

## 1. Introduction

Barnet is well known for the excellent quality of our schools and the diversity of our educational offer. Children's achievements at all key stages are among the very best in the country and a high proportion of Barnet's young people progress on to higher education. The quality of education, from early years onwards, plays a crucial part in making the borough a popular and desirable place to live, with many families attracted to the area by the good reputation of Barnet's schools.

Barnet is a place of growth, with an extra 41,600 people expected to live in the borough over the next five years. The quality of the education offer is at the heart of Barnet's continuing success as a place where people want to live, work and study. The level of anticipated growth brings opportunities and challenges for the borough, requiring the creation of the right environment for economic growth, planning and investing in key services as well as supporting those families and individuals that need it. In a tough economic climate, we need to ensure that Barnet's children and young people are well placed to seize the opportunities and weather the challenges through the council, schools, further education providers, employers and businesses working together.

Education is an investment in our children and young people that enriches and sustains them through early years, schooling and beyond into further studies or working lives. At its best, it is a system that supports families to help children be school ready through access to high quality early years provision and provides the opportunity for all children to attend a good school with the best quality of teaching and learning to enable them to do their very best. It provides a broad curriculum offer to meet the needs of all young people and supports young people to aim high, providing a pathway through further and higher education, apprenticeships and work based learning that enables all young people to achieve their ambitions, to enter the world of work and contribute to their community. It is an opportunity for some children to overcome the harsh facts that remain in relation to life chances being determined by the socio economic circumstances of their birth, children who get a good start to their education and perform well in the early stages of education are more likely to go on to higher education regardless of their background. Education is the opportunity to intervene, influence, enable and unlock the potential and capacity within Barnet's future community.

Education also has a unique position in Barnet to foster communities through bringing together children and families in a shared common purpose around school communities and other settings. Creating a school community goes past the school gates and ensure that schools are an important and influential community leader. With Barnet's ambitious plans to regenerate and re-invigorate parts of the borough, creating and sustaining successful schools and other settings is key to creating successful communities. We see Barnet's education offer as a driving force in the establishment of new communities but we also recognise that education provision will evolve and look different in the future. The new and fast emerging means of communication and technology, the pressure on land availability, the increasingly diverse range of educational providers and the globalisation of the higher education sector will inevitably change and shape the way children and young people learn and are educated. We need to equip children and young people to seize and exploit the opportunities in the current and emerging world.

### **Our partnership**

The responsibility to ensure that Barnet's children and young people succeed is one shared with families, parents and carers. Our partnership of early years settings, schools, the local authority, vocational, further and high education providers has set out its ambition in Barnet's Children and Young People Plan,:

*All children and young people in Barnet should achieve the best possible outcomes, to enable them to become successful adults, especially our most vulnerable children. They should be supported by high quality, integrated and inclusive services that identify additional support needs early, are accessible, responsive and affordable for the individual child and their family.'*

In relation to the educational outcomes of Barnet's children and young people, overall we have a lot to celebrate. A very high proportion of Barnet's children and young people have access to a good or outstanding school compared to elsewhere in the country, attainment of children at the end of primary and secondary school is among the best in the country and a high proportion of Barnet young people go on to university. Residents in Barnet are more satisfied with the local education offer than London residents as a whole and in particular, the percentage of residents that rate primary education in Barnet as good is rising and is significantly above the London average. There is more to do and maintaining this performance requires constant focus. Within these headline outcomes, we need to ensure that all of Barnet's children and young people benefit and make progress and that our local offer is appropriate and broad enough to meet the full range of needs and interests of all our young people as they transition into adulthood.

The education economy is currently in a process of significant national and local change and this document sets out a framework for us to maintain, build on and continue our success through this period of change. Through harnessing our joint efforts and endeavours our aim is for:

- all eligible young children to have access to their statutory right to early education and support in good quality settings
- all schools to be judged to be good or outstanding by Ofsted
- the attainment of children in Barnet's primary and secondary schools to be within the top 10% nationally
- all children to make at least their individual targeted rate of progress whilst in a Barnet school
- skills provision to be market-driven, raise aspirations and enable all young people to successfully progress into education, employment or training.

The increasingly mixed economy of educational provision with a variety of academy models, the emergence of free schools and increasing delegation of responsibilities to schools has changed, and will continue to change the roles, responsibilities and relationships within our partnership. Further Education colleges are gaining new freedoms to enrol younger students. With young people being required to remain in education and/or training for longer, new opportunities and relationships are emerging through innovative approaches to working with businesses and other partners. The rise in apprenticeship opportunities across a wide range of sectors gives a clear signal to drive schools, colleges and businesses to forge new relationships.

We are well placed in Barnet to respond to these challenges. Our partnership has a strong track record of working together whilst recognising the individual responsibilities of each partner organisation. We recognise that the process of change is a continuing one and that some of the national debates around roles and responsibilities within the education arena are not yet settled. What is clear however, from the direction of travel so far, is that the locus of decision making is shifting.

In relation to schools, they are now at the forefront in leading a more autonomous and self-improving school system. The emergence of Teaching Schools and National and Local Leaders of Education is creating significant capacity to lead and deliver school-to-school support while schools themselves, are becoming increasingly confident in commissioning the support that they need and in offering support to others. The local authority, whilst retaining a number of statutory responsibilities, is being increasingly assigned the role of 'commissioner' and of championing the interests of all children and young people through leading, influencing and facilitating, rather than directing. This is particularly the case as more schools convert to academy status and nationally, over 50% of secondary schools are academies – a figure exceeded in Barnet where 16 of our 22 secondary schools are now academies. In this changing landscape, the traditional role of the local authority is now shared between a wide range of partners and organisations including central government, governing bodies, academy chains, teaching schools and a variety of school improvement service providers.

### **About this document**

These changes in roles and responsibilities coincide with a range of challenging national education policy imperatives; to raise the participation age, to transform the provision for pupils with special educational needs, to overhaul the curriculum, to extend early years provision and to move towards a national funding formula for schools. This document articulates a coherent framework to shape our local response to this changing landscape and ensure that our focus remains on delivering a world-class education system.

The approach set out in the following sections is a partnership one, developed through a process of consultation with schools, governors, further education providers, elected members and other stakeholders using conferences, workshops, individual interviews and member-led scrutiny panels. Its development has been overseen by a project board with representation of all parties. Therefore, reference to the 'we' in this document means relevant parties rather than the local authority in particular.

During the process of consultation, the need emerged to review, refresh and clearly articulate the different roles that each partner group plays in the new landscape. We have developed a range of policies and principles for our partnership, articulating the way we work together and we have identified a number of key 'deliverables' that we will put in place going forward. This document sets out how we will:

- work in partnership as champions of children and young people (Section 2)
- strive for excellence and challenge under performance (Section 3)
- champion the attainment of vulnerable children and young people and those at risk of underachievement (Section 4)
- secure sufficient high quality local provision and widen opportunities (Section 5).

