

	<b>Children, Education and Safeguarding Committee</b>  <b>11 March 2020</b>
<b>Title</b>	Educational Standards in Barnet 2018/19
<b>Report of</b>	Chairman of the Committee, Councillor David Longstaff
<b>Wards</b>	All
<b>Status</b>	Public
<b>Urgent</b>	No
<b>Key</b>	No
<b>Enclosures</b>	Appendix A: Summary of Educational Standards in Barnet, 2018/19
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<b>Summary</b>	
<p>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 and supports our strategic drive to be the most family friendly borough in London. This report provides information on validated results for 2018/19 assessments and national examinations, set out in Appendix A.</p>	

## Recommendations

1. That the Children, Education and Safeguarding Committee note the validated results for school performance in Barnet for the academic year 2018/19 as set out in Appendix A: Summary of Educational Standards in Barnet, 2018/19

## 1 WHY THIS REPORT IS NEEDED

- 1.1 Appendix A provides validated results for the 2018/19 academic year for Barnet's state-maintained schools (including Academies and Free Schools) and comparisons with statistical neighbours, the national average, and the London average (where available). It provides information on the attainment (i.e. the standards reached) and the progress of pupils across all key stages. The appendix will be made available to schools and will be published on the council's website.
- 1.2 For some years, Barnet has been among the top performing local authority areas in the country in relation to the achievement of children and young people and the quality of our schools. Barnet's aspiration is to be among the top 10% of local authorities in relation to the quality of provision in its schools.
- 1.3 On 18th July 2017, the Children, Education, Libraries and Safeguarding Committee considered and approved a report entitled Education Strategy 2017–2020, which set out an education strategy for the Borough for the period 2017 to 2020. The Education Strategy sets out the shared ambition of the strategic partnership between the council, schools and Cambridge Education to achieve the best outcomes for children and young people in Barnet.
- 1.4 Results for the national examinations and assessments that took place across the early years, primary and secondary phases in summer 2019 have now been published. Barnet's secondary schools continue to perform very well and there have been improvements across early years and primary schools; with Barnet performing in the top quartile of local authorities for most indicators and in the top ten per cent on most measures.
- 1.5 Appendix A provides an analysis of school performance issues in Barnet based on the validated assessment and examination results. Headline results from this analysis include:

### Good and outstanding schools

- The percentage of Good and Outstanding schools in Barnet is now 96.8% and is above National, Inner London and Outer London averages. The percentage of primary and secondary schools in Barnet rated Good or Outstanding is in the top 10% of the country. 100% of Secondary schools, Special schools, PRUs and Nursery schools are rated Good or better by Ofsted. All schools with Additional Resourced Provision for pupils with special educational needs are rated good or outstanding.
- 96.6% of Barnet pupils attend a Good or Outstanding school and is above National, Inner London and Outer London averages. The percentage of pupils attending a Good or Outstanding school is in the top 10% of the country.

### Attendance

- Primary attendance is now 96.3% and is above the national average, with Barnet's ranking having improved from 82<sup>nd</sup> in 2016 to 24<sup>th</sup> in 2019 (out of 152 LAs) thus placing Barnet in the top 20% of LAs. Secondary attendance is now 95.7%, ranked 7<sup>th</sup> nationally, and thus also in the top 10% of LAs.

## Early years

- The percentage of children who achieved a Good Level of Development (GLD) in the Early Years Foundation Stage was above the national average and in line with London and Statistical Neighbour averages in 2019, with Barnet's national ranking having increased from 87<sup>th</sup> in 2016 to 33<sup>rd</sup> in 2019.
- The percentage of children with SEN Support achieving a Good Level of Development (GLD) in the Early Years Foundation Stage is above the national average.

