

BELS Chief Executive's Report to Governors

SPRING 2022

CONTENTS

- 1. BELS CHIEF EXECUTIVE'S MESSAGE**
- 2. ACHIEVEMENT/STANDARDS UPDATE**
- 3. BARNET'S LOCAL AREA SEND INSPECTION**
- 4. SCHOOL AND SETTINGS STANDARDS PARTNERSHIP
BOARD PRIORITIES 2021-22**
- 5. THE RECOVERY, RESET AND RENAISSANCE (RRR) PROJECT**
- 6. INTRODUCTION TO NEW STAFF**
- 7. ELECTIVE HOME EDUCATION UPDATE**
- 8. POST-16 UPDATE**
- 9. PREVENT DUTY UPDATE**
- 10. LIBRARIES UPDATE**
- 11. GOVERNOR TRAINING PROGRAMME**
- 12. SUCCESSION PLANNING**

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

BELS CHIEF EXECUTIVE'S MESSAGE

Summary

We have been hoping we might soon be getting back to normal in terms of the disruption caused by the covid19 pandemic, but it is clear we are not quite out of the woods yet. Our local Director of Public Health has warned Barnet schools that covid prevalence rates remain very high in Barnet and has therefore advised schools that all Barnet educational settings that have two or more cases of COVID-19 should consider temporarily reinstating face coverings for staff, and for pupils and students of secondary age and above, in communal areas. So please ensure your school continues to take a cautious approach and follows this advice and the other safety precautions that are still advised by the government in respect of hygiene, ventilation and so on, as part of its Plan A response to the pandemic.

In the meantime, I am pleased to report that Barnet schools are still performing very well on those measures currently available. School inspections re-started in April 2021 and we continue to have one of the highest proportions of good and outstanding schools in the country – currently 97.6% of Barnet schools. Although we do not have any results of primary tests and assessments for the last two years and secondary results are based on school-based assessments, the DfE collated secondary school assessment results for 2021 and Barnet remains in the top 5% across the board for all pupils at Key Stage 4 and in A levels in Key Stage 5 (see Item 2 in this Report for more details). We also have an exciting and innovative education recovery programme in place (see Item 5).

Our schools have managed to maintain pupil attendance levels above the national average, despite the disruptions caused by the pandemic. I am grateful to schools for getting us to this position and would urge you to do all you can to maximise attendance for all pupils in the coming weeks

What is also extremely pleasing is that our success is not just about how well most of our pupils achieve in assessments, tests and examinations, but is also about how we focus on closing the gap between disadvantaged pupils and their peers. In particular we can celebrate the achievements and outcomes of our children and young people with special educational needs and disabilities. We were able to share information on this with the team of Ofsted and CQC inspectors who carried out a SEND inspection of the Local Area this month (see item 3 below). It is clear that the Barnet Local Area – including and especially schools, settings and Barnet Education and Learning Service – is one of a very small number of local authority areas that have come through the SEND inspection process with a very positive report. So many thanks to schools – governors, staff and parent-carers – who contributed to that.

There is also an item below on Elective Home Education (item 7) from our strategic lead in this area, Lauren Jefferson, Manager of the Education Welfare Team. She highlights the crucial role that schools play in identifying and flagging up any safeguarding concerns when parents decide to take a child off roll to move them to elective home education. Please do ensure that your school is familiar with the policy we published last year and that you follow the procedures outlined there and the guidance offered by Lauren and her team.

Finally, a brief update on school budgets. During January, the Schools Forum and the council's Children, Education and Safeguarding Committee received reports on school funding for 2022/23 and approved a continuation of the local schools funding formula, which is based on the National Funding Formula but with protection for all schools through the Minimum Funding Guarantee, which means that every primary and secondary school will receive an increase in funding per pupil of at least +2% (through the pupil-led element of the schools funding formula). Under the National Funding

	<p>Formula, the Basic Entitlement Schools Block Factor rates for 2022/23 have been increased by 3% from 2021/22, so this should be reflected in school budgets.</p> <p>The council recognises, however, that schools continue to face financial pressures and particularly those primary schools with falling rolls. BELS and the council finance team will continue to offer advice and support to such schools. It is also recognised that, as it is not yet clear what level of pay increases will apply to teachers or school support staff in 2022, or whether there will be any supplementary funding to support any increases, it is not yet possible to say whether the increased funding represents an increase in school funding in real terms compared to 2021/22.</p> <p>The Schools Forum and committee also took some decisions that are designed to provide some relief in respect of funding challenges in 2022-23. First, it was agreed to consult early years providers on the payment of a lump sum to Barnet's four maintained nursery schools in 2022/23. The proposal is intended to secure the position of our four maintained nursery schools for the coming financial year to allow time for longer term solutions to the funding to be identified and put in place. If agreed, this will be funded from general Dedicated Schools Grant reserves rather than from the DSG Early Years block, so there is no detriment to other early years providers. Consultation began on 24th January and will last until 21st February.</p> <p>This proposal comes alongside a decision by the council to passport in full to providers the additional funding for early years from the Department for Education – increases of 17 pence an hour for 3- and 4-year-olds and 21 pence an hour for 2-year-olds . At the same time, the council has agreed to allocate additional one-off supplementary funding of 4 pence an hour for 3- and 4-year-olds, and to review the funding levels in the summer to establish if this can be increased.</p> <p>Finally, the Schools Forum and committee also agreed to allocate up to £1 million to support schools with additional costs arising from the enrolment, after the October 2021 census date, of children of newly-arrived Hong Kong families and children of asylum seeker families living in designated asylum seeker hotels during the school year 2021-22. We hope this will alleviate some of the cost pressures on schools arising from enrolments of migrant children after the census date, as such children do not generate any funding for the school through the funding formula for the 22-23 financial year.</p> <p>I will end by saying this is my final message in one of these reports, as I will be retiring on 30 April, so I would just like to say thank you to all school governors for all your support over the years, and for the excellent work you do, and I wish you all the best for the future.</p>
Governors' Role	To note the above information.
For action by	All Governors
Contact	Ian Harrison Chief Executive Barnet Education and Learning Service (BELS) Email: Ian.Harrison@barnet.gov.uk

ACHIEVEMENT IN BARNET 2021

Summary

Background

Barnet is well known for the excellent quality of its schools and settings and the diversity of its educational offer. These are at the heart of Barnet's vision to be Family Friendly and its continuing success as a desirable place where people want to live, work and study. Excellent educational outcomes and ensuring children and young people are resilient and equipped to meet the needs of employers are vital to Barnet's future success.

This item provides information on the achievement of Barnet pupils during 2021. As a result of the covid19 pandemic, this item, as with the previous year, does not include details of tests and assessments in most key stages and only includes local authority level data for Key Stages 4 and 5 based on the special arrangements made in the context of the pandemic.

Following the closure of schools from 23 March 2020 the DfE stated *"As part of steps taken to fight the spread of coronavirus (COVID-19), the [government announced](#) that all exams due to take place in schools and colleges in England in summer 2020 are cancelled and that it will not publish any school or college level educational performance data based on tests, assessments or exams for 2020.... We will not hold schools and colleges to account on the basis of exams and assessment data from summer 2020 and that data will not be used by others, such as Ofsted and local authorities, to hold schools and colleges to account..... We will not be publishing school, college or multi-academy trust (MAT) level performance data based on summer 2020 tests, assessments and exams at any phase.... All those working with schools and colleges, such as Ofsted, Department for Education regional teams **and local authorities**, should use data from previous years when assessing school and college performance, and not the 2020 data"*

In 2021 the decision was made again to cancel all exams and not to publish any end of key stage assessments. The end of KS4 and KS5 assessments moved to Teacher Assessed Grades with evidence based, portfolio of work/mini assessments used by schools to justify the grades submitted.

