



Barnet Education
Strategy
2021-2024

London Borough
of Barnet

2021 – 2024

Barnet Education Strategy 2021 - 2024

Introduction

This renewal of Barnet's Education Strategy includes the usual focus on the key priorities to ensure high quality education services, excellent, resilient schools, high levels of achievement and protecting and supporting vulnerable and disadvantaged children and young people and maximising their life chances and the resilience of them and their families.

This strategy, however, is necessarily different from previous strategies as it is set during the ongoing global covid19 pandemic, which has had a substantial impact on schools and learning and because that impact will have a lasting effect for at least the next 3 years and thus requires an effective strategic response.

This strategy and the supporting sub-strategies for school and settings improvement and SEND and Inclusion therefore describes some of the key developments since the lockdown of schools in March 2020 and the measures proposed to counter the negative impact of the pandemic on children's learning.

Context

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 continuing success as a desirable place where people want to live, work and study. Excellent educational outcomes and ensuring children and young people are successful in life and equipped to meet the needs of employers are vital to Barnet's future success.

Barnet has 130 schools serving 60,198 pupils (January 2020). These are broken down as follows:

Phase or type of establishment	Number of pupils
All-through	4562
Special and Alternative Provision	748
Nursery	501
Primary	31460
Secondary	22927
Total Number of pupils	60,198

There are 25 secondary schools, 90 primary schools, three 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. In September 2020 there were 139 registered childminders in Barnet and 137 Private, Voluntary and Independent Nurseries (PVI's)

14% of the Barnet school population are entitled to Free School Meals (January 2020) and the ethnic breakdown of the school population is as follows (groups higher than 1%):

White British	28.8%
Any Other White Background	21.5%
Any Other Ethnic Group	10.5%
African	8.4%
Indian	5.6%
Any Other Asian Background	4.8%
Any Other Mixed Background	4.0%

Pakistani	1.8%
White and Asian	1.8%
White and Black African	1.7%
White and Black Caribbean	1.6%
Caribbean	1.4%
Chinese	1.3%
Any Other Black Background	1.1%
White Irish	1.0%

In recent years children's achievements in Barnet's schools and settings 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 96% of Barnet pupils are at schools and settings which were graded good or better at their last Ofsted inspection.

Resilience

Barnet is a Family Friendly Borough. Our approach to achieving 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 diminishing the difference between them and their peers.

Partnership

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 diversity of governance models amongst our schools and 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.

Our education services to schools are now provided by Barnet Education and Learning Service (BELS), a company wholly owned by the council but independent of the council with the autonomy that enables it to respond quickly and flexibly to the changing needs of schools, pupils and families. BELS was established in September 2020 and has a Board of Governors representing a range of partners – the council, schools, parent-carers and staff.

Financial challenges

The education service, including schools, continues to face major financial challenges. 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 BELS will work with schools to ensure the best deal and the best outcomes for all of Barnet's children, young people and their families.

The covid19 pandemic

The global covid19 pandemic has had a profound impact on schools and learning.

Throughout the pandemic the Education and Skills service (now Barnet Education and Learning Service), the Barnet Public Health Team and the Barnet Safety, Health and Well-being team have worked closely together to provide support and advice to schools about the opening and closing of schools, risk assessments and control measures needed to reduce the risk of transmission of the virus.

While schools remained open for children of key workers and vulnerable pupils throughout the lockdown period between March and July 2020 and opened for pupils from Nursery, Reception, and Years 1 and 6, from June and for some face-to-face work pupils in Years 10 and 12, there remains a large group who were out of school from 23rd March to the end of the summer term.

Significant efforts were made by Barnet schools to provide online resources and support via email and meeting platforms and many schools ensured that pupils who could not access learning online had access to hard copy materials. Nonetheless, there is no doubt that the learning of many pupils, and probably a majority, suffered from the absence of face-to-face teaching. Disadvantaged and vulnerable pupils, including those with a social worker or with an Education, Health and Care Plan were affected particularly badly.

During lockdown and since, the Education and Skills service (now the Barnet Education and Learning Service) supported many schools with online/home learning and provided a Home Learning and Well Being Hub to signpost schools to useful materials and good practice. The school improvement team created Google Classroom and MS Team forums for secondary schools as a support network for home learning as well as sessions on various IT platforms for primary schools

Officers also held regular virtual meetings with all PVI managers, primary headteachers, secondary headteachers, Deputy and Assistant Heads and Designated Safeguarding Leads. Learning Network Inspectors carried out School Effectiveness Visits with maintained primary and secondary schools to talk about their plans to adapt their curriculum in September.

