

## Appendix A - Educational Standards in Barnet 2020

### 1. Background

Barnet is well known for the excellent quality of its schools and settings 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.

This report provides information on the quality of education in Barnet during 2020. As a result of the covid19 pandemic, this does not include details of tests and assessments in most key stages and only includes local authority level data for Key Stages 4 and 5 based on the special arrangements made in the context of the pandemic. The report therefore also focuses on the effectiveness of schools and the support they were offered during the pandemic.

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 diminish the difference between them and their peers.
- Every child receives a high-quality education through clear **curriculum intent and effective implementation**
- We **minimise the impact of the covid19 pandemic on learning.**

Following the closure of schools from 23 March 2020 the DfE stated “As part of steps taken to fight the spread of coronavirus (COVID-19), the government announced that all exams due to take place in schools and colleges in England in summer 2020 are cancelled and that it will not publish any school or college level educational performance data based on tests, assessments or exams for 2020.... We will not hold schools and colleges to account on the basis of exams and assessment data from summer 2020 and that data will not be used by others, such as Ofsted and local authorities, to hold schools and colleges to account..... We will not be publishing school, college or multi-academy trust (MAT) level performance data based on summer 2020 tests, assessments and exams at any phase....All those working with schools and colleges, such as Ofsted, Department for Education regional teams **and local authorities**, should use data from previous years when assessing school and college performance, and not the 2020 data”

Secondary school students still received their A-level, GCSE and BTEC results but the grades were determined in a different way this year because of the Covid-19 pandemic. With exams cancelled this year because of Coronavirus, pupils were allocated their results based on either the school's teacher assessments, known as Centre Assessed Grades, or the standardised grade from Ofqual (whichever was the highest). We are confident that schools in Barnet followed a robust and appropriate process in order to get to a Centre Assessed Grade for each student. They used information such as previous classwork, homework, results in assignments and any mock exams in order to arrive at that grade.

The DfE will be producing Key Stage 4 and Key Stage 5 achievement data, not at a school level, but at Local Authority level. Where data is provided, we will use this to determine Barnet's performance related to national averages and our ranking compared to all other LAs. However, we will not be comparing performance with previous years due to the assessment being carried out in a completely different way. Comparisons with previous years are not statistically valid.

In primary schools the DfE are not publishing any national, regional, local or constituency statistics for any primary school assessments for the 2019 to 2020 academic year.

This includes:

- early years foundation stage profile
- phonics
- key stage 1
- multiplication tables check
- key stage 2

Primary schools will have completed end of year assessments on each pupil to support the curriculum planning for the following year and to support the next teachers in adapting the learning appropriately.

As there was no requirement to publish any data or to hold schools to account for the 2020 assessment data, we did not collect any assessment information from schools. Therefore it is the 2019 performance information that we continue to use for accountability purposes.

As 2019 performance information has been published previously, in last year's Education Standards report and in the Education Strategy and School and Settings Improvement Strategy, the results, the strengths of the education service in Barnet and areas for development are not being repeated in this report.

## 2. Quality of Schools

In the 2019-20 school year 96.7% of Barnet schools were good or outstanding; this includes Primary, Secondary, Nursery and Special Schools and Pupil Referral Units with 41.8% Outstanding

Note: Inspection activities ceased on the 16<sup>th</sup> March 2020 (apart from urgent inspections where there are specific concerns) and are yet to re-start.

A summary of the current position for primary and secondary schools (up to end of March 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.

### Good or outstanding schools

	Percentage of Schools		
	Primary	Secondary	Primary and Secondary
<b>Barnet</b>	<b>95.5</b>	<b>100</b>	<b>96.5</b>
<b>Inner London</b>	<b>95.3</b>	<b>88.6</b>	<b>94</b>
<b>Outer London</b>	<b>93</b>	<b>88</b>	<b>91.9</b>
<b>England</b>	<b>87.8</b>	<b>76.5</b>	<b>85.9</b>

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 percentage of primary and secondary schools in Barnet rated Good or Outstanding is in the top 5% of the country.

93.5% of our primary pupils and 100% of our secondary pupils are in Good or Outstanding schools

### Ofsted - Autumn Term 2020

Normal school inspections have been suspended. OfSTED have carried out 'visits' instead. These are an information gathering exercise, with no judgements. Ofsted focuses on these key areas:

- Safeguarding
- Curriculum, with a focus on 'blended' learning
- Behaviour
- Curriculum
- Context

Ofsted will carry out an emergency inspection if there are serious concerns (e.g. safeguarding).

