

Appendix A: Summary of Educational Standards in Barnet, 2018/19

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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

- Low percentage of Persistent Absence
- Year 1 Phonics – achievement in top 10% nationally
- End of KS1 attainment in Reading, Writing and Maths in top 10% nationally
- End of KS2 attainment in Reading, GPS and Maths and RWM combined – in top 10% nationally
- Progress between KS1 and KS2 in all subjects – significantly better than national
- End of KS4 GCSE achievement – in top 2% nationally
- End of KS5 A Level achievement – in top 5% nationally

Other particular strengths

- Percentage of Good and Outstanding schools above National, Inner London and Outer London
- Over 96% of pupils attending a Good or Outstanding school
- Positive and productive relationship with schools
- Know 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
- Continued delivery of a governor training programme and associate clerking service
- Knowledge, skills and successful experience of School Improvement Team – credibility and track record of success

- Links, contacts and involvement with key organisations e.g. Ofsted, Teaching Schools, DfE Sub Regional Improvement Board, Diocesan Boards, Academy Trusts
- Strong communication and teamwork between members of the team
- Robust procedures for monitoring, challenging and supporting schools (see School Improvement Strategy)
- Processes and structures are dynamic in order to meet the diverse needs of schools

Areas for Development – Schools and Settings Standards Partnership Board Priorities

Based on available provisional education performance data, the following areas have been identified as a priority for improvement by the Schools and Settings Standards Partnership Board:

- **Early Years**

In 2019 the percentage of pupils who achieved a GLD exceeded the national average by over 2% and our achievement was equal to London Statistical Neighbour averages. Barnet's national ranking for percentage of pupils achieving a GLD was 33rd in 2019 (up from 35th in 2018). However, as this is still below the top 10% of Las, it remains a priority. The percentage of girls achieving a GLD in 2019 was above national, London and Statistical Neighbours and was ranked 27th. The percentage of boys achieving a GLD is above National, London and narrowly below Statistical Neighbours and was ranked 37th. Therefore raising attainment of boys at EYFS is a priority. Our Average Point Score is now above national and London but this still remains a priority for us.

- **Key Stage 1 Achievement**

KS1 relative attainment (ranking) in Expected Standard or above is now in the top 10% in Reading, Writing and Maths. Science is ranked lower though (24th) for the proportion of pupils achieving at least the expected standard, so remains a priority. The percentage achieving Greater Depth, although above national, is comparatively lower, ranked 39th, 44th and 33rd respectively for Reading, Writing and Maths and so remains a priority.

- **KS2 Writing**

Despite attainment in 2019 being above the national and statistical neighbour averages, our ranking, although improved from 2018, is still 26th. 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 relative attainment. The performance of girls in writing rose in 2019 by 1% but the performance of boys dropped by 3% and their ranking dropped from 15th to 37th. Therefore the attainment of boys' writing is a priority this year.

- **A Level achievement**

Despite being above national at all thresholds, the attainment of KS5 A Level students dipped in Barnet in 2019 with the dips being greater than national dips. This is a new priority this year as we need to investigate the reasons for these dips.

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

It remains a priority for us to ensure that sufficient quality and learning opportunities (e.g. vocational qualifications) exist for children and young people to succeed across a range of skills and abilities, particularly those with SEND.

- **Achievement of Disadvantaged Pupils, pupils with SEND and other Vulnerable Groups (including Children in Need)**

This remains a priority for improvement to eliminate differences in the performance of groups of pupils.

- **Looked After Children**

Achievement in 2018 showed an improvement on recent years. By the end of KS2, attainment was above national LAC in all subjects. Progress between KS1 and KS2 for Maths was ranked 44th) and Writing was ranked 60th. In Secondary School Progress 8 was ranked 19th and Attainment 8 49th. Attendance of LAC is also a key priority (see Attendance section above).

- **Recruitment**

Recruiting and retaining good quality teachers, school leaders and support staff is a challenge for schools across Barnet. Supporting recruitment of staff and giving the necessary support to staff at all levels remains a priority for us.

- **Safeguarding**

We continue to support schools in ensuring that their safeguarding arrangements are effective.

- **Curriculum Intent, Implementation and Impact**

To support schools to plan coherently and deliver effectively a broad and balanced curriculum which is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is a priority to reflect the changes introduced in the new Ofsted inspection framework.

