

# Support to Schools During Covid Pandemic : Update January 2021

**Neil Marlow**

# Autumn Term 2020 Headlines

Schools were focused on moving back towards a full education offer

## **WHILST**

Ensuring (as much as possible) a covid-19 safe environment

- ▶ Re-established routines and procedures
- ▶ Prioritised pupil and staff wellbeing and mental health
- ▶ Baselined pupils' starting point and audited missed learning
- ▶ Re-designed the curriculum to match needs
- ▶ Formulated a blended learning offer
- ▶ Reviewed technological infrastructure to accommodate remote learning
- ▶ Planned for and utilised the Covid Catch Up Premium
- ▶ Responded appropriately to outbreaks of covid-19 and adapted risk assessments as necessary
- ▶ Responded with agility to changing staff capacity
- ▶ Responded with flexibility to changing government guidelines and directives



To do this  
schools:

# Evidence of Success:

- ▶ All schools re-opened fully by end of September
- ▶ All schools baselined their pupils
- ▶ All schools ensured they had a remote learning offer in place if required i.e. for pupils self- isolating
- ▶ Schools used the Covid Catch up Premium creatively
- ▶ Some took advantage of the National Tutoring Programme and the Academic Mentor Programme (if they met the criteria).
- ▶ All schools followed the correct processes to report and deal with positive Covid cases
- ▶ Dealt well with the fluctuating attendance in schools throughout the term
- ▶ Leadership successfully maintained staff morale



- ▶ Maximum value has been derived from online platforms
- ▶ Many of these processes will be maintained in the future eg parent/teacher interaction
- ▶ Some secondary schools put together a wide range of “home-produced” electronic support guides for pupils and parents around learning
- ▶ Engagement with school websites moved forward considerably
- ▶ Schools have embedded mechanisms for collecting and listening to student voice, further strengthening the dialogue about learning
- ▶ Schools with small classes, e.g. Alternative Provision/PRUs created more Learning Mentor roles, modelling and sharing specific skills
- ▶ Schools with Sixth Forms working in partnership with other schools to enhance their curriculum offer

...and more...

# Spring Term 2021: Yet More Challenges

- ▶ Partial closure of schools (again), except for vulnerable children and those of critical workers
- ▶ Expectation that nurseries and EY providers will remain open
- ▶ Demand for places, leading to difficult choices for school leaders
- ▶ Introduction of Lateral Flow Tests for all students and staff in secondary schools
- ▶ Recent introduction of Lateral Flow Tests for staff in primary schools
- ▶ Uncertainty around nursery funding

# Future challenges:

- ▶ Continuing challenges of cases, testing, track and trace, keeping schools safe for those children who need a place and managing demand
- ▶ Wider re-opening – again!
- ▶ Interpreting shifting landscape
- ▶ Lack of exams and formal assessment
- ▶ Remote to blended learning – ensuring it is as good as possible
- ▶ Remote training and staff development
- ▶ Staffing re-structures, recruitment and retention
- ▶ Funding: loss of income





## In the spirit of positivity...

- ▶ School leaders have really stepped up and have demonstrated resilience and creativity
- ▶ Schools are much more 'tech' savvy – primaries, secondaries and colleges
- ▶ Schools have demonstrated 'can do' attitude and have worked tirelessly to support children and families
- ▶ The School Improvement Team's relationship with schools has never been stronger
- ▶ Partnership working between different parts of the Council and with external agencies further strengthened

# Update on SEND

- ▶ Regular meetings with special schools and the PRU – attendees from public health, school nursing, 0 – 25 team in Social Care, SEN Team to provide advice and support;
- ▶ Ongoing support for mainstream schools, including ‘Challenge workshops’, development of materials; EP and Advisory teacher support;
- ▶ Weekly Risk Assessment meetings between senior SEN managers and MASH;
- ▶ Weekly meetings between senior SEN managers and NELFT therapies to prioritise cases and support for schools (there are no government easements of legislation for this ‘lockdown’);
- ▶ ‘Business as usual’ approach to statutory work/processes: all the Panels have operated throughout the pandemic: Complex Needs Panel; Placement Panel for special schools and ARPs; secondary transfers on schedule;
- ▶ We continue to meet statutory timescales for EHCPs – Q3 was 96% (on track for >90% for the full year).