The Education and Skills service worked with five other London Boroughs on a “Lost Learning Project”. The learning and recommendations from the project have been shared with schools and the traded school improvement service, BPSI, developed a Covid19 Learning Recovery Project for primary schools, which a large number signed up to from September.

Throughout lockdown the Education and Skills service monitored the daily attendance at schools and followed up with schools where there were concerns. This has continued with the full re-opening of schools from September. A close partnership with Family Services has ensured that parent/carers of children with a social worker were both supported and challenged about getting their children into school.

Feedback and studies involving families of children with SEND and directly with young people with SEND have indicated concern about appropriate provision being in place and about children with SEND falling further behind their peers, about transitions and transfers and about mental health support for pupils, and pupil attendance, and access to specialist services.

The service has worked closely with partners to develop a multi-agency response to the challenges faced by children and young people with special educational needs and disabilities, and their families. The Local Offer website was further developed during lockdown to include a Youth Zone area, with information, including Person-Centred Planning Tools designed by and for young people with SEND, and a dedicated Parent Carer Zone. Both are open to anyone who wants to access them. Schools are also well-supported with excellent information and tools related to covid19 in the SENCo Zone, including materials to support transition of pupils with SEN back to school.

The Education and Skills service continued ‘business as usual’ with Education and Care Plans throughout lockdown and all plans were completed within the statutory 20-week timescale.

The DfE and NHS England visited Barnet on 30th June – mainly looking at Barnet’s SEND response to Covid 19: “The response from Barnet to Covid 19 was very strong” (DfE SEN Regional Adviser).

More recently the Barnet Local Area was subject to a SEND Assurance visit by Ofsted/CQC in mid-October 2020. Findings from the visit confirmed that services and providers had worked well together to support children and young people with SEND and their families since the start of the pandemic. However, the Local Area is determined to build on what has worked well during the pandemic and to identify any gaps or greater areas of need that have resulted from the pandemic and to address these through our SEND and Inclusion Strategy.

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 **diminish the difference** between them and their peers.
- Every child receives a high-quality education through **clear curriculum intent** and effective implementation
- We **minimise the impact of the covid19 pandemic on learning**

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.
- Support for the mental health and well-being of school staff and pupils.
- Attendance returning to pre-covid levels and exclusions being kept as low as possible.
- Schools that are safe places for staff and pupils given the risks posed by covid19.
- Support for the adapted curriculum post-lockdown, including for SEN pupils, and for ensuring high quality teaching and learning in the challenging circumstances in which many pupils are at home having to self-isolate.
- Good relationships with schools enabling rigorous monitoring, challenge and support for all schools including the face-to-face and remote learning that they undertake with their pupils.
- Effective partnership with council services and with external agencies and organisations.

Strategic goals

The Barnet Education Strategy (2020–2023) sets the framework for the overall direction of travel for all education and learning services in the London Borough of Barnet, based on five overall strategic goals:

- **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 years.

- **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, training or employment.

- **Strategic goal 5 – Achievement and Inclusion – Minimising the impact of the covid19 pandemic on learning**

To ensure the negative impact of the pandemic is countered through an adapted curriculum post-lockdown, including for SEN pupils, high quality teaching and learning in school and at home and that schools are safe, that mental health and well-being of school staff and pupils are addressed and that attendance returns to pre-covid levels while exclusions are kept to a minimum.

- **Strategic goal 6 – Achievement and Inclusion – Diminishing the difference and building resilience**

To diminish the differences 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 are set out in separate strategies for school places, special educational needs and disabilities (SEND) and school and settings improvement but some of the key drivers for achieving these goals are:

Access

- Partnership working with schools to identify the best locations for any further 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), Pupil Referral Units (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

- A clear focus on outcomes, monitoring and review of Education, Health and Care Plans through the Annual Review process and 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.
- Building on the recent 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 early 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.
- Maintaining an Early Years Standards Team to monitor and challenge, and, where necessary, intervene in, private, voluntary and independent settings (PVIS) and childminders and continuing a strong collaboration between this team, schools and settings to ensure high quality Early Years provision in all of our settings and effective transition.
- The continuing development of quality traded services in order to support school improvement.
- Building on the work of local 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 highly effective leadership and governance.
- Active promotion of good behaviour, pupil well-being and effective safeguarding practices.
- A strong focus on attendance.
- 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 Education Strategy has been developed by Barnet Education and Learning Service (BELS) and the council in consultation with schools, partner agencies, parent-carers and other stakeholders. It is reported to and approved by Barnet Children's Partnership Board and the council's Children, Education and Safeguarding Committee. Barnet Education and Learning Service is responsible for coordinating the implementation of the Education Strategy.

