

	<h2>Children, Education and Safeguarding Committee</h2> <h3>11 January 2021</h3>
Title	Educational Standards in Barnet in 2020
Report of	Chairman of the Committee, Councillor David Longstaff
Wards	All
Status	Public
Urgent	No
Key	No
Enclosures	Appendix A - Educational Standards in Barnet 2020
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<h2>Summary</h2>	
<p>Barnet is well known for the excellent quality of its schools and settings and the diversity of its educational offer. These are at the heart of Barnet's vision to be Family Friendly and its continuing success as a desirable place where people want to live, work and study. Excellent educational outcomes and ensuring children and young people are resilient and equipped to meet the needs of employers are vital to Barnet's future success.</p> <p>This report provides information on the quality of education in Barnet during 2020. As a result of the Covid-19 pandemic, this does not include details of tests and assessments in most key stages and only includes local authority level data for Key Stages 4 and 5 based on the special arrangements made in the context of the pandemic. The report therefore also focuses on the effectiveness of schools and the support they were offered during the pandemic.</p>	

Recommendation

- 1. That the Children, Education and Safeguarding Committee note the report in Appendix A: Educational Standards in Barnet in 2020**

1 WHY THIS REPORT IS NEEDED

- 1.1 Barnet is well known for the excellent quality of its schools and settings and the diversity of its educational offer. These are at the heart of Barnet's vision to be Family Friendly and its continuing success as a desirable place where people want to live, work and study. Excellent educational outcomes and ensuring children and young people are resilient and equipped to meet the needs of employers are vital to Barnet's future success.
- 1.2 This report provides information on the quality of education in Barnet during 2020. As a result of the Covid-19 pandemic, this does not include details of tests and assessments in most key stages and only includes local authority level data for Key Stages 4 and 5 based on the special arrangements made in the context of the pandemic. The report therefore also focuses on the effectiveness of schools and the support they were offered during the pandemic.

2 REASONS FOR RECOMMENDATIONS

- 2.1 The report includes some details of the performance and achievements of Barnet schools in the context of the Covid-19 pandemic.

3 ALTERNATIVE OPTIONS CONSIDERED AND NOT RECOMMENDED

- 3.1 None

4 POST DECISION IMPLEMENTATION

- 4.1 Strategies for maintaining and raising standards in Barnet schools are set out in the education strategies that were reported to, and improved by, this committee at its last meeting on 30th November 2020.

5 IMPLICATIONS OF DECISION

Corporate Priorities and Performance

- 5.1 The quality of the education offer in Barnet is at the heart of Barnet's continuing success as a place where people want to live, work and study. It plays a crucial part

in making Barnet a popular and desirable place with many families attracted to the area by the good reputation of Barnet's schools.

- 5.2 Excellent educational outcomes and ensuring children and young people are equipped to meet the needs of employers are key to delivering the Council's strategic objectives set out in its Corporate Plan, Barnet 2024, based on the core principles of fairness, responsibility and opportunity to make sure Barnet is a place:
- of opportunity, where people can further their quality of life
 - where people are helped to help themselves, recognising that prevention is better than cure
 - where responsibility is shared, fairly
 - where services are delivered efficiently to get value for money for the taxpayer.

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

- 5.3 The work to drive the delivery of the council's contribution to its education strategies is delivered from within existing resources of the Education and Learning service, which is delivered in partnership with Barnet Education and Learning Service Ltd.

Legal and Constitutional References

- 5.4.1 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.
- 5.4.2 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. In relation to academies, local authorities should raise any concerns directly with the Regional Schools Commissioner.
- 5.4.3 State funded schools are split into maintained schools, which are funded via the local authority and academy schools which are funded directly by the Department for Education. The Council has powers of intervention for maintained schools and whilst it does not have these powers for academy schools, it still has a role to work with its community of schools and raise any issues about performance with the Regional Schools Commissioner.

5.5 Risk Management None.

5.6 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).

5.7 Corporate Parenting Principles

Appendix A includes details of attainment of looked after children in Key Stage 4 (page 15 of the appendix). 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.

5.8 Consultation and Engagement

The education strategies considered by the committee at its last meeting had been subject to consultation with schools. Public consultation on the draft SEND and Inclusion Strategy is taking place in December 2020 and January 2021.

6. BACKGROUND PAPERS

Children, Education and Safeguarding Committee, 11 March 2020 – report on Educational Standards in Barnet 2018/19:

<https://barnet.moderngov.co.uk/ieListDocuments.aspx?CId=697&MId=9864&Ver=4>

Children, Education and Safeguarding Committee, 30 November 2020 – report on Education Strategies:

<https://barnet.moderngov.co.uk/ieListDocuments.aspx?CId=697&MId=10095&Ver=4>