

**Chief Executive and Director of Education and Learning - Report to Governors**

**AUTUMN 2020**

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***DEVELOPING THE  
EFFECTIVENESS OF  
YOUR GOVERNING  
BODY***

1.

## Transfer of the Education and Skills service to BELS

### Summary

As well as supporting schools and families through the covid19 pandemic since the closure of schools in March, the Education and Skills service has had to respond to an organisational challenge, also the result of covid19, when Mott MacDonald, trading as Cambridge Education, notified the council of a 'Force Majeure' event in April as a result of the unprecedented nature of the COVID-19 pandemic. In the light of this, the council and Mott MacDonald agreed that the termination of the Education and Skills contract between the council and Cambridge Education may be the most appropriate course of action.

There followed negotiations, during which the council consulted on two options for the future of the service:

- Bring the service back in house or
- Transfer all services into a Local Authority Controlled Company

Following the consultation, the council decided the service should transfer to a company that would be wholly owned by the council and so established a new company called Barnet Education and Learning Service (BELS).

The Education and Skills service transferred from Cambridge Education to BELS on 1st September. Discussions with Cambridge Education and senior managers in the Education and Skills service focussed on ensuring there was no interruption in service.

All Education and Skills staff transferred under 'TUPE' from Cambridge Education to BELS on 1st September. The same management team remains in place and schools should have noticed no differences in the service offered, or the people they have to deal with.

All services will continue as usual, or at least as usual as possible in covid19 conditions. All Cambridge Education contracts with external parties, including traded services to schools, transferred to BELS, except the school meals contract between Cambridge Education and ISS, which transferred directly to the Council, but BELS will manage the contract on behalf of the council, with Alison Dawes as the key point of contact within BELS.

The BELS Board of Directors held its first full meeting last week. The Board consists of the following Directors appointed by the council:

- Councillor David Longstaff (Chairman of the Children, Education & Safeguarding Committee and Lead Member for Children's Services)
- Chris Munday (Executive Director, Children's Services, London Borough of Barnet)
- Ben Thomas (Assistant Director, Education, Strategy and Partnerships, London Borough of Barnet)

	<ul style="list-style-type: none"> <li>• Sarah Sands, Chair of Barnet Nursery and Primary Headteachers' Forum</li> <li>• Samson Olusanya, Chair of Barnet Secondary Headteachers' Forum</li> <li>• Lisa Coffman, Barnet Parent-Carer Forum</li> <li>• Ian Harrison, Chief Executive and Director of Education and Learning, Barnet Education and Learning Service</li> </ul> <p>In addition an elected staff representative will be appointed following election by BELS staff.</p> <p>We hope that we have managed this process in such a way as to minimise concerns to schools and to avoid any disruption in services, as we realise that you face much greater challenges with the re-opening of schools to all pupils. The same teams from the education service and from council services will continue to provide you with as much support as possible.</p>
<b>Governors' Role</b>	To note the above information.
<b>For action by</b>	All Governors
<b>Contact</b>	<b>Ian Harrison</b> <b>Chief Executive and Director of Education and Learning</b> <b>Barnet Education and Learning Service (BELS)</b> <b>Email: <a href="mailto:ian.harrison@barnet.gov.uk">ian.harrison@barnet.gov.uk</a></b>

## COVID RECOVERY CURRICULUM AND SUPPORT TO SCHOOLS

### Summary

Schools are still in the process of settling their children back into a version of 'normality', with all the challenges that this presents. Senior Leaders have, with governor support, created comprehensive risk assessments, ensured that both staff and pupils feel safe to come back to school and are working hard to reassure parents and families in a world of uncertainty. Thank you for your work in supporting headteachers and senior leaders in doing all of this.

Heads are now also turning towards adapting their curriculum offer and provision to meet the needs of their pupils in these unprecedented times. They are working with senior leaders devising strategic plans to:

- ensure pupils resume learning the school's curriculum, including the blend of classroom teaching and, where necessary, remote education
- ensure that pupils are settling back into expected routines and behaviours
- identify specific health and well-being issues for pupils and ensure that these are being addressed
- ensure that their schools are still safeguarding children effectively

The above will also be the focus for any Ofsted 'visit' in the autumn term, rather than the regular Ofsted inspections. We will be updating Chairs of Governors on current Ofsted expectations at the next Director's Briefing (23<sup>rd</sup> September).

