

Director's Briefing for Chairs and Vice Chairs

Governor Services

Governance Updates

Governor Diversity

Barnet vs National NGA Studies

- ▶ **Barnet Governors Diversity Survey**
Broadly in line with national statistics indicating that, apart from the Asian bracket, more representation is required from BAME groups
- ▶ **Training**
Training on Governor Diversity and Unconscious Bias has been ongoing.
- ▶ **Raise Awareness in your school community about the Governor Role**
Many volunteers from underrepresented groups don't know what a School Governor is.
- ▶ **Recruitment**
40% of Governor recruitments take place via current governor connections, which may recycle current underrepresentation
- ▶ **Inclusion**
Governors from BAME groups felt their views were less valued.
- ▶ **Induction**
BAME Governors felt more confident to participate after proper induction. New governors should be inducted with other local governors and not simply have an internal induction – to horizon scan and share good practice across local schools.

Succession Planning

- ▶ **Governor Training**
More training = more potential for succession. Make clear your expectations for Governor Training and keep a training log.
- ▶ **Delegation**
Proper delegation alleviates perceived time requirement and upskills governors.
- ▶ **External Recruitment**
If it still seems impossible, you could use external agencies to widen your search.

Governance Self-Evaluation Audits

- Fewer responses than usual received
 - Self-evaluation is important to help highlight strengths and identify gaps
 - Informs Training/Recruitment
- ▶ Key emerging themes:
1. Governor re-engagement, blended meetings and visits (post Covid)
 2. Curriculum
 3. Equality and diversity
 4. Using these audits as a basis for action and GB improvement, and embedding areas for development within SDP and strategic planning.
 5. Succession planning

The School Admissions Code 2021

- The Admissions Code 2021 and associated regulations, came into force on **1 September 2021**, replacing the previous Code dated 2014
- the fundamental principles of the Code remain the same – to ensure school places are allocated in a way that is **fair, clear, objective and transparent**
- however, the new code brings in several changes and areas of clarification (as set out in the reference document we have circulated '*Admissions Code 2021*')
- today's briefing will focus on the main changes that admission authorities in Barnet, need to be aware of and reflect in their admission arrangements

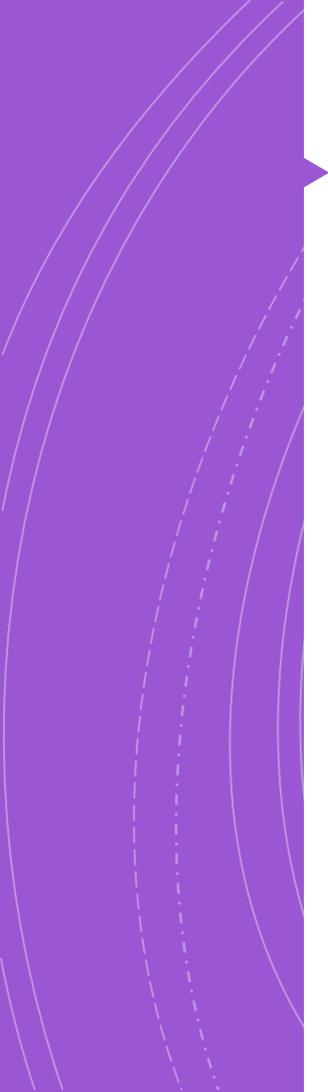
Variation to Admission Arrangements for 2021/22 and 2022/23

- Admission Authorities for all schools (including voluntary-aided, foundation, free schools and academies) must ensure that their admission arrangements are compliant with the new Code
- as the admission arrangements for **2021/22** and **2022/23** have already been determined before the new Code was issued, by now Admissions Authorities should have varied their admission arrangements and/ or reviewed the wording, as applicable

Published Admissions Number (PAN)

Admission authorities cannot refuse **in-year admission** solely on the basis that the school has reached its PAN

instead, refused admission must be on the basis that **the admission of another child would prejudice the provision of efficient education or the efficient use of resources**



Determination of admission arrangements

- Admission authorities must determine their admission arrangements, including their PAN, by **28 February**
- this **must be recorded** in the minutes of the governors / trustees' meeting at which they were agreed
- admission arrangements must be annually agreed and recorded, even if they remain unchanged

Supplementary Information Forms (SIFs)

- SIFs **must only be used** to determine whether the applicant falls in particular oversubscription criteria that the form sets out to capture (usually faith)
- priority **must not** be given solely on the basis that the applicant has completed a SIF
- so, if it is clear that an applicant falls into a particular category on the information provided but the SIF has not been completed, the applicant **must still be ranked** under that particular category
- Similarly, if an applicant has completed a SIF and does not qualify for priority under a particular oversubscription category the applicant should be ranked in the qualifying category and should not be awarded priority just for having completed the SIF

