

**Appendix A:**

**Summary of Educational Standards in Barnet, 2021-22**

1. Background ..... 2

2. Summary of strengths and areas for development ..... 2

3. School Attendance ..... 5

4. Early Years Foundation Stage..... 5

5. Year 1 Phonics ..... 6

6. Key Stage 1 ..... 7

7. Key Stage 2 ..... 9

8. Key Stage 4..... 14

9. Looked after Children..... 17

10. Post-16 engagement ..... 17

11. Key Stage 5 ..... 18

## 1. Background

Barnet is well known for the excellent quality of its schools and the diversity of its educational offer. These are at the heart of Barnet’s vision to be Family Friendly and its continuing success as a desirable place where people want to live, work and study. Excellent educational outcomes and ensuring children and young people are resilient and equipped to meet the needs of employers are vital to Barnet’s future success.

Our strategic vision for education in Barnet is:

*Resilient schools – resilient communities: We want Barnet to be the most successful place for high quality education where excellent school standards result in all children achieving their best, being safe and happy and able to progress to become successful adults.*

In order to achieve this, our mission is to ensure:

- Every child attends a **good or outstanding school**, as judged by Ofsted.
- The attainment and progress of children in Barnet schools is **within the top 10%** nationally.
- There is accelerating progress of the most disadvantaged and vulnerable pupils in order to diminish the difference between them and their peers.

Based on Barnet’s strategic vision, indicators have been colour-coded based on Barnet’s achievement compared to other Local Authorities (LAs) nationally using the following system<sup>1</sup>:

LA rank percentile	LA ranking
Top 10%	<16
Top 20%	16-30
Top 25%	31-38
50% - 25%	39-76
Bottom 50%	76+

## 2. Summary of strengths and areas for development

### 2.1. Strengths, indicated by pupil attainment data

- At key stage 1, Barnet’s FSM pupils generally perform well compared to other FSM pupils nationally: the national ranking for Barnet’s FSM pupils in all subjects / thresholds is higher than for Barnet’s non-FSM pupils.
- Key stage 2 attainment: In 2022, attainment of the expected standard across RWM (combined), Reading, Maths and Grammar, Punctuation and Spelling (GPS) was in the top 10% of LAs nationally. Barnet’s national ranking dropped the most in RWM combined (EXS+) from 8<sup>th</sup> to 13<sup>th</sup>, but attainment remains very strong. Writing attainment was just outside the top 10% of LAs (ranked 16<sup>th</sup>) and in line with London average.
- Key stage 2 average scaled score: the average scaled score of pupils in Barnet is in the top 10% of LAs nationally in all subjects, and the national ranking for this increased in Reading and GPS (to ranked 2<sup>nd</sup> and 4<sup>th</sup>), while remaining fairly stable in Maths (ranked 5<sup>th</sup> to ranked 6<sup>th</sup>).
- KS2 Writing progress: Although Writing progress in 2022 was less than the London average (+0.8 compared to +0.9 in London), Barnet significantly closed the gap in progress from the 2019 year, increasing its ranking from 44<sup>th</sup> to 26<sup>th</sup>.
- KS2 disadvantaged pupils: Barnet’s disadvantaged pupils outperform London’s disadvantaged pupils in all subjects except for Writing (EXS+). Relative to other LAs, Barnet’s disadvantaged pupils outperform Barnet’s non-disadvantaged pupils in all subjects except for Reading Maths EXS+.
- SEN pupil performance at KS2 and KS4: At KS2, SEN pupils in Barnet attain very well, ranked 16<sup>th</sup> and 5<sup>th</sup> for RWM (EXS+ and GDS respectively). Progress is particularly strong for Reading and Maths (15<sup>th</sup> and 13<sup>th</sup>), and within the top 10% of LAs nationally. Progress in Writing is within the top 20% of LAs for SEN pupils (ranked

<sup>1</sup> NB: We have used rank percentile (i.e. where Barnet’s rank is as a proportion of total 152 LAs) which is different to the percentile of Barnet’s outcome measure

29th). Attainment and progress for non-SEND and EHCP pupils is in the top 10% of LAs for all key measures. Attainment and progress for SEN Support pupils at KS4 is in the top 20% of pupils for all key measures, and in the top 10% for the proportion of SEN Support pupil's attainment at 5+ in English and Maths.

- KS4 performance: Performance in all of the headline KS4 measures is within the top 5-10% for both disadvantaged and non-disadvantaged pupils.
- Academic attainment at KS5: This remains in the top 5-10% for all headline measures.
- Educational readiness for adulthood: Attainment by the age of 19 for both FSM and non-FSM pupils is very high, with an above average proportion of pupils holding a level 2 qualification and English and Maths, and a Level 3 qualification.

### Other particular strengths

- Percentage of Good and Outstanding schools above National and London averages
- Significant improvement in Primary attendance since 2016
- Positive and productive relationship with schools
- Robust procedures for monitoring, challenging and supporting schools (see School and Settings Improvement Strategy)
- Processes and structures are dynamic in order to meet the diverse needs of schools
- We generally know our schools well, particularly LA maintained schools and identify vulnerable schools.
- Strong track record of supporting Schools Causing Concern to make the necessary improvements
- High expectations and aspirations for schools in Barnet
- Thriving and popular school improvement traded service (BPSI)
- Continued delivery of a governor training programme
- Knowledge, skills and successful experience of School Improvement Team – credibility and track record of success
- Links, contacts and involvement with key organisations e.g. Ofsted, DfE, Teaching Schools, Diocesan Boards, Academy Trusts
- Strong communication and teamwork between members of the school improvement team and between teams, both within and outside of BELS

## 2.2. Areas for Development – Schools and Settings Standards Partnership Board Priorities

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

### 2.2.1. Early Years

As Barnet's attainment has dropped in 2022, and as the new Early Years profile is still in the process of being embedded into schools and settings, Early Years remains a priority.