The factors that both research and Ofsted inspection evidence indicate contribute most strongly to an effective education where pupils achieve highly are:

- The school's curriculum is rooted in the solid consensus of the school's leaders about the knowledge and skills that pupils need in order to take advantage of opportunities, responsibilities and experiences of later life. In this way, it can powerfully address social disadvantage.
- It is clear what end points the curriculum is building towards and what pupils need to know and be able to do to reach those end points.
- The school's curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before and towards its clearly defined end points.
- The curriculum reflects the school's local context by addressing typical gaps in pupils' knowledge and skills.
- The curriculum remains as broad as possible for as long as possible. Pupils are able to study a strong academic core of subjects, such as those offered by the EBacc.
- There is high academic/vocational/technical ambition for all pupils, and the school does not offer disadvantaged pupils or pupils with SEND a reduced curriculum.

The above priorities are underpinned by:

- A curriculum which also contributes well to pupils' behaviour and welfare, including their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development.
- School leaders who take effective steps to secure good behaviour from pupils and a consistent approach to discipline.

It is recognised that schools are having to manage pupils with more complex behaviour challenges. We work closely with colleagues from the SEND and Inclusion Teams to offer support to schools in managing more complex behaviour.

Quality of Schools

In the 2018-19 school year 96.8% of Barnet schools were good or outstanding this includes Primary, Secondary and Nursery Schools.

A summary of the current position for primary and secondary schools (January 2020) is provided below and shows that the proportion of schools that are Good or Outstanding is above the national average, and either above or in line with the London averages.

Ofsted has recently changed its reporting methodology to include academies that were graded RI or Inadequate prior to academisation. Previously they were omitted as they were considered a new school. This has partly impacted on the proportion of good and outstanding schools nationally and in Barnet; however, Barnet is still performing better than its comparator LAs.

Good or outstanding schools

	Percentage of Schools		
	Primary	Secondary	Primary and Secondary
Barnet	95.5	100	96.5
Inner London	94.9	87.5	93.4
Outer London	93	87	91.7
England	87.1	76	85.8

All Barnet special schools and pupil referral units (PRUs) are rated Good or Outstanding by Ofsted. All four Nursery Schools in Barnet are rated Outstanding by Ofsted. The proportion of all Barnet schools that are currently good or outstanding is 96.7%. The percentage of primary and secondary schools in Barnet rated Good or Outstanding is in the top 10% of the country.

96.6% of pupils in Barnet schools attend a good or outstanding school.

School Attendance

This data reports on absence of pupils of compulsory school age in state-funded primary and secondary schools during the first two terms of the school year 2018 to 2019; it is therefore not a full academic year.

Primary Absence

2019 figures below are from the two-term attendance SFR published by the DfE (Autumn Term 2018 and Spring Term 2019) and based on this Barnet is in top 20% of Local authorities nationally for both primary and the top 10% for the secondary phases. A working group of officers and headteachers previously developed a range of strategies to raise the profile of attendance and share good school practice to establish whole school approaches to raising attendance. These continue to have an impact.

	2014	2015	2016	2017	2018	2019
Barnet	4.1	4.1	4.1	3.8	3.9	3.7
London	3.9	4.1	4.1	4.0	4.1	3.8
Statistical Neighbours	3.9	4.1	4.0	3.95	4.1	3.8
England	3.9	4.0	4.0	4.0	4.2	3.9
Barnet Rank	107 th	79 th	82 nd	19 th	15 th	24 th

Secondary Absence

Overall absence in secondary schools is ranked in the top 10% of local authorities (LAs) nationally.

	2014	2015	2016	2017	2018	2019
Barnet	4.7	4.9	4.9	4.6	4.5	4.3
London	4.8	4.9	4.9	4.8	4.9	4.7
Statistical Neighbours	4.9	5.0	4.9	4.7	4.8	4.7
England	5.2	5.3	5.2	5.2	5.4	5.2
Barnet Rank	16 th	24 th	29 th	18 th	7 th	7 th

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 (0.3%) was in line with the comparators listed below, this has moved Barnet to slightly above all comparators and narrowly outside the top 20%.