Changes to oversubscription criteria

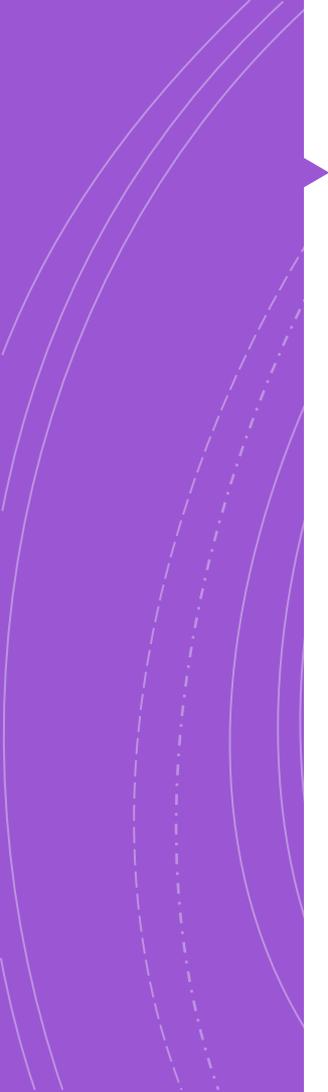
Children adopted from state care **outside England**

- under the previous Code, the highest priority for places was awarded to looked after children (**LAC**) and previously looked after children (**PLAC**), i.e. those who came out of state care as a result of being adopted or made subject to Child Arrangements or a Special Guardianship Order, in England
- under the new Code, the highest priority must also be given to internationally adopted previously looked after children (**IAPLAC**), who appear to the admission authority to have been in state care (accommodated by a public authority, religious organisation or any other provider whose main or sole purpose is to benefit society) and ceased to be so as a result of being adopted

Changes to oversubscription criteria

Children of staff

- staff priority can be given to children of staff recruited to fill a vacant post for which there is a demonstrable shortage, not just for those employed for two years or more
- this priority relates **only to the school where the member of staff works**
- the priority **cannot** be awarded to any school in a multi-academy trust
- admission authorities must make it clear exactly how this priority will be applied (qualifying groups of children, for example natural, adopted, step and qualifying staff, for example permanent, full-time or teaching only)



Allocation of school places

- Places must be allocated on basis of determined admission arrangements only
- a decision to refuse admission **must not be made** by one individual in an admission authority
- where it is not possible to convene a face to face meeting of a governing body or the admissions committee (where applicable) in order to make a decision on an application, decisions may be made ‘virtually’, provided members are ‘present’ – for example via telephone or video conference
- the admission authority **must** keep a clear record of any decisions on applications, including in-year applications.

In-year admission applications

- An in-year application is made on the first day of a school year for a main transition point or to any other year group at any time of the year
- any parent **must be given the right to apply** for a school place and the statutory right of appeal if their child's admission is refused
- with the exception of selective grammar schools, all schools and academies must offer a place to every child for whom a place is being sought except in cases where admitting the child would prejudice the provision of efficient education or the efficient use of resources
- the outcome of in-year applications must be notified in writing within **10 days**, but in any event must be notified **within 15 days**

Children who have been twice excluded

- Where a child has been permanently excluded from two or more schools there is no need for an admission authority to comply with parental preference for a period of two years from the last exclusion
- the 'twice excluded' rule does not apply to children
 - below compulsory school age
 - who have been reinstated following permanent exclusion
 - whose permanent exclusion has been quashed by an independent review panel
 - or those with an EHCP
- other than twice excluded children who do not fall into one of the above categories, admission authorities must not refuse admission in the normal admissions round or at any point in the 'normal year of entry'

Children who display challenging behaviour

- admission authorities may refuse admission where they have '**good reason to believe that the child may display challenging behaviour**' and refer the child for admission through the **Fair Access Protocol**
- this only applies where a school has a '**particularly high proportion** of either children with challenging behaviour or previously permanently excluded pupils on roll compared to other local schools and it considers that admitting another child with challenging behaviour would prejudice the provision of efficient education or the efficient use of resources
- the 2021 Code now **defines challenging behaviour** as follows:
'Behaviour can be described as challenging where it would be unlikely to be responsive to the usual range of interventions to help prevent and address pupil misbehaviour or it is of such severity, frequency, or duration that it is beyond the normal range that schools can tolerate. We would expect this behaviour to significantly interfere with the pupil's/other pupils' education or jeopardise the right of staff and pupils to a safe and orderly environment.'