### 2.2.2. Phonics

Our phonics ranking fell between 2021 and 2022 to 40th and therefore is back as a priority for this year.

### 2.2.3. Key Stage 1 Achievement

This is remaining a priority (even though 2023 is the final year for KS1 SATs) as we do need to be assured that practice at KS1 is of a good or better quality.

### 2.2.4. KS2 Writing

Writing is still likely to be a priority looking at provisional outcomes. Although there are still 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.

### 2.2.5. 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 recent changes to the vocational routes and the uncertainty about the continuation of BTECs and the recent 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.

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

Although Barnet's Disadvantaged pupils perform better than national Disadvantaged pupils, there are still significant gaps in achievement between those pupils who are Disadvantaged and those who are not.

We are still awaiting more detailed information on pupils with SEND and Children in Need. This remains an important priority.

### 2.2.7. Looked After Children

There is not yet any national data available on the attainment of LAC pupils. Provisional results indicate that there has been a decrease overall in the attainment of LAC children in Barnet. The overall achievement of LAC remains a priority.

### 2.2.8. Pupils' Mental Health

Following the pandemic, which is backed up by a recent survey of secondary pupils, the mental health of all pupils still needs to be a priority, including support for pupils with managing test and exam stress.

### 2.2.9. 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.

### 2.2.10. Safeguarding

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

### 2.2.11. Curriculum

To support all schools in the effective planning and delivery of 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 skills they need to succeed in life. This is a priority to reflect the changes introduced in the 2019 Ofsted inspection framework.

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

- The school's curriculum is rooted in the solid consensus of the school's leaders about the knowledge and skills that pupils need in order to take advantage of opportunities, responsibilities and experiences of later life. In this way, it can powerfully address social disadvantage.
- It is clear what end points the curriculum is building towards and what pupils need to know and be able to do to reach those end points.
- The school's curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before and towards its clearly defined end points.
- The curriculum reflects the school's local context by addressing typical gaps in pupils' knowledge and skills.
- The curriculum remains as broad as possible for as long as possible. Pupils are able to study a strong academic core of subjects, such as those offered by the EBacc.

- There is high academic/vocational/technical ambition for all pupils, and the school does not offer disadvantaged pupils or pupils with SEND a reduced curriculum.

### 3. School Attendance

This data reports on absence of pupils of compulsory school age in state-funded primary and secondary schools during the first two terms of the school year 2021-22; it is therefore not a full academic year.

#### 3.1. Absence: Primary

2022 absence figures below are from the two-term attendance SFR published by the DfE (Autumn Term 2021 and Spring Term 2022) and based on this Barnet has increased to rank 12<sup>th</sup>. It will be important to monitor primary attendance post the pandemic and assess the need for revisiting and attendance interventions.

Total absence from Primary Schools - authorised and unauthorised (autumn and spring terms only)						
	2017	2018	2019	2020	2021	2022
Barnet	3.9	3.9	3.7	-	2.8	5.6
Outer London	4.0	4.1	3.8	-	3.2	5.7
England	4.0	4.2	3.9	-	3.3	6.2
Barnet rank	55	20	27	-	19	12

#### 3.2. Absence: Secondary

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

Total absence from Secondary Schools - authorised and unauthorised (autumn and spring terms only)						
	2017	2018	2019	2020	2021	2022
Barnet	4.6	4.5	4.3	-	3.6	6.6
Outer London	4.8	4.9	4.7	-	4.1	7.1
England	5.2	5.4	5.2	-	4.6	8.6
Barnet rank	18	8	8	-	7	10

### 4. Early Years Foundation Stage

The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children’s ‘school readiness’ and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

Children achieving a good level of development are those achieving at least the expected level within the following areas of learning: communication and language; physical development; personal, social and emotional development; literacy; and mathematics.

Foundation stage profile results were not reported nationally in 2020 and 2021, due to disruptions caused by the COVID-19 pandemic. The 2022 results were therefore the first set of results since 2019.

#### 4.1. EYFSP: Good Level of Development (%)

Attainment of a good level of development at the end of the Early Years Foundation Stage is in line with the national average (65%). Barnet has seen a greater drop in attainment (-9.4 pp) compared with (-6 for Barnet’s statistical neighbours). Barnet’s national ranking has therefore dropped to sit within the lowest 50% of LAs nationally.

Percentage of children achieving good level of development in FSP						
	2017	2018	2019	2020	2021	2022
Barnet	73.3	74	74.3	-	-	64.9
Outer London	73.2	73.8	74.5	-	-	67.9
Statistical Neighbours	72.95	73.69	74.04	-	-	68.05
England	70.7	71.5	71.8	-	-	65.2
Barnet rank	39	35	33	-	-	83

#### 4.2. EYFSP: Good Level of Development (%) - FSM Pupils (Non-FSM in brackets)

Attainment of a good level of development for FSM pupils in 2022 is above England’s FSM pupil’s attainment (49%) but remains below Outer London and Barnet’s statistical neighbours (55% and 54%). There remains a large gap between Barnet’s FSM pupils and the national attainment for non-FSM pupils at EYFSP (52% vs 69%, a gap of -17 pp). This gap is wider than it was in 2019 (-11pp).

Barnet’s national rank for FSM pupils, however, is significantly above the national rank for non-FSM pupils (ranked 40<sup>th</sup> compared to ranked 104<sup>th</sup>).

