

BELS Director's Report to Governors

SPRING 2023

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***DEVELOPING
THE
EFFECTIVENESS
OF
YOUR
GOVERNING
BOARD***

1.

MESSAGE FROM CHIEF EXECUTIVE OF BELS AND DIRECTOR OF EDUCATION AND LEARNING

Summary

Welcome back, I hope everyone managed to have an enjoyable festive break. This is always a very important term for governors with the setting of the school budgets for 2023-24. During January, the Schools Forum and the council's Children, Education and Safeguarding Committee received reports on school funding for 2023/24. 2023-24 is the first year of the transition to the 'direct' schools National Funding Formula (NFF), whereby all mainstream schools across England will be funded through the same national formula without allowing for adjustment through local funding formulae. Barnet has matched the NFF in previous years and will continue to do so. Therefore, there will be no distributional impact from the requirement to transition to 'direct' schools NFF.

The Dedicated Schools Grant (DSG) is paid in support of the local authority's schools' budget. It is the main source of income for the schools budget. Local authorities are responsible for determining the split of the grant between central expenditure and the individual schools budget (ISB) in conjunction with local schools forums. Local authorities are responsible for allocating the ISB to individual schools in accordance with the local schools' funding formula.

The DSG is made up of four blocks:

- Schools Block - allocates funding for pupils in Reception to Year 11 in state funded mainstream schools and academies
- Early Years Block - funds early education entitlements for 2-, 3- and 4-year-olds in private, voluntary, and independent settings, maintained nursery schools and school nursery classes. The funding for 2-year-olds is specifically for pupils from households with low incomes
- High Needs Block - supports provision for vulnerable children and young people, mainly those with special educational needs and disabilities (SEND) from their early years to age 25, enabling both local authorities and institutions to meet their statutory duties under the Children and Families Act 2014.
- Central School Services Block covers funding for historic LA commitments and funding for ongoing and statutory responsibilities.

The DfE announced allocations of the gross DSG to local authorities on 19th December 2022. The figures confirm the Schools Block and the Central School Services Block. However, the High Needs Block and the Early Years Block are indicative at this stage and will change during 2023.

The funding allocations show that there is growth across all four blocks as follows:

Schools Block - £19.392m increase
High Needs Block - £6.67m increase
Early Years Block - £1.799m increase
Central School Services Block - £0.103m increase
TOTAL = £27.964m increase

The allocation for the Schools Block is based on October 2022 school census data. A proposed Minimum Funding Guarantee of +0.5% means that every Primary or Secondary school will receive at least this percentage increase per pupil through the formula in 2023/24 (through the pupil-led element of the schools funding formula) above the amount it received in 2022/23. In addition, each primary school is guaranteed a minimum of £4,405 per pupil and each secondary school is guaranteed to receive at least £5,715 per pupil in 2023/24.

The average percentage increase to an individual school's budget in Barnet, based on the NFF, is approximately 6.5%.

In addition, on top on this, the DfE announced on 6th December that an additional £2 billion, announced in the Autumn Statement, would be split £1.6 billion to mainstream schools and £400 million to the High Needs Block. As the national funding formula had been run for 2023/24 the additional funding will be paid through a mainstream schools additional grant. Exact details to follow but we estimate this will bring the average percentage increase for Barnet schools above 10%.

The council recognises, however, that schools are also facing significant cost increases, including the pay awards of 5% for teachers and 10% for support staff. Therefore schools may continue to face financial pressures and particularly those primary schools with falling rolls.

The Schools Forum and committee took a decision that is designed to provide some relief in respect of funding challenges in 2023-24. It was agreed to allocate up to £0.75 million to support schools with additional costs arising from the enrolment, after the October 2022 census date, of children of asylum seeker families living in designated asylum seeker hotels during the school year 2022-23. 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 23-24 financial year.

BELS and the council finance team will continue to offer advice and support to schools who face financial difficulties over the next year. With this in mind we are aware there is some confusion about where certain teams sit in Barnet and who governors may need to contact for support. Therefore Item 2 in this Report gives governors some information about the different key teams who you may be in contact with, in order to gain greater clarity. We understand the landscape may be a confusing one, particularly for new governors.

