



Children, Education and Safeguarding Committee

19 January 2021

Title	Educational Standards Update
Report of	Chairman of the Committee, Councillor David Longstaff
Wards	All
Status	Public
Urgent	No
Key	Yes
Enclosures	Appendix 1 – Education Recovery Update (pp 11-17) Appendix 2 - Educational Standards in Barnet 2021 (pp 18-31)
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Summary

This report provides an update on progress in implementing the School and Settings Improvement Strategy 2021 to 2024, including proposed priorities for 2022, a report on progress in implementing a plan for 'Education Recovery' and a summary of Educational Standards in Barnet in 2021.

Officers Recommendations

1. That the Children, Education and Safeguarding Committee note the report, including the Education Recovery update in Appendix 1 and the report on Educational Standards in 2021 in Appendix 2.
2. That the Committee approve the proposed priorities for the School and Standards Improvement Strategy in 2022, as set out in section 1.7.

1. Why this report is needed

- 1.1 In November 2021, the Children, Education and Safeguarding Committee approved the School and Settings Improvement Strategy for 2021 to 2024. This reports provides an update on the implementation of that strategy and proposed priorities for the strategy in 2022. It also provides an update on progress in 'Education Recovery' (Appendix 1) following the period of school closures and due to the Covid19 pandemic during 2020 and the first few months of 2021. Finally it includes a report on Educational Standards in Barnet in 2021.
- 1.2 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.

Progress in implementing the strategy

- 1.3 Due to the Covid19 pandemic and in accordance with DfE guidance, schools were closed to the majority of pupils from 5th January 2021 until 8th March 2021 (15th March for secondary schools). This was the second period of school closure due to the pandemic, the first being from 23rd March 2020 until June 2020 (July for some schools).
- 1.4 The School Improvement Team, in collaboration with other teams within Barnet Education and Learning Service (BELS) and the Council continue to support, monitor and challenge schools and settings on the priorities included in the Schools and Settings Improvement Strategy 2021 to 2024. Without any published assessment data again in 2021 and only Borough wide Key Stage 4 and Key Stage 5 data, it was not possible to draw on data to analyse and evaluate the progress made against the priorities set. However, we are confident that all schools have continued to assess pupils regularly to ensure that they have an up-to-date understanding of the impact of disruptions to learning and have then been adapting their curriculum to address emerging needs and try to ensure all pupils progress well in all areas of the curriculum. In addition:
 - Leaders have focused on prioritising work in respect of the continuing impact of COVID on personal development, particularly relationships. Additional sessions have been added to the curriculum to address this and BELS staff have offered additional training to schools to support this.
 - Schools have 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 one-to-one support. Some took advantage of the National Tutoring Programme and the Academic Mentor Programme (if they met the criteria).
 - Attendance in schools over the year remained above the national average.
 - Leaders have successfully maintained staff morale and focused on building resilience as the challenge of managing the impact of COVID has continued. Leaders have

reviewed practice in schools to help reduce the risk of absence due to poor health or burn out.

- Schools have embedded mechanisms for listening to parents/carers and student voice and using this information to influence curriculum content.
- Schools with Sixth Forms have become more open to considering partnership arrangements with other schools in order to broaden their curriculum offer. Network events and 'Teach Meets' for Sixth Form staff have proved very popular.
- Special schools have continued to focus on attendance, supporting families who are very anxious and concerned for their child's health in the context of the pandemic.
- From Summer 2021, schools had the additional challenge of Ofsted returning to their normal inspection schedule and framework. Many schools are focusing on ensuring that the quality of education continues to be strong and many continue to review and adapt their curriculum to ensure at least a good outcome at inspection.
- The percentage of Barnet schools judged Good or Outstanding by Ofsted has increased to 97.4% which ranks us as 6th best Local Authority in the country (out of 151 Local Authorities) on this measure.

Education Recovery

- 1.5 BELS staff had various meetings with headteachers, other senior leaders and governors between April and June 2021 about what schools needed to recover from the effects of school closures during the Covid19 pandemic and how best the council and BELS could support this. The council made £500,000 available from its covid recovery fund and BELS £100,000 to support education recovery. BELS officers worked with headteachers to design a project that would have maximum impact by providing structured support that addresses many of the challenges schools are facing. The Education Recovery Report (Appendix 1) gives an update on how these initiatives are progressing.

Educational Standards in 2021

- 1.6 Appendix 2 is a report on the quality of education in Barnet during 2021. 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.

1.7 Priorities for 2022

Based on the education performance data from 2019 and taking account of the impact of the Covid19 pandemic during 2020 and 2021, the following areas have been identified as priorities for improvement by the Schools and Settings Standards Partnership Board (a board comprising BELS officers, council officers and headteachers) for 2022.

1.7.1 Early Years

In 2019 the percentage of pupils who achieved a 'Good Level of Development' exceeded the national average by over 2% and our achievement was equal to London Statistical Neighbour averages. Barnet's national ranking for the percentage of pupils achieving a Good Level of Development was 33rd in 2019 (up from 35th in 2018). However, as this was still below the top 10% of local authorities, it remains a priority. The percentage of girls achieving a Good Level of Development in 2019 was above the national average, London and Statistical Neighbours and was ranked 27th. The percentage of boys

achieving a Good Level of Development was above the national and London averages and narrowly below Statistical Neighbours and was ranked 37th. Therefore raising attainment of boys in the Early Years Foundation Stage is a priority.

1.7.2 Key Stage 1 Achievement

In 2019, Key Stage 1 attainment at the 'Expected Standard' or above in Barnet schools is now in the top 10% in Reading, Writing and Mathematics. In Key Stage 1 Science, Barnet was ranked lower (24th) for the proportion of pupils achieving at least the expected standard, so Key Stage 1 Science remains a priority. Barnet's rankings for the percentage achieving 'Greater Depth', were lower - 39th, 44th and 33rd respectively for Reading, Writing and Maths - and so this also remains a priority.

1.7.3 Key Stage 2 Writing

Despite attainment in 2019 being above the national and statistical neighbour averages, our ranking, although improved from 2018, was 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.