We recognise that this document does not, and cannot, capture the full breadth and complexity of the field of education. In view of the rapid changes within the schools landscape, this document inevitably has a strong focus on schools. It will be supported through further policies and plans that are being developed in consultation with schools and other stakeholders as set out below:

|                                                            | <b>Date for completion</b> |
|------------------------------------------------------------|----------------------------|
| Commissioning School and Learner Places 2013/14-2015/16    | June 2013                  |
| Local Authority Monitoring, Challenge and Support Services | June 2013                  |
| Early Years Commissioning Plan                             | Autumn 2013                |
| Inclusion Strategy and Commissioning Plan                  | Autumn 2013                |
| Alternative Provision Commissioning Plan                   | October 2013               |
| Participation, Progression and Employability Strategy      | Autumn 2013                |

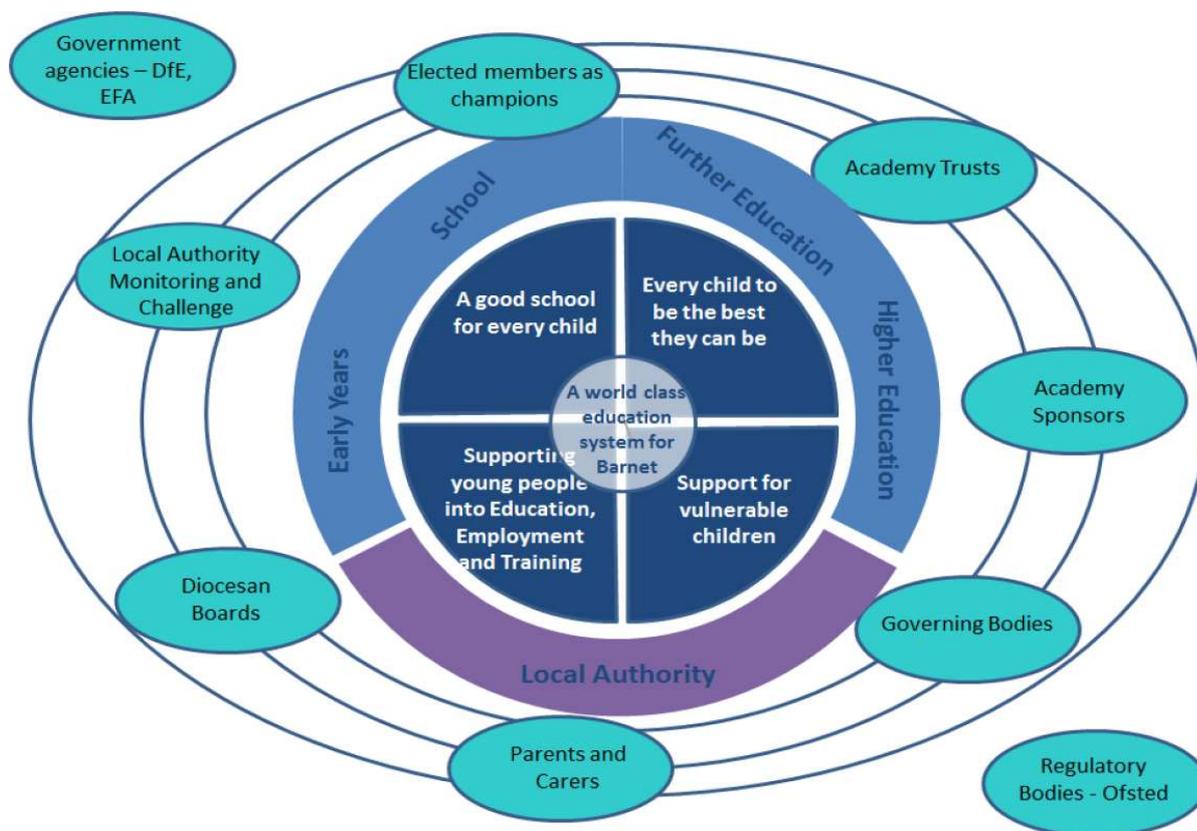
## 2. Working in partnership - champions of children and young people

### Why this is important:

Our strategy's founding premise is that the close and effective partnership working that has characterised Barnet's journey is a critical factor in continuing our success. At a time of immense change with an increasingly diverse range of education providers and school improvement partnerships emerging, there is a danger that local collaborative and partnership working is harder to sustain. We are committed to maintaining our strong local partnership of schools, the local authority, further education providers and other stakeholders to bring our combined resources and efforts to bear for the benefit of Barnet's children and young people.

### Our approach

The landscape within which all parties operate is becoming increasingly complex and new relationships are forming and re-shaping patterns of engagement. In developing this strategy we have considered the changing responsibilities of school governors, Barnet elected members, Academy Trusts working or seeking to operate in Barnet and the local authority retained services. The success of the system in delivering sustained improvement relies on each part fulfilling its role. The system, as it is emerging, can broadly be characterised as having schools, parents and the local authority statutory functions at the heart, supported and challenged by a range of stakeholders and functions including governing bodies, local authority elected members, academy chains, central government and Ofsted.



### **Key ingredients of our partnership**

We have identified the core ingredients of continuing our successful partnership. Together we need to:

- demonstrate our shared ambition and determination for children and young people to succeed through challenging ourselves and others to continuously improve and innovate
- share intelligence and data to ensure that we learn from our experience and that of others and to monitor our success and identify where we can do more
- identify sources of expertise within the partnership, to share best practice and support each other during periods of challenge
- be bold and prompt in identifying where support is required and be quick to offer help where needed
- be prepared to tackle difficult issues and hold difficult conversations within our own organisations and between ourselves.
- attract high quality staff to Barnet through identifying opportunities across the partnership for developing the leaders of tomorrow.

### **Roles and responsibilities**

The nature of the partnership that has evolved in Barnet has been a long standing one of maximising the delegation of funding and responsibilities to schools and settings. Overall, the school community is a confident one and the direction of travel now taking place nationally sits well in Barnet characterised by the local authority:

- identifying priorities for collective action through the strategic collation and analysis of data
- acting as champions for pupils and parents, with a focus on vulnerable children and young people
- strategically commissioning sufficient and appropriate provision – from early years, primary and secondary school places through to provision for education and training for young people
- creating and hosting opportunities for collaborative decision making and action
- facilitating and brokering partnerships between schools
- offering traded services for schools and other providers to purchase.

and education providers:

- responsible for their own improvement, commissioning support that is appropriate to their circumstances, establishing support networks between schools, settings and other providers to support and learn from each other
- sharing intelligence and data with the local authority and others to help set the strategic direction and priorities of the partnership
- acting collaboratively to the benefit of Barnet's children and young people.