	2013	2014	2015	2016	2017	2018	2019
Barnet	59.5	65.4	68.1	68.9	73.2	74	74.3
London	52.8	62.2	68.1	71.2	73.0	73.8	74.1
Statistical Neighbours	50.3	61.6	67.9	71.5	73.0	73.7	74.04
England	51.7	60.4	66.3	69.3	70.7	71.5	71.8
Barnet Rank					39 th	35 th	33 rd

Average Total Point Score

There was an increase in the average total point score in 2019 and across all learning areas it is now in line with the National and London Averages, but narrowly below the average for statistical neighbours.

	2013	2014	2015	2016	2017	2018	2019
Barnet	34.1	35.1	35.0	34.7	35.0	34.7	35.0
London	32.8	33.9	34.5	34.7	34.8	34.9	34.8
Statistical Neighbours	32.8	34.1	34.8	35.1	35.3	35.4	35.35
England	32.8	33.8	34.3	34.5	34.5	34.6	34.6
Barnet Rank					43 rd	60 th	47 th

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 narrowly below London.

	2013	2014	2015	2016	2017	2018	2019
Barnet	46 (62)	53 (68)	57 (70)	56 (72)	62 (75)	63 (76)	63(76)
London	43 (56)	52 (65)	59 (70)	61 (73)	64 (75)	64 (75)	64.06(75.7)
	36.3	47.2	52.7	58.1	60.6	61.2	60.3
Statistical Neighbours	(52.8)	(63.9)	(69.7)	(72.9)	(74.4)	(75)	(75.7)
England	36 (55)	45 (64)	51 (69)	54 (72)	56 (73)	57 (74)	57(74)
Barnet Rank					20 th	27 th	22 nd

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 London, statistical neighbours and the national average in 2019 and is within the top 10% of Local Authorities in the country.

	2013	2014	2015	2016	2017	2018	2019
Barnet	72.0	76.0	80.0	81.0	85	86	86
London	72.0	77.0	80.0	83.0	84	85	84
Statistical Neighbours	71.0	76.9	78.4	82.4	83.5	85.4	84.2
England	69.0	74.0	77.0	81.0	81	82	82
Barnet Rank					10 th	9 th	4 th

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 2019. Barnet is in the top 10% for this measure.

	2013	2014	2015	2016	2017	2018	2019
Barnet	61.0	66.0	69.0	72.0	76	79	76
London	63.0	69.0	72.0	75.0	75.0	77	75
Statistical Neighbours	57.3	64.6	67.3	70.3	71.8	74.7	72.7
England	56.0	61.0	65.0	69.0	68	70	70
Barnet Rank					12 th	7 th	15 th

Key Stage 1

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

Attainment – All Pupils

Attainment at the expected standard is above the national average in all subjects and in the top 20% of local authorities (LAs) in reading, writing and mathematics, whilst being roughly in line with statistical neighbours and London averages. The proportion of pupils reaching the higher standard in reading, writing and maths separately are above the national averages but below London and statistical neighbours.

	Percentage reaching the expected standard				Percentage reaching the higher standard		
	Reading	Writing	Mathematics	Science	Reading	Writing	Mathematics
Barnet	79	74	80	85	27	16	24
London	77	73	78	83	28	18	25
Statistical Neighbours	77.6	71.9	78.4	83.8	28.7	18	26.3
England	75	69	76	82	25	15	22
Barnet Rank	11 th	10 th	6 th	24 th	37 th	42 nd	33 rd

Attainment – FSM Pupils (Expected Standard) – Non-FSM Pupils in Brackets

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 Reading, Writing, Maths and Science.

	Reading	Writing	Mathematics	Science
Barnet	68 (81)	61 (76)	68 (81)	77 (86)
London	68 (79)	62 (75)	68(81)	75 (85)
Statistical Neighbours	65(79)	57(74)	65(81)	72 (85)
England	60 (78)	53 (72)	61 (78)	69 (85)
Barnet Rank	12 th	15 th	12 th	8 th

Key Stage 2

Key stage 2 assessments are reported as 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.¹

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.

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

Attainment of the expected standard – All Pupils

In 2019, attainment of the expected standard across Reading, Maths and Grammar, Punctuation and Spelling (GPS) was in the top 10% of LAs nationally. Attainment in reading, writing and mathematics (RWM) combined was also in the top 10%.

Writing attainment was above the national average, in the top 20% of LAs nationally and in line with London and 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.

