

Director's Briefing for Chairs & Vice Chairs

Governance Effectiveness Audit

New Audit

- ▶ Cut down from 45 questions to just 8 RAG-rated themes
- ▶ 18 Audits submitted (5 more than 2022)
- ▶ Helps GBs determine governor training requirements and skill gaps to inform governor recruitment
 - ▶ Governor Training Programme: <https://www.belstradedservices.uk/governorservices>

SUCCESSION PLANNING GUIDANCE

- ▶ **Capacity Concerns:** The main concern is usually capacity. Alleviate this by demonstrating that the role is manageable through delegation, efficient chairing, and upskilling through training.
- ▶ **Governor Training:** Upskilling governors to build an effective board, from which future leaders can emerge
 - ▶ **Training log** to record training undertaken.
 - ▶ **Governance Audit / skills audits** to evaluate skills gaps.
 - ▶ **Designated Governor for Training** to keep track of it all.
 - ▶ **Chair-specific training** should be undertaken by Chairs and Vice Chairs (eg: Newish and Aspiring Chairs, Chair & Vice Chair Discussion Forum, Director's Briefing to Chairs & Vice Chairs). Governor Training Programme: <https://www.belstradedservices.uk/governorservices>
- ▶ **Tackling Presumptions** about the Ideal Candidate to ensure all feel invited to express their interest.
- ▶ **Delegation** to relieve pressure for the Chair and provide upskilling opportunities to develop governors for future leadership positions.
- ▶ **Utilise your Vice-Chair:** delegate leadership tasks and bounce ideas off the Vice Chair. Raising the profile of the Vice Chair will prepare them to step up when necessary.

SUCCESSION PLANNING GUIDANCE

- ▶ **Co-Chairing:** Shares the leadership burden and is a viable option where two governors have the necessary collective skills but not enough time.
- ▶ **Chair Mentoring:** New chairs can access mentoring for added support. The Chairs and Vice Chairs Discussion Forum is also a great platform for this.
- ▶ **External Recruitment:** DfE funded agencies (**Inspiring Governance** and **Governors for Schools**) help widen the search for prospective governors - **specify 'chairing experience'**.
- ▶ **Buy a Chair: Governors for Schools** is also now offering a dedicated Chairs recruitment service where they will **recruit a Chair for you at a price**.
- ▶ **Succession Plan:** Agree a Succession Plan which encompasses all of the above before the position becomes vacant.
 - ▶ Succession Plan Example from Holly Park Primary School

GOVERNOR ATTENDANCE

- ▶ Governance Regulations re apologies and self-disqualification
- ▶ Sharing and publication of attendance register
- ▶ Code of Conduct and Induction – being clear on commitment and expectations
- ▶ Direct conversations

EFFECTIVE LEADERSHIP

- ▶ Mentoring for New Chairs
- ▶ Termly Chairs & Vice Chairs Discussion Forum
- ▶ Termly Directors Briefing for Chairs and Vice Chairs
- ▶ New & Aspiring Chairs course (Autumn term annually)
- ▶ NGA Publication: Chairs Handbook
- ▶ Succession Planning

Funding and support for pupils with high needs in Barnet schools and settings

Presentation

Peter Gray & Penny Richardson (SSCYP):

Positives of the current system

- Strong collaborative ethos and commitment to local community
- LA emphasis on effective communication with parents/carers and maintaining positive relationships with schools
- Positive support to early years settings and good communication between Health and Education at this stage
- Strong SENDCo support networks and SEND school improvement agenda
- Good quality SEND support services adding value to schools' own provision
- Examples of inclusive practice and capacity-building across the age spectrum
- Collaborative approach to defining provision that should be 'ordinarily available' in all mainstream schools
- High LA performance with regard to SEND statutory assessment timescales
- Specialist and alternative provision is good quality with a strong emphasis on meeting needs locally. Commitment to securing 'best fit' for individual pupils
- Improvements to the learning environment of some schools (eg Pavilion) and others planned

Key issues:

- Variability in mainstream practice
 - Variable parental experience
 - Pathways for lower attainers in mainstream secondary schools
 - EHCP funding system – evidence of variation in thresholds
 - Limited opportunities for peer support/challenge
 - Equity in access to resources
 - ‘Notional SEND’ – transparency/accountability
- Commissioning strategy
 - Growth in specialist provision – reactive/proactive?
 - Impact on expectations?
 - Need to recast the ‘continuum of provision’ and be clear about relative roles (local mainstream, ARPs, existing special, new provision)
 - Need for greater clarity about transition pathways and progress to adulthood
 - Needs greater emphasis on strength and consistency of the mainstream offer

Key issues:

- Parental confidence
 - Are EHCPs the 'answer'?
 - Improving ordinarily available provision and parent partnership
 - Shifting the balance of funding and support
- Strengthening the impact of external support
 - Services are well-valued
 - Positive impact on pupil progress and staff confidence/skills
 - Focus on capacity-building
 - But.....need for greater impact on inclusive outcomes and financial sustainability?

Ways forward:

The national SEND review/Green Paper

- Stronger emphasis on consistency/quality of mainstream SEND offer
- Developments in school 'performance metrics' and curriculum expectations to reflect diversity of need
- Standardisation of notional SEN budgets within the NFF
- Involvement of schools and settings in 'local inclusion partnerships'
- LAs and MATs accountable for local delivery
- More dynamic approaches to use of alternative provision

Ways forward:

Developments in local practice

- *Strengthening mainstream school capacity*
 - How? funding approach; focus and organisation of support; better learning from positive practice
- *Partnership working*
 - How? structured opportunities for schools/SENDCos to work together to share/develop good practice
- *Collective responsibility*
 - How? working together to identify priorities and reasonable expectations (and what services/provision are needed and can be afforded within the budgets that schools/the LA has available)
- What approaches to mainstream funding and support are most helpful in achieving the above?

Mainstream funding models

- **Traditional approach: statements/EHCPs**
- *Positives:*
 - Most commonly used
 - Supports transfers between LAs
 - 'Entitlement'
- *Issues:*
 - Bureaucracy/administrative costs
 - Susceptible to demands/pressures
 - Equal opportunities?
 - Inflexible
 - 'One-off'

Mainstream funding models 2

- **Banding systems**
- *Positives:*
 - Funding based on educational descriptors
 - 'Money follows the child'
 - Same system for mainstream and special?
- *Issues:*
 - Defining levels of social/behavioural needs
 - Susceptible to demands and pressures

National funding policy

Impact of pupil-led approach: research evidence

“In countries where the finance system is characterised by a direct input funding model.....the most negative voices are heard. These countries point at the different forms of strategic behaviour within the educational field (by parents, teachers and other actors). These forms of strategic behaviour may result in less integration, more labelling and a raising of costs. Much money is spent on such non-educational matters as litigation, diagnostic procedures and so on.”

(Meijer: European Agency for Special Needs and Inclusive Education 1999)

Mainstream funding models 3

- **Predictable and exceptional needs**
- *Positives:*
 - Maximises funding available at school level
 - Limits individual allocations to smaller number of pupils with complex/significant needs
 - Greater involvement of schools in targeting funding to these
 - Significant reduction in bureaucracy
- *Issues:*
 - Needs collective involvement of schools to make it work
 - Bucks the national trend

School Admissions Update

September 2024

Reception 2023/24 – application stats

On-time applications			Late applications
Barnet residents	Other LA residents	Total	As of 17 August 2023
3915	771	4686	328

Reception 2023/24 – allocation stats

Offers (on 17 April 2023)				
% 1st preference	% 1st to 3rd Preference	% alternative (non-preference) offers	Barnet school offers to other LA pupils	Other LA school offers to Barnet pupils
85.44	96.07	2.73	262	322

