

Director's Briefing for Chairs and Vice-Chairs

Welcome



— with —



BARNET EDUCATION ARTS TRUST (BEAT)

INTRODUCTION AND MUSICAL PERFORMANCE



— with —

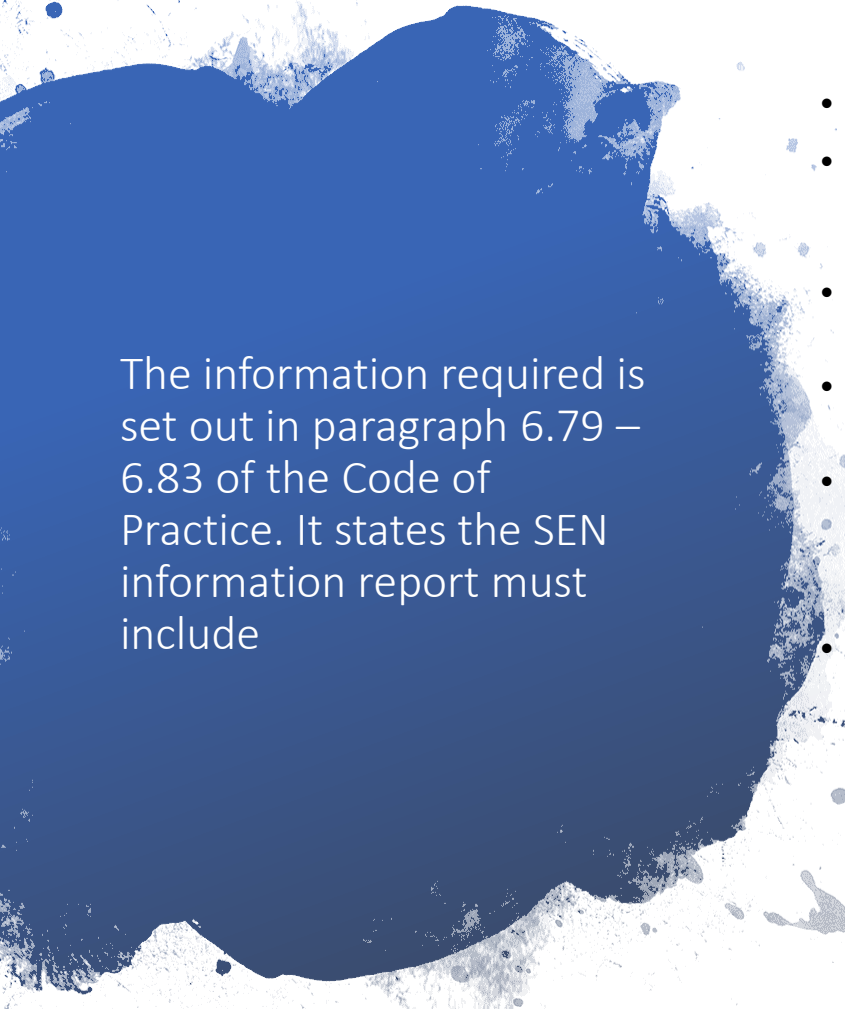


[Video Link](#)

A child is playing with a red toy car on a green play mat. The mat features large numbers 2 and 3, each with a road-like pattern inside. A purple toy car is also visible on the number 3. The child's hands are visible, one holding the red car and the other holding a pink object.

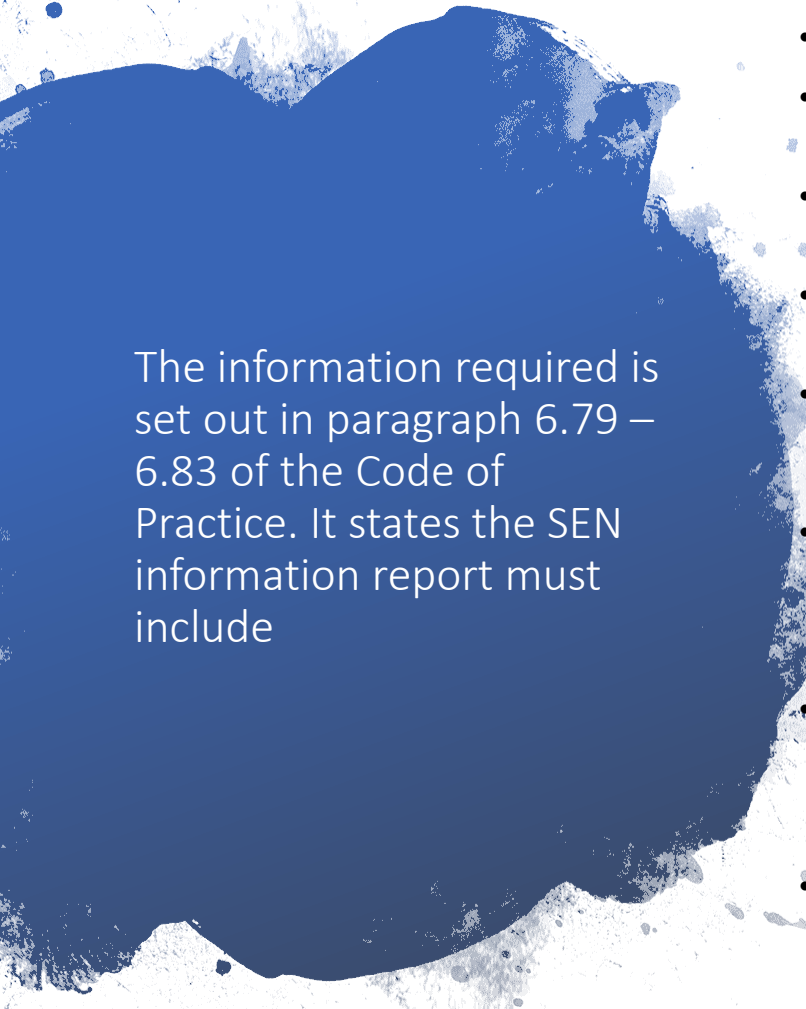
SEN Information Report

- Update Change
- What is Included?



The information required is set out in paragraph 6.79 – 6.83 of the Code of Practice. It states the SEN information report must include

- the kinds of SEN that are provided for
- policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO (mainstream schools)
- arrangements for consulting parents of children with SEN and involving them in their child's education
- arrangements for consulting young people with SEN and involving them in their education
- arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review
- arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society



The information required is set out in paragraph 6.79 – 6.83 of the Code of Practice. It states the SEN information report must include

- the approach to teaching children and young people with SEN
- how adaptations are made to the curriculum and the learning environment of children and young people with SEN
- the expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured
- evaluating the effectiveness of the provision made for children and young people with SEN
- how children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN
- support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying
- how the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families
- arrangements for handling complaints from parents of children with SEN about the provision made at the school

SENCO Zone



Barnet
Local Offer

e.g. Autism, Support



Home

Info and Advice

Young People

SENCO

About

Organisations

Events

News

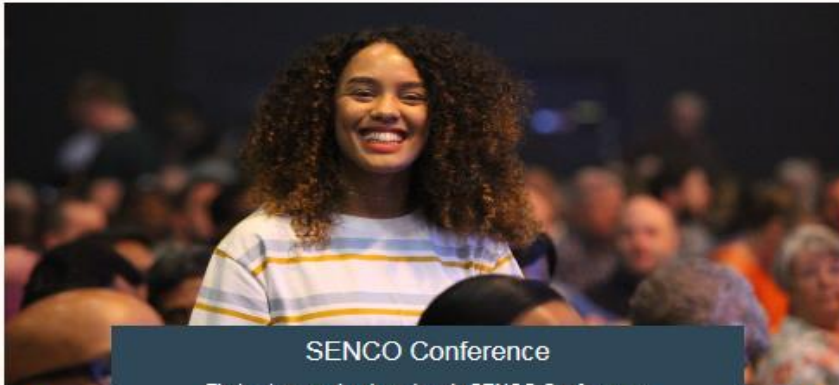
Library

Contact



SENCO Zone

You are here: Home / SENCO Zone



SENCO Conference

Find out more about our termly SENCO Conferences



SENCO Zone

Helpful information for **Special Educational Needs Co-ordinators (SENCO)**.

Our aim is to support them in their pivotal role in ensuring the coordination of special education provision is delivered to those learners, within their education setting, who have SEN.