Secondary school students still received their A-level, GCSE and BTEC results but the grades were determined again in a different way because of the Covid-19 pandemic. With exams cancelled this year because of Coronavirus, pupils were allocated their results based on the school's teacher assessments, known as Teacher Assessed Grades. We are confident that schools in Barnet followed a robust and appropriate process in order to get to a Centre Assessed Grade for each student. They used information such as previous classwork, homework, results in assignments and any mock exams in order to arrive at the grades for each pupil.

The DfE have produced Key Stage 4 and Key Stage 5 achievement data, not at a school level, but at Local Authority level. Where data is provided, we have used this to determine Barnet's performance related to national averages and our ranking compared to all other local authorities. However, have not compared performance with previous years due to the assessment being carried out in a completely different way. Comparisons with previous years are not statistically valid.

In primary schools the DfE are not publishing any national, regional, local or constituency statistics for any primary school assessments for the 2020 to 2021 academic year.

This includes:

- early years foundation stage profile
- phonics

- key stage 1
- multiplication tables check
- key stage 2

Primary schools will have completed end of year assessments on each pupil to support the curriculum planning for the following year and to support the next teachers in adapting the learning appropriately.

As there was no requirement to publish any data or to hold schools to account for the 2021 assessment data, Barnet Education and Learning Service (BELS) did not collect any assessment information from schools.

School Attendance

Primary Absence

2019/20 figures below are from the Autumn term attendance figures published by the DfE and the 2020/21 attendance is based on the Autumn and Spring term attendance published in the two terms combined. Based on this Barnet is narrowly outside the top 10% of local authorities nationally for primary (0.1% point) and inside the top 10% for secondary phases. A working group of officers and headteachers previously developed a range of strategies to raise the profile of attendance and share good school practice to establish whole school approaches to raising attendance. These continue to have an impact.

Primary Absence	2016/17	2017/18	2018/19	2019/20	2020/21
Barnet	3.8%	3.6%	3.5%	3.7%	2.8%
London	4.0%	3.7%	3.6%	4.0%	3.3%
Statistical Neighbours	3.9%	3.7%	3.6%	4.0%	3.2%
England	3.9%	3.9%	3.7%	4.3%	3.3%
Barnet Rank	47 th	14 th	24 th	7 th	18 th

Secondary Absence

Overall absence in secondary schools is ranked in the top 10% of local authorities (LAs) nationally.

Secondary Absence	2016/17	2017/18	2018/19	2019/20	2020/21
Barnet	4.5%	4.0%	3.9%	4.4%	3.6%
London	4.7%	4.4%	4.4%	4.8%	4.2%
Statistical Neighbours	5%	5%	4%	5%	3.9%
England	5.0%	5.0%	4.9%	5.6%	4.6%
Barnet Rank	16 th	3 rd	4 th	2 nd	3 rd

Key Stage 4 and Key Stage 5 data and post-16 Destinations

The DfE released aggregated National, Regional and Local Authority level data for GCSEs and A Levels for 2021. The DfE had made it clear that they would not release the data at school level on the 'Find and Compare Schools' website, in the Inspection Data Summary Report (IDSR) or on Analyse School Performance (ASP).

The DfE released the data with the following explanation of how the results were achieved:

“Due to the COVID-19 pandemic, the summer exam series for the 2020/21 academic year was cancelled. Instead, for 2020/21, pupils were only assessed on the content they had been taught for each course. Schools were given flexibility to decide how to assess their pupils' performance, for example, through mock exams, class tests, and non-exam assessment already completed. GCSE grades were then determined by teachers based on the range of evidence available and they are referred to as teacher-assessed grades, or TAGs.

This is a different process to that of 2019/20 when pupils were awarded either a centre assessment grade (known as CAGs), based on what the school or college believed the pupil would most likely have achieved had exams gone ahead) or their calculated grade using a model developed by Ofqual - whichever was the higher of the two.

The changes to the way GCSE grades have been awarded over the last two years (with CAGs and TAGs replacing exams) mean 2020/21 pupil attainment data should not be directly compared to pupil attainment data from previous years for the purposes of measuring year on year changes in pupil performance.”¹

For this reason, previous years' results have not been included below. The only comparison shown is in the rankings, with last year's ranking shown in brackets.

Key Stage 4

Pupil Group	LA	Attainment 8	Rank*	English and Maths 5+	Rank*	English and Maths 4+	Rank*	EBacc APS	Rank*
All Pupils	Barnet	60.8	3 (2)	69.8%	2 (2)	84.0%	4 (4)	5.61	3 (2)
	National	50.9		51.9%		72.2%		4.45	
	London	54.1		57.1%		75.6%		4.89	
	Statistical Neighbours	55.1		58.7%		77.1%		4.95	
Boys	Barnet	58.6	3 (3)	68.0%	3 (2)	82.1%	4 (2)	5.38	3 (2)
	National	48.1		48.2%		69.2%		4.19	
	London	51.3		53.7%		72.8%		4.62	
	Statistical Neighbours	52.5		55.5%		74.5%		4.72	
Girls	Barnet	63.1	3 (2)	71.7%	2 (2)	85.9%	3 (7)	5.85	2 (1)
	National	53.9		55.8%		75.4%		4.71	
	London	57		60.7%		78.5%		5.16	
	Statistical Neighbours	57.9		62.2%		79.8%		5.2	

¹ <https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-4-performance-revised/2020-21>

Once again Barnet is in the top 5% across the board for all pupils at Key Stage 4. Barnet is the second highest local authority for the percentage of students attaining a 5 or above in English and Maths, third highest for Attainment 8 and the EBacc Average Point Score measure and fourth highest for the percentage of students attaining a 5 or above in English and Maths.

Outcomes for girls were above those for boys; however, boys in Barnet were still in the top 5% across the board in all KS4 performance measures. Barnet's results are above the National and London averages for All Pupils, Boys and Girls.

The DfE did not produce a Progress 8 measure for 2021 (as with 2020).

Key Stage 4 – Ethnicity

Pupil Group	LA/Region	Attainment 8	Rank *	English and Maths 5+	Rank *	English and Maths 4+	Rank*	EBacc APS	Rank*
Asian	Barnet	71.4	2 (2)	85.6%	4 (4)	93.4%	7 (10)	6.88	2 (2)
	National	55.8		60.6%		77.7%		5.02	
	London	59.2		67.2%		82.9%		5.43	
	Statistical Neighbours	61.2		71.0%		84.7%		5.6	
Black	Barnet	53.4	31(18)	57.3%	31(19)	76.7%	36(28)	4.78	30(16)
	National	50		48.9%		70.6%		4.42	
	London	50.5		50.1%		71.8%		4.5	
	Statistical Neighbours	51.8		51.5%		73.6%		4.6	
Chinese	Barnet	72.2	45(8)	92.5%	45(20)	95.0%	75(53)	6.85	38(5)
	National	69.2		83.8%		93.0%		6.44	
	London	70.8		88.1%		93.7%		6.7	
	Statistical Neighbours	76		91.0%		95.5%		7.19	
Mixed	Barnet	58.7	7(3)	65.3%	10(4)	81.1%	13(4)	5.38	4(3)
	National	51.3		51.5%		71.6%		4.52	
	London	53.1		54.3%		73.1%		4.77	
	Statistical Neighbours	53.6		54.9%		73.8%		4.8	
White	Barnet	61	3(4)	71.3%	2(4)	84.6%	3(5)	5.57	3(3)
	National	50.2		50.9%		71.7%		4.35	
	London	53.5		56.1%		74.5%		4.81	
	Statistical Neighbours	52.7		54.3%		74.4%		4.68	

Barnet is above all comparators in all ethnic groups for all measures. Barnet is in the top 10% of Local Authorities for all measures for the White, Asian and Mixed ethnic groups. Black pupils in Barnet, although not in the top 10% of Local Authorities, do have higher averages than National and London for all measures; however, their ranking has dropped this year in all measures. Chinese pupils in Barnet still perform better than their peers in London and Nationally, despite the rankings change and a dip in the measures. The low number of Chinese pupils in the country is partially responsible for the high volatility year on year with regard to both the rankings and the outcomes for different measures at Key Stage 4. Higher ranking local authorities have significantly fewer Chinese pupils than

Barnet, with Barnet ranked 12th for the number of Chinese pupils in year 11 in the 2020/21 academic year. Barnet had 40 pupils in 2021.

