

Barnet Education Strategy 2017 to 2020

(appendices updated in March 2019)

Introduction

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

Barnet has 127 schools - 22 secondary schools, 90 primary schools, 3 all through schools, four nursery schools, six special schools and two pupil referral units. There is also one sixth-form college and one General Further Education College. The number of pupils is growing and although there has been a substantial investment programme to provide new school places, more still are required as we move towards the end of the decade.

In recent years children's achievements in Barnet's schools at all key stages have been among the very best in the country and a high proportion of Barnet's young people progress on to higher education. Over 90% of Barnet pupils are at schools which were graded good or better at their last Ofsted inspection.

Resilience

We want to make Barnet the most Family Friendly Borough by 2020. Our strategy to achieve this is to focus on developing families' resilience, which evidence tells us is pivotal to delivering the best outcomes for children and young people. The role that schools play in the day to day life of children and their families provides a unique opportunity to promote and embed resilience. Resilience based practice sits at the heart of improving outcomes for children and young people; an approach that is based on looking for strengths and opportunities to build on, rather than for issues or problems to treat.

At the same time our education vision recognises the barriers facing many disadvantaged and vulnerable children and young people and includes a clear commitment to accelerating their progress and closing the gap between them and their peers.

Partnership

In April 2016, the council entered into a seven-year strategic partnership with Cambridge Education (trading as Mott Macdonald) for the provision of its education services, an arrangement that is governed in partnership with schools. Partnership with schools, between schools and between the education service and other agencies is key to the continuing success of our schools and young people,

The council is committed to maintaining an active role in working with schools to ensure the continued and growing success of education in Barnet. We recognise and welcome the growing diversity of governance models amongst our schools and the changing role of the local authority but we believe in investing in education, in championing the needs and aspirations of children and young people and in taking a strategic pro-active approach to ensuring we have sufficient school places, a high quality educational offer in all our schools and that we and schools work together to meet the needs and promote the achievement of all pupils, including the most vulnerable and disadvantaged.

The partnership with Cambridge Education aims to maintain Barnet's excellent education offer and the good relationship between the Council and schools, whilst also achieving the budget savings required by changes in local authority funding. This is a significant challenge but we have made a good start in addressing it. There was a smooth transfer of all services previously provided to schools and the council, and new governance and performance monitoring regimes have been put in place. We have also completed a number of service

reviews in order to identify opportunities for service improvement, business development and efficiency savings.

Financial challenges

The education service, including schools, face major financial challenges now and over the next few years and we will work together to find ways to make sure schools are financially sustainable and to minimise any potential negative impact on the quality of teaching and learning and outcomes for children and young people.

Resilient schools

Resilient schools will help us to build resilient communities - working together in partnership, the council and Cambridge Education will work with schools to ensure the best deal and the best outcomes for all of Barnet's children, young people and their families.

Ambition and aims

Barnet is a growing borough and the quality of education plays a crucial part in making the borough a popular and desirable place to live.

Our strategic vision for education in Barnet is:

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

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

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

To do this we need:

- Enough school places
- All schools to be good or outstanding
- High levels of attainment and progress in all phases
- A relentless focus on meeting the needs of vulnerable pupils, including those with SEND, children looked after, children in need and children eligible for free school meals.

Strategic goals

To deliver this, we need to pursue a number of strategic goals around the key themes of Access, Inclusion and Achievement:

- **Strategic goal 1 - Access**

To ensure there are sufficient high-quality school places to meet the needs of Barnet residents, including local specialist provision when required for children and young people with special educational needs and disabilities, and that school organisation and governance arrangements are financially sustainable

- **Strategic goal 2 - Inclusion**

To ensure the provision of high quality local specialist and mainstream placements and support for children and young people with special educational needs and disabilities aged from 3 to 25.

- **Strategic goal 3 – Achievement - School Improvement**

To ensure that every school is good or outstanding.