Finally, you will no doubt have picked up in the news that the National Education Union (NEU) has announced that teachers will strike over pay in England and Wales on seven dates in February and March 2023. The NEU says any individual school will only be affected on a maximum of four out of the seven dates. The dates in London are 1st February, 2nd, 15th, and 16th March. We await further information from the other teaching unions.

The Department for Education (DfE) has published an updated version of its guidance on '[Handling strike action in schools](#)'. It would be useful if governors were familiar with this guidance. The main changes and key information within this guidance are summarised below:

- In the event of strike action at a school, the Department for Education expects the headteacher to take all reasonable steps to keep the school open for as many pupils as possible.
- The decision to open, restrict attendance, or close a maintained school is for the headteacher. The decision for academies rests with the academy trust, but is usually delegated to the principal.
- It is best practice for headteachers to consult governors, parents and the Local Authority, academy trust or diocesan representative (where appropriate) before deciding whether to close. Headteachers are entitled to ask staff whether they intend to strike

	<ul style="list-style-type: none"> • Under the Health and Safety at Work etc Act 1974, the employer in a school must take reasonable steps to ensure that staff and pupils are not exposed to risks to their health and safety. • Headteachers may ask other teachers to cover the classes of those taking industrial action. Where teachers are employed under the School Teachers’ Pay and Conditions Document, however, they cannot be compelled to provide cover for other teachers during industrial action. Cover supervisors, or teachers who are employed wholly or mainly to provide cover and are not taking industrial action themselves, can be directed to provide cover during industrial action by teachers or non-teaching staff • Following the repeal of Regulation 7 in July 2022, it is now possible for employers to engage with agency staff to replace the work of those taking official strike action • There is no legal requirement to teach the curriculum on strike days. • Where schools must restrict attendance, they should consider, where possible, providing remote education in line with the Providing remote education: guidance for schools - GOV.UK (www.gov.uk). In the event that the school delivers remote education, and where pupils are eligible for benefits related free school meals, schools should work with their school catering team or food provider to ensure that a good quality lunch parcel is made available. • Continued attendance is important for all pupils. However, if the numbers of staff on strike mean you need to temporarily prioritise places in your setting you should, where possible, apply the principles set out in the emergency planning and response guidance by giving priority to vulnerable children and young people and children of critical workers. In addition to prioritising vulnerable children and young people and children of critical workers, schools should consider prioritising pupils due to take public examinations and other formal assessments. • Parents have a legal duty to ensure that their school-registered child of compulsory school age attends school regularly. Therefore, all school-registered children of compulsory school age in classes open on days when strike action is being taken are still required to attend school, regardless of parental choice or the closure of other classes in the school <p>The guidance also covers important information about class sizes, recording attendance, before and after school clubs and some case studies. It is important that all school leaders have regard to this guidance where strike action is going to impact on their school.</p> <p>Ultimately the decision to open or close on strike days, either fully or partially, is one for the headteacher/principal, in collaboration with their governing body, academy trust. The local Authority has no role in instructing schools to open or close. Health and Safety must inform the decision-making process. We will have an agenda item on this at the Director’s Meeting with Chairs and Vice-Chairs which is on Thursday 2nd February 6.00-8.00pm.</p>
Governors’ Role	To note the above information.
For action by	All Governors
Contact	Neil Marlow Chief Executive and Director of Education and Learning Barnet Education and Learning Service (BELS) Email: neil.marlow@barnet.gov.uk

STRUCTURES, TEAMS AND KEY CONTACTS

Summary

Barnet Education and Learning Service (BELS)

Barnet Education and Learning Service (BELS) is a limited company wholly owned by Barnet council. We are in a strategic partnership with the council to provide its education services. BELS staff are employed directly with BELS.

