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Barnet Education  
Strategy  
2024/25-2026/27

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London Borough  
of Barnet

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April 2024

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### **1. Introduction**

This renewal of Barnet’s Education Strategy retains its focus on the key priorities to ensure high quality education services, excellent, resilient schools and settings, high levels of achievement and successful outcomes 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 a period of:

1. extremely challenging school budgets
2. falling rolls in some phases and some areas of the Borough
3. the continuing increase of pupils in the Borough with complex needs

This requires an effective strategic response.

This strategy and the supporting sub-strategies for School and Settings Improvement, Post 16 and SEND and alternative provision (AP) therefore describes some of the key recent developments and the measures proposed to counter the negative impact of deficit budgets and falling rolls and the additional challenges faced by a changing contextual background of pupils.

### **2. 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 as they move into adulthood, equipped to meet the needs of employers and able to participate in their communities are vital to Barnet’s future success.

Barnet has 133 schools serving 63,099 pupils (May 2023). Note this figure was 60,198 pupils when the previous Education Strategy was produced in 2021.

<b>Phase</b>	<b>Number of Pupils</b>
All-Through	5021
Nursery	443
Pupil referral unit (PRU) / alternative provision (AP)	167
Primary	31059
Special	757
Secondary	25652
<b>Grand Total</b>	<b>63099</b>

There are 27 secondary schools (inc two Sixth Form Academies), 89 primary schools, three all through schools, four nursery schools, eight special schools (inc one Early Years provision and one Sixth Form SEN Provision) and two pupil referral units. There is also one General Further Education College.

### **Academies and Free-Schools - In Barnet:**

- 54.9% (29,425) of children (Reception to Year 11) are in local authority-maintained schools. This is 14.2% greater than the national (40.7%).
- 45.1% (24,159) of children are in academies and free schools. This is 14.2% lower than the national (59.3%).

In March 2024 there were 145 Private, Voluntary and Independent Nurseries (PVI) in Barnet with a further 35 who take no funded children. There were 187 registered childminders in Barnet taking funded children with a further 8 childminders not taking any funded children.

### **Pupil Mobility – In Barnet:**

- 0.6% (375) of children started late i.e. started in a school after the September start date. The proportion entering late is 0.2% greater than the national percentage of 0.4%.
- 2.8% of pupils left early i.e. did not stay to the end of the year. The proportion leaving early is 0.2% greater than the national percentage of 2.6%.

### **English as an Additional Language (EAL).**

In Barnet 47.4% of children have EAL. This is 27.1 percentage points higher than the national average (20.3%)

### **Free School Meals/Disadvantaged**

20.4% of the Barnet school population are entitled to Free School Meals (Autumn 2023). This is below the national figure of 23.8%

### **Ethnicity**

The ethnic breakdown of the Barnet school population is as follows (groups higher than 1%). This is from the January 2023 School Census and includes LA Maintained schools and academies:

<b>Ethnicity</b>	<b>Percentage</b>
White - British	17.72%
White - English	7.65%
White Eastern European	6.89%
Indian	5.62%
White other	4.14%
Afghan	3.16%
Any other white background	2.47%
Any other mixed background	2.45%
Black - African	2.34%
Iranian	2.25%
Any other Asian background	2.15%
Information not yet obtained	1.99%
White and Asian	1.98%
Other Asian	1.80%
White and Black African	1.60%
Albanian	1.59%
White and Black Caribbean	1.55%
Black - Somali	1.54%
Black - Nigerian	1.43%

Other ethnic group	1.41%
Black Caribbean	1.40%
White European	1.33%
Pakistani	1.27%
Other Black African	1.19%
Arab other	1.15%
Chinese	1.09%
Other White British	1.07%
White Western European	1.03%

### Special Educational Needs and Disabilities

There has been a significant increase in the percentage of pupils nationally and in Barnet schools with special needs over the last seven years. Nationally, the total number of pupils with an Education Health and Care plan (EHCP) increased by almost two-thirds between 2016 and 2023. Between 2022 and 2023 in Barnet the total number of children with an EHCP increased by 8%. Barnet's EHCP cohort is disproportionately young, and the proportion of Barnet's state-funded mainstream primary school pupils with an EHCP is higher than average. In Barnet the increase in EHCPs since 2016/17 to 2022/23 has been 48.14% (total pupil population increase in Barnet over the same period was 10.9%).

#### Percentage of EHCPs and SEN Support trend data since 2016, England, London and Barnet.

		2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
England	EHC plans %	2.8	2.9	3.1	3.3	3.7	4	4.3
	SEN support %	11.6	11.7	11.9	12.1	12.2	12.6	13
London	EHC plans %	2.9	3	3.2	3.5	3.8	4.1	4.5
	SEN support %	11.4	11.3	11.4	11.5	11.4	11.7	12.1
Barnet	EHC plans %	2.7	2.8	3	3.1	3.4	3.6	4
	SEN support %	10.3	10.6	10.7	10.7	10.2	10.6	10.8

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 95% of Barnet pupils are at schools and settings which were graded good or better at their last Ofsted inspection.