Barnet schools have received 7 visits:

- 1 x pilot school (secondary)
- 2 x secondary schools
- 3 x primary schools
- 1 x College

There were no concerns raised in any of the Barnet schools 'visited'.

### 3. School Attendance

The latest school attendance data published by the DfE relates to the Autumn Term 2019. National attendance data for the Spring Term 2020 is not available. Comparisons below are with the Autumn Term in previous years in order to have a like for like comparison:

#### Primary Absence

2019/20 figures below are from the Autumn term attendance SFR published by the DfE (Autumn Term 2019 only) and based on this Barnet is in top 10% of Local authorities nationally for both primary and 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.

	2016/17	2017/18	2018/19	2019/20
<b>Barnet</b>	<b>3.8%</b>	<b>3.6%</b>	<b>3.5%</b>	<b>3.7%</b>
<b>London</b>	<b>4.0%</b>	<b>3.7%</b>	<b>3.6%</b>	<b>4.0%</b>
<b>Statistical Neighbours</b>	<b>3.9%</b>	<b>3.7%</b>	<b>3.6%</b>	<b>4.0%</b>
<b>England</b>	<b>3.9%</b>	<b>3.9%</b>	<b>3.7%</b>	<b>4.3%</b>
Barnet Rank	47 <sup>th</sup>	14 <sup>th</sup>	24 <sup>th</sup>	7 <sup>th</sup>

## Secondary Absence

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

	2016/17	2017/18	2018/19	2019/20
Barnet	4.5%	4.0%	3.9%	4.4%
London	4.7%	4.4%	4.4%	4.8%
Statistical Neighbours	5%	5%	4%	5%
England	5.0%	5.0%	4.9%	5.6%
Barnet Rank	16 <sup>th</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	2 <sup>nd</sup>

## 4. School Effectiveness during the period of school closure from 23<sup>rd</sup> March to 31<sup>st</sup> May 2020 and during the partial re-opening in June and July 2020 and following the full re-opening in September 2020

### Educational Offer:

From March 2020 to July 2020 priorities for schools shifted focus from school improvement and driving standards to ensuring that pupils were provided with the appropriate safe provision in line with government directives. See outline below:

### March 2020 – May 2020

#### Schools' Key Priorities:

- Providing childcare for key worker families and vulnerable pupils (including those with an EHCP, children looked after and pupils with a social worker)
- Providing remote learning for the majority of children
- Ensuring children in receipt of the Pupil Premium Grant received daily meals
- Regular contact with families of children not attending school, through robust RAG rating systems
- Signpost to another provision if they were unable to open.

#### Evidence of Success

- All schools, including special schools/PRUs, were either open for children of key workers and vulnerable children or arranged provision at a neighbouring school
- Good attendance of pupils with an EHCP
- Some schools, including some of the special schools and ARPs, continued their provision over Easter and the May half-term holiday
- Most secondaries focused on student well-being more than anything else at the start, using, for example, vulnerability indicators to RAG-rate students, and establishing effective and proportionate home-school liaison with well-being at the centre of the dialogue
- Schools that started slowly giving pupils access to the curriculum in some cases used that early period well to prepare staff for full engagement, and therefore were able to move to live teaching more quickly than others.
- Mainstream and special schools shared online learning resources, and approaches to support children and young people with SEND, and these were added to the SENCo Zone on the Local Offer.

- Schools were actively involved in placement decisions for September 2021 and transition arrangements for children and young people with an Education, Health and Care Plan.
- Schools continued to gather and collate evidence for requests for an Education, Health and Care Needs Assessment.
- Representatives from schools attended the weekly Complex Needs Panel for requests and initiation of EHC Needs Assessments.
- Schools and settings contributed to the all age Autism Strategy, which was signed off in May.

## **June 2020 – July 2020**

### **Schools' Key Priorities:**

- Developing robust risk assessments for the safe partial opening of schools
- Continuing to provide childcare for key worker and vulnerable children
- Bringing back recommended year groups:
  - Early Years: Nursery, Reception
  - Primary: Years 1 and Year 6
  - Secondary – Year 10 and 12