Key Stage 4 – English as an Additional Language

Pupil Group	LA/Region	Attainment 8	Rank*	English and Maths 5+	Rank*	English and Maths 4+	Rank*	EBacc APS	Rank*
English as a First Language	Barnet	62.7	1(1)	73.9%	1(1)	86.8%	1(1)	5.76	1(1)
	National	50.8		51.9%		72.5%		4.41	
	London	53.9		57.0%		75.6%		4.82	
	Statistical Neighbours	54.4		57.3%		76.4%		4.84	
EAL	Barnet	58.1	14(11)	63.8%	16(13)	79.7%	21(15)	5.39	12(9)
	National	52.1		52.8%		71.7%		4.69	
	London	54.6		57.6%		76.0%		5	
	Statistical Neighbours	56.5		61.4%		78.4%		5.15	

Barnet is above all comparators for the Attainment of pupils with English as an Additional Language (EAL). Barnet is ranked in the top 10% in Attainment 8 and EBacc APS for EAL pupils at Key Stage 4. EAL pupils are below their Non-EAL peers in Barnet for all Key Stage 4 measures. Non EAL pupils are ranked first in all measures

Key Stage 4 – SEN Status

Pupil Group	LA/Region	Attainment 8	Rank*	English and Maths 5+	Rank*	English and Maths 4+	Rank*	EBacc APS	Rank*
EHCP	Barnet	22.4	8(5)	16.1%	5(3)	23.8%	12(4)	1.8	7(6)
	National	15.7		7.8%		15.8%		1.23	
	London	18.4		10.1%		18.8%		1.46	
	Statistical Neighbours	18		10.5%		19.3%		1.45	
SEN Support	Barnet	43.4	11(11)	34.0%	11(8)	57.1%	9(16)	3.67	11(12)
	National	36.7		22.2%		42.1%		3	
	London	40.3		27.1%		49.2%		3.41	
	Statistical Neighbours	39.9		26.5%		48.3%		3.34	
Non-SEN	Barnet	64.1	3(2)	75.4%	3(2)	89.1%	4(4)	5.95	3(2)
	National	54.5		58.0%		79.0%		4.8	
	London	57.8		63.6%		82.1%		5.26	
	Statistical Neighbours	58.6		64.7%		83.1%		5.3	

Barnet is in the top 10% for all measures at Key Stage 4 for pupils with an Education, Health and Care Plan (EHCP). Barnet's average for pupils with an EHCP is above the London and National averages for the same pupil group. Barnet is also in the top 10% for all measures at Key Stage 4 for Pupils with SEN Support. Barnet's average for pupils with SEN Support is above the London and National averages for the same pupil group.

Key Stage 4 – Free School Meals Eligibility

Pupil Group	LA/Region	Attainment 8	Rank*	English and Maths 5+	Rank*	English and Maths 4+	Rank*	EBacc APS	Rank*
FSM	Barnet	48.6	5 (7)	48.9%	2 (10)	67.8%	6 (9)	4.3	5 (8)
	National	39.1		29.9%		50.9%		3.29	
	London	45.5		40.9%		62.1%		4.02	
	Statistical Neighbours	43.5		37.6%		58.6%		3.77	
Non-FSM	Barnet	63.4	2 (2)	74.3%	3 (1)	87.4%	3 (3)	5.88	2 (2)
	National	53.6		57.0%		77.1%		4.71	
	London	56.7		62.0%		79.7%		5.15	
	Statistical Neighbours	57.5		63.1%		80.9%		5.19	

Barnet is above the London and National averages across the board for all Key Stage 4 for pupils eligible for Free School Meals. This is reflected in the rankings, with Barnet within the top 10% of Local Authorities. Barnet is similarly above all comparators for students who are not eligible for Free School Meals, which again is reflected in the rankings. Barnet is in the top 5% of all Local Authorities in the country in all Key Stage 4 measures for pupils not eligible for Free School Meals.

Key Stage 4 – Disadvantaged/Pupil Premium Pupils

Pupil Group	LA/Region	Attainment 8	Rank*	English and Maths 5+	Rank*	English and Maths 4+	Rank*	EBacc APS	Rank*
Disadvantaged	Barnet	50.4	4 (4)	51.8%	2 (4)	71.4%	3 (5)	4.5	4 (4)
	National	40.3		31.7%		53.1%		3.4	
	London	46.7		43.1%		64.2%		4.13	
	Statistical Neighbours	44.6		39.7%		60.9%		3.88	
Non-Disadvantaged	Barnet	64.6	2 (2)	76.4%	1 (2)	88.6%	3 (3)	6.01	1 (2)
	National	54.7		59.2%		79.0%		4.82	
	London	57.8		64.1%		81.3%		5.26	
	Statistical Neighbours	58.4		64.7%		82.1%		5.29	

Similar to Free School Meals eligibility, Barnet is above the National and London averages in all Key Stage 4 measures for Disadvantaged pupils. Barnet is in the top 5% of Local Authorities in all Key Stage 4 measures

Disadvantaged Attainment Gap

Pupil Group	LA/Region	Attainment 8 Gap	Rank*	English and Maths 5+ Gap	Rank*	English and Maths 4+ Gap	Rank*	EBacc APS Gap	Rank*
Disadvantaged Attainment gap Vs National non-Disadvantaged	Barnet	-4.3	4 (4)	-7.4%	2 (4)	-7.6%	3 (5)	-0.32	4 (4)
	National	-14.4		-27.5%		-25.9%		-1.42	
	London	-8		-16.1%		-14.8%		-0.69	
	Statistical Neighbours	-10.1		-19.5%		-18.1%		-0.94	

There is still a gap between Disadvantaged pupils in Barnet and Non-disadvantaged pupils Nationally. However, the gap is significantly smaller than the gap nationally, in London or amongst statistical neighbours. Barnet's ranking has also improved in the English and Maths attainment measures.

Looked after Children

Educational achievement data for Looked After Children in the 2020/21 academic year nationally is due to be published in May 2022. Until then it will not be clear what the performance is for this cohort nationally, in London or amongst statistical neighbours.

However there was an official data release for KS4 in 2019/20, although limited in its scope. It is incomplete due to low pupil numbers meaning some measures for Barnet are redacted. Despite this, below is a breakdown of the Barnet figures compared to National and London Averages. The 'results' are not directly comparable to 2019. The data included in the sections relates to Children Looked After for 12 months or more on 31 March 2020.

Looked After Children

	Number of pupils	Attainment 8	Rank 2019	Rank 2020	English and Maths 4+	Rank 2019	Rank 2020
Barnet	29	21.8	99	74	24.10%	N/A	65
National Average	6050	21.4			24.40%		
London	900	22.3			26.70%		

Barnet is roughly in line with the national average (narrowly above in the Attainment 8 measure and narrowly below on the proportion of pupils attaining a four or above in English and Maths). The rank in Attainment 8 between 2019 and 2020 improved from 99th in 2019 to 74th in 2020.

Key Stage 4 Summary

If we use the rankings as a method for looking at the comparison between 2020 and 2021 Barnet's position has not changed dramatically. The main exceptions are for Chinese pupils, but these can be explained by relatively small cohort sizes, and Black pupils. The raising of achievement of Black pupils in Barnet and the reduction in exclusions for this group is a priority for the service this year and funding has been allocated to support schools in achieving this.