Percentage of children achieving good level of development in EYFSP - by FSM status							
		2017	2018	2019	2020	2021	2022
Barnet	FSM	62	63	63	-	-	52
Outer London	FSM	63	63	63	-	-	55
Statistical Neighbours	FSM	61	61	60	-	-	54
England	FSM	56	57	57	-	-	49
Barnet rank	FSM	20	27	22	-	-	40
Barnet	Not FSM	75	76	76	-	-	67
Outer London	Not FSM	75	75	76	-	-	70
Statistical Neighbours	Not FSM	75	75	76	-	-	70
England	Not FSM	73	74	74	-	-	69
Barnet rank	Not FSM	-	-	-	-	-	104

### 5. Year 1 Phonics

The Phonics screening check is a statutory assessment for all pupils in year 1 (typically aged 6) to check whether they have reached the expected standard in phonic decoding. All state-funded schools with a year 1 cohort must administer the check. Those pupils who did not meet the standard in year 1 or who were not tested, must be re-checked at the end of year 2 (typically aged 7).

#### 5.1. Phonics: Year 1 Phonics (% Working at)

Barnet’s attainment in Phonics is above the national average, but slightly below the Outer London and statistical neighbours average in 2022. Barnet’s attainment since the pandemic has dropped from the top 10% of LAs (in 2019) to rank 40.

% of pupils achieving expected level in Phonics decoding - all pupils										
	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Barnet	72	76	80	81	85	86	86	-	-	77
Outer London	72	77	79	83	84	85	84	-	-	78
Statistical Neighbours	71	76.9	78.4	82.4	83.5	85.4	84.2	-	-	79.2
England	69	74	77	81	81	82	82	-	-	75
Barnet rank	-	-	-	-	10	9	4	-	-	40

### 5.2. Phonics: Year 1 Phonics (% Working at) - FSM Pupils

Similar to the pattern for all pupils, Barnet’s attainment in Phonics for FSM pupils is above the National average, but below the Outer London and Statistical Neighbour Averages in 2022. Barnet’s rank has also dropped from the top 10% of LAs (ranked 15<sup>th</sup>) in 2019 to ranked 49<sup>th</sup> in 2022.

% of pupils achieving expected level in Phonics decoding - FSM										
	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Barnet	61	66	68	72	76	79	76	-	-	64
Outer London	61	66	69	73	74	75	75	-	-	68
Statistical Neighbours	57.3	64.7	67.3	70.3	71.8	74.7	72.7	-	-	66.4
England	56	61	65	69	68	70	70	-	-	62
Barnet rank	-	-	-	-	12	7	15	-	-	49

## 6. Key Stage 1

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

### 6.1. KS1: Attainment – All Pupils

Attainment at the expected standard is above the national average in all subjects, but is generally 1-2pp below the London average (with the exception of Science, where Barnet performs above the London average).

Barnet’s national ranking is in the top 20% of LAs for writing (EXS+<sup>2</sup>) and Writing (GDS), Maths (GDS) and Science (EXS+). The relative lowest attainment in Barnet in 2022 was in Reading (ranked 51<sup>st</sup>). No subject / threshold attainment outcome was in the lowest 50% of LAs.

<sup>2</sup> EXS+ means attainment the expected standard or greater depth

Key Stage 1 Results								
		Reading EXS+	Reading GDS	Writing EXS+	Writing GDS	Maths EXS+	Maths GDS	Science EXS+
Barnet	2019	79	27	74	16	80	24	85
London	2019	77	28	73	18	79	25	83
National	2019	75	25	69	15	76	22	82
Barnet rank	2019	11	37	10	42	6	33	24
Barnet	2022	68	20	61	10	70	18	80
London	2022	70	22	63	12	71	20	78
National	2022	67	18	58	8	68	15	77
Barnet rank	2022	51	39	30	29	36	30	23

### 6.2. KS1: Attainment – FSM Pupils (Expected Standard) – Non-FSM Pupils in Brackets

Compared to other LAs, the ranking for the attainment of Barnet’s FSM pupils is better than the attainment of Barnet’s non-FSM pupils. The national ranking for Barnet’s FSM pupils in all subjects / thresholds is higher than for Barnet’s non-FSM pupils.

Barnet’s FSM pupils perform in the top 10% of LAs in Science (EXS+) and in the top 20% of LAs for Reading (EXS+), Writing (EXS+, GDS), Maths (EXS+, GDS). Reading GDS is the only subject where Barnet’s national ranking for FSM pupils falls outside the top 20% of LAs (ranked 38).

There remains a gap<sup>3</sup> in attainment between FSM pupils and non-FSM pupils, however. Barnet’s FSM pupils perform below their national, non-FSM pupils in all subjects. This gap is narrowest in Writing (GDS, -5pp), and is largest in Maths (EXS+, -18pp) and Reading (EXS+, -17pp).