## Primary

- Year 1 Phonics – attainment is in the top 10% nationally.
- In Key Stage 1 attainment at the expected standard is above the national average in all subjects and in the top 10% of LAs in reading, writing and mathematics, and above statistical neighbours and London averages.
- At Key Stage 2, Barnet is 7<sup>th</sup> in the country for the number of pupils reaching the expected standards in Reading, Writing and Maths combined. Maths results were particularly strong (4<sup>th</sup> best LA in the country). Attainment of the expected standard across Reading, Maths and 'Grammar, Punctuation and Spelling' (GPS) was in the top 10% of LAs nationally. Attainment in Writing was in the top 20% of LAs, with Barnet's ranking having improved to 22<sup>nd</sup> from 100<sup>th</sup> in 2016.
- Progress of pupils between Key Stage 1 and Key Stage 2 in all subjects is significantly better than the national average. Barnet is in the top 10% of LAs in the country for Maths and Reading progress. It ranks 38<sup>th</sup> for progress in Writing, but there remain issues around the validity of national comparisons because of inconsistencies in moderation of teacher assessments across the country.
- Attainment in Reading, Writing and Mathematics combined by disadvantaged KS2 pupils is now in the top 10% of LAs, with Barnet ranked 9<sup>th</sup> 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%, and in 2019 the proportion of Disadvantaged pupils reaching the expected standard in Reading, Writing and Maths increased to 64%. The gap between disadvantaged pupils in Barnet and Other Pupils nationally is smaller than national, London and statistical neighbours and the progress made by disadvantaged pupils in Barnet between KS1 and KS2 exceeds national and statistical neighbour averages.
- Barnet is performing better than the national and statistical neighbour averages in Reading Writing and Maths combined in nearly all the ethnic pupil categories for the proportion of pupils reaching the expected standard. Chinese pupils in Barnet are above Chinese pupils nationally but slightly below statistical neighbours.
- Attainment in Reading, Writing and Mathematics combined by KS2 pupils on SEN Support is in the top 10% of LAs nationally (7<sup>th</sup>), and for children and young people with an EHCP is in the top 15% of LAs, narrowly outside the top 10% (19<sup>th</sup>).

- Progress at KS2 for SEN Support pupils is in the top 10% of LAs for Reading and Maths. Progress at KS2 for children with an EHCP is in the top 10% of LAs for Maths, and in the top 20% for Reading.

### Secondary

- Barnet's Progress 8 in 2019 ranked Barnet as 2<sup>nd</sup> out of 151 Local Authorities in 2019. These results gauge the progress made by students during their time at secondary school.
- The average 'Attainment 8' score in Barnet is 57.1 points, compared to the national average of 44.7 points, and an increase of 1.1 points in Barnet from the results in 2018. Barnet's Attainment 8 score was 2<sup>nd</sup> out of 151 Local Authorities (up from 5<sup>th</sup> in 2018).
- Barnet was in the top 5% nationally in both Progress 8 (4<sup>th</sup>) and Attainment 8 (5<sup>th</sup>) for disadvantaged pupils.
- In Progress 8 Barnet disadvantaged pupils are once again performing better than non-disadvantaged pupils nationally.
- At KS4 Barnet ranked in the top 10% of LAs for both Attainment and Progress 8 for pupils at SEN Support
- The Attainment 8 score was in the top 10% nationally for all groups other than 'All Black pupils' which was just outside the top 10% (17<sup>th</sup> up from 46<sup>th</sup> in 2018).
- The Progress 8 scores were in or close to the top 10% for all groups except Black pupils and Chinese pupils. The Chinese pupil cohort is very small both in Barnet and across the country.
- The 2019 results for Looked After Children have not yet been published. There was improved attainment and progress of Looked After Children in 2018. The Attainment 8 and Progress 8 scores for looked after children was better than national and London averages and statistical neighbour LAs. This data relates to the 2017-18 academic year.
- End of Key Stage 5 'A Level' attainment is in the top 5% nationally on all key measures, except in the vocational qualification groups of technical qualifications or applied general qualifications. Results in respect of vocational qualifications (Applied General and Technical) are included in the Appendix in the section relating to Key Stage 5.

1.6 The report identifies a number of areas for development, which reflect the key priorities in the Education Strategy approved by the Children, Education, Libraries and Safeguarding Committee in July 2017. The following areas have been identified as priorities for 2019-20 by the School Standards and Settings Partnership Board:

### Early Years

- In 2019 the percentage of pupils who achieved a Good Level of Development (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 33<sup>rd</sup> in 2019 (up from 35<sup>th</sup> 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 27<sup>th</sup>. The percentage of boys achieving a GLD is above National, London and narrowly below Statistical Neighbours and

was ranked 37<sup>th</sup>. 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) at the Expected Standard or above is now in the top 10% in Reading, Writing and Maths. Science is ranked lower though (24<sup>th</sup>) 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 39<sup>th</sup>, 44<sup>th</sup> and 33<sup>rd</sup> 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 26<sup>th</sup>. 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 15<sup>th</sup> to 37<sup>th</sup>. Therefore the attainment of boys' writing is a priority this year.

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

- Achievement of Disadvantaged Pupils and other Vulnerable Groups (including pupils with SEND, Children in Need, and Black pupils) remains a priority for improvement to eliminate differences in the performance of particular groups of pupils. The aim is to maintain or improve on the current high levels of performance of SEND pupils relative to other LAs. The 'All Black' category of pupils achieves above the national average in both primary and secondary schools but is still outside the top 20% and below the London average, so remains a priority.