Key Stage 5

3+ A grades at GCE/Applied GCE A Level and Double Awards

The proportion of Barnet pupils who attained 3 or more A grades at A level places Barnet just outside the top 5% of LAs nationally:

	2015	2016	2017	2018	2019	2020	2021
Barnet						30.9	37
London						21.2	27.2
England						19.5	25
Barnet Rank	5 th	7 th	6 th	6 th	7 th	8 th	7 th

Percentage of students achieving grades AAB or better at GCE A level, Applied GCE A level and Double Award A level

The proportion of Barnet pupils who attained grades AAB or higher at A level places Barnet within the top 5% of LAs nationally.

	2015	2016	2017	2018	2019	2020	2021
Barnet						43.6	51.4
London						32.2	39.7
England						29.9	37.3
Barnet Rank	5 th	7 th	7 th	6 th	8 th	7 th	7 th

Percentage of students achieving grades AAB or better at A level, of which at least two are in facilitating subjects

The proportion of Barnet pupils who attained grades AAB or higher (with at least 2 in facilitating subjects) at A level places Barnet within the top 5% of LAs nationally:

	2015	2016	2017	2018	2019	2020	2021
Barnet						33.1	38.3
London						24.1	28.5
England						21.2	25.4
Barnet Rank	6 th	7 th	6 th	6 th	7 th	7 th	7 th

Average Point Score per Entry - Vocational Subjects and A Levels

It should be noted that the only attainment figure published nationally for Applied General and Technical Level results (vocational qualifications) is the average point score per entry. The average point score for Barnet across the vocational qualification groups of technical qualifications or applied general qualifications is in the lowest 50% of local authorities. This can largely be explained by the strong focus of nearly all Barnet secondary schools on the teaching of academic subjects at A level and the resultant strong pressure for pupils to take A level courses. In addition to this, the high quality of Barnet schools leads to a greater percentage of students following a Post-16 A Level pathway, as the schools are able to support them effectively. This in turn means there is a disproportionately low proportion of higher-attaining pupils studying for technical and general qualifications.

Nonetheless, this has been agreed as a priority area by Barnet's Schools and Settings Standards Partnership Board (SSSPB) and is being reviewed on a regular basis. This greater focus has included an audit of non-academic post-16 options and the creation of a post-16 vocational and technical qualification prospectus which highlights alternatives to A level options across the borough.

The expansion of T Level courses first introduced in 2020 to include further subjects could result in T Levels being seen as a viable alternative to A Level study nationally and within Barnet. The T Level options are being publicised and new options of study in this area are being developed by schools across the borough.

The average point score per entry for Barnet across A levels is in the top 5% of LAs for pupils in Barnet.

	A Levels	Tech Level	Applied General Studies
Barnet	44.42 (42.44)	29.96 (30.08)	30.65 (30.43)
London	41.06 (38.91)	32.24 (31.12)	32.33 (31.49)
England	40.4 (38.42)	31.74 (31.21)	32.76 (29.76)
Barnet Rank	7th (7th)	110th (110th)	130th (71st)

The Rankings for APS for A levels has remained the same as last year in 7th. The rank of APS for Tech Levels has remained the same between 2020 and 2021 at 110th. Barnet's rank for Applied General APS has declined from 71st to 130th.

Destinations data

One measure of determining the effectiveness of our schools is the destinations data i.e. where did Barnet students go onto when they left school.

A range of initiatives have been introduced in recent years to help tackle the issues surrounding youth unemployment. Among these is the September Guarantee – a government-led pledge to ensure that everyone leaving school this year, or who left last year, is offered a guaranteed place in learning by the end of September. The offer should be appropriate to the young person's needs and can include:

- full-time education in school sixth-forms or colleges
- an apprenticeship or traineeship
- employment combined with part-time education or training

In 2020 Barnet's September Guarantee figure was 99.2%, the highest we have achieved since this measure came into place and the highest percentage of all West London Boroughs. The September Guarantee figure for 2021 is 99.1% the highest in the West London Boroughs. The NEET figure (Not in Education, Employment or Training) for 16- and 17-year olds is very low currently around 1%.

Schools and colleges have been very receptive in accommodating young people with offers and places and there has been increased take-up of Year 12 school and college places in Barnet compared to last year:

Barnet and Southgate College launched its 'Back on Track' Strategy in the summer term of 2020 – a place for every student who makes an application.

A Year 11, 12 and 13 Transition agreement was put in place and agreed by Post-16 providers in Barnet. Careers Days were organised with Barnet and Southgate College.

The BELS post-16 Education and Skills team Established a new Careers IAG (Information, Advice and Guidance) telephone line.

An Apprenticeship Virtual Roadshow was organised with Middlesex University attended by employers including Accountancy BDO, Metropolitan Police, St Georges Construction, NHS, BT and more.

More Year 11 young people have stayed in borough this year - approximately 59% compared to 53% in previous years.

16 -17 Travel to study report for Barnet June 20 – June 21

This graph below says a great deal in respect of young people's travel to learn patterns. Barnet post-16 providers are retaining more young people who are residents in the borough for education and fewer are going outside the borough. Total numbers of residents in education have increased and Barnet post-16 providers are importing more young people from other boroughs for their education.

Travel to Study	June 2020	June 2021
Educated young people within borough	6,657	7,644
Total residents in education	7,106	7,443
Remain in borough	3,760	4,356
Total students imported	2,897	3,288
Total students exported	3,346	3,087

The majority of pupils go on to A Level studies in Barnet and there is naturally a large progression of students on to Higher Education as a result.

Destinations at end of Level 3 Study

Destination	LA/Region	2016/17	Rank	2017/18	Rank	2018/19	Rank
Stayed in Education	Barnet	71.8%	17	69.6%	15	71.1%	12
	London	69.6%		67.7%		68.0%	
	National	60.9%		57.3%		58.1%	
HE	Barnet	62.7%	12	60.4%	14	64.4%	12
	London	58.7%		58.6%		60.4%	
	National	50.5%		48.9%		51.0%	
FE	Barnet	6.3%	87	6.3%	58	4.4%	66
	London	6.9%		5.9%		4.3%	
	National	7.3%		6.0%		4.8%	
Other Education	Barnet	2.7%	83	2.9%	44	2.2%	62
	London	4.1%		3.3%		3.3%	
	National	3.1%		2.5%		2.3%	
Apprenticeships	Barnet	2.7%	139	2.2%	147	1.4%	150
	London	3.9%		4.0%		3.6%	
	National	6.5%		7.1%		6.8%	
Work	Barnet	11.8%	142	13.4%	136	12.6%	141
	London	14.4%		15.3%		15.6%	
	National	21.6%		23.4%		23.3%	
Not Sustained	Barnet	7.0%	56	7.4%	39	7.6%	48
	London	7.5%		8.2%		8.1%	
	National	7.4%		8.6%		8.1%	
Unknown	Barnet	6.7%	149	7.4%	149	7.3%	149
	London	4.5%		4.8%		4.7%	
	National	3.5%		3.6%		3.7%	

Barnet is ranked within the top 10% for both young people staying in Education post-Year 13 and for the proportion of young people going to Higher Education (university level). This also explains the lower proportions and rankings for other post-Year 13 destinations. There is a natural lag in this data as the snapshot takes into account whether the student's destination was sustained for 6 months or more.

Governors' Role

To note the above information.