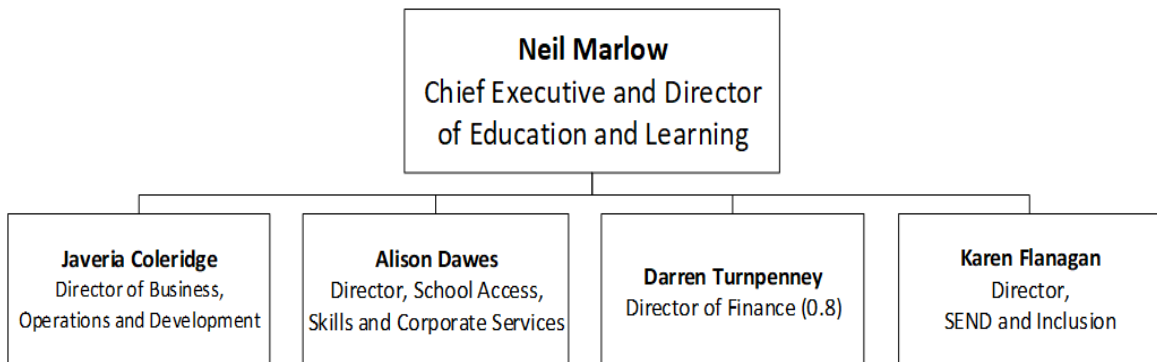
Barnet Education and Learning Service delivers the council's statutory education services:

- school improvement
- early years standards
- special educational needs
- admissions
- school place planning
- post-16 education and skills
- virtual school (Looked After Children)

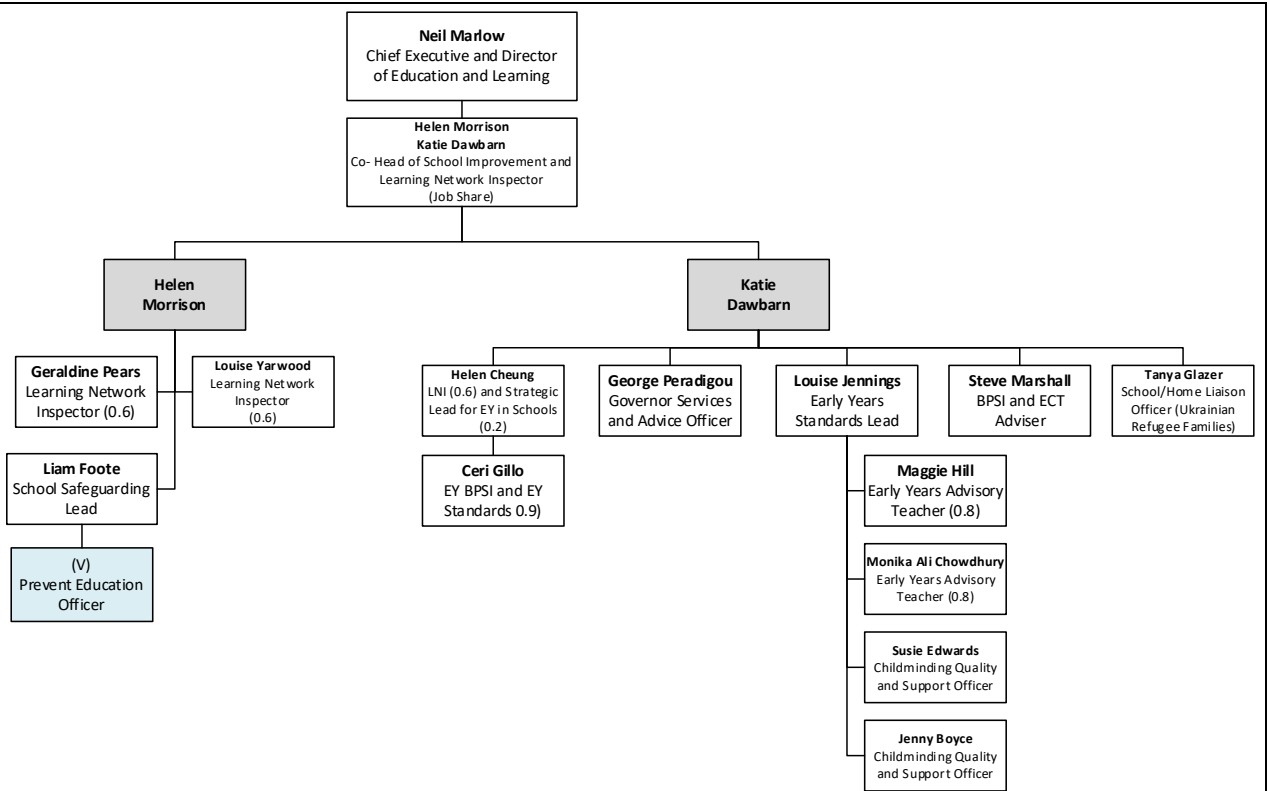
BELS also provides traded services to schools and settings in Barnet, equipping them with the latest tools, training, and programmes to improve school standards and pupil outcomes.