### **Evidence of Success**

- All schools, including special schools/PRUs, partially reopened to identified year groups
- Increased attendance of vulnerable pupils (EHCP and children with a social worker)
- The demanding Centre Assessed Grading process strengthened the knowledge and understanding of senior leaders of the departments they line manage, as well as increasing the breadth and depth of subject knowledge within departments
- As a result of responsive training and much peer support class teachers strengthened their ability to teach confidently through virtual means – a new approach which included more effective feedback to and from pupils
- Many schools further strengthened their PSHE curriculum by engaging with pupils and parents on 'Black Lives Matter', at the same time as ensuring that leadership developed mechanisms to listen to and address staff concerns over safety. Attention was paid to inclusive practice and the importance of mental health and well-being
- This opportunity was taken to embed the planning of the spiral curriculum in all subjects and across the school
- Secondary schools often engaged in more subject-specific contact with feeder primaries. Also, more academic and subject-specific induction was provided for year 11 students moving into the 6th Form eg post-16 transition packs which enabled 6th Form study in September to start more rapidly
- Schools set out new criteria for their expectations of distance learning – B4DL
- In all schools the role of the Business Manager and the site teams was crucial in keeping the school safe and open, and also in communicating with parents throughout this period
- On returning to school the pastoral curriculum focused further on reflective practice, to provide a forum to listen to and reflect on their lived experience of Covid-19 and the impact of lockdown
- Many of the SENCOs in primary and secondary schools met virtually with members of the Inclusion Advisory Team to share good practice and problem solve together in

weekly 'Challenge Workshops'. A Re-integration Plan was co-produced and put on the Local Offer.

- The SENCo Conference, run by the Inclusion Advisory Team, was well attended. There was a waiting list for the highly successful new Conference for Teaching Assistants. Both Conferences were delivered 'virtually'.

### **August 2020**

Following government expectation that all schools were fully open in September, with covid-19 safe practices schools undertook the following activities:

- Audit of premises
- Staff risk assessments and staff deployment
- Refining and reviewing online learning, including shifting focus to 'blended' learning
- Reviewing risk assessments in line with updates to government guidance
- Ensuring robust transition arrangements.

### **Evidence of Success**

- All schools, including special schools/PRUs, fully consulted with their school community (including unions) on their plans for full re-opening
- All schools submitted their Risk Assessment to the Barnet Director of Public Health and Barnet Health and Safety by the end of August.

### **September 2020 onwards**

From autumn term 2020, schools' priorities have been focused on moving back towards a full education offer, whilst balancing the challenges of ensuring a covid-19 safe learning environment.

To do this schools have:

- Re-established routines and procedures
- Prioritised pupil and staff wellbeing and mental health
- Baselined pupils' starting points
- Audited missed learning and gaps in key subject areas
- Re-designed the curriculum to meet the context
- Formulated a blended learning offer
- Utilised the Covid Catch Up Premium, including the National Tutoring Programme, in order to support their pupils to catch up for lost teaching over the previous months, in line with the curriculum expectations for the academic year.
- Responded appropriately to outbreaks of covid-19 and adapted risk assessments as necessary
- Responded with agility to changing staff capacity
- Responded with flexibility to changing government guidelines and directives
- Ensured staff have attended necessary training to manage the current situation
- In this period teachers learnt to teach live lessons in different situations – teacher in school, whole classes isolating at home; teacher at home, the whole class in school; and the most challenging, the teacher teaching pupils in the class at the same time as teaching live to pupils self-isolating at home. This blended approach has been the most

challenging. In some schools every teacher this year has an appraisal target related to remote teaching. As all lessons are also recorded there is the opportunity for catch-up in households with multiple users of the technology

- Schools maintained very strict expectations about the integrity of the Bubbles; in most secondary schools, students learn in one classroom with the teachers moving around, facilitated by the provision of a lap top for every teacher
- Home Learning days were set up for each year group in turn, in order to test the efficacy of remote teaching
- All schools reviewed and renewed significantly their technological infrastructure – one stated “moving ten years in six months”. Some secondary schools created new senior leadership posts such as Director of Digital Strategy, focusing on communication, the website, and the use of digital technology in learning.