Underpinning this strategy are three sub-strategies, each overseen by a Partnership Board that reports into the Children's Partnership Board. The sub-strategies set out a framework of development over the next three years and will be reviewed annually. There will be annual reports on progress and the development of priorities and plans for the year ahead.

Each Board includes representatives of the council, BELS and schools and settings. The SEND Partnership Board also includes representatives of the Barnet Parent-Carer Forum, the Clinical Commissioning Group (CCG) and specialist health providers, and the voluntary sector.

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)	<ul style="list-style-type: none"> Assistant Director, Education, Strategy and Partnerships, London Borough of Barnet and Director, School Access, Skills and Corporate Services, BELS 	1
SEND and Inclusion	Special Educational Needs and Disabilities (SEND)	<ul style="list-style-type: none"> Director, SEND and Inclusion, BELS 	2 and 5
School and Settings Improvement	School and Settings Standards (SSSPB)	<ul style="list-style-type: none"> Director, School Improvement and Traded Services, BELS 	3, 4, 5 and 6

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 the Children's Partnership Board are set out in Appendix 3.

These appendices will be reviewed and updated annually.

Education Strategy – Key Performance Indicators and Targets

No.	Performance indicator	Actuals for 2019-20 (summer 2019 for tests)	Targets for future years
1	Percentage of schools rated as 'good' or better	96.8%	92.6% (minimum) 100% (aspirational)
2	Percentage of pupils in Barnet schools attending a school rated as 'good' or better	96.4%	92.6% 100% (aspirational)
3	Average percentage attendance levels in Primary schools for the Autumn and Spring terms	96.3% (24 th out of 151 LAs)	London average
4	<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% (9 th)	Top 10%
5	<u>Primary progress:</u> The average of Primary pupils' average progress in: <ul style="list-style-type: none"> English Reading English Writing Maths 	1.8 (6 th) 0.6 (38th) 2 (5 th)	Top 10%
6	<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. 57.1 (2 nd) b. 0.57 (2 nd) c. 62.7% (2 nd) d. 37.2% (2 nd)	Top 10%
7	<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.	64% (9 th) -7 % points (9 th)	Top 10% Top 10%

No.	Performance indicator	Actuals for 2019-20 (summer 2019 for tests)	Targets for future years
8	<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).	46.4% (5 th) 0.23 (4 th) -4.1 (5 th) +0.11 (4 th)	Top 10%
9	<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	17.1 (99 th) -0.83 (18 th) -27.6 (national -25.5) -0.83 (national -1.23) 0-16: 97% 16+: 93.1% 55% (national 37%) 10.8% 93.6% (national 95.3%)	N/A

No.	Performance indicator	Actuals for 2019-20 (summer 2019 for tests)	Targets for future years
10	<u>Attainment and progress of SEND pupils</u> a) The percentage of SEND pupils with an EHCP attaining the 'expected standard' in each of: <ul style="list-style-type: none"> • English Reading • English Writing and • Mathematics at the end of Key Stage 2 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	14% (19 th) 17.5 (19 th) -1.02 (45 th)	Top quartile
11	<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	1.0% (Jan to March '20) 5 th in London 1.5% (Jan to March '20) 1 st in London	1.7% or London Top Quartile, whichever is higher 3.0% or London Top Quartile, whichever is higher
12	Percentage of final EHC plans issued within 20 weeks (excluding exceptions)	96%	95%
13	Percentage of children who applied on-time for a Reception place made an offer on national offer day	100%	99.9%
14	Percentage of secondary children made an offer of a school place by statutory deadlines	100%	99.9%

Current performance and context

As tests were cancelled and there has been no nationally produced comparative data on examinations or assessments undertaken in 2020, the data for 2019 is used in this appendix in respect of assessments, tests and examination outcomes.