[Find Out More](#)



SENCO Essentials [▶](#)



New to SENCO/New to Barnet [▶](#)



Primary SENCOs [▶](#)



Secondary SENCOs [▶](#)



SEN and Assessment [▶](#)



Teachers and Support Staff [▶](#)

Helpful SENCO Resources

Our Resource Library contains useful documents, leaflets and information that you can view and download.

[Preparation for adulthood protocol](#) [▶](#)

[SEN Funding Exceptional Circumstances Application Form](#) [▶](#)

[SEN Exceptional Circumstances Funding Guidance notes](#) [▶](#)

[Early Years SEND Inclusion Funding \(SENIF\) Form](#) [▶](#)

[Barnet Intake Referral form](#) [▶](#)

[All Help and Advice](#)

Moderation Sessions

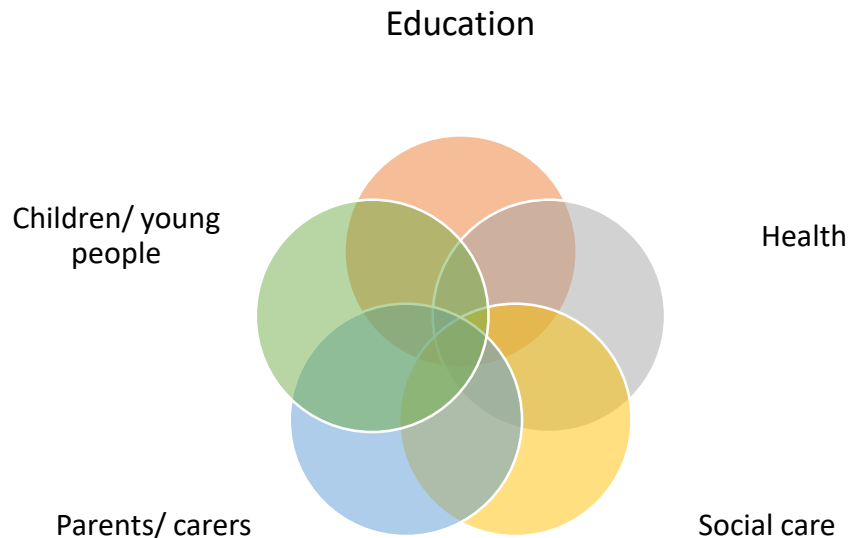
Primary Session

- 30th October 9:30am – 11:30am

Secondary Session

- 5th November 1pm – 3pm

Collaborative working



Strategic Priorities:

- Ensure that we are working in a Family Friendly way and co-production is central to our work.
- Ensure sufficient and high-quality provision in borough for children and young people with complex needs.
- Ensure effective joint commissioning and integration of services from early years through to adulthood.
- 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.
- Champion the educational progress and attainment of pupils with SEND.
- Develop resilience in young people with SEND to promote independence.

SEND Workstreams

- Early Years
- SEN Support
- Autism
- Social, Emotional and Mental Health
- Education, Health and Care Plans
- Transitions
- Local Offer
- Post 16
- Transitions
- Joint Commissioning



School Funding update

Ian Harrison, Education and Skills Director

September 2019

School Funding update

- Funding per pupil
- Funding for blocks
- Impact on Barnet
- Issues
- Next steps
- Consultations



Funding per pupil

- Funding floor to local authorities will be set at 1.84% per pupil
- The actual increase will depend on local factors.
- The Minimum Funding Guarantee to schools will be at least +0.5%.
- Minimum of £5,000 per secondary pupil in 2020/21, £3,750 per primary pupil in 20/21 and £4,000 from 2021/22
- The extra funding is in addition to the £1.5bn per year in the Teachers' Pension Grant.
- The teachers' pay grant and teachers' pension employer contributions grant will both continue to be paid separately from the National Funding Formula in 2020/21.

Funding for blocks

- **Schools Block:** National Funding Formula allocations will be made to LAs but LAs can apply a local formula to determine distribution to schools. Barnet's Funding Formula mirrors the National Funding Formula, but we consult on the MFG/cap that is applied.
- **High Needs Block:** £700m increase in High Needs funding for 2020/21.
- **Early Years Block:** Continuation of the Single Early Years Funding Formula, governed by the national requirements on how this is distributed. £66m increase in national Early Years funding in 2020/21.

Impact on Barnet

- The government expects all schools to get an increase in line with inflation.
- The minimum funding per pupil will have virtually no impact in Barnet as there are no more than a few schools below the minimum levels currently.
- The increase in the High Needs block nationally will be well above the increased allocations in 2018/19 and 2019/20. This should mean an increase above inflation. As the HN block is formula based, we do not know how this will be distributed, but the DfE says the funding floor will be set at 8%, so each local authority can plan for an increase.
- An increase of 1.83% in the national EY block total. This may result in an increase to £6.03 per hour received by the authority (from existing £5.93). It has not yet been confirmed whether all the increase must be passed onto providers.

Issues

- The increase in High Needs funding means it is *unlikely* that the LA will need to seek a transfer of funds from the schools block to the High Needs block.
- The authority will need to continue to charge maintained school budgets for services previously funded through *Education Services Grant*.
- The late allocation of School Improvement Grant in 2019-20 will mean a DSG underspend in the dedelegated budget for school improvement, meaning a *reduced need for dedelegation* (by £200,000) in 2020/21.

Next Steps

- DfE announcements of provisional National Funding Formula allocations will be made in October.
- Barnet Schools Forum meets on 10 October and will receive a school funding update and proposals for consultation with schools on the School Funding Formula and on charging of maintained schools for ESG services.
- October to November – consultation with schools.
- DfE announcement of final allocations in the DSG in December.
- School funding formula allocation submitted to the DfE by 21 January 2020.
- School budgets issued in February (half-term).

Consultations

Consultation on Sickness Absence and Maternity Leave Pooling Arrangements

Proposal – either to cease arrangements from April 2020 OR to recover administration costs of £30,000 a year with schools committing to buy in for two years (to fund administration of the service).

Consultation on Scheme for Financing Schools

- Amendments mainly ‘directed changes’ based on new statutory guidance published in February 2019. Other amendments proposed by the Local Authority
- [Consultation Document - Scheme for Financing Schools](#)
- [Annex A - Scheme for Financing Schools](#)

Deadline for responses is 30 September 2019; implementation from 1 November 2019.

Outcome of Inspection of Local Authority Children's Service

Verbal Update



— with —



How good are our schools in Barnet?

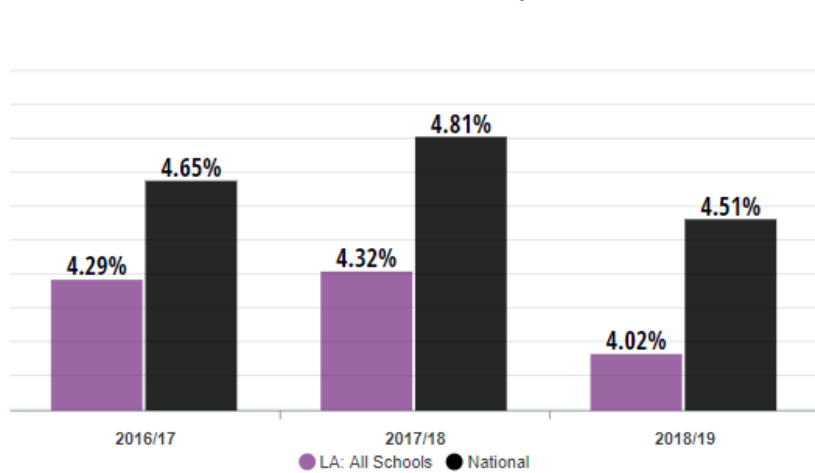
Only four schools in Barnet not Good or Outstanding with no Inadequate schools

Rank	Area	G or O ▾	O Outstanding	G Good	R Requires Improvement	R Inadequate
1	London, City of <i>1 school(s)</i>	100%	100%	0%	0%	0%
2	Kensington and Chelsea <i>33 school(s)</i>	100%	63.6%	36.4%	0%	0%
3	Hammersmith & Fulham <i>48 school(s)</i>	100%	41.7%	58.3%	0%	0%
4	Camden <i>51 school(s)</i>	100%	27.5%	72.5%	0%	0%
5	Haringey <i>76 school(s)</i>	98.7%	27.6%	71.1%	0%	1.3%
6	Waltham Forest <i>68 school(s)</i>	97.1%	20.6%	76.5%	1.5%	1.5%
7	Tower Hamlets <i>88 school(s)</i>	96.6%	33%	63.6%	2.3%	1.1%
8	Barnet <i>114 school(s)</i>	96.5%	32.5%	64%	3.5%	0%
9	Westminster <i>51 school(s)</i>	96.1%	37.3%	58.8%	2%	2%
10	Bromley <i>94 school(s)</i>	95.7%	27.7%	68.1%	3.2%	1.1%