The School Improvement Team and the Traded Service offer (through BPSI) are supporting schools with this by:

- offering a Covid learning recovery training package (CLRP) through BPSI
- adapted school 'visits' in the autumn term

#### **Covid Learning Recovery Training Package:**

Please see the attachment (App 1) which outlines this programme. More than 35 primary schools have signed up for this course. Initial feedback is that schools have found the first sessions around auditing children's starting points and on strategic planning to be very useful. Every school who signed up for the course, was also given a 'template' for strategic planning as part of the support package. The training programme was designed by the School Improvement Team and the lead for this is Paul Whitcombe.

#### **Adapted School Visits:**

The LNI team will be visiting schools, either virtually or in person, and the visits will reflect the approach that will be taken by Ofsted during the autumn term. In addition to the areas already mentioned above, we will also be seeking information on how the school has managed:

- the barriers the schools faced and still face in managing the return to full education for pupils
- how well pupils are settling back into expected routines and behaviours
- how well pupils are learning the curriculum
- how well leaders are equipping staff to teach and support pupils within the current context

#### **Lost Learning Project: Supporting the futures of children's and young people's education and skills following COVID-19**

This was a project led by Camden LA with support from two HMIs.

	<p>This survey focused on:</p> <ul style="list-style-type: none"> <li>▪ the educational experiences of leaders, teachers, support staff, pupils, and learners during the COVID-19 lockdown</li> <li>▪ work going on in the six London boroughs, including Barnet</li> <li>▪ the latest research about remote learning.</li> <li>▪ It involved: 18 primaries, 32 providers comprising secondary school, college and independent learning providers</li> <li>▪ 112 learners from Years 12,13</li> </ul> <p>Its purpose was to learn from these educational experiences during the COVID-19 lockdown for the future.</p> <p><b>Headlines of Findings:</b></p> <ul style="list-style-type: none"> <li>▪ For younger children there should be an emphasis on reading and mathematics</li> <li>▪ For all children and young people, assessing what they remember</li> <li>▪ Focus on checking learners' practical skills</li> <li>▪ The re-establishment of equality; inclusion; culture; routine and discipline; front and centre in each setting</li> </ul> <p>Please see the full PowerPoint (App 2) which outlines further details in the attachments.</p>
<b>Governors' Role</b>	To note the above information.
<b>For action by</b>	All Governors
<b>Contact</b>	<p><b>Katie Dawbarn</b>  <b>Learning Network Inspector</b>  <b>School Improvement Team</b>  <b>Barnet Education and Learning Service (BELS)</b>  <a href="mailto:Katie.Dawbarn@barnet.gov.uk">Katie.Dawbarn@barnet.gov.uk</a></p>

<b>3.</b>	<b>SAFEGUARDING UPDATE</b>
<b>Summary</b>	<p>During this extraordinary time of the pandemic, schools have worked in close partnership with the local authority to safeguard our most vulnerable children; this category includes children with EHCPs and those with a social worker.</p> <p>Barnet Education and Learning Service (BELS), previously Cambridge Education, works with schools to enable them to fulfil their safeguarding duties ensuring that all guidance and legislation is understood and followed including the requirements of Ofsted. All schools over the past 4 years have been judged by Ofsted to have 'effective' safeguarding arrangements.</p> <p>During 2020/21 BELS will continue to provide support to schools through sharing information and good practice through breakfast briefings and weekly MS Teams drop-in sessions, as well as being a regular agenda item at meetings for heads and deputies. This is to enable schools to fulfil their safeguarding duties by ensuring that all guidance and legislation is understood and followed. We also provide model policies, enable and urge schools to use the safeguarding audit tool and provide training. The 2020/21 audit tool can be found <a href="#">here</a> which incorporates new guidance in Keeping children Safe in Education 2020 and Covid-19 safeguarding guidance.</p> <p>BELS are working in partnership with other local authority agencies to deliver the government initiative entitled 'Wellbeing for Education Return' which is a training programme for all schools, developed by the Anna Freud Centre and MindEd, focusing on the emotional wellbeing of pupils. Other services such as the Educational Psychology service are also offering comprehensive training to schools on promoting the emotional wellbeing of our pupils.</p> <p>The Home Office has awarded additional funding to Barnet to maintain our Prevent Education Officer until April 2021. The PEO provides support, advice and training to schools in order to support schools with their Prevent Duty.</p>
<b>Governors' Role</b>	To note the above information.
<b>For action by</b>	All Governors
<b>Contact</b>	<p><b>Jane Morris</b>  <b>School Exclusions and Safeguarding Lead</b>  <b>School Improvement Team</b>  <b>Barnet Education and Learning Service (BELS)</b>  <a href="mailto:Jane.Morris@barnet.gov.uk">Jane.Morris@barnet.gov.uk</a></p>