School standards

- In 2019-20, 96.8% of all schools in Barnet were good or outstanding, which places Barnet in the top 10% of the country.
- 96.4% of Barnet pupils attended 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

- The percentage of children who achieved a Good Level of Development (GLD) in the Early Years Foundation Stage in 2019 was above the national average and in line with London and Statistical Neighbour averages in 2019, with Barnet's national ranking having increased from 87th in 2016 to 33rd in 2019.
- The percentage of children with SEN Support achieving a Good Level of Development (GLD) in the Early Years Foundation Stage was above the national average.
- Year 1 Phonics – attainment was in the top 10% nationally.
- In Key Stage 1 attainment at the expected standard was above the national average in all subjects in 2019 and in the top 10% of LAs in reading, writing and mathematics, and above statistical neighbours and London averages.
- At Key Stage 2, Barnet was 7th in the country for the number of pupils reaching the expected standards in Reading, Writing and Maths combined in 2019. Maths results were particularly strong (4th best LA in the country). Attainment of the expected standard across Reading, Maths and 'Grammar, Punctuation and Spelling' (GPS) was in the top 10% of LAs nationally. Attainment in Writing was in the top 20% of LAs, with Barnet's ranking having improved to 22nd from 100th in 2016.
- Progress of pupils between Key Stage 1 and Key Stage 2 in all subjects was significantly better than the national average. Barnet was in the top 10% of LAs in the country for Maths and Reading progress. It ranks 38th 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.
- Barnet's Progress 8 in 2019 ranked Barnet as 2nd out of 151 Local Authorities in 2019. These results gauge the progress made by students during their time at secondary school.
- The average 'Attainment 8' score in Barnet is 57.1 points, compared to the national average of 44.7 points, and an increase of 1.1 points in Barnet from the results in 2018. Barnet's Attainment 8 score was 2nd out of 151 Local Authorities (up from 5th in 2018).
- 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. Results in respect of vocational qualifications (Applied General and Technical) are included in the Appendix in the section relating to Key Stage 5.

Diminishing the difference

- Attainment in Reading, Writing and Mathematics combined by disadvantaged KS2 pupils was in the top 10% of LAs in 2019, with Barnet ranked 9th 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%, and in 2019 the proportion of Disadvantaged pupils reaching the expected standard in Reading, Writing and Maths increased to 64%. The

gap between disadvantaged pupils in Barnet and Other Pupils nationally is smaller than national, London and statistical neighbours and the progress made by disadvantaged pupils in Barnet between KS1 and KS2 exceeds national and statistical neighbour averages.

- Barnet is performing better than the national and statistical neighbour averages in Reading Writing and Maths combined in nearly all the ethnic pupil categories for the proportion of pupils reaching the expected standard. Chinese pupils in Barnet are above Chinese pupils nationally but slightly below statistical neighbours.
- Attainment in Reading, Writing and Mathematics combined by KS2 pupils on SEN Support is in the top 10% of LAs nationally (7th), and for children and young people with an EHCP is in the top 15% of LAs, narrowly outside the top 10% (19th).
- Progress at KS2 for SEN Support pupils is in the top 10% of LAs for Reading and Maths. Progress at KS2 for children with an EHCP is in the top 10% of LAs for Maths, and in the top 20% for Reading.
- Barnet was in the top 5% nationally in both Progress 8 (4th) and Attainment 8 (5th) for disadvantaged pupils.
- In Progress 8 Barnet disadvantaged pupils are once again performing better than non-disadvantaged pupils nationally.
- At KS4 Barnet ranked in the top 10% of LAs for both Attainment and Progress 8 for pupils at SEN Support
- The Attainment 8 score was in the top 10% nationally for all groups other than 'All Black pupils' which was just outside the top 10% (17th up from 46th in 2018).
- The Progress 8 scores were in or close to the top 10% for all groups except Black pupils and Chinese pupils. The Chinese pupil cohort is very small both in Barnet and across the country.
- The 2019 results for Looked After Children have not yet been published. There was improved attainment and progress of Looked After Children in 2018. The Attainment 8 and Progress 8 scores for looked after children was better than national and London averages and statistical neighbour LAs. This data relates to the 2017-18 academic year.