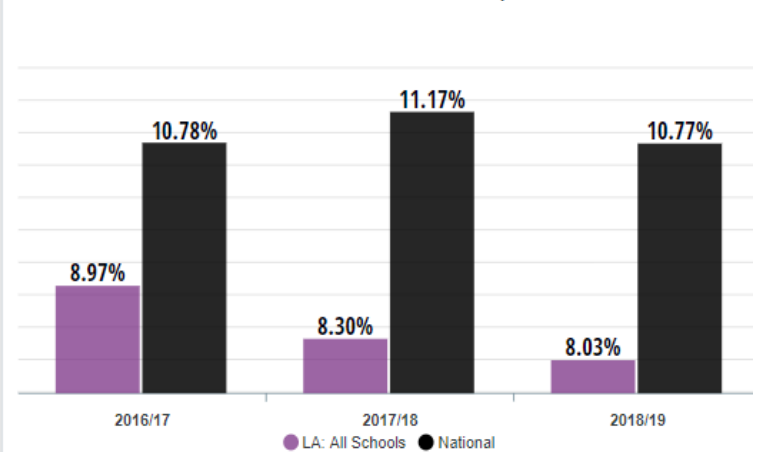
← Out of 151 LAs

Achievement in 2019 – Attendance:

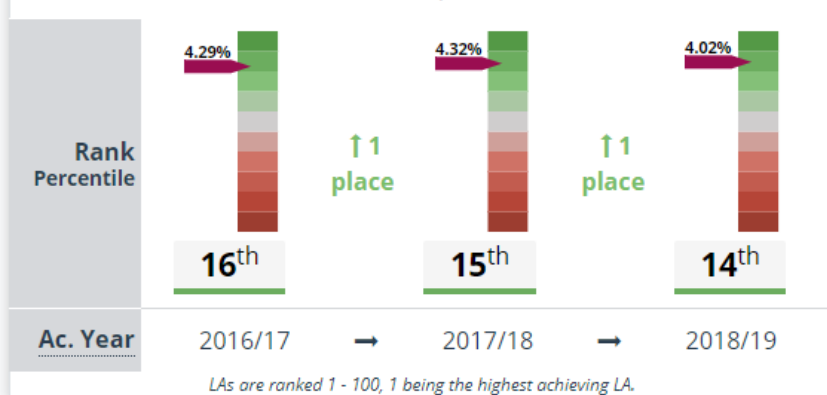
Absence: Overall Absence | Trend



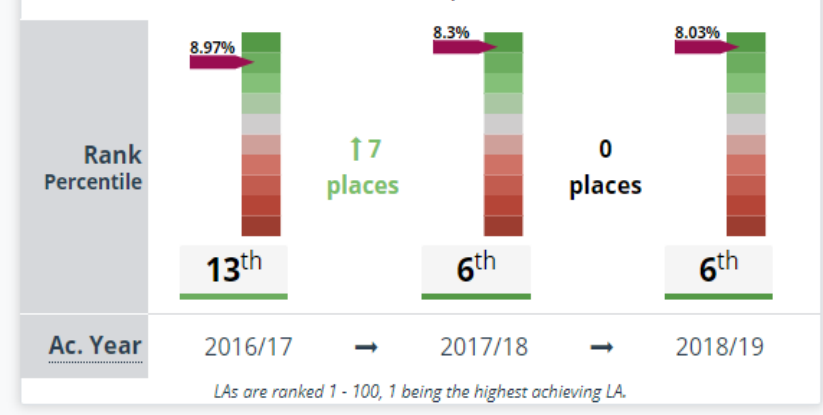
Absence: Persistent Absence | Trend



Absence: Overall Absence | Percentile Rank Trend

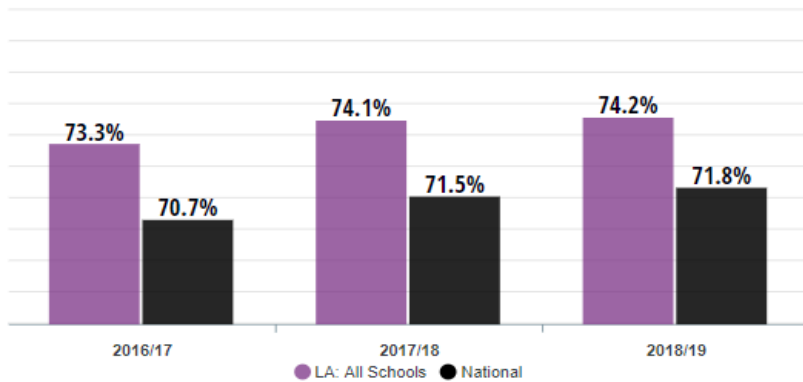


Absence: Persistent Absence | Percentile Rank Trend

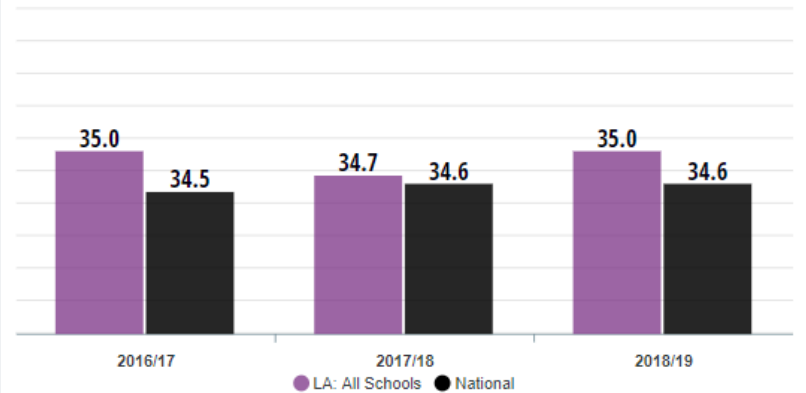


Achievement in 2019 – Early Years:

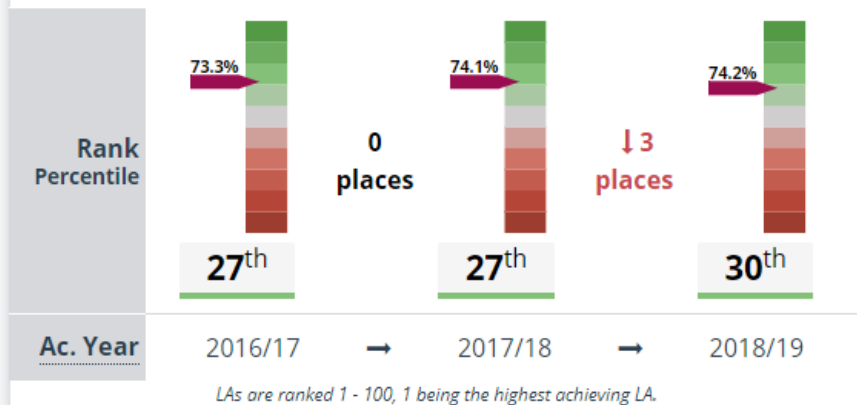
EYFSP: Good Level of Development | Trend



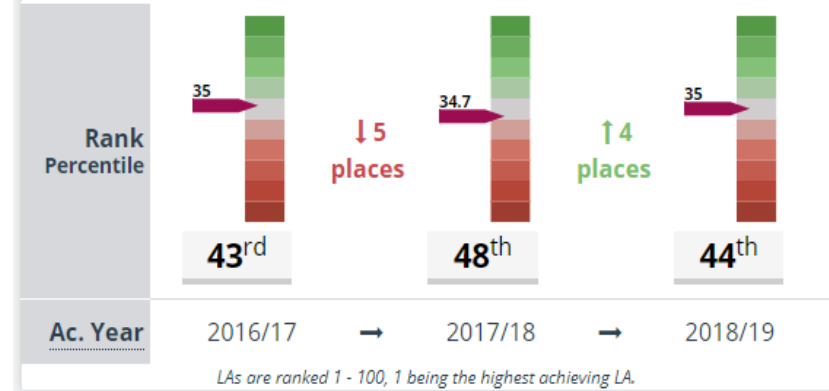
EYFSP: Average Total Points Score | Trend