# Update on SEND

- ▶ Open Spaces project has been running since May 2020; Indoor spaces project will be starting soon (primary and secondary);
- ▶ SEND Strategy 2021 – 2024: consultation ended on Friday. Majority of responses from parent carers. Focus group responses from children and young people with SEND. The responses will feed into a SEND Action Plan across Education, Health, Social Care and the voluntary sector;
- ▶ SEND Needs analysis near completion – this will be used to ensure we have sufficient specialist places in borough;
- ▶ In the meantime, we are developing a new ARP at Broadfields school for children with Learning Difficulties – this will open in September 2021;
- ▶ Windmill special school planned to open in September 2023.

# Ofsted News and LNI Support

January 2021

# Ofsted Update

## Autumn Term 2020

### Remote Visits:

- ▶ 3 x primary schools received a remote 'visit' (Christ Church, St Andrew's and St Paul's N11)
- ▶ 2 x secondary schools (St James and QE Girls)
- ▶ 2 x colleges (Woodhouse and Barnet and Southgate)
- ▶ HMIs asked a series of questions focusing on: curriculum, behaviour, community and safeguarding
- ▶ No issues reported
- ▶ Information gathered used to inform regular reports and updates (focus on best practice)
- ▶ There were NO judgements and information will NOT be used to inform future Ofsted inspections

# Ofsted Update: Spring Term 2021

- ▶ All planned inspection activity will be carried out remotely until after the February half term
- ▶ Remote inspections of schools and further education providers will begin on 25 January
- ▶ Schools rated 'inadequate' or 'requires improvement' as planned (consistently RI) – although not on-site so will not cover full scope of monitoring
- ▶ Not expecting any in Barnet (although watch this space...)
- ▶ Particular focus on how well children and learners are being educated remotely
- ▶ Ofsted will follow up on complaints raised by parents across all grades of school in order to resolve issues.
- ▶ We are awaiting further guidance...
- ▶ On-site inspections if there are immediate concerns – for example about safeguarding, the leadership of a school or a failure to provide education to children.
- ▶ It is not possible to provide the necessary level of assurance of early years providers without an on-site inspection of the premises, so early years assurance visits will be paused until after the February half term.
- ▶ Ofsted will continue with vital regulatory work in early years and children's social care. This work will sometimes require on-site visits, which will be risk-assessed based on the nature of the premises and the urgency of the work.
- ▶ Recent update: schools may be called by an HMI if there are complaints about online learning – which could trigger a 'qualifying complaint' process.

# LNI Support

## Day to day:

1. Daily phone support as needed
2. Answering queries and liaising with other departments/agencies (eg Barnet Public Health/Family Services)
3. LNI Updates
4. Network meetings
5. Facilitating partnerships, head to head support, support for new heads
6. Weekly headteacher 'drop-ins'
7. Bespoke training for school – through BPSI
8. Support to leadership and governors in recruitment

# LNI Support, Monitoring and Challenge Visits

- ▶ **Last term:** virtual visits exploring current situation and wider re-opening
- ▶ **Spring and Summer Terms:** visit will focus on the learning 'now':
  - Explore the quality of learning through a curriculum subject
  - Will look at content, quality of teaching and how pupils are learning the curriculum
  - This may be focusing on remote learning (spring term), possibly on-site (summer term)

## Activities may include:

- Talking through curriculum planning with leaders (including subject leader) and teachers
- Watching some teaching
- Talking to a group of pupils (including SEND, PPG, higher ability)
- Looking at examples of learning for a range of pupils (including SEND, PPG, higher ability) with leaders
- Speaking to SENDCo

