

BELS Chief Executive's Report to Governors

SUMMER 2022

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

1.	<p>MESSAGE FROM NEW CHIEF EXECUTIVE OF BELS AND DIRECTOR OF EDUCATION AND LEARNING – NEIL MARLOW</p>
<p>Summary</p>	<p>I write this message a week after formally taking over from Ian Harrison as the new Chief Executive of BELS and the Director of Education and Learning. Ian is an incredibly hard act to follow and in the 8 ½ years that he has been our Director, he has shown a real passion and commitment to do the very best that we can in order to have positive impact on the schools, settings and young people that we work with. He has also skilfully led us from working within the Council to being Cambridge Education employees and then in September 2020 leading the creation of a new company, BELS and the successful ‘drag and drop’ of all our services into the new company. BELS has been a company now for 18 months and has continued to be incredibly successful in offering excellent education and skills services to our schools, settings and other stakeholders as well as meeting financial targets and KPIs.</p> <p>I feel incredibly privileged, following a very rigorous and robust process, to have been selected as the new Chief Executive and Director of Education and Learning for BELS. I came into the profession to make a positive difference to young people’s lives and have continued to do that in every role I have undertaken. It will be a real honour to continue to work in partnership with you all in my new role. I am excited to use my own skills and strengths and am determined that BELS continues to go from strength to strength to build on Ian’s legacy. I will be ensuring that I have the team around me to complement, supplement and support my work in this role. I have given my heart and soul into every job I have done in my career and this new role will be no exception</p> <p>For those that don’t know me, I have a background in education; training as a teacher and working initially in Camden in three schools, working my way up from Newly Qualified Teacher to Headteacher (with a few steps in between!). I then, in 1999, came to work in Barnet as a headteacher, at Moss Hall Junior School, where I remained for 12 years before coming to work for Barnet LA in 2011 as a Learning Network Inspector. I then became Head of School Improvement in 2014 and then Assistant Director within Cambridge Education and have been Director of School Improvement and Traded Services since BELS was formed in September 2020.</p> <p>I aim to demonstrate the same passion and determination that Ian has done to get the very best out of BELS with the schools, settings and young people, for whom we serve, at the core of everything we do. We also need to ensure that equality, diversity and inclusion (EDI) drives our work in order to achieve “opportunity for all”.</p> <p>I know many governors already through my 11 years working in Barnet and, I hope those who know me will agree, I believe strongly in partnership working. I also regard the role of governance as critical to the continued success of our schools in Barnet and will continue to work positively in partnership with you in order to achieve the very best outcomes for our children and young people of Barnet. I look forward to seeing you in person (virtually) at the Director’s Briefing for Chairs and Vice-Chairs on Wednesday 18th May at 6.00pm.</p>
<p>Governors’ Role</p>	<p>To note the above information.</p>
<p>For action by</p>	<p>All Governors</p>
<p>Contact</p>	<p>Neil Marlow Chief Executive and Director of Education and Learning</p>

	Barnet Education and Learning Service (BELS) Email: neil.marlow@barnet.gov.uk
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2.	BELS STAFFING UPDATE
Summary	As well as Ian's retirement in April we also sadly said goodbye to Helen Phelan, Director of SEND and Inclusion, who moved on to a new position in Central Bedfordshire. Helen left on a real high, having led us through our successful Local Area Ofsted Inspection (see next item). I am pleased to report that we have recruited a replacement for Helen who will be starting with us in September. More details to follow.
Governors' Role	To note the above information.
For action by	All Governors
Contact	Neil Marlow Chief Executive and Director of Education and Learning Barnet Education and Learning Service (BELS) Email: Neil.Marlow@barnet.gov.uk

3.	OFSTED SEND AREA INSPECTION
Summary	<p>Between 17 and 21 January 2022, Ofsted and the Care Quality Commission (CQC) conducted a joint inspection of the local area of Barnet to judge the effectiveness of the area in implementing the special educational needs and/or disabilities (SEND) reforms as set out in the Children and Families Act 2014. The inspection was led by one of Her Majesty's Inspectors (HMI) from Ofsted, with a team of inspectors, including an HMI and a children's services inspector from the CQC. As part of the inspection:</p> <ul style="list-style-type: none"> • Over 400 parent carers completed the Ofsted/CQC survey • There were visits to 3 primary schools, 2 secondary schools, a special school and Barnet and Southgate College • Plus conversations with 2 Out of borough schools (Suffolk and Gloucestershire); • The Inspectors audited a sample of EHCPs which they selected • An Inspector met with BING (Barnet Inclusion Next Generation – a group of young people with SEND who regular meet to discuss issues and give feedback on SEND services) • We sent them the SEF (Self Evaluation Framework), our large Evidence store (or over 200 documents) and some supplementary information • They met with BELS, Family Services and Health staff <p>Having gathered all the evidence, the inspection team wrote a report outlining their findings. The full report can be found here: 50179970 (ofsted.gov.uk)</p> <p>It is an incredibly positive report which reflects the excellent provision in Barnet. 80% of the Local Areas who have been inspected under this framework so far have been required to write a "Statement of Action" due to the number of improvements that the area needed to make. We are part of the 20% that were not required to do this following</p>

the inspection which is very pleasing. In fact, many people outside of Barnet have commented that it is one of the best inspection reports that they have read. It was even recognised by the Secretary of State for Education, the Rt Hon Nadhim Zahawi, in the House of Commons when he launched the SEN Green Paper. In response to a question for MP for Vauxhall, the Secretary of State commented "What I would urge her local authority to do is to look around them to the areas in London that are doing well; Barnet, Islington, are doing incredibly well in that local provision, that ability to co-create with families what they need..."