### 3. 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 levelling up - accelerating their progress and diminishing the difference (narrowing the gap) between them and their peers.

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.

#### **4. Equality, Diversity and Inclusion**

Our young people have told us that it is really important that the schools and settings they attend are inclusive in all senses, where all young people are treated fairly regardless of race, ethnicity, sexual orientation, gender, identity or disability. They want to have equality of opportunity and outcome. We aim to ensure we understand how children and young people experience inequality of opportunities and experiences in Barnet and why this might be, in order to start to tackle these inequalities. Our focus is on addressing inequality and driving forward better outcomes for groups that include ethnic minority communities, young people with a learning disability, young carers, looked after children/care leavers and those who come into contact with the justice system.

#### **5. Partnerships**

Partnerships 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.

In June 2019 the School Improvement Team produced a document for schools entitled “Strategic Partnerships, Federations and Trusts – options for Barnet schools.” Our recommendation is that all governing bodies consider, on an annual basis, whether their school would benefit by being part of a strategic partnership, federation or trust. Having considered this, a governing body may decide to take their thinking further by getting advice and support from Barnet Education and Learning Service (BELS).

The Local Authority will support any schools or partnerships who want to explore the potential benefits of a more formal partnership arrangement i.e. federating or creating or joining a Multi Academy Trust (MAT).

The resignation or retirement of a school’s serving headteacher can present the governing body with a good opportunity to review the school’s future leadership arrangements. The governors might want to consider new models of school leadership ranging from entering a federation or a multi-academy, through to becoming a co-operative trust, or remaining a standalone school or academy. The Local Authority will support a governing body with this decision-making process.

#### **6. Barnet Education and Learning Service (BELS)**

Our education services to schools are 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 Directors representing a range of partners – the council, schools, parent-carers and staff.

#### **7. Financial challenges**

The education service, including schools, continues to face major financial challenges. Schools across the country are facing significant challenges in balancing their budgets. These financial pressures have not spared the schools in Barnet. Some of the key factors contributing to this are:

- Rising staff costs
- Increasing energy bills
- Post COVID-19 pandemic impact

- Government funding has not kept pace with the increasing costs of supporting CYP with needs
- Families moving out of the borough resulting in a drop in pupil numbers in some areas

As a result, more and more schools are using their reserves to stay afloat and, where there is no such cushion, are going into deficit. At the end of 2022-23 financial year, 60 LA Maintained Schools in Barnet had a surplus and 27 had a deficit (the number of schools ending the previous year in deficit was 23). It is projected that the number of LA maintained schools who will end the 2023/24 in deficit could be over 40, with the very large majority being primary or nursery schools. 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. Over the last five years an increasing number of primary schools have made structural leadership changes in order to reduce staffing costs i.e. leaders working across more than one school. We will continue to support governing bodies who want to explore this.

## **8. Falling Rolls**

Over the last 4 years, applications for Reception places in Barnet schools have reduced by 374 (over 12 forms of entry). The vacancy rate in Barnet Reception classes (Sept '23) was 8.5%. Breaking this down into different types of school the vacancy rates were:

- Schools with no religious denomination – 7.7%
- Church of England Schools – 6.78%
- Catholic Primary Schools – 16.2%
- Jewish Primary Schools – 7.4%

The reduction in roll is not consistent across the whole of Barnet, with some planning areas projecting only small surplus forms of entry by 2027/28. Planning Area 1 (Burnt Oak, Colindale, Hendon, West Hendon) require the opening of a new 2FE Primary in 2026 in order to remain in surplus.

Surplus places are necessary in order to accommodate in year admissions, particularly for those arriving from overseas. In the 2022/23 year 1,485 pupils arrived in Barnet schools from overseas (926 into primary and 559 in secondary). 300 of these new arrivals were either asylum seekers or arrived from Ukraine.

At secondary, it is projected that there will be 8.4 surplus forms of entry by 2026/27, an increase from 3.1 in 2023/24.

We work with schools in order to reduce their PAN when necessary or freeze their intake after September.

## **9. The covid19 pandemic**

The global covid19 pandemic had a profound impact on schools and learning and some pupils are still recovering from the negative effects of the two lockdowns, both academically and emotionally.