Primary National Offer Day Stats - comparison

Year	On-time applications (Barnet residents)	On-time applications (other LA residents)	Total applications	Late applications	% 1st preference offers	% 1st to 3rd Preference Offers	Barnet offers to other LA pupils	Other LA offers to Barnet pupils
2023	3915	771	4686	328	85.44	96.07	262	322
2022	4052	757	4809	335	83.88	95.36	269	408
2021	4044	785	4829	382	82.96	93.45	275	348
2020	4281	779	5060	301	83.6	94.16	281	374
2019	4172	737	4909	328	85.23	95.63	256	358

Reception vacancies by faith (on 26 Sept 2023)

School's religious character	Vacancies	Total places	% vacant places
None	212	2775	7.7
Church of England (CE)	38	560	6.78
Catholic	80	495	16.2
Jewish	42	565	7.4
TOTAL	372	4395	8.5

Changes to primary provision

Menorah Primary School

The school will split into two single-sex schools, from January 2024

Deansbrook Junior

PAN reduction to 3FE to 2FE, from September 2024

Menorah Foundation

PAN reduction from 50 places to 1FE, from September 2024

St Joseph's Catholic

PAN reduction to 3FE to 2FE, from September 2024

Saracens Primary

New 2FE provision in Colindale; September 2026

Deansbrook Infant

Proposed PAN reduction from 3FE to 2FE from September 2025

Secondary 2023/24 – application stats

On-time applications			Late applications
Barnet residents	Other LA residents	Total	As of 17 August 2023
4406	3630	8045	297

Secondary 2023/24 – allocation stats

Offers (on 17 April 2023)				
% 1st preference	% 1st to 3rd Preference	% alternative (non-preference) offers	Barnet school offers to other LA pupils	Other LA school offers to Barnet pupils
71.72	89.06	6.29	1076	771

Secondary National Offer Day Stats - comparison

Year	On-time applications (Barnet residents)	On-time applications (other LA residents)	Total applications	% 1st preference offers	% 1st to 3rd Preference Offers	Barnet offers to other LA pupils	Other LA offers to Barnet pupils
2023	4406	3457	7863	71.72	89.06	1076	771
2022	4415	3630	8045	72.64	89.63	1174	756
2021	4312	3884	8196	70.43	89.01	1138	740
2020	4300	3742	8042	72.42	90.16	1168	756
2019	4301	3793	8094	67.10	85.28	1124	746

Secondary vacancies and unplanned places

Year 7 – Permanent places	Total places (permanent)	Vacancies (1 March 2023)	Vacancies (28 Sept 2023)	% vacant places (28 Sept 2023)
	4812	100	163	3.4%

Year 7 –Additional places	Offers over PAN	Total places (permanent + bulges)	Percentage additional places
	155	4967	3.1%

Changes to secondary provision

Future changes to secondary PANs

Friern Barnet School

PAN reduction from 162 places to 150 places, from September 2024

St James Catholic

PAN reduction from 8FE to 7FE, from September 2024

Hasmonean High School, Boys

The Year Seven cohort has been moved to a temporary site in Camden, to allow for expansion. A site adjacent to the main school has been identified for permanent expansion, potentially from September 2025

In-year school placements – children from overseas (1 Sep 2022 to 26 July 2023)

Category	Primary	Secondary	TOTAL
Ukraine	51	47	98
Hong Kong	64	45	109
Asylum-seeker	116	87	203
Any other child from overseas	695	380	1,075
GRAND TOTAL	926	559	1,485

Reception five-year forecast – Barnet

(2023 GLA School Roll Projections)

Year	Reception projections	Permanent places*	Expected surplus forms of entry
2023/2024	3939	4399	15.3
2024/2025	3895	4319	14.1
2025/2026	3754	4289	17.8
2026/2027	3868	4349	16
2027/2028	3865	4349	16.1

*Future anticipated PAN changes applied

Reception five-year forecast – Primary PA1

Burnt Oak, Colindale, Hendon, West Hendon (pre-May 2022 wards)

(2023 GLA School Roll Projections)

Year	Reception projections	Permanent places	Excepted surplus forms of entry
2023/2024	1033	1156	4.1
2024/2025	1063	1106	1.4
2025/2026	1033	1106	2.4
2026/2027	1090	1166	2.5
2027/2028	1096	1166	2.3