Post-16 – minimising NEETS

- Overall, the number of Barnet young people aged 16 and 17 who are not engaged in education, employment or training (NEET) is low. The percentage who were NEET in January to March 2020 was only 1.0%, the fifth lowest in London; the percentage of who were NEET or 'not known' was 1.5%, the best in London. However, the number and percentage of young people aged 18 and above who are NEET is much higher and there are clear indications that it they will increase significantly as a result of the economic problems caused by the pandemic.
- A Post-16 Transition Strategy was established in summer 2020 with our sixth form providers, colleges and training providers; this strategy outlined responsibilities for these organisations to undertake, to include:
 - identifying a transition adviser;
 - identifying who their vulnerable learners are and provide these details to the Post 16 team;
 - giving a guaranteed offer for vulnerable learners who meet the entry requirements unless there is an exceptional reason why this would not be possible;
 - provide a list of vacancies so that advisers could signpost young people directly to 'live' vacancies.

The strategy included advice and guidance for schools and colleges, a list of available support for students both within and external to Barnet and an Action Plan outlining what we plan to do to support the students.

- The Post-16 education and skills team have worked with all providers within and outside of the borough on the September Guarantee Initiative; this is a statutory collection of data provided to the government on how many young people aged 16-18 have been offered places in education, training and employment for September 2020. This provides the baseline data for the Post-16 team to establish where to prioritise support.
- Post-16 Advisers contacted young people without an offer of education or employment and supporting them to gain an opportunity in September 2020.
- All school sixth forms, colleges and private training providers were written to by the Strategic Lead for Post 16 to establish live vacancies that were available across the borough, so that Post-16 Advisers could refer young people for apprenticeship and education vacancies that were immediately available. This vacancy list is regularly updated so it provides an important resource for Post-16 Advisers to promptly guide young people to avoid disengagement and disappointment of applying for vacancies that have already been taken or have closed.
- The Post-16 Team has also worked with Barnet and Southgate College to identify learners in need of support; the college established a guaranteed offer for any young person who applies to the College, called 'Back on Track'. This initiative was promoted to young people via social media by the College and Barnet Council's Communications Team.
- The government allocated funding to Alternative Providers to support the transition of Year 11s to Post-16. The Executive Head of the Pavilion established a robust plan of support for the young people leaving this year. This included employing a Transition Mentor to work with young people, a summer engagement programme including targeted events at Barnet and Southgate College plus ongoing support whilst on programme to ensure young people stay on their courses.
- The Barnet Employment and Skills group are working with developers with existing S106 commitments to identify work opportunities and apprenticeships for young people in Barnet. In addition to this, the Brent Cross Employment and Skills Steering Partnership have established a significant number of employment, apprenticeship and work placement opportunities for young people. This Partnership has identified apprenticeship and supported internship opportunities targeted to young people aged 16-24 years old.
- The post-16 Education and Skills team has made a number of bids for funding to support work to reduce the number of young people who are NEET (not in education, employment or training). Funding for a number of projects ends in 2020 or early in 2021; so additional funding is required if this important work is to continue.

Attendance and exclusions

- Primary attendance is now 96.4% (2018-19) and is above the national average, with Barnet's ranking having improved from 82nd in 2016 to 24th in 2019 (out of 152 LAs) thus placing Barnet in the top 20% of LAs. Secondary attendance is now 95.7%, ranked 7th nationally, and thus also in the top 10% of LAs.
- Over the last five years, there have been on average 41 permanent exclusions each academic year at the secondary level. In 2018/19, there were 40 permanent exclusions. No primary pupils were excluded.

School places

- Over 12,000 new school places have been provided since 2010, 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 three years 8.4% between 2017/18 and 2019/20) 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 Claremont and Whitefield schools and additional specialist places at Northway, Oakleigh, Oak Lodge and Kisharon special schools.