<b>4.</b>	<b>SAFEGUARDING AUDIT</b>
<b>Summary</b>	<p>To assist schools in evaluating their procedures for safeguarding and Child Protection including considerations during Covid-19 Pandemic, Heads should have received the annual Safeguarding Audit, which has been revised to take into account recent events.</p> <p>This audit has been designed to assist schools in ensuring that they have the evidence to show that their procedures are good and to identify any actions needed to make improvements. Please use the 'Evidence' column to describe what provision is currently in place, the 'Actions' column to identify actions required or desired, with a time frame. Please use the BRAG rating as it will enable parity with the BCSP Section 11 audit tool (which will not need to be completed if this audit is carried out).</p> <p>It is advised that Governors have regard to the following documents whilst undertaking the audit:</p> <ul style="list-style-type: none"> <li>- Keeping Children Safe in Education 2018</li> <li>- London Child Protection Procedures 5<sup>th</sup> edition</li> <li>- Working Together to Safeguard Children 2018</li> </ul> <p>If you have any queries, please contact Jane Morris on the details below.</p>
<b>Governors' Role</b>	To note the above information.
<b>For action by</b>	All Governors
<b>Contact</b>	<p><b>Jane Morris</b>  <b>School Exclusions and Safeguarding Lead</b>  <b>School Improvement Team</b>  <b>Barnet Education and Learning Service (BELS)</b>  <a href="mailto:Jane.Morris@barnet.gov.uk">Jane.Morris@barnet.gov.uk</a></p>