## **10. Ambition and aims**

Despite the reduction in pupil numbers over the last two years in some areas of the Borough, Barnet overall is still 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.*

To achieve this, our mission is to ensure:

- 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 to diminish the difference between them and their peers.
- Every child receives **high quality education** through a robust curriculum, which is delivered and assessed by expert practitioners. This is done by ensuring that:
  - There are enough school places
  - The provision in all schools is good or outstanding
  - There are high levels of achievement in all phases and strong outcomes
  - A relentless focus on meeting the needs of vulnerable pupils, including those with SEND, in Alternative Provision (AP), children looked after, children on a child protection plan, children in need and children eligible for free school meals
  - Good relationships with schools and settings enabling rigorous monitoring, challenge and support for all schools and settings including the learning that they undertake with their pupils
  - Effective partnership with council services and with external agencies and organisations
- Every child attends a **good or outstanding school**, as judged by Ofsted

## **11. Strategic goals and Key Drivers**

The Barnet Education Strategy (2024/5–2026/7) 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 those needing alternative provision, and that school organisation and governance arrangements are financially sustainable.

- **Strategic goal 2 - Inclusion**

To ensure the provision of high-quality local 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 and setting is delivering a good or outstanding education.

- **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 including AP and special, from early years to post-16, including progress into Higher Education, Apprenticeships or employment.

- **Strategic goal 5 – Achievement and Inclusion – Levelling up and building resilience**

To “level up” 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 Alternative Provision (AP), Post 16 and school and settings improvement but some of the key drivers for achieving these goals are:

### **Access**

- Partnership working with schools to identify, where necessary, the best locations for any further school expansions, bulge classes, or school satellite provision if additional places are required.
- Partnership working with schools to reduce, where necessary, the Pupil Admission Number (the number of pupils that the school can admit into each relevant age group) or capping the number of pupils in a year group (after September each year) to deal with falling rolls in a particular area.
- Close liaison with the DfE, the ESFA, the Regional Director 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 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, including Pupil Referral Units (PRUs)
- 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 what is ordinarily available provision for pupils who require 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 SEND 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 and Academies who purchase the School Improvement Team Traded Service. The large percentage of School Improvement Team costs comes from the agreed de-delegation of the DSG (agreed by Schools Forum). If necessary, LNI support services will be offered as a traded service to all schools not just academies.
- Maintaining an Early Years Standards Team to monitor, challenge and support Private, Voluntary and Independent Nurseries (PVI's) and childminders.



- The continuing development of quality traded services to support school improvement, including meeting the needs of learners with SEND.
- 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.
- Collaboration between our Early Years Standards Team, 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.

## **12. 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 Barnet Council’s Cabinet. It will be monitored by the different BELS Boards (see below) and the Council’s Overview and Scrutiny 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 the below Partnership Boards 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 and AP Strategic Partnership Board also includes representatives of the Barnet Parent-Carer Forum, the Integrated Care Board (ICB) and specialist health providers, and the voluntary sector.

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

<b>Strategy</b>	<b>Board</b>	<b>Lead officer</b>	<b>Strategic goals</b>
School Places	School Organisation and Place Planning (SOPP)	<ul style="list-style-type: none"> <li>• Assistant Director, Education, Strategy and Partnerships, London Borough of Barnet and</li> <li>• Director, School Access, Skills and Corporate Services, BELS</li> </ul>	1
SEND and AP	Special Educational Needs and Disabilities (SEND) and Alternative Provision (AP)	<ul style="list-style-type: none"> <li>• Director, SEND and Inclusion, BELS</li> </ul>	2, 4 and 5
School and Settings Improvement	School and Settings Standards (SSSPB)	<ul style="list-style-type: none"> <li>• Director of Education and Learning, BELS</li> </ul>	3, 4, and 5

### **13. 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.

#### **Appendix 1**

#### **Education Strategy – Key Performance Indicators and Targets**

<b>No.</b>	<b>Performance indicator</b>	<b>Actuals for 2022-2023 (summer 2023 for tests)</b>	<b>Targets for future years</b>
1	Average percentage attendance levels in Primary schools for the academic year	95.15% (7 <sup>th</sup> out of 152 LAs)	London average (minimum) 10 <sup>th</sup> + percentile (aspirational)
2	Average percentage attendance levels in Secondary schools for the academic year	93.51% (6 <sup>th</sup> out of 152 LAs)	London average (minimum) 10 <sup>th</sup> + percentile (aspirational)
3	Average percentage attendance levels in Special schools for the academic year	86.47% (97 <sup>th</sup> out of 152 LAs)	London average (minimum) National average (aspirational)
4	Average percentage attendance levels in PRUs for the academic year	41.7% (well below national average)	London average (minimum) National average (aspirational)
5	<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	67% (13 <sup>th</sup> out of 152 LAs)	Top 10%
6	<u>Primary progress:</u> The average of Primary pupils' average progress in: <ul style="list-style-type: none"> <li>• English Reading</li> <li>• English Writing</li> <li>• Maths</li> </ul>	+1.3 (6 <sup>th</sup> out of 152 LAs) +1.2 (14 <sup>th</sup> out of 152 LAs) +1.9 (9 <sup>th</sup> out of 152 LAs)	Top 5%