For action by

All Governors

Contact

Neil Marlow
 Director of School Improvement and Traded Services
 Barnet Education and Learning Service (BELS)
 Email: Neil.Marlow@barnet.gov.uk

3.	BARNET's LOCAL AREA SEND INSPECTION
Summary	<p>The Local Area SEND inspection of Barnet took place from 17th to 21st January 2022.</p> <p>The inspection was carried out jointly by Ofsted and the Care Quality Commission (CQC). The inspection team comprised two Ofsted Inspectors, one CQC Inspector, and two HMI officers who quality assured the process of the inspection.</p> <p>The Children and Families Act 2014 places duties on the local health, social care and education services that provide for children and young people with SEND.</p> <p>The inspection evaluated how effectively the Local Area:</p> <ul style="list-style-type: none"> • identifies the needs of children and young people with SEND • meets the needs of these children and young people so that their outcomes and chances of participating fully in society improve. <p>The inspectors undertook a number of visits to schools and to Barnet and Southgate College, met with parent carers and children and young people with SEND, and held 18 focus groups with practitioners across education, health and social care. The inspectors also looked at a large number of documents, including the Self-Evaluation Framework (SEF) and relevant data.</p> <p>The outcome of the inspection was positive, and the inspection report will be published in the coming weeks.</p>
Governors' Role	To note the above information.
For action by	All Governors
Contact	Helen Phelan Director, SEND & Inclusion Barnet Education and Learning Service (BELS) Email: Helen.Phelan@barnet.gov.uk

SCHOOL AND SETTINGS STANDARDS PARTNERSHIP BOARD PRIORITIES 2021-22

Summary

Based on the education performance data from 2019 and taking account of the impact of the Covid19 pandemic during 2020 and 2021, the following areas have been identified as priorities for improvement by the Schools and Settings Standards Partnership Board (a board comprising BELS officers, council officers and headteachers) for 2021-22.

1. Early Years

In 2019 the percentage of pupils who achieved a 'Good Level of Development' exceeded the national average by over 2% and our achievement was equal to London Statistical Neighbour averages. Barnet's national ranking for the percentage of pupils achieving a Good Level of Development was 33rd in 2019 (up from 35th in 2018). However, as this was still below the top 10% of local authorities, it remains a priority. The percentage of girls achieving a Good Level of Development in 2019 was above the national average, London and Statistical Neighbours and was ranked 27th. The percentage of boys achieving a Good Level of Development was above the national and London averages and narrowly below Statistical Neighbours and was ranked 37th. Therefore raising attainment of boys in the Early Years Foundation Stage is a priority.

2. Key Stage 1 Achievement

In 2019, Key Stage 1 attainment at the 'Expected Standard' or above in Barnet schools is now in the top 10% in Reading, Writing and Mathematics. In Key Stage 1 Science, Barnet was ranked lower (24th) for the proportion of pupils achieving at least the expected standard, so Key Stage 1 Science remains a priority. Barnet's rankings for the percentage achieving 'Greater Depth', were lower - 39th, 44th and 33rd respectively for Reading, Writing and Maths - and so this also remains a priority.

3. Key Stage 2 Writing

Despite attainment in 2019 being above the national and statistical neighbour averages, our ranking, although improved from 2018, was 26th. Although it is clear that there are inconsistencies nationally with teacher assessment of writing, we still need to maintain a focus on this subject in order to continue to raise relative attainment. The performance of girls in writing rose in 2019 by 1% but the performance of boys dropped by 3% and their ranking dropped from 15th to 37th. Therefore the attainment of boys' writing is a priority.

4. Progress and Progression Pathways of low attaining pupils across all key stages

It remains a priority for us to ensure that sufficient quality and learning opportunities (e.g. vocational qualifications) exist for children and young people to succeed across a range of skills and abilities, particularly those with SEND. This is particularly a concern with the proposed changes to the vocational routes and the uncertainty about the continuation of BTECs and the commencement of T Levels. We will continue to support schools to try and ensure the options available for students are as wide ranging as possible

5. Achievement of Disadvantaged Pupils, pupils with SEND and other Vulnerable Groups (including Children in Need)

This remains a priority for improvement to eliminate differences in the performance of groups of pupils and the gap between certain groups and their peers. For example, attainment of Black pupils at Key Stage 4 is in the top 10% for Black pupils nationally and is higher than the London and Statistical Neighbour averages. However, Black pupils in Barnet are not doing as well (measured by national ranking) as Mixed, Asian or White

pupils in Barnet. The North London Disproportionality Dataset shows, for 2019, the ratio of Black pupils in Barnet attaining the expected standard at Key Stage 2 and Key Stage 4 compared to White pupils in Barnet was low (a negative 'Relative Rate Index') and in some cases is the lowest or second lowest in North London. So raising the achievement of disadvantaged pupils, and in particular black pupils, is a priority.

6. Looked After Children

In 2019, Barnet ranked 18th in Progress 8 for Looked After Children and was ranked 49th for Attainment 8. In the school year 2018-2019, Barnet Looked After Children had a higher absence rate than Looked After Children nationally (6.4% compared with 4.7%) and a higher rate of unauthorised absence (3.6% compared with 1.4%). Persistent absence was almost in line with the national figure (10.5% compared with 10.9%). In the Autumn Term 2019 Barnet's attendance rate was lower than London and England, with the rank for this measure being in the lowest quartile. Barnet's authorised Absence rate for Looked After Children in this period was in line with the national and London averages but Barnet's unauthorised absence rate was nearly twice the rate of the national average and Barnet's ranking is also very low. Attendance therefore remains a priority.

7. Recruitment

Recruiting and retaining good quality teachers, school leaders and support staff is a challenge for schools across Barnet. Supporting recruitment of staff and giving the necessary support to staff at all levels remains a priority for us. For the first time we collected ethnic data of Barnet school staff this year (using the School Workforce Survey) and this revealed an under-representation of some ethnic groups (see table below):

Ethnic Comparison of Teaching Staff in Barnet with comparators

Ethnic Group	Population in Barnet	Teachers in Barnet schools	Rank	Teachers in Outer London	Teachers in Inner London	Teachers Nationally
Any other ethnic group	6.1%	2.0%	12	1.8%	2.0%	0.6%
Any other Mixed background	5.5%	2.9%	23	3.0%	4.2%	1.4%
Asian or Asian British	18%	7.1%	24	11.8%	11.3%	4.5%
Black or Black British	8.3%	4.0%	34	7.8%	10.7%	2.2%
Information not yet obtained		14.7%	15	6.9%	6.9%	7.2%
Refused		1.2%	26	1.2%	0.8%	0.8%
White	59.3%	68.1%	125	67.5%	64.2%	83.4%
Chinese	2.8%					

We would like to address this, so recruiting teaching staff from under-represented groups is a new priority for this year. Our Governing Boards also have an under representation of certain ethnic groups and addressing this is also a new priority.

8. Safeguarding

We continue to support schools in ensuring that their safeguarding arrangements are effective. We continue to offer support and training to schools, including support for safeguarding audits.

9. Curriculum Intent, Implementation and Impact

The BELS school improvement team supports schools to plan coherently and deliver effectively a broad and balanced curriculum which is ambitious and designed to give all

pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is a priority to reflect the changes introduced in the new Ofsted inspection framework. The factors that both research and Ofsted inspection evidence indicate contribute most strongly to an effective education where pupils achieve highly are:

The school's curriculum is rooted in the solid consensus of the school's leaders about the knowledge and skills that pupils need in order to take advantage of opportunities, responsibilities and experiences of later life. In this way, it can powerfully address social disadvantage.

It is clear what end points the curriculum is building towards and what pupils need to know and be able to do to reach those end points.

The school's curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before and towards its clearly defined end points.

The curriculum reflects the school's local context by addressing typical gaps in pupils' knowledge and skills.

The curriculum remains as broad as possible for as long as possible. Pupils are able to study a strong academic core of subjects, such as those offered by the EBacc.

There is high academic and/or vocational and/or technical ambition for all pupils, and the school does not offer disadvantaged pupils or pupils with SEND a reduced curriculum.

The above priorities are underpinned by:

A curriculum which also contributes well to pupils' behaviour and welfare, including their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development.

School leaders who take effective steps to secure good behaviour from pupils and a consistent approach to discipline.

It is recognised that schools are having to manage pupils with more complex behaviour challenges. The School Improvement team works with colleagues from the SEND and Inclusion Teams to offer support to schools in managing more complex behaviour.