EYFSP: Good Level of Development | Percentile Rank Trend

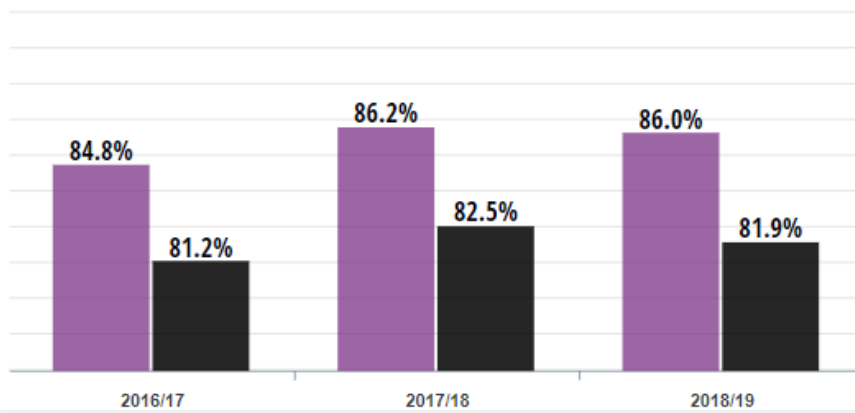


EYFSP: Average Total Points Score | Percentile Rank Trend

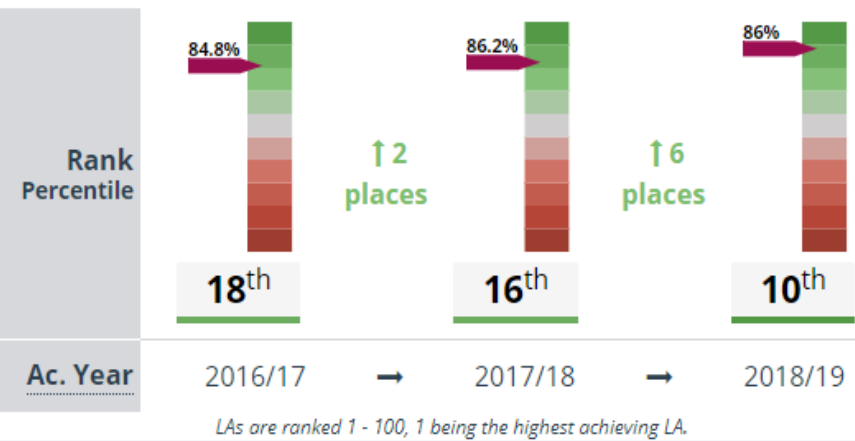


Achievement in 2019 – Phonics:

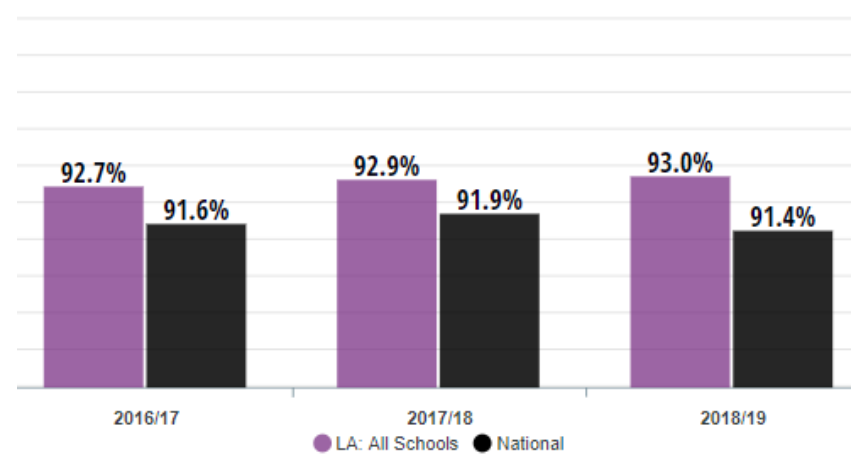
Phonics: Expected Standard (Year 1) | Trend



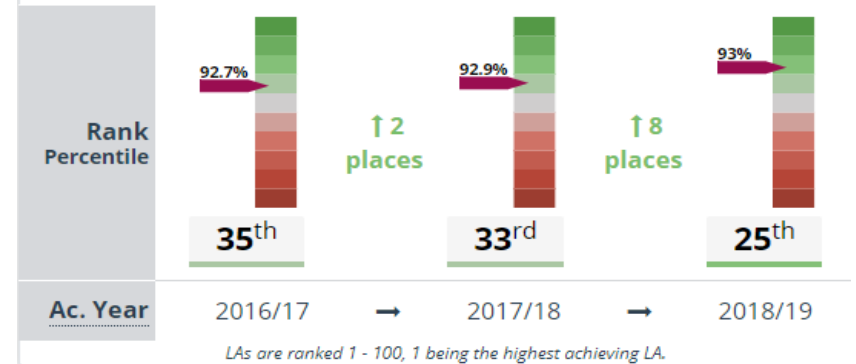
Phonics: Expected Standard (Year 1) | Percentile Rank Trend



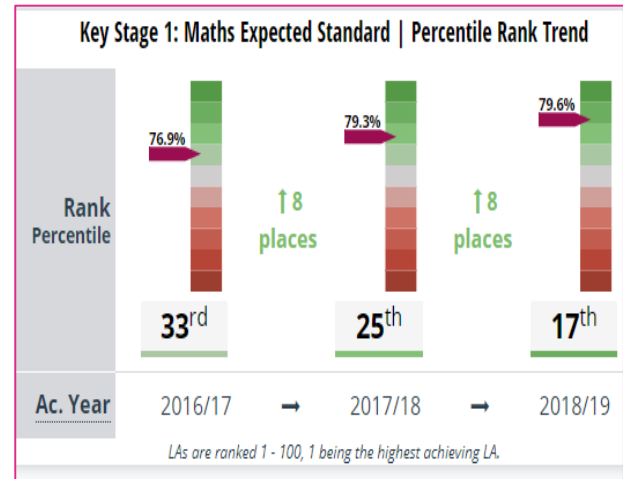
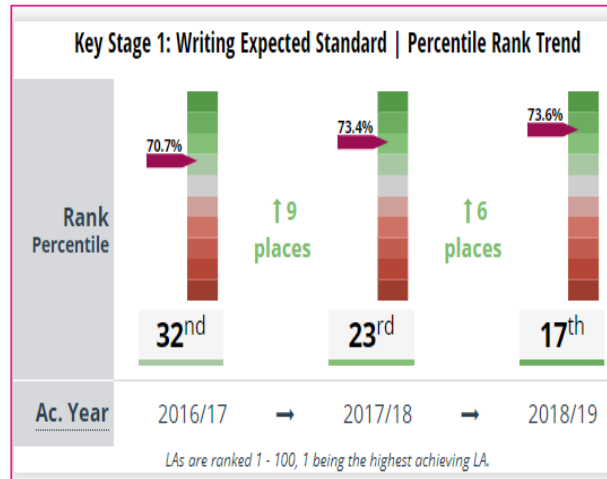
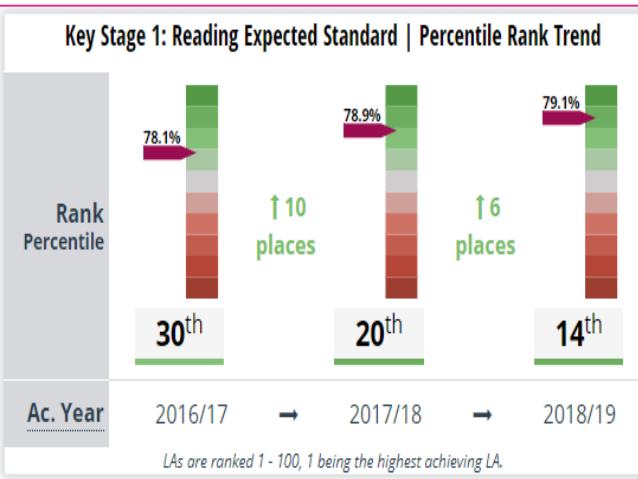
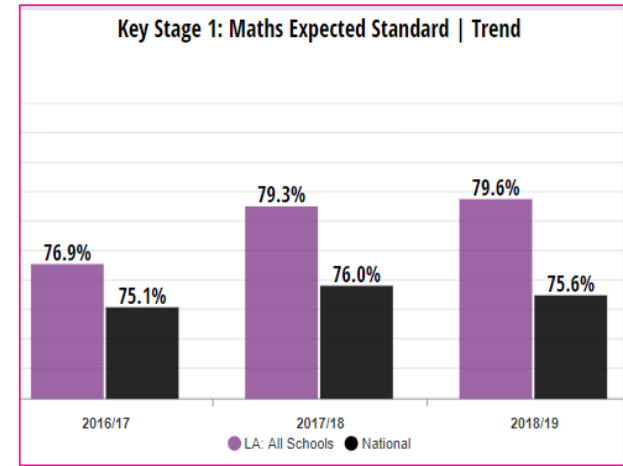
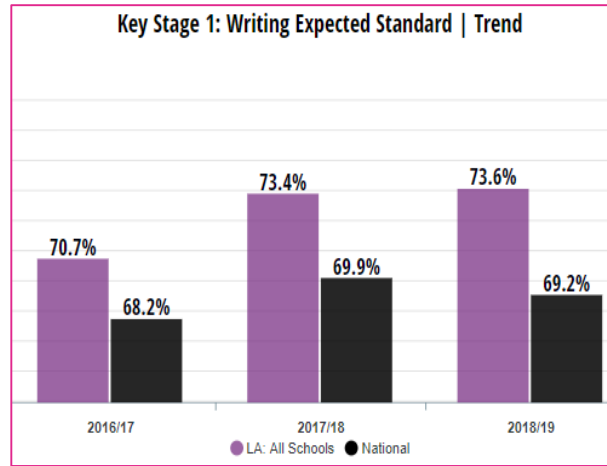
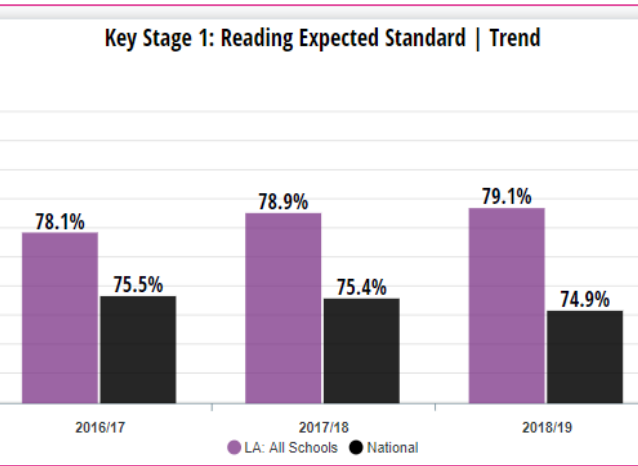
Phonics: Expected Standard (End of Key Stage 1) | Trend