No.	Performance indicator	Actuals for 2022-2023 (summer 2023 for tests)	Targets for future years
7	<u>Secondary attainment and progress (GCSEs):</u> <ul style="list-style-type: none"> <li>• Average Attainment 8 Score</li> <li>• Average Progress 8 Score</li> <li>• Percentage of pupils achieving grade 5 in English and mathematics</li> <li>• Average Attainment 8 English Baccalaureate</li> </ul>	<p>57 (3<sup>rd</sup> out of 152 LAs)</p> <p>0.64 (2<sup>nd</sup> out of 152 LAs)</p> <p>66% (3<sup>rd</sup> out of 152 LAs)</p> <p>17 (6<sup>th</sup> out of 152 LAs)</p>	Top 5%
8	<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>55% (16<sup>th</sup> out of 152 LAs)</p> <p>-12 % points (National Gap -23 % points)</p>	<p>Top 10%</p> <p>Gap smaller than national</p>
9	<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). e Achievement of students in our Pupil Referral Units - narrowing the gap between their achievement and all students in Barnet.	<p>44.9% (9<sup>th</sup> out of 152 LAs)</p> <p>0.18 (4<sup>th</sup> out of 152 LAs)</p> <p>-5.4 (National gap -15.2)</p> <p>+0.01 (National gap -0.74)</p> <p>Progress 8 gap -3.35 Attainment 8 gap -41.7</p>	Top 10% (or narrowed gap)

No.	Performance indicator	Actuals for 2022-2023 (summer 2023 for tests)	Targets for future years
10	<p><u>Progress and attainment of looked after children at KS4:</u></p> <p>a) Average Attainment 8 score of looked after children</p> <p>b) Average Progress 8 score of looked after children</p> <p>c) Gap between</p> <p>    i) A8 Barnet CLA and national A8 for all pupils</p> <p>    ii) P8 Barnet CLA and national P8 for all pupils</p> <p>d) the quality of PEPs (Good or better)</p> <p>e) KS2 performance:</p> <p>- expected standards in RWM</p> <p>- progress between KS1 and KS2</p> <p>f) 16-17 year old NEETs</p> <p>g) Attendance of LACs</p>	<p>21.9 (42nd)</p> <p>-1.05 (34<sup>th</sup>)</p> <p>-22.7 (national -25.2)</p> <p>-1.01 (national -1.2)</p> <p>0-16: 99.1% 16+: 98.3%</p> <p>55% (2022 data) (national 37%)</p> <p>Reading 3.86 (9<sup>th</sup>) Writing 1.01 (30<sup>th</sup>) Maths 1.03 (15<sup>th</sup>) National (0.04; -0.33; -0.62)</p> <p>1.42% (1<sup>st</sup>) (national 7.7%)</p> <p>93.9% (national 91.7%)</p>	<p>N/A</p>
11	<p><u>Attainment and progress of SEND pupils</u></p> <p>a) The percentage of SEND pupils with an EHCP attaining the 'expected standard' in each of:</p> <ul style="list-style-type: none"> <li>• English Reading</li> <li>• English Writing and</li> <li>• Mathematics</li> </ul> <p>at the end of Key Stage 2</p> <p>b Average attainment 8 score pupils with an EHCP</p> <p>c Average progress 8 score pupils with an EHCP</p>	<p>11% (28<sup>th</sup> out of 152 LAs)</p> <p>19.2 (14<sup>th</sup> out of 152 LAs)</p> <p>-0.8 (17<sup>th</sup> out of 152 LAs)</p>	<p>Top quartile</p>

No.	Performance indicator	Actuals for 2022-2023 (summer 2023 for tests)	Targets for future years
12	<p><u>NEETS:</u> a % not in education, employment or training (16 to 17 year olds)</p> <p>b % combined percentage of 16 to 17 year olds who are NEET and those whose current activity is not known to the LA</p>	<p>0.7% 4<sup>th</sup> (out of 152 LAs)</p> <p>0.8% 2<sup>nd</sup> (out of 152 LAs)</p>	<p>1% or London Top Quartile, whichever is higher</p> <p>2.0% or London Top Quartile, whichever is higher</p>
13	Percentage of final EHC plans issued within 20 weeks (excluding exceptions)	99%	95%
14	Percentage of children who applied on-time for a Reception place made an offer on national offer day	100%	99.9%
15	Percentage of secondary children made an offer of a school place by statutory deadlines	100%	99.9%
16	Percentage of schools rated as 'good' or better	95.3% (32 <sup>nd</sup> out of 152 LAs)	94% (minimum) 10 <sup>th</sup> + percentile 100% (aspirational)
17	Percentage of pupils in Barnet schools attending a school rated as 'good' or better	97.2%	94% 100% (aspirational)