- **Strategic goal 4 – Achievement - Educational outcomes**

To improve the educational progress and outcomes for all children and young people across all phases and types of institution from early years to post-16, including progress into Higher Education, Apprenticeships or employment.

- **Strategic goal 5 – Achievement and Inclusion - Closing the gap and building resilience**

To close the gap in attainment and progress between the most disadvantaged and vulnerable pupils and their peers by accelerating their progress and building resilience.

Key drivers – how will we seek to achieve these strategic goals

Detailed plans will be set out in separate strategies for school places, SEN and school improvement but some of the key drivers for achieving these goals are:

Access

- Partnership working with schools to identify the best locations for school expansions and bulge classes
- Close liaison with the DfE, the ESFA, the Regional Schools Commissioner and potential sponsors of Free Schools to secure additional Free Schools where they are needed and when they are needed
- Partnership with schools, including Special Schools and schools with Additional Resource Provision (ARPs) and PRUs, and with post-16 providers to ensure we can offer high quality local specialist places to children and young people with SEND who need them and to those in need of Alternative Provision
- Keeping the financial sustainability of schools and groups of schools under review and working in partnership with schools to identify possible new school organisation or governance models, where needed to ensure ongoing financial resilience.

Inclusion

- Increased focus on outcomes and the quality of Education, Health and Care Plans with greater co-production with schools, parents and children and young people.
- Improvements in the consistency and quality of provision for pupils whose needs can be met at SEN Support.
- Improvements in the integration of processes and provision across education, social care and health.
- Improved tracking and planning for post-16 young people with SEN and an earlier focus on preparation for adulthood.
- A focus on building resilience in children and young people with SEND and those in Alternative Provisions and their families.
- Continuing to identify those at risk of becoming NEET and supporting them to make a successful transition.

Achievement

- Maintaining a core Learning Network Inspector service to monitor and challenge, and, where necessary, intervene in, maintained schools, whilst keeping in touch with

Academies. If necessary, LNI support services will be offered as a traded service to schools.

- The continuing development of quality traded services in order to support school improvement.
- Building on the work of School Improvement Partnerships and Teaching Schools.
- Working with schools on strategies for recruiting and retaining the best teachers and headteachers. This includes supporting governing bodies with the recruitment of new headteachers/principals and supporting headteachers with the recruitment of deputy headteachers/vice principals.
- Focus on good leadership and governance
- Active promotion of good behaviour and good safeguarding practices
- A strong focus on improving attendance, especially in Primary schools
- A focus on eEarly Years Standards Team, working with schools and settings to ensure high quality Early Years provision in all of our settings and effective transition.
- Continued intervention to support young people at risk of being Not in Employment, Education or Training and work with providers to ensure suitable progression pathways including high quality technical and vocational provision.

Governance

The implementation of this strategy will be overseen by the Barnet with Cambridge Education Strategic Partnership Board (SPB), which consists of representatives from the council, Cambridge Education and schools.

Underpinning this strategy will be three sub-strategies, each overseen by a Partnership Board that reports into the SPB. The sub-strategies will set out progress to date and key objectives, actions and milestones for the year ahead and will be reviewed annually.

Each Board includes representatives of the council, Cambridge Education and schools. There are also a number of stakeholder boards feeding into the strategic planning and oversight roles of these partnership boards.

The sub-strategies, Boards and lead officers are set out in the table below:

| Strategy | Board | Lead officer | Strategic goals |
|--------------------|---|--|------------------------|
| School Places | School Organisation and Place Planning (SOPP) | Programme Director, Education and Learning and Assistant Director, Access and Corporate Services | 1 |
| SEND and Inclusion | Special Educational Needs and Disabilities (SEND) | Assistant Director, SEND and Inclusion | 2 |
| School Improvement | School Standards (SSPB) | Assistant Director, School Improvement and Traded Services | 3, 4 and 5 |

Performance measures and targets

Progress towards the strategic goals and in implementing strategies will be measured against a number of performance indicators and targets.