SEND

- The completion of Education, Health and Care Plan assessments within the statutory 20-week deadline was 93% for 2019-20. So far in 2020-21, it is over 95%, with statutory processes being maintained throughout the pandemic. The quality of EHCPs has been maintained, and over 80% of EHC Plans audited in 2020 have been graded 'Good' or 'Outstanding'.
- Co-production with parent carers, young people and other partners continues to be central to our work. Parent carers are represented at all levels of decision making and take a key role in decision making at the SEND Development Group and SEND Partnership Board. In 2020, three parents have joined the auditing team to quality assure Education, Health and Care Plans. In response to the pandemic, we developed a new Parent Carer Zone on the Local Offer with information and resources to help families to support their child during 'lockdown' and their transition back to school.
- The views of children and young people with SEND contribute to the SEND workstreams, and many other strategic developments through the BING (Barnet Inclusion Next Generation) group. We recognise the need to include the views of more children and young people with SEND in decision making and strategic development and have commissioned the Educational Psychology team to develop ways to engage more children and young people with SEND.
- Commissioners across Health, Education and Social Care work closely to assess needs across Barnet, identify gaps in provision and jointly commission services to meet needs. There is a SEND Joint Commissioning Strategy, and progress is reported to the SEND Development Group and the SEND Partnership Board.

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.
- 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), Childs Hill Primary School joining the Elliot Foundation Academy Trust working in a formal partnership with Claremont Primary School, Moss Hall Infant School and Moss Hall Junior School federating, Queenswell Infant School and Queenswell Junior School federating, Dollis Infant School and Dollis Junior School amalgamating.
- 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.

- 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 education of looked after children.
- Closer collaboration continues between the Education and Learning service and Teaching Schools both within and outside Barnet to support teacher recruitment and school improvement.

Priorities for 2021/22

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 SEND.
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. To ensure that we are working in a Family Friendly way and co-production is central to our work:
 - Further develop the Local Offer to include a dedicated post-16 Zone for education providers and work with young people to develop more information for the Young People's Zone which is relevant, interesting and useful to those who access it.
 - Building on strong parental engagement, formalise our outreach function for families, including those most isolated, so that there is effective communication and a dedicated SEN 'link' person for families of Children and Young People with complex needs. This will help to ensure equality of access through the provision of information and signposting to teams/services.
 - Work with schools and settings, and parent carers to provide more opportunities for children and young people with SEND to give their views on how best to meet their needs, and the activities that they want to access to support the development of their independence.
 - Undertake surveys and focus groups with parent carers and children and young people to get their feedback on experiences of services.
 - Provide more opportunities for mediation between services and families so that issues of support and placement can be dealt with at an early stage of dissatisfaction.
 - Ensure regular reporting to the SEND Partnership Board on the performance of amending EHC Plans following an Annual Review.
2. To minimise the long-term impact of the Covid-19 pandemic on the attainment, achievement and psychological wellbeing of children and young people with SEND.
 - Ensure that, where advice for new EHCPs has been provided virtually, an early review is undertaken to ensure that the Plan accurately reflects the needs of the child and the provision required to meet need;

- Formalise a blended approach, to include when a face-to-face assessment or intervention needs to take place; or when families are digitally or otherwise isolated
 - Utilise the opportunities presented through technology to enhance information sharing across the partnership.
 - Building on the “Lost Learning report” commissioned by authorities in North London support schools and early years settings, provide evidence informed and appropriate curricula to support Children and Young People with complex needs to catch up;
 - Extend the ‘Open Spaces’ project to provide families with safe access to swimming/leisure facilities and explore with families of children and young people with significant learning needs ways to support their education/development;
 - Formalise our outreach function for families, including those most isolated, so that there is effective communication and a dedicated SEN ‘link’ contact person for families of children and young people with complex needs to help ensure equality of access through the provision of information and signposting to other teams/services.
 - Continue to support families so that they feel confident in safely returning their child to school and reducing the likelihood of them opting for Elective Home Education.
3. Ensure sufficient and high-quality provision in-borough for children and young people with complex needs, including Autistic Spectrum Conditions.
- Update the SEND sufficiency and needs analysis to provide the necessary data to inform decision making about further provision to meet future needs.
 - Update the Special Places Plan and commission additional specialist provision in line with the plan, including support for the development of the Windmill Free schools as part of the Oak Lodge Academy Trust so that more young people can have their needs met locally.
 - Continue to support mainstream schools with advice, training and appropriate levels of funding so they are equipped to meet the needs of pupils with SEND, including those who do not require an Education, Health and Care Plan.
 - Deliver on the Autism Strategy, including developing a multiagency workforce training plan and a home-based support model, targeted at primary school children with a first-time diagnosis of Autism.
4. Ensure effective joint commissioning and integration of services from early years through to adulthood.
- Building on the CYP Mental Health Transformation and transition support, develop clear pathways of support and provision for those children and young people whose behaviour puts them at risk of exclusion in mainstream schools.
 - Ensure that all children and young people placed in out of borough and independent schools receive the highest quality of provision through the development and implementation of a multi-agency quality assurance framework.
 - Building on the short breaks work, enhance respite provision for children and families, to increase resilience of families and help ensure that children and young people with SEND have their needs met locally in borough;
 - Through robust contract management and working with providers, continue to improve access and delivery of integrated therapy services 0 – 25.
 - Through the development and implementation of the Autism strategy, reduce waiting times for diagnosis of Autism, and ensure that children and families are supported pre-assessment and while undergoing assessment over time.
 - Embed transforming care approach to relevant children and young people through partnership working across education, health and social care.