Covid Update

September/October 2021

Schools Update – September 2021

Start of term

Schools returned in September with the removal of some control measures e.g. bubbles, self-isolation but the continuation of some control measures; the main measures being general hygiene, cleaning, regular home testing for secondary pupils (after the initial on-site testing) and staff in all schools/settings and keeping rooms well-ventilated.

Risk Assessments

All schools updated their risk assessments with the revised control measures. Each school also produced an Outbreak Management Plan to be used if the number of positive cases in a school meets the thresholds set - 10% or 5 of a group of close contacts within a 10 day period (2 children for special schools, residential settings, and settings that operate with 20 or fewer children, pupils, students and staff at any one time)

Ventilation – CO2 Monitors

All schools are being supplied with some portable CO2 Monitors for schools to use (approximately one device per two rooms in the school). Special Schools and PRUs are being prioritised for early delivery (by half term) with all schools receiving their allocation by end of Autumn Term.

Vaccinations

Vaccination programme for 12-15 year olds started last week. Barnet Immunisation Team spending a day in each secondary school. Targeting completion by half term. Only vaccinating those with parental consent in schools



Schools data – based on the 60 schools who are regularly completing the daily DfE attendance form

Attendance in Barnet primary schools - September 2021

- ❖ 14th September – **92.7%** (National 91.9%), Primary 93.5% (National 93.5%), Secondary 92.2% (National 90.2%), Special 85.5%
- ❖ 21st September - **91%** Primary 93.1%, Secondary 90%, Special 82.3%
- ❖ 30th September – **91.8%** (National 89.5%), Primary 93.2% (National 92.6%), , Secondary 90.1%, (National 86.3%), Special 85.7%

Positive Covid-19 cases in schools in September

September	Staff	Total students
14 th	15	176
21 st	13	191
28 th	21	221

Schools meeting the threshold for further action – Outbreak Management Plan – based on data from LCRC

September	Number of schools
14 th	7
21 st	13
28 th	19



Support to schools and settings

- Risk Assessment Template produced for schools
- Outbreak Management Plan Template produced for schools
- Barnet Public Health available to offer advice
- BELS team continue to be available to offer advice and support the schools
- Separate webinars set up with schools, settings and parents re; Public Health (Covid advice) and vaccinations
- Q&A document provided by Barnet Public Health
- Fortnightly meetings with unions – BELS CEO, Director of School Improvement, Barnet Public Health and Barnet Health and Safety
- Weekly updates to schools and settings via School Circular or LNI Updates
- Liaising with Metropolitan Police regarding potential protests outside schools re; vaccinations
- Launch of Recovery, Reset and Renaissance Programme last term



Recovery, Reset & Renaissance Projects

Supporting schools and their communities in the recovery of education after Covid 19

Key:

Boxes with a red outline indicates funding by LBB as part of the project

Boxes with a blue outline indicates funding from BELS, BPSI, other Barnet agencies/departments or DfE

Green box indicates initiative has been completed

2 days/wk of Learning Network Inspector time to lead on embedding the RRR within each school and monitoring the school bids

Funded by LBB

Start Date: May '21

1:1 Post 16 Transition Mentoring

Funded by LBB

Start Date: Sept '21

Subsidised rate for Compass for Life bespoke sessions for schools

Up to 50% subsidised by LBB

Start Date: Sept '21

1 day/wk of Outreach Mentoring support to schools from Pavilion PRU to support pupils who are dis-engaged

Funded by LBB

Start Date: Sept '21

Directories of:

1. enhancing cultural capital produced inc links to sources of funding/support
2. available support in Barnet and external organisations linked with Exclusions WP

Funded by BELS so no cost to schools

Completion Date: Dec '21

Care Leaver Participation – engineering jobs

Funded by LBB

Start Date: Sept '21

Bid applications from schools or partnerships to fund or part-fund an intervention/support project which will have significant impact on the recovery of the school community as a whole or identified groups within that community and can be shared with other schools

Cost—

£371,000 funded by LBB/BELS. Bids of up to £10,000 (or larger for a partnership)

Start date—June '21

Renaissance, Recovery and Reset Programme (RRR)

inc funding from LBB of £0.5m and from BELS of £0.1m



Renaissance and Recovery Conference

Floyd Woodrow (Compass for Life), Sir Kevan Collins, Sir Alan Wood (DfE)

BPSI funded. Non BPSI schools paid reduced £100 for a.m. pm free

11th May 2021

Programme of training through BPSI (inc curriculum support, coaching, Action Research Groups) with reduced rate for non BPSI members

Funded through BPSI membership. Non members pay reduced £100 per session

Start Date: June '21

Up to 10 hours of BPSI consultancy time for every school to enable schools to get bespoke support on areas of focus