Key Stage 1 Results: 2022								
	Pupil group	Reading EXS+	Reading GDS	Writing EXS+	Writing GDS	Maths EXS+	Maths GDS	Science EXS+
Barnet	FSM	55	9	47	5	55	8	69
London	FSM	59	12	50	6	59	10	68
National	FSM	51	8	41	3	52	7	63
Barnet rank	FSM	30	38	24	16	32	30	12
Barnet	Not FSM	72	23	64	11	73	20	83
London	Not FSM	74	25	67	14	75	23	81
National	Not FSM	72	21	63	10	73	18	82
Barnet rank	Not FSM	69	39	54	37	65	35	44
Barnet	FSM gap	-17	-12	-16	-5	-18	-10	-13
National	FSM gap	-21	-13	-22	-7	-21	-11	-19

<sup>3</sup> The FSM gap shown in the table relates to the gap between Barnet’s FSM performance compared to the national ‘other’ / non FSM group; and the national FSM performance compared to the national ‘other’ / non FSM group

## 7. Key Stage 2

Key stage 2 assessments are reported as pupils judged to have reached the expected standard if they have scored a scaled score of 100 or above. A pupil’s scaled score is based on their raw score. The raw score is the total number of marks a pupil scores in a test, based on the number of questions they answered correctly.<sup>4</sup>

The ‘progress’ scores aim to capture the progress that pupils make from the end of key stage 1 to the end of primary school. Any amount of progress a pupil makes contributes towards a school’s progress score. Progress scores are calculated for each of reading, writing and mathematics. They are not combined. They are a type of value-added measure, which means that pupils’ results are compared to the actual achievements of other pupils nationally with similar prior attainment.

### 7.1. KS2: Attainment of the expected standard – All Pupils

In 2022, attainment of the expected standard across RWM (combined), Reading, Maths and Grammar, Punctuation and Spelling (GPS) was in the top 10% of LAs nationally. Barnet’s national ranking dropped the most in RWM from 8<sup>th</sup> to 13<sup>th</sup>, but attainment remains very strong.

Writing attainment was just outside the top 10% of LAs (ranked 16<sup>th</sup>) and in line with London average. There has been national recognition that due to the implementation of the new Interim Teacher Assessment frameworks, used for the first time in 2016, there is variability both in how schools interpreted the demands of the interim framework, and the way in which different LAs approached moderation.

Key stage 2 results: attaining the expected standard or above (EXS+)							
		RWM EXS+	Reading EXS+	GPS EXS+	Maths EXS+	Writing EXS+	Science EXS+
Barnet	2019	73	80	85	86	82	87
London	2019	71	78	84	83	82	86
National	2019	65	74	79	79	79	83
Barnet rank	2019	8	7	10	5	21	9
Barnet	2022	67	81	81	81	75	84
London	2022	66	79	79	78	75	82
National	2022	59	75	73	72	70	79
Barnet rank	2022	13	8	9	6	16	9

### 7.2. KS2: Attainment of the high standard – All Pupils

Attainment of the high standard in Reading, maths and GPS was in the top 10% of LAs nationally and above the national and London averages. Attainment of the high standard in RWM combined was in the top 20%. Writing was just below the top 20% (ranked 38<sup>th</sup> nationally) with Barnet’s % GDS above the national average but below the London average.

<sup>4</sup> <https://www.gov.uk/guidance/scaled-scores-at-key-stage-2#what-is-a-scaled-score>

Key stage 2 results: attaining the high standard or greater depth (GDS)						
		RWM GDS	Reading GDS	GPS GDS	Maths GDS	Writing GDS
Barnet	2019	15	35	47	37	22
London	2019	14	31	45	34	24
National	2019	11	27	36	27	20
Barnet rank	2019	11	6	12	8	47
Barnet	2022	10	37	40	33	15
London	2022	11	33	38	30	17
National	2022	7	28	28	23	13
Barnet rank	2022	23	6	10	7	38

### 7.3. KS2: Average Scaled Score (SS)

The average scaled score is calculated as the mean scaled score of all pupils awarded a scaled score. Pupils who did not take the test or took the test but did not receive a scaled score are excluded.

The ‘expected’ standard is equal to a scaled score of 100. The average scaled score of pupils in Barnet is in the top 10% of LAs nationally in all subjects, and the national ranking for this increased in Reading and GPS (to ranked 2<sup>nd</sup> and 4<sup>th</sup>), while remaining fairly stable in Maths (ranked 5<sup>th</sup> to ranked 6<sup>th</sup>).

Key stage 2 results: average scaled score				
		Reading SS	GPS SS	Maths SS
Barnet	2019	106	109	107
London	2019	105	108	106
National	2019	104	106	105
Barnet rank	2019	6	6	5
Barnet	2022	107	108	106
London	2022	106	107	105
National	2022	105	105	104
Barnet rank	2022	2	4	6

### 7.4. KS2: Average Progress Score

Progress scores are presented as positive or negative numbers either side of zero. A score of zero means that pupils in a school (or group) made the same progress as those with similar prior attainment nationally; a positive score means that they made more progress than those with similar prior attainment; a negative score means they made less progress than pupils with similar starting points nationally.

The average progress made by all pupils across Barnet was above the national and London averages in maths and reading (top 10% of LAs), and above the national average in Writing (top 20% of LAs). Although Writing progress in 2022 was less than the London average (+0.8 compared to +0.9 in London), Barnet significantly closed the gap in progress from the 2019 year, increasing its ranking from 44<sup>th</sup> to 26<sup>th</sup>.

Key stage 2 results: average progress score				
		Reading Progress	Writing Progress	Maths Progress
Barnet	2019	1.80	0.62	2.00
London	2019	0.85	0.77	1.20
National	2019	0.03	0.03	0.03
Barnet rank	2019	5	44	4
Barnet	2022	1.47	0.78	1.89
London	2022	0.75	0.89	1.16
National	2022	0.04	0.05	0.04
Barnet rank	2022	6	26	7

### 7.5. KS2: Attainment of the Expected Standard – Disadvantaged Pupils<sup>5</sup>

The attainment (EXS+) of disadvantaged pupils (those eligible for free school meals at any point in the past 6 years and/or children looked after) is in the top 10% of LAs for all subjects. The target is for Barnet to be within the top 10% of local authorities nationally (i.e. 15<sup>th</sup> or above) for Reading, Writing and Mathematics combined. Barnet is ranked 10<sup>th</sup>, well within the top 10% of Local Authorities in the country.

