looked after children c) KS2 performance (expected standards in RWM)	a) 19.5% b) -1.66 c) 45.5%	National average	5 percentage points above National Average	10 percentage points above National Average

	Performance indicator	2016-17 (School year 2015/16)	Target for 2017-18 (School year 2016/17)	Target for 2018-19 (School year 2017/18)	Target for 2019-20 (School year 2018/19)
15	<p><u>Attainment and progress of SEND pupils with a statement or EHCP:</u> The percentage of SEND pupils with a statement or EHCP:</p> <p>a) Attaining the 'expected standard' in English Reading, English Writing and Mathematics at the end of Key Stage 2</p> <p>b) Average attainment 8 score pupils with a statement of SEN or EHCP</p> <p>c) Average progress 8 score pupils with a statement of SEN or EHCP</p>	<p>a) 10%</p> <p>b) 23.2</p> <p>c) -0.72</p>	Top 10% in England	Top 10%	Top 10%
16	<p><u>NEETS:</u></p> <p>a) % not in education, employment or training (16 to 18 year olds)</p> <p>b) % combined percentage of 16 to 18 year olds who are NEET and those whose current activity is not known to the LA</p>	<p>a) 1.8%</p> <p>b) 3%</p>	London top quartile	London top quartile	London top quartile

Current performance and context

School standards

- 94.6% of pupils in Barnet primary and secondary schools attended a good or outstanding school, compared to a London average of 92%.(September 2016)
- 95.4% of Barnet primary schools are good or better. At secondary school level, including all-through schools, 91.7% of schools are good or better (September 2016).

Attainment and achievement

- In 2016, the proportion of pupils achieving a Good Level of Development by the end of Reception in Barnet is in line with the national average.
- Key stage 1 relative attainment has historically been within the top 15% nationally but relative attainment in 2016 is outside of this boundary for all KS1 subjects.
- By the end of Key Stage 2, the proportion of pupils reaching the expected standard in Reading, Grammar, Punctuation and Spelling and Maths is ranked within the top 25% of LAs nationally, above the national average and statistical neighbour average (2016). The proportion of pupils reaching the expected standard in Writing is in the lowest quartile nationally.
- At the end of Key Stage 4 in 2016, the proportion of pupils achieving an A*-C in English and Maths is consistently in the top 10% nationally. Highlights for 2016 are: the proportion of pupils achieving the English baccalaureate ranked 3rd nationally, the average attainment 8 score ranked 5th and the average progress 8 score ranked 4th.

Closing the gap

- Within this performance, some groups of pupils perform consistently below their peers at both key stages although there is evidence that for some groups this gap is closing.
- Children with special educational needs continue to perform well in Barnet and proportionally, more pupils with SEND are educated in mainstream schools than nationally. Implementing the national SEND reforms has been challenging and has required additional resource and effective local leadership and management.
- Improving outcomes for children who are looked after remains stubbornly challenging, an experience shared with many other local authority areas. We are increasingly focussing on all children in need.

Post-16

- In 2016, the proportion of pupils gaining A levels (% AAA+ grades, AAB+ grades and AAB+ grades with two facilitating subjects) is ranked 7th nationally.
- The generally accepted threshold to Level 3 studies at GCSE was not reached by just over 32% of learners in 2016. It is recognised that the majority of Barnet secondary schools offer an academically focussed curriculum and that young

people need to be well supported to make appropriate choices of alternative options post 16.

- The recent changes to A level provision and the move to a linear model has already led to an increase in the applied general offer in schools.
- The increased emphasis on apprenticeships and the introduction of the apprenticeship levy offer a new range of opportunities for young people in Barnet. Currently the 16 and 17 year old participation in Apprenticeships in Barnet is 1.1%, the lowest in London, so it is important for the council, schools and other partners to work together to raise awareness of opportunities.
- In 2016 the average progress scores for English and Maths (from GCSE to A Level/Level 3) demonstrated that overall, pupils in Barnet made less progress than similar pupils nationally for both English and Maths.
- Overall, the number of Barnet young people who are not engaged in education, employment or training is low.

Attendance and exclusions

- Whilst secondary attendance compares well, primary attendance is below our expectations; ranked in the 3rd quartile nationally
- Over the last five years, there have been on average 44 permanent exclusions each academic year at the secondary level. In 2015/16, there was a decrease in the number of permanent exclusions to 36. No primary pupils have been excluded.

School places

- Over 8,000 new school places have been provided since 2009 that has ensured, so far, that every child has had a school place. The majority of these places have been in the primary phase and as these children move through to the secondary phase, new secondary places will be required.
- Within this growth, the number of children with SEND is projected to grow requiring new specialist provision.

Delivery through partnership

Whilst the role of local authorities in education is changing nationally, Barnet is determined to continue to champion the quality of education for its children and young people, working in partnership with all local education providers, parents and key partners.