1.7.4 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. This is particularly a concern with the proposed changes to the vocational routes and the uncertainty about the continuation of BTECs and the commencement of T Levels. We will continue to support schools to try and ensure the options available for students are as wide ranging as possible

1.7.5 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 and the gap between certain groups and their peers. For example, attainment of Black pupils at Key Stage 4 is in the top 25% for Black pupils nationally and is higher than the London and Statistical Neighbour averages. However, Black pupils in Barnet are not doing as well (measured by national ranking) as Mixed, Asian or White pupils in Barnet. The North London Disproportionality Dataset shows, for 2019, the ratio of Black pupils in Barnet attaining the expected standard at Key Stage 2 and Key Stage 4 compared to White pupils in Barnet was low (a negative 'Relative Rate Index') and in some cases is the lowest or second lowest in North London. So raising the achievement of disadvantaged pupils, and in particular black pupils, is a priority.

1.7.6 Looked After Children

In 2019, Barnet ranked 18th in Progress 8 for Looked After Children and was ranked 49th for Attainment 8. In the school year 2018-2019, Barnet Looked After Children had a higher absence rate than Looked After Children nationally (6.4% compared with 4.7%) and a higher rate of unauthorised absence (3.6% compared with 1.4%). Persistent absence was almost in line with the national figure (10.5% compared with 10.9%). In the Autumn Term 2019 Barnet's attendance rate was lower than London and England, with the rank for this measure being in the lowest quartile. Barnet's authorised Absence rate for Looked After Children in this period was in line with the national and London averages

but Barnet's unauthorised absence rate was nearly twice the rate of the national average and Barnet's ranking is also very low. Attendance therefore remains a priority.

1.7.7 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. For the first time we collected ethnic data of Barnet school staff this year (using the School Workforce Survey) and this revealed an under-representation of some ethnic groups (see table below):

Ethnic Comparison of Teaching Staff in Barnet with comparators

Ethnic Group	Population in Barnet	Teachers in Barnet schools	Rank	Teachers in Outer London	Teachers in Inner London	Teachers Nationally
Any other ethnic group	6.1%	2.0%	12	1.8%	2.0%	0.6%
Any other Mixed background	5.5%	2.9%	23	3.0%	4.2%	1.4%
Asian or Asian British	18%	7.1%	24	11.8%	11.3%	4.5%
Black or Black British	8.3%	4.0%	34	7.8%	10.7%	2.2%
Information not yet obtained		14.7%	15	6.9%	6.9%	7.2%
Refused		1.2%	26	1.2%	0.8%	0.8%
White	59.3%	68.1%	125	67.5%	64.2%	83.4%
Chinese	2.8%					

We would like to address this, so recruiting teaching staff from under-represented groups is a new priority for this year. Our Governing Boards also have an under representation of certain ethnic groups and addressing this is also a new priority.

1.7.8 Safeguarding

We continue to support schools in ensuring that their safeguarding arrangements are effective. We continue to offer support and training to schools, including support for safeguarding audits.

1.7.9 Curriculum Intent, Implementation and Impact

The BELS school improvement team supports 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 and/or vocational and/or technical ambition for all pupils, and the school does not offer disadvantaged pupils or pupils with SEND a reduced curriculum.

1.7.10 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. The School Improvement team works with colleagues from the SEND and Inclusion Teams to offer support to schools in managing more complex behaviour.

1.7.11 **Minimising the impact of the Covid19 pandemic on learning**

The School Improvement Team has given considerable support to schools during and after the school closure period this year. A new priority for this year and next is to minimise the impact of Covid-19 on learning and progress. This includes:

- Continuing support by BELS to schools with their blended learning approaches, recognising that the approaches need to be both flexible and adaptable.
- Continuing BELS support to schools regarding the impact on mental health and well-being of school closures and partial closures arising from covid19.
- Continuing BELS support to school leaders and school staff regarding the impact on mental health and well-being of the pandemic on staff
- Continuing to support schools in establishing reliable baseline data for pupils and ensuring the curriculum meets the needs of all the pupils and is diminishing the expected wider differences between groups of pupils
- The implementation of the Education Recovery programme described in Appendix 1 to this report.

1.7.12 **Attendance**

Although attendance levels in Barnet have been and remain above the national average this year, a key challenge is to get attendance rates back to the levels they were at before schools were closed as a result of the pandemic. BELS officers are therefore working with schools on approaches to improving attendance, including support in relation to pupils' mental health in collaboration with council services and other agencies.

1.7.13 **Exclusions**

Following the periods of school closure in 2020 and again in early 2021, schools have faced significant challenges regarding the behaviour of some pupils when they returned to school. BELS officers have therefore worked to support schools to ensure that there is not a significant rise in both fixed term and permanent exclusions in Barnet schools. The North London Disproportionality Dataset shows that historically there has been an over-representation of Black and Mixed Pupils in Barnet for fixed term exclusions and black pupils for permanent exclusions. This also needs to be addressed.

- 1.7.14 In order to support the last two priorities a sub-board of the Schools and Settings Standards Partnership Board was formed in September 2021 focusing on Equalities, Exclusions and Attendance.

2. Reasons for recommendations

- 2.1 The report informs the committee of progress in implementing the School and Settings Standards Strategy 2021-2024 and provides information on the Education Recovery programme in Barnet and on Educational Standards in Barnet in 2021.

3. Alternative options considered and not recommended

- 3.1 None

4. Post decision implementation

- 4.1 Barnet Education and Learning Service will work with schools to address the priorities proposed for the School and Settings Improvement Strategy in 2022.

5. Implications of decision

5.1 Corporate Priorities and Performance

- 5.1.1 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.
- 5.1.2 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, 'The Barnet Plan 2021 to 2025', 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.

5.2 Resources (Finance & Value for Money, Procurement, Staffing, IT, Property, Sustainability)

- 5.2.1 The School and Settings Improvement Strategy will be implemented using the existing resources paid to Barnet Education and Learning Service Ltd, including the additional

funding already made available from the council's Covid19 grant to support education recovery.