Barnet’s disadvantaged pupils outperform London’s disadvantaged pupils in all subjects except for Writing (EXS+). Relative to other LAs, Barnet’s disadvantaged pupils outperform Barnet’s non-disadvantaged pupils in all subjects except for Reading Maths EXS+.

Key stage 2 results: attaining the expected standard or above (EXS+), by Disadvantaged							
		RWM EXS+	Reading EXS+	GPS EXS+	Maths EXS+	Writing EXS+	Science EXS+
Barnet	Disadvantaged	55	73	70	69	64	74
London	Disadvantaged	53	70	68	66	64	73
National	Disadvantaged	43	63	59	56	55	66
Barnet rank	Disadvantaged	10	10	11	10	15	12
Barnet	Not disadvantaged	73	85	85	86	79	88
London	Not disadvantaged	72	83	84	84	80	87
National	Not disadvantaged	66	80	79	78	76	85
Barnet rank	Not disadvantaged	18	12	13	7	31	14

Barnet	Disadvantaged gap	-11	-7	-9	-9	-12	-11
National	Disadvantaged gap	-23	-17	-20	-22	-21	-19

### 7.6. KS2: Progress scores for Disadvantaged pupils<sup>6</sup>

Barnet is in the top 10% of local authorities for the progress both disadvantaged and non-disadvantaged pupils make in both Reading and Maths. In Writing, the progress of disadvantaged pupils is in the top 20% of LAs, whereas the progress of non-disadvantaged pupils is just below the top 20% (ranked 36<sup>th</sup>).

<sup>5</sup> The disadvantaged gap shown in the table relates to the gap between Barnet’s disadvantaged performance compared to the national non-disadvantaged group; and the national disadvantaged performance compared to the national non-disadvantaged

<sup>6</sup> The disadvantaged gap shown in the table relates to the gap between Barnet’s disadvantaged performance compared to the national non-disadvantaged group; and the national disadvantaged performance compared to the national non-disadvantaged

Key stage 2 results: average progress score, by disadvantaged				
		Reading Progress	Writing Progress	Maths Progress
Barnet	Disadvantaged	0.77	0.24	0.72
London	Disadvantaged	0.02	0.28	-0.13
National	Disadvantaged	-0.83	-0.76	-1.15
Barnet rank	Disadvantaged	8	22	8
Barnet	Not disadvantaged	1.77	1.02	2.40
London	Not disadvantaged	1.11	1.20	1.81
National	Not disadvantaged	0.41	0.39	0.54
Barnet rank	Not disadvantaged	6	36	6
Barnet	Disadvantaged gap	0.37	-0.15	0.18
National	Disadvantaged gap	-1.24	-1.15	-1.69

### 7.7. KS2: Attainment of the Expected Standard – by Ethnicity

The table below shows the percentage of pupils reaching the expected standard, and the high standard in Reading, Writing and Mathematics combined, by ethnicity; alongside the average progress score for each subject.

White pupils in Barnet generally perform highest across the board, when compared to the performance of the same ethnic group in other LAs (i.e. the national ranking is generally highest). Asian pupils tend to perform the highest and have the highest rates of progress between key stages.

The proportion of Black pupils who attain the expected standard or above in RWM is in line with the national average (ranked 60<sup>th</sup>). The proportion of Any Other Ethnic Group pupils attaining EXS+ or GDS standard in RWM is ranked 46<sup>th</sup> and 64<sup>th</sup> nationally.

Black and Any other Ethnic Group pupils make less progress than other Black / Any other ethnic group pupils do nationally (ranked 88<sup>th</sup> and 96<sup>th</sup>).

Key Stage 2 Attainment and Progress, by Ethnic group						
		RWM EXS+	RWM GDS	Reading Progress	Writing Progress	Maths Progress
Any other ethnic group	Barnet	60	7	1.49	0.99	2.85
	National	57	7	0.90	1.22	2.18
	Barnet rank	46	64	51	96	55
Asian	Barnet	76	21	1.53	1.50	3.65
	National	67	10	0.93	1.07	2.17
	Barnet rank	20	8	37	64	25
Black	Barnet	60	9	1.13	0.55	0.30
	National	60	7	0.46	0.57	0.05
	Barnet rank	60	34	44	88	64
Mixed	Barnet	71	11	1.46	0.85	1.04
	National	61	9	0.42	0.32	-0.04
	Barnet rank	9	29	13	45	17
Unclassified	Barnet	59	5	1.42	0.35	2.08
	National	48	6	-0.10	-0.27	-0.31
	Barnet rank	19	62	25	48	15
White	Barnet	68	8	1.52	0.60	1.71
	National	58	7	-0.18	-0.19	-0.33
	Barnet rank	11	31	7	29	10

7.8. KS2: Attainment of the expected standard – SEN (Special Educational Needs) in Reading, Writing and Mathematics

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

Overall, SEN pupils in Barnet attain very well, ranked 16<sup>th</sup> and 5<sup>th</sup> for RWM (EXS+ and GDS respectively). Progress is particularly strong for Reading and Maths (15<sup>th</sup> and 13<sup>th</sup>), and within the top 10% of LAs nationally. Progress in Writing is within the top 20% of LAs for SEN pupils (ranked 29<sup>th</sup>).

Despite SEN pupils making less progress than their non-SEN counterparts, the progress of SEN pupils overall, and for EHCP and SEN Support pupils individually, is above the progress that the same groups make nationally in every KS2 subject.