10. Minimising the impact of the Covid19 pandemic on learning

The School Improvement Team has given considerable support to schools during and after the school closure period this year. A new priority for this year and next is to minimise the impact of Covid-19 on learning and progress. This includes:

Continuing support by BELS to schools with their blended learning approaches, recognising that the approaches need to be both flexible and adaptable.

Continuing BELS support to schools regarding the impact on mental health and well-being of school closures and partial closures arising from covid19.

Continuing BELS support to school leaders and school staff regarding the impact on mental health and well-being of the pandemic on staff

Continuing to support schools in establishing reliable baseline data for pupils and ensuring the curriculum meets the needs of all the pupils and is diminishing the expected wider differences between groups of pupils

The implementation of the Education Recovery programme described in Appendix 1 to this report.

	<p>11. Attendance</p> <p>Although attendance levels in Barnet have been and remain above the national average this year, a key challenge is to get attendance rates back to the levels they were at before schools were closed as a result of the pandemic. BELS officers are therefore working with schools on approaches to improving attendance, including support in relation to pupils' mental health in collaboration with council services and other agencies.</p> <p>12. Exclusions</p> <p>Following the periods of school closure in 2020 and again in early 2021, schools have faced significant challenges regarding the behaviour of some pupils when they returned to school. BELS officers have therefore worked to support schools to ensure that there is not a significant rise in both fixed term and permanent exclusions in Barnet schools. The North London Disproportionality Dataset shows that historically there has been an over-representation of Black and Mixed Pupils in Barnet for fixed term exclusions and black pupils for permanent exclusions. This also needs to be addressed.</p> <p>In order to support the last two priorities a sub-board of the Schools and Settings Standards Partnership Board was formed in September 2021 focusing on Equalities, Exclusions and Attendance. There is governor representation on this Board.</p>
Governors' Role	To note the above information.
For action by	All Governors
Contact	Neil Marlow Director of School Improvement and Traded Services Barnet Education and Learning Service (BELS) Email: Neil.Marlow@barnet.gov.uk

THE RECOVERY, RESET AND RENAISSANCE PROJECT UPDATE

Summary

The Barnet Recovery, Reset and Renaissance project is delivered through four centrally funded initiatives:

Extra support from Learning Network Inspectors

Extra capacity of one day a week has been added to the LNI team. This allows for every LA maintained school, over the course of the year, to be visited formally at least twice. The LNI team meet with senior leaders to discuss, and to support, their individual school plans for Recovery, Reset and Renaissance. During the Autumn term these discussions centred around the contextual factors regarding RRR and the curriculum profile of each school, noting the continuing impact of the pandemic on well-being of pupils and staff.

During the Spring term, two of the LNIs are monitoring and evaluating the spending and impact of school and partnership Recovery Projects. As nearly half of the bids (20 bids) were successful, 55 schools are benefitting from this funding. This helps more than 13,000 pupils. The total amount allocated to schools was £321,000. Added to this, 7 further schools benefitted from the Speech and Language Therapy funding of £50,000 meaning that 62 schools (across Nursery, Primary, Secondary and Special schools) received some funding from this process.

To date, schools report that these projects have already had significant impact on the educational recovery of their targeted pupils.

Compass for Life

This goal-oriented programme offers a framework and training for 'developing teams, organisations and individuals into elite performers that pursue excellence in an ethical, cohesive and values driven culture'. Involving all school staff, parents /families and pupils to identify their North Star ambition, taking the Compass for Life approach is proving well-suited to support schools through recovery, reset and renaissance.

The first cohort of eight schools benefited from two specific training days during the Autumn term and a school-based conference in the Spring term. The first training day, lead by the headteacher of a recently graded Outstanding primary school in the Midlands, detailed how Compass for Life became the essence of his school's success. Both inspirational and practical, Heads and 'Navigators' were given all the tools to launch a bespoke programme in their school. The second day's training developed the ordinals: Ethos and Warrior – building positive resilience and courage. The participating school leaders see Compass for Life as central to developing the aspiration of pupils, making education explicitly purposeful and character-building. The Spring conference was an inspiring insight into harnessing motivation in a team.

In more than one school Compass for Life is already having a positive impact on attendance and engagement with families who through lockdown proved hard to reach. Across all schools the behaviour for learning of all pupils is reported to be more focussed, purposeful and engaged. School staff, and some parent groups, are galvanised by the school's guiding North Star.

Extra BPSI consultancy time to support recovery

Recognising that recovery work is an additional demand on school budgets, we have allocated 10 hours consultancy time at no cost to every school. This enables schools to get the bespoke consultancy/training support they need for recovery. The 10 hours are for all schools including those that do not currently subscribe to BPSI. For BPSI

	<p>subscribing schools it would mean 10 hours for free in addition to the hours funded through their subscription. With Ofsted inspecting against the new framework, school leaders are using these extra hours to further strengthen curriculum development. Some are using consultants with subject specialisms to support the building of sequenced, bespoke curriculum maps. Many schools are supporting school leaders (at all stages in their career) through one-to-one professional coaching. Leaders are clear <i>what</i> the priorities are for school improvement and recovery; through professional coaching they are supported in <i>how</i>.</p> <p>Speech and Language Enrichment training</p> <p>A qualified Speech and Language therapist has been providing training and resources to each school to support them to set up and run a small group with pupils who have lower level speech and communication needs and who are likely to benefit from some additional structured speech, vocabulary and social communication input. Training and input has been provided to a nominated Language Enrichment Champion (maybe a HLTA) from every school. The sessions began in June with further sessions run in September. 95% of Barnet primary schools attended training and used the resources provided. Feedback regarding the resources, delivery and outcomes for children’s language and communication skills has been positive. Champions have found the programme easy to deliver and tangible improvements have been identified in children’s communication skills. One school reported: <i>“It really works! I have already noticed (and so have the teachers) an improvement in the children’s responses in the classroom and in their interactions with peers; so I must thank you on behalf of the children for designing a programme that has such an immediate and positive impact on their lives.”</i></p> <p>The LEP for years 1-7 was so popular that a similar programme for Early Years was run in the Autumn Term 2021. In the Summer term a similar programme will support language enrichment for parents and families with English as an additional language.</p>
Governors’ Role	To note the above information.
For action by	All Governors
Contact	Katie Dawbarn and Louise Yarwood Learning Network Inspector Barnet Education and Learning Service (BELS) Email: Katie.Dawbarn@barnet.gov.uk ; Louise.Yarwood@barnet.gov.uk

6.	INTRODUCTION TO NEW STAFF
Summary	<p>Liam Foote, Prevent Education Officer</p> <p>Hello Governors. My name is Liam Foote and I've been recently employed as the Prevent Education Officer. I'm new to this role but have nine years' experience working in primary schools and four years' experience working as a police officer in London. My role is to support school staff and make them aware of their responsibilities under the Prevent duty. This training should ideally be refreshed every two years but may need to be taken up sooner depending on the size of your school or new intake of staff. I'm also able to work alongside DSLs and provide support and guidance on any prevent concerns or referrals you may have. We have workshops for children in upper KS2 that focus on fake news and critical thinking and work alongside parents to assist them with online safety at home. There are also a wide range of resources that can be used to help support children in secondary school when discussing difficult topics such as extremism, radicalisation, hate crime and free speech.</p> <p>Tracy Parrott, Senior Curriculum Adviser, Post-16 Education and Skills</p> <p>Hi Governors, I'm Tracy Parrott, Senior Curriculum Adviser for post-16. I started working for BELS in January 2022 as the new Senior Curriculum Adviser in the Post -16 Education and Skills team. I previously worked as an Assistant Headteacher in Hertfordshire with most of that time spent working in the Sixth Form in my school as well as other schools across the MAT. I am currently working on T Level implementation and carrying out a comprehensive audit of the current and future vocational offer across the borough.</p> <p>Louise Jennings, Early Years Standards Lead</p> <p>Louise joins us from Blessed Dominic Catholic Primary School where she was Early Years Standards Lead and leads the team ensuring that Early Years provision across our schools and settings (Private Voluntary and Independent Nurseries and Childminders) is strong.</p> <p>Rob Wratten, LADO Allegations Manager</p> <p>Rob Wratten is the new Local Authority Designated Officer (LADO) and Allegations Team Manager, MASH, Family Services. Previously Rob was the LADO in Hillingdon. The LADO deals with allegations against staff within the children's workforce in Barnet. Where one of the following allegations have been made, these must be reported to the LADO within one working day:</p> <ul style="list-style-type: none"> • behaved in a way that has harmed or may have harmed a child • possibly committed a criminal offence against or related to a child • behaved towards a child or children in a way that indicates he/she would pose a risk of harm if they work with children regularly or closely. <p>The LADO can also be contacted for advice regarding concerns or suspicions about behaviour towards children by staff within Barnet's children's workforce. This includes volunteers as well as paid staff and those in a position of trust.</p>
Governors' Role	To note the above information.
For action by	All Governors