For more information about BELS including the Traded Services that we offer please look at our website www.bels.org.uk

The Senior Management Team of BELS is as follows:



As governors you are most likely to have contact with our School Improvement Team who will be supporting your school with all aspects of school improvement and effectiveness:



Barnet Council

The ultimate responsibility for schools in Barnet sits with Chris Munday, Executive Director of Children's Services. He is one of eight Directors in the Council's Management Team, led by the Chief Executive of the Council, John Hooton. More information can be found here [Council CMT](#) and there is a link to a downloadable document which outlines the Council's Senior Management Structure.

The **School Finance Team** sits within the Council. If you want to contact someone from that team about your school budget, or need to request a deficit budget you need to contact:

- Richard Cox (Interim DSG Finance Manager) richard.cox@barnet.gov.uk

The **Barnet LADO (Local Authority Designated Officer)** is Rob Wratten. 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:

- 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.

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 for example faith leaders.

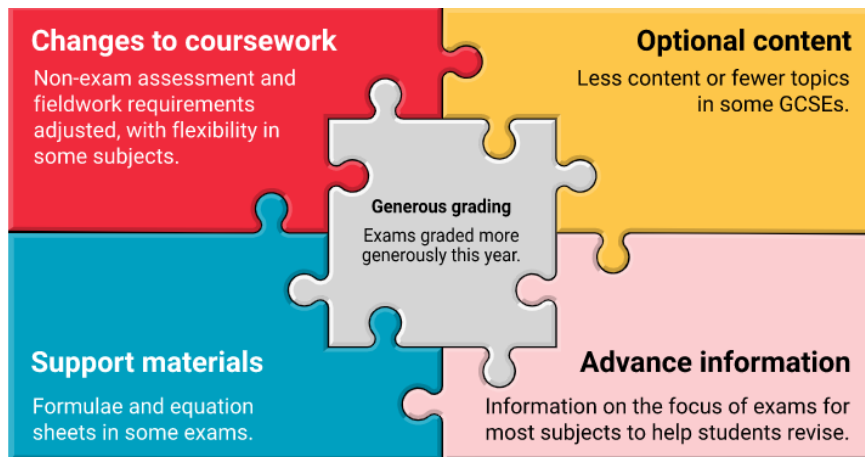
The LADO can be contacted at LADO@barnet.gov.uk

The **Multi Agency Safeguarding Hub (MASH)** sits within the Council and acts a single 'front door' for children in need of additional support and/or protection. Co-located within the MASH is a partnership of professionals from a range of agencies including the police, health, education,