The main findings from the inspection are shown below:

- *“Leaders from education, health and care have an accurate view of the positive impact of their work. They know what works well and what needs to improve. This is underpinned by strong and trusting working relationships and effective communication between partners. This means that services are managed effectively across education, health and social care.*
- *Children and young people with SEND enjoy their time in education and in their social lives. They like living in Barnet. They feel well supported by the professionals who help them. The support they receive helps them to access learning at school and college more easily.*
- *Parents and carers are typically positive about their children’s experiences in schools and colleges. They feel that education settings meet their children’s needs well. Parents and carers feel that the education, health and care (EHC) plans make a positive difference in assessing and meeting their children’s needs.*
- *Parent representatives feel respected and valued as part of strategic and operational teams. One parent told us, ‘We work fantastically well together.’ Parents and carers help leaders to design and deliver different services in the area. Their views are taken seriously, and they contribute to decision-making at all levels.*
- *The area has experienced recruitment challenges across health services. This has led to a reduction in therapeutic provision. It has also increased the length of time children and young people wait to access therapies. Despite these pressures, staff have worked creatively to support children and young people and their families. Nevertheless, parents and carers are concerned about the impact this has on their children.*
- *School and college leaders speak highly of area leaders. They said that area leaders provide ‘invaluable support’ and are ‘very responsive’ to meeting the needs of children and young people, including those who need specialist provision.*
- *Leaders have responded thoroughly and promptly to the challenges of the COVID-19 pandemic. The pandemic has helped leaders to think differently about how to tackle needs, such as providing safe and inclusive outdoor spaces for children and young people with SEND.*
- *There is a strong, extensive and multi-agency training offer in Barnet. Many people, from parents to school governors, were positive about the quality and helpfulness of training in improving their ability to identify and meet the needs of children and young people.*
- *Co-production (a way of working where children, families and those that provide the services work together to create a decision or a service that works for them all) in Barnet goes beyond consultation and collaboration. Children, young 3 people, and parents and carers influence and help deliver improvements across a wide range of services.*

	<ul style="list-style-type: none"> • <i>Leaders have rightly focused on further strengthening the offer for young people after they are 16. There is now more effective collaboration between colleges, post-16 settings and secondary schools to assess young people’s needs. This has made the move from secondary schools to post-16 providers more effective.</i> • <i>The special educational needs and/or disabilities information and advice service in Barnet is well established and well used. Leaders have recognised and responded to the need to reduce waiting times and meet increased demand by employing more staff. However, some parents told us that they experience long waiting times for this service.</i> • <i>Parents and carers who are aware of the online local offer say that it is useful. Leaders have worked to strengthen the offer so that it is more appealing to children and young people. Leaders have added a ‘young people’s zone’ section on the local offer website, which is useful and more engaging for children and young people.”</i> <p>Thank you to the schools and settings who took part in this inspection.</p>
Governors’ Role	To note the above information.
For action by	All Governors
Contact	Neil Marlow Chief Executive and Director of Education and Learning Barnet Education and Learning Service (BELS) Email: Neil.Marlow@barnet.gov.uk

4.	DFE SCHOOLS WHITE PAPER & SEND GREEN PAPER
Summary	<p>In March 2022 the DfE published their White Paper entitled “Opportunity for all: Strong Schools with great teachers for your child” The link to the White Paper is below:</p> <p>Opportunity for all: Strong schools with great teachers for your child</p> <p>The cornerstone of this White Paper – which is the first one in six years - is that the Government believes that excellent teaching with higher standards in curriculum, behaviour and attendance will help every child to reach their potential, especially as education is seen as the great leveller.</p> <p>The vision is that every single child should have access to an education that equips them with the knowledge, skills and experiences needed to fulfil their potential.</p> <p>The Government’s <i>mission for education</i> is that by 2030, 90% of children will leave primary school having achieved the expected standard in reading, writing and maths, up from 65% in 2019. The realisation of this aspiration would mean more pupils would be equipped to flourish in secondary school, where Government is also raising their expectations. Their ambition is to increase the national GCSE average grade in both English language and in maths from 4.5 in 2019 to 5 by 2030</p> <p>These targets will be supported by the ambition that every school will have joined, or will be joining, a strong multi academy trust (MAT) by 2030.</p>

The Schools White Paper needs to be read in conjunction with the Levelling Up White Paper and Skills for Jobs White Paper. It also references the SEND Green Paper and the Care review which is underway.

The White Paper sets out the intention to achieve these ambitions by ensuring:

- **Chapter 1 - An excellent teacher for every child**, including delivering world-class training and professional development at every stage of their career.
- **Chapter 2 - High standards of curriculum, attendance and behaviour**, creating the conditions in which great teaching flourishes.
- **Chapter 3 - A pledge** to parents that **children who are behind in maths or English** will receive evidence-based **targeted support**, such as tutoring, to help them **make progress** and that every child that needs it will receive targeted support
- **Chapter 4 - A stronger and fairer school system that works for every child**, encouraging the growth of the best school trusts as the collaborative structure best suited to supporting quality teaching. All organisations in the school system will have a clearly defined role, so parents know who to turn to in every situation.

If achieved, the wider benefits of pupils in 2030 meeting the Key Stage 2 and GCSE ambitions are estimated to be worth at least £30 billion each for the economy.