PAN changes applied (St Joseph's Catholic -30 & Menorah Foundation -20, in 2024; Saracens Primary +60 in 2026)

Reception five-year forecast – Primary PA2

Edgware, Hale, Mill Hill, Totteridge & Whetstone (pre-May 2022 wards)

(2023 GLA School Roll Projections)

Year	Reception projections	Permanent places	Expected surplus forms of entry
2023/2024	717	853	4.5
2024/2025	719	823	3.5
2025/2026	692	793	3.4
2026/2027	706	793	2.9
2027/2028	706	793	2.9

*Future anticipated PAN reductions applied (London Academy -30 in 2024; Deansbrook Infant -30 in 2025)

Reception five-year forecast – Primary PA3

Childs Hill, Garden Suburb, Golders Green (pre-May 2022 wards)

(2023 GLA School Roll Projections)

Year	Reception projections	Permanent places	Expected surplus forms of entry
2023/2024	507	555	1.6
2024/2025	505	555	1.7
2025/2026	484	555	2.4
2026/2027	502	555	1.8
2027/2028	505	555	1.7

Reception five-year forecast – Primary PA4

Coppetts, West Finchley, Woodhouse, East Finchley, Finchley Church End (pre-May 2022 wards)
(2023 GLA School Roll Projections)

Year	Reception projections	Permanent places	Expected surplus forms of entry
2023/2024	810	900	3
2024/2025	766	900	4.5
2025/2026	733	900	5.6
2026/2027	734	900	5.5
2027/2028	726	900	5.8

Reception five-year forecast – Primary PA5

Underhill, High Barnet (pre-May 2022 wards)

(2023 GLA School Roll Projections)

Year	Reception projections	Permanent places	Expected surplus forms of entry
2023/2024	320	335	0.5
2024/2025	311	335	0.8
2025/2026	291	335	1.5
2026/2027	302	335	1.1
2027/2028	300	335	1.2