### Looked After Children

- Comparative data from 2019 is not published until May. Achievement in 2018 showed an improvement on recent years. By the end of KS2, attainment was above national figures for looked after children in all subjects. Progress between KS1 and KS2 for Maths was ranked 44<sup>th</sup>) and Writing was ranked 60<sup>th</sup>. At secondary level Progress 8 was ranked 19<sup>th</sup> and Attainment 8 49<sup>th</sup>. Attendance of LAC improved to 96.1%, ranked 13<sup>th</sup> nationally.

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

- The priority is to ensure that sufficient high-quality learning opportunities exist for children and young people to succeed across a range of skills and abilities. A particular area of concern are the choices for young people moving from Key Stage 4 (GCSEs) to Key Stage 5 (sixth-form or college) who would benefit from vocational or technical courses of study and young people with special educational needs and disabilities.

### Safeguarding

- We continue to support schools in ensuring that their safeguarding arrangements are effective. All schools inspected by Ofsted in the last three

school years and this year to date have been judged to have effective arrangements in place for safeguarding.

### Wider Curriculum

- A key priority this year is to support schools to plan coherently and to 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 priority reflects the changes introduced in the new Ofsted inspection framework.

1.7 The report also shows performance against a number of performance indicators. All targets have been met or nearly met except:

- Primary pupils' average progress in English Writing – as indicated above, there remain inconsistencies nationally with teacher assessment of writing, which casts doubt on the validity of national rankings.
- Average Attainment 8 and Progress 8 scores for pupils with an Education, Health and Care Plan – the attainment figure is narrowly outside the top 10% (19<sup>th</sup>) and above London, Statistical Neighbours and National figures. Progress 8 has seen a slight dip for Barnet in 2019 but this is still above the national average. This is a small cohort and has high variability.

## **2 REASONS FOR RECOMMENDATIONS**

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

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

3.1 None.

## **4 POST DECISION IMPLEMENTATION**

4.1 Data will be shared with schools. Appendix A will be published on the council's website and available for parents and residents. The analysis will be used to continue to raise standards across Barnet schools, maximising the impact of Barnet's school improvement approach.

4.2 The council's strategy for continuing to deliver high standards in Barnet schools is set out in the Education Strategy 2017-2020, which was approved by the Children, Education, Libraries and Safeguarding Committee in July 2017. Officers will continue to work with schools to implement the strategy, with oversight of its delivery led by the School Standards and Settings Partnership Board, which includes representatives of the council, Cambridge Education and schools.

## **5 IMPLICATIONS OF DECISION**

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

The quality of the education offer in Barnet 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.

- 5.2 Excellent educational outcomes and ensuring children and young people are equipped to meet the needs of employers are key to delivering the Council's strategic objectives set out in its Corporate Plan, Barnet 2024, based on the core principles of fairness, responsibility and opportunity to make sure Barnet is a place:
- of opportunity, where people can further their quality of life
  - where people are helped to help themselves, recognising that prevention is better than cure
  - where responsibility is shared, fairly where services are delivered efficiently to get value for money for the taxpayer.

- 5.3 The London Borough of Barnet's Education Strategy 2017-2020 sets out that good leadership and governance is a key driver to the achievement of the improvement of schools and educational outcomes.

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

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

### **5.5 Legal and Constitutional References**

- 5.5.1 Article 7 - Committees, Forums, Working Groups and Partnerships of the council's constitution states that the committee has responsibility for all matters relating to children, schools, education and safeguarding.
- 5.5.2 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.
- 5.5.3 In relation to academies, local authorities should raise any concerns directly with the Regional Schools Commissioner.

## **5.6 Risk Management**

None.

## **5.7 Equalities and Diversity**

The Council has a duty contained in section 149 of the Equality Act to have due regard to the need to:

- (a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
- (b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- (c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The protected characteristics are:

- age
- disability;
- gender reassignment;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.

The broad purpose of this duty is to integrate considerations of equality into day to day business and to keep them under review in decision making, the design of policies and the delivery of services. School improvement monitoring, supporting and challenging arrangements ensure that the quality of education in Barnet is maintained and improved. Outcomes for all groups of children and young people are monitored including children with special educational needs and disabilities and disadvantaged children (those in receipt of free school meals and children looked after).

The main body of the report and the appendix contain detailed information about the attainment of different groups of pupils and how the LA is working with schools to address any attainment gaps

## **5.8 Corporate Parenting Principles**

Appendix A includes details of attainment and progress of looked after children. Improving the outcomes for looked after children is one of the key priorities in the council's Education Strategy and in the Children and Young People Plan.

## **5.9 Consultation and Engagement**

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

## **6. BACKGROUND PAPERS**

Children, Education, Libraries and Safeguarding Committee, 18th July 2017 –  
Education Strategy 2017-2020

<https://barnet.moderngov.co.uk/ieListDocuments.aspx?CId=697&MId=8692&Ver=4>