Other plans in the White Paper to deliver on the missions for children’s attainment at the end of primary and secondary include:

- 500,000 teacher training and development opportunities by 2024
- £30,000 starting salaries to attract and retain the best teachers
- Payments to recruit and keep talented physics, chemistry, computing and maths teachers working in disadvantaged schools
- A register for children not in school to make sure no child is lost from the system
- Every school to have access to funded training for a senior mental health lead to deliver a whole school approach to health and wellbeing
- Oak National Academy becoming a government body with sole focus on supporting teachers to deliver the very best lesson content
- Up to 6 million tutoring courses by 2024 and action to cement tuition as a permanent feature of the school system
- The school system working as a whole to raise standards with trusts responsible for running schools while *local authorities are empowered to champion the interests of children*

We will be discussing the implications of this White Paper for Barnet schools and settings at the Director’s Briefing to Chairs and Vice Chairs on 18th May.

DfE SEND and Alternative Provision Green Paper

The publication of this green paper entitled “Right Support, Right Place, Right Time” marks the start of a 13 week consultation process, closing on 1 July 2022. This long-awaited Green Paper, published more than two years after the SEND review was launched, sets out a vision for a single, national SEND and alternative provision system that will introduce new standards in the quality of support given to children across education, health and care.

The green paper can be found at the below link:

[SEND Review - right support, right place, right time \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641222/SEND_Review_-_right_support,_right_place,_right_time.pdf)

The Green Paper identifies three key challenges facing the SEND system. These are:

- That outcomes for children and young people with SEND or in alternative provision are poor
- Navigating the SEND system and alternative provision is not a positive experience for children, young people and their families
- And that despite unprecedented investment, the system is not delivering value for money for children, young people and families

Overview of proposals in the SEND and alternative provision green paper:

- Setting **new national standards across education, health and care** to build on the foundations created through the Children and Families Act 2014, for a higher performing SEND system
- A **simplified Education, Health and Care Plan (EHCP)** through digitising plans to make them more flexible, reducing bureaucracy and supporting parents to make informed choices via a list of appropriate placements tailored to their child's needs, meaning less time spent researching the right school
- A **new legal requirement for councils** to introduce '**local inclusion plans**' that bring together early years, schools and post-16 education with health and care services, giving system partners more certainty on who is responsible and when
- Improving oversight and transparency through the publication of new '**local inclusion dashboards**' to make roles and responsibilities of all partners within the system clearer for parents and young people, helping to drive better outcomes
- A new **national framework for councils for banding and tariffs of High Needs**, to match the national standards and offer clarity on the level of support expected, and put the system on a financially sustainable footing in the future
- **Changing the culture and practice in mainstream education** to be more inclusive and better at identifying and supporting needs, including through earlier intervention and improved targeted support
- Improving workforce training through the introduction of a new **SENCo NPQ for school SENCos** and increasing the number of staff with an accredited level 3 qualification in early years settings; and
- A **reformed and integrated role for alternative provision (AP)**, with a new delivery model in every local area focused on early intervention. AP will form an integral part of local SEND systems with improvements to settings and more funding stability.

The proposals are backed by **new funding** to implement them, **worth £70 million**. This will **build on the £9 billion government investment in local authority high needs budgets next year** and £2.6 billion for new places for children with SEND over the next three years.

The emphasis is on providing the right support to children in the right place and at the right time by:

- Boosting confidence in the system and **raising standards** all over the country
- **Changing the culture of mainstream education**, putting it on a par with specialist settings
- **Streamlining the system from the early years to post-16 so that every pupil receives a good foundation in support all the way through their education**
- Requiring the **different services involved in providing support for children with SEND, from schools and councils to healthcare providers**, to work more closely together increasing accountability and scrutiny

	<ul style="list-style-type: none"> • Ensuring the SEND system is financially sustainable by making sure funding is targeted where it makes the most difference. <p>We will be discussing the implications of this Green Paper for Barnet schools and settings at the Director’s Briefing to Chairs and Vice Chairs on 18th May.</p>
Governors’ Role	To note the above information.
For action by	All Governors
Contact	Neil Marlow Chief Executive and Director of Education and Learning Barnet Education and Learning Service (BELS) Email: Neil.Marlow@barnet.gov.uk

5.**GOVERNOR ELECTIONS****Summary**

As well as training, your subscription to governor services includes advice. One aspect covered by this element is elections. We've received many queries in relation to elections lately and wanted to provide some general guidance.

There are no rules regarding the length of an election but we recommend at least a week, plus a further week if the election goes to ballot.

The governing board can't stop or discourage a parent or staff governor candidate from standing in an election, even if you think the nominee is inappropriate for the role. However, you can properly inform candidates (to filter out poor matches to save time for both parties) by:

- Ensuring nominees are well informed about the role of a school governor (within your election material include a link to the [Governance Handbook](#)). If you subscribe to Governor Services, the relevant information will be in the templates we provide
- Highlighting the Governing Board's code of conduct (which will include expected commitments such as willingness to participate in governor training, and the number of governing board/committee meetings governors are expected to attend) If you subscribe to Governor Services, we'd be happy to help you draft a Code of Conduct
- Specifying the skills/experience sought after to fill specific gaps on the board

The above are not criteria as the Board cannot create additional eligibility criteria and, therefore, you cannot interview candidates based on these. Those not in line with the above can technically still nominate themselves (and be successful if unchallenged via ballot). It is the parent/staff appointing body that have the power to elect their preferred choice and should a ballot arise, they would choose out of the prospective candidates. By sharing the above expectations, you are informing the pool of candidates about your ideal nominee given the current shape of the board (skill gaps, etc). The chair of governors/headteacher often meet prospective nominees to ensure that they understand the role. This is fine, so long as it is understood that this is not an interview process.