5.3 Legal and Constitutional References

- 5.3.1 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.
- 5.3.2 Section 13A of the Education Act 1996 places a duty on local authorities to secure efficient primary, secondary and further education are available to meet the needs of the population of their area. Section 13A requires local authorities to ensure that their functions are exercised with a view of promoting high standards, ensuring fair access to opportunity for education and training and promoting fulfilment of learning potential for children and young people in its area. Section 14 requires local authorities to secure sufficient schools and sufficient is defined by reference to number, character and equipment to provide appropriate education based on age, ability and aptitude, as well as ensuring diversity of provision. These duties are overarching duties and apply regardless of whether schools are maintained by the local authority or independent of local authority support.
- 5.3.3 In relation to academies, local authorities should raise any concerns directly with the Regional Schools Commissioner.

5.4 Insight

- 5.4.1 None

5.5 Social Value

- 5.5.1 The Public Services (Social Value) Act 2013 requires people who commission public services to think about how they can also secure wider social, economic and environmental benefits. Before commencing a procurement process, commissioners should think about whether the services they are going to buy, or the way they are going to buy them, could secure these benefits for their area or stakeholders

5.6 Risk Management

- 5.6.1 The Risk Register for the education service includes a risk that inadequate monitoring of, and support for, schools may result in failure to take rapid and decisive action in relation to poorly performing schools, including using statutory intervention powers with regard to maintained schools and considering alternative structural and operational solutions (non-Academies) leading to poor delivery of education outcomes. To control against this risk, the School and Settings Improvement Strategy 2021 to 2025 includes a 'Monitoring, support, challenge and intervention strategy'. A Schools Review Group of officers from Barnet Education and Learning Services and the council monitors individual schools and agrees appropriate actions/interventions. Alternative solutions are considered for all schools that are judged by OfSTED to Require Improvement or are felt to be at risk of such a judgement. Clear systems and procedures are in place to monitor the progress of all 'Schools Causing Concern'.

5.7 Equalities and Diversity

5.7.1 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 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.

5.7.2 The protected characteristics are:

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

5.7.3 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). Barnet's Children and Young People Plan, the Education Strategy 2021-2024 and the School and Settings Improvement Strategy 2021 to 2024 all have a strong focus on improving outcomes for disadvantaged groups of children and young people.

5.8 Corporate Parenting

5.8.1 The School and Settings Improvement Strategy 2021-24 includes details of progress in respect of the achievement of looked after children and includes this as a priority for the future. Appendix 2 includes details of attainment of looked after children in Key Stage 4 in 2021.

5.9 Consultation and Engagement

5.9.1 A summary of the key changes from the previous School and Settings Improvement Strategy was discussed and agreed at the Schools Review Group, consisting of BELS and council officers, in October 2021 and the School and Settings Standards Partnership Board (consisting of BELS and council officers and headteachers) in November 2021.

5.10 Environmental Impact

5.10.1 None

6. Background papers

- 6.1 Key education strategies, including the Schools and Settings Education Strategy 2021 to 2024 were considered and approved by the Children, Education and Safeguarding Committee at its meeting on 30th November 2020. These have been published on the council's website and can be seen here: <https://www.barnet.gov.uk/schools-and-education/school-support-information>
- 6.2 Reports on education standards are reported annually to the Children, Education and Safeguarding Committee. The last one was reported to the committee in January 2021 and can be found here: [Agenda for Children, Education & Safeguarding Committee on Monday 11th January, 2021, 6.00 pm \(moderngov.co.uk\)](#) (Item 9).

Educational Standards Update - Appendix 1

Education Recovery Update

1. Background

- 1.1 Barnet Education and Learning Service (BELS) staff had various meetings with headteachers, other senior leaders and governors between April and June 2021 about what schools needed to help them to recover from the effects of school closures during the Covid19 pandemic and how best the council and BELS could support this. The council made £500,000 available from its covid recovery fund and BELS provided £100,000, to support education recovery. BELS officers worked with headteachers to design a project that would have maximum impact by providing structured support that addresses many of the challenges schools are facing.
- 1.2 There was general agreement that this is not about what some have designated 'lost learning' but is about recovery in a much wider sense for children and young people and their families and for school staff. It was also accepted that schools cannot just gradually move back to what was once regarded as 'normal' but will need to 'reset', recognising that some of the changes that have happened mean the old normal cannot be the new normal and schools need to develop a new vision and new strategies for moving forward. In effect this meant a rebirth of education in schools, or what we have called a Renaissance.
- 1.3 The impact of the pandemic is clear:
 - During school closures pupils did not learn as much or as deeply as they would have done in school.
 - Pupils', their families' and staff well-being and resilience became less secure
 - School leaders stretched their budgets to try to make their schools as covid-secure as possible while providing a lot of additional support to pupils who needed it, especially disadvantaged pupils.
 - The impact of the pandemic was not even among pupils and many of those pupils in need are now more in need.
- 1.4 Schools recognise that teaching and learning cannot make up lost time by just 'doing more'. They face a challenge in identifying what they need to teach and how they need to teach in order to support gaps in learning. That needs to be supported through training, action research groups, and sharing best practice. These elements of recovery need to be wrapped around with scaffolding that addresses the social, emotional and mental health issues facing pupils, families and staff.
- 1.5 The Recovery, Reset and Renaissance (RRR) project is intended to address these challenges by providing specific support, advice and training to schools through BELS, but including the use of external specialists, whilst also allocating funds to school based or school partnership based projects designed by schools themselves and sharing the learning from these projects across all schools in order to accelerate progress and recovery.
- 1.6 The project was launched at a virtual Barnet Partnership for School Improvement (BPSI) 'Renaissance and Recovery Conference' on 11th May 2021, which was open to all schools. The conference featured Floyd Woodrow (Compass for Life) and Sir Kevan Collins and Sir Alan Wood (DfE Recovery Commissioners).

- 1.7 The following section lists the initiatives that the council and BELS have funded as part of the RRR project with information about progress to date. There are a number of other initiatives that are being funded from existing BELS resources or school budgets or external funding e.g. BPSI training.

2. Recovery, Reset and Renaissance project: centrally-funded initiatives

2.1. Extra support from Learning Network Inspectors

Two of our Learning Network Inspector (LNI) team have been leading and coordinating the project. With the departure of one of the two in October 2021 the support for the RRR project is now being shared across the whole team. Two headteachers have been seconded part-time as LNIs to cover the work of the person who left. Learning Network Inspectors are visiting every school over the course of the year, with local authority maintained schools visited formally at least twice, to discuss, and support them with, their individual school plans for Recovery, Reset and Renaissance. This started in the autumn term 2021 with discussions with each school about the contextual factors regarding RRR and the support required in order to make up for the disruption in learning resulting from the pandemic and the impact on well-being of pupils and staff. LNIs are also monitoring and evaluating the spending and impact of school and partnership Recovery Projects (see section 3 below).

