

	<b>Children, Education and Safeguarding Committee</b>  <b>13 March 2019</b>
<b>Title</b>	Educational Standards in Barnet 2017/18
<b>Report of</b>	Chairman of the Committee, Councillor David Longstaff
<b>Wards</b>	All
<b>Status</b>	Public
<b>Urgent</b>	No
<b>Key</b>	No
<b>Enclosures</b>	Appendix A: Summary of Educational Standards in Barnet, 2017/18
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## Summary

Barnet is well known for the quality of its schools and the diversity of its educational offer. The quality of Barnet's schools is a significant contributory factor to making the borough a popular and desirable place to live and supports our strategic drive to be the most family friendly borough in London. This report provides information on validated results for 2017/18 assessments and national examinations, set out in Appendix A.

## Recommendations

- 1. That the Committee note the validated results for school performance in Barnet for the academic year 2017/18 as set out in Appendix A: Summary of Educational Standards in Barnet, 2017/18**



## 1 WHY THIS REPORT IS NEEDED

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

### Good and outstanding schools

- The percentage of Good and Outstanding schools in Barnet is now 94.3% and is above National, Inner London and Outer London averages. The percentage of primary and secondary schools in Barnet rated Good or Outstanding is in the top 10% of the country.
- 95.1% of Barnet pupils attend a Good or Outstanding school and is above National, Inner London and Outer London averages. The percentage of pupils attending a Good or Outstanding school is in the top 10% of the country.

### Attendance

- Primary attendance is now 96.1% and is above the national average, with Barnet's ranking having improved from 82<sup>nd</sup> in 2016 to 15<sup>th</sup> in 2018 (out of 152 LAs) thus placing Barnet in the top 10% of LAs. Secondary attendance is now 95.5%, ranked 7<sup>th</sup> nationally, and thus also in the top 10% of LAs.

### Early years

- The percentage of children who achieved a Good Level of Development (GLD) in the Early Years Foundation Stage was above the national average and in line

with London and Statistical Neighbour averages in 2018, with Barnet's national ranking having increased from 87th in 2016 to 35th in 2018.

### Primary

- Year 1 Phonics – attainment is in the top 10% nationally.
- In Key Stage 1 attainment at the expected standard is above the national average in all subjects and in the top 20% of LAs in reading, writing and mathematics, whilst being roughly in line with statistical neighbours and London averages.
- In Key Stage 2, attainment of the expected standard across Reading, Maths and Grammar, Punctuation and Spelling (GPS) was in the top 10% of LAs nationally. Attainment in Reading, Writing and Mathematics (RWM) combined was also in the top 10%, with Barnet now ranked 8<sup>th</sup> out of 152 LAs. Attainment in Writing was in the top 20% of LAs, with Barnet's ranking having improved to 21<sup>st</sup> from 100<sup>th</sup> in 2016.
- Progress of pupils between Key Stage 1 and Key Stage 2 in all subjects is significantly better than the national average. Barnet is in the top 10% of LAs in the country for Maths and Reading progress. It ranks 42<sup>nd</sup> for progress in Writing, but there remain issues around the validity of national comparisons because of inconsistencies in moderation of teacher assessments across the country.
- Attainment in Reading, Writing and Mathematics combined by disadvantaged KS2 pupils is now in the top 10% of LAs, with Barnet ranked 9<sup>th</sup> in the country. In 2016 the percentage of disadvantaged pupils reaching the expected standard in Reading Writing and Mathematics was 46%. In 2017, it had increased to 55%, an increase of 9 percentage points and in 2018 the proportion of Disadvantaged pupils reaching the expected standard in Reading, Writing and Maths increased by 7 percentage points to 62%.
- Barnet is performing better than the national and statistical neighbour averages in Reading Writing and Maths combined in all the ethnic pupil categories for the proportion of pupils reaching the expected standard.
- Attainment in Reading, Writing and Mathematics combined by KS2 pupils on SEN Support is strong, as is Progress by KS2 SEN Support pupils and pupils with Education, Health and Care Plans in Reading and Mathematics (Barnet ranks in the top 10% of LAs for all these measures).
- The attainment of pupils with SEN Support in Reading, Writing and Mathematics combined has improved steadily – with Barnet's rank rising from 18<sup>th</sup> in 2016 to 7<sup>th</sup> in 2017 and 1<sup>st</sup> in 2018 (out of 152 LAs).

### Secondary

- End of Key Stage 4 GCSE attainment and progress are in the top 5% nationally (Attainment 8 and Progress 8) for all pupils and for disadvantaged pupils.
- Barnet's Attainment 8 rank has remained the same at 5<sup>th</sup> best Local Authority nationally.
- Barnet's Attainment 8 rank for disadvantaged pupils has increased from 10<sup>th</sup> to 5<sup>th</sup> best Local Authority.