In our template election papers, candidates are asked to provide a personal statement to set out why they feel they should be appointed. This is so that the appointing body can have information to compare in the event of a ballot. If you do not subscribe to Governor Services, we suggest you reflect the same in all your election papers.

Since Covid, a debate has also ensued related to an interpretation of the regulations around ballot votes and whether these can be managed electronically. This is because the regulations state that every person entitled to vote should have the opportunity to do so by post, including 'by hand'. Our advice is that votes can be managed electronically, if provision is also made to allow for postal/hand delivery. During restrictions, subscribing schools were advised to fulfil this requirement by either having somebody at the school gate to collect ballots at certain times during the ballot period, or having a ballot box available. To receive online votes, schools have used online voting services such as Survey Monkey, Google Forms, and Microsoft Forms.

Related to this, there is some misunderstanding as to whether ballots must be kept secret. There's nothing in the regulations to say that ballots must be confidential, but

	<p>schools can keep ballots secret if they wish to. Otherwise, email responses to a dedicated email inbox are acceptable.</p> <p>If there are no nominees during an election, you may appoint from the parent/staff body.</p>
Governors' Role	To note the above information.
For action by	All Governors
Contact	<p>George Peradigou Governor Services and Advice Officer Barnet Education and Learning Service (BELS) Email: George.Peradigou@barnet.gov.uk</p>

6.	IONISING RADIATION INSPECTIONS FOR SCHOOLS
Summary	<p>Where schools use radioactive materials as part of their learning activities, they are required to comply with the Ionising Radiations Regulations 2017 (IRR17) and seek registration from HSE.</p> <p>To ensure that the risks to workers and students from radiation are managed effectively, from April 2022 HSE’s radiation team will be carrying out inspections in schools who hold registration for this type of work to review compliance with IRR17.</p> <p>For more information see: HSE Education eBulletin: Ionising radiation inspections in schools (govdelivery.com)</p>
Governors’ Role	To note the above information.
For action by	All Governors
Contact	<p>Clyde Jackett Health and Safety Consultant Public Health Directorate Barnet Email: Clyde.Jackett@Barnet.gov.uk</p>

7.	CONNECT - THE NETWORK FOR GLOBAL LEARNING IN EDUCATION
Summary	<p>What is Connect and how does it support schools? CONNECT supports schools to: engage, motivate and prepare pupils for their role in a diverse and interconnected world; to deliver an inclusive, anti-racist, rich and relevant curriculum and embed teaching and learning practices that respond to the needs of our diverse community contexts. CONNECT delivers specialist support on curriculum development, accessing funding, provides ongoing training, free resources and bespoke consultancy. CONNECT works very closely with the British Council, FCDO and the manager is a British Council School’s Ambassador and Global Learning Advisor.</p> <p>CONNECT can help you:</p> <ul style="list-style-type: none"> • Develop a ‘global lens’ to the curriculum that: reflects your school context, vision and values; challenges stereotypes; celebrates similarities and differences and encourages positive attitudes to others • Develop ‘global’ cultural capital that supports a world view and celebrates multiple experiences and cultures • Develop a ‘real-world’ approach to the curriculum that can motivate, support critical thinking, personal development & well-being and help pupils make a positive contribution • Access funding for projects that explore the Sustainable Development Goals (SDGs) and support action for change

- Engage your whole school community through a global learning approach that promotes equality, sustainability and challenges injustice
- Use global learning to impact on standards and support school improvement (NFER & IoE research)
- Increase the motivation to learn Modern Foreign Languages
- Access funding for: on-line curriculum projects; face to face pupil and teacher visits and global school partnerships
- Access quality bespoke CPD & International Staff Development Opportunities
- Access a range of quality teaching and learning resources for the whole school
- Develop partnerships locally, nationally and globally
- Use your global learning work to support recruitment, retention

The service is a valuable tool in developing a global approach in our school'
'This service has been invaluable for us over the years. The team have been incredibly supportive and understand our needs'
'Students and staff have benefitted so much from your support. These opportunities would not have happened without your training, good advice and feedback.'
'We have found the service to be invaluable in supporting us with applications and providing us with positive ways of developing the provision for children and staff in our school.'

Charges:

1. Standard Membership - Information Service only:

£119 Nursery, £186 Primary / Special / PRU & £300 Secondary / All-through

- Regular information alerts about funding, international programmes, training and initiatives
- Resources (curriculum planning / home learning activities etc.)
- Access to 'Members Area' of dedicated Connect portal
- Opportunities to share and disseminate good practice / project outcomes / your international work
- Connect Newsletter
- Reduced hourly charge for Modern Language Assistant Service (contact des.georgiou@barnet.gov.uk)
- Reduced costs to attend Connect Training - half day £50 and full day £95 (non-members charged at £160 for half day and £260 for full day)

+

FREE briefing session:

An Introduction to Global Learning and Opportunities for Schools

2. Standard PLUS Membership – See charges below

Standard PLUS 3 hours @ £310, Standard PLUS 5 hours @ £360, Standard PLUS 10 hours @ £700