2.2 Compass for Life

To encourage schools to engage in the Compass for Life programme we are funding 50% of the cost of engaging in the programme for up to 20 schools. 8 schools took up this offer in the autumn term and another 4 will form a second cohort later this school year. The programme offers a framework and training for 'developing teams, organisations and individuals into elite performers that pursue excellence in an ethical, cohesive and values driven culture'. This involves both teachers and pupils and seems well-suited to supporting schools through recovery, reset and renaissance. The schools that are taking part have benefited from two specific training days. School leaders see Compass for Life as central to developing the aspiration of pupils, making education explicitly purposeful and character-building. In more than one school it is already having a positive impact on attendance and engagement with pupils who through lockdown proved hard to reach.

2.3 Extra BPSI consultancy time to support recovery

Recognising that recovery work is an additional demand on school budgets, coming on top of the usual requirement for staff continuous professional development (CPD), we have allocated 10 hours consultancy time from Barnet Partnership for School Improvement (BPSI) for free to every school, delivered through BPSI consultants, to enable schools to get the bespoke consultancy/training support they need for recovery. The 10 hours are for all schools, including those that do not currently subscribe to BPSI. For BPSI subscribing schools it means 10 hours for free in addition to the hours funded through their subscription to the traded service. With Ofsted inspecting against the new framework, school leaders are using these extra hours to further strengthen curriculum development. Some are using consultants with subject specialism to support the building of sequenced, bespoke curriculum maps. Many schools are supporting school leaders (at all stages in their career) through one-to-one professional coaching. Leaders are clear *what* the priorities are for school improvement and recovery; through professional coaching they are supported in *how*.

2.4 Speech and Language Enrichment training “Language Enrichment Programme (LEP)”

A qualified Speech and Language therapist has been providing training and input to each school to support them to set up and run a small group with pupils who have lower level speech and communication needs and who are likely to benefit from some additional structured speech, vocabulary and social communication input. Training and input has been provided to a nominated Language Enrichment Champion (who may be a Higher Level Teaching Assistant) from every school. The sessions began in June 2021 with further sessions run in September. 95% of Barnet primary schools attended training and used the resources provided. Feedback regarding the resources, delivery and outcomes for children’s language and communication skills has been positive. Champions have found the programme easy to deliver and tangible improvements have been identified in children’s communication skills. One school reported: *“It really works! I have already noticed (and so have the teachers) an improvement in the children’s responses in the classroom and in their interactions with peers; so I must thank you on behalf of the children for designing a programme that has such an immediate and positive impact on their lives.”*

14 secondary schools engaged in the Year 7 LEP and again there was extremely positive feedback from the schools. The LEP for years 1-7 was so popular that a similar programme for Early Years ran in the Autumn Term 2021. In the Summer term 2022 a similar programme will support language enrichment for parents and families with English as an additional language.

Currently, data is being collected from pre- and post-assessments of the Autumn Term 2021 repeat of the programme in order to analyse in depth the improvements in children’s communication skills against the return-to-school baseline.

2.5.1 Educational Psychology Team and Inclusion Advisory Team training to support SEMH needs

The BELS Educational Psychology (EP) team in conjunction with the Inclusion Advisory Team are providing training for schools and for parents on how to support young people with Social, Emotional and Mental Health needs. The sessions began in October 2021 and have been well attended with positive feedback to date. This support incorporates the DfE Mental Health Support for Well-Being Recovery Programme for which we have been given additional funding (by the Department for Education).

2.6 Outreach Mentors for students in targeted schools

We commissioned the Pavilion Pupil Referral Unit (PRU) for 1 day a week of one to one mentoring support for pupils in targeted secondary schools who are not engaging in the curriculum and recovery. This started in the autumn term 2021

2.7 Early Talk Boost

This project is designed to help raise the attainment of children in Barnet early years settings who have fallen behind in their communication and language development due to the covid-19 pandemic. The project is helping ensure our youngest children are prepared for school and the gap is closed before they start their reception year. The project and intervention develops the teaching skills of early years professionals in understanding how to further support communication and language in children who may have delay.

2.8 Post-16 Transition - Bridging the Gap Life Skills

We plan to engage the charity 'Bridging the Gap' to offer training to a number of school staff on the delivery of some of the life coaching aspects of the Bridging the Gap programme. School staff would then offer targeted life-skills coaching to students at risk of becoming NEET during transitions into and during Key Stage 5.

We are also arranging training for secondary school staff through 'Path2Progress' masterclasses in January and February 2022, which are designed to support educators with effective interventions to use with pupils who are at risk of being 'Not in Education, Employment or Training' (NEET). This training will cover four strategic steps which will provide educators with the insight and clarity to help their learners to:

1. Improve identity, value, self-worth, self-esteem, belief system – How students define themselves informs everything else.
2. Identify where they are on the Mindset Continuum and unlock the power of the right mindset.
3. Discover their skills and abilities. Young people with a fixed mindset see their abilities as unchanging or find it difficult to respond to change.
4. Develop effective action planning.

2.9 Care Leaver Participation – engineering jobs

The existing Care Leavers project offers support to get 'Not in Education, Employment or Training' (NEET) care leavers into education courses and training programmes. It is less successful at getting NEET care leavers into employment. BELS has commissioned a job finding service company called The Cherry Tree Foundation to get 15 Care-Leavers into jobs. Existing funding will be used to complement this as current members of the BELS post-16 Education and Skills team will provide intensive job readiness support to individuals in this cohort.

During the autumn term 2021, Cherry Tree have engaged with a cohort of twenty care leavers, providing intensive employability support and coaching to place them into employment or education. The initial project outlined that 15 care leavers would be trained and placed and supported into engineering roles. However, there was little interest or take up for engineering roles and young people had various aspirations to move into different occupation areas; so the project aim was altered to support the wishes and needs of the cohort.

To date 9 care leavers have moved into employment or education. Cherry Tree continue to work with and support the remaining 11 care leavers.