	% EXS+ GPS	% EXS+ Maths	% EXS+ Reading	% EXS+ Writing	% EXS Science	% EXS+ RWM
Barnet %	85.0	86	80	82	87	73
London %	84	83	78	82	86	71
Statistical Neighbours %	84	73	78	82	86	70
England %	79	79	74	79	83	65
Barnet Rank	11 th	6 th	9 th	22 nd	10 th	9 th

Note: EXS+ means 'Attained the Expected Standard or higher'

Attainment of the high standard – All Pupils

Attainment of the high standard in Reading, maths and GPS 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 10%. Writing was above the national average but below London and statistical neighbours.

	% High GPS	% High Maths	% High Reading	% GDS Writing	% High/GDS RWM
Barnet	47	37	35	22	15
London	45	34	31	24	14
Statistical Neighbours	46	35	31	24	14
England	36	27	27	20	11
Barnet Rank	13 th	9 th	8 th	48 th	12 th

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	109	106	107
London	108	106	105
Statistical Neighbours	108	105	106
England	106	104	105
Barnet Rank	8 th	8 th	6 th

Barnet's the average scaled score for reading has remained the same as 2018 with 107 this is higher than all comparators. The average scaled score for GPS is better than all comparators. The rank for

the average scaled score of Maths has improved from 9th to 8th between 2018 and 2019. The average scaled score has remained the same at 106.

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 above with statistical neighbours in writing. Barnet is in the top 10% of LA's in the country for Maths and Reading progress. This has not yet been achieved for Writing, 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 over the past three years. (2016 progress score was 0.3 and the rank was 71st; in 2017 this improved to 0.4 and 54th; it improved again in 2018 to 0.6 and a rank of 42nd, the has now further improved to 38th).

	Maths Progress	Reading Progress	Writing Progress
Barnet	2.0 (1.8)	1.8 (1.8)	0.6 (0.6)
London	1.2 (1.3)	0.8 (0.8)	0.8 (0.8)
Statistical Neighbours	0.96 (0.96)	0.6 (0.5)	0.44 (0.42)
England	0.0	0.0	0.0
Barnet Rank	8 th	6 th	38 th

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/or children looked after) is in the top 20% of LAs for maths, GPS and reading and in the top 10% for Reading, Writing and Mathematics combined. The target is for Barnet to be within the top 10% of local authorities nationally (i.e. 15th or above) for Reading, Writing and Mathematics combined. Barnet is ranked 9th, well within the top 10% of Local Authorities in the country. 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 and in 2018 the proportion of Disadvantaged pupils reaching the expected standard in Reading, Writing and Maths increased by 7 percentage points to 62%, this has further increased to 64% in 2019. Barnet is in the top 10% for the proportion of disadvantaged pupils reaching the expected standard in Reading, Maths and GPS respectively.

	% EXS+ GPS	% EXS+ Maths	% EXS+ Reading	% EXS+ Writing	% EXS+ RWM
Barnet	77 (90)	80 (88)	72 (84)	74 (84)	64 (77)
London	77 (87)	76 (86)	70 (80)	76 (85)	61 (76)
Statistical Neighbours	75 (87)	72 (85)	68 (80)	72 (84)	57(74.9)
England	68 (83)	67 (81)	62 (78)	68 (82)	51 (71)
Barnet Rank	13 th	8 th	13 th	22 nd	9 th

Progress scores for Disadvantaged pupils

	Maths Progress	Reading Progress	Writing Progress
Barnet	1.3	1.00	0.20
London	0.3	0.20	0.3
England	-0.7	-0.60	-0.50
Barnet Rank	6 th	8 th	34 th

Barnet is in the top 10% of local authorities for the progress disadvantaged pupils make in Maths and Reading.

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 2017 this attainment gap in Barnet was 13 percentage points; in 2018 this gap reduced to 9 percentage points. The gap reduced further in 2019 to 7 percentage points, Barnet's proportion of disadvantaged pupils reaching the expected standard in Reading, Writing and Maths has increased at a greater rate than non-disadvantage pupils nationally between 2017 and 2019.