These are set out in Appendix 1, which also shows which strategic goal each performance indicator and target relates to.

Some contextual issues and current performance against a number of key measures are summarised in Appendix 2.

The strategic priorities agreed by each of the sub-boards and by SPB are set out in Appendix 3.

These appendices will be reviewed and updated annually.

Appendix 1a

Education Strategy – Key Performance Indicators and Targets

| No. | Performance indicator | 2015/16 baseline (summer 2016 for tests) | 2017/18 target (summer 2018 for tests) | 2017/18 actuals (summer 2018 for tests) |
|-----|---|--|--|--|
| 1 | Percentage of children who applied on-time for a Reception place made an offer on national offer day | 100% | 99.9% | 100% |
| 2 | Percentage of secondary children made an offer of a school place by statutory deadlines | 100% | 90% | 100% |
| 3 | Percentage of final EHC plans issued within 20 weeks | 23% | 90% | 100% |
| 4 | Percentage of SEN statements transferred to EHC Plans in accordance with the council's Transition Plan | 376 out of 1551 completed by March 2016 | 100% of remaining transfers complete by 31.3.18. | 100% |
| 5 | Percentage of primary schools rated as 'good' or better | 93% | 93% | 95% |
| 6 | Percentage of secondary schools rated as 'good' or better | 84% | 84% | 95.5% |
| 7 | Average percentage attendance levels in Primary schools for the Autumn and Spring terms | 96% | 96% | 96.1% |
| 8 | <u>Primary attainment (KS2):</u> Percentage of primary pupils achieving the 'expected standard' in English Reading, English Writing and Mathematics (combined) at the end of Key Stage 2 | 59% | Top 10% (ranked 15 th or better) | 73% (8 TH) |
| 9 | <u>Primary progress:</u> Percentage of Primary pupils achieving average progress in: <ul style="list-style-type: none"> • English Reading • English Writing • Maths | 1.5 0.3 1.7 | Top 10% (ranked 15 th or better) 1.8 0.6 1.8 | 2 nd 42 nd 8 th |

| No. | Performance indicator | 2015/16 baseline (summer 2016 for tests) | 2017/18 target (summer 2018 for tests) | 2017/18 actuals (summer 2018 for tests) |
|-----|--|--|---|--|
| 10 | <u>Secondary attainment and progress (GCSEs):</u> a Average Attainment 8 Score b Average Progress 8 Score c Percentage of pupils achieving the threshold in English and mathematics (In 2016, the threshold is grade C, in 2017 the threshold is grade 5) d Percentage of pupils achieving the English Baccalaureate | 56.1 0.33 73.1 43.7 | Top 10% (ranked 15 th or better) | 56 (5 th) 0.57 (2 nd) 60.6 (5 th) 37.3 (4 th) |
| 11 | <u>Narrowing the Primary FSM (disadvantaged) gap and FSM (disadvantaged) attainment:</u> a: % of disadvantaged pupils (this includes Free School Meal 6 and Children Looked After pupils) achieving the 'expected standard' in English Reading, English Writing and Mathematics (combined) at the end of Key Stage 2 AND b: Difference between attainment level of disadvantaged pupils (this includes FSM 6 and CLA pupils) and their peers nationally ('expected standard' in RWM combined) at the end of Key Stage 2 | N/A – new measures | Top 10% (ranked 15 th or better) | 62% (9 th) -9ppt (9 th) |