<b>5.</b>	<b>Education Endowment Foundation (EEF)</b>
<b>Summary</b>	<p>School governors and trustees play a crucial role in improving school performance by providing support and challenge to the headteacher and their leadership team. It is essential, therefore, that you are able to access and use the best available evidence-based resources. This can sometimes be difficult. It can also be hard to know where to find jargon-free and trustworthy information.</p> <p>This is where the Education Endowment Foundation (EEF) can help. Set up in 2011, the EEF is an independent charity which has since been designated by the government as the What Works Centre for Education. Its mission is to break the link between family income and educational achievement.</p> <p>To this end, the EEF supports schools (as well as early years and post-16 settings) with two critical aspects of their work:</p> <ul style="list-style-type: none"> <li>• improving outcomes for 3-18 year-olds by increasing the quality of teaching and learning, and</li> <li>• closing the attainment gap between disadvantaged young people and their peers.</li> </ul> <p>This is done by generating evidence of ‘what works’ to improve teaching and learning, funding rigorous trials of high-potential programmes and approaches. Support is then provided to schools, as well as early years and post-16 settings, across the country in using this evidence to achieve the maximum possible benefit for young people.</p> <p>Together with partners across the education sector, the EEF has created a range of evidence-based resources, training, and support to achieve these goals.</p> <p>All resources are freely available online on the EEF website:</p> <p><a href="https://educationendowmentfoundation.org.uk/tools/governors-guidance/#closeSignup">https://educationendowmentfoundation.org.uk/tools/governors-guidance/#closeSignup</a></p>
<b>Governors’ Role</b>	To note the above information.
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<b>6.</b>	<b>GOVERNOR TRAINING</b>
<b>Summary</b>	<p>As you know, there was a pause in the Governor Training Programme last term and guidance was instead provided related to Covid-19 (including the Governors' Covid-19 Handbook). Schools were not charged for this period. This term, the Governor Training Programme returns and is available for registration at: <a href="http://www.barnetce.org.uk/">www.barnetce.org.uk/</a> (click on 'All Traded and Other Training' and then 'Governor Services' to see this term's courses).</p> <p>Given the current circumstances, courses will be delivered online this term. Governors will simply need to click on the link sent to them in their confirmation email and enter the meeting password when prompted (no prior applications will need to be downloaded).</p> <p>Governors should register for Governor Training ahead of time to ensure they are sent the above details on time. It is essential that governors provide their primary email address when registering for training so as to receive the necessary link and password.</p> <p>As you know, Governors should be using school-based email addresses. In any case, by providing an email address for courses, Governors consent to this information being held by BELS training consultants until the end of each session, when this information will be deleted by trainers.</p> <p>Should you not receive the meeting link and password with your booking confirmation, please email <a href="mailto:CETraining@barnet.gov.uk">CETraining@barnet.gov.uk</a>.</p>
<b>Governors' Role</b>	To note the above information.
<b>For action by</b>	All Governors
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<b>7.</b>	<b>Prevent Online Training via The Home Office</b>
<b>Summary</b>	<p>The Home Office is offering an introduction to the Prevent Duty and explains how it aims to safeguard vulnerable people from being radicalised to support terrorism or becoming terrorist themselves. This will provide an important foundation on which to develop further knowledge around the risks of radicalisation and the role that you can play in supporting those at risk. This training addresses all forms of terrorism and non-violent extremism, including far right wing and Islamist extremism threatening the UK. This e-learning has been developed by HM Government following consultation with a range of individuals and organisations. It has benefitted from the feedback of teachers, local authority officials, community-based groups, youth workers and many other links to further information can be found at the end of the training.</p> <p>The training can be found at: <a href="https://www.elearning.prevent.homeoffice.gov.uk">https://www.elearning.prevent.homeoffice.gov.uk</a>.</p>
<b>Governors' Role</b>	To note the above information.
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## Schools Libraries Resources Service

### Summary

Further to my presentation at January's Director's Briefing to Chairs and Vice-Chairs, I wanted to take the opportunity to update you all on the [Schools Libraries Resources Service](#) (SLRS).

As many of you will already know, the SLRS is a traded service that supports reading and learning in schools by loaning books/artefacts/role play resources/guided reading sets and more, to subscribing schools. We curate termly and half termly topic and fiction loans to support the delivery of the national curriculum in the classroom. We have an extensive stock of books that includes, fiction/non-fiction/dual language/dyslexia friendly//braille/audio books/author boxes and graphic novels. Our Guided Reading sets are one of our most popular resources. Each collection comprises 15 books and many have been bought to satisfy teacher requests. We are passionate about the book stock we select, as we want children to be excited and engaged with the books that we send them

In line with Government guidance, the SLRS has re-opened and commenced normal service. We are now able to accept orders for Autumn 2020 and are working hard to update our resources in order to continue to support teachers and children throughout this crisis. In July we took the decision to only charge our customers the half-year subscription rate and so all of the resources we have sent out this half-term have been free of charge. We have refreshed and updated our collection to reflect the growing diversity in children's books and have just launched a new range of resources - **Healthy and Happy** KS1 and KS2 – designed to support children's mental wellbeing in the classroom. Have a look at the videos explaining how to get the most out of them here:

Happy & Healthy KS1

<https://youtu.be/hWASJwHRppl>

Happy & Healthy KS2

[https://youtu.be/Ou3Zq\\_NgOfU](https://youtu.be/Ou3Zq_NgOfU)

### The UK Reading Road Map Update

We are delighted to be offering the [Reading Road Map](#) again, which we are anticipating will be delivered to schools by mid-September and which proved incredibly popular in Barnet in 2019. We've already had four schools sign up for this year. As many of you will already know, **The Reading Road Map** is the reading scheme created by the Islington Schools Libraries Service in 2016/17 to encourage children to read for pleasure and is also a tool for children, parents and educators to recommend a wide range of newly published authors and genres. As a subscriber to our service, you are entitled to purchase the collection at a significantly discounted rate. It is a fantastic scheme and I can't recommend it highly enough.