2.10 Reducing Black Exclusions

In the aftermath of school closures, there has been a rise in pupil exclusions and a disproportionate number are black pupils (Black Caribbean, Mixed White and Black Caribbean and Black African). A multi-agency Exclusions Working Party has been developing plans to try to reduce the number of exclusions, especially of black young people. The following initiatives used the allocated funding within the overall ambit of the RRR project:

- Exclusions Support Officer – In the Spring Term 2021 we are seconding an Exclusions Support Officer for 1 day a week for to add capacity to the work of the BELS School Safeguarding and Exclusions Lead to enable each secondary school to have a minimum of 1 day of support and challenge, with prioritised schools receiving more intensive support and challenge.

- Outreach mentors for black students at risk of exclusion – BELS has commissioned 1 day a week of one to one mentoring support from the Pavilion Pupil Referral Unit's (PRU) Outreach Mentors for black students at risk of exclusion within targeted schools and to support 'off site inclusions' work. 'Off site inclusions' are an arrangement made between partner schools and involve support from the PRU mentors and some use of external agencies. So far 7 schools have referred 10 secondary students for PRU mentor intervention.
- An Exclusions Conference was held in September 2021 for primary, secondary and special schools and PRUs and there were follow up workshops on Restorative Practice and Unconscious Bias. The Conference had 58 delegates. A follow up conference has been arranged for January 2022.

3. Recovery, Reset and Renaissance project: Funding for school, and school partnership, projects

- 3.1 The balance of funding (£371,000) was used to fund or part fund projects delivered by individual schools or partnerships of schools. Projects that were funded were designed to support recovery, and, as appropriate, reset and renaissance. The maximum funding allowed was £10,000 for an individual school, £20,000 for a partnership of 2 or 3 schools and £30,000 for a partnership of 4 or more schools. Schools and partnerships were invited to bid for funding and the bids were judged by a panel of BELS officers and headteachers against a set of pre-agreed criteria. More than 80 schools bid for a share of that funding. 20 bids were successful, reaching 54 primary, secondary and special schools. Schools identified a wide range of projects. Although many focussed on reading recovery and writing skills, others included 'Find Our Voice' (an opera project to develop cultural capital and confidence), a Health, Fun and Fitness project and other projects aimed to build on pupils' IT skills enhanced through home learning. Schools will be reporting the success of these projects for the benefit of all schools throughout the year. £50,000 was also allocated to fund speech and language therapists across 8 schools.
- 3.2 The intention was to identify projects/initiatives that have clear beneficial impact on recovery that can be replicated in other schools and partnerships. Participating schools are expected to join with BELS Learning Network Inspectors (LNIs) in briefing other schools and supporting them to adopt and implement the most effective initiatives to support recovery.
- 3.3 Schools leading the projects have returned an impact statement for the Autumn Term. The success of each project is evaluated against the desired outcomes stated in their successful bid. All impact statements report visible improvements in learning outcomes to date. It is clear that this initiative has facilitated schools to actively work together, sharing resources and expertise to create effective programmes for recovery and renaissance of learning. During the Spring term 2022, schools will be reporting their success to colleagues more widely.

4 Progress on other recovery projects

- A Cultural Capital Directory is being produced in conjunction with Arts Depot and Chicken Shed.
- The BELS Education Welfare Team has organised a number of Attendance Workshops to support school staff in promoting good attendance by pupils.

- The traded school improvement service, Barnet Partnership for School Improvement (BPSI) has been running a Training Programme to support Recovery, Reset and Renaissance since September.

5. Longer Term Outcomes

The intended, and expected, outcomes of the Recovery, Reset and Renaissance project are:

For all schools:

- School leaders will have clear priorities for recovery.
- Priorities will be supported between schools and across agencies.
- Curriculum adaptations will focus on priority knowledge and skills, enabling pupils to be working at age related expectations across the national curriculum.
- Assessment of pupils will inform learning and record a diminishing gap of knowledge and skills for all pupils.
- Standards in higher order skills and greater depth learning will improve to pre-Covid standards, at least.
- Schools will provide a broad and balanced curriculum for all pupils.
- Schools will have more skills and resilience to meet the needs of children and young people with lower level needs related to language and social communication.
- Provision will be in place for pupils most in need, across a range of needs both academic and social/emotional.
- Pupil and family well-being will be more robust. School leaders will report positive and settled behaviour in schools and engaged and purposeful attitudes to learning. Personal development of pupils will support character and citizenship, resulting in fewer exclusions.
- Implementation of the new Early Years Foundation Stage curriculum will remain a priority for Reception classes and outcomes will be strong and closely in line with previous expectations.
- Transitions between key stages and within key stages will be managed effectively with pupils being well supported.
- School leaders will report that they are well-supported.
- Governors will know their school's recovery programme well and offer positive challenge.
- There will be a reduction in the percentage of care-leavers who are NEET.
- There will be a reduction in the level of fixed-term and permanent exclusions, particularly among the targeted groups.

For schools delivering school and partnership based projects:

- Targets set in their bid will be met or exceeded.
- Practice will be permanently improved.
- Pupils will be successful as their knowledge and skills are acquired long term.

- Other schools across Barnet will have benefitted from their advice and experiences.

All projects are being monitored and evaluated by the schools involved and by the lead LNI for the RRR project. An evaluation report will be produced on the progress achieved by the Recovery, Reset and Renaissance project after the end of the school year 2021-22.

Educational Standards Update - Appendix 2

Education Standards In Barnet 2021

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 2021. As a result of the covid19 pandemic, this report, as with the previous year's Report, 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.

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”

In 2021 the decision was made again to cancel all exams and not to publish any end of key stage assessments. The end of KS4 and KS5 assessments moved to Teacher

Assessed Grades with evidence based, portfolio of work/mini assessments used by schools to justify the grades submitted.

Secondary school students still received their A-level, GCSE and BTEC results but the grades were determined again in a different way because of the Covid-19 pandemic. With exams cancelled this year because of Coronavirus, pupils were allocated their results based on the school's teacher assessments, known as Teacher Assessed Grades. 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 the grades for each pupil.

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 local authorities. 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 2020 to 2021 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 2021 assessment data, Barnet Education and Learning Service (BELS) did not collect any assessment information from schools.