	% of Disadvantaged pupils in Barnet reaching the expected standard in Reading, Writing and		
	Maths	National Other	Difference
2019	64	71	-7
2018	62	71	-9
2017	55	68	-13

Attainment of the Expected Standard – by Ethnicity

The table below shows the percentage of pupils reaching the expected standard in Reading, Writing and Mathematics combined, by ethnicity. The proportion of pupils reaching the expected standard has increased in Barnet between 2018 and 2019 for Mixed pupils. Barnet is performing better than the national and statistical neighbour averages in Reading Writing and Maths combined for White, Mixed, Asian and Black Pupil categories for the proportion of pupils reaching the expected standard. Barnet is performing above London for the proportion of White pupils, Mixed and Asian pupils reaching the expected standard in Reading Writing and Maths. The proportion of mixed pupils and is now in the top 10% with White pupils. Chinese pupils are high performing; however, the rank is low this is partially down to the small numbers, (55 Chinese pupils in year 6 in Barnet in 2019). In Barnet small fluctuations have large impact on the ranking.

	All White Pupils RWM	All Mixed Pupils RWM	All Asian Pupils RWM	All Black Pupils RWM	All Chinese Pupils RWM
Barnet	75 (75)	75 (69)	79 (79)	66 (66)	84 (91)
London	70 (70)	71 (71)	76 (75)	67 (66)	86 (85)
Statistical Neighbours	67.9 (67.4)	69.8 (69.7)	77.2 (76.2)	65 (62.6)	90.3 (83.6)
England	64 (64)	66 (66)	69 (69)	64 (64)	80 (82)
Barnet Rank	8 th	15 th	26 th	56 th	59 th

Data in Brackets 2018

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

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

The attainment of pupils with SEN Support in Reading, Writing and Mathematics combined has improved steadily – with Barnet's rank rising from 18th in 2016 to 7th in 2017 and 1st in 2018. In 2019 this has moved slightly down to 7th. Despite this the proportion of SEN Support pupils reaching the expected standard is better than the London, Statistical Neighbours and National averages for the same cohort.

The performance of EHC Plan pupils in Barnet at KS2 has slightly dipped in 2019. There has been a slight decrease in the percentage of this cohort reaching the expected standard and the ranking, however attainment still remains above London, Statistical Neighbours and National averages. It should be noted that there tends to be a lot of variability between years due to the small size of the cohort of pupils, which makes it very difficult to compare accurately between years. In 2019, 136 pupils had an EHC plan; a handful of pupils can dramatically alter the percentage reaching the expected standard.

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

	2016 RWM	2017 RWM	2018 RWM	2019 RWM
Barnet	23	34	41	39
London	24	29	33	34
Statistical Neighbours	20	20	29.2	31.7
England	16	21	24	25
Barnet Rank	18 th	7 th	1 st	7 th

Progress Score for SEN Support Pupils

	Maths Progress	Reading Progress	Writing Progress
Barnet	1.0 (0.8)	1.3 (1.3)	-0.7 (-0.5)
London	0.2 (0.2)	0.0 (0.1)	-0.6 (-0.7)
Statistical Neighbours	-0.3 (-0.3)	-0.44 (-0.39)	-0.98 (-1.2)
England	-1.0 (-1.0)	-1.0 (-1.0)	-1.7 (-1.8)
Barnet Rank	14 th	10 th	31 st

*Progress score in brackets relate to 2018 data.

Barnet's rank has improved in Reading and remains in the top 10% of LAs in the country. Barnet's rank for Writing improved in 2018 from 36th to 31st, while the Maths ranking decreased from 11th to 14th, still within the top 10% of LAs nationally and better than all comparators.

Attainment of pupils with EHC Plan

	2016 RWM	2017 RWM	2018 RWM	2019 RWM
Barnet	10	8	16	14
London	9	8	10	12
Statistical Neighbours	10.4	10.1	11.3	12.9
England	7	8	9	9
Barnet Rank	21 st	60 th	7 th	

Progress Score for Pupils with EHC Plan

	Maths Progress	Reading Progress	Writing Progress
Barnet	-1.4 (-2.0)	-2.3 (-2.3)	-2.9 (-1.7)
London	-2.8 (-2.4)	-2.8 (-2.8)	-2.9 (-2.9)
Statistical Neighbours	-3.10 (-2.39)	-2.88 (-2.7)	-3.15 (-3.16)
England	-4.0 (-3.8)	-3.6 (-3.8)	-4.3 (-4.1)
Barnet Rank	14 th	29 th	33 rd

The average progress score for pupils with an EHC Plan in Reading has remained stable between 2018 and 2019, but the rank has decreased slightly from 25th to 29th this is within the top 20% of Local Authorities in the country. London has remained the same and the national has slightly improved. Barnet is performing above all comparators for this measure. Barnet's average progress score for EHC Plan pupils is better than all comparators in both Maths and Reading, and above the national and statistical neighbours and in line with the London average for writing.