# Schools Budget Update

Ian Harrison

# Schools Block

- ▶ **National Funding Formula** applies with all rates increased by 3%.
- ▶ **Minimum Funding Guarantee** of +2% per pupil
- ▶ Guaranteed **minimum per pupil** funding of £4,180 for primaries and £5,415 for secondaries.
- ▶ Per pupil funding now includes **Teachers Pay Grant and the Teachers' Pension Employer Contribution Grant** (£180 per pupil for primary aged children and £265 for secondary aged children).
- ▶ Allocation based on October 2020 **school census** data - schools with declining rolls may still see a reduction in their overall funding.
- ▶ **Indicative budgets** sent to schools – includes MFG and school factor funding but not EY, SEN, post-16 or growth.

# Other blocks

- ▶ **High Needs block** is £55.5m, up 11% from £49.7m.
- ▶ Reflects continuing growth in **EHCPs** in Barnet and across the country
- ▶ **Early Years block** is £30.2m, up 3% from 29.3m
- ▶ **Provisional** figures pending January 2021 census returns
- ▶ Changes promised on funding of **maintained nursery schools** but changes not yet announced.

# Other funding

## ▶ **DfE Catch-up Premium:**

- £80 per pupil primary and secondary
- £240 per pupils special schools and PRUs

Paid in 3 instalments over 20-21 and 21-22

## ▶ **LBB Funding for Covid-19 Outbreak Management**

- Lump sum and per pupil amount to every Barnet school

The background features abstract, overlapping purple geometric shapes in various shades, primarily on the right side of the frame. The shapes include triangles and polygons, creating a layered, modern aesthetic. The colors range from light lavender to deep, dark purple.

▶ QUESTIONS

# Support for Senior Leaders

January 2021

THANK YOU

# Many of you have...

Organised your HT Performance Management/Appraisal to recognise their work

Rewarded their work accordingly (pay increases, paid leave...)

Kept in regular contact with school leaders (and staff) 'virtually'

Appointed a 'wellbeing' governor who checks in with school staff

Arranged regular meeting times that is convenient to the head's current work schedule

Prioritised appropriately and cut out the unnecessary

Offered wise counsel and sensible advice

Simply remembered to say 'thank you' to leaders

Commissioned coaching to support leaders

Please feel free to put any hints or tips for supporting leaders (successfully!) in the 'chat'.



# Our enhanced support offer...

Refreshed the support offer for new and existing heads

We will have a 'pool' of mentor heads, rather than 'ad hoc' approach

'Headteacher Drop Ins' for primary schools

Setting up a 'head of school' support forum

Enhancing our coaching offer through BPSI

Reviewing and refreshing the partnerships

## Support for New Headteachers

Who provides the support	What they provide	How Often
<b>Learning Network Inspector (LNI)</b>	<ul style="list-style-type: none"> <li>• Initial point of contact</li> <li>• Telephone and email support</li> <li>• Support, monitoring and challenge on all aspects of school improvement</li> <li>• Additional visits and support in challenging circumstances</li> <li>• Brokering support as needed by school</li> <li>• Leading the primary HT network meetings</li> <li>• Commissioning the mentor</li> <li>• Leading the Support Group for New Headteachers</li> </ul>	Regular, as required. Additional visits for a new HT. 2 x formal School Effectiveness visits a year for 'good' or better LA maintained schools 1 x Keeping <a href="#">In</a> Touch Visit a year for academies
<b>Peer Mentor</b>	<ul style="list-style-type: none"> <li>• Regular contact (either by phone or in person)</li> <li>• An understanding of the Barnet context</li> <li>• An introduction to both partnerships and networks</li> <li>• Advice and support on a range of issues from an experienced headteacher</li> <li>• Assurance that the new HT receives appropriate professional development (especially if the head is new to the role)</li> <li>• A safe and confidential space in which to discuss issues</li> </ul>	At least fortnightly
<b>Support Group for New Headteachers</b>	<ul style="list-style-type: none"> <li>• A chance to visit other schools</li> <li>• A chance to receive information from a range of sources (governor/HR/finance advice)</li> <li>• A chance to share good practice and share experiences with other new heads</li> <li>• A further chance to become familiar with the Barnet context and network of support</li> </ul>	Half termly
<b>Partnerships (approx. 6 – 8 schools)</b>	<ul style="list-style-type: none"> <li>• School to school support, especially for senior leaders</li> <li>• Opportunities to develop common school improvement priorities</li> <li>• Opportunities to share good practice and training across schools</li> <li>• Opportunities for leaders to problem solve in a supportive environment</li> </ul>	As organised by the partnership: minimum termly
<b>Primary HT Networks (approx. 25 – 30 schools)</b>	<ul style="list-style-type: none"> <li>• Regular briefing sessions led by LNI</li> <li>• Secondary HTS welcome to attend</li> <li>• Chance to share good practice</li> <li>• Chance to network with wider group of headteachers</li> </ul>	Twice a term