	<p>children’s social care, children’s early help, substance misuse, housing, probation and domestic violence services. The professionals work together to share and analyse information held on multiple client data systems to build a picture of the child’s history, current circumstances, support systems, needs and risks, so that proportionate and timely decisions can be made about the type and level of services children need to safeguard their welfare, meet their needs and improve their outcomes, ensuring that children receive the right help first time.</p> <p>The MASH can be contacted at MASH@barnet.gov.uk or on 020 8359 4066</p> <p>Capita For many years Barnet has commissioned Capita to run some of their services including the Traded Building Services Team and the Council Property Services Team. If you need to contact one of these teams the contact details are below: Building Services Manger – Mark Purrier mark.purrier@barnet.gov.uk Interim Property Services Manager – Sal Waheed sal.waheed@barnet.gov.uk</p> <p>Barnet The Barnet Estates Team also employ a Compliance Officer - Steve Larken steve.larken@barnet.gov.uk Steve can support schools with advice on all compliance related issues, including the annual compliance data collection submission.</p> <p>If schools require support and advice concerning Health & Safety matters this can be provided by Mike Koumi – Head of Safety, Health and Wellbeing mike.koumi@barnet.gov.uk Jay Patel – Health & Safety Advisor jay.patel@barnet.gov.uk</p>
Governors’ Role	To note the above information.
For action by	All Governors
Contact	Alison Dawes Director, School Access, Skills and Corporate Services Barnet Education and Learning Service (BELS) Email: alison.dawes@barnet.gov.uk

3.	ACHIEVEMENT IN BARNET SCHOOLS 2022
Summary	<p>Background</p> <p>As outlined in the Schools and Settings Improvement Strategy (updated in autumn 2022), Barnet continues to be well known for the excellent quality of its schools and settings and the diversity of its educational offer. Vital to Barnet’s success is our commitment to making sure all Barnet children and young people have the core knowledge and skills to guarantee successful transitions at all stages, as well as having the rightful access to a broad curriculum offer at every stage in their education. This item provides headline information on the achievement of Barnet pupils at the end of the 2021/2022 academic year.</p> <p>Headlines from Secondary Schools:</p> <p>This was the first year since 2019 that, at KS4 and KS5, there was a full exam process. There were some changes to take account of the student’s experiences over the past</p>

three years. This diagram was produced by the DfE and Ofqual in December 2022 to illustrate the changes:



DfE and Ofqual: GCSE, AS and A level Summer Report 2022 (published Dec 2022)

Link to the report: <https://www.gov.uk/government/publications/gcse-as-and-a-level-summer-report-2022/gcse-as-and-a-level-summer-report-2022>

We feel that schools and students should be congratulated in the strong set of results at KS4 (see below), despite the disruption and setbacks for all during the pandemic. We are still awaiting KS5 information.

KS4 PROVISIONAL HEADLINES:

Barnet's overall attainment continues to perform highly in the top 5% of the country, remaining well above London and National averages. Barnet's average Attainment 8 score for all pupils is 58.1 and ranked third in the country. Attainment in English and maths is ranked fourth and third respectively.

Area	Average Attainment 8 score of all pupils	Average Attainment 8 English	Average Attainment 8 Maths
Inner London	51.8	11.1	10.1
London	52.6	11.2	10.3
National	48.8	10.4	9.5
Outer London	53	11.2	10.4
Barnet	58.1	12.2	11.4
Ranking (out of 152 LAs)	3	4	3

Overall, the proportion of pupils attaining well in both English and maths is also in the top 5% of Local Authorities, with 80.4% achieving grade 4 or above in both subjects. Both English and maths perform well compared to both the national and London averages, including inner London.

Area	Percentage of pupils achieving grades 5 or above in English and Mathematics GCSEs	Percentage of pupils achieving grades 4 or above in English and Mathematics GCSEs	Percentage of pupils achieving grade 5 or above in Ebacc English component	Percentage of pupils achieving grade 5 or above in Ebacc Mathematics component	Percentage of pupils achieving grade 4 or above in Ebacc English component	Percentage of pupils achieving grade 4 or above in Ebacc Mathematics component
Inner London	56.4	73.5	71.8	60.7	83.3	76.6
London	57.3	74.1	72	61.7	83.4	77.2
National	49.8	68.8	65.5	54.7	78.9	72.8
Outer London	57.8	74.4	72.1	62.2	83.5	77.5
Barnet	66.7	80.4	80.2	69.8	87.9	82.7
Ranking (out of 152 LAs)	4	7	5	5	7	7

Provisional data indicates that not only are Barnet's pupils high attaining at KS4, but also the table below demonstrates their strong progress from starting points.