The average progress score for EHC Plan pupils in Writing has dropped slightly between 2018 and 2019, however Barnet is performing above the national and statistical neighbour average and in line with the London average for this measure.

The average progress for pupils with an EHC Plan in Maths in Barnet has improved between 2018 and 2019. Barnet's Rank has improved from 21st to 14th and is now within the top 10% of local authorities in the country.

Key Stage 4

At the time of writing the DfE has delayed the publication of the revised and validated Key Stage 4 statistical release. The First Statistical release was due to be published on the 23rd January 2020, this has now been delayed until 6th February. Therefore, all Key Stage 4 data included is provisional and not final, similarly the inclusion of groups data is not possible at this point.

A new secondary school accountability system was 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." In 2018 this was rolled out to the vast majority of other GCSE subjects. The 2019 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) and EBacc Average Point Score (APS).

Average Attainment 8 Score

The average attainment 8 score across all pupils in Barnet is in the top 5% of LAs nationally and Barnet is ranked as the second best local authority in the country.

All (2018 in brackets)	
Barnet	56.9 (56.0)
London	49.6 (49.4)
Statistical Neighbours	51.36 (50.97)
England	44.5 (44.5)
Barnet Rank	2 nd

Barnet's Attainment 8 rank has moved up from 5th in 2018 to 2nd in 2019

Average Progress 8 Score

The average Progress 8 score across all pupils in Barnet is in the top 5% of LAs nationally.

All (2018 in brackets)	
Barnet	0.58 (0.57)
London	0.29 (0.23)
Statistical Neighbours	0.29(0.28)
England	- (-)
Barnet Rank	1 st

Ranked 3rd 2017 this rose to 2nd in 2018 behind only the Isles of Scilly who only have 14 eligible pupils, compared with Barnet's 3,438 pupils. This year Barnet has improved both in the measure and in the rankings, now ranked as 1st Local Authority in the country for Progress 8.

5-9 in English and Maths

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

	2017	2018	2019
Barnet	60.3	60.6	62.5
London	48.2	48.5	49

Statistical Neighbours	50.85	51.27	51.88
England	39.6	39.6	39.8
Barnet Rank	4 th	5 th	2 nd

Barnet, London, Statistical neighbours and national figures have all increased between 2018 and 2019, however Barnet's increase is better than all comparators. Barnet is now ranked 2nd best local authority for this measure, up from 5th in 2018.

% of Pupils Achieving the EBacc (including English and Maths 5-9 for 2017 and 2018, 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 with Barnet increasing its ranking from 4th to 2nd.

	2013	2014	2015	2016	2017	2018	2019
Barnet	40.6	43.8	43.5	43.7	39.1	37.3	37.1
London	28.6	30.1	30.5	31.9	28.8	23.4	24
Statistical Neighbours	31.2	32.5	32.5	34.4	30.56	26.88	26.45
England	23.0	22.8	22.9	23.1	19.7	15.4	15.7
Barnet Rank					4 th	4 th	2 nd

EBacc Average Point Score (APS)

The previous headline measure of proportion of pupils achieving EBacc including 5-9 in English and Maths was partially replaced with the EBacc Average Point Score (APS) in 2018. This is measured across the five pillars of EBacc - English Language and Literature, Maths, the Sciences, Geography or History and a Language. It includes the better of the English subjects, if both are taken, the maths grade, the best two grades from science, the better grade of either geography or history and the best grade in a language. If a pupil does not take a subject, they are awarded a 0.

	2018	2019
Barnet	5.19	5.26
London	4.41	4.46
Statistical Neighbours	4.57	4.62
England	3.85	3.86
Barnet Rank	4 th	2 nd

Barnet is in the top 10% of LAs nationally for this measure and is performing above London, Statistical Neighbours and National averages. Barnet has improved in this measure between 2018 and 2019 and is ranked 2nd.

Looked after Children

Educational achievement data for Looked After Children in the 2018/19 academic year nationally is due to be published in May 2020. Until then it will not be clear what the performance of this cohort nationally, in London or amongst statistical neighbours is.