Key Stage 2 Attainment and Progress, by SEND						
		RWM EXS+	RWM GDS	Reading Progress	Writing Progress	Maths Progress
All SEN	Barnet	26	2	-0.42	-1.09	0.05
	National	18	1	-1.88	-2.10	-1.54
	Barnet rank	16	5	15	29	13
EHC plan	Barnet	10	0	-3.03	-2.67	-1.89
	National	7	0	-4.49	-4.11	-3.88
	Barnet rank	21	55	27	32	18
No SEN	Barnet	76	12	1.88	1.20	2.30
	National	69	9	0.51	0.58	0.43
	Barnet rank	17	24	6	33	7
SEN support	Barnet	31	2	0.42	-0.57	0.67
	National	21	1	-1.17	-1.55	-0.91
	Barnet rank	16	12	11	28	12
SEN unclassified	Barnet	57	7	3.43	0.89	3.59
	National	24	2	-2.58	-3.31	-3.95
	Barnet rank	4	15	11	22	8

## 8. Key Stage 4

A new secondary school accountability system was implemented for English and Maths in 2017 with the movement away from A\* to C grades to a numbered 9-4 standard with 4 being a higher standard than the previous C grade. 4 is regarded as a “pass”, with 5 a “good pass.” In 2018 this was rolled out to the vast majority of other GCSE subjects. The 2019 headline accountability measures for schools are: Attainment 8, Progress 8, attainment in English and Maths (9-5), and English Baccalaureate (EBacc) achievement (including English and Maths 9-5) and EBacc Average Point Score (APS).

### 8.1. KS4: Average Attainment 8 Score

Barnet’s Attainment 8 ranking has remained in the top 3 LAs nationally between 2021 and 2022.

Key stage 4: Attainment 8				
	2019	2020	2021	2022
Barnet	57.1	60.1	60.8	58.1
London	49.7	53.2	54.1	52.7
National	46.8	50.2	50.9	48.9
Barnet rank	2	2	3	3

### 8.2. KS4: Average Progress 8 Score

The average Progress 8 score has dropped slightly from 2<sup>nd</sup> in 2019 to 7<sup>th</sup> in 2022, but KS4 progress 8 remains significantly above the progress made by pupils across England and within London.

Key stage 4: Progress 8				
	2019	2020	2021	2022
Barnet	0.57	-	-	0.49
London	0.22	-	-	0.23
National	-0.03	-	-	-0.03
Barnet rank	2	-	-	7

### 8.3. KS4: 4-9 in English and Maths

The proportion of pupils who attained a 4 or above in English and Maths is in the top 5% of LAs nationally (ranked 7<sup>th</sup>). This is a slight decrease from 2021, but attainment remains above the London and national average.

Key stage 4: English and maths 9-4				
	2019	2020	2021	2022
Barnet	78.8	83.1	84	80.5
London	68.7	75	75.6	74.3
National	64.9	71.2	72.2	69
Barnet rank	3	4	4	7

### 8.4. KS4: 5-9 in English and Maths

The proportion of pupils who attained a 5 or above in English and Maths is in the top 5% of LAs nationally (ranked 4<sup>th</sup>). This is a slight decrease from 2021, but attainment remains above the London and national average.

Key stage 4: English and Maths 9-5				
	2019	2020	2021	2022
Barnet	62.7	67.9	69.8	66.8
London	49	55.4	57.1	57.5
National	43.4	49.9	51.9	50
Barnet rank	2	2	2	4

### 8.5. KS4: Attainment 8, by disadvantaged status<sup>7</sup>

Disadvantaged pupils in Barnet have significantly higher attainment than disadvantaged pupils in London and National. The gap between Barnet’s disadvantaged pupils and national non-disadvantaged pupils widened in 2022 to -6.7pp, but this gap remains significantly smaller than the national gap (-15.2pp) and the London gap (-8.4pp). London and national attainment saw the attainment gap widen slightly between 2021 and 2022.

Key stage 4: Attainment 8, by disadvantaged					
		2019	2020	2021	2022
Barnet	Disadvantaged	46.4	50.0	50.4	46.2
London	Disadvantaged	42.6	46.5	46.7	44.5
National	Disadvantaged	36.8	40.2	40.3	37.7
Barnet rank	Disadvantaged	5	4	4	9
Barnet	Disadvantaged all other	60.8	63.3	64.6	62.2
London	Disadvantaged all other	53.6	56.5	57.8	56.6
National	Disadvantaged all other	50.4	53.7	54.7	52.9
Barnet rank	Disadvantaged all other	2	2	2	4
Barnet	Disadvantaged gap	-4.0	-3.7	-4.3	-6.7
National	Disadvantaged gap	-13.6	-13.5	-14.4	-15.2

<sup>7</sup> The disadvantaged gap shown in the table relates to the gap between Barnet’s disadvantaged performance compared to the national non-disadvantaged group; and the national disadvantaged performance compared to the national non-disadvantaged

### 8.6. KS4: Progress 8, by disadvantaged status<sup>8</sup>

Disadvantaged pupils in Barnet make less progress than their non-disadvantaged counterparts in Barnet, but they do make more progress than all pupils nationally. Barnet performs in the top 10% for progress for both disadvantaged and non-disadvantaged pupils.

Barnet’s gap in progress between Barnet’s disadvantaged pupils and non-disadvantaged pupils nationally (-0.08) is smaller than that for London (-0.3) and national (-0.7).