### **Evidence of Success**

- All schools re-opened fully, with a large number of schools phasing the re-opening during September i.e. year group by year group in order to test out their control measures
- All schools baselined their pupils, assessing what their starting points needed to be and ensuring the curriculum matched their needs
- All schools ensured they had a remote learning offer in place if required i.e. for pupils self- isolating
- Schools used the Covid Catch up Premium creatively, some employing additional staff (e.g. teachers, graduates, counsellors, support staff) and others using existing staff to deliver intervention programmes or 1:1 support. Some took advantage of the National Tutoring Programme and the Academic Mentor Programme (if they met the criteria).
- All schools followed the correct processes to report and deal with positive Covid cases and sought advice and support where necessary, mainly from Barnet Public Health. This involved communicating with staff and pupils who were close contacts of positive cases and requesting that they self-isolate. This may have been individual children/members of staff, whole bubbles (e.g. class or year group) or, in a very small number of occasions, the whole school.
- All schools managed the deployment of existing staff and supply staff effectively in order to remain open for all year groups where possible. Where staffing capacity meant that the school was not open to all pupils, they either deployed a rota system or prioritised certain year groups to benefit from face to face teaching with the remainder having remote learning. In a small minority of cases the whole school was closed due to a significant number of staff, including key leaders, not able to attend work.
- Attendance in schools started in September at approximately 85% and rose to 92% in early October. With increasing numbers of positive cases in schools the attendance rate started to drop and by the end of November was approximately 82%. At the start of December over 4,500 pupils (7%) and 600 teachers and support staff (8%) were absent from school each day due to covid related reasons e.g. symptoms, a positive test or contact with someone who had tested positive person (so self-isolating).
- Maximum value has been derived from Google Classroom and Microsoft Teams, in many cases transforming access to the curriculum, improving feedback to and from students e.g. through OneNote, and increasing interactivity. These platforms have also helped transform school organisation such as parent-teacher evenings. Many of these processes will be maintained in the future
- Some secondary schools put together a wide range of “home-produced” electronic support guides for pupils and parents around learning; these both modelled and

established clear expectations. Engagement with school websites moved forward considerably

- Leadership successfully maintained staff morale, taking decisions that acknowledged the increased workload, and especially taking account of anxiety amongst the staff about health, burn out, and risk.
- Whilst pupils in primary may have been nervous at the start, then settled down as the term progressed, in secondary they were initially pleased to be back but then have become less settled. This was heightened during the November lockdown when home life was again more restricted, which compounded the lack of the “social” side of school – no assemblies, extra-curricular activity etc
- Schools have embedded mechanisms for collecting and listening to student voice, further strengthening the dialogue about learning
- Schools with small classes, e.g. Alternative Provision/PRUs, elevated and created more Learning Mentor roles, modelling and sharing specific skills
- Schools with Sixth Forms are now more open to considering partnership arrangements with other schools in order to broaden their curriculum offer.
- Special schools continue to work with the local authority and North East London Foundation Trust (NELFT) to ensure that provision in EHC Plans is being delivered.
- Schools have worked with other partners to support families of children with SEND and complex needs back in to school, taking an individualised approach to the needs of the child and the family.
- Schools of children who have AGP (Aerosol Generating Procedure) have accessed necessary training and fit-masking to enable these children to return safely to school.
- Schools have accessed ongoing training from educational psychologists, the Autism team and the Inclusion Advisory Team to ensure they are making reasonable adjustments for children and young people with SEND, including those with anxiety and emerging mental health needs.

## **5. Monitoring, Challenge and Support to schools from Barnet Education and Learning Service during this period**

### **Prior to the Pandemic (September 2019 – March 2020)**

Before the closure of schools in March, the school improvement team continued their programme of school effectiveness visits to schools, as outlined in the School and Settings Improvement Strategy. For the first half of the academic year, visits were focused on monitoring and challenging the quality of the curriculum, following the new Ofsted framework (September 2019).

### **From March 2020**

Once schools were closed to the majority of pupils, the monitoring, challenge and support from the School Improvement Team needed to adjust in order to give the support that schools required whilst also ensuring the continuation of monitoring and challenge.

To be assured that Barnet schools were fulfilling their duties as outlined by government, the School Improvement Team reviewed and adapted monitoring.

Throughout the pandemic, the School Improvement Team have provided guidance and advice to schools and settings to ensure that schools are meeting the latest government advice.

### **Between March 2020 and May 2020**

The School Improvement Team:

- Ensured that childcare for vulnerable pupils and those of key workers was in place where possible
- Brokered paired working between schools as necessary
- Liaised with SEND/Virtual School/social care as necessary to ensure vulnerable children had access to provision
- Supported schools with developing suitably robust risk assessments and monitored the implementation of these
- Liaised with Barnet Public Health to ensure that schools had access to appropriate support and guidance
- Provided online materials for parents/schools/other educational settings

### **Between June 2020 and August 2020**

In addition to the above the School Improvement Team:

- Audited schools' online learning platforms
- Brokered school to school support and training in the development of remote learning
- Held professional discussions with schools to ascertain further information on:
  - Transition arrangements
  - The effectiveness of support for vulnerable pupils
  - Plans for the curriculum in September
  - Plans for mental health and wellbeing support

The information above enabled the Team to devise a comprehensive training package for schools on how to implement a suitable 'recovery curriculum' in the Autumn Term 2020.