5. 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.
 - Ensure that all schools in Barnet are aware of the central training offer.
 - Facilitate peer to peer challenges in schools to share good practice in inclusion of children and young people in SEND.
 - Roll out the Inclusion audit to mainstream schools, having a clear expectation across all Barnet schools that this will be undertaken and reported to the SEND Partnership Board and School Review Group on an annual basis.
 - Develop a Barnet kite mark for inclusion for mainstream schools.
 - Nursery and pre-school settings have access to materials and training so that they can accurately identify SEN and put appropriate interventions in place to support the child's learning and development.
6. Champion the educational progress and attainment of pupils with SEND
 - Develop an Engagement Curriculum with mainstream schools to support them to meet the needs of children and young people with SEND
 - Co-ordinate the sharing of practice and curriculum between special schools and mainstream schools to further support the attainment and achievement of children and young people with additional learning needs.
 - Work with schools to further develop a differentiated approach for secondary aged young people at SEN Support in mainstream schools.
7. Develop resilience in young people with SEND and promote independence.
 - We will facilitate the sharing of best practice across colleges and other post 16 providers.
 - We will embed preparation for adulthood at the earliest point in annual reviews.
 - Continue to develop and embed a range of pathways for post 16, including supported internships, apprenticeships, voluntary and paid employment.
 - Embed the offer of Personal Budgets for families and further develop this process to give them greater choice and flexibility about how their child's needs can be met.
 - Support young people with Independent Travel Training

School improvement – strategic priorities

The following priorities have been agreed by the School and Settings Standards Partnership Board:

1. Early Years

In 2019 the percentage of pupils who achieved a GLD exceeded the national average by over 2% and our achievement was equal to London Statistical Neighbour averages. Barnet's national ranking for percentage of pupils achieving a GLD was 33rd in 2019 (up from 35th in 2018). However, as this is still below the top 10% of Las, it remains a priority. The percentage of girls achieving a GLD in 2019 was above national, London and Statistical Neighbours and was ranked 27th. The percentage of boys achieving a GLD is above National, London and narrowly below Statistical Neighbours and was ranked 37th. Therefore raising attainment of boys at EYFS is a priority. Our Average Point Score is now above national and London but this still remains a priority for us.

2. Key Stage 1 Achievement

KS1 relative attainment (ranking) in Expected Standard or above is now in the top 10% in Reading, Writing and Maths. Science is ranked lower though (24th) for the proportion of pupils

achieving at least the expected standard, so remains a priority. The percentage achieving Greater Depth, although above national, is comparatively lower, ranked 39th, 44th and 33rd respectively for Reading, Writing and Maths and so remains a priority.

3. KS2 Writing

Despite attainment in 2019 being above the national and statistical neighbour averages, our ranking, although improved from 2018, is still 26th. 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 raise relative attainment. The performance of girls in writing rose in 2019 by 1% but the performance of boys dropped by 3% and their ranking dropped from 15th to 37th. Therefore the attainment of boys' writing is a priority this year.

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

It remains a priority for us to ensure that sufficient quality and learning opportunities (e.g. vocational qualifications) exist for children and young people to succeed across a range of skills and abilities, particularly those with SEND.

In particular there is concern now to ensure that post-16 pathways and opportunities result in as few young people as possible who are not in education, employment or training (NEET). It is therefore important that action is taken to support those young people who are at risk of being NEET or who are NEET, including those aged 16 and 17 but also those aged 18 and above where the numbers are rising due to the economic problems caused by the pandemic.

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

This remains a priority for improvement to eliminate differences in the performance of groups of pupils. The North London Disproportionality Dataset shows, for 2019, the ratio of black pupils in Barnet attaining the expected standard at KS2 and 4 compared to white pupils is low (a negative Relative Rate Index RRI) and in some cases being the lowest or second lowest in North London.