The local authority, schools, early years settings, further and higher education providers have a range of statutory functions to deliver and the local authority retains specific responsibilities in relation to maintained schools. A full list of these can be found at:

<http://www.education.gov.uk/childrenandyoungpeople/strategy/a00198443/statutory-duties-of-local-authorities>.



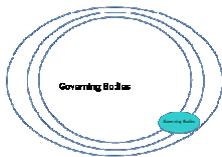
## Elected members

As democratically elected representatives of their local community, elected members have a specific role in 'championing' the needs of their residents. In their community leadership role, elected members regularly scrutinise local public services in receipt of significant public funds and as the local authority moves from a direct provider of schools, this role for elected members comes increasingly to the fore. In developing this strategy, elected members heard evidence from schools and governors about how best this role could be delivered to support our shared ambition for Barnet's children and young people. Elected members have shaped a role to:

- consider the performance of individual schools, settings and education providers as well as the achievement of groups of pupils and young people
- challenge under performance
- become more effective governors of schools and other partner organisations
- communicate the quality of the educational offer to their residents.

To assist in this we will:

- streamline the appointment process for local authority appointed governors
- pilot an Annual Report for parents that makes available information (data and analysis) on the local educational offer.



## Governors

As the education system is changing, increasing focus is being placed on the role and effectiveness of governing bodies in fulfilling their role within the overall system of accountability. Governing bodies need to have a clear understanding of their role, they need to know their school well and have effective processes and procedures in place to discharge their functions. Key to each governing body is having sufficient members with the right skills and experience. As with all areas, in Barnet the quality of governing bodies varies between schools, and over time, as the body of volunteers changes.

Having access to high quality training, information and advice for governors is key. We will review the training opportunities offered by the local authority to ensure that the offer remains current and relevant in this new education landscape. We will promote self assessment by governing bodies through the production of an appropriate toolkit. As stated in the section above, the local authority will streamline the process for nominating local authority appointed governors to reduce the delay in appointments and to improve the matching of nominations to the skills required by a particular governing body.

## Clarity of relationships

There is a plethora of partnership structures functioning within Barnet and all new providers are encouraged to participate. Whilst most current relationships have developed over many years of working together, the emergence of academies as 'independent' state schools along with the growing number of academy chains operating regionally and nationally has prompted us to identify the need to clearly articulate the relationship between the local authority and academies. We will develop an Academy Accord that sets out expectations of the local authority and Academy Trusts and how we will work together to meet the needs of children in Barnet.

## Encouraging new models of governance

Our partnership already encompasses a diverse range of models of school organisation in Barnet and this diversity is considered a strength. Our aim is to develop local mechanisms to maintain the quality of Barnet's offer. Secondary schools in Barnet have been quick to seek

academy status and nationally, there is growing interest among primary schools in exploring academy conversion. The council is supportive of Barnet maintained schools that wish to convert to academy status and will actively support the development of robust models of governance at the primary level. It will do this through:

- providing information and advice to schools and governing bodies
- brokering groupings of schools that wish to work together
- encouraging schools not currently rated as good or outstanding by Ofsted to work in partnership with high-performing schools.

### **How we will know when we succeed**

We recognise that a partnership will evolve and develop over time. In order to monitor our success, we have set the following measurable objectives within our Children and Young People Plan. These will be used by Barnet's Children's Trust Board to monitor our progress over the next three years:

- Barnet to be among the top 10 per cent nationally for children achieving the early learning goals (as measured by the average point score)
- increase in the percentage of children making two levels of progress in English\* (Reading and Writing) and Maths between Key Stages 1 and 2 to 93 per cent
- Barnet to remain among the top 10 per cent nationally for young people achieving 5 or more GCSEs A\*-C (or equivalent) including English and Maths
- improving outcomes among vulnerable groups:
  - a) reduce the achievement gap between pupils eligible for free school meals and their peers achieving the expected level at Key Stage 2 (Level 4+ in both English (Reading and Writing) and Maths) to 14 per cent
  - b) increase the percentage of Looked After children making the expected level of progress in English (Reading and Writing) between Key Stages 2 and 4 to 35 per cent.
- proportion of 16-17 year olds recorded in education and training to exceed 95%.

### 3. Striving for excellence and challenging under performance

#### Why this is important

Despite the general excellence of the education offer in the borough, one in 10 pupils of primary age attend a school that is not good or outstanding, and over one in six pupils do not achieve the expected level in Key Stage 2. Whilst overall our performance at the end of the primary phase is holding nationally, it is beginning to compare less favourably with other boroughs in London and elsewhere. In the secondary phase, while the overwhelming majority of pupils have access to a good or outstanding school, almost a third of young people do not get 5 A\*-C grade at GCSE with English and mathematics, the accepted threshold to Level 3 studies.

Meeting the needs of all children and young people within the local context of a changing population requires a relentless focus by all partners. Between 2001 and 2011, Barnet's population grew by 11.5%, driven by a larger than expected growth in the number of children and young people. During this period, our population also became more ethnically diverse and 47% of pupils within Barnet primary schools now have English as an additional language compared to 41% in 2008 and within our four special schools the figure rose from 34% to 43% over the same period.

#### Our approach

Barnet strives for excellence in education and we are proud of the high standards in our schools and settings. Schools operate within a framework of autonomy with accountability and have the primary responsibility for their own performance and for deploying school improvement resources to support their continuous self-improvement. The 'systems leadership' approach relies on schools being willing and able to lead and shape the local system as well as continuing to lead their own improvement effectively.

Our aim as a partnership is to ensure that a strong school-to-school improvement system is fully exploited within Barnet. Local arrangements have emerged and there is evidence of good collaborative working taking place but as a partnership, we need to ensure that no school is left out, that no school fails to identify its needs or ask for support at an early sign of difficulty, that sufficient support is available and that all schools know how to access and effectively commission the support they need. With a more complex framework for the monitoring and challenging of ambitions and achievements of schools, we need to ensure that all schools are on an improvement trajectory and no school is left to coast or decline.

#### Promoting a strong and robust school improvement culture

Between us, we will continue to promote and develop a school improvement culture that identifies difficulties and risks to performance early. We will seek solutions within our partnership to resolve issues, utilising the full range of local expertise and resources including those available through the Teaching School Alliance and Barnet's National and Local Leaders of Education as well as from local school-to-school support networks. Together, we will achieve this through:

- the strategic monitoring and sharing of performance data across all key stages and for all schools
- schools undertaking a robust self-evaluation and welcoming internal and external challenge
- the sharing of best practice in 'what works' between each other
- keeping ourselves abreast of emerging evidence and best practice from elsewhere
- brokering school to school support including utilising Teaching School Alliances and other local partnerships as a source of high quality support
- more effectively utilising and deploying local sources of expertise within the partnership e.g. local leaders and national leaders in education
- the effective commissioning of school improvement support

- equipping governors and others with the information and skills to effectively challenge and support.