### **From Autumn Term 2020**

Following the Ofsted model, the main monitoring activity has been to hold professional discussions with school leaders to ascertain the following:

- how well leaders are prioritising mental health and wellbeing of pupils
- how well leaders have established clear routines and procedures
- how well leaders know the key gaps in learning, through robust baselining of pupils
- how well pupils are learning the curriculum
- how well leaders are ensuring a quality blended learning curriculum offer
- how well leaders are equipping staff to teach and support pupils within the current context
- the barriers the schools faced and still face in managing the return to full education for pupils

These meetings are still happening and information from these will be collated in January. One outcome is the development of enhanced 'blended learning' training by the traded school improvement service (BPSI) in the Spring Term.

## Promoting the achievement of SEN pupils in mainstream and special schools

- Moderation of EHC Plans has been rolled out across Barnet, with the expectation that every SENCo attends at least one of the moderation sessions each year. The moderation is to help ensure the consistency and quality of requests for an Education, Health and Care Needs Assessments.
- The Local Offer website has been further developed to include a Youth Zone area, with information designed by and for young people with SEND, and a dedicated Parent Carer Zone. Both are open to anyone who wants to access them. Schools are well-supported with excellent information and tools in the SENCo Zone, including recent developments during Covid-19 including materials to support transition of pupils with SEN back to school and strategic planning for SEND.
- A Children and Young People's Mental Health Plan has been developed and a wide range of mental health services have been commissioned, including an online counselling service for 11 – 25-year olds. There is also Barnet Integrated Clinical Services (BICS), part of Children's Social Care, who provide a range of therapeutic interventions to children and young people, including counselling, Cognitive Behavioural Therapy and Music therapy.
- The Pre-school Teaching Team pathways have been changed to provide a quick 'first response' to families of young children with additional needs.
- A co-produced Autism Strategy has been developed over the last year and is beginning to be implemented.
- We have three supported internship programmes – Public Health England, Transport for London and Mencap, developing more work-based provision to give greater choice to young people.
- The year 2020 has been like no other, and we have worked together to identify issues for children with SEND and their families resulting from the pandemic. In October 2020 the Barnet Local Area had a SEND interim visit from Ofsted and the CQC. Inspectors noted that "Leaders and practitioners from education, health and social care have a deep understanding of the issues that children and young people with SEND and their families have faced. They have changed and adapted important ways of working in recent months. Regular communication and contact with trusted practitioners has been a 'lifeline' for families at a time when they have felt anxious about their children's health and well-being."
- In response to the issues and concerns expressed by families and other partners, we have:
  - Maintained 'business as usual' for the process of undertaking an Education, Health and Care Needs Assessment, and finalising EHC Plans.
  - Consistently met the statutory target of completing over 95% of EHC Plans within the 20-week timeframe, and this has been maintained throughout the Covid-19 pandemic.
  - Ensured the quality of EHC Plans in Barnet is consistently good, and three parent carers have been trained to undertake audits of EHC Plans and are members of the auditing team. We have continued to audit our EHC Plans during the pandemic, and the quality of the Plans has been maintained throughout. Where professional advice has been obtained 'virtually', we will review Plans early to ensure that they accurately reflect the needs of the child.
  - CAMHS have established a 24-hour Mental Health crisis line during the pandemic and have also provided telephone appointments and "Attend Anywhere" video conferencing sessions for young people.

- Increased KOOTH counselling hours by 37% (October 2020) in response to an increase in anxiety related presentation to our Barnet Integrated Clinical Service (BIC), and to KOOTH (our commissioned online counselling service). 1,580 participants have accessed joint training sessions for schools, parent carers and nurseries run by the Educational Psychology Team. 99% have agreed/strongly agreed with the positive statements about the usefulness and relevance of the training.
- There has been increased use of the Local Offer (2366 users in March; 3924 in June).
- Set up the 'Open Spaces' project for families of children with Autism and/or a Learning Difficulty, who needed access to safe outdoor space. This was run across four venues from April 2020. 83 families were offered a session at the project. 60% took up the offer and 20% returned more than once. 101 bookings have been taken up by families to date (October 2020).
- Taken part in a "Lost Learning" project with five other London local authorities which involved speaking with schools and students, focussing on Year 5 and 6 in primary and Year 11,12 and 13 in secondary and using the materials to support "emergency schooling".

### **Safeguarding:**

Safeguarding is always a school's key priority. During the pandemic, schools were acutely aware that some pupils were potentially at higher risk because of the extended amount of time spent at home, without regular school monitoring and welfare activities.