Contact	New Staff as above Email Addresses: liam.foote@barnet.gov.uk tracy.parrott@barnet.gov.uk louise.jennings@barnet.gov.uk rob.wratten@barnet.gov.uk
----------------	--

7.

ELECTIVE HOME EDUCATION**Summary**

There has been a notable increase in the number of children who are electively home educated in the past 3 years. The 2019/20 figure was an exception due to the pandemic as most children were being educated remotely at home from March 2020 onwards).

With students expected to return to school in September 2020, this trend accelerated with currently over 400 families electing to home educate their children.

	2016/17	2017/18	2018/19	2019/20	20/21	To Date 21/22
EHCP	3	5	17	11	25	57
No EHCP	190	248	389	204	385	398
Grand Total	193	253	214	215	410	455

There are 25 children with EHCPs registered in 20/21 and the number of additional children with identified SEN support was 32. Children with an EHCP or SEN support make up 14% of the EHE community compared to 5% the year before. This was mostly due to concerns around COVID and the vulnerability of the ECHP/SEN cohort.

The EHE cohort today stands at 455 children; the number of children with an EHCP make up 12% of the cohort. The reason of COVID for parents' choosing to electively home educate is declining with 'not offered preferred school place' and 'lifestyle choice' returning as the main reasons.

The Elective Home Education Advisory Teacher post was recently increased from 0.4 to full-time and a new Elective Home Education policy has been consulted on with EHE parents and ratified by the council. The consultation process enabled greater contact and communication with EHE parents/carers facilitating the building of positive relationships with BELS Elective Home Education Advisory Teacher. The EHE Policy consultation is now finished and the new EHE policy is available.

Barnet Council was recently awarded a KIT Award by the EHE community. This award is based on nominations from home educating families who have direct experience of their own education officer's work practice.

The 'kit' award is based on an education officer we call 'Kit', because we believe that every education officer who comes into contact with home educating parents should be like Kit. Kit could be any man or woman in the role, but what makes Kit stand out, is that home educating families tell us that the work Kit does is positive, legal and well informed.

In April 2020 the EHE department was funded by DfE Multi-Agency Safeguarding: Implementing the Reforms. The purpose of this project is to deliver practitioner workshops to increase awareness and safeguarding concerns surrounding EHE children in the Borough as well as develop and promote a safeguarding video for children that will be placed on a new dedicated EHE website that covers safeguarding. The practitioner workshops are currently taking place and the website has been launched www.ehebarnet.or.uk.

	<p>There has also been workshops and briefings to different professional groups in Barnet to raise awareness of EHE children in the community and the importance of information sharing to safeguard these children. To date workshops have been delivered to; Health professionals, GP's and schools. We have booked workshops for Family Services, Emergency services and Housing which concludes in February 2022 as part of the Implementing the Reforms funding.</p> <p>Governors are asked to note that one of the key priorities of our work on Elective Home Education is to safeguard children, particularly those who are leaving your school to be Home Educated.</p> <p>The new Elective Home Education Policy contains information on what is expected from schools when a parent opts to home educate. Alongside this, BELS would like to remind schools of best practice to safeguard children on receipt of a parent's written intent to home educate:</p> <ul style="list-style-type: none"> • Any concerns about a parent's intention to home educate should be shared with the parent • Any safeguarding concerns must be referred to MASH • Any safeguarding concerns that do not meet MASH threshold must be shared with the EHE team on EHE@Barnet.gov.uk • The EHE team also want to know of fixed term exclusions, family vulnerabilities or significant information that will impact the child's ability to be home educated. • Where a child is known to social care, or has agency involvement, all professionals must be notified. • A meeting should be held with all professionals involved to discuss any concerns with parent <p>All schools have a 10 day grace period to keep a child on their roll to fulfil all the above criteria if this has not been possible ahead of time. This 10 day grace period can be cut short if all actions have been completed and all parties are satisfied that home education is an appropriate option and will keep the child safe.</p> <p>The EHE team and I are here to support schools with any question or concern relating to home education so please do get in touch.</p> <p>In addition to safeguarding EHE children, I would also like to remind schools of their duty to complete Off Roll Notification Forms when a child is removed from the school roll. There is now a new Off Roll Notification Form that must be used when notifying BELS of a child coming off roll, please ensure this form replaces any previous versions.</p> <p>All Off Roll Notification Forms are now sent to EWT INBOX via USO-FX.</p> <p>Thank you for your continued cooperation.</p>
Governors' Role	To note the above information.
For action by	All Governors
Contact	<p>Lauren Jefferson Education Welfare Team Manager Lauren.Jefferson@barnet.gov.uk and Jane Morris School Exclusions and Safeguarding Lead Email: Jane.Morris@barnet.gov.uk</p>

8.	POST-16 UPDATE
Summary	<p>The Barnet Key Stage 5 Programme is now nearly half way through its course. The 20 Secondary schools who have bought into the programme via BPSI have benefitted in a range of ways:</p> <ol style="list-style-type: none"> 1. Staff who are single teachers in that subject, and teachers of Level 3 Vocational courses, are being supported by a borough network in their subject which is managed centrally, and which is now strengthening inter-school sharing and collaboration. Teachers testify to the beneficial exposure to different resources and the chance to bounce ideas off a colleague, necessarily from another school; this may include moderation of student work. If unable to attend (sometimes unavoidable), they are able to access both the recording of the session and the outcomes of the meeting. The links between teachers and schools are further reinforced in the school visits. 2. Leaders at different levels are also networking and visiting each other's schools, as well as being kept up-to-date on matters KS5 through the additional leaders' networks. 3. Importantly, the two 11-16 mainstream schools have chosen to be involved in the programme; this is beginning to impact on curriculum development at KS3 and especially how preparation for future pathways is strengthened. It also ties in with schools' work on reconfiguring the intent and implementation of the curriculum. 4. Best practice in 6th Form teaching and leadership has been presented by 12 teachers from 8 schools in the December 2nd Teachmeet. This included a joint presentation with a y13 student about her EPQ work (extended project qualification). We are holding another such event on March 24th and look forward to presentations from the other participating schools. 5. Super-curricular student opportunities have been managed centrally - such as preparation for multiple mini-interviews for entrance into Medical College, and engagement between schools at the RAF Museum Debate Table. Schools have also begun to open their own virtual "doors" to students from other schools, so they can participate in events such as those organised by Outreach Officers at Oxbridge colleges on how to make a strong application. <p>The immediate next steps are to:</p> <ul style="list-style-type: none"> • Continue to build up the strength of the different networks so they become increasingly self-sustainable • Align this work on current improvement of outcomes (destinations as well as results) with the planning for the future post-16 landscape in Barnet, led by the Senior post-16 Curriculum Advisor, Tracy Parrott. Tracy's strategic focus will also strengthen the work on enhancing outcomes in Level 3 vocational courses • Plan a fuller evaluation of the impact of the programme in the early summer, and determine the next and best delivery model for 2022-23 <p>Any queries please contact Charles Rice (cr@charlesrice.co.uk) or Steve Marshall (steve.marshall@barnet.gov.uk)</p>
Governors' Role	To note the above information.
For action by	All Governors