## Appendix 2

### Current performance and context

#### Attainment and progress

- The percentage of children who achieved a Good Level of Development (GLD) in the Early Years Foundation Stage in 2023 was above the national, Outer London and Statistical Neighbour averages, with Barnet's national ranking having increased from 83<sup>rd</sup> in 2022 to 19<sup>th</sup> in 2023.
- The percentage of disadvantaged children achieving a Good Level of Development (GLD) in the Early Years Foundation Stage was above the national, Outer London and Statistical Neighbour averages and in the top 20% of the country.
- The percentage of children with an EHCP achieving a Good Level of Development (GLD) in the Early Years Foundation Stage was above the national average (ranked 8<sup>th</sup> in the country) and above Statistical Neighbours. The percentage of pupils receiving SEN Support achieving a GLD was in line with the national average.
- Year 1 Phonics in 2023 – attainment for all pupils was above the national average and in line with the Outer London and Statistical Neighbour averages. This is also the case for disadvantaged pupils. 28% of EHCP pupils and 56% of SEN Support pupils met the year 1 phonics standard, both ranking Barnet in the top quartile of all local authorities in England.
- In Key Stage 1 attainment in 2023 at the expected standard was above the national average for RWM and for the separate subjects.
- The percentage of disadvantaged children achieving the Expected Standard or above at Key Stage 1 was above the national, Outer London and Statistical Neighbour averages and in the top 20% of the country.
- KS1 SEND pupil performance was strong again in 2023, with Barnet consistently ranking in the top 10 local authorities in England for EHCP pupils, and in the top 30 for SEN Support pupils. In particular, 23% of EHCP pupils reached the expected standard or higher in KS1 reading, compared to 12% across England and ranking sixth of all local authorities in England.
- At Key Stage 2, Barnet was 13<sup>th</sup> in the country for the number of pupils reaching the expected standards in Reading, Writing and Maths combined in 2023. Maths results were particularly strong (6<sup>th</sup> best LA in the country). Attainment in Reading, Grammar, Punctuation and Spelling (GPS) and Science was in the top 10% of LAs with Writing being just outside the top 10% of the country.
- Progress of pupils between Key Stage 1 and Key Stage 2 in all subjects was significantly better than the national, Outer London and Statistical Neighbour averages. Barnet was 6<sup>th</sup> best LA in the country for Reading progress 26<sup>th</sup> best LA in Writing progress and 7<sup>th</sup> best LA in Maths progress.
- Disadvantaged pupils at KS2 achieved well, in the top 20% of the country in all subjects for attainment with the gap between disadvantaged and non disadvantaged pupils being narrower in Barnet than the national gap. Progress for disadvantaged pupils was in the top 10% of the country with progress of disadvantaged in Barnet greater than the progress of non disadvantaged nationally.
- Both the SEN Support and EHCP cohorts performed well at KS2, with Barnet consistently ranking in the top quartile of local authorities in England. Maths attainment was particularly strong at KS2, with 58.3% of SEN Support pupils achieving the expected or higher standard, the seventh highest rate in England. SEN Support and EHCP pupils also made more

progress from KS1 and KS2 than their peers in Barnet's statistical neighbours and across England, consistently ranking in the top quartile of local authorities in England.

- Barnet's Progress 8 of +0.64 in 2023 ranked Barnet as 2<sup>nd</sup> out of 151 Local Authorities. These results gauge the progress made by students during their time at secondary school.
- The average 'Attainment 8 score in Barnet was 57 points in 2023, compared to the national average of 44.6 points. Barnet's Attainment 8 score was 3<sup>rd</sup> out of 151 Local Authorities
- Disadvantaged pupils, and those with an EHCP or receiving SEN Support achieved higher than national at KS4 for Attainment 8 and Progress 8. Disadvantaged pupils in Barnet made more progress between KS2 and KS4 than non disadvantaged pupils nationally.
- End of Key Stage 5 'A Level' attainment is in the top 5% nationally on all key measures, except in the vocational qualification groups of technical qualifications or applied general qualifications.