Funded by LBB

Start date—Sept '21

Speech and Lang /Lang Enrichment training programme - 7 hrs of training (in partnerships) x 2 to Language Enrichment Lead

Funded by LBB

Start date June '21 and Sept '21

EP/IAT Team commissioned to run training to support SEMH needs

Funded by LBB

Start Date: Sept '21 and then termly

Early Talk Boost in settings - raising attainment in communication and language

Funded by LBB

Start Date: Sept '21

Educational Welfare Team Workshops—free for all schools

Funded by BELS - no cost to schools Start Date: May '21

DfE Mental Health Support and Wellbeing for Education Recovery Programme

Funded by DfE no cost to schools Start Date: Sept '21

Reducing Black Exclusions Project

Funded by LBB

Start Date: Sept '21

Commissioning 1:1 mentoring support (1 day/wk) from the Pavilion PRU's Outreach Mentors for black students at risk of exclusion within targeted schools and supporting the 'Off site inclusions' work

Cost £6,000 funded by LBB so no cost to schools

Start Date: May '21

'Off site inclusions' – using partnership schools. Use of external agencies and PRU/Friern Barnet mentors for team around the child/school

No cost to schools, use above mentors

Start date: Sept '21

This project will benefit from the directories produced in RRR project.

In addition - a Diversity in Education Statement to be produced in collaboration with LBB and shared with schools for their use

Funded by BELS so no cost to schools

Completion Date: Dec '21

School Governor Ethnicity Survey carried out followed by recruitment drive for new governors

Cost— funded by Governor Services

Start Date: April '21

Compass for Life work in schools (from RRR Project) will also benefit this project (ethos, values, culture etc)

Start Date: Sept '21

Set up Working Party inc representation from schools

No extra cost Start date: March 2021

Exclusions and Attendance Board (sub board from SSSPB)

No extra cost Start date: Sept 2021

Reducing Black Exclusions Project

inc funding from LBB of £30,000



Exclusions Conference to be held in September 2021 for both primary, secondary, special and PRU schools and follow up workshops on Restorative Practice and Unconscious Bias

Cost of keynote speakers/workshops – £1,000 funded by LBB. Start Date: 22 Sept '21

Promoting 'Equalities Committees' idea with schools (for staff, pupils and parents)

No extra cost Start Date: Sept '21

Promoting Iheart to schools

Funded by schools Start Date: Sept '21

Seconding or appointing an Exclusions Support Officer for 1 day/wk for the Autumn and Spring Terms in the 2021/22 academic year in order to add capacity to the work of the School Safeguarding and Exclusions Lead to enable each school to have a minimum of 1 day of support and challenge with prioritised schools receiving more intensive support and challenge

Cost £8,000 funded by LBB Start date—Sept '21

Growing Against Violence

Cost £15,000 Funded by LBB so no cost to schools

Start Date: Sept '21

Unconscious Bias Training for staff and govts

Funded by BPSI and Gov Services

Start Date: Sept '21

Sharing good practice in schools inc Ashmole (London Behaviour Hub) and Friern Barnet (Inclusion Hub)

No cost to schools Start Date: Sept '21

EYFS Amazing Boys Project **Funded by BELS**

Start Date: April '21

Workshops for teachers and learning mentors on behaviour led by BICS and Resilient Schools inc Restorative approaches

Funded by BICS and Resilient Schools

Start Date: Sept '21

'Community Concerns' - bespoke training and advice from Family Services and Community Safety

Core funded (LBB) Start Date: June '21

Director's Briefing for Chairs and Vice-Chairs of School Governing Bodies 6th October 2021

SEND Update

Helen Phelan, Director SEND & Inclusion and Joann Moore, Service Lead IAT & PD

Therapies (Speech and Language, Occupational Therapy, Physiotherapy)

- ▶ From 1st September 2021, Whittington Health NHS Trust became the new provider in Barnet;
- ▶ A managed transfer is underway between Whittington Health and North East London Foundation Trust (NELFT) – this will be completed in January 2022;
- ▶ The contract is for a year initially, and depending on performance can be extended for another year;
- ▶ Work is underway in reducing waiting lists for initial assessments;
- ▶ Priorities are: Dysphagia; post-surgical therapy input; Education, Health and Care Plans (EHCPs);
- ▶ Letters to parents and schools have gone out this term. Further communication with parents and schools after half term, including an 'open session' for parents and an update at the SENCo conference.