The council has a particular role to play in promoting high standards for all pupils and will fulfil this through:

- collating, analysing and sharing performance data for all publicly funded schools
- monitoring, challenging and supporting the performance of individual schools (see below)
- hosting half termly opportunities for headteachers of all schools to network, share data, best practice and to be briefed on relevant issues
- adopting a brokerage role for schools to access support from other schools within the partnership
- facilitating a school-led school improvement traded service, for as long as schools wish to purchase and the service is financially viable.

Barnet's school-led traded service (Barnet Partnership for School Improvement, BPSI) has been devised and developed by Barnet schools. It has proved popular among Barnet primary schools with the majority of schools purchasing packages of support and its customer base is growing with more schools purchasing the service each year. Our secondary schools, in the main, have preferred to make alternative arrangements and have developed/commissioned a range of support through other Barnet, regional or national mechanisms.

Across London, through the development of models similar to BPSI, the local authority is currently still the most important provider of school improvement services but the market looks set to grow. To ensure that the BPSI service is sustainable and affordable within an increasingly competitive field, the local authority will co-ordinate and facilitate a review of the service, led by Barnet schools. The review will explore the value for money offered by the service, the optimum model of delivery going forward and will include considering which services, if any, the local authority may wish to commission through BPSI.



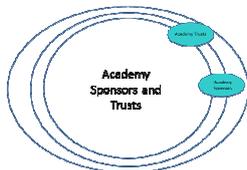
### **Monitoring, challenging and supporting performance of individual schools**

In relation to the performance of individual schools, the local authority will facilitate support, monitor and challenge all publicly-funded schools on their progress in raising educational standards both overall and for specific groups of pupils. Within the current mixed economy, the extent of the local authority activity in relation to a particular school will vary according to statutory functions and accountabilities and details of the service are set out in *Local Authority Monitoring, Challenge and Support services 2013/14*. The broad approach is set out in the following paragraphs but the underlying message is that the local authority, in its championing role, is concerned with the progress of all pupils, irrespective of the type of publicly-funded school they may attend.

At the core of the local authority service is the retention by the council of a dedicated resource offering a named lead education professional to interface with each school. The council has retained a small team of Learning Network Inspectors who act as named partner for each school within a geographical network. This service is recognised by schools, governors and elected members as providing a consistent and locally informed challenge partner. During the consultation process for this strategy, secondary school headteachers expressed ways to improve the effectiveness of the relationship going forward and these will inform a service review to ensure the needs of the secondary sector are met.

**Maintained schools:** In relation to maintained schools for which the local authority retains specific responsibilities, the local authority monitoring, challenge and support is differentiated according to the need of each school and comprises of a range of tailored services. *Local Authority Monitoring, Challenge and Support services 2013/14* details these services and clearly

sets out the frequency of contact, the expectation of maintained schools to self evaluate and the steps that are taken and support offered to maintained schools when there is cause for concern. Overall, the local authority approach is to support the principle of 'intervention in inverse proportion to success'. The council has particular responsibilities to intervene more directly in maintained schools that are causing concern but direct intervention is only used in the most serious of cases.



**Academies:** Where the council has particular concerns about the performance of an academy, it will ensure that the Academy Trust is fully informed about the concern. In the first instance, concerns will be relayed to the headteacher and if required, to the Chair of Governors. Where appropriate, the local authority will make the Academy Trust aware of its recommended actions to address the concerns. It is expected that the academy will share its plans for improvement with the local authority e.g. through an appropriate statement of action. The local authority will offer advice about (or broker access to) locally recommended school improvement support services.

The local authority recognises that there may be circumstances where this arrangement is not effective. Where serious concerns arise (for example, where a school is in an Ofsted category requiring intervention or improvement: a school meets the criteria set out in the section 60(2) of the 2006 Education and Inspections Act, 2006 where for a maintained school the local authority could consider a warning notice or there is evidence of poor leadership and/or governance) and the engagement has not been effective, the council will consider contacting the Secretary of State and/or Her Majesty's Chief Inspector (HMCI) setting out its concerns, and the attempts it has made to agree with the Academy Trust action to tackle the issues that have been identified. The local authority will inform the Academy Trust before taking this course of action.

**Governing bodies:** As a key part of the national and local accountability framework, Governing Bodies need to:

- know what is happening in their school and whether overall provision is good or not
- know about the quality of teaching, the use of performance management, what is being done to recognise and reward good teachers and also what is being done to tackle underperformance within their schools
- how funding is being used to target underachievement – particularly in relation to the pupil premium
- understand the data and the comparative performance of their school in relation to similar schools in Barnet and elsewhere utilising national (e.g. data dashboard) and local sources of data
- be able to provide evidence of the impact of their support and challenge activity
- communicating their assessment of their schools performance to the parent and wider community.

Increasing focus is being placed on Governing Bodies within the Ofsted Inspection Framework and to maintain the quality of education in Barnet, governing bodies must be able and equipped to challenge and ask robust questions of the headteacher and school community and to take tough decisions if necessary.

There is a range of advice, guidance and support for Governing Bodies available nationally and locally. To improve consistency across the borough, the local authority will develop ways to share best practice more systematically so that Governing Bodies can learn from each other and keep abreast of how the best Governing Bodies are fulfilling their role most effectively. We will develop with Governors, ways to communicate local good practice that builds on the range of existing national resources.

**Elected members;** Elected members will receive a bi-annual report containing key education performance data relating to all schools including academies and free schools. This will include the Ofsted judgements of schools that have been inspected and the educational outcomes that become available during the six month period. The Education Overview and Scrutiny Committee may wish to:

- to invite headteachers, chairs of governors and local authority governors to give evidence in relation to the performance of their schools should Elected Members have concerns they wish to raise.
- to convene a time limited working group to consider any concerns arising with regard to particular groups or aspects of educational provision in the borough as a whole

### **Academy sponsors**

Where a school has been judged by Ofsted to be inadequate with either 'serious weaknesses' or requires 'special measures', the government has a clear expectation that in these cases conversion to an academy with a strong sponsor will be the normal route to secure improvement. In circumstances where sponsors are sought, we will engage with the Department for Education to actively seek sponsors that have a willingness to:

- develop an understanding of local needs and priorities
- adopt a process of 'earned autonomy' as the school improves
- offer the opportunity for locally nominated governors to the governing body
- encourage participation in local school to school improvement networks as well as those available across an academy chain or partnership
- encourage participation of school staff on local forums – headteacher and deputy headteacher forums, admission forums etc
- share data to enable strategic monitoring at a borough level
- encourage community access and promote the school as a community resource.

Some Barnet schools are already approved academy sponsors and where possible, the local authority will, in the first instance, put forward and advocate the pursuit of local solutions. We will encourage and support successful Barnet schools to become academy sponsors in order to ensure that there is a range of potential sponsors available to support schools within the Barnet partnership.