Contact	Charles Rice Barnet School Improvement Partner Email: cr@charlesrice.co.uk And Steve Marshall Science Advisory Teacher Steve.marshall@barnet.gov.uk

9.	PREVENT DUTY UPDATE
Summary	<p>The UK government are proposing the introduction of a Protect Duty which places a responsibility on all venue owners, local and public authorities etc, including schools, to have measures in place for protective security and preparedness for critical incidents. These include:</p> <ul style="list-style-type: none"> • Having security plans and procedures to react and respond to different threats which are understood by all staff and regularly exercised. • Having simple and freely available training and awareness courses in place as part of new staff and refresher training programmes; and • Employing simple security measures (such as door locks, roller shutters) for crime prevention and anti-social behaviour, which may also be used in response to other security threats. <p>Many of you will already have these policies and procedures in place but it might be a good time revisit these and see if they meet the potential requirements of the Protect Duty. Marc Bleakley is an officer in the Protective Security Operations (PSO) within the Metropolitan Police. His role is to provide expert advice and training to staff who work in publicly accessible locations on how to identify and deal with critical situations.</p> <p>The training is free and will take approximately 90 minutes to complete. This has been scheduled in for 24th March 2022 at 16:30 and will be online via Teams. If anyone is interested, please contact me so we can begin to book you in and send over the link.</p>
Governors' Role	To note the above information.
For action by	All Governors
Contact	Liam Foote Prevent Education Officer Liam.Foote@barnet.gov.uk

Summary

The [SLRS](#) is a traded service that supports reading and learning in schools by loaning books/artefacts/role play resources/guided reading sets and much more, to subscribing primary schools in Barnet and Brent. We curate half termly topic and fiction loans to support the delivery of the national curriculum in the classroom. We have an extensive stock of books that includes, fiction/non-fiction/dual language/dyslexia friendly//braille/audio books/author boxes and graphic novels. Our collection of Guided Reading sets is one of our most popular resources and is continually being extended and updated to satisfy growing demand from teachers. We are passionate about the stock we select, as we want children to be excited and engaged with the books and resources that we send them.

SLRS Service Offer

A subscription with the SLRS entitles each teacher to borrow the following items:

- 30 non-fiction **per class per half term**
- 15 fiction – **per class per half term** (either one guided reading set, OR one box of mixed fiction OR one author-focus box)
- One story sack and/or one artefact box - **per class per half term**
- Posters/photo packs/BBC DVD resource packs/audio books/DVDs/Braille/large print/dyslexia friendly titles – are all available upon request.
- A significant discount on the [UK Reading Road Map](#).

Additional Support

- A subscription to our service also includes two hours of free professional advice on setting up, developing or revamping your school library, book corners or reading areas.
- Access to a book buying service through our suppliers. Our customers are entitled to substantial discounts on the books they purchase.

How do we Work?

Teachers submit their requests via our online order form. During the first week of every half term their resources are delivered directly to schools and in the last week of every half term they are collected.

Service Developments

We are continually updating our offer to reflect the changing needs in the classroom. In autumn, 2021 we extended the support to children adversely affected by the pandemic, in two critical areas:

- We rolled out a new range of resources designed to support speech, language and communication, for EYFS and KS1
- ***Rocket into Reading*** – a new collection of up-to-date fiction boxes targeted at EYFS, KS1, lower and upper KS2 to develop pleasure in reading.

	For information on our current fees and terms and conditions, please call us on 0208 359 3931 or email lucy.merritt@barnet.gov.uk
Governors' Role	To note the above information.
For action by	All Governors
Contact	Lucy Merritt Team Leader Schools Libraries Resources Service Lucy.Merritt@barnet.gov.uk

11.	GOVERNOR TRAINING PROGRAMME
Summary	<p>This term's Governor Training Programme returns and is available for registration at: www.bels.org.uk/governor-services.</p> <p>Governors will continue to receive meeting links upon registration and a reminder will be sent out prior to the course date. This should help ensure links are not lost and avoid any last-minute panic when it's time to log into the session.</p> <p>Governors must provide their primary email address so we can send the necessary links. By providing your email address for courses, you consent to this information being held by BELS (and the course leader until the end of the session when this information will be deleted).</p> <p>We'd like to remind you that all Governors should be using school-based email addresses by now.</p> <p>Should you not receive the course link, at least one day before your session please email BELS.training@Barnet.gov.uk.</p> <p>Courses this term include the following and the below links can be used to access each flyer directly:</p> <hr/> <p>Director's Briefing to Chairs and Vice Chairs 03.02.22</p> <p>Complaints Handling 27.01.22</p> <p>Ofsted Interview Preparation Session 10.02.22</p> <p>Induction for Newish Governors – Parts 1 & 2 21.02.22</p> <p>Safeguarding: Level 1 Safeguarding for All Governors 24.02.22</p> <p>The Role of the Committee Chair 02.03.22</p> <p>Safeguarding Discussion Forum – Focus: Online Safety 09.03.22</p> <p>SEND: Raising achievement for SEND Pupils 14.03.22</p> <p>Financial Management for Maintained Schools 15.03.22</p> <p>Discussion Forum for Chairs and Vice Chairs 17.03.22</p> <p>The New Ofsted Framework 22.03.22</p> <p>Effective Use of Funding 23.03.22</p> <hr/> <p>Please be reminded that the training programme, which includes other support such as advice, termly governor newsletters, etc, costs only £1200 a year to subscribe to while pay-as-you-go users will be charged £180 per session. Please email me if your school has not subscribed for its governors. I'll be happy to send all relevant information to your headteacher/business manager.</p>
Governors' Role	To note the above information.
For action by	All Governors
Contact	<p>George Peradigou Governor Services and Advice Officer George.Peradigou@barnet.gov.uk</p>

12.	SUCCESSION PLANNING
Summary	<p>Please see below summary of points covered at the last Chair's and Vice Chair's Briefing regarding succession planning (in case you were not present). We feel this is an important topic and some useful tips were shared.</p> <p><u>Succession Planning:</u> If succession is only discussed when the serving chair steps down, it becomes a reactive and rushed decision based on whoever is available. Identifying who is best placed and their training needs should be an ongoing priority.</p> <p><u>Succession Training:</u> Succession Planning and Governor Training go hand-in-hand. Identifying and developing individuals in order to equip them to eventually step up to leadership positions is essential. For example, our New and Aspiring Chairs course is designed to help new, aspiring and Vice Chairs for the role of Chair. A good chair will build an effective team, ensuring that all governors/trustees develop their knowledge, confidence and skills. Succession planning and training needs should be kept on the radar through board discussion and be part of the board's self-evaluation framework. Skills audits can be used to identify individual training needs and a record of governor's participation in training should be kept.</p> <p><u>Delegation:</u> Sufficient time to Chair a Governing Board may be the biggest factor that deters existing governors from stepping up to the role. Proper delegation can alleviate this. Vice chairs, committee chairs and designated link governors should share in the leadership effort. This makes the chairing role less daunting. Each delegated responsibility is an opportunity to upskill governors and pave the way for future succession.</p> <p><u>External Recruitment:</u> For some governing boards, despite their best efforts, it can sometimes be difficult to find a Chair. In this case, we recommend using agencies to widen your search for a future chair. When advertising a vacancy with Inspiring Governors and Governors for Schools, you can specify that you are searching for a future chair, which will help pin-point the volunteers with the right skills and willingness for consideration.</p>
Governors' Role	To note the above information.
For action by	All Governors
Contact	George Peradigou Governor Services and Advice Officer George.Peradigou@barnet.gov.uk