As 2019 performance information has been published previously in the 'Educational Standards in Barnet 2018/19' reported to the Children, Education and Safeguarding Committee on 11 March 2020, the results are not being repeated in this report.

2. Quality of Schools

In the 2020-21 school year 96.7% of Barnet schools were good or outstanding; this includes Primary, Secondary, Nursery and Special Schools and Pupil Referral Units. 41.8% of schools were Outstanding

Note: Inspection activities ceased on the 16th March 2020 (apart from urgent inspections where there were specific concerns and visits to assess the sector's response to the pandemic) and only re-started in April 2021.

A summary of the current position for primary and secondary schools (up to end of July 2021) 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
Barnet	95.5	100	96.5
Inner London	95.3	88.6	94
Outer London	93	88	91.9
England	87.8	76.5	85.9

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 activity in the Summer and Autumn Term 2021

Normal school inspections were re-started in April 2021 and, following consultation, previously Outstanding schools were no longer exempt from inspection. Two Barnet primary schools were inspected in May 2021 and received a judgement of Good (both were previously Good).

In the Autumn Term 2021, seven schools have received an inspection; two that were previously Requiring Improvement, two that were previously Good and three that were previously Outstanding. The table below shows the outcomes:

Outstanding	Good	Requiring Improvement	Inadequate	Report Not Yet Published
0	5	1	0	1

One school moved from Requiring Improvement previously to Good which has led to an improvement in our percentage of Good or Outstanding schools to 97.4%, ranking us 6th best Local Authority in the country on this measure (out of 152 LAs).

Good and outstanding schools	Primary	Secondary	Primary and Secondary
Barnet	96.6	100	97.4
Inner London	95.8	89.2	94.4
Outer London	93.5	88.6	92.5
England	88.2	77.6	86.4

3. School Attendance

Primary Absence

2019/20 figures below are from the Autumn term attendance figures published by the DfE and the 2020/21 attendance is based on the Autumn and Spring term attendance published in the two terms combined. Based on this Barnet is narrowly outside the top 10% of local authorities nationally for primary (0.1% point) and inside the top 10% for 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.

Primary Absence	2016/17	2017/18	2018/19	2019/20	2020/21
Barnet	3.8%	3.6%	3.5%	3.7%	2.8%
London	4.0%	3.7%	3.6%	4.0%	3.3%
Statistical Neighbours	3.9%	3.7%	3.6%	4.0%	3.2%
England	3.9%	3.9%	3.7%	4.3%	3.3%
Barnet Rank	47 th	14 th	24 th	7 th	18 th

Secondary Absence

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

Secondary Absence	2016/17	2017/18	2018/19	2019/20	2020/21
Barnet	4.5%	4.0%	3.9%	4.4%	3.6%
London	4.7%	4.4%	4.4%	4.8%	4.2%
Statistical Neighbours	5%	5%	4%	5%	3.9%
England	5.0%	5.0%	4.9%	5.6%	4.6%
Barnet Rank	16 th	3 rd	4 th	2 nd	3 rd

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

The DfE released aggregated National, Regional and Local Authority level data for GCSEs and A Levels for 2021. 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 following explanation of how the results were achieved:

"Due to the COVID-19 pandemic, the summer exam series for the 2020/21 academic year was cancelled. Instead, for 2020/21, pupils were only assessed on the content they had been taught for each course. Schools were given flexibility to decide how to assess their pupils' performance, for example, through mock exams, class tests, and non-exam assessment already completed. GCSE grades were then determined by teachers based on the range of evidence available and they are referred to as teacher-assessed grades, or TAGs.

This is a different process to that of 2019/20 when pupils were awarded either a centre assessment grade (known as CAGs), based on what the school or college believed the pupil would most likely have achieved had exams gone ahead) or their calculated grade using a model developed by Ofqual - whichever was the higher of the two.

The changes to the way GCSE grades have been awarded over the last two years (with CAGs and TAGs replacing exams) mean 2020/21 pupil attainment data should not be directly compared to pupil attainment data from previous years for the purposes of measuring year on year changes in pupil performance."¹

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	Attainment 8	Rank*	English and Maths 5+	Rank*	English and Maths 4+	Rank*	EBacc APS	Rank*
All Pupils	Barnet	60.8	3 (2)	69.8%	2 (2)	84.0%	4 (4)	5.61	3 (2)
	National	50.9		51.9%		72.2%		4.45	
	London	54.1		57.1%		75.6%		4.89	
	Statistical Neighbours	55.1		58.7%		77.1%		4.95	
Boys	Barnet	58.6	3 (3)	68.0%	3 (2)	82.1%	4 (2)	5.38	3 (2)
	National	48.1		48.2%		69.2%		4.19	
	London	51.3		53.7%		72.8%		4.62	
	Statistical Neighbours	52.5		55.5%		74.5%		4.72	
Girls	Barnet	63.1	3 (2)	71.7%	2 (2)	85.9%	3 (7)	5.85	2 (1)
	National	53.9		55.8%		75.4%		4.71	
	London	57		60.7%		78.5%		5.16	
	Statistical Neighbours	57.9		62.2%		79.8%		5.2	

¹ <https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-4-performance-revised/2020-21>

Once again Barnet is in the top 5% across the board for all pupils at Key Stage 4. Barnet is the second highest local authority for the percentage of students attaining a 5 or above in English and Maths, third highest for Attainment 8 and the EBacc Average Point Score measure and fourth highest for the percentage of students attaining a 5 or above in English and Maths.

Outcomes for girls were above those for boys; however, boys in Barnet were still in the top 5% 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 2021 (as with 2020).