We will establish a process for the assessment of potential sponsors to meet Barnet's local needs.

### **How we will know when we succeed**

We will know we have succeeded when every school in Barnet is good or outstanding and when all Barnet children who have the potential to, successfully achieve at least five good GCSE's (or equivalent) to enable them to access the next stage of their chosen pathway. On the way to this goal, we aim to match the performance of the best in the country within three years, a benchmark set at nine out of ten pupils achieving level 4 at KS2 and eight out of ten achieving the required level at GCSE. For those remaining in education, training or employment with training after the age of 16, we aim for 69% to have achieved a level 3 qualification by age 19 which would put Barnet among the top 5% nationally and for 90% to have achieved a level 2 qualification.

## 4. Championing the attainment of vulnerable children and young people and those at risk of underachievement

### Why this is important

Education offers a unique opportunity to influence the life chances of children and young people who are, or become vulnerable. Vulnerability arises in many guises that put children and young people at risk of educational underachievement, where their progress may be affected by factors relating to their socio economic circumstances, their ethnicity, gender or their social, cognitive and linguistic development. National evidence shows that these factors already impact on a child's chances by the time they start school. We need to have high aspirations for all children and young people and, from the start, help them to overcome barriers and obstacles to their learning and development to enable them to achieve a successful transition to adulthood.

Although children and young people with additional needs in Barnet schools achieve well compared with their peers in other local authority areas, the attainment gap between them and the 'average' indicates that too many vulnerable children are not meeting expectations or gaining work or study credentials.

In particular, children who are Looked After or suffer economic disadvantage attain less well than their peers at all key stages. For example, in 2012, of pupils either Looked After or eligible for free school meals – those attracting the pupil premium - 72% achieved level 4+ in English and Maths at the end of the primary schooling compared to 82% of children overall. By the end of Key Stage 4, 49% of pupils attracting the premium achieved more than 5 GCSE A\*-C including English and maths compared to 69% of pupils overall. As young people progress through to adulthood, vulnerable young people are over represented among those that are not in education, employment and training.

Closing the gap and ensuring that all children and young people make, and exceed, at least expected progress and go on to secure a chosen pathway through to employment remains a key focus and challenge for our partnership. To achieve this we need to support and accelerate the progress of our most vulnerable children and young people whilst they are in our sphere of influence within our settings.

### Our approach

Meeting the needs of children and young people at risk of underachievement requires the harnessing and deployment of the collective forces and resources available across the partnership of schools, local authority, colleges, health, families and other services. Our approach is based on supporting families as well as targeting children and young people and groups of those at risk, to moderate and mitigate the impact of vulnerability.

Significant investment has been made within Barnet by the council and the school community to create a co-ordinated multi-agency approach to the early identification of need and the harmonisation of family support services starting at early years and continuing through to secondary and beyond. Our local approach to supporting families through for example, our 'Family Focus' services, parenting support and mentors in schools supplements government funded initiatives such as Troubled Families, targeted at those most vulnerable families with the most complex needs. The Government is also directing significant new resources directly into schools through the pupil premium, in order to target groups of pupils at risk of underachievement. In Barnet in 2011/12, this pupil premium brings an additional £11m into the borough to support pupils across the school partnership.

#### Pupil Premium allocations 2013-14

|           | Barnet eligible pupils | % Barnet school population | % England state school population |
|-----------|------------------------|----------------------------|-----------------------------------|
| Primary   | 7257                   | 28.4                       | 26.7                              |
| Secondary | 5348                   | 30.6                       | 26.2                              |

The pupil premium funding is intended to support more precisely children or groups of children whose socio-economic disadvantage puts them at risk of underachievement. It is not necessarily the case that all pupils attracting pupil premium funding are underachievers; some have sufficient resilience to cope with disadvantage. The attainment and progress of pupils in other groups are not guaranteed and it is vital that detailed analysis of data at school and borough level helps to identify pupils at each key stage and in core curriculum areas who are at risk. We need to ensure the most effective use of the shared local resources available within early years settings, schools and other provision is made to target individual children and young people and to support their families through the:

- early identification, intervention and prevention of need among children and their families, utilising common assessment and referral processes available across Barnet to deliver and/or provide access to a range of support services
- delivery of services by and through schools and other educational settings in order to support and improve parenting, build resilience within children and families and to give access to early intervention support through for example, family focus, educational psychology and youth support services, recognising that schools are often a place of trust for families
- identification of groups of pupils at risk of underachievement and their needs, through robust and detailed data analysis followed by appropriate action planning which directs resources towards those most at risk
- sharing of good practice about 'what works' and learning from each other.

A partnership approach to sharing data and best practice to address under-achievement in schools is facilitated through the local authority-hosted 'Narrowing the Gap' team. This service is funded through agreement by Barnet's Schools Forum, a decision that is subject to annual review. As well as supporting individual schools, 'narrowing the gap' data is shared as part of Barnet's innovative Leading Edge programme which brings together local expertise to review and translate innovative and emerging national practice to meet the needs of vulnerable children.

**Children and young people with special educational needs (SEN):** Barnet's specialist provision for pupils with special educational need is among the best in the country with our four special schools all currently rated by Ofsted as outstanding, and overall, children with SEN achieve well in Barnet schools. At Key Stage 2 (Level 4+ in English and Maths) and Key Stage 4 (5+ GCSE A\*-C inc English and maths) Barnet pupils with a special need identified at School Action, School Action Plus or with a statement of Special Education Need attain above the national average in these recognised key measures.

Developing a range of resourced provision within schools has enabled us to meet a wide range of needs within the locality so that children can benefit from the quality of education on offer within Barnet. As young people move towards adulthood we need to ensure that we also provide local education and training opportunities that enable them to live and work in the local community. During 2013, in full consultation with all stakeholders, the local authority is developing a new Inclusion Strategy for Barnet to build on this success and to take account of the new proposed statutory framework. In preparation, the local authority has undertaken an

initial consultation exercise to establish some principles to underpin the development of the strategy. These are:

- **Personalisation:** giving families greater choice and control over the support provided. This will include person centred planning and the option to have a personal budget.
- **Pre-birth to young adulthood:** adopting a pre-birth to young adulthood approach will assist in developing a smooth transition through a young person's development from pre-birth to twenty-five and beyond.
- **Providing support early on to build independence and resilience:** targeting early intervention and support to build independence and resilience in children, young people and their families, promote positive mental health and prevent escalation of special educational needs. This could include reasonable adaptations and modifications of a child's setting, targeted group interventions (e.g. for speech and language development) the uptake of training and professional development opportunities and access to multi-agency advice and consultancy.
- **Providers of support will work more closely together:** placement planning will be conducted jointly with partners across Barnet and more widely with other London boroughs. Schools will be encouraged and supported by the local authority to find collaborative approaches to work together.
- **Participation and evaluation, especially with parents and families:** children and young people, their parents and carers, council members, unions, and service providers will be actively involved in the design of strategy and the services provided by partners in Barnet.
- **Effective communication:** service providers (including schools) will provide clear and accurate information about what they can offer and the criteria for access. There will be clarity and transparency about the statutory and discretionary offer being made to parents and children and the way in which decisions are made.
- **Effective teaching and support:** services should be delivered where children are involved in their usual day to day activities wherever possible. Children's centres, schools and colleges should be hubs for the delivery of a personalised curriculum and multi agency services.