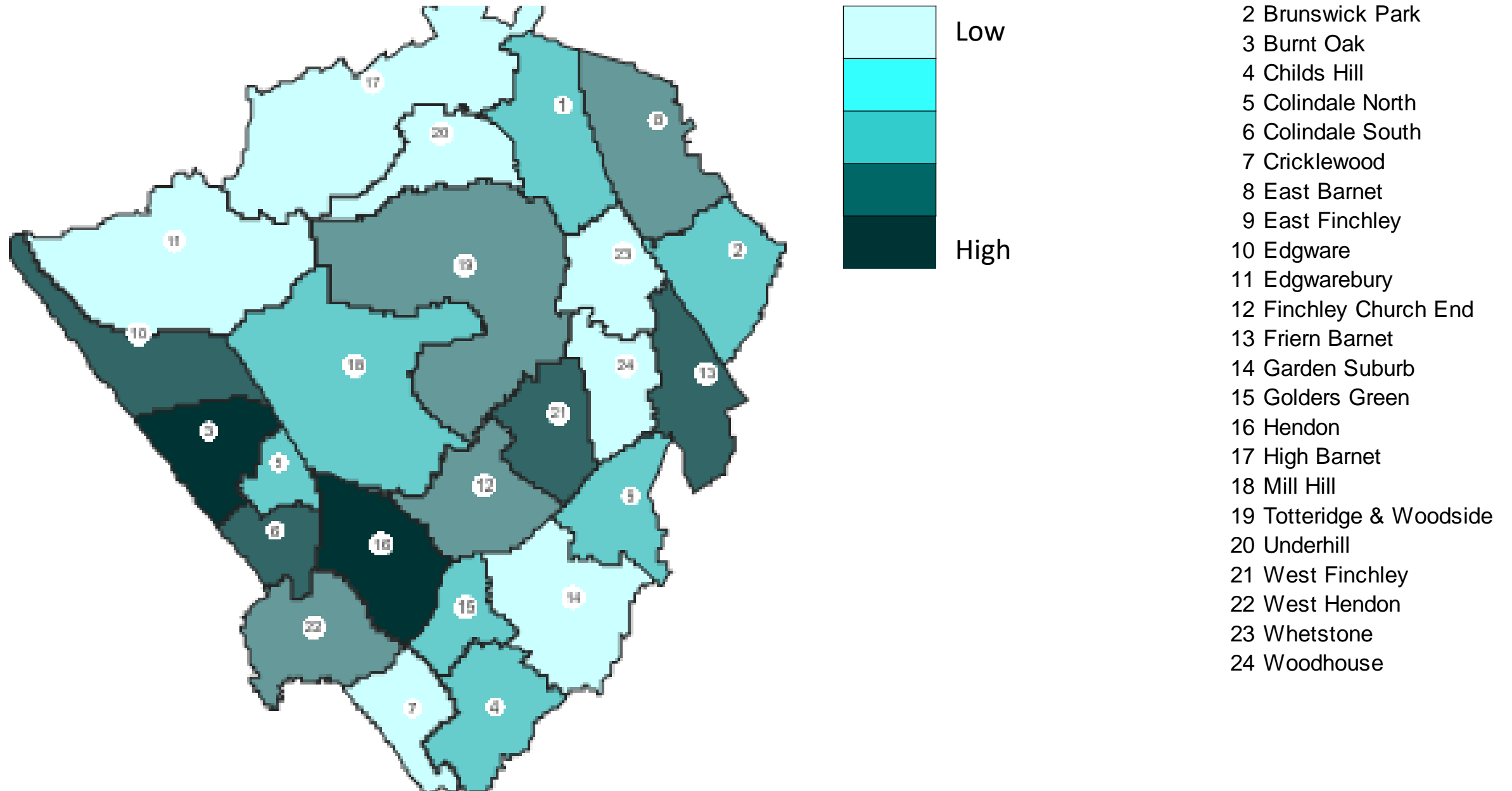
Reception five-year forecast – Primary PA6

Brunswick Park, East Barnet, Oakleigh (pre-May 2022 wards)

(2023 GLA School Roll Projections)

Year	Reception projections	Permanent places	Expected surplus forms of entry
2023/2024	552	600	1.6
2024/2025	531	600	2.3
2025/2026	521	600	2.6
2026/2027	534	600	2.2
2027/2028	532	600	2.3

Reception 2023 applications by ward



Secondary pupil forecast – next five years

(2022 GLA School Roll Projections)

Year	Year Seven projections	Permanent places*	Expected surplus forms of entry
2023/2024	4718	4812	3.1
2024/2025	4606	4766	5.3
2025/2026	4546	4766	7.3
2026/2027	4514	4766	8.4
2027/2028	4549	4766	7.2

* Future PAN reductions applied (St James' – 1FE; Friern Barnet – 12 places)

Ofsted Updates for Governors Autumn 2023

Ofsted Headlines from Barnet

Ofsted Inspections in Barnet 2022-2023

Last academic year we had 45 Ofsted Inspections in our schools (over a third of Barnet schools). In 2021-22 we had 26 schools inspected in the year. The outcomes for the 2022-23 inspections are shown in the table below:

Outstanding	Good	Requiring Improvement	Inadequate	Outcome not known
10	29	5	1	0

Note: One Outstanding school had an ungraded inspection which did not find enough evidence to judge still Outstanding hence a recommendation of a Graded Inspection

There was one Monitoring Inspection of a RI school which went well and an “Urgent” inspection of a primary school which found safeguarding to be effective. One inspection was deferred and they inspected that school later in the year.