Phonics: Expected Standard (End of Key Stage 1) | Percentile Rank Trend

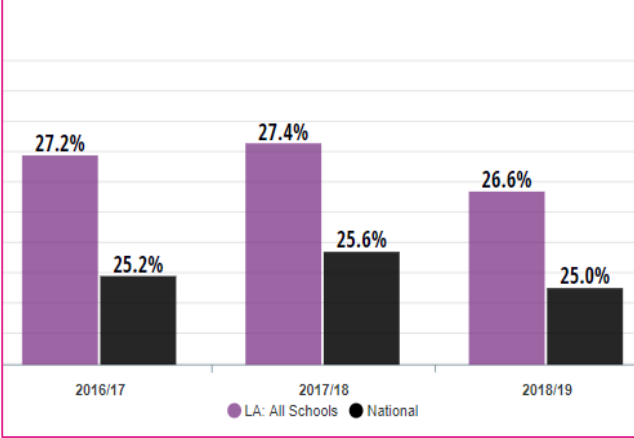


Achievement in 2019 – Key Stage 1 (Expected Standard):

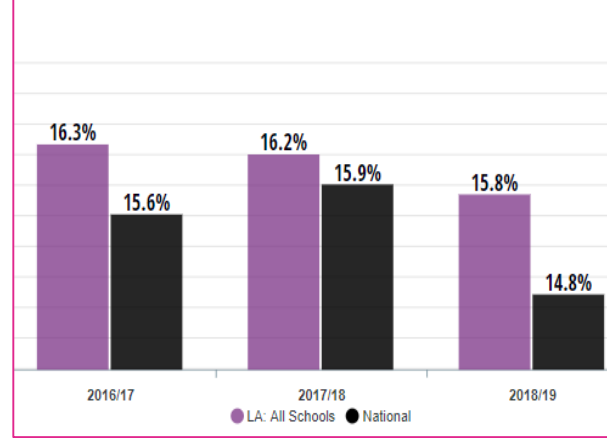


Achievement in 2019 – Key Stage 1 (Greater Depth):

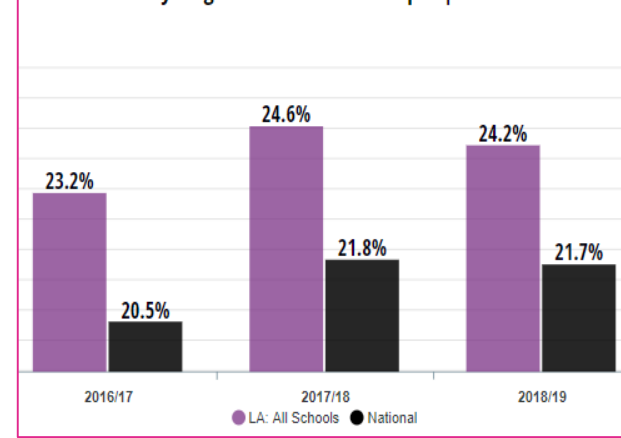
Key Stage 1: Reading Greater Depth | Trend



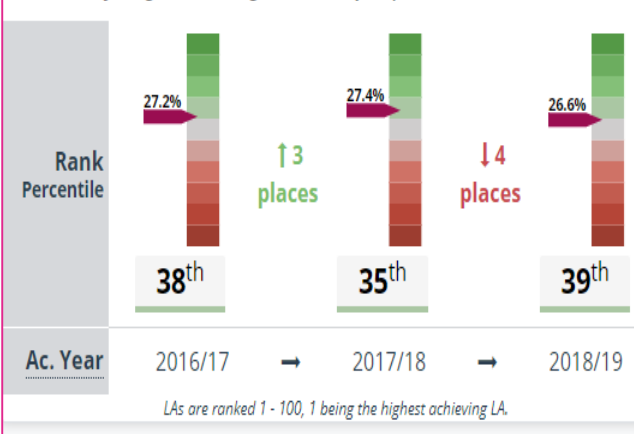
Key Stage 1: Writing Greater Depth | Trend



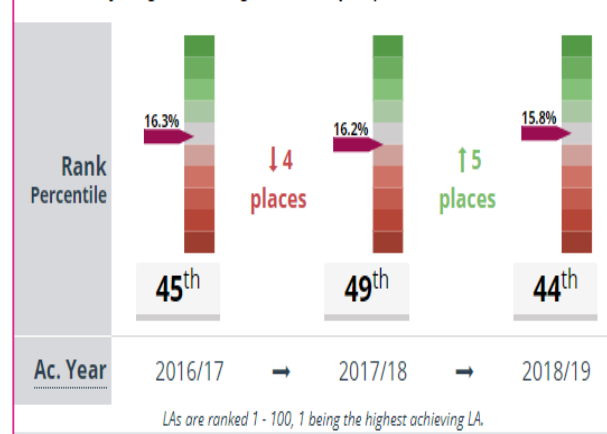
Key Stage 1: Maths Greater Depth | Trend



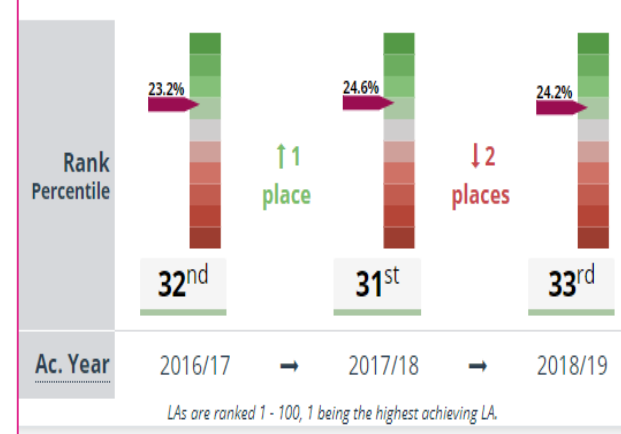
Key Stage 1: Reading Greater Depth | Percentile Rank Trend