**Looked After children and young people:** Nationally, the attainment of Looked After children as a group falls well below the average of their peers, severely disadvantaging them particularly when competing for education, training and employment opportunities in later life. In Barnet, this is no different. Although outcomes for Looked After children in Barnet tend to be better by comparison with those nationally, too many still do not acquire the five good GCSEs which enhance access to work or study post-16. In 2012, 16% of LAC in Barnet achieved this level compared to 69% overall. Whilst the cohort is small, the challenges are significant, the gap in attainment for this group both in Barnet and nationally has been longstanding and stubborn.

We have now developed a virtual school approach to the monitoring, support and championing of Barnet's Looked After Children and there is growing optimism that over time, this will enable more Looked After Children to achieve their potential. However, achieving a sea change in expectations and attainment will require a robust and sustained effort across all parties, close co-operation by schools to share data and to develop individual approaches that accommodate the particular challenges that Looked After Children can face. As a partnership our approach is based on:

- the Virtual school approach to rigorously track the progress of each Looked After child or young person through the prompt sharing of data and information for all children and

young people Looked After, working with schools to ensure an appropriate and robust personal education plan is in place for every child

- championing and putting in place individualised support within the school and home environment to mitigate the obstacles and hurdles that may impede a child's progress as a result of becoming Looked After
- relentlessly pursuing an appropriate school place or educational provision for every Looked After child or young person
- the pursuit of high quality personalised planning, led by schools working with social work staff, set out and monitored through a robust Personal Education Plan for each child or young person
- creating a culture where 'education matters' across the children's workforce and raising the educational aspirations for young people among those with responsibility for caring and engaging with Looked After children and young people.
- working together to keep children and young people in school, identifying ways to prevent school exclusion and maximise school attendance
- building individual packages around the needs of young people to keep them engaged and achieving through challenging times and to steer them into appropriate further education, employment or training.

**Children and young people at risk of poor mental health:** Working in partnership to ensure that timely access to, and accessible appropriate services are in place is key to mitigating the educational impact of poor mental health. Schools and other educational settings provide the opportunity to deliver universal health-related messages in relation to a range of issues that may lead to poor mental health. In view of the capacity of school staff to recognise more complex circumstances that may lead to poor mental health of individual children and young people, school and other educational settings can offer a familiar and safe environment for families to access local services. To fulfil this role, schools and other educational settings need to have knowledge of, and early access to, clear assessment and referral pathways for children and young people that need additional help.

**Children and young people experiencing economic disadvantage:** Children at economic disadvantage, using the proxy of eligibility for free school meals perform better in Barnet than nationally but still remain below that of the overall population at all key stages from early years through to Key Stage 4. We recognize our collective responsibility to identify vulnerability early, and we acknowledge that economic disadvantage may be hidden and manifest itself in a variety of ways.

The resources available through the pupil premium funding offer a significant opportunity to ensure that the most economically vulnerable pupils can be identified early and measures taken for opportunities to be open to all children, irrespective of family income. While each setting will design and implement the most appropriate interventions in the context they operate, we have an expectation within the partnership that the funding will be used to ensure that all young people make the progress they need to achieve the very best they can.

**Children and young people from a black and/or minority ethnic background and/or for whom English is an additional language:** Analysis of the performance of groups of children and young people from major ethnic backgrounds, White, Asian, Black, Mixed Heritage and Chinese pupils, shows that on most indicators, Barnet pupils in these groups do better than their peers nationally and, in most cases, better than the national averages for all pupils. Closer scrutiny however, reveals that although most are doing well by comparison with national indicators, there is a significant difference between some groups and variations in the

performance of sub-groups within each ethnic group. The performance of children and young people learning or using English as an Additional language, although slightly below that of those for whom English is their first language, is better than that of children and young people nationally at both KS2 and KS4. Ethnicity and/or linguistic background are not necessarily, in themselves, the determinants of success. The risk of underperformance increases, however, when other dimensions, such as eligibility for free school meals, later entry into the school system, low prior attainment or special educational need become factors in the life of the child or young person. We need to:

- work to identify pupils whose attainment and progress may be adversely affected by contextual factors outside their control
- collaborate in the development and dissemination of best practice in the mitigation of the impact of contextual factors.

**Children and young people without a school place or at risk of not having a school place:**

Securing appropriate provision promptly and minimising the time out of school for any child or young person requires robust collaborative working across the school partnership and a good range of high quality local provision. In Barnet, the vast majority of children and young people are successfully placed through co-operation between schools (utilising the Fair Access Protocol) or in one Barnet's provision at The Pavilion, Northgate and home and hospital tuition service. Overall our approach is:

- prompt identification and placement of all children out of school or at risk of being out of school
- clear pathways to re-integrate where appropriate and possible into mainstream provision in full consultation with parents/carers
- individual re-integration plans for all children, working in partnership, assessing risk to individuals, families and schools
- individual packages of support; either delivered directly or commissioned while out of school.

In Section 5, we identify a need to review the range of alternative provision available in Barnet.

**Young people at risk of not engaging in education, employment and training:** Each year, there are approximately 350 young people between the ages of 16-19 who have left full time education and who we know are not actively engaged in employment, education or training (NEET). A range of provision is available across the partnership to support vulnerable young people in this position, offering them opportunities to engage positively in a range of diverse activities, helping to build their skills and confidence. We recognise that some young people are not yet ready to access the growing number of opportunities to enter employment such as apprenticeships and they require particular support to gain employability skills and become 'job ready'. Identifying young people at risk of NEET at an earlier stage in their school career will help us to identify and put in place appropriate support such as mentoring and coaching programmes. We have developed a partnership tool to improve the early identification of this cohort and will work in partnership to promote and embed this early identification approach.

**Children and young people's health and well being:** Achieving good education and health outcomes are inextricably linked. Schools and educational settings present the most significant opportunity in some young people's lives for them to get the right start to good health and well being. Embedding key health messages and accessing health services within a safe and encouraging environment from early years settings through primary and secondary education and beyond, is critical to encouraging and enabling healthy lifestyles and choices within Barnet's population.