| No. | Performance indicator | 2015/16 baseline (summer 2016 for tests) | 2017/18 target (summer 2018 for tests) | 2017/18 actuals (summer 2018 for tests) |
|-----|--|--|---|--|
| 12 | <u>Secondary FSM attainment and achievement and narrowing the gaps:</u> a Average Attainment 8 Score for pupils eligible for FSM in the past 6 years (disadvantaged pupils) b Average Progress 8 Score for pupils eligible for FSM in the past 6 years (disadvantaged pupils) c Attainment gap between pupils eligible for FSM (disadvantaged) and other pupils nationally (Average Attainment 8 Score for pupils on FSM in Barnet - Average Attainment 8 Score for pupils not disadvantaged nationally) d Achievement gap between pupils eligible for FSM (disadvantaged) and other pupils nationally (Average Progress 8 Score for pupils on FSM - Average Progress 8 Score for pupils not disadvantaged nationally) | 47.2 0.05 -6.30 -0.08 | Top 10% (ranked 15 th or better) | 45.3% (5 th) 0.23 (4 th) -5.0 (5 th) +0.10 (4 th) |
| 13 | <u>Progress and attainment of looked after children:</u> a) Average Attainment 8 score of looked after children b) Average Progress 8 score of looked after children c) Closing the gap between Barnet LAC and Barnet average on Attainment 8 and Progress 8 d) the quality of PEPs e) KS2 performance (expected standards in RWM) f) 16-18 year old NEETs g) Attendance of LACs h) Exclusions | a) 19.5 b) -1.66 c) A8 -36.6 P8 -1.99 d) Primary 96%; Secondary 85% e) 45% f) 30% g) 96% h) 0 | N/A – no targets set | N/A – not available until May 2019 |

| No. | Performance indicator | 2015/16 baseline (summer 2016 for tests) | 2017/18 target (summer 2018 for tests) | 2017/18 actuals (summer 2018 for tests) |
|-----|---|--|---|---|
| 14 | <u>Attainment and progress of SEND pupils with a statement or EHCP:</u> The percentage of SEND pupils with a statement or EHCP: a Attaining the 'expected standard' in English Reading, English Writing and Mathematics at the end of Key Stage 2 (50% of points) b Average attainment 8 score pupils with a statement of SEN or EHCP (25% of points) c Average progress 8 score pupils with a statement of SEN or EHCP (25% of points) | 10% 23.2 -0.72 | Top 10% (ranked 15 th or better) | 16% (7 th) 19.5 (11 th) -0.67 (11 th) |
| 15 | <u>NEETS:</u> a % not in education, employment or training (16 to 18 year olds) b % combined percentage of 16 to 18 year olds who are NEET and those whose current activity is not known to the LA | 2% (2015 data) 7.1% (2015 data) | N/A | 1.8% (Jan to March 2018) 3.0% (Jan to March 2018) |

Education Strategy – Key Performance Indicators and Targets (from 2018-19)

| No. | Performance indicator | Actuals for 2017/18 (summer 2018 for tests) | Targets for 2018/19 (summer 2019) | Targets for subsequent years |
|-----|--|--|-----------------------------------|------------------------------|
| 1 | Percentage of children who applied on-time for a Reception place made an offer on national offer day | 100% | 99.9% | 99.9% |
| 2 | Percentage of secondary children made an offer of a school place by statutory deadlines | 100% | 99.9% | 99.9% |
| 3 | Percentage of final EHC plans issued within 20 weeks (excluding exceptions) | 100% | 90% | 95% |
| 4 | Percentage of schools rated as 'good' or better | 93.7% | 92.6% | 92.6% |
| 5 | Percentage of pupils in Barnet schools attending a school rated as 'good' or better | 93.7% | 92.6% | 92.6% |
| 6 | Average percentage attendance levels in Primary schools for the Autumn and Spring terms | 96.1% | London average | London average |
| 7 | <u>Primary attainment (KS2):</u> Percentage of primary pupils achieving the 'expected standard' in English Reading, English Writing and Mathematics (combined) at the end of Key Stage 2 | 73% (8 TH) | Top 10% in England | Top 10% |
| 8 | <u>Primary progress:</u> The average of Primary pupils' average progress in: <ul style="list-style-type: none"> • English Reading • English Writing • Maths | 2 nd 42 nd 8 th | Top 10% in England | Top 10% |
| 9 | <u>Secondary attainment and progress (GCSEs):</u> a Average Attainment 8 Score b Average Progress 8 Score c Percentage of pupils achieving grade 5 in English and mathematics d Percentage of pupils achieving the English Baccalaureate | a. 56.0 (5 th) b. 0.57 (2 nd) c. 60.6% (5 th) d. 37.3% (4 th) | Top 10% in England | Top 10% |