### **Levelling Up / Diminishing the difference**

- Disadvantaged pupils achieved well against their national counterparts at all Key Stages with the percentile rank being 24<sup>th</sup> at Early Years; 34<sup>th</sup> at Year 1 Phonics; in the top 20% in all subjects at KS1; in the top 10% in all subjects at KS2; 9<sup>th</sup> for Attainment 8 and 4<sup>th</sup> for Progress 8 at KS4.
- The gap between disadvantaged pupils in Barnet and Other Pupils nationally is smaller than national and London at every Key Stage and the progress made by disadvantaged pupils in Barnet between KS1 and KS2 and between KS2 and 4 exceeds national averages.
- Barnet is performing better than the national averages at all Key Stages and in all measures in nearly all the ethnic pupil categories. The one exception is Black pupils who are slightly below or in line with national Black pupils in KS1 but exceed national by KS2 and KS4.
- Pupils with an EHCP are in the top 20% of LAs for nearly all Key Stages and measures. The percentile rankings are: 8<sup>th</sup> for Early Years; 16<sup>th</sup> for Year 1 Phonics; 4<sup>th</sup> for RWM at KS1; 28<sup>th</sup> for RWM at KS2; 14<sup>th</sup> for Attainment 8 and 17<sup>th</sup> for Progress 8 at KS4
- Pupils with SEN Support are in the top 25% of LAs for nearly all Key Stages and measures. The percentile rankings are: 55<sup>th</sup> for Early Years; 22<sup>nd</sup> for Year 1 Phonics; 23<sup>rd</sup> for RWM at KS1; 17<sup>th</sup> for RWM at KS2; 10<sup>th</sup> for Attainment 8 and 5<sup>th</sup> for Progress 8 at KS4
- The 2023 results for Looked After Children showed significantly improved attainment and progress. The Attainment 8 and Progress 8 scores for looked after children was better than national and, for Progress 8 also better than the London average. Attendance also improved with the attendance rate in 2022/23 ranked in the top 10% of the country.
- The 2023 results for the two PRUs in Barnet demonstrated an understandably wide gap between those student's achievement and all students in Barnet.

### **Post-16 – minimising NEETS**

Overall, the number of Barnet young people aged 16 and 17 (Statutory reporting to the DfE) who are not engaged in education, employment, or training (NEET) is low. The percentage who were NEET in May 2023 was 0.7%, the second lowest in London; the percentage of who were 'not known' was nil. However, the number and percentage of young people aged 18 and above who are NEET is much higher and the unemployment figures show clear indications that there are many more unemployed among the years of 18-24 years. The Post 16 Team will continue to work with this group to reduce unemployment rates.

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 by the end of September for each year. 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 by September of that year.
- All school sixth forms, colleges and private training providers are written to by the 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 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 Barnet Employment and Skills group are collaborating 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, apprenticeships, 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 Team are working with National Development Trust for Inclusion (NDTI) as part of a DfE project to increase the number of young people who take Supported Internships and move into employment. Our borough target is to have 60 young people with EHCP's enrolling on Supported Internships each year by 2026.

### **Attendance and exclusions**

- Primary attendance in 2022/23 was 92.3% and is above the national average, with Barnet's ranking having improved from 62<sup>nd</sup> percentile in 2020/21 to 44<sup>th</sup> in 2022/23 thus placing Barnet in the top 50% of LAs. Secondary attendance is now 92.7%, ranked 14<sup>th</sup> percentile nationally, and thus also in the top 15% of LAs.
- The attendance rate in Barnet Pupil Referral Units was comparatively low in 2022/23 (41.7% compared to a national attendance rate of 58.1%)
- The attendance rate in Barnet Special Schools was comparatively low in 2022/23 (85.9% compared to a national attendance rate of 87%).
- From a cohort of 62,026 enrolments in Barnet, the Suspension Rate in the Autumn and Spring Terms 2022/23 was 3.00 per 100 pupils. This is significantly below the national suspension rate (5.93) and places Barnet on the 26<sup>th</sup> percentile. Secondary schools had a suspension rate of 5.52 per 100 (percentile rank 21) and primary schools a suspension rate of 0.52 per 100(percentile rank 22). Although the suspension rate in Barnet PRUs was 100 per 100 pupils this is significantly below the national rate of 196.4 per 100 pupils. There is a rising trend of suspensions nationally and in Barnet over the last three years.

### **School and settings standards (as measured by Ofsted)**

- At the time of writing this Strategy 95.3% of all schools in Barnet are good or outstanding, which is above the national percentage of 89% and in line with the London percentage.
- At the time of writing this Strategy 97.2% of Barnet pupils attend a Good or Outstanding school which is above the national percentage of 88.9% and the London percentage of 96%.



- At the time of writing this Strategy 96% of Private, Voluntary and Independent Early Years settings in Barnet are good or outstanding, which is in line with both the national and London percentages.
- At the time of writing this Strategy 95% of Childminders in Barnet are good or outstanding, which is in line with the London percentage and above national.
- At the time of writing this Strategy 56% of Barnet Independent Schools are good or outstanding (or meet the Independent School Standards)

### 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, largely as a result of the 10% decrease in London birth rates between 2012 and 2018. Over the last five years (2019/20 and 2023/24) Barnet's primary roll has fallen by 2.97%, a significantly lower percentage drop than the decline seen in many other London boroughs. Nevertheless, this has led to spare capacity in some schools. However, largescale regeneration in the south-west of the borough is expected to result in increased demand for school places in the second half of the current decade.
- 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 Provision (ARP) at Queenswell for children with cognition and learning needs and the opening of the Windmill Special school for Autism.