Key Stage 4 – Ethnicity

Pupil Group	LA/Region	Attainment 8	Rank*	English and Maths 5+	Rank*	English and Maths 4+	Rank*	EBacc APS	Rank*
Asian	Barnet	71.4	2 (2)	85.6%	4 (4)	93.4%	7 (10)	6.88	2 (2)
	National	55.8		60.6%		77.7%		5.02	
	London	59.2		67.2%		82.9%		5.43	
	Statistical Neighbours	61.2		71.0%		84.7%		5.6	
Black	Barnet	53.4	31(18)	57.3%	31(19)	76.7%	36(28)	4.78	30(16)
	National	50		48.9%		70.6%		4.42	
	London	50.5		50.1%		71.8%		4.5	
	Statistical Neighbours	51.8		51.5%		73.6%		4.6	
Chinese	Barnet	72.2	45(8)	92.5%	45(20)	95.0%	75(53)	6.85	38(5)
	National	69.2		83.8%		93.0%		6.44	
	London	70.8		88.1%		93.7%		6.7	
	Statistical Neighbours	76		91.0%		95.5%		7.19	
Mixed	Barnet	58.7	7(3)	65.3%	10(4)	81.1%	13(4)	5.38	4(3)
	National	51.3		51.5%		71.6%		4.52	
	London	53.1		54.3%		73.1%		4.77	
	Statistical Neighbours	53.6		54.9%		73.8%		4.8	
White	Barnet	61	3(4)	71.3%	2(4)	84.6%	3(5)	5.57	3(3)
	National	50.2		50.9%		71.7%		4.35	
	London	53.5		56.1%		74.5%		4.81	
	Statistical Neighbours	52.7		54.3%		74.4%		4.68	

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; however, their ranking has dropped this year in all measures. Chinese pupils in Barnet still perform better than their peers in London and Nationally, despite the rankings change and a dip in the measures. The low number of Chinese pupils in the country is partially responsible for the high volatility year on year with regard to both the rankings and the outcomes for different measures at Key Stage 4.. Higher ranking local authorities have significantly fewer Chinese pupils than Barnet, with Barnet ranked 12th for the number of Chinese pupils in year 11 in the 2020/21 academic year. Barnet had 40 pupils in 2021.

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*
English as a First Language	Barnet	62.7	1(1)	73.9%	1(1)	86.8%	1(1)	5.76	1(1)
	National	50.8		51.9%		72.5%		4.41	
	London	53.9		57.0%		75.6%		4.82	
	Statistical Neighbours	54.4		57.3%		76.4%		4.84	
EAL	Barnet	58.1	14(11)	63.8%	16(13)	79.7%	21(15)	5.39	12(9)
	National	52.1		52.8%		71.7%		4.69	
	London	54.6		57.6%		76.0%		5	
	Statistical Neighbours	56.5		61.4%		78.4%		5.15	

Barnet is above all comparators for the Attainment of pupils with English as an Additional Language (EAL). Barnet is ranked in the top 10% in Attainment 8 and EBacc APS for EAL pupils at Key Stage 4. EAL pupils are below their Non-EAL peers in Barnet for all Key Stage 4 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*
EHCP	Barnet	22.4	8(5)	16.1%	5(3)	23.8%	12(4)	1.8	7 (6)
	National	15.7		7.8%		15.8%		1.23	
	London	18.4		10.1%		18.8%		1.46	
	Statistical Neighbours	18		10.5%		19.3%		1.45	
SEN Support	Barnet	43.4	11(11)	34.0%	11(8)	57.1%	9(16)	3.67	11(12)
	National	36.7		22.2%		42.1%		3	
	London	40.3		27.1%		49.2%		3.41	
	Statistical Neighbours	39.9		26.5%		48.3%		3.34	
Non-SEN	Barnet	64.1	3(2)	75.4%	3(2)	89.1%	4(4)	5.95	3(2)
	National	54.5		58.0%		79.0%		4.8	
	London	57.8		63.6%		82.1%		5.26	
	Statistical Neighbours	58.6		64.7%		83.1%		5.3	

Barnet is in the top 10% for all measures at Key Stage 4 for pupils with an Education, Health and Care Plan (EHCP). Barnet's average for pupils with an EHCP is above the London and National averages for the same pupil group. Barnet is also in the top 10% for all measures at Key Stage 4 for Pupils with SEN Support. 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	Barnet	48.6	5 (7)	48.9%	2 (10)	67.8%	6 (9)	4.3	5 (8)
	National	39.1		29.9%		50.9%		3.29	
	London	45.5		40.9%		62.1%		4.02	
	Statistical Neighbours	43.5		37.6%		58.6%		3.77	
Non-FSM	Barnet	63.4	2 (2)	74.3%	3 (1)	87.4%	3 (3)	5.88	2 (2)
	National	53.6		57.0%		77.1%		4.71	
	London	56.7		62.0%		79.7%		5.15	
	Statistical Neighbours	57.5		63.1%		80.9%		5.19	

Barnet is above the London and National averages across the board for all Key Stage 4 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 5% of all Local Authorities in the country in all Key Stage 4 measures for pupils not eligible for Free School Meals.

Key Stage 4 – Disadvantaged/Pupil Premium Pupils

Pupil Group	LA/Region	Attainment 8	Rank*	English and Maths 5+	Rank*	English and Maths 4+	Rank*	EBacc APS	Rank*
Disadvantaged	Barnet	50.4	4 (4)	51.8%	2 (4)	71.4%	3 (5)	4.5	4 (4)
	National	40.3		31.7%		53.1%		3.4	
	London	46.7		43.1%		64.2%		4.13	
	Statistical Neighbours	44.6		39.7%		60.9%		3.88	
Non-Disadvantaged	Barnet	64.6	2 (2)	76.4%	1 (2)	88.6%	3 (3)	6.01	1 (2)
	National	54.7		59.2%		79.0%		4.82	
	London	57.8		64.1%		81.3%		5.26	
	Statistical Neighbours	58.4		64.7%		82.1%		5.29	

Similar to Free School Meals eligibility, Barnet is above the National and London averages in all Key Stage 4 measures for Disadvantaged pupils. Barnet is in the top 5% of Local Authorities in all Key Stage 4 measures

Disadvantaged Attainment Gap

Pupil Group	LA/Region	Attainment 8 Gap	Rank*	English and Maths 5+ Gap	Rank*	English and Maths 4+ Gap	Rank*	EBacc APS Gap	Rank*
Disadvantaged Attainment gap Vs National non-Disadvantaged	Barnet	-4.3	4 (4)	-7.4%	2 (4)	-7.6%	3 (5)	-0.32	4 (4)
	National	-14.4		-27.5%		-25.9%		-1.42	
	London	-8		-16.1%		-14.8%		-0.69	
	Statistical Neighbours	-10.1		-19.5%		-18.1%		-0.94	

There is still a gap between Disadvantaged pupils in Barnet and Non-disadvantaged pupils Nationally. However, the gap is significantly smaller than the gap nationally, in London or amongst statistical neighbours. Barnet's ranking has also improved in the English and Maths attainment measures.