- Barnet's Progress 8 rank was 3<sup>rd</sup> last year and this has risen to 2<sup>nd</sup> in 2018 behind only the Isles of Scilly who only have 14 eligible pupils, compared with Barnet's 3,438 pupils.
- Barnet's progress 8 score for disadvantaged pupils has increased from 0.07 in 2017 to 0.23 in 2018 and the rank has improved from 15<sup>th</sup> best Local Authority in 2017 to 4<sup>th</sup> best in 2018.
- The proportion of pupils who attained a 5 or above in English and Maths is in the top 5% of LAs nationally, as is the proportion of pupils who achieved the English Baccalaureate.
- The gap between Barnet's disadvantaged pupils and non-disadvantaged pupils nationally at Attainment 8 is the 5<sup>th</sup> smallest in the country. With Progress 8, there is now a positive gap between Barnet's disadvantaged pupils and non-disadvantaged pupils nationally: Instead of performing less well than non-disadvantaged pupils nationally, Barnet disadvantaged pupils are now performing better than non-disadvantaged pupils nationally. Barnet rank on this gap measure has improved from 15<sup>th</sup> in 2017 to 4<sup>th</sup> best Local Authority in 2018.
- At secondary level in Attainment 8 and Progress 8 all ethnic groups are in the top 10% other than 'All Black pupils', who are above the national average but well short of the top 10%.
- On all measures at KS4, Barnet pupils on SEN Support are among the top 10% nationally.
- End of Key Stage 5 'A Level' attainment is in the top 5% nationally on all key measures, except in the vocational qualification groups of technical qualifications or applied general qualifications.

1.6 The report identifies a number of areas for development, which reflect the key priorities in the Education Strategy approved by the Children, Education, Libraries and Safeguarding Committee in July 2017. The following areas have been identified as priorities for 2018-19 by the School Standards Partnership Board:

#### Primary Attendance

- Having now improved to a national ranking of 15<sup>th</sup>, from 98<sup>th</sup> two years previously, a key priority is to consolidate this improved performance. In particular, there is still a need to reduce levels of authorised absence in Primary schools, which remains at the national average and higher than the London average.

#### Early Years

- Barnet's national ranking for the percentage of pupils achieving a Good Level of Development (GLD) in the Early Years Foundation Stage (EYFS) was 35<sup>th</sup> in 2018, which is below the top 10% of LAs and thus remains a priority. The percentage of girls achieving a GLD was above national, London and Statistical Neighbours and was ranked 26<sup>th</sup>. However, the percentage of boys achieving a GLD, although above national, was below London and Statistical Neighbours and was ranked 72<sup>nd</sup>. Therefore, raising attainment of boys at EYFS is a priority.

### Key Stage 1 Achievement

- KS1 relative attainment (ranking), although significantly improved in 2018, remains below the top 10% of LAs for all KS1 subjects. Science is ranked the lowest (51st) for the proportion of pupils achieving at least the expected standard, then Writing (25th), then Maths (23rd) with the best relative attainment being in Reading (17th).

### KS2 Writing

- Despite attainment in 2018 being above the national and statistical neighbour averages, our ranking, although improved from 2017 is still 25th. Although it is clear that there are inconsistencies nationally with teacher assessment of writing, we still need to maintain a focus on this subject in order to continue to improve Barnet's ranking.

### Disadvantaged and vulnerable pupils

- Achievement of Disadvantaged Pupils and other Vulnerable Groups (including pupils with SEND, Children in Need, and Black pupils) remains a priority for improvement to eliminate differences in the performance of particular groups of pupils. The aim is to maintain or improve on the current high levels of performance of SEND pupils relative to other LAs. Work is taking place to match datasets across education and social care for 'children in need' in order to facilitate tracking of this group of children and to plan improved interventions, where necessary. The 'All Black' category of pupils achieves above the national average in both primary and secondary schools but is still outside the top 20% and so remains a priority.

### Looked After Children

- Comparative data from 2018 is not published until May. The 2017 data showed an improvement on recent years. At KS2 attainment is above the national figures for Looked After Children in all subjects. Progress between KS1 and KS2 was strong in Maths (ranked 10th) but lower in Reading (ranked 81st) and Writing (ranked 94th). At secondary level (KS4) Progress 8 was ranked 42nd and Attainment 8 was 83rd. Attendance of Looked After Children is also a key priority. It needs to be recognised that, due to the small number of LAC in each year group, results fluctuate year on year.

### Transition

- Transition between all Key Stages remains a priority with a working group of officers and headteachers focussing on transition between key stages.

### Recruitment

- Recruiting and retaining good quality teachers and school leaders is a challenge for schools across Barnet. The Recruitment and Retention Working party is working to address these challenges.

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

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

vocational or technical courses of study and young people with special educational needs and disabilities.

### Safeguarding

- Schools and the Education and Skills service continue to support the implementation of Barnet Children's Services Improvement Plan following the Inadequate judgement by Ofsted in July 2017. All schools inspected by Ofsted during in the last two school years and this year to date have been judged to have effective arrangements in place for safeguarding.

### Wider Curriculum

- A key priority this year to support the delivery of a broad and balanced curriculum which provides a wide range of opportunities for pupils to learn and helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning. This approach is recognised as important in ensuring all pupils make good progress through their school life.