KS2 – Looked After Children

The DfE reports on those who have been in Care for a Year or more on 31st March (the 903 cohort). The total Year 6 Looked After Children 903 cohort in June 2019 was 9.

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 a slight decrease in attainment amongst pupils within the Virtual School in Barnet from 50% in 2017. This cohort is very small and has high variability year on year, making direct comparisons difficult.

	2016 RWM	2017 RWM	2018 RWM	2019
Barnet	45.5%	50%	33%	55.6%
London	32%	42%	-	
Statistical Neighbours	44%	46.5%	30%	
England	25%	32%	35%	

KS4 – Looked After Children

This very early CLA data is directly from schools and therefore may change. proportion of Looked After Pupils in the 903 cohort at KS4 attaining a 4 or above in either English Literature or Language was 47% in 2019. Pupils within the same cohort attaining a 4 or above in Maths was 26% in 2019 and the proportion of pupils who attained a 4 or above in both Maths and either English Literature or Language was 21%, which is comparable to the Outer London and National averages for 2018.

Comparator data for 2019 will not be available until the national statistics are published in March 2020.

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	2018	2019
Barnet	18.1	16.6	18.3	16.1	18.9	20.2	18.5
London	9.7	9.2	9.2	10.2	11.6	11.7	11.6
Stat Neighbours	13.8	12.7	13.1	14.9	14.89	15.57	
England	12.5	12.0	11.7	12.9	13.4	12.9	13
Barnet Rank	.	.	5 th	7 th	6 th	6 th	7 th

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	2018	2019
Barnet	27.3	25.9	27.9	25.3	30.0	31.9	27.9
London	16.6	15.7	15.9	18.3	20.3	19.2	19.1
Stat Neighbours	21.6	19.8	20.6	22.9	24.0	23.61	
England	20.3	19.5	19.2	21.6	22.4	21.1	21.3
Barnet Rank	.	.	5 th	7 th	7 th	6 th	8 th

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	2018	2019
Barnet	.	.	23.7	21.9	24.6	25.2	23.8
London	.	.	12.6	14.4	16.0	15.0	15.4
Stat Neighbours	.	.	17.3	19.6	19.97	19.76	
England	.	.	14.7	16.7	17.0	16.2	16.5
Barnet Rank	.	.	6 th	7 th	6 th	6 th	7 th

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. In addition to this, the high quality of Barnet schools leads to a greater percentage of students following a Post 16 A Level pathway, as the schools are able to support them effectively. 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 Schools and Settings Standards Partnership Board (SSPB) and is being reviewed on a regular basis. This greater focus has included an audit of non-academic post 16 options and the creation of a post 16 vocational and technical qualification prospectus which highlights alternatives to A level options across the borough.

	A Levels	Tech Level	Applied General Studies
Barnet	36.47 (36.71)	25.88 (24.79)	29.78 (30.54)
London	32.75 (31.43)	29.29 (29.38)	29.02 (28.49)
Stat Neighbours	- (32.94)	- (33.88)	- (35.83)
England	34.01 (32.39)	28.64 (28.33)	28.91 (28.26)
Barnet Rank	8 th	110 th	44 th

APS for A levels has remained in line with last year; the ranking has remained the same at 8th. APS for Tech Levels has improved in 2019; the ranking has also improved from 117th to 110th between 2018 and 2019. Barnet's rank for Applied General APS has slightly declined from 21st to 44th.

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 2019. 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. 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.

Annex A – performance indicators

PI reference	Indicator title	2017-18 Result	2018-19 Target	2018-19 Result	Benchmarking
CES/S1	Percentage of schools rated as 'good' or better*	93.7%	92.6%	96.2%	Available separately for primary and secondary schools
CES/S25	Percentage attendance levels at primary schools	96.1%	London Average	96.3%	National: 96.1% London: 96.2%
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	73% Rank: 8 th	Top 10% in England	73% 8th (9th with City of London included)	National: 65% London: 71%
CES/S8	Primary pupils' average progress in English Reading	1.8 Rank: 2 nd	Top 10% in England	1.8 Rank: 5th (6th with City of London)	National: 0.00 London: 0.8
CES/S9	Primary pupils' average progress in English Writing	0.6 Rank: 42 nd	Top 10% in England	0.6 Ranked 38 th	National: 0.00 London: 0.8
CES/S23	Primary pupils' average progress in Mathematics	1.8 Rank: 8 th	Top 10% in England	1.8 5th (6th with City of London)	National: 0.0 London: 0.8