Therapy Recovery Programme

- ▶ Additional funding to support children and young people with targeted interventions for speech and communication and fine and gross motor skills;
- ▶ The Language Enrichment Programme for schools has been extended to include all early years settings – this is being rolled out in the autumn;
- ▶ There will be a bespoke Language Enrichment Programme for parents in the Spring and Summer terms – this aims to support parents to help their child at home with language and communication;
- ▶ The OTTO club has started this term – for children in Reception and Yr1 who are likely to benefit from small group support for fine and gross motor skills. 68 schools have signed up for this 10 week programme. It will be run throughout the year.
- ▶ A TA in one of the special schools will be trained up as an Occupational Therapist to support pupils in the school, supervised by a qualified Occupational Therapist

Specialist Placements - Additional Resourced Provisions (ARPs) and Special Schools

- ▶ We have seen a 22% increase in the number of EHCPs over the last two years;
- ▶ The biggest area of need continues to be Autism; we have increasing numbers of children coming through with significant and complex needs – not just Autism;
- ▶ There is increasing demand for specialist provision, and we have to ensure that we have sufficient provision to meet need in Barnet;
- ▶ This year we have created a new primary ARP for Cognition and Learning at Broadfields primary school. We have also created new satellite provisions for Mapledown and Oak Lodge at Copthall school, Claremont school and Oak Bridge school;
- ▶ We have a number of pupils who are being supported in mainstream school by Northway special school.

Specialist Placements - Additional Resourced Provisions (ARPs) and Special Schools

- ▶ Windmill school is expected to come on stream in September 2023 – this is for KS1 – KS5 pupils with Autism;
- ▶ In addition, we need a further 60 special school places for pupils with complex learning needs; we need 40 of these places from September 2022.
- ▶ We also need another secondary ARP for Cognition and Learning from September 2022.
- ▶ We will be inviting expressions of interest from secondary schools for the ARP this half term;
- ▶ The Special Places Plan outlining our needs and the provision to meet need for the next 3 years will be consulted on in November.

Ofsted & CQC Local Area SEND Inspection

Inspectors will be looking for evidence of:

- The effectiveness of the local area in identifying children and young people who have special educational needs and/or disabilities;
- The effectiveness of the local area in assessing and meeting the needs of children and young people who have special educational needs and/or disabilities;
- The effectiveness of the local area in improving outcomes for children and young people who have special educational needs and/or disabilities.

Key areas of focus:

- The quality and timeliness of our EHCPs;
- Annual review processes and data;
- The effectiveness of SEN Support in Barnet;
- Academic and wider outcomes for cyp with SEND;
- Co-production with parent carers and children and young people with SEND;
- Waiting times for assessment and diagnosis of Autism;
- Access to Therapies (Speech and Language therapy; Occupational therapy; Physiotherapy);
- Transitions across Key Stages and into Adult services;
- Attendance and exclusion data and support arrangements for cyp at risk of exclusion;
- Attainment and progress of cyp with SEND;
- Preparation for Adulthood arrangements.

During the second week, Inspectors will...

- Meet managers and leaders from the area's education, health and social care services.
- Attend focus groups made up of professionals from Education, Health and Social Care, and parent representatives.
- Visit early years settings, schools, further education providers and specialist services.
- Spend time speaking to children, young people and their parents or carers during visits to settings (and also via meetings arranged in other ways)
- Look at a small selection of children's case files – likely to be of children who are in settings the Inspectors have selected to visit.

Training For Schools

- ▶ Challenge Workshops - see Local Offer for dates <https://www.barnetlocaloffer.org.uk/>
- ▶ Supporting Behaviour - 6 modular behaviour enrichment programme
- ▶ ADHD Conference - 19th October
http://cpd10g.schoolcircular.co.uk/pls/cpd2122/gen_bystrand_fr_pub
- ▶ Action Learning Projects on a particular aspects of SEMHs - Training, school support bookable for Spring Term
- ▶ SENCo Conference - 9th November 9 - 4pm Governors welcome
- ▶ **Speech and Language Training Core offer see dates**
- ▶ **Language Enrichment Programme , OTTO Club**
- ▶ Governor Training 21st October 6pm

SEN Information Report

Reviewed Annually

- ▶ Content requirements on the SENCo Zone https://5f2fe3253cd1dfa0d089-bf8b2cdb6a1dc2999fecbc372702016c.ssl.cf3.rackcdn.com/uploads/ckeditor/attachments/5265/SEN_information_Report_Guidance.pdf

Consider who is involved in gathering information, how accessible what is your blended learning offer ?