- Accessing funding / submitting funding applications / project management, evaluation and reporting
- Support with curriculum development and reviews
- Using global learning to support the Ofsted framework and promote a global perspective to cultural capital
- Support with curriculum auditing / action planning and developing both funded and non-funded global learning activities
- Embedding and mapping global learning, the Sustainable Development Goals and active citizenship across the curriculum
- Gaining accreditation (International School Award, Rights Respecting Schools Award)
- The role of the International Coordinator and creating a whole school approach
- Unique opportunities to participate in CONNECT activities (i.e. on-line project with schools in New York and across the world)

	<ul style="list-style-type: none"> • Help with partner finding • Staff INSET & access to FREE international Professional development Opportunities • Tailored support in any other area of interest / need 																									
	<table border="1"> <thead> <tr> <th>School size/type</th> <th>1. Standard Membership ONLY</th> <th>2. Standard & Standard Plus (includes 3 hours consultancy)</th> <th>2. Standard & Standard Plus (includes 5 hours consultancy)</th> <th>2. Standard & Standard Plus (includes 10 hours consultancy)</th> </tr> </thead> <tbody> <tr> <td>Nursery</td> <td>£119</td> <td>£429</td> <td>£479</td> <td>£819</td> </tr> <tr> <td>Primary / Special</td> <td>£186</td> <td>£496</td> <td>£546</td> <td>£886</td> </tr> <tr> <td>Secondary / All through</td> <td>£300</td> <td>£610</td> <td>£660</td> <td>£1000</td> </tr> <tr> <td>Additional Standard Plus Hours</td> <td>N/A</td> <td colspan="3">£70</td> </tr> </tbody> </table>	School size/type	1. Standard Membership ONLY	2. Standard & Standard Plus (includes 3 hours consultancy)	2. Standard & Standard Plus (includes 5 hours consultancy)	2. Standard & Standard Plus (includes 10 hours consultancy)	Nursery	£119	£429	£479	£819	Primary / Special	£186	£496	£546	£886	Secondary / All through	£300	£610	£660	£1000	Additional Standard Plus Hours	N/A	£70		
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Contact	Despina Georgiou CONNECT & Modern Language Assistant (MLA) Programme Facilitator CONNECT – The Network for Global Learning in Education Barnet Education and Learning Service (BELS) Email: des.georgiou@barnet.gov.uk																									

8.	MODERN LANGUAGE ASSISTANTS SERVICE OFFERED TO ALL EDUCATIONAL ESTABLISHMENTS
Summary	<p>The provision of Connect Modern Language Assistants from 1 October to 31 May (35 weeks) is arranged in liaison with the British Council. This service supports the standard British Council MLA contract (a minimum of 12 hours a week); however it also facilitates a local sharing arrangement for schools wanting an assistant for less than 12 hours a week.</p> <p>This service includes</p> <ul style="list-style-type: none"> • co-ordination of requests from schools (sharing or based in one school) • liaison with the British Council to obtain MLA dossiers from the requested countries • Helping with visas and the immigration health surcharge (since BREXIT) • management of the sharing arrangements between schools • training and support for MLAs • advice on the production of suitable resources for the use of the MLA • advice on good practice in the deployment of the MLA • management of salaries (invoiced to schools). • advice and support for the school and the MLA throughout the contract period.

	<p>Benefits of buying this service:</p> <ul style="list-style-type: none"> • Extensive experience of MLA deployment and management in schools • Extensive experience of training and supporting Modern Foreign Language (MFL) teachers and MLAs • In-depth specialist subject knowledge • Local three-session training course delivered <p>What is expected from the school:</p> <ul style="list-style-type: none"> • Ensure that, if you are the host school, you contact the MLA as soon as possible before October and draw up a Statement of Employment • Assist the MLA in getting accommodation and tasks such as opening a bank account prior to employment start date • Obtain Disclosure and Barring Service (DBS) clearance for your assistant and advise sharing school (as appropriate) • Ensure that the MLA is clear about his/her duties • Ensure that the MLA has a regular room in which to work with small groups or, if this is not possible, that details of room availability are provided • Ensure that the MLA has a mentor from the MFL department / school <p>Charges £32.64 per hour – Connect Standard members £33.66 per hour – Non-Connect members</p> <p>Subscription period October 2021 – May 2022</p>
Governors' Role	To note the above information.
For action by	All Governors
Contact	Despina Georgiou CONNECT & Modern Language Assistant (MLA) Programme Facilitator CONNECT – The Network for Global Learning in Education Barnet Education and Learning Service (BELS) Email: des.georgiou@barnet.gov.uk

9.	<p>LONDON MAYOR'S OFFICE FOR POLICING AND CRIME (MOPAC) PROGRAMME</p>
Summary	<p>We are delighted to share that the MOPAC programme has been extended for another year to support young people across Barnet.</p> <p>The projects aim is to identify Children and Young People at the greatest risk of educational exclusion, offending behaviour and/or vulnerability to criminal/sexual exploitation, whilst working with schools to achieve the following;</p> <p>Engagement in intensive 1:1 mentoring support increased educational attendance Reduction in temporary and permanent educational exclusions Increased engagement with 1:1 tutoring and educational reintegration support Successful reintegration into education for excluded CYP</p>

	<p>Increased engagement in positive activities Pro-social behaviours Reduced Sexual Exploitation and Missing (SEAM) risk assessment scores Reduction in offending behaviours</p> <p>Young people need to meet 3 of the below criteria in order to be accepted for MOPAC.</p> <ul style="list-style-type: none"> • At risk of exclusion • CSE • Anti-social behaviour • Offending behaviour • Risk at school attendance • Living in Barnet • Transitioning from year 6 to year 7 <p>For more information on how to refer to MOPAC, please contact the project lead dean.penant@barnet.gov.uk or Debra.Davies@Barnet.gov.uk.</p>
Governors' Role	To note the above information.
For action by	All Governors
Contact	Debra Davies Assistant Head of 0-19 Early Help 0-19 Early Help Services Family Services Email: Debra.Davies@Barnet.gov.uk