Area	Average progress 8 score	Average Progress 8 maths	Average Progress 8 English
Inner London	0.2	0.21	0.28
London	0.23	0.25	0.26
National	-0.03	-0.03	-0.04
Outer London	0.25	0.27	0.25
Barnet	0.49	0.5	0.5
Ranking (out of 152 LAs)	8	6	4

HEADLINES FROM PRIMARY SCHOOLS (see table at the end of this section for national and regional comparisons and rankings)

KS2:

This is the first performance information for KS2 (ie end of Y6) since 2019. At KS2, children undertook the following:

Reading (Test)

Maths (Test)

Writing (Teacher Assessed)

Science (Teacher Assessment)

Grammar, Punctuation and Spelling (Test)

The DfE considers that 'meeting the expected standard in reading, writing and maths to be key for success in secondary school and beyond.'

There is no requirement for schools to publish their KS2 results for the 2021/22 academic year, as the DfE have not published this data, it being the first year since 2019 that primary schools were expected to undertake statutory assessments without any adaptations.

KS2 Headlines:

Reading:

Barnet's ranking is in the 7th percentile when compared to national for both the expected standard in reading and for the higher level of attainment (these rankings were 10th and 13th in 2019). Barnet's pupils achieve better than both the London and national scores in this subject.

Expected Standard:

81.2% achieved the expected standard in Reading in Barnet, 6.7% higher than the National average of 74.5%. It should be noted that while Barnet's average for expected standard in Reading has increased by 0.8%, from 80.4% in 2018/19 to 81.2% in 2021/22, the National average increased by 1.3%, from 73.2% in 2018/19 to 74.5% in 2021/22.

Higher Standard:

Barnet's ranking for the higher standard has risen by 6 places (from 13th percentile to 7th) and has been above the national average for the last 3 academic years. The Barnet average for the higher standard has increased by 2.1% compared to the national average increase of 0.8%.

Progress:

Barnet's percentile ranking in this subject has risen 4 places from 14th to 10th. Pupils' progress is better than national at 1.5 (compared to 0.0), although represents a slight decline from 1.8 in 2018/2019.

Writing:

Expected Standard:

Barnet's percentile ranking has risen from 25th in 2018/19 to 17th in 2021/22. Barnet's attainment is better than both national and London. The gap between Barnet's and the national average has increased by 0.9%.

Greater Depth:

Barnet's percentile ranking has risen 7 places in this area from 43rd to 36th. Although the attainment of Barnet pupils at the higher levels in writing was better than national, it was less strong than the overall London picture. Barnet's average for greater depth in writing has decreased from 15.8% in 2019 to 9.8% (ie 6.0%). This is better than the national decrease of 6.8%.

Progress:

Writing progress has moved up 5 places from 39th percentile to the 34th since 2019. Progress is also above the national average. Progress in writing has also improved since 2019 in Barnet (0.6 in 2019, 0.8 in 2022).

Maths:

Expected Standard:

Barnet's percentile ranking at the expected standard in Maths has moved from the 7th percentile to the 6th since 2018/19. The attainment in Barnet at 80.5% was better than national (71.4%) and London (77%). Although Barnet's average for the expected standard in Maths represented a 5.8% decrease from the attainment of 2018/19, the national average decreased by 7.3%.

Higher Standard:

Barnet's percentile ranking has risen 3 places from 10th to 7th since 2018/19 (and 7 places since the previous year, 2017/18). Barnet has been above the national average for the Higher Standard in Maths for the last 3 years. Attainment was again above the national average (33.3% compared to 22.5% nationally).

Progress:

Whilst Maths progress at KS2 is strong compared to national and London figures, Barnet has dropped from 12th to 14th in its percentile ranking. Barnet's progress score decreased by 0.1 from 2.0 to 1.9 (from 2018/19 to 2021/22). However, the national average remained the same at 0.0.

Reading, Writing, Maths (RWM) Combined Scores:

Barnet's ranking has dropped 4 places from 9th percentile to the 13th since the last published data in 2019. While Barnet's average for the expected standard in the combined scores decreased by 6.0% (from 73.4% in 2019 to 67.4% in 2021/22), the national average decreased by 6.2%. However, it is understandable that fewer children would achieve as well as they had prior to the pandemic.