Joann.moore@barnet.gov.uk

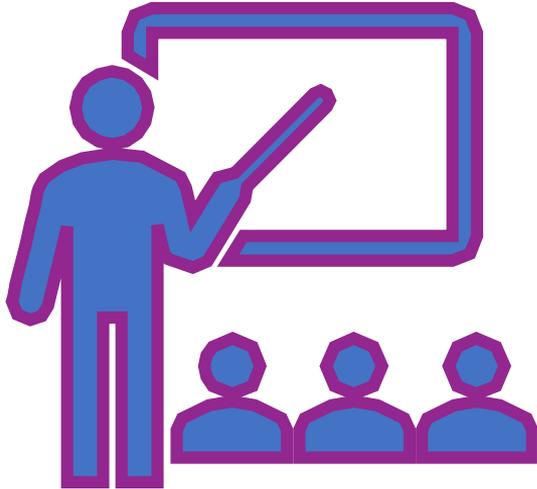
Ofsted Update: Chairs and Vice-Chairs

October 2021

Ofsted Inspections this year...

	School	Ofsted Judgement	Previous Judgement and Date
1	QE Girls		Good (April 2016)
2	Mill Hill County		Good (Sept 2016)
3	St Joseph's		Requires Improvement (Dec 2017)
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A school inspection depends on the findings of its previous inspection



When is Ofsted likely to happen?

Schedule of Inspections - Part 1

- ▶ **New schools** - all new schools, including academies, are usually inspected in the first 3 years after they open. This normally happens in the school's third year.
- ▶ **Schools judged 'good' or 'outstanding'** - a school judged 'good' or 'outstanding' at its most recent inspection will normally receive an inspection approximately every 4 years, to confirm that the school remains 'good' or 'outstanding'.
- ▶ **Outstanding schools** - All formerly exempt schools must receive an initial inspection under section 5 or section 8 before 1 August 2026. Those schools that were last inspected under section 5 before September 2015 will receive an initial section 5 inspection. Those last inspected under section 5 after this date will receive an initial section 8 inspection

Schedule of Inspections - Part 2

- ▶ **Schools judged 'requires improvement'** - a school judged as 'requires improvement' at its last inspection is a school that is not yet 'good' but overall provides an acceptable standard of education. The school is inspected again, under section 5, within a period of 30 months.
- ▶ **Schools judged 'inadequate' – (category of concern)** this means that the school either has 'serious weaknesses' or requires special measures. The Secretary of State for Education will issue an academy order to a maintained school judged inadequate and placed in a category of concern. The school will then become a sponsored academy.

IMPORTANT TO NOTE...

Schools that were last inspected before the start of the pandemic **may receive their first routine inspection up to 6 terms later than they would have previously**. This is due to the suspension of routine inspection activity as a result of COVID-19.

The Latest Ofsted
Framework
Autumn 2021 Update

A magnifying glass with a wooden handle is positioned over the text. The lens is focused on the word 'INSPECTION'. The background is a grey gradient with purple geometric shapes on the right side.

NEW 2019 OFSTED
INSPECTION
FRAMEWORK

Important Updates...latest information

- Focus still on **the curriculum: is it ambitious for the needs of your school community?**
- Curriculum in place for all subjects and well sequenced/defined
- Keep up not catch up – focus on lowest 20%
- Early reading still a focus – EY&KS1. Reading fluency at KS2 and KS3
- **Golden** threads of **reading**, vocabulary and PHSE and **RSE**
- **RSE** policy in place and reference to protected characteristics
- Summative data will **not** be used
- Pupils can clearly articulate learning
- Greater focus on children with SEND
- Focus on speech, language and communications
- Website **must** be up to date
- Safeguarding **must** be compliant

A note on external data

Inspectors will consider available external data. However, they will be mindful of the age of this data, especially around statutory assessment and qualifications, when making judgements.

Teacher-assessed grades from 2020 and 2021 will not be used to assess curriculum impact.

Inspectors will not expect or accept internal data from schools either instead of or in addition to published data.

Curriculum: a couple of reminders...

Quality of education

Intent

- Curriculum design, coverage and appropriateness

Implementation

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

Impact

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

Behaviour and attitudes

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

Personal development

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

Leadership and management

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

Quality of education judgement

Quality of education

Intent

- Curriculum design, coverage and appropriateness

Implementation

- Curriculum delivery
- Teaching (pedagogy) – contribution to delivering the curriculum as intended
- Assessment (formative and summative)

Impact

- Attainment and progress (including national tests and assessments)
- Reading
- Destinations

A note on the 3 'is' in a nutshell

Intent:

Your curriculum: well constructed, led and takes account of your context

Implementation:

How it's taught in the classroom

Impact:

The strong curriculum leads to good results for all children

Disadvantaged pupils and pupils with SEND acquire the knowledge and **cultural capital** they need to succeed in life.

Evidenced by: conversations with pupils, quality of work in books, use of technical vocabulary, pupils' ability to read at an age appropriate stage and with increasing fluency



What will be included in the deep dives?