The following support and training activities took place to assure schools' ongoing safeguarding processes:

- Safeguarding Briefings, in response to Covid-19, focusing on Child Criminal Exploitation, Mental Health, sharing good practice, MASH and Early Help referrals.
- Regular safeguarding advice and guidance given to schools through breakfast briefings and weekly drop-in sessions for school Dedicated Safeguarding Leads.
- Supporting schools and Family Services in ensuring increased attendance for vulnerable pupils.
- Close liaison with the Police Safer Schools Team regarding incidents in or around schools.
- Training and support relating to Covid-19, including DfE guidance and new working arrangements to support vulnerable children and young people offered by BELS involving the Early Years Lead, the Education Psychology Service and the Inclusion Advisory Team.
- Safeguarding Audit Tool updated - updated to reflect any changes in the DfE guidance Keeping 'Children Safe in Education' and covers policy compliance, application of DfE guidance, training, curriculum, record keeping, buildings and governor involvement in safeguarding.

## 6. Key Stage 4 and Key Stage 5 data and post-16 Destinations

Despite the DfE's indication that there would not be publication of attainment data relating to the 2019/20 academic year, the DfE has released aggregated National, Regional and Local Authority level data for GCSEs and A Levels. The DfE had made it clear that they would not release the data at school level on the 'Find and Compare Schools' website, in the Inspection Data Summary Report (IDSR) or on Analyse School Performance (ASP).

The DfE released the data with the caveat that: "Each of the pupil level attainment statistics have increased - more than would be expected in a typical year - between the 2018/19 and 2019/20 academic years. This reflects the change to the way GCSE grades were awarded rather than improvements in pupil performance. As a result, the 2019/20 data should not be directly compared to attainment data from previous years for the purposes of measuring changes in student performance."<sup>1</sup>

For this reason, previous years' results have not been included below. The only comparison shown is in the rankings, with last year's ranking shown in brackets.

### Key Stage 4

	Pupil Group	LA/Region	Attainment 8	Rank	English and Maths 5+	Rank	English and Maths 4+	Rank	EBacc APS	Rank
	All Pupils	Barnet	60.1	2 (2)	67.9%	2 (2)	83.1%	4 (3)	5.56	2 (2)
		England	50.2		49.9%		71.2%		4.38	
		London	53.2		55.4%		75%		4.8	
Gender	Boys	Barnet	58.1	3 (2)	66.1%	2 (3)	82.3	2 (5)	5.35	2 (2)
		England	47.4		45.9%		67.6%		4.13	
		London	50.5		51.7%		72%		4.55	
	Girls	Barnet	62.1	2 (4)	69.9%	2 (3)	84%	7 (4)	5.77	1 (3)
		England	53.1		54.1%		75%		4.65	
		London	55.9		59.2%		78.1%		5.06	

Once again Barnet is in the top 10% across the board for all pupils at Key Stage 4. Barnet is the second highest LA for Attainment 8, the percentage of students attaining a 5 or above in English and Maths and the EBacc Average Point Score measure for all pupils. Outcomes for girls were above those for boys; however, boys in Barnet were still in the top 10% across the board in all KS4 performance measures. Barnet's results are above the National and London averages for All Pupils, Boys and Girls.

The DfE did not produce a Progress 8 measure for 2020.

<sup>1</sup> <https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-4-performance-revised/2019-20>

### Key Stage 4 – Ethnicity

	Pupil Group	LA/Region	Attainment 8	Rank	English and Maths 5+	Rank	English and Maths 4+	Rank	EBacc APS	Rank
Ethnicity	White	Barnet	59.5	4 (3)	67.8	4 (2)	83.3	5 (3)	5.44	3 (3)
		England	49.7		49.1		70.9		4.31	
		London	52.9		54.6		74.1		4.75	
	Black	Barnet	53.9	18(17)	56.1	19 (13)	75.2	28 (21)	4.88	16 (17)
		England	48.9		46		68.5		4.32	
		London	49.4		47.5		70.4		4.4	
	Asian	Barnet	70.4	2 (4)	84.3	4 (6)	91.1	10 (10)	6.78	2 (3)
		England	54.5		58.3		76.7		4.89	
		London	58		65.7		82.4		5.32	
	Mixed	Barnet	61.2	3 (3)	68.6	4 (3)	84.9	4 (4)	5.69	3 (3)
		England	50.8		50.2		70.9		4.48	
		London	53		54.2		74.3		4.77	
	Chinese	Barnet	76.8	8 (11)	95.2	20 (29)	95.2	54 (61)	7.59	5 (12)
		England	67.6		79.6		91.3		6.31	
		London	69.1		81.9		92.5		6.51	

Barnet is above all comparators in all ethnic groups for all measures. Barnet is in the top 10% of Local Authorities for all measures for the White, Asian and Mixed ethnic groups. Black pupils in Barnet, although not in the top 10% of Local Authorities, do have higher averages than National and London for all measures.