10.	EARLY YEARS FUNDING UPDATE			
Summary	<p>Funding in the Early Years including the Free entitlement, Early Years Pupil Premium and The Disability Access Fund (DAF).</p> <p style="text-align: center;">New Free Early Years Education (FEE) Funding Rates</p> <table border="1" style="width: 100%; background-color: #e1f5fe;"> <tr> <td style="text-align: center;">New Hourly rate from Summer Term 2022/2023</td> </tr> <tr> <td>FEE 2 = £6.29 (Increasing from £6.08)</td> </tr> <tr> <td>FEE 3 & 4 = £5.45 (Increasing from £5.29)</td> </tr> </table> <p>The deprivation hourly rate for 3- and 4-year-olds is increasing by 1 pence from £0.28 to £0.29. There is also a one off temporary funding supplement of 4 pence per hour which is an increase to the above</p> <p style="text-align: center;">Has Your School Applied for the Following Funding?</p> <p>Early Years Pupil Premium The Early Years Pupil Premium (EYPP) is additional funding for early years settings to improve the education that they provide for some three and four-year-olds. The funding criteria is the same as for free school meals.</p>	New Hourly rate from Summer Term 2022/2023	FEE 2 = £6.29 (Increasing from £6.08)	FEE 3 & 4 = £5.45 (Increasing from £5.29)
New Hourly rate from Summer Term 2022/2023				
FEE 2 = £6.29 (Increasing from £6.08)				
FEE 3 & 4 = £5.45 (Increasing from £5.29)				

	<p>Early Years Pupil Premium is increasing from 53pence to 60 pence per hour</p> <p>The Disability Access Fund (DAF) Early Years settings are encouraged to apply for additional funding to support children with disabilities or special educational needs. The aim of the DAF is to help give children who are disabled access to free Early Years Education, by making reasonable adjustments to their settings or helping with building capacity.</p> <p>As of April 2022, DAF funding has increasing from £615 to £800 per child.</p> <p>If you have any Free Early Education queries, please contact the Early Years Team - EarlyYears@Barnet.gov.uk. Alternatively, you can call on 0208 359 3052.</p>
Governors' Role	To note the above information.
For action by	All Governors
Contact	<p>Debra Davies Assistant Head of 0-19 Early Help 0-19 Early Help Services Family Services Email: Debra.Davies@Barnet.gov.uk</p>

11.	GOVERNOR TRAINING ATTENDANCE INCREASE
Summary	<p>Firstly, we'd like to commend those governors who actively engage in training, taking advantage of the local intelligence and information available from our trainers.</p> <p>We've undertaken some analysis to ensure that the survey response from Chairs and Vice Chairs (indicating a preference for online delivery due to ease of access) is being backed-up by attendance statistics. When comparing 2021/22 so far to 2019/20 and 2018/19, attendance via online delivery almost doubled compared to face-to-face delivery. Hence, we're pleased to see that the survey responses are being backed up by a current increase in attendance.</p> <p>We are evaluating the possibility to return some sessions to face-to-face delivery, especially where trainers feel this would better suit the type of course.</p> <p>This term's training programme has been uploaded with some other courses to be added. Please continue to signpost your governors to register for the training sessions relevant to their area of delegated responsibility at www.bels.org.uk/governor-services.</p>
Governors' Role	To note the above information.
For action by	All Governors
Contact	<p>George Peradigou Governor Services and Advice Officer Barnet Education and Learning Service (BELS) Email: George.Peradigou@barnet.gov.uk</p>

12.	DIVERSE GOVERNANCE UPDATE
Summary	<p>Following our recent training sessions, briefings and articles on diverse governance and unconscious bias, we wanted to make sure Governors didn't miss this interesting article in the BBC: 'We need more school governors who look like me' - BBC News</p> <p>We wanted to highlight the good practice of publicising to harder-to-reach groups so that they can join your governing board as an Associate Member. This is a good avenue for them to contribute to discussions and offer their expertise and perspective without taking on full governor responsibility. Since this responsibility is sometimes daunting, by removing this barrier, its far more likely that these prospective governors would feel encouraged to take on this role. To publicise this, we recommend including a statement to reflect this in your election material.</p> <p>If your school is a Governor Services subscriber, the above information will be contained in the templates we circulate for elections and ballots. Please contact me if you're not sure if you have the latest copy.</p> <p>Beyond this we continue to advise publicising the role of the Governor as widely as you can. The DFE is also being lobbied to run a full national awareness campaign as it is widely recognised that this lack of awareness is the main entry barrier nation-wide.</p>
Governors' Role	To note the above information.
For action by	All Governors
Contact	<p>George Peradigou Governor Services and Advice Officer Barnet Education and Learning Service (BELS) Email: George.Peradigou@barnet.gov.uk</p>