PI reference	Indicator title	2017-18 Result	2018-19 Target	2018-19 Result	Benchmarking
CES/S11-1	Percentage of disadvantaged pupils achieving the 'expected standard' in English Reading, English Writing and Mathematics (combined) at the end of KS2	62% Rank: 9 th	Top 10% in England	64% 7th with City of London and Isles of Scilly removed (9th with both included)	"National : 51% London 61% "
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	-9% (Barnet Disadvantaged 62% v National Other – Non-Disadvantaged 71%) Ranked 12 th	Top 10% in England	-8% (Barnet Disadvantaged: 64% v National Other 72%) 9th (8th if City of London removed)	National: -21% London: -11%
CES/S26-1	Percentage of pupils with an Education, Health and Care Plan achieving the 'expected standard' in English Reading at KS2	New Measure	National average	18% Rank 55 th	Statistical Neighbours 11.3% England 9% London 11% (2016/17, DfE)
CES/S26-2	Percentage of pupils with an Education, Health and Care Plan achieving the 'expected standard' in English Writing at KS2	New Measure	National average	21% Rank 9th	
CES/S26-3	Percentage of pupils with an Education, Health and Care Plan achieving the 'expected standard' in Mathematics at KS2	New Measure	National average	26% Rank: 11th	
CES/S26-4	The gap between Barnet SEN support pupils achieving the expected standard in RWM combined and for all pupils nationally	New Measure	National average	-26% Rank: 6 th (If City of London Removed 7th if they remain)	

PI reference	Indicator title	2017-18 Result	2018-19 Target	2018-19 Result	Benchmarking
CES/S13-1	Average attainment 8 score	56.0 Rank: 5 th	Top 10% in England	56.9 Rank 2nd	Statistical Neighbours 51.36 National 44.5 London 49.4 (LAIT)
CES/S13-2	Average Progress 8 score	0.57 Rank: 2 nd	Top 10% in England	0.58 Rank: 1st	Stat Neighbours: 0.29 National 0.00 Source: Local Authority Interactive Tool (LAIT)
CES/S13-4	Percentage of pupils achieving the English Baccalaureate 5+	37.3% Rank: 4 th	Top 10% in England	37.1% Rank: 2nd	National: 15.7% London: 23.8%
CES/S13-3	Percentage of pupils achieving the threshold in English and mathematics (grade 5)	60.8% Rank: 5 th	Top 10% in England	62.5% Rank: 2nd	National: 39.8% London: 50%
CES/S27-1	Average attainment 8 score for pupils with pupils with an Education, Health and Care Plan	19.5 Rank: 11 th	Top 10% in England	Not published yet	
CES/S27-2	Average progress 8 score for pupils with an Education, Health and Care Plan	-0.67 Rank: 11 th	Top 10% in England	Not published yet	
CES/S29	Average attainment 8 score for Disadvantaged pupils	45.3 Rank: 5 th	Top 10% in England	Not published yet	
CES/S28	Average Progress 8 score for Disadvantaged pupils	0.23 Rank: 4 th	Top 10% in England	Not published yet	

PI reference	Indicator title	2017-18 Result	2018-19 Target	2018-19 Result	Benchmarking
CES/S30	Gap in average attainment 8 score between Disadvantaged pupils and their peers Nationally (Non-Disadvantaged Pupils)	-5 (Barnet Disadvantaged 45.3 v National Other 50.3) Rank 5 th	Top 10% in England	Not published yet	
CES/S31	Gap in average progress 8 score between Disadvantaged pupils and their peers Nationally (Non-Disadvantaged Pupils)	+0.10 Barnet Disadvantaged 0.23 v National Non-disadvantaged (0.13) Barnet Rank: 4 th	Top 10% in England	Not published yet	Stat Neighbours: -0.07 National: -0.44 London: -0.05 Local Authority Interactive Tool (LAIT)

* CES/S1: To assist comparisons between years, the new KPI covering all schools has been used instead of the previous separate KPIs for primary and secondary schools. For 2018-19 a new KPI is also being used – the percentage of pupils attending good or outstanding schools.