| No. | Performance indicator | Actuals for 2017/18 (summer 2018 for tests) | Targets for 2018/19 (summer 2019) | Targets for subsequent years |
|-----|--|---|---|-------------------------------|
| 10 | <p><u>Primary disadvantaged pupils</u> a: % of disadvantaged pupils (this includes Free School Meal 6 and Children Looked After pupils) achieving the 'expected standard' in English Reading, English Writing and Mathematics (combined) at the end of Key Stage 2 AND b: Difference between attainment level of disadvantaged pupils and their peers nationally ('expected standard' in RWM combined) at the end of Key Stage 2.</p> | <p>62% (9th)</p> <p>-9 % points (Barnet Disadvantaged 62% v National Other – Non-Disadvantaged 71%) Ranked 9th</p> | <p>Top 10% in England</p> <p>Top 10% in England</p> | <p>Top 10%</p> <p>Top 10%</p> |
| 11 | <p><u>Secondary FSM attainment and achievement and narrowing the gaps:</u> a Average Attainment 8 Score for disadvantaged pupils. b Average Progress 8 Score for disadvantaged pupils. c Attainment gap between disadvantaged pupils and other pupils nationally (Average Attainment 8 Score for disadvantaged pupils in Barnet - Average Attainment 8 Score for pupils not disadvantaged nationally) d Achievement gap between disadvantaged pupils and other pupils nationally (Average Progress 8 Score for disadvantaged pupils on FSM - Average Progress 8 Score for pupils not disadvantaged nationally)</p> | <p>45.3% (5th)</p> <p>0.23 (4th)</p> <p>-5 (5th)</p> <p>+0.10 (4th)</p> | <p>Top 10% in England</p> | <p>Top 10%</p> |

| No. | Performance indicator | Actuals for 2017/18 (summer 2018 for tests) | Targets for 2018/19 (summer 2019) | Targets for subsequent years |
|-----|---|--|---|--|
| 12 | <u>Progress and attainment of looked after children at KS4:</u> a) Average Attainment 8 score of looked after children b) Average Progress 8 score of looked after children c) Gap between i) A8 Barnet CLA and national A8 for all pupils ii) P8 Barnet CLA and national P8 for all pupils d) the quality of PEPs e) KS2 performance (expected standards in RWM) f) 16-17 year old NEETs g) Attendance of LACs | N/A – not available until May 2019 | a) 5ppt above the national average b) Top quartile c) Top quartile d) PEPs: 90% 0-16 75% post-16 e) None f) 20% g) 96% or national average, whichever is higher | The same as 2018/19 |
| 13 | <u>Attainment and progress of SEND pupils</u> a) The percentage of SEND pupils with an EHCP attaining the 'expected standard' in each of: • English Reading • English Writing and • Mathematics at the end of Key Stage 2 and the gap between Barnet SEN support pupils achieving the expected standard in RWM combined and for all pupils nationally. b Average attainment 8 score pupils with a statement of SEN or EHCP c Average progress 8 score pupils with a statement of SEN or EHCP | 16% (7 th) -23pp (Barnet SEN support 41% National all pupils 64%) (1 st) 19.5 (11 th) -0.67 (11 th) | Top quartile | Top quartile |
| 14 | <u>NEETS:</u> a % not in education, employment or training (16 to 17 year olds) b % combined percentage of 16 to 17 year olds who are NEET and those whose current activity is not known to the LA | 1.8% (Jan to March '18) 3.0% (Jan to March '18) | 1.7% or London Top Quartile, whichever is higher 3.0% or London Top Quartile, whichever is higher | 1.7% or London Top Quartile, whichever is higher 3.0% or London Top Quartile, whichever is higher |

Current performance and context

School standards

- In February 2019, 94.3% of all schools in Barnet are good or outstanding, which places Barnet in the top 10% of the country.
- 95.1% of Barnet pupils attend a Good or Outstanding school and Barnet 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.