- Support for schools in the effective commissioning of health and well being related services, recognising that schools are increasingly seeking to commission health related services as part of their strategy for supporting children and young people at risk of underachievement.
- Direct delivery of public health services within schools, early years and other educational settings to maximise reach and increase take-up.
- As part of Barnet's Health and Wellbeing Strategy, the development of funding packages for schools to support the delivery of effective public health messages; e.g. tackling obesity, sexual health and substance misuse.

### **How we will know when we succeed**

We will know we have succeeded when the impact of barriers to children achieving their potential have been identified and mitigated and that all children have an opportunity to progress through their education, achieve their very best and lead independent successful lives. The gap in attainment for each group will be narrowed and any remaining gap in attainment between groups of pupils will not be as a result of barriers that can be overcome.

On our way to this goal, we aim to reduce the achievement gap between pupils eligible for free school meals and their peers achieving the expected level at Key Stage 2 to 14 per cent and increase the percentage of Looked After children making the expected level of progress in English (Reading and Writing) between Key Stages 2 and 4 to 35 per cent.

Young people who have experienced difficulties in their early life will be equipped and skilled to join the workplace, enabling them to become independent and take equal advantage of the opportunities on offer in Barnet and elsewhere. On our way to this goal, we aim for at least 95% of young people aged 16 or 17 to be in education or training.

## 5. Securing sufficient high quality provision and widening local opportunities

### Why this is important

We are witnessing a significant growth in the number of children and young people living in Barnet and this is projected to continue until at least 2020. Birth rates are rising, there is an increase in inward migration and the council has ambitious future plans to regenerate and grow parts of the borough through new housing developments.

We need to plan to either provide directly, or to encourage the development of, high quality new educational provision to meet both the increase in overall numbers but also to ensure that the local offer remains current and can meet the full range of needs among Barnet's children and young people.

This means ensuring appropriate early years, primary, secondary and special school places are available and provided in the right place at the right time. It also means ensuring there are a range of opportunities to ensure all young people successfully transition into adulthood and they are equipped to become economically independent. Whilst in Barnet, a high proportion of our young people in Barnet stay on at school to continue their studies and a higher proportion go on to university compared with elsewhere, there is emerging evidence of significant turbulence among young people aged 17. Current data suggests that participation for this age group is among the lowest in London. This may be as a result of a 'drop out' at the end of year 12 which could suggest that a greater proportion of young people fail to succeed at this chosen pathway at this age in Barnet than elsewhere. This is of particular concern in the light of impending changes to the A level curriculum and the requirements for young people to participate in employment, education or training for longer (Raising Participation Age). We have identified a need to broaden the range of local opportunities to ensure that a diverse offer of vocational, work-related and apprenticeship opportunities are available to strengthen the Barnet offer for young people.

### Our approach

Demand for education is growing rapidly in Barnet, and the council has a statutory duty to ensure that there is sufficient early years provision within the locality and that all children of statutory school age who require a school place can access one. The council must also secure sufficient suitable education and training provision for young people.

The borough hosts and celebrates a wide and diverse educational offer for primary and secondary pupils. Planning to meet the demand for new provision within Barnet together with the analysis of need within the borough is set out in detail in Commissioning School Places. In this document, we set out the guiding principles that underpin our planning for each of the stages of education.

**Early years;** the local authority has a range of duties in relation to early years including securing adequate childcare provision so that parents can work and train and securing free early years provision for 3 and 4 year olds and vulnerable 2 year olds. Delivering effective early years education, starting with a free entitlement for vulnerable two year olds and all three and four year olds, requires a sufficient supply of high quality settings that can meet the diverse needs of Barnet's children, located where it meets the needs of parents and their families. The pattern and funding of early years provision within Barnet has grown organically and comprises of nursery schools, nursery classes within schools, children's centres, child minders and private, voluntary and independent providers. We are committed to ensuring that all young children with a free entitlement have equal access to high quality early years provision.

We now believe, due a number of factors, that it is time to undertake a review of early years provision to ensure that we fund places that are commissioned against an agreed set of

services and outcomes and to ensure fair access. A review will undertaken in full consultation with all stakeholders during 2013.

**Primary and secondary phase:** ensuring there are sufficient school places available has to be the partnership's top priority for capital investment in education. However, whilst the statutory duty to secure sufficient provision still falls to the local authority, the changing education landscape with the increasing number of schools converting to academy status, means that the ability of the local authority to directly control supply is diminishing. The local authority has no jurisdiction with respect to the decision making process of an academy to expand and there is a presumption that all newly commissioned schools will be academies (or free schools). In addition, the Government controlled Free School Programme has to date, afforded little influence to local authorities regarding the establishment of free schools within an area. Within this new environment, developing a shared responsibility on how to best to meet need through understanding local pressures and capacity and establishing broad principles and priorities for investment across the partnership is key to delivering a sufficient and appropriate supply of provision.

This new landscape requires investment plans to be as flexible as possible and open to adaptation as new information or developments come to light. Current pressures mean that significant additional capacity has been, and will continue to be, required in primary schools and this will feed through to secondary schools within the next few years. Some initial investment in expanding secondary academies has been commissioned but further investment will be reviewed in the light of proposals to locate several new secondary free schools in the borough. Retaining flexibility is a significant challenge when designing and implementing a multi million pound investment programme that requires extensive consultation with schools, parents, local communities and other stakeholders.

Within this context, a detailed analysis of need for primary, secondary and special need provision is set out in our *Commissioning School and Learner Places 2013/14-2015/16*, together with an indication of how the need will be met through either temporary or permanent expansions or through the commissioning of new schools and provision. The principles underpinning our investment strategy are:

- where permanent additional provision is required to meet demographic pressure, existing popular and successful schools will be prioritised for expansion where the site allows, represents value for money in terms of building works, and where there is demand for places in the school's locality
- Barnet has a wide range of schools catering for families of different faiths and within the commissioning of new places, the council will seek to meet, where practical, demand for different types of faith school that offer an ethos that promotes cohesion within the borough as a place to live and study
- where new provision is to be commissioned as a result of large scale housing development or regeneration, the council will operate a local process to select a preferred provider for each new provision in accordance with non-statutory government guidance. The council will take into account each proposer's ability to meet local need when choosing a preferred option. Proposers will also need to demonstrate how they will ensure inclusive practices and provision for pupils with differing needs, for example children with special educational needs
- we acknowledge that innovative and creative solutions are required to meet the educational needs of the anticipated growth in Barnet and London and we will work with schools, free school proposers and regeneration partners to find acceptable solutions through design that enable constrained sites to be brought forward. We will explore and encourage existing schools to bring forward proposals to work creatively in partnership or through other collaborative arrangements to maximise capacity on existing sites