*We used Reading Road Map last year and the result was amazing! We suddenly had the whole school engaged with reading! They couldn't wait to read the next book on the route and made sure they were reserving the next book with their peers. The certificates instilled a sense of competition which led to the children reading much more than they used to. The variety of genres, including classics and new books, meant that the children read a style of book that they would not necessarily have chosen before and the level of*

	<p><i>challenge also meant that they could really develop their vocabulary. Definitely worth the investment to instil a love of reading. Northside Primary</i></p> <p>If you have any enquires about the SLRS, please don't hesitate to contact Lucy Merritt at the below details.</p>
<b>Governors' Role</b>	To note the above information.
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## Handling Complaints during the Coronavirus (Covid-19) Outbreak

### Summary

The DfE has announced the following guidance for handling complaints during the Covid-19 outbreak:

In accordance with [Section 29\(1\) of the Education Act 2002](#), all maintained schools and maintained nursery schools must have and publish procedures to deal with all complaints relating to their school and to any community facilities or services that the school provides, for which there are no separate (statutory) procedures.

The DfE have produced this guidance to:

- share and encourage best practice
- help schools avoid common pitfalls

There is a difference between 'legal requirement' and 'good practice'. In this guidance, the DfE use:

- must - where a school has a legal duty to do (or not do) something
- can - where a school has a legal power (not a duty) to do something
- should - for guidance on best practice

Under section 29(2) of the Education Act 2002, governing bodies of maintained schools must 'have regard to any guidance given from time to time (in relation to England) by the Secretary of State' when establishing and publishing complaints procedures relating to their school and any facilities or services the school provides.

The phrase 'must have regard', when used in this context, does not mean that DfE's guidance has to be followed in every detail. While DfE's expectations are that schools will adopt our best practice recommendations, schools can apply alternative processes if they have good reason to.

### Model Policies

Schools may find the published [non-statutory model policies](#) helpful.

The duty to establish procedures for dealing with complaints lies with the governing body.

If you choose to adopt our model policies, you must tailor them to your school. We recommend that you incorporate a serial complaints policy into your complaints procedure.

### The difference between a concern and a complaint

A 'concern' may be treated as 'an expression of worry or doubt over an issue considered to be important for which reassurances are sought'.

A complaint may be generally recognised as 'an expression or statement of dissatisfaction however made, about actions taken or a lack of action'.

	<p>It's in everyone's interest that complaints are resolved at the earliest possible stage.</p> <p>Many issues can be resolved informally, without the need to follow formal procedures. Schools should take informal concerns seriously and make every effort to resolve the matter as quickly as possible.</p> <p>However, there will be occasions when complainants want to raise their concerns formally. In those cases, your complaints procedure should be followed.</p> <p><b>Who can make a complaint?</b></p> <p>You must not limit complaints to parents or carers of children that are registered at the school. Anyone can make a complaint about any provision of facilities or services that a school provides, unless separate statutory procedures apply (such as exclusions or admissions). This includes:</p> <ul style="list-style-type: none"> <li>• parents or carers of children no longer at the school</li> <li>• members of the public</li> </ul> <p>In accordance with <a href="#">administrative law principles</a>, complainants should be given the opportunity to complete the complaints procedure in full, unless you possess clear evidence that the complaint meets the <a href="#">serial complaint criteria</a>.</p> <p>If the complainant contacts you again on the same issue, the correspondence may then be viewed as 'serial' or 'persistent' and you may choose not to respond.</p> <p>You should not mark a complaint as 'serial' before the complainant has completed the procedure.</p>
<b>Governors' Role</b>	To note the above information.
<b>For action by</b>	All Governors
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