Key Stage 1: Writing Greater Depth | Percentile Rank Trend

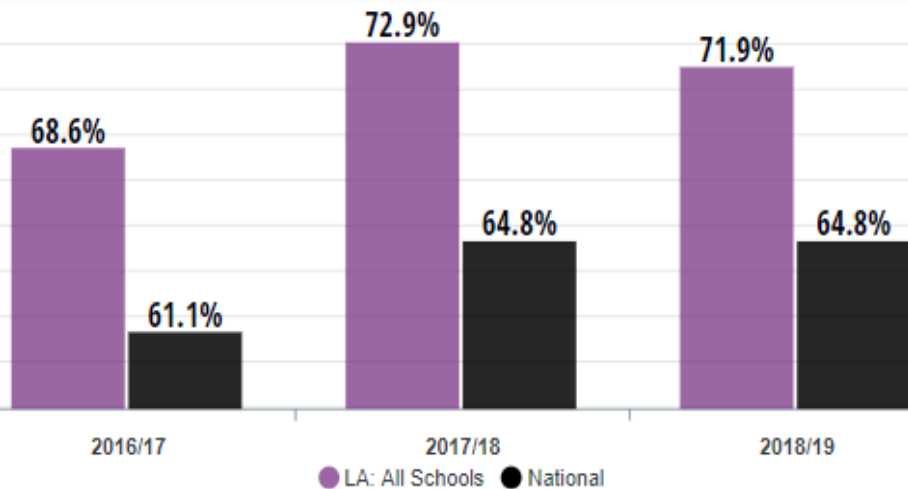


Key Stage 1: Maths Greater Depth | Percentile Rank Trend

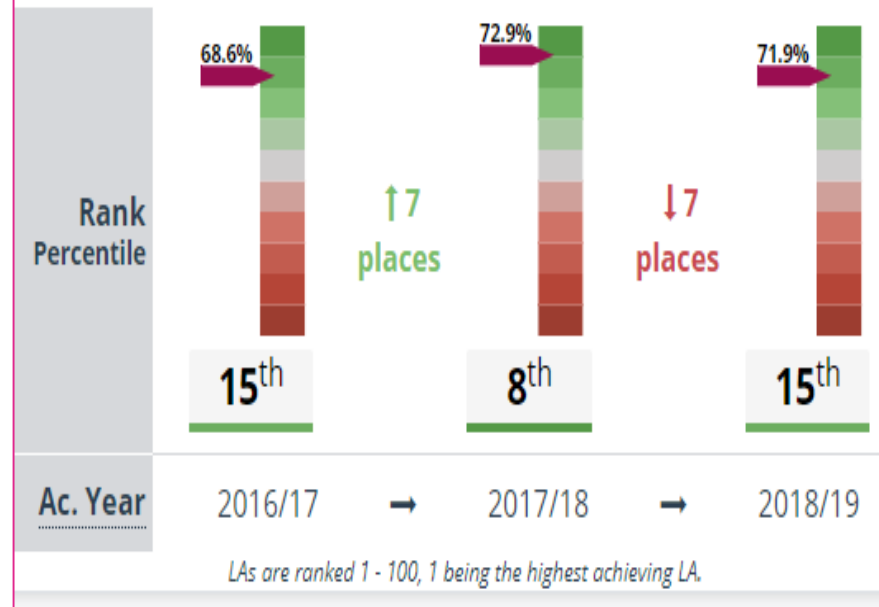


Achievement in 2019 – Key Stage 2 (RWM Expected):

Key Stage 2: RWM Expected Standard | Trend

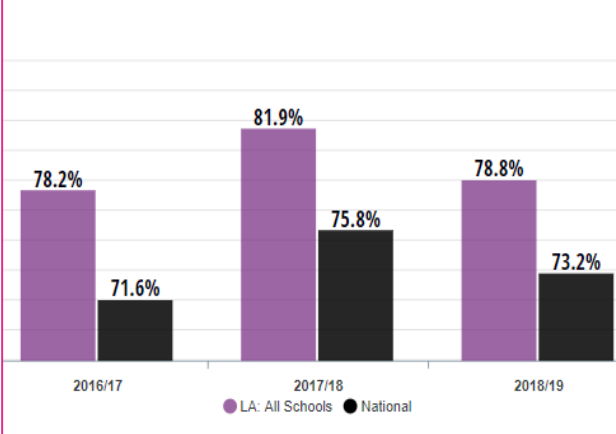


Key Stage 2: RWM Expected Standard | Percentile Rank Trend

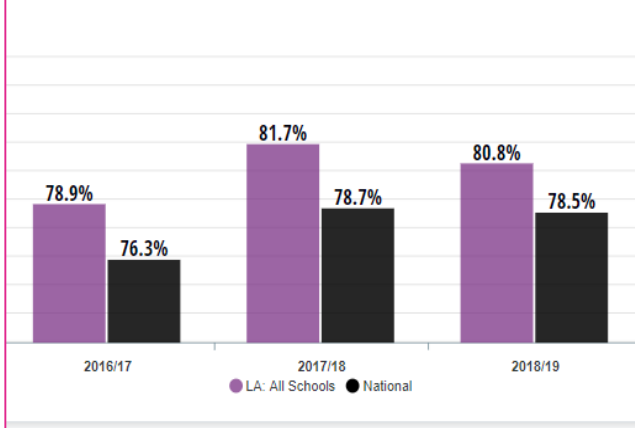


Achievement in 2019 – Key Stage 2 (Expected):

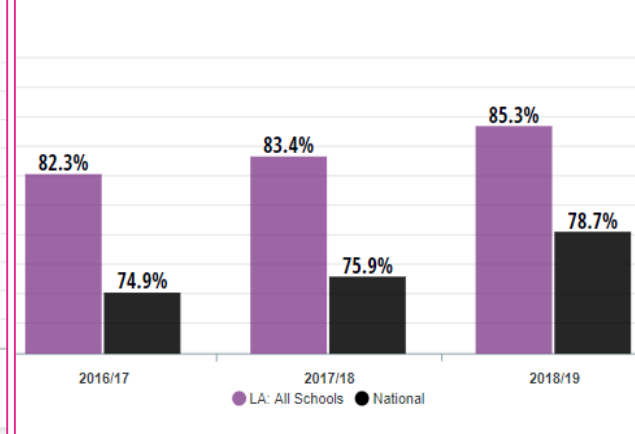
Key Stage 2: Reading Expected Standard | Trend



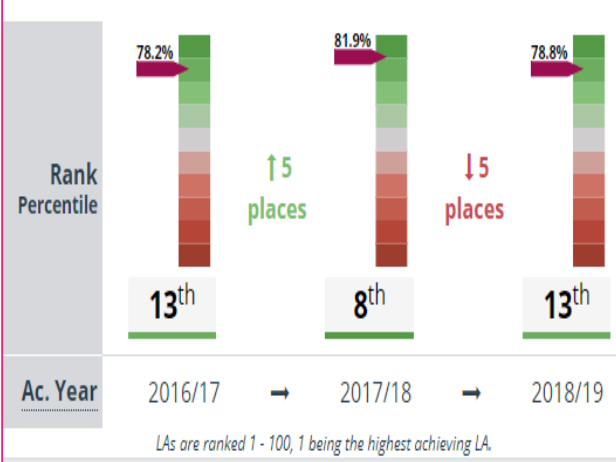
Key Stage 2: Writing Expected Standard | Trend



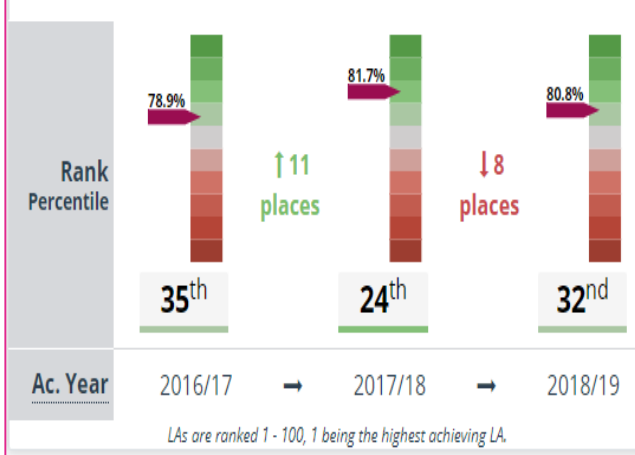
Key Stage 2: Maths Expected Standard | Trend