Discussions with senior leaders

Discussions with teachers

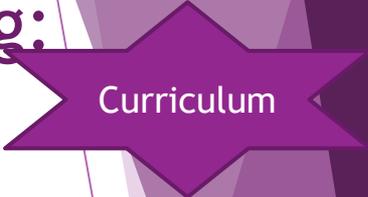
Scrutiny of pupils' work

Visits to a connected sample of lessons

Discussions with pupils

Discussions with curriculum leaders

What do you know about the following:



Curriculum

1. Rationale:

How is the curriculum BROAD AND AMBITIOUS, fully matched to the individual needs of your children? How do you as governors articulate this?

2. Development:

How do you know that the curriculum at your school is enabled by:

- the environment
- the expertise of teachers
- the skill of support staff
- the ambition and drive of leaders?



Subject
Leaders



Reading

3. Vision and Ethos:

How do you know what it is like to be a pupil at this school? Ask yourselves 'why do we do what we do here'?

LNIs Supporting Curriculum Work in LA Maintained Schools

- ▶ The focus for the LNI school visits in autumn will be on a school's curriculum intent
- ▶ We want to know about the strength of your curriculum
- ▶ We will be testing the systemic leadership of the curriculum
- ▶ We will be working with school leaders to identify strengths and areas of development

To do this we will be:

- ▶ Asking to see a school's long, medium and short term plans in advance
- ▶ Holding discussions with curriculum leads and subject leads
- ▶ Looking at children's work

A note on SEND...

- ▶ The 'deep dives' will also focus on the provision for children with SEND
- ▶ Is assessment of need and subsequent intervention timely and effective?
- ▶ How are EHCP targets built in to a child's curriculum?
- ▶ How are the school seeking to close gaps brought about by the pandemic?
- ▶ How are leaders working with families and a range of services to meet the needs of pupils with SEND?
- ▶ Parent's views – true co-production?
- ▶ Inclusion of pupils in school life through specific activities - voice / responsibility / citizenship
- ▶ Explore transitions, preparations for the next stage/developing independence

Increased Focus on Communication and Language:

► Understanding the impact of support

- Many young people do not have these needs correctly identified or identified late
- What systems are put in place to identify needs early and put support in place?
- What training do staff have so they are aware of specific needs?
- How are specialist services used?
- How do schools ensure spoken language is prioritised and how do they measure progress in spoken language?
- How do schools ensure children get support they need for communication and language needs?

Personal Development: the protected characteristics



If a school does not promote pupils' awareness and understanding of all the protected characteristics effectively, this may result in a 'requires improvement' judgement for personal development, particularly if inspectors identify one or more other weaknesses in the school's promotion of and provision for pupils' personal development. For state-funded schools, this only applies to section 5 inspections. For independent schools, this only applies to standard inspections.

Inspecting Teaching of the Protected Characteristics, September 2020



Protected Characteristics

Relevant Training:

The Ofsted Framework: Tuesday 2nd November

Curriculum Recovery Training: Thursday 25th
November

Led by the LNIs

Book through Governor Services



Post 16

Education and Skills Update

The background and context at Key Stage 5

- In 2019, a 4% drop in A Level outcomes, and a widening gap between technical and academic outcomes led to a Barnet KS5 Enquiry
- This concluded that whilst teaching in and leadership of the 6th Form were generally strong, schools with 6th Forms faced challenges in providing the optimum curriculum offer.
- also that school leaders felt the KS4 curriculum was not yet best preparing students for the demands of 6th Form and broader life-long learning
- Also there were vulnerabilities where individual teachers were sole providers of that subject

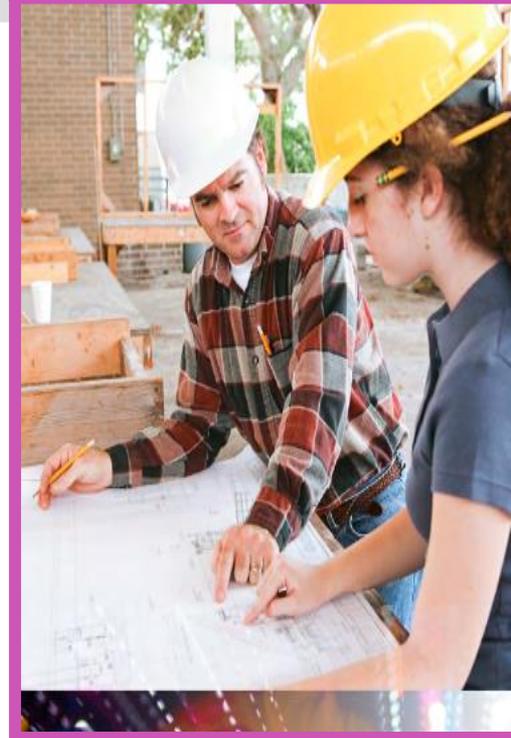
As a result,

- schools began to significantly change and strengthen their transition and induction processes
- the LA funded a pilot KS5 project in 2020-21 with 11 schools
- the mechanism was established for significant professional development for teachers, through inter-school collaboration; and broader social, vocational, and academic challenge for students through centrally-arranged super-curricular events
- Schools as a result are now being supported in the development of a broader curriculum offer at KS5.