13.	GOVERNANCE AUDIT
Summary	<p>The annual Governance Audit is now available. It is used by Governing Boards to self-evaluate the effectiveness of governance and can be used to drive improvement in the quality and impact of governance.</p> <p>Of the Governing Boards that submitted their audit to the local authority in previous years, those that received the most positive feedback were those which used the audit to track improvement and compare judgements year-on-year and list clear evidence to support each judgment.</p> <p>Audits should be undertaken as a collective exercise by the whole Governing Board or a sub-set of Governors appointed to the task, rather than being undertaken solely by the Chair or Headteacher. Please refer to any action plan, either separate from, or as part of, the School Improvement Plan to support improvements in identified areas.</p> <p>We recommend carrying out the audit in real time based on the current state of the governing board as opposed to retrospectively analysing the previous year.</p>

	<p>Over the past three years, the Audit tool has been used by the local authority understand the effectiveness of governance and identify themes, trends and training requirements.</p> <p>The audit can be found here. We ask all governing boards of maintained schools to complete and return the audit to george.peradigou@barnet.gov.uk by Friday 15 July 2022. We would also welcome responses from academies and free schools.</p> <p>If submitted on time, the usual written feedback will be offered to you. Next term, we will also run an enhanced feedback and knowledge sharing session to discuss emerging trends.</p>
Governors' Role	To note the above information.
For action by	All Governors
Contact	<p>George Peradigou Governor Services and Advice Officer Barnet Education and Learning Service (BELS) Email: George.Peradigou@barnet.gov.uk</p>

14.	FREE EXTERNAL REVIEW FOR RI MAINTAINED SCHOOLS
Summary	<p>We'd like to remind maintained schools that have received an Ofsted grade of RI with RI in Leadership and Management, that they are entitled to a DfE funded External Review of Governance.</p> <p>National Leaders of Governance (NLG) support is funded by the Department for Education (DfE) for eligible schools and delivered by the National Governance Association (NGA).</p> <p>Further information can be found here.</p>
Governors' Role	To note the above information.
For action by	All Governors
Contact	<p>George Peradigou Governor Services and Advice Officer Governor Services Barnet Education and Learning Service (BELS) Email: George.Peradigou@barnet.gov.uk</p>

15.	CHANGES TO THE EYFS PROFILE – JUNE 2022
Summary	<p>Governors will be aware that the revisions to the Early Years Foundation Stage became statutory from September 2021. With this revision, changes to the EYFS Profile are also now statutory. Governors should be aware that there are still seventeen judgements to be made against the early learning goals but that the detail of these goals has changed, in</p>

	<p>some cases significantly. These changes in the assessment will mean that outcomes for the profile in the form of GLD (Good Level of Development) data and individual scores will not be directly comparable to previous years.</p> <p>Governors should be aware of the following:</p> <ul style="list-style-type: none"> • Practitioners are no longer required to collate physical ‘evidence’ of children’s attainment and judgements will now be made based on practitioner knowledge of each child • There is no longer a judgement of exceeding for any of the goals – emerging and expected are the only judgements to be made • There is no longer any statutory moderation for the profile by the Local Authority and headteachers are responsible for the accuracy and reliability of the data submitted • The EYFS profile is not to be used as an accountability measure – its purpose is to inform the year one curriculum, inform parents and carers and inform regional and national analysis for the comparison of outcomes • EYFS Profile outcomes must be reported to the school’s governing body <p>Further information can be found at: Early years foundation stage profile handbook 2022 (publishing.service.gov.uk)</p>
Governors’ Role	To note the above information.
For action by	All Governors
Contact	Helen Cheung BPSI Early Years Advisory Teacher • School Improvement & Traded Services - Early Years Standards Barnet Education and Learning Service (BELS) Email: helen.cheung@barnet.gov.uk

16.	CHILDREN WITH A SOCIAL WORKER – GUIDANCE FOR GOVERNORS
Summary	<p>The DfE announced that from September 2021 Virtual Schools will take on a strategic and advisory role for children who have or ever had a social worker—primarily children with a child in need or child protection plan. This will initially be for a trial period. This new guidance does not change existing duties for looked-after and previously looked-after children and should be read in conjunction with the existing statutory guidance (Promoting the education of looked-after and previously looked-after children). The new responsibilities are as follows:</p> <ul style="list-style-type: none"> • To make visible the disadvantages that children with a social worker can experience, enhancing partnerships between education settings and local authorities to help all agencies hold high aspirations for these children • To promote practice that supports children’s engagement in education, recognising that attending an education setting can be an important factor in helping to keep children safe from harm

- To level up children’s outcomes and narrow the attainment gap so every child can reach their potential. This will include helping to make sure that children with a social worker benefit from support to recover from the impact of COVID-19.

If you would like to read the full guidance, please find it here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/994028/Promoting_the_education_of_children_with_a_social_worker.pdf

Research and Information on Children with a Social Worker

Regular attendance at school is vital for children’s progress, for their wellbeing and for their wider development. For children with a social worker, it also offers them a protective factor – at its best, offering a safe space to access support, ensuring that children are visible to and supported by professionals, and helping children to make educational progress.