### SEND

- The completion of Education, Health and Care Plan assessments within the statutory 20-week has continued to exceed our performance target of 95% over the last 5 years. At 97.9% in 2022 (the most recent nationally published figures) this was almost double the national rate of 50.70% and significantly higher than the London rate of 63.1%.

Timeliness		2018	2019	2020	2021	2022
	<b>London</b>	58.10%	64.60%	61.80%	63.90%	63.10%
	<b>England</b>	60.10%	60.40%	58.00%	59.90%	50.70%
<b>Excluding exceptions</b>	<b>Barnet</b>	99.20%	97.10%	98.00%	98.30%	97.90%

- We continue to review the quality of our EHCPs via a multi agency audit and are very pleased to have exceeded our Key Performance Indicator for 2022/23 (60% of audited EHCPs being rated as 'good' or 'outstanding' by auditors) with 75% of EHCPs audited being rated as '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 strategic boards across the Council including the SEND and AP Strategic Partnership Board and our Leading Edge Groups.
- We are one of a small number of Local Authorities to have parent/carer representatives as part of our panels in relation to decisions about all aspects of the education, Health, Care Needs assessment (EHCNA) process and annual reviews.
- An area of focus for us over the coming three years is to better develop our processes for responding to pupil voice.

## **Delivery through partnership**

Whilst the role of local authorities in education has changed over the last ten 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 continuing encouragement and facilitation 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. Increasingly, schools are 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 or share leadership across more than one school e.g. Annunciation Catholic Infant and Annunciation Catholic Junior, St. Theresa's Catholic Primary and Our Lady of Lourdes Catholic Primary, St Mary's N3 CE Primary and Holy Trinity CE Primary, Church Hill Brunswick Park Federation with Hollickwood Primary, St Mary's and St. John's (all through) with Wren Academy, Bell Lane joining Saracens Multi Academy Trust, Dollis Primary joining Bellevue Place Education Trust, Osidge Primary joining Ashmole Academy Trust.
- The Post 16 Team continues to work with all secondary schools in Barnet to identify those who are at risk of NEET and to provide support to these individuals to successfully transition to Post 16 programmes, employment, or apprenticeships.
- 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.
- Closer partnership between the Education and Learning service and independent schools in Barnet

## **Appendix 3**

### **Priorities for 2024/25**

#### **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 transfer of The Windmill Free School SEND students from their temporary accommodation at Dollis Primary School into the school's permanent site in Moxon Street High Barnet. Establishing the school in the permanent site will increase the availability of SEND places.
4. Explore the most efficient ways of delivering the three tiered approach in Alternative Provision as set out in the SEND and AP Improvement plan.
5. The council, schools and other partners will continue to work together to create post-16 pathways including pre-apprenticeship programmes, supported internships programmes and other vocational and technical route into apprenticeships, higher education or employment.
6. Continue to 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.
7. The council and BELS will work together with special schools to increase special school places to meet future demand.

#### **SEND and Inclusion – strategic priorities**

The following priority areas for SEND and AP (not in any order) have been agreed by the SEND and AP Partnership Board

1. We will continue to improve the educational progress, outcomes and experiences of our children with SEND and in AP, across all phases and types of institution from early years to post-16, including transitions and progress into independent living, apprenticeships, supported internships, higher education, training or employment.
2. Put in place earlier intervention and support to children and young people who have health (including mental health) or development needs including those who are waiting for a diagnosis and their families.
3. More families feel listened to and able to participate in shaping service developments and have a greater sense of co-ownership.
4. More young people with SEND irrespective of whether they have an EHCP or not, feel listened to, valued and seen and are respected for who they are.
5. We will refine and improve our local offer as well as relationships with children and young people with SEND and their families by adopting a 'family friendly' approach to processes, support and information.
6. We will develop our Alternative Provision Pupil Referral Unit (PRU) pathways so they are in line with the three tiered approach as set out in the DfE's Improvement Plan.
7. There are sufficient high-quality school places in Barnet including specialist and additionally resourced provisions, from early years through to post 16 to meet current and future demand to ensure children and young people with SEND are able to access appropriate provision that is as close to home as possible.

All of the above priorities need to be delivered within the funding available in the DSG High Needs Block (HNB) which needs to be monitored carefully in order to ensure continued viability of the High Needs Budget and avoid cuts in services. Alternative, more flexible, methods of funding need to be explored and there needs to be a focus on better equity of provision – being clear about those who have the highest levels of need.