Grammar, Punctuation and Spelling:

Expected Standard

81% of pupils in Barnet were at the expected standard in grammar, punctuation and spelling. This was above the national average of 72% and a percentile ranking of 15th.

Higher Standard

40% of pupils in Barnet were at the expected standard in grammar, punctuation and spelling. This was above the national average of 28%

Science:

Expected Standard

84% of pupils in Barnet were at the expected standard in science. This was above the national average of 79%. This makes Barnet in the 10th percentile.

KS1:

All existing statutory KS1 assessments returned in 2021/22. These included:

- the end of KS1 assessments
- the phonics screening check

KS1 Headlines:

Phonics:

Barnet fell 31 places in the percentile rankings between 2018/19 and 2021/22 from 10th to 41st, although attainment is still above the national average. Barnet's average for the expected standard in Phonics for Year 1 decreased by 9.0% from 86.0% (18/19) to 77% (21/22). Meanwhile the national average decreased by 6.4% from 81.9% to 75.5%.

KS1 SATs:

(Note: this is based on teacher assessment)

Reading:

Expected Standard:

Barnet's ranking fell 29 places from 13th (18/19) to 42nd (21/22) and although the average scores were higher than national, they were less good than the London average.

Barnet's average for the Expected Standard in Reading decreased by 10.7% from 79.1% (18/19) to 68.4% (21/22), whilst the national average decreased by only 8.0% (from 74.9% to 66.9%).

Greater Depth:

Barnet's percentile ranking stayed static at 39th (compared to 2018/19). As with the Expected Standard in Reading, attainment at Greater Depth in this subject was better than national (19.9% compared to 18%), but less good than London (21.6%). Barnet's decrease at Greater Depth in Reading (6.7% between 2018/19) is better than the national decrease of 7.0% for the same period.

Writing:

Expected Standard:

Barnet's ranking fell 12 places in the percentile rankings from 17th to 30th and as with Reading, attainment is overall better than the national average, but less good than the London average. Barnet's average for the Expected Standard in Writing has decreased

by 12.7% from 73.6% (18/19) to 60.9% (21/22). The national average decreased from 11.6%, over the same period, to 57.6% (ie 11.6%).

Greater Depth:

Barnet's percentile ranking has improved from 43rd to 37th since 2018/19 and the attainment is better than national (9.8% compared to 8.0%). The decrease from 2018/9 is also less than national (6.0% decrease in Barnet from 15.8% compared to a national decline of 6.8%).

Maths:

Expected Standard:

Barnet's ranking fell 21 places from 17th to 39th and as with Reading and Writing, scores were better than the national average, but less good than the overall London average. The average score in Barnet decreased by 10% (from 79.6% in 2018/19 to 69.6% in 2021/22), whilst the national decrease was only 7.9% (75.6% to 67.7%).

Greater Depth:

Barnet's percentile ranking has dropped 1 place since 2018/19, from 32nd to 33rd. As with other areas in KS1, average attainment is better than national, but less good than the London average. The decrease in attainment from 2018/19 to 2021/22 in Barnet is the same as the decrease nationally (6.6%).

EYFS:

The Early Years Profile is a statutory review of children's progress in the year they reach five (ie reception). It is used to support transition into Year 1, as well as inform parents of the progress of their child against the Early Learning Goals. As governors will know, the new statutory framework for early years was introduced in September 2021, making summer 2022 the first time that we had information on the achievement of children in terms of their Good Level of Development. There is no comparison data available for previous years as this is a new profile, so not comparable with previous years.

In 2022 the percentage of pupils who achieved a GLD in the new EYFS Profile was 64.7%, this is 0.5% below National outcomes and 3.1% below London. Barnet's national ranking for percentage of pupils achieving a GLD was in the 55th percentile.

Note on context: We know from historic performance in Barnet, that English as an Additional Language can disproportionately influence outcomes compared to national.