### Key Stage 4 – English and an Additional Language

	Pupil Group	LA/Region	Attainment 8	Rank	English and Maths 5+	Rank	English and Maths 4+	Rank	EBacc APS	Rank
First Language	EAL	Barnet	57.9	11 (8)	63.1	13 (10)	79.2	15 (15)	5.37	9 (6)
		England	50.9		50		69.9		4.58	
		London	53.4		55.5		74.9		4.89	
	Non-EAL	Barnet	61.6	1 (1)	71.1	1 (1)	85.7	1 (1)	5.68	1 (1)
		England	50.2		50.1		71.7		4.36	
		London	53.3		55.7		75.4		4.76	

Barnet is above all comparators for the Attainment of pupils with English as an Additional Language. Barnet is ranked in the top 10% across the board for EAL pupils at KS4. EAL pupils are below their Non-EAL peers in Barnet for all KS4 measures. Non EAL pupils are ranked first in all measures

### Key Stage 4 – SEN Status

	Pupil Group	LA/Region	Attainment 8	Rank	English and Maths 5+	Rank	English and Maths 4+	Rank	EBacc APS	Rank
SEN Status	EHCP	Barnet	23.1	5 (19)	18	3 (43)	27.3	4 (16)	1.87	6 (23)
		England	15.2		6.5		14.1		1.18	
		London	17.5		8		17.2		1.39	
	SEN Support	Barnet	42.9	11 (12)	32.3	8 (11)	52.3	16 (15)	3.62	12 (10)
		England	36.4		20.5		39.9		2.97	
		London	40		25.9		47.3		3.38	
	Non-SEN	Barnet	63.1	2 (2)	73.2	2 (2)	88.2	4 (3)	5.88	2 (2)
		England	53.7		55.8		78		4.72	
		London	56.7		61.6		81.5		5.16	

Barnet is in the top 10% for all measures at KS4 for pupils with an EHCP. Barnet's average for pupils with an EHCP is above the London and National averages for the same pupil group. Barnet is in the top 10% for most measures at KS4 for Pupils with SEN Support, narrowly missing out for the proportion of pupils awarded a level 4 or above in English and Maths. Barnet's average for pupils with SEN Support is above the London and National averages for the same pupil group.

### Key Stage 4 – Free School Meals Eligibility

	Pupil Group	LA/Region	Attainment 8	Rank	English and Maths 5+	Rank	English and Maths 4+	Rank	EBacc APS	Rank
FSM Eligibility	FSM	Barnet	47.6	7 (5)	41.9	10 (7)	64.8	9 (6)	4.18	8 (4)
		England	38.6		27.8		49.2		3.24	
		London	45		39.2		61.5		3.96	
	Non-FSM	Barnet	62.2	2 (2)	72.3	1 (2)	86.2	3 (4)	5.79	2 (2)
		England	52.3		54		75.4		4.6	
		London	55.2		59.4		78.3		5.01	

Barnet is above the London and National averages across the board for all KS4 for pupils eligible for Free School Meals. This is reflected in the rankings, with Barnet within the top 10% of Local Authorities. Barnet is similarly above all comparators for students who are not eligible for Free School Meals, which again is reflected in the rankings. Barnet is in the top

10% of all Local Authorities in the country in all KS4 measures for pupils not eligible for Free School Meals.

### Key Stage 4 – Pupil Premium Pupils

	Pupil Group	LA/Region	Attainment 8		English and Maths 5+		English and Maths 4+		EBacc APS	
			Score	Rank	Score	Rank	Score	Rank	Score	Rank
Pupil Premium	Disadvantaged	Barnet	50	4 (5)	47.8	4 (5)	69.2	5 (7)	4.46	4 (2)
		England	40.2		30.4		52.5		3.39	
		London	46.5		41.9		64.4		4.11	
	Non-Disadvantaged	Barnet	63.3	2 (2)	74.4	2 (2)	87.6	3 (3)	5.91	2 (2)
		England	53.7		56.8		77.8		4.73	
		London	56.5		62.2		80.3		5.15	

Similar to FSM eligibility Barnet is above the National and London averages in all Key Stage 4 measures for Disadvantaged pupils. Barnet is in the top 10% of Local Authorities in all Key Stage 4 measures

### Summary

If we use the rankings as a method for looking at the comparison between 2019 and 2020 Barnet's position has not changed dramatically. The main exception is for pupils with an EHCP and Chinese pupils, but these can be explained by relatively small cohort sizes; these are also two groups that generally have highly fluctuating results between academic years and large changes in rankings are common.