Attainment and progress

- In 2018, the proportion of Barnet pupils achieving a Good Level of Development in the Early Years Foundation Stage (by the end of Reception) was above the national average and ranks 35th nationally.
- Barnet ranked 9th nationally for the percentage reaching the expected standard in phonics at Year 1 in 2018.
- 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 combined, whilst being roughly in line with statistical neighbours and London averages.
- In Key Stage 2, the proportion of pupils reaching the expected standard in Reading, Writing and Mathematics is above the statistical neighbour average and within the top 10% of LAs nationally, with Barnet now ranked 8th out of 152 LAs. Attainment in Writing was in the top 20% of LAs, with Barnet's ranking having improved to 21st from 100th 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 42nd 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.
- At the end of Key Stage 4 in 2018, the average Attainment 8 score ranked Barnet 5th and the average Progress 8 score ranked Barnet 2nd nationally and the proportion of pupils achieving a 5 or above in English and Maths is consistently in the top 5% of LAs nationally, as is the proportion of pupils who achieved the English Baccalaureate.

Closing the gap

- In Key Stage 2 attainment in Reading, Writing and Mathematics combined by disadvantaged KS2 pupils is now in the top 10% of LAs, with Barnet ranked 9th in the country.
- End of Key Stage 4 GCSE attainment and progress are in the top 5% nationally (Attainment 8 and Progress 8) for disadvantaged pupils. The gap between Barnet's disadvantaged pupils and non-disadvantaged pupils nationally at Attainment 8 is the 5th smallest in the country. Barnet disadvantaged pupils are now performing better than non-disadvantaged pupils nationally. Barnet's rank on this gap measure has improved from 15th in 2017 to 4th best Local Authority in 2018.
- In Key Stage 2 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.
- 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%.

- Children with special educational needs continue to perform well in Barnet, and proportionally more pupils with SEND are educated in mainstream schools than nationally. At all Key Stages and in all subjects SEND pupils in Barnet perform better than national.
- Comparative data on looked after children 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. At secondary level (KS4) Progress 8 was ranked 42nd and Attainment 8 was 83rd.

Post-16

- 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. Level 3 studies at GCSE ranked Barnet 8th for A Levels, 21st for Applied General but 113th for Technical Level qualifications.
- It is recognised that the majority of Barnet secondary schools offer an academically focussed curriculum and that young people need to be well supported to make appropriate choices of alternative options post 16.
- The average progress scores for English and Maths (from GCSE to A Level/Level 3) demonstrated that, overall, pupils in Barnet made more progress than similar pupils nationally for both English and Maths.
- Overall, the number of Barnet young people who are not engaged in education, employment or training (NEET) is low. The percentage who were NEET in January to March 2018 was only 1.8%.

Attendance and exclusions

- Primary attendance is now 96.1% and is above the national average, with Barnet's ranking having improved from 82nd in 2016 to 15th in 2018 (out of 152 LAs) thus placing Barnet in the top 10% of LAs. Secondary attendance is now 95.5%, ranked 7th nationally, and thus also in the top 10% of LAs.
- Over the last five years, there have been on average 44 permanent exclusions each academic year at the secondary level. In 2016/17, the number of permanent exclusions remained in line with the Barnet average with 44 secondary pupils being excluded. No primary pupils were excluded. In 2017/18, there was a decrease in the number of secondary permanent exclusions to 32. No primary pupils again were excluded.