Key stage 4: Progress 8, by disadvantaged					
		2019	2020	2021	2022
Barnet	Disadvantaged	0.23	-	-	0.07
London	Disadvantaged	-0.07	-	-	-0.15
National	Disadvantaged	-0.45	-	-	-0.55
Barnet rank	Disadvantaged	4	-	-	7
Barnet	Disadvantaged all other	0.70	-	-	0.64
London	Disadvantaged all other	0.39	-	-	0.42
National	Disadvantaged all other	0.13	-	-	0.15
Barnet rank	Disadvantaged all other	3	-	-	6
Barnet	Disadvantaged gap	0.10	-	-	-0.08
National	Disadvantaged gap	-0.58	-	-	-0.70

### 8.7. KS4: Performance by Ethnicity

At secondary level in the headline measures, Asian, White and Mixed ethnic group pupils achieve very highly, generally in the top 10% of LAs nationally.

Black and Chinese pupils perform relatively less well compared to the same groups in other LAs: Black pupils perform between rank 52<sup>nd</sup> and rank 61<sup>st</sup> for attainment but are ranked 92<sup>nd</sup> for progress 8; Chinese pupils’ attainment is slightly better (ranked 43<sup>rd</sup>, 51<sup>st</sup> and 48<sup>th</sup>) but progress is ranked 110<sup>th</sup>.

<sup>8</sup> The disadvantaged gap shown in the table relates to the gap between Barnet’s disadvantaged performance compared to the national non-disadvantaged group; and the national disadvantaged performance compared to the national non-disadvantaged

Key stage 4: Performance by ethnic group, 2021-22					
		Attainment 8	5-9 E&M	4-9 E&M	Progress 8
Asian	Barnet	72.3	87.1	92.6	0.90
	National	55	62.1	77.8	0.54
	Barnet rank	3	3	8	17
Black	Barnet	49.7	51.9	70.6	0.18
	National	48.9	49.8	69.4	0.18
	Barnet rank	61	52	57	92
Chinese	Barnet	70.2	87.1	96.8	0.69
	National	66.8	81.6	90.1	0.99
	Barnet rank	43	51	48	110
Mixed	Barnet	57.9	65.2	81.0	0.32
	National	49.5	50	68.7	-0.04
	Barnet rank	7	7	9	13
Other	Barnet	52.6	59.1	71.9	0.64
	National	51	54	70.9	0.54
	Barnet rank	47	35	61	55
Unclassified	Barnet	53.1	62.7	75.5	0.18
	National	43	42.5	59.8	-0.39
	Barnet rank	19	11	19	35
White	Barnet	57.1	66.1	81.0	0.46
	National	47.9	48	67.7	-0.14
	Barnet rank	6	6	7	8

### 8.8. KS4: Performance by SEN

Performance in the headline KS4 measures by each SEN cohort (SEN Support, EHCP, No SEN needs) is strong for all groups.

Attainment and progress for non-SEND and EHCP pupils is in the top 10% of LAs for all key measures. Attainment and progress for SEN Support pupils is in the top 20% of pupils for all key measures, and in the top 10% for the proportion of SEN Support pupil's attainment a 5+ in English and Maths.

Key stage 4: Performance by SEN category, 2021-22					
		Attainment 8	5-9 E&M	4-9 E&M	Progress 8
No SEN	Barnet	61.9	73	86.7	0.63
	National	52.6	56	76.1	0.10
	Barnet rank	4	6	6	7
SEN State EHC	Barnet	21.6	14.7	23.7	-0.84
	National	14.3	7	13.5	-1.33
	Barnet rank	6	8	6	9
SEN Supp	Barnet	41.2	35.3	50.7	-0.14
	National	34.9	22.5	39.2	-0.47
	Barnet rank	16	12	21	18

## 9. Looked after Children

Educational achievement data for Looked After Children in the 2022 academic year is due to be published in May 2023.

## 10. Post-16 engagement

16-17 year olds are required to remain in education and training in England following raising the participation age legislation in 2013. Barnet has a significantly lower proportion of its CYP not in education employment of training compared to its statistical neighbours and the national average. Barnet is ranked 6<sup>th</sup> (in the top 10% nationally).

<b>16-17 year olds that are Not in Education, Employment or Training</b>					
	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
<b>Barnet</b>	<b>1.7</b>	<b>1.1</b>	<b>1.0</b>	<b>1.1</b>	<b>0.8</b>
<b>Statistical Neighbours</b>	<b>1.9</b>	<b>2.0</b>	<b>1.7</b>	<b>1.9</b>	<b>1.4</b>
<b>England</b>	<b>2.7</b>	<b>2.6</b>	<b>2.7</b>	<b>2.8</b>	<b>2.6</b>
<b>Barnet rank</b>	-	-	-	-	<b>6</b>

### 11. Key Stage 5

A new 16-18 school and college accountability system was implemented in 2016, which included new headline accountability measures and changes to the methodology for calculating 16-18 results.

The 2016 recommendations from Professor Alison Wolf’s Review of Vocational Education took effect for the first time in 16-18 performance tables in 2016 and also in the calculation of the data underpinning the relevant DfE statistical release. This means that the measures only include vocational qualifications that are on the approved list of applied general or technical level qualifications: -

- Applied general qualifications: level 3 (advanced) qualifications that provide broad study of a vocational subject area e.g. a level 3 certificate/diploma in business or applied science.
- Tech level qualifications: level 3 qualifications for students wishing to specialise in a technical occupation or occupational group e.g. a level 3 diploma in construction or bricklaying.

#### 11.1. KS5: 3+ A grades at GCE/Applied GCE A Level and Double Awards

The proportion of Barnet pupils who attained 3 or more A grades at A level places Barnet within the top 10% of LAs nationally, and above the national and statistical neighbour averages.