- to meet demand, it is necessary to provide a large number of 'bulge classes' over the coming years. Whilst many can be planned in advance, inevitably, demand can be unpredictable and schools may be required to take additional pupils at short notice. The council will work to minimise this where at all possible
- schools taking additional pupils at the request of the local authority will receive sufficient funding for accommodation and equipment requirements
- we will invest in increasing resourced provision within schools to meet the needs of children with special educational where the opportunity arises as well as expanding our special schools to meet the demographic pressure
- the council welcomes existing successful independent schools who wish to enter the maintained sector, where there is proven parental and community demand, particularly if schools will help to meet the growing pressure for school places. Schools wishing to enter the state sector must have suitable and adequate school buildings to ensure that the council is not exposed to unnecessary financial liabilities as a result of taking on responsibility for poor condition premises
- the council is supportive of the development of free schools to meet local requirements where there is evidence of demand, a robust business case and available property. It will actively encourage free school proposals that meet the basic need for more school places within the borough and support this through more actively publicising areas of greatest pressure and the nature of proposals that would best meet Barnet's needs.
- in the interests of efficiency and value for money:
  - infant and junior schools are encouraged to consider amalgamation where the opportunity arises, for example when one headteacher leaves
  - in seeking to develop new provision, schools will need to offer at least two forms of entry and all new primary provision will be commissioned as all-through primary schools.
- we recognise that in the light of the pressure for school places, some facilities that may previously have been available to offer community services will be required to provide school places. We will need to be innovative and inventive and explore the potential to share resources across partnerships of schools.

**Alternative Provision for statutory age pupils:** a range of alternative provision is commissioned by schools and the local authority to meet a variety of needs. Barnet's provision for pupils permanently excluded from school, offered at The Pavilion is good and well regarded by our schools. Outstanding provision for young people with medical needs is offered through Northgate and Discovery Bay facility at Edgware Hospital provides for children while in hospital.

The Pavilion is mainly operating from a building not considered suitable for the curriculum offer and capital investment is required to develop a modern fit for purpose facility and learning environment. The majority of other alternative provision in use in Barnet is almost all commissioned directly by secondary schools. While much of this provision is valued, it is not the result of a system-wide commissioning process. Alongside these factors, there are national changes on the horizon: there is an expectation by the government that local authority alternative providers that are registered as pupil referral units (PRUs) should become state-funded academies by 2018 and there is the possibility that the government will make schools responsible for provision for permanently excluded pupils following exclusion, leading to schools having a new role as commissioners for pupil referral units.

These factors are leading to a review of our partnership's use of alternative provision for pupils either permanently or temporarily excluded from school. The review, due to report in Autumn 2013 will consider future commissioning intentions of the partnership and the local provision required to meet these intentions.

**Widening the offer post 16:** the partnership has reviewed the locally available opportunities to ensure that there is sufficient and suitable local provision to meet the needs and interests of all Barnet's young people to enable them to participate in education or training until at least 18 and up to the age of 25 for young people with learning difficulties and/or disabilities. We have identified the following:

- there is a good supply of opportunities for young people wishing to pursue an academic route through sixth form provision in schools and colleges
- we need to broaden the offer for young people wishing to pursue other avenues, such as apprenticeships, foundation learning and vocational programmes within Barnet to help young people equip themselves to access employment opportunities
- there is insufficient locally based provision to meet the range of need among young people with learning difficulties and/or disabilities necessitating long travel times to access provision elsewhere
- we need to work more closely in partnership with businesses and employers to seek opportunities for young people to access apprenticeships, to identify employers needs and help direct young people to make good career choices that better match the needs of the local and national economy.

With the secondary sector in Barnet now pre-dominantly academies, the local authority has less influence over the shape and type of provision offered locally. However, the sharing of data and analysis, working together to identify gaps in provision, and conversely where there is an oversupply of provision, helps lay the foundation for good decision-making by all parties. Where the local authority is asked by any funding agency to support or recommend proposals put forward by individual providers, the capacity of any proposal to meet the needs listed above will inform the local authority view.

This collective approach to prioritising meeting gaps in provision has already led to the development of a new collaborative sixth form approach to enable more young people to make a successful transition from school to Barnet and Southgate College and other further education colleges. To broaden and increase work based opportunities locally, the council has funded a programme of activity establishing a local Barnet Apprenticeship Training agency aimed at assisting small to medium employers in recruiting local apprentices, together with a range of other activity to enable young people aged 16-24 to gain employment experience and help them to become 'job ready'. To increase local opportunities for young people with learning difficulties and/or disabilities Oak Lodge and Barnet and Southgate College have been developing new local provision, focussed on employability skills, with a new capital project underway to develop state of the art provision within Barnet and Southgate College.

We need to build on this experience to further strengthen the presence of work based providers in Barnet and facilitate better links with employers to create greater opportunities for work experience and work based learning. Through these links we need to ensure that vocational training responds to the key growth sectors that serve the local and global economy. Our young people need to be helped to become 'job ready' and be assisted through high quality information, advice and guidance offered by schools to make appropriate career choices in the light of the future demands of Barnet, London and the national economy.

To broaden local opportunities, ensure young people are equipped to seize opportunities and to meet the needs of employers for skilled, 'job ready' applicants we will:

- increase opportunities for employers to communicate their requirements to schools for young people to be 'job ready'
- establish clear, simple information for local employers, schools and young people about local vocational opportunities with pathways
- promote networking opportunities for schools, local providers and employers
- share information with schools on the needs and characteristics of the local economy.

### **How we will know when we succeed**

We will know we have succeeded when there are sufficient early year and school places available, where the percentage of children receiving a primary or secondary school of their choice (one of top 3 preferences) exceeds 90% and when all young people are participating in education, employment or training to enable them to become economically independent. On our way to this goal, we aim for the proportion of 16-17 year olds recorded in education and training to exceed 95%.

## 6. Key deliverables to support the partnership

|    | <b>Key deliverable</b>                                                                        | <b>Target Date</b> |
|----|-----------------------------------------------------------------------------------------------|--------------------|
| 1  | Academy Accord that clearly sets out expectations of the local authority and an Academy Trust | June 2013          |
| 2  | Programme of activity to support Primary schools to consider appropriate models of governance | Sept 2013          |
| 3  | Local process to assess potential academy sponsors                                            | Sept 2013          |
| 4  | Streamlined process for the appointment of local authority appointed governors                | July 2013          |
| 5  | Review of the local authority Governor training programme                                     | Sept 2013          |
| 6  | Self -Assessment toolkit for Governing Bodies                                                 |                    |
| 7  | Annual Report for Barnet parents and residents - pilot                                        | Jan 2014           |
| 8  | Brokerage model for schools to access support from other schools within the partnership       | Sept 2013          |
| 9  | Review of Alternative Provision                                                               | Autumn 2013        |
| 10 | Review of Early Years                                                                         | Autumn 2013        |
| 11 | Future delivery model for Barnet Partnership School Improvement                               | Autumn 2013        |
| 12 | Inclusion strategy                                                                            | Autumn 2013        |