School places

- Over 8,000 new school places have been provided since 2009, which has ensured, so far, that every child has had a school place. The majority of these places have been in the primary phase and, as these children move through to the secondary phase, new secondary places have been secured through the establishment of two new Free Schools (Saracens High School and Ark Academy) and the successful delivery of the expansion of St. James and St. Mary's and St. John's. Barnet has experienced the predicted fall in Primary school rolls over the last two years (nearly 8%) leading to spare capacity in some schools. However, further regeneration over the next decade will see an increase in demand in the south-west of the borough.
- The number of children with Special Educational Needs and Disabilities and the complexity of needs has continued to grow and is forecast to continue growing. New developments in the last year include the opening of Additional Resource Provisions (ARPs) for Autism at Coppetts Wood and Chalgrove schools and an increase in the number of places post-16. Work has begun on developing a new secondary ARP for Autism at Whitefield School, which is due to open in September 2019.

SEND

- All SEN Statements were converted to Education, Health and Care Plan by the national target date of March 2018.
- Education, Health and Care Plan assessments have been completed in 20 weeks throughout 2018-19 (excluding allowable exceptions caused by schools being closed over the summer holiday period). A new quality assurance process for improving the quality of plans was introduced.
- Major progress has been made in ensuring engagement with stakeholders in SEN processes and decision-making. Co-production has become a key part of EHCP assessments, the delivery of strategic plans and the development of the Local Offer. A new Local Offer was launched in 2018.
- Improvement have been made to joint working across partner agencies in order to deliver high quality integrated services to children and young people with SEND.
- As indicated above, new ARP provisions have been planned and developed.
- Children and young people with SEND do well in comparison to statistical neighbours and national averages and achievement in the top 10% nationally. Pupils supported at SEN Support do exceptionally well.

Delivery through partnership

Whilst the role of local authorities in education has changed in recent years, the council is determined to continue to champion the quality of education for its children and young people, working in partnership with all local education providers, parents and key partners.

Some of the key recent partnership developments include:

- The embedding of school improvement partnerships, the bringing together of the diverse range of education providers across primary and secondary phase helping to ensure that best practice, resources and responsibility for the quality of teaching and learning in schools is shared across the partnership. As a result, schools are increasingly taking the lead to support and challenge each other to drive improvement.
- Funding from the DfE's Strategic School Improvement Fund (SSIF) has supported 9 schools in the raising of achievement of disadvantaged pupils and other vulnerable groups
- 5 partnerships involving 21 schools benefitting from the Education Development Trust Peer Review model, partly funded by the Education Endowment Fund
- A greater number of schools looking to work in a more formal partnership with another school e.g. Brunswick Park and Church Hill Federation, Rimon and Sacks Morasha joining the Jewish Community Academy Trust (JCAT)
- The AP Barnet Multi-Academy Trust was established on 1st May 2017 with Oak Hill Special Academy (previously an ARP attached to Mill Hill County High School) becoming the first school to join. The MAT is a partnership of Barnet schools with various schools represented on the Trust Board. The MAT aims to develop and improve the alternative education offer in Barnet and provision for young people with social, emotional and mental health needs, eventually bringing together existing provision at Oak Hill, Northgate and the Pavilion PRU that can be commissioned to respond to the needs of Barnet's schools and to offer appropriate post-16 pathways. Progress has been during 2019 on the planned re-building of the Pavilion PRU and on concluding a lease with the NHS for Northgate School.
- Schools have continued to make use of the data analysis tool to identify early those pupils at most risk of not engaging with education, employment or training (NEET) when

they leave school. This has enabled the delivery of targeted programmes and individualised support to help this cohort to remain engaged. Barnet and Southgate College has also developed a college Risk of NEET Indicator, the first in the country for a Further Education provider.

- The Virtual School, supported by a Challenge Committee drawing on representation from schools and a range of partner agencies, works to promote and support the progress and attainment of looked after children.
- Closer collaboration continues between the Education and Skills service and Teaching Schools both within and outside Barnet to support teacher recruitment and school improvement.