Ofsted Inspections in Barnet 2023-2024

Last academic year we had 45 Ofsted Inspections in our schools. This year we have had 5 Inspections (3 secondary, 2 primary). One inspection of a special school was deferred. The outcomes for inspections this year are shown in the table below:

Outstanding	Good	Requiring Improvement	Inadequate	Outcome not known
				5

Percentage of schools Good or better

	Percentage Good or better
Barnet	95.3%
London	95.3%
England	88.7%

Schools Due Inspection this year (1)

School	Reason	Taken Place
Childs Hill	Academy conv (Feb '20)	
Ark Pioneer	New School	✓
Hasmonean Girls	New school (Sept '19)	✓
Moss Hall Infant	Outstanding (Feb '09)	
Whitings Hill	Outstanding (Nov '10)	
Martin	Outstanding (Dec '11)	
Monkfrith	Outstanding (Sept '11)	
St John's N11	Outstanding (Feb '12)	✓
Menorah Primary	Outstanding (Feb '12)	
Hasmo High Boys	Outstanding (Nov '12)	
Manorside	Outstanding (Jan '13)	
Barnfield	Outstanding (June '13)	
SMSJ	Good (July '17)	
Etz Chaim	Good (Nov '17)	
Copthall	Good (Feb '18)	
Dollis	Good (Feb '18)	✓

School	Reason	Taken Place
FCHS	Good (March '18)	✓
Livingstone	Good (April '18)	
Brookland Infant	Outstanding (Oct '13)	
Orion	Outstanding (March '15)	
Holy Trinity	Outstanding (April '15)	
The Hyde	Outstanding (May '15)	
Osidge	Good (June '18)	
Mapledown	Good (July '18)	Deferred
All Saint's N20	Good (Oct '18)	
Friern Barnet	Good (Oct '18)	
Holly Park	Good (Nov '18)	
Rimon	Good (Nov '18)	
St Andrew the Apos	Good (Nov '18)	
Woodcroft	Good (Dec '18)	
Claremont	Good (Jan'19)	
Compton	Outstanding (Jan '18)	

Schools Due Inspection this year (continued)

School	Reason	Taken Place
Wren Academy	Outstanding (Sept '18)	
Northway	Outstanding (Oct '18)	
Archer Academy	Outstanding (May '19)	
Ashmole Primary	Outstanding (May '19)	
Oak Lodge	Outstanding (Sept '19)	
Hasmonean Pri	Good (Jan '19)	
Foulds	Good (Jan '19)	
St. Vincent's	Good (March '19)	
Beit Shvidler	Good (March '19)	
Parkfield	Good (March '19)	
St Theresa's	Good (March '19)	
TTA	Good (March '19)	
Beis Yaakov	Good (May '19)	
Menorah Found	Good (June '19)	
All Saint's NW2	Good (June '19)	
Frith Manor	Good (June '19)	

School	Reason	Taken Place
Broadfields	Good (June '19)	
Oak Hill	Good (Dec '19)	
Blessed Dominic	Outstanding (June '19)	
Oakleigh	Outstanding (June '19)	
Christ's College	Good (March '20)	

Schools Maybe Having Inspection this year

School	Reason	Taken Place
Annunciation Junior	Good + (June '22)	
Deansbrook Infants	RI (March '23) - requested early re-inspection	
Woodridge	Good (Oct '19)	
Summerside	Good (Nov '19)	

Ofsted Focus This Year...

Recognising the significant challenge of leading a school in 2023

Inspectors should be sensitive to the challenge of being inspected as well as other challenges that schools are facing: e.g.

- ▶ Increasing demand for SEND places
- ▶ The greater number of pupils with EHCPs (has tripled nationally)
- ▶ In some authorities (not ours) - the external support systems are no longer there.
- ▶ Aware that absence has risen nationally post pandemic.

Inspectors will consider: *To what extent have leaders done all they can be reasonably expected to do in the time available and circumstances in which they work?*

They should be sensitive and mindful to the school context

Being Inspected...

- ▶ Ofsted want the experience to be a positive as possible.
- ▶ Inspectors should not take one piece of evidence in isolation.
- ▶ They must be **proportionate** (e.g. pupil voice is considered proportionately alongside a range of other evidence)

Inspecting safeguarding - minor improvements required

Will not result in safeguarding being reported as not effective.

Minor improvements...