6. Looked After Children

In Secondary School Progress 8 in 2019 was ranked 18th and Attainment 8 49th. In the school year 2018-2019, Barnet LAC had a higher absence rate than the similar group national (6.40% compared with 4.70%) and a higher unauthorised rate (3.60% compared with 1.40%). Persistent absence was almost in line (10.50% compared with 10.90%). Attendance is therefore a priority for 2020-21

7. Recruitment

Recruiting and retaining good quality teachers, school leaders and support staff is a challenge for schools across Barnet. Supporting recruitment of staff and giving the necessary support to staff at all levels remains a priority for us.

8. Safeguarding

We continue to support schools in ensuring that their safeguarding arrangements are effective. With pupils having extended online learning due to the pandemic, this includes the safe use of IT and the Internet.

9. Curriculum Intent, Implementation and Impact

To support schools to plan coherently and deliver effectively a broad and balanced curriculum which is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is a priority to reflect the changes introduced in the new Ofsted inspection framework.

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

- The school's curriculum is rooted in the solid consensus of the school's leaders about the knowledge and skills that pupils need in order to take advantage of opportunities,

responsibilities and experiences of later life. In this way, it can powerfully address social disadvantage.

- The school's curriculum promotes equality and celebrates diversity in all its forms. This includes teaching about LGBTQ+ people and themes.
- It is clear what end points the curriculum is building towards and what pupils need to know and be able to do to reach those end points.
- Each pupil has a significant voice in shaping the curriculum and their contributions are valued.
- The school's curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before and towards its clearly defined end points.
- The curriculum reflects the school's local context by addressing typical gaps in pupils' knowledge and skills.
- The curriculum remains as broad as possible for as long as possible. Pupils are able to study a strong academic core of subjects, such as those offered by the EBacc.
- There is high academic/vocational/technical ambition for all pupils, and the school does not offer disadvantaged pupils or pupils with SEND a reduced curriculum.

The above priorities are underpinned by:

- A curriculum which also 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.

10. Minimising the impact of the covid19 pandemic on learning

The School Improvement Team has given considerable support to schools before, during and after the school closure period. A new priority for this year is to minimise the impact of Covid-19 on learning and progress. This includes:

- Continuing support by BELS to schools with their blended learning approaches, recognising that the approaches need to be both flexible and adaptable
- Continuing BELS support to schools regarding the impact on mental health and well-being of staff and pupils due to school closures and partial closures arising from covid19.
- Continuing to support schools in establishing reliable baseline data for pupils and ensuring the curriculum meets the needs of all the pupils and is diminishing the expected wider differences between groups of pupils

11. Attendance

A key challenge as schools re-opened in September 2020 is to get attendance rates back to the levels they were at before schools were closed as a result of the pandemic.

12. Exclusions

With the huge majority of pupils being at home between March and September and the resultant challenges faced by schools regarding the behaviour of pupils when they returned to school, we want to support schools to ensure that there is not a significant rise in both fixed term and permanent exclusions in Barnet schools. The RRI rate in the North London Disproportionality Dataset shows that historically there has been an over-representation of Black and Mixed Pupils in Barnet for fixed term exclusions and black pupils for permanent exclusions. This also needs to be addressed.

13. Elective Home Education

Monitoring elective home education has now become a key priority for the authority, as it is clear that the pandemic has resulted in a significant increase in the number of families that are

choosing to educate their children at home. In April 2019 there were 228 children registered for elective home education in Barnet. The number in February 2020 was 257, which rose to 310 in October 2020.

The local authority has a duty to establish the identities of home educated children and to check they are receiving a 'suitable education', which means efficient full-time education suitable to their age, ability and aptitude and to any special educational needs they may have. The council also has general duties in relation to safeguarding and promoting the welfare of children. If the authority becomes aware of any safeguarding concerns, this will be followed up appropriately. BELS exercises these functions on behalf of the council and has received extra funding from the council to increase the resource devoted to this function from a part-time role to full-time.

As well as monitoring the suitability of home education and taking follow-up action if there are any concerns, BELS will work with the council and schools to try to persuade as many parents as possible of the benefits of returning their children to school and to make them aware of the risk assessments and 'covid19 secure' control measures in schools.