Priorities for 2019/20

School Places – strategic priorities

1. Ensure sufficient early years places are available across the borough including sufficient childcare places providing 30 hours free entitlement.
2. Support the establishment of free schools to meet basic need at the primary level (Saracens Primary School).
3. Support the establishment of The Windmill Free School to meet the needs of children with SEN and the development of new ASC provision in primary and secondary phases (including Whitefield).
4. Deliver the spectrum of support for alternative provision through the AP MAT, including the rebuilding of the Pavilion PRU and the development of appropriate post-16 pathways.
5. The council, schools and other partners working together to create post-16 pathways through traineeships and other pre-apprenticeship programmes as a route into apprenticeships.
6. Keep the financial sustainability of schools and groups of schools under review and work in partnership with schools to identify possible new school organisation or governance models, where needed to ensure ongoing financial resilience.

SEND and Inclusion – strategic priorities

The following priority areas for SEND have been agreed by the SEND Partnership Board:

1. Ensure that we are working in a Family Friendly way and co-production is central to our work.

This is in keeping with the key aspect of the child and their family being central to the SEN Code of Practice.

We will continue to have a focus to maintain our high completion rate of new EHCP assessments in 20 weeks and we will continue to focus on ensuring that EHCPs are of a consistently high quality, and useful to schools and settings, parent carers, young people and partner agencies.

Although improvements to the Local Offer have been made over the last 12 months, the content needs to be updated to include information from Health, Social Care, the Voluntary Sector and Education. Use of the Local Offer needs to be further embedded in day to day working and clear information needs to be readily available about what services offer, and who to contact for support.

2. Ensure sufficient and high-quality provision in-borough for children and young people with complex needs, including Autistic Spectrum Conditions.

We need to undertake a needs analysis to inform planning of SEN provision across the borough to meet current and future needs. Whenever possible, children and young people with SEND should have their educational needs met locally so that they can be active participants in their local community.

3. Ensure effective joint commissioning and integration of services from early years through to adulthood.

We need to ensure effective working across partner agencies in order to deliver high quality integrated services to children and young people 0 – 25 years with SEND. We need a clear Autism pathway for school aged children and post 18 years and there

needs to be further work across services to ensure there is a clear pathway for children and young people 0 – 25 years with Social, Emotional and Mental Health (SEMH) needs. Work based opportunities, including supported internships and apprenticeships will form part of a coherent post 16 pathway for SEND.

4. In line with Resilient Schools, develop greater confidence, skills and competencies in mainstream schools and settings to meet the needs of children and young people with SEND.

This links to consistent feedback from parent carers and partners about the need for clarity about the 'offer' for children and young people with SEN, including those who have an EHC Plan and those whose needs can be met at SEN Support. The Resilient Schools is part of this 'offer'. Many of the children and young people supported through Resilient Schools also have special educational needs. We will support schools and settings to deliver high quality provision at SEN Support and ensure greater consistency across the borough.

5. Champion the educational progress and attainment of pupils with SEND

We collect information on outcomes against the objectives in an EHCP, but this needs to be further refined and embedded in practice in schools, settings and across SEN teams and services. It is important to ensure that there is regular monitoring and reviews of progress of pupils at SEN Support and for those with an EHC Plan, and processes are in place for this.

6. Develop resilience in young people with SEND and promote independence.

This is intended to build on the focus of preparing for adulthood, incorporating the work needed to further develop the CAMH Transformation Plan for children and young people with SEND.

School improvement – strategic priorities

The following priorities have been agreed by the School Standards Partnership Board for 2018/19:

1. Primary Attendance - Having now improved to a national ranking of 15th, from 98th 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.
2. 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 35th 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 26th. However, the percentage of boys achieving a GLD, although above national, was below London and Statistical Neighbours and was ranked 72nd. Therefore, raising attainment of boys at EYFS is a priority.
3. 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).
4. 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.

5. 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.
6. 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.
7. Transition - Transition between all Key Stages remains a priority with a working group of officers and headteachers focussing on transition between key stages.
8. 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.
9. 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.
10. 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.
11. 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.
12. 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.