## School improvement – strategic priorities

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

### 1. Attendance and Exclusions

Raising the attendance of pupils in Barnet Special Schools and Pupil Referral Units is a priority this year.

There has been an increase in suspensions and pupils at risk of permanent exclusion particularly at primary and a rise in the total number of permanent exclusions in 2022/23. There is a multi-agency approach to reducing exclusions in Barnet including forming part of the Action Plans in both the Youth Justice Plan and Serious Violence Strategy.

### 2. KS2 Reading and Transition into KS3

Reading was the only subject at KS2 where attainment dropped between 2022 and 2023. However this drop was not as great as the drops nationally, in Outer London and Statistical Neighbours. The national ranking for Reading remains in the top 10% but is below the rankings for Writing, Maths, Science and GPS. We need to support the transition of weaker readers from primary into secondary education, ensuring that the provision in secondary meets their needs.

### 3. Vocational results at KS5

The percentage of examinations awarded a Distinction\* or Distinction is lower than the national average in a lot of our schools. We need to continue to work with schools to raise aspirations and further improve the quality of provision.

### 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. This is particularly a concern with the recent changes to the vocational routes and the uncertainty about the continuation of BTECs and the recent commencement of T Levels. We will continue to support schools to try and ensure the options available for students are as wide ranging as possible.

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

Although Barnet's Disadvantaged pupils perform better than national Disadvantaged pupils, there are still significant gaps in achievement between those pupils who are Disadvantaged and those who are not. SEND pupils achieve well compared to SEND pupils nationally at all Key Stages but we prioritise the achievement of SEND pupils in order to try to reduce the gap between their achievement and pupils with no SEN. This remains an important priority. There were also improvements in the achievement of Children in Need (CiN) and those on a Child Protection Plan (CP) in 2023 but attendance of Children in Need was comparatively very low in 2023. Achievement in Maths for CiN and CP children at KS2 was comparatively lower than other subjects and is therefore a priority.

### 6. Looked After Children

The attendance and attainment of LAC children in Barnet improved significantly in 2023. There were also improvements in the achievement of Children in Need and those on a Child Protection Plan. The BELS Virtual School and Post 16 Teams, along with Family Services prioritise the achievement and outcomes of Looked After Children.

### 7. Pupils' Mental Health

Following the pandemic, which is backed up by recent surveys of secondary pupils, the mental health of all pupils still needs to be a priority, including support for pupils with managing test and exam stress. When asked, in the 2023/4 Youth Survey "Where do you think Barnet Council and the people we work closely with like doctors, the police, schools

*and voluntary organisations need to most focus the most time and money to make things better for children and young people?”* 34% of the 500 respondents selected “Supporting children and young people who have emotional and mental health problems.” This was third highest out of 18 options available to select (behind protection from harm and protecting from crime and anti-social behaviour). We need to hear the voice of children and young people (and their parents/families) in order to identify the support that is needed.

## **8. 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.

## **9. Safeguarding**

Findings from Ofsted continue to identify that children in state schools are effectively safeguarded. We are establishing a group focusing on Independent Schools to ensure effective safeguarding in all Barnet schools. We facilitate a group of Designated Safeguarding Leads and work effectively with them through our BELS School Safeguarding Lead are effective. 5% of the 500 respondents in the Barnet Youth Survey 2023/4 reported that they felt “unsafe” at school (an increase on the previous survey) with 13% reporting they felt “unsafe” on their journeys to a from school (also an increase on the previous survey). From a list of 18 options in the Youth Survey the highest three identified as things they were concerned about were Gangs, Knife Crime and Safety of Girls.

## **10. Curriculum**

To support all schools in the effective planning and delivery of 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 skills they need to succeed in life. This is a priority to reflect the changes introduced in the 2019 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 to take advantage of opportunities, responsibilities and experiences of later life. In this way, it can powerfully address social disadvantage.
- That each school’s own curriculum builds towards clearly defined end points, matched to the requirements of the National Curriculum. All schools carefully select the knowledge that pupils acquire and the age-related expectations they need to reach.
- The school’s curriculum is well planned and carefully 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 unique 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.
- Schools understand that pupils need solid foundations in the basic skills of communication, reading, writing and maths in order to succeed across the curriculum.
- School leaders are supporting staff to implement the intended curriculum as designed so that children achieve well.
- Assessment, both formative and summative, remains key to determining the success of the 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.

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

In addition, the following remain as 'monitoring' priorities due to the fact that attainment, although improved, is not in the top 10% of the country:

- **Early Years**
- **Phonics**
- **Key Stage 1 Achievement**
- **KS2 Writing**
- **Attendance in Mainstream Schools**

We will review these areas on a regular basis, particularly when more data/information becomes available. We may decide to increase the focus if data and intelligence suggests that the area needs to be a higher priority.