Some of the key recent partnership developments include:

- New school improvement partnerships, bringing together the increasingly diverse range of education providers across primary and secondary phase is helping to ensure that best practice, resources and responsibility for the quality of teaching and learning in schools is shared across the partnership. As a result, schools are increasingly taking the lead to support and challenge each other to drive improvement.
- A new Multi-Academy Trust is being formed in partnership with schools and other providers, to develop and improve the alternative education offer in Barnet and provision for young people with social, emotional and mental health needs,

bringing together existing provision at Oak Hill, Northgate and the Pavilion PRU that can be commissioned to respond to the needs of Barnet's schools and to offer appropriate post-16 pathways.

- Schools have supported the development of a data analysis tool to identify early those pupils at most risk of not engaging with education, employment or training (NEET) when they leave school. This has enabled the delivery of targeted programmes and individualised support to help this cohort to remain engaged. Barnet and Southgate College has now agreed to develop a college Risk of NEET Indicator, the first in the country for a Further Education provider.
- Successful Free School applications have resulted in three new secondary schools approved to open by the Regional Schools Commissioner to meet Barnet's need for school places. A detailed mapping and analysis of the future needs of pupils with SEND supported the successful free school application by Oak Lodge Special School to open a new all-through Special Free School for children with autism.
- A thriving partnership between education, social care, the health service, parents' groups and young people to review and support improvement in provision for children and young people with SEND and a comprehensive review of all local authority education services and surveys of key stakeholders' views and requirements undertaken by Cambridge Education, leading to significant improvements in services for children with SEND.
- A Virtual School, supported by a Challenge Committee drawing on representation from schools and a range of partner agencies, to promote and support the progress and attainment of looked after children.
- Closer collaboration between the Education and Skills service and Teaching Schools both within and outside Barnet to support teacher recruitment and school improvement.

Priorities for 2017/18

School Places – strategic priorities

1. Ensure sufficient early years places are available across the borough including sufficient childcare places providing 30 hours free entitlement
2. Support the establishment of free schools to meet basic need at the primary and secondary level (Ark Pioneer, the Saracen's High School Trust and The Compton (Cricklewood)).
3. Identify appropriate locations for the further expansion of between one and three existing primary schools where admissions data indicates that the need is greatest
4. Ensure the successful delivery of expansions at St James and St Mary's and St John's
5. Support the establishment of The Windmill free school to meet the needs of children with SEN and the development of new ASC provision in primary and secondary phases (including Cromer Road)
6. To deliver the spectrum of support for alternative provision through the AP MAT, including the rebuilding of the Pavilion PRU, the establishment of Oak Hill as a special Academy and the development of appropriate post-16 pathways.
7. Keep the financial sustainability of schools and groups of schools under review and work in partnership with schools to identify possible new school organisation or governance models, where needed to ensure ongoing financial resilience.

The council, schools and other partners working together to create post 16 pathways through traineeships and other pre apprenticeship programmes as a route into apprenticeships.

SEND and Inclusion – strategic priorities

Four major priorities themes are driving the current improvement programme:

1. Performance in Completion of EHCPs, Transition Plan and Annual Reviews
 - Completing new EHCP assessment in 20 weeks (previously 26 weeks)
 - Conversion of the remaining Statements into EHCPs over the next year (estimated number between 600 and 700)
2. Participation and Co-production
 - To ensure engagement with stakeholders in SEN processes and decision-making.
3. Joint Working
 - To ensure effective working across partner agencies in order to deliver high quality integrated services to children and young people with SEND.

4. Strategic Planning and Provision

- To ensure sufficient specialist places provided locally to meet current and future needs.
- To develop work based opportunities through supported internships and similar initiatives to maximise work outcomes for those with EHCPs

School improvement – strategic priorities

Priorities agreed by SSPB for 2017/18:

1. Good and Outstanding Schools: Although Barnet now has more good and outstanding schools than it has had for some years there is always the risk that some schools will be judged to require improvement when they are inspected.
2. Primary Attendance: despite some slight improvement, this remains a focus
3. Early Years: Barnet's national ranking has fallen over the past 3 years from 21st in 2014 to 87th in 2016, as other LAs have gradually caught up with Barnet.
4. Key Stage 1 Maths - KS1 relative attainment (ranking) has historically been within the top 15% of LAs (under the previous framework) but relative attainment in 2016 is outside of this boundary for all KS1 subjects. Maths is ranked the lowest (55th) for the proportion of pupils achieving at least the expected standard.
5. KS2 Writing - Attainment is below the national average and Barnet's School Improvement Team are exploring systemic issues with the implementation of the new assessment framework.
6. Achievement of Disadvantaged Pupils - This remains a priority for improvement to eliminate differences in the performance of groups of pupils.
7. Looked After Children - Although there is no confirmed data available on the performance of looked after children in 2016, results collected from schools indicates the performance of this group of young people remains significantly below that of non-looked after children.
8. Transition - Transition between all Key Stages and at 16+ was identified as a priority by the School Standards Partnership Board.
9. Recruitment - Recruiting and retaining good quality teachers and school leaders is a challenge for schools across Barnet, as in other LAs. The Recruitment and Retention Working party is working to address these challenges.
10. Progress and Progression Pathways of low attaining pupils across all key stages.