KS5 Programme 2021-22

19 Barnet schools have chosen to buy into this programme which currently comprises:

- **For leaders** – a Senior Leader Forum which meets termly; and, in addition, network forums for EPQ Co-ordinators; 6th Form administrators; and Careers Co-ordinators
- **For subject teachers** – the continuation of the pilot network groups for teachers in 5 “minority” A Level subjects, and the 4 most popular vocational subjects
- a regular virtual **Teach-meet** event in which best Barnet practice in pedagogy, leadership and 6th Form organisation can be shared more widely
- **For students** – a range of super-curricular events, designed to foster broader and applied thinking, and also a social element; also support for Medical Entrance and Oxbridge applications, and further seminar arrangements deriving from Middlesex University
- All managed through the KS5 Programme website: www.tiny.cc/BarnetKS5



Debate Space

Are robots taking over our world? Should drones be allowed in our skies and should we be worried about artificial intelligence? In our purpose-built Digital Interactive Debate Space, we will help your students find out about the advantages and disadvantages of the rising use of artificial intelligence and drones. Machines with increasing levels of automation and autonomy could be used in combat. Examine the arguments for and against and argue your team's point of view. When the debate is over, your students will vote on what they really think about this controversial topic.

View a [Debate Space trailer](#) on our website.

Thursday November 4th 2021
from 2.30pm until 5.00pm



COVID – disruptions to learning and engagement

As a result of the pandemic, the borough has seen an increase in unemployment over the last year, with 10,200 people out of work at the end of 2020, a rate of 4.9%, which is significantly higher than the pre-pandemic level of 3.9%.

Nationally and locally it is clear that young people have suffered the most from the reduction in employment opportunities; disadvantaged young people, such as those with SEND and looked after young people/care-leavers, are impacted the most.

The Covid pandemic has also impacted on the ways in which young people learn and develop. The use of the Internet and digital technology in education and remote/online learning has developed at a rapid rate.

This is likely to mean that the post-16 education and training offer in the future will involve a blend of face-to-face and remote learning, which in turn means that providers should be better able to respond to the varying needs of young people and their different learning styles.



Significant Curriculum Reform at Post-16

Skills for Jobs White Paper

In January 2021, the government published the Skills for Jobs White Paper: 'Skills for Jobs: Lifelong Learning for Opportunity and Growth'.

The White Paper sets out reforms to post-16 technical education and training to support people to develop the skills needed for good employment

There is a clear focus on the pivotal role that further and technical education has in helping people get skills for good jobs, now and in the future; and there is clear recognition of the value of technical education, dispelling the notion that only a Degree can lead to a good job.

The plan is to establish T levels qualifications in place of General Qualifications such as BTEC's and Cambridge Nationals.



Barnet Post-16 Strategy



Strategic Objective 1

‘Extend the opportunities for young people to access vocational and technical programmes by developing vocational pathways and the curriculum through partnerships and collaborative approaches with post-16 providers.’

A key priority in 2021-22 is to increase access to, and the take-up of, vocational provision.

We will continue to work with our sixth form providers, discussing the viability of programmes, and suggesting potential collaboration with other providers where learner numbers are not viable at a single institution.

- Researching what further curriculum provision is needed, especially within the vocational landscape, and then supporting groups of schools, and linking with local colleges, in working together to meet these needs, especially around careers advice and guidance, and work-related learning within the curriculum.
- Working with secondary schools and local colleges to support the increased provision of, and access to, high quality technical and vocational provision, **including the introduction of T Levels**.
- **Supporting school leaders in their consideration of the introduction of T Levels**, and the implications of this for school sixth forms, linking with local colleges to draw on their experience and expertise in respect of technical and vocational education.
- Sharing with school governors the rationale for the KS5 strategic plan and strengthening their understanding of the current KS5 landscape, both nationally and within Barnet.

Key questions for Governors and School leaders

What will your Post 16 provision
looked like in **2 years and then 5 years?**



**Will your school embrace T levels and
government reforms?**