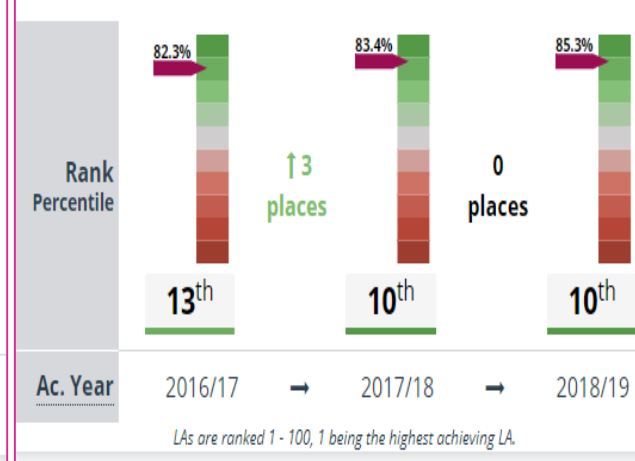
Key Stage 2: Reading Expected Standard | Percentile Rank Trend



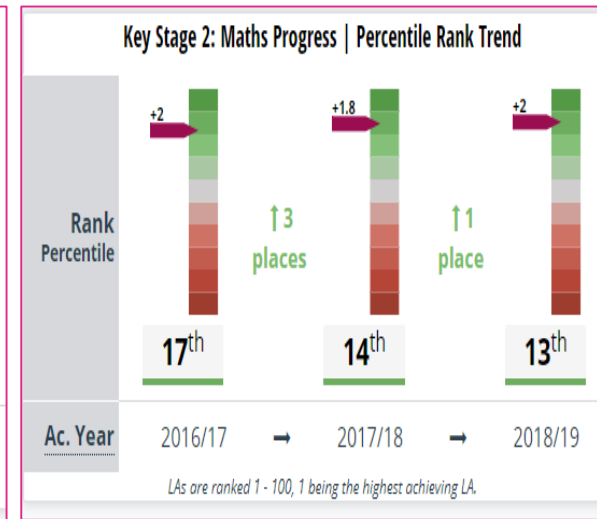
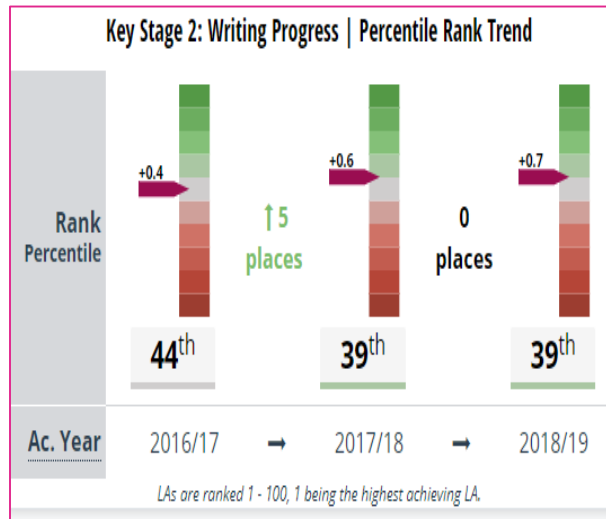
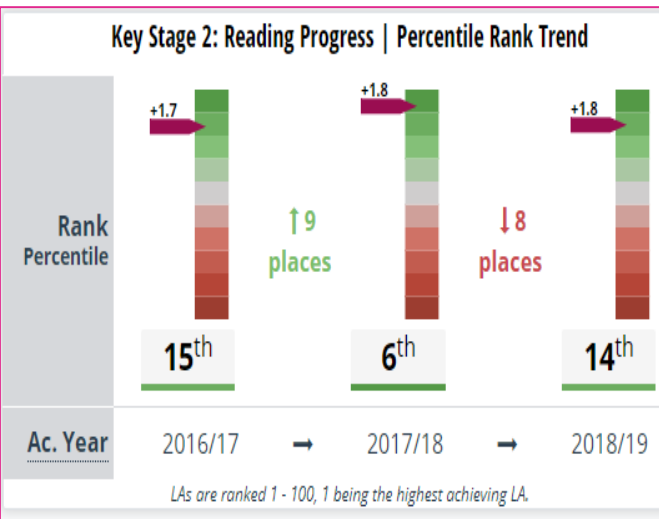
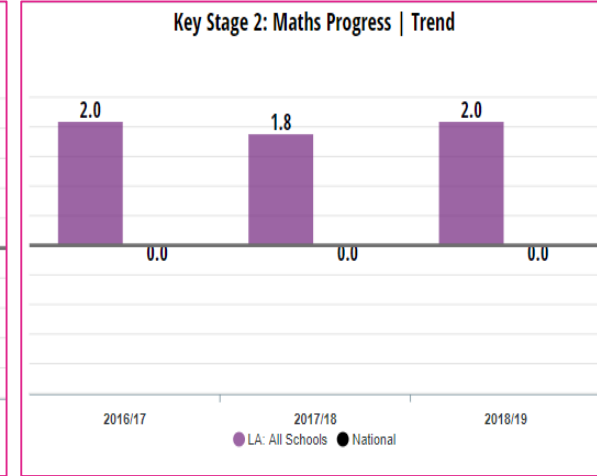
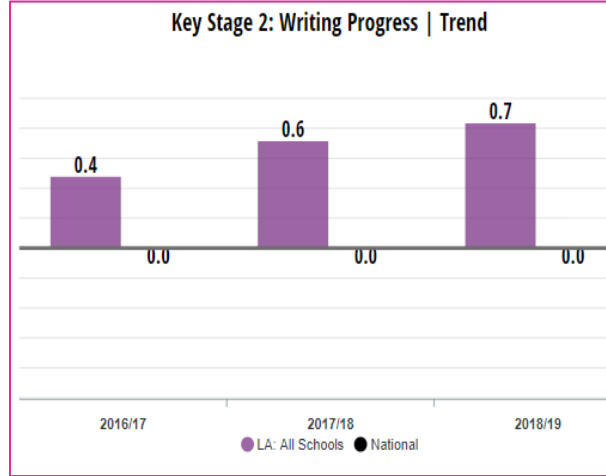
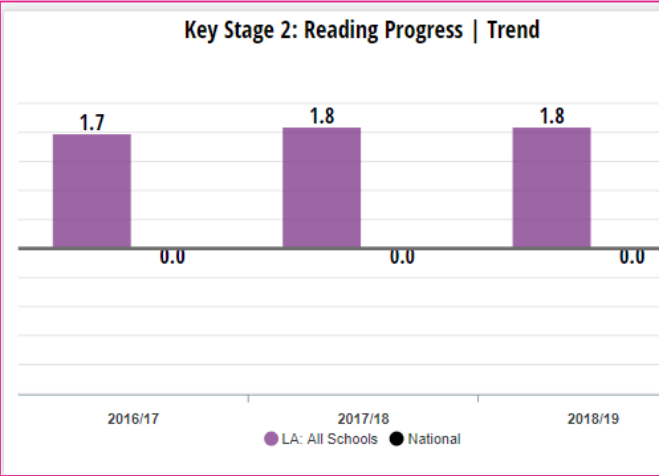
Key Stage 2: Writing Expected Standard | Percentile Rank Trend



Key Stage 2: Maths Expected Standard | Percentile Rank Trend

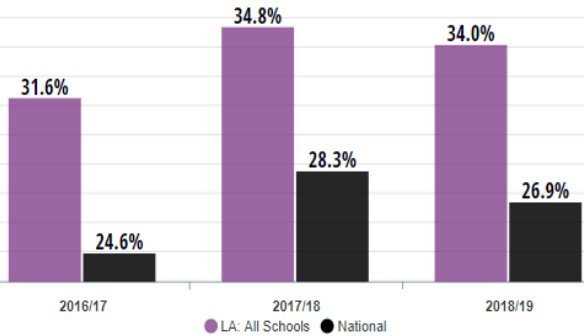


Achievement in 2019 – Key Stage 2 (Progress):