### Key Stage 4 - Looked after Children

Educational achievement data for Looked After Children in the 2019/20 academic year nationally is due to be published in May 2021. Until then it will not be clear what the performance of this cohort nationally, in London or amongst statistical neighbours is.

There were 44 Barnet Looked After Children who took GCSEs in 2020. 28 of the 44 students attended schools outside of Barnet. 16 of the 44 LAC who took GCSEs achieved a 4+ in English (36%) and 12 achieved a 4+ in Maths (27%). 11 achieved a 4+ in both (25%). In addition to GCSEs below Level 4, young people achieved a range of other qualifications e.g. BTECs and functional skills.

## Key Stage 5

### 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 just outside the top 5% of LAs nationally.

	2015	2016	2017	2018	2019	2020
<b>Barnet</b>						<b>30.9</b>
<b>London</b>						<b>21.2</b>
<b>England</b>						<b>19.5</b>
Barnet Rank	5 <sup>th</sup>	7 <sup>th</sup>	6 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>

### 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.

	2015	2016	2017	2018	2019	2020
<b>Barnet</b>						<b>43.6</b>
<b>London</b>						<b>32.2</b>
<b>England</b>						<b>29.9</b>
Barnet Rank	5 <sup>th</sup>	7 <sup>th</sup>	7 <sup>th</sup>	6 <sup>th</sup>	8 <sup>th</sup>	7 <sup>th</sup>

### 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.

	2015	2016	2017	2018	2019	2020
<b>Barnet</b>						<b>33.1</b>
<b>London</b>						<b>24.1</b>
<b>England</b>						<b>21.2</b>

### Average Point Score per Entry - Vocational Subjects and A Levels

It should be noted that the only attainment figure published nationally for Applied General and Technical Level results (vocational qualifications) is the average point score per entry. 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 (SSSPB) 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.

The average point score per entry across A levels is in the top 5% of LAs for pupils in Barnet.

	A Levels	Tech Level	Applied General Studies
<b>Barnet</b>	<b>42.44</b>	<b>30.08</b>	<b>30.43</b>
<b>London</b>	<b>38.91</b>	<b>31.12</b>	<b>31.49</b>
<b>England</b>	<b>38.42</b>	<b>31.21</b>	<b>29.76</b>
Barnet Rank	7 <sup>th</sup>	110 <sup>th</sup>	71 <sup>st</sup>

The Rankings for APS for A levels has increased last year by one place from 8<sup>th</sup> to 7<sup>th</sup>. The rank of APS for Tech Levels has remained the same between 2009 and 2020 at 110<sup>th</sup>. Barnet's rank for Applied General APS has declined from 44<sup>th</sup> to 71<sup>st</sup>.

### Destinations data

One measure of determining the effectiveness of our schools is the destinations data i.e. where did Barnet students go onto when they left school.

A range of initiatives have been introduced in recent years to help tackle the issues surrounding youth unemployment. Among these is the September Guarantee – a government-led pledge to ensure that everyone leaving school this year, or who left last year, is offered a guaranteed place in learning by the end of September. The offer should be appropriate to the young person's needs and can include:

- full-time education in school sixth-forms or colleges
- an apprenticeship or traineeship
- employment combined with part-time education or training

In 2020 Barnet's September Guarantee figure was 99.2%, the highest we have achieved since this measure came into place and the highest percentage of all West London Boroughs. The NEET figure (Not in Education, Employment or Training) for 16- and 17-year olds is very low currently. However, the post-18 NEET figure is very high following a 200% rise in unemployment due to COVID.

Schools and college have been very receptive in accommodating young people with offers and places and there has been increased take-up of Year 12 school and college places in Barnet compared to last year:

- Barnet and Southgate College launched its 'Back on Track' Strategy in the summer term of 2020 – a place for every student who makes an application.
- A Year 11, 12 and 13 Transition agreement was put in place and agreed by Post 16 providers in Barnet. Careers Days were organised with Barnet and Southgate College.
- The post-16 team Established a new Careers IAG (Information, Advice and Guidance) telephone line.
- An Apprenticeship Virtual Roadshow has been organised with Middlesex University to be held on 3rd March 2021 – Employers include Accountancy BDO, Metropolitan Police, St Georges Construction, NHS, BT and more.
- More Year 11 young people have stayed in borough this year - approximately 65% compared to 53% in previous years.