- Will have no or little impact on pupils because they are not indicative of serious or widespread weaknesses
- The school will have the capacity to bring about a swift response – ideally before the end of the inspection (but not always).
- Leadership and management can still be good or better

Fundamentally, inspectors will want to be assured that all children safe

The Culture of Safeguarding

- ▶ Very important!
- ▶ Open positive culture (consider what a closed culture looks like)
- ▶ Staff feel empowered to speak out when there are concerns
- ▶ There is prompt and proportionate action taken
- ▶ Leaders / staff are receptive to challenge and reflect on practice
- ▶ A 'closed culture' is of concern...
- ▶ Ofsted have used a recent report from the Care Quality Commission to help identify warning signs of a 'closed culture'

On the curriculum...

Do pupils have the
prior knowledge
they need to learn
the lesson content
today?

**MOST
IMPORTANTLY**

Measuring Impact

- ▶ Breadth of knowledge
- ▶ Are pupils increasing their subject expertise?
- ▶ Are pupils **actually learning** the curriculum?
- ▶ Inspectors will consider 2023 data alongside a range of other evidence. They will not compare with previous data but will discuss the stories behind the data from previous years.

Is published data a reflection of the quality of education the school provides?

Even in the most successful schools – some subjects will be stronger than others. Outstanding is not perfection.

More on all of this...

- ▶ **31st October: Knowing Your Curriculum course**
- ▶ **30th November: Ofsted Prep course**

SEV Visits 2023 - 2024

LEARNING NETWORKS 2023 2024

Primary Network 1 Helen Morrison and Katie Dawbarn	Primary Network 2 Jen Brodtkin and Alison Poyiadjis	Primary Network 3 Claire Syms	Secondary Schools
All Saint's N20 Alma Christ Church Coppetts Wood Courtland Cromer Road Danegrove Fairway Foulds Frith Manor Hasmonian Primary Holly Park Livingstone Manorside Martin Monkfrith Northside Osidge Sacred Heart St John's N11 St Mary's EN4 St Paul's N11 Tudor Underhill (PW = Paul Whitcombe as BSIP)	All Saints NW2 Beis Yaakov Beit Shvidler Bell Lane Blessed Dominic Brunswick Park Chalgrove Church Hill Dollis Goldbeaters Hollickwood IJDS Mathilda Marks Kennedy Monken Hadley Noam Our Lady of Lourdes Pardes House Rosh Pinah St Agnes St Andrew's St John's N20 St Joseph's St Paul's NW7 St Theresa's Sunnyfields (The) Orion Wessex Gardens Woodridge (LY = Louise Yarwood as BSIP)	Akiva Annunciation Infant Annunciation Junior Barnfield Brookhill Nursery Brookland Infant Brookland Junior Colindale Deansbrook Infant Edgware Primary Garden Suburb Infant Garden Suburb Junior Hampden Way Nursery Holy Trinity Menorah Foundation Menorah Primary Moss Hall Infant Moss Hall Junior Moss Hall Nursery Queenswell Infant Queenswell Junior SMSJ St Margaret's St Mary's N3 St Vincent's Summerside Woodcroft (HC=Helen Cheung as BSIP)	Charles Rice supports our secondary schools Helen Morrison is the Head of School Improvement who leads on Secondary Schools
Special Schools Jenny Gridley	Special Schools Jenny Gridley	Special Schools Jenny Gridley	
Northgate Pavilion/Oak Hill	Oak Lodge Kisharon Windmill	Mapledown Oakleigh Northway	

First visit (mostly autumn term) will focus on:

- how leaders have ensured that the intended curriculum is being implemented in lesson delivery
- the quality of lesson delivery
- the quality of assessment and how this informs the next steps in learning ie how well pupils are learning the curriculum
- how well leaders are equipping staff to teach and support pupils so that they are becoming expert practitioners
- how leaders are using end of 22/23 data to inform school improvement
- how schools have implemented actions from school improvement visits in 21/22 or any Ofsted areas for improvement
- the school's current safeguarding procedures and its response to the current context