The Government’s Children in Need review (concluded in June 2019) highlighted the need to further support this cohort of children:

- 1.6 million children needed a social worker between 2012 and 2018, equivalent to 1 in 10 children or 3 children in every classroom
- These children are present in 98% of state schools and face barriers to education due to experiences of adversity and trauma
- On average, children with a social worker do worse than their peers at every stage of their education

Early Years: (2018 statistics)

- Children with a social worker - 50% achieved good level of development
- Children who had never had a social worker – 72% achieved good level of development

Children with a social worker in the year of their GCSEs (2018 statistics):

- Around half as likely to achieve a strong pass in English and Maths than their peers
- At the end of Key Stage 4 were around 3 times less likely to go on to study A levels at age 16 and almost 5 times less likely to enter higher education at age 18
- After age 18, 6% were in higher education compared to 27% of those who did not have a social worker
- By age 21, half had still not achieved Level 2 qualifications (including GCSEs), compared to 11% of those not in need of a social worker
- Children with a social worker are around 3 times more likely to be persistently absent from school
- Children with a social worker are between 2 to 4 times more likely to be permanently excluded from school than their peers

	<ul style="list-style-type: none"> Children with a social worker are over 10 times more likely to attend state-funded alternative provision settings than all other pupils <p>What can governors do to support Children with a Social Worker?</p> <ul style="list-style-type: none"> Make sure that this cohort has been identified by your school. Which children are currently on a CIN or CP Plan? Which children have been on a CIN or CP plan whilst being on roll with your setting? The government have identified this cohort within Local Authority guidance so far, so be prepared and ahead of the game in terms of potential changes within other statutory guidance – for example, Ofsted inspections etc. Monitor and track the progress of the cohort reviewing their attendance, attainment, exclusion and well-being data. Identify any disproportionality and discuss with schools the planning and interventions that have been or could be put in place to support them. Please refer to the Education Endowment Foundation for more information. Attend any relevant trauma and attachment training for governors to understand more about the challenges faced by children with a social worker
Governors' Role	To note the above information.
For action by	All Governors
Contact	Nicola Axford Education Lead for Children with a Social Worker Virtual School for Barnet's Looked After and Previously Looked After Children Barnet Education and Learning Service (BELS) Email: nicola.axford@barnet.gov.uk

17.	T LEVELS – THE NEW “GOLD STANDARD” IN TECHNICAL QUALIFICATIONS
Summary	<p>T Levels are an exciting qualification which will be available in the borough of Barnet from September 2023. They were introduced in September 2020 and are the equivalent to 3 A Levels. T Levels have been introduced with the aim of simplifying and improving the technical and vocational qualifications landscape post-16 and ensure that qualifications have a distinct purpose, are high quality and support progression to positive outcomes. Furthermore, T Levels seek to address skills gaps.</p> <p>The vision is that T Levels and A Levels will become the programmes of choice for 16-19 year olds. Funding will be removed from qualifications, for example Applied General qualifications (BTECs/ CTECs), that overlap with T Levels. This defunding will start from September 2024.</p> <p>Students study one T Level worth three A Levels. Subjects include: Health, Science, Engineering, Digital Business Service, the full list of T Level subjects can be found here: T Level subjects T Levels The content for each T Level has been designed and developed in collaboration with employers and businesses, this means what students</p>

	<p>learn meets the needs of the industry. Most importantly a T Level prepares students for the working world because they offer students a mixture of classroom learning and “on the job” learning. 80% of the time is spent in school / college and the other 20% is spent in the workplace – known as the industry placement.</p> <p>We were pleased to host a face-to-face T Level CPD conference for Barnet schools on 4 May. Guest speakers included Kevin Gilmartin ASCL Post-16 Specialist and representatives from the T Level Delivery Partners - City and Guilds and NCFE. Delegates were provided with an overview of T Levels, information regarding the multi-layered CPD available for schools and governors from the ETF and learnt how BELS can support schools with the planning and implementation of T Levels. The conference was well-attended by Barnet schools with 14 schools represented.</p> <p>BELS Post -16 Education and Skills team have a Senior Curriculum Adviser whose role is to support schools with T Level planning and implementation. The support available can be bespoke to meet the needs of the school; but could include curriculum development meetings or support with design and implementation of T Level communication plan. There also will be assistance in fulfilling all industry placement requirements and facilitating all employer engagement.</p> <p>Schools can apply to deliver T Levels in September 2023 until 29 July 2022, alternatively to deliver T Levels in 2024 and receive access to a full range of support for implementation planning and to be eligible for T Level capital funding schools need to apply before 29 July 2022.</p>
Governors’ Role	To note the above information.
For action by	All Governors
Contact	<p>Tracy Parrott Senior Curriculum Adviser Post 16 Education and Skills Barnet Education and Learning Service (BELS) Email: tracy.parrott@barnet.gov.uk</p>

18.	THE NEW LADO – ROB WRATTEN
Summary	<p>I am writing to introduce myself as the new Local Authority Designated Officer for Barnet. I have come from the London Borough of Hillingdon where I was the LADO for 6 years. Prior to this, I have been a social work team manager for 9 years, frontline social worker for 6 years and managed two residential units for children with special educational needs and disabilities.</p> <p>A you know, the role of the LADO is to manage allegations made about professionals and volunteers working with children. These allegations come from a variety of sources - social care, police, employers, schools, anonymous referrers, Ofsted and the NSPCC. When an allegation is made, I liaise with all safeguarding agencies to ensure children are kept safe whilst investigations are ongoing.</p> <p>As part of my role, I may from time to time, contact the Chair of Governors directly, if the allegation relates to a Head Teacher/Principal. I will then liaise with you and direct you through the LADO process. Head Teachers and Principals should be keeping either the</p>

	<p>Safeguarding Governor or Chair of Governors up to date with any allegations made about staff within their school/academy.</p> <p>I am looking forward to meeting as many of you as possible at a Governor's briefing soon.</p> <p>Many thanks, Rob</p>
Governors' Role	To note the above information.
For action by	All Governors
Contact	<p>Rob Wratten LADO Allegations Manager London Borough of Barnet Email: rob.wratten@barnet.gov.uk</p>