Table to Illustrate Barnet's Achievement and Progress in Primary Schools cp to Regional and National

Assessment	Barnet LA	London Regional	NCER National	LA Ranking (red indicates a significant drop, green a rise ie more than 5 places)
EYFS GLD	64.7%	67.8%	65.2%	55 th percentile (1 st year)
EYFS Av. Total Pts	31.0	31.1	31.1	
Phonics Y1	77.0%		75.5%	41 st
Phonics Y2	47.3%		44.2%	62 nd
Key Stage 1				
Reading EXP+	68.4%	70.3%	66.9%	42 nd
Reading GDS	19.9%	21.6%	18.0%	38 th
Writing EXS+	60.9%	62.7%	57.6%	29 th
Writing GDS	9.8%	11.7%	8.0%	36 th
Maths EXS+	69.6%	71.1%	67.7%	38 th
Maths GDS	17.6%	19.7%	15.1%	31 st
RWM* EXS+	56.3%		53.4%	
RWM* GDS	7.4%		5.9%	
Key Stage 2				
Reading EXS+	81.2%	78.2%	74.5%	7 th
Reading High	36.8%	32.6%	27.8%	7 th
Writing EXS+	74.6%	73.1%	69.5%	17 th
Writing GDS	15.4%	17.3%	12.8%	36 th
Maths EXS+	80.5%	77.0%	71.4%	6 th
Maths High	33.3%	30.1%	22.5%	7 th
RWM* EXS+	67.4%	64.4%	58.7%	13 th
RWM* High	9.4%		7.2%	
Reading Progress	1.5	0.8	0.1	10 th
Writing Progress	0.8	0.9	0.1	34 th
Maths Progress	1.9	1.2	0.1	14 th

ATTENDANCE:

Overall Absence (Full Year):

Barnet is in the 19th percentile when compared to all LAs nationally for Overall Absence and has risen 36 places in the percentile rankings from 2020/21 from 56th. Barnet's Overall Absence of 6.5% is 1.0% lower than the national average of 7.5%.

Unsurprisingly, the Overall Absence in Barnet has increased by 2.5% since 2018/19 (ie pre-pandemic), from 4.0% to 6.5%.

Interestingly, if Barnet's 'severe persistent' absence was removed from the absence calculations, the 'overall absence' figures would be 6.2% (which would be extremely strong).

Persistent Absence:

Barnet's Persistent Absence of 18.4% is 4.1% lower than the national average of 22.5%. Barnet's ranking has risen 41 places from the 50th percentile to the 9th.

EXCLUSIONS:

Fixed Period Exclusions:

Barnet are currently in the 22nd percentile when compared to national for the Fixed Period Exclusion Rate (FPE). This is a fall of 3 places from 19th in 2020/21. Barnet's Fixed Period Exclusions have been better than the national average for the last 3 years.

	<p>While Barnet's FPE rate has increased by 1.23 from 2.46 in 2020/21 to 3.69 in 2021/22, the national FPE rate increased by 1.71.</p> <p>Permanent Exclusions: 2021/22 saw a 40% decrease in the number of pupils permanently excluded from Barnet schools. However, the percentage of Black pupils who were permanently excluded was higher than in previous years (37.5% of all permanently excluded pupils). In addition, the percentage of girls permanently excluded was the highest ever (42% of all permanent exclusions).</p> <p>We plan to present some further information on different groups at the Director's Meeting for Chairs and Vice Chairs in the summer term once that data is available.</p>
Governors' Role	To note the above information.
For action by	All Governors
Contact	<p>Katie Dawbarn Co-Head of School Improvement and Learning Network Inspector Barnet Education and Learning Service (BELS) Email: katie.dawbarn@barnet.gov.uk</p>

4.	SCHOOL IMPROVEMENT PRIORITIES 2022-23
Summary	<p>Based on the education performance data from 2022 and our intelligence about schools from Ofsted and school visits by BELS officers, the areas outlined below have been identified as a priority for improvement by the Schools and Settings Standards Partnership Board (SSSPB).</p> <p>SSSPB is made up of BELS education officers, the CEO of BELS, BELS directors, Council Officers and headteachers. The headteachers are representative of all schools, including primary, special, secondary and all through schools. We also have representation from EY standards.</p> <p>