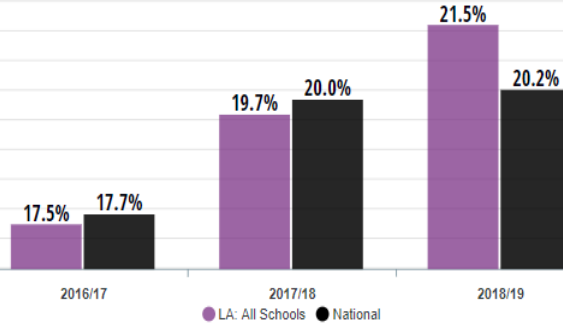


Achievement in 2019 – Key Stage 2 (High/GD):

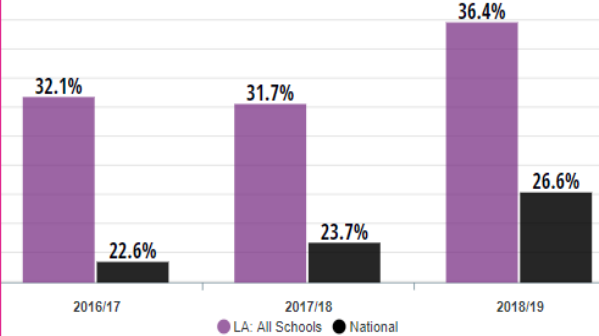
Key Stage 2: Reading High Standard | Trend



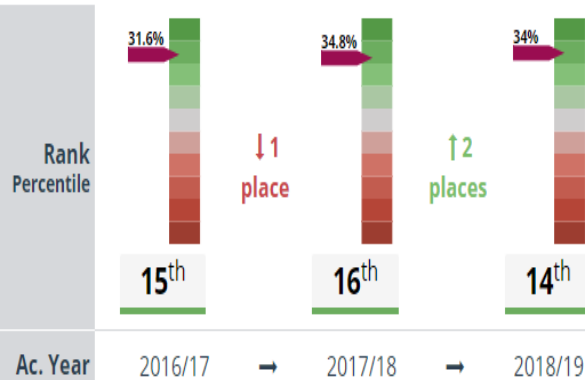
Key Stage 2: Writing Greater Depth | Trend



Key Stage 2: Maths High Standard | Trend

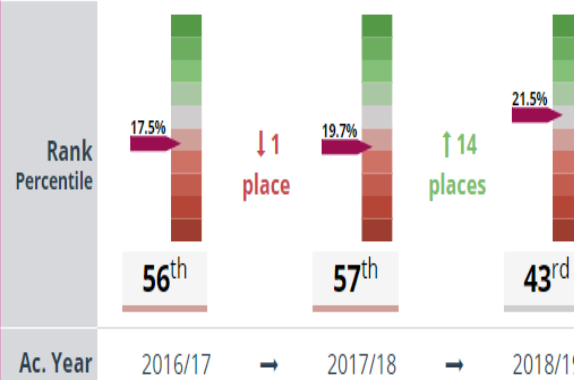


Key Stage 2: Reading High Standard | Percentile Rank Trend



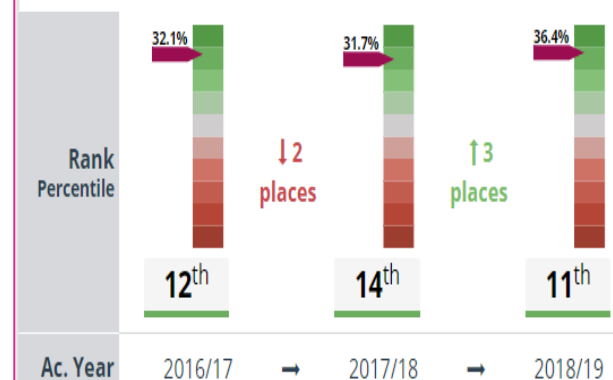
LAs are ranked 1 - 100, 1 being the highest achieving LA.

Key Stage 2: Writing Greater Depth | Percentile Rank Trend



LAs are ranked 1 - 100, 1 being the highest achieving LA.

Key Stage 2: Maths High Standard | Percentile Rank Trend



LAs are ranked 1 - 100, 1 being the highest achieving LA.

Achievement in 2019 – Key Stage 4

Early indications are that GCSE results in Barnet will be even better than in 2018 with 78% achieving 4+ in English and Maths (up 2%) and 63% achieving 5+ in English and Maths (up 3%). Attainment 8 and Ebacc are also higher in 2019 than in 2018.

Barnet was in the top 5% in the country for all indicators in 2018 and was the second best LA for Progress 8. We anticipate this being even higher in 2019.

Achievement in 2019 – Key Stage 5

Early indications are that A Level results in Barnet have dropped from the levels in 2018 with the drop being greater than the national drop.

Barnet was in the top 5% in the country for all indicators in 2018. We anticipate this dropping in 2019.

The New Ofsted Framework 2019

Director's Meeting
September 2019

Quality of education

Intent

- Curriculum design, coverage and appropriateness

Implementation

- Curriculum delivery
- Teaching (pedagogy)
- Assessment (formative and summative)

Impact

- Attainment (qualifications and assessments)
- Progress
- Knowledge and skill development
- Destinations

Behaviour and attitudes

- Attitudes to learning
- Behaviour
- Employability
- Attendance and punctuality
- Respect

Personal development

- Enrichment
- FBV
- Careers guidance
- Health and well-being
- Citizenship
- Equality and diversity
- Preparation for next steps

Leadership and management

- Vision and ethos
- Staff development
- Staff workload and well-being
- Student experience
- Governance/oversight
- Safeguarding

Quality of education judgement

The new **quality of education** judgement puts the real substance of education, **the curriculum**, at the heart of inspection.

Inspectors will have a connected, education-focused conversation, incorporating:

- curriculum design, coverage, appropriateness and delivery
- teaching (pedagogy)
- assessment (formative and summative)
- attainment and progress (including national tests and assessments)
- reading
- readiness for the next stage of education.



Methodology of the new Framework –

3 stage process: (Inspecting the Curriculum document page 4)

- **Top-level view:** inspectors and leaders start with a top-level view of the school's curriculum, exploring what is on offer, to whom and when, **leaders' understanding of curriculum intent and sequencing, and why these choices were made.**
- **Deep dive:** then, a 'deep dive', which involves gathering evidence on the curriculum intent, implementation and impact over a **sample of subjects, topics or aspects.** This is done in collaboration with leaders, teachers and pupils. The intent of the deep dive is to seek to **interrogate and establish a coherent evidence base on quality of education.**
- **Bringing it together:** inspectors will bring the evidence together to widen coverage and to test whether any issues identified during the deep dives are **systemic.** This will usually lead to school leaders bringing forward further evidence and inspectors gathering additional evidence.

Phone call/
discussions
with senior and
curriculum
leaders (pre-
inspection/on
site Day 1)

On site Day
1

On site Day
2

Section 8 Inspections

Quality of Education

3+ Deep Dives

Safeguarding

Four Other Key Questions

1. High expectations for behaviour / bullying not tolerated?
2. Gaming / off-rolling?
3. The extent to which the curriculum goes beyond the academic / vocational or technical?
4. Staff workload, and protection from bullying and harassment?

Allocation of Days and Inspectors - Guide

Type of School	Allocation
A school with fewer than 150 pupils.	Two inspectors for one day
A school with 151 – 600 pupils	One inspector for two days
A school with over 600 pupils	Two inspectors on Day 1 and 1 inspector on Day 2
Special schools / PRU	At least, two inspectors on Day 1 and 1 inspector on Day 2

What will be included in the deep dives?



Discussions with senior leaders



Discussions with teachers



Scrutiny of pupils' work

Discussions with curriculum leaders

Visits to a connected sample of lessons



Discussions with pupils



A Focus on Early Reading

A prescriptive part of every inspection

Relevant staff need to know about the 'magic 7'

Not only KS1!

Outstanding

- Exceptional means something better than you would find in a thoroughly good school.
- Have to have met ALL of the Good statements
- There won't be any areas for improvement.
- Not every subject needs to be perfect but leaders must know exactly what they are doing to improve weaknesses so they are resolved quickly.
Weaknesses are a result of circumstances rather than practice
- Consider – does this school ever need to be inspected again?

Partnerships, Federations and Trusts

Verbal Update and reference to document circulated with
Director's Report



— with —



Director's Briefing for Chairs and Vice-Chairs

Thank You



— with —