## Support for Existing Headteachers

Who provides the support	What they provide	How Often
<b>Learning Network Inspector (LNI)</b>	<ul style="list-style-type: none"> <li>• Initial point of contact</li> <li>• Telephone and email support</li> <li>• Support, monitoring and challenge on all aspects of school improvement</li> <li>• Additional visits and support in challenging circumstances</li> <li>• Brokering support as needed by school</li> <li>• Leading the network meetings</li> <li>• Headteacher Drop-Ins (through the pandemic)</li> </ul>	Regular, as required 2 x visits a year for 'good' or better schools
<b>Partnerships (approx. 6 – 8 schools)</b>	<ul style="list-style-type: none"> <li>• School to school support, especially for senior leaders</li> <li>• Opportunities to develop common school improvement priorities</li> <li>• Opportunities to share good practice and training across schools</li> <li>• Opportunities for leaders to problem solve in a supportive environment</li> </ul>	As organised by the partnership: minimum termly
<b>Networks (approx. 25 – 30 schools)</b>	<ul style="list-style-type: none"> <li>• Regular briefing sessions led by LNI</li> <li>• Chance to share good practice</li> <li>• Chance to network with wider group of headteachers</li> </ul>	Twice a term
<b>Heads Forum</b>	<ul style="list-style-type: none"> <li>• Steering group consisting of headteachers from a range of school types.</li> <li>• Point of contact to represent the views of heads on strategic partnership boards</li> </ul>	Steering group meet half termly, but communication as required.
<b>Commissioned Support through BPSI (see 'Leadership' in BPSI training programme)</b>	Range of training offered, including: <ul style="list-style-type: none"> <li>• Coaching packages</li> <li>• How to train middle leaders</li> <li>• Breaking News</li> <li>• Curriculum</li> <li>• Teaching and Learning</li> <li>• Training on a range of topical themes</li> </ul>	As required

It doesn't need  
saying, but...

- ▶ We have great  
leaders in  
Barnet...



...and we need them  
to stay!

# A Call for More Governors from BAME Backgrounds

- ▶ Emphasis on Governing Boards reflecting the diversity of their communities.
- ▶ In the UK, this is not currently the case
- ▶ We'll be surveying Governing Boards to establish the level of diversity in Barnet.
- ▶ We've made our Governor webpage more friendly to prospective Governors
- ▶ This has already had an impact as it generated several enquiries over the holidays.
- ▶ We're offering a free taster training session on the 24<sup>th</sup> Feb as part of our induction programme
- ▶ We've advertised this via Barnet First
- ▶ Pan-London Unconscious Bias Steering Group is planning a programme of Governor training on Unconscious Bias
  - ▶ The Steering Group has input from various agencies that help reach hard-to-reach groups.
  - ▶ The aim is to equip governors to cultivate a culture without unconscious bias because we don't want this to be a fashion trend which peaks and disappears
  - ▶ We're hoping to get the first course scheduled by the end of term.