### Positive behaviour for learning

- The above priorities are underpinned by:
  - A curriculum that contributes well to pupils' behaviour and welfare, including their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development.
  - School leaders who take effective steps to secure good behaviour from pupils and a consistent approach to discipline. This in turn helps to minimise the need for exclusions.

It is recognised that schools are having to manage pupils with more complex behaviour challenges. School Improvement staff work closely with colleagues from the SEND and Inclusion Teams to offer support to schools in managing more complex behaviour.

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

- Primary pupils' average progress in English Writing – as indicated above, there remain inconsistencies nationally with teacher assessment of writing, which casts doubt on the validity of national rankings.

## **2 REASONS FOR RECOMMENDATIONS**

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

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

3.1 None.

## 4 POST DECISION IMPLEMENTATION

- 4.1 Data will be shared with schools. Appendix A will be published on the council's website and available for parents and residents. The analysis will be used to continue to raise standards across Barnet schools, maximising the impact of Barnet's school improvement approach.
- 4.2 The council's strategy for continuing to deliver high standards in Barnet schools is set out in the Education Strategy 2017-2020, which was approved by the Children, Education, Libraries and Safeguarding Committee in July 2017. Officers will continue to work with schools to implement the strategy, with oversight of its delivery led by the School Standards Partnership Board, which includes representatives of the council, Cambridge Education and schools.

## 5 IMPLICATIONS OF DECISION

### 5.1 Corporate Priorities and Performance

The quality of the education offer is at the heart of Barnet's continuing success as a place where people want to live, work and study. It plays a crucial part in making Barnet family friendly, with many families attracted to the area by the good reputation of Barnet's schools. Excellent educational outcomes and ensuring children and young people are equipped to meet the needs of employers are key to deliver the Council's vision set out in its Corporate Plan 2015-20 for:

- Barnet's schools to be amongst the best in the country, with enough places for all, and with all children achieving the best they can
- Barnet's children and young people to receive a great start in life and
- For there to be a broad offer of skills and employment programmes for all ages.

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

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

### 5.3 Legal and Constitutional References

- 5.3.1 Article 7 - Committees, Forums, Working Groups and Partnerships of the council's constitution states that the committee has responsibility for all matters relating to children, schools, education and safeguarding.
- 5.3.2 Section 13 of the Education Act 1996 place a duty on local authorities to secure efficient primary, secondary and further education are available to meet the needs of the population of their area. Section 13A requires local authorities to ensure that their functions are exercised with a view of promoting high standards, ensuring fair access to opportunity for education and training and promoting fulfilment of learning potential for children and young people in its area. Section 14 requires local authorities to secure sufficient schools and sufficient is defined by reference to number, character and equipment to provide appropriate education based on age, ability and aptitude, as well as ensuring diversity of provision. These duties are

overarching duties and apply regardless of whether schools are maintained by the local authority or independent of local authority support.

5.3.3 Part 4 of the Education and Inspections Act 2006 contains powers and duties in relation to schools causing concern. The powers of intervention apply in relation to maintained schools only. For Academy schools, local authorities should raise any concerns with the Department for Education. Section 72 of this Act requires local authorities to have regard to Government guidance when exercising its functions under Part 4. The latest guidance, Schools Causing Concern, published in November 2018, confirms that local authorities and the Regional Schools Commissioners should work with school leaders to drive school improvement and that data should be used to start a discussion in order to give schools the support they need. The guidance emphasises the local authority role as champions of high standards of education across their schools, including the following:

- Understand the performance of maintained schools in their area, using data as a starting point to identify any that are underperforming, while working with them to explore ways to support progress;
- Work closely with the relevant RSC and other local partners to ensure schools receive the support they need to improve;
- Where underperformance has been recognised in a maintained school, proactively work with the relevant RSC, combining local and regional expertise to ensure the right approach, including sending warning notices and using intervention powers where this will improve leadership and standards; and
- Encourage good and outstanding maintained schools to: take responsibility for their own improvement; support other schools; and enable other schools to access the support they need to improve.

5.3.4 In relation to academies, local authorities should raise any concerns directly with the RSC.

#### 5.4 **Risk Management**

None.

#### 5.5 **Equalities and Diversity**

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

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

The protected characteristics are:

- age
- disability;
- gender reassignment;
- pregnancy and maternity;

- race;
- religion or belief;
- sex;
- sexual orientation.

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

Following the analysis of the 2017 results, the School Standards Partnership Board added the achievement of Black Caribbean pupils as a specific priority area. The BPSI Spring Conference in 2018 was focused on raising the achievement of Black Caribbean pupils and those with EAL (English as an Additional Language). Following the analysis of the 2018 results, the School Standards Partnership Board added the achievement of boys at Early Years as a specific priority area and BPSI are running specific training on this area. In addition, SEND pupils were added as a specified vulnerable group in the priorities to ensure a continued focus on their achievement. Barnet's Children and Young People Plan and the Education Strategy 2017-2020 both have a strong focus on improving outcomes for disadvantaged groups of children and young people.

#### **5.6 Corporate Parenting Principles**

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

#### **5.7 Consultation and Engagement**

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

## **6 BACKGROUND PAPERS**

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

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