Looked after Children

Educational achievement data for Looked After Children in the 2020/21 academic year nationally is due to be published in May 2022. Until then it will not be clear what the performance is for this cohort nationally, in London or amongst statistical neighbours.

However there was been an official data release for KS4 in 2019/20, although limited in its scope. It is incomplete due to low pupil numbers meaning some measures for Barnet are redacted. Despite this, below is a breakdown of the Barnet figures compared to National and London Averages. The 'results' are not directly comparable to 2019. The data included in the sections relates to Children Looked After for 12 months or more on 31 March 2020.

Looked After Children

	Number of pupils	Attainment 8	Rank 2019	Rank 2020	English and Maths 4+	Rank 2019	Rank 2020
Barnet	29	21.8	99	74	24.10%	N/A	65
National Average	6050	21.4			24.40%		
London	900	22.3			26.70%		

Barnet is roughly in line with the national average (narrowly above in the Attainment 8 measure and narrowly below on the proportion of pupils attaining a four or above in English and Maths). The rank in Attainment 8 between 2019 and 2020 improved from 99th in 2019 to 74th in 2020.

Key Stage 4 Summary

If we use the rankings as a method for looking at the comparison between 2020 and 2021 Barnet's position has not changed dramatically. The main exceptions are for Chinese pupils, but these can be explained by relatively small cohort sizes, and Black pupils. The raising of achievement of Black pupils in Barnet and the reduction in exclusions for this group is a priority for the service this year and funding has been allocated to support schools in achieving this.

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	2021
Barnet						30.9	37
London						21.2	27.2
England						19.5	25
Barnet Rank	5 th	7 th	6 th	6 th	7 th	8 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.

	2015	2016	2017	2018	2019	2020	2021
Barnet						43.6	51.4
London						32.2	39.7
England						29.9	37.3
Barnet Rank	5 th	7 th	7 th	6 th	8 th	7 th	7 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:

	2015	2016	2017	2018	2019	2020	2021
Barnet						33.1	38.3
London						24.1	28.5
England						21.2	25.4
Barnet Rank	6 th	7 th	6 th	6 th	7 th	7 th	7 th

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 for Barnet across the vocational qualification groups of technical qualifications or applied general qualifications is in the lowest 50% of local authorities. 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 expansion of T Level courses first introduced in 2020 to include further subjects could result in T Levels being seen as a viable alternative to A Level study nationally and within Barnet. The T Level options are being publicised and new options of study in this area are being developed by schools across the borough.

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

	A Levels	Tech Level	Applied General Studies
Barnet	44.42 (42.44)	29.96 (30.08)	30.65 (30.43)
London	41.06 (38.91)	32.24 (31.12)	32.33 (31.49)
England	40.4 (38.42)	31.74 (31.21)	32.76 (29.76)
Barnet Rank	7th (7th)	110th (110th)	130th (71st)

The Rankings for APS for A levels has remained the same as last year in 7th. The rank of APS for Tech Levels has remained the same between 2020 and 2021 at 110th. Barnet's rank for Applied General APS has declined from 71st to 130th.

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 September Guarantee figure for 2021 is 99.1% the highest in the West London Boroughs. The NEET figure (Not in Education, Employment or Training) for 16- and 17-year olds is very low currently around 1%.

Schools and colleges 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 BELS post-16 Education and Skills team Established a new Careers IAG (Information, Advice and Guidance) telephone line.
- An Apprenticeship Virtual Roadshow was organised with Middlesex University attended by employers including Accountancy BDO, Metropolitan Police, St Georges Construction, NHS, BT and more.
- More Year 11 young people have stayed in borough this year - approximately 59% compared to 53% in previous years.

16 -17 Travel to study report for Barnet June 20 – June 21

This graph below says a great deal in respect of young people's travel to learn patterns. Barnet post-16 providers are retaining more young people who are residents in the borough for education and fewer are going outside the borough. Total numbers of residents in education have increased and Barnet post-16 providers are importing more young people from other boroughs for their education.

Travel to Study	June 2020	June 2021
Educated young people within borough	6,657	7,644
Total residents in education	7,106	7,443
Remain in borough	3,760	4,356
Total students imported	2,897	3,288
Total students exported	3,346	3,087

The majority of pupils go on to A Level studies in Barnet and there is naturally a large progression of students on to Higher Education as a result.

Destinations at the end of Level 3 study							
Destination	LA/Region	2016/17	Rank	2017/18	Rank	2018/19	Rank
Stayed in Education	Barnet	71.8%	17	69.6%	15	71.1%	12
	London	69.6%		67.7%		68.0%	
	National	60.9%		57.3%		58.1%	
HE	Barnet	62.7%	12	60.4%	14	64.4%	12
	London	58.7%		58.6%		60.4%	
	National	50.5%		48.9%		51.0%	
FE	Barnet	6.3%	87	6.3%	58	4.4%	66
	London	6.9%		5.9%		4.3%	
	National	7.3%		6.0%		4.8%	
Other Education	Barnet	2.7%	83	2.9%	44	2.2%	62
	London	4.1%		3.3%		3.3%	
	National	3.1%		2.5%		2.3%	
Apprenticeships	Barnet	2.7%	139	2.2%	147	1.4%	150
	London	3.9%		4.0%		3.6%	
	National	6.5%		7.1%		6.8%	
Work	Barnet	11.8%	142	13.4%	136	12.6%	141
	London	14.4%		15.3%		15.6%	
	National	21.6%		23.4%		23.3%	
Not Sustained	Barnet	7.0%	56	7.4%	39	7.6%	48
	London	7.5%		8.2%		8.1%	
	National	7.4%		8.6%		8.1%	
Unknown	Barnet	6.7%	149	7.4%	149	7.3%	149
	London	4.5%		4.8%		4.7%	
	National	3.5%		3.6%		3.7%	

Barnet is ranked within the top 10% for both young people staying in Education post-Year 13 and for the proportion of young people going to Higher Education (university level). This also explains the lower proportions and rankings for other post-Year 13 destinations. There is a natural lag in this data as the snapshot takes into account whether the student's destination was sustained for 6 months or more.