<b>3+ A grades at GCE/Applied GCE A Level and Double Awards</b>					
	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
<b>Barnet</b>	<b>19.6</b>	<b>18.1</b>	<b>30.9</b>	<b>37</b>	<b>30.7</b>
<b>Statistical Neighbours</b>	<b>15.2</b>	<b>13.6</b>	<b>24.7</b>	<b>31.5</b>	<b>24.0</b>
<b>England</b>	<b>12.5</b>	<b>12.3</b>	<b>22.5</b>	<b>28.9</b>	<b>22.7</b>
<b>Barnet rank</b>	<b>6</b>	<b>7</b>	-	-	<b>8</b>

#### 11.2. KS5: Percentage of students achieving grades AAB or better

The proportion of Barnet pupils who attained grades AAB or higher at A level places Barnet within the top 10% of LAs nationally, and above the national and statistical neighbour averages.

<b>Percentage of students achieving grades AAB or better at GCE A level, Applied GCE A level and Double Award A level</b>					
	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
<b>Barnet</b>	<b>30.9</b>	<b>27.3</b>	<b>43.6</b>	<b>51.4</b>	<b>44.2</b>
<b>Statistical Neighbours</b>	<b>23.2</b>	<b>20.7</b>	<b>35.9</b>	<b>44.1</b>	<b>34.8</b>
<b>England</b>	<b>20.5</b>	<b>20.3</b>	<b>33.5</b>	<b>41.4</b>	<b>34.1</b>
<b>Barnet rank</b>	<b>6</b>	<b>8</b>	-	-	<b>9</b>

#### 11.3. KS5: Percentage of students achieving grades AAB or better, two 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, and above the national and statistical neighbour averages.

Percentage of students achieving grades AAB or better at A level, of which at least two are in facilitating subjects					
	2018	2019	2020	2021	2022
Barnet	24.5	23.2	33.1	38.3	32.7
Statistical Neighbours	19.5	17.8	28.4	33.8	26.2
England	15.9	15.8	24.2	28.6	23
Barnet rank	6	7	-	-	7

11.4. KS5: Average Point Score per Entry

The average point score per entry across A levels is in the top 105% of LAs for pupils in Barnet. The average point score across the vocational qualification groups of technical qualifications or applied general qualifications is in the lowest 50% of LAs. This can largely be explained by the strong focus of nearly all Barnet secondary schools on the teaching of academic subjects at A level and the resultant strong pressure for pupils to take A level courses. In addition to this, the high quality of Barnet schools leads to a greater percentage of students following a Post 16 A Level pathway, as the schools are able to support them effectively. This in turn means there is a disproportionately low proportion of higher-attaining pupils studying for technical and general qualifications. Nonetheless, this has been agreed as a priority area by Barnet’s Schools and Settings Standards Partnership Board (SSSPB) and is being reviewed on a regular basis. This greater focus has included a dedicated member of staff appointed into the Post 16 team, an audit of non-academic post 16 options and the continuation of a post 16 vocational and technical qualification prospectus which highlights alternatives to A level options across the borough.

	Best 3 A levels		A Levels		Tech Level		Applied General Studies	
	2021	2022	2021	2022	2021	2022	2021	2022
Barnet	44.8	42.0	44.4	41.7	30.0	27.8	30.7	28.7
Statistical Neighbours	42.6	39.4	42.0	38.9	32.1	30.4	32.7	31.2
England	41.4	39.0	41.6	38.8	31.8	30.6	32.8	31.9
Barnet rank	-	9	-	8	-	125	-	137

11.5. KS5: Attainment by Age 19

The data providing information on the attainment of 19-year olds in 2022 has not been released by the DfE yet. The scheduled date for the release of this data is April 2023.

In 2021, a higher proportion of Barnet’s 19 years old have achieved a level 2 qualification in English and Maths compared to the national and statistical neighbour average. A higher proportion have also achieved a level 3 qualification. This places Barnet in the top 5% of LAs nationally (ranked 5<sup>th</sup> and 4<sup>th</sup> respectively).

Achievement of a Level 2 qualification with English and Maths by the age of 19				
	2018	2019	2020	2021
Barnet	78.5	77.4	79.8	80.7
Statistical Neighbours	72.77	74.12	73.64	75.97
England	68.5	68.8	68.4	70.4
Barnet rank	-	-	-	5

Achievement of a Level 3 qualification by the age of 19				
	2018	2019	2020	2021
Barnet	73.6	71.6	74.2	76.6
Statistical Neighbours	66.18	66.08	66.86	69.47
England	57.4	57.1	57.7	59.8
Barnet rank	-	-	-	4

11.6 KS5: Attainment by Age 19, by FSM status

By the age of 19, a higher proportion of both FSM and non-FSM CYP have achieved a level 2+ qualification in English and Maths, and a Level 3 qualification, compared to the national and statistical neighbour average.

Attainment for non-FSM pupils is in the top 5% of LAs nationally, while attainment of FSM pupils is in the top 10-20% of LAs nationally (ranked 15<sup>th</sup> and 19<sup>th</sup>).

Barnet has a smaller attainment gap compared to the statistical neighbour and national gap for L2 with English and Maths (-23pp compared to -24pp and -27pp respectively). For the proportion of pupils who achieve a level 3 qualification, the gap in Barnet is wider than the statistical neighbour and national averages (-27pp compared to -23pp and -25pp respectively).

	Percentage of 19 year olds qualified to Level 2 with English and Maths eligible for		Attainment of a Level 3 qualification by the age of 19 - FSM Pupils	
	FSM	Not FSM	FSM	Not FSM
Barnet	60.9	83.6	53.1	80.1
Statistical Neighbours	54.8	78.6	48.6	72.0
England	46.8	73.9	38.2	63.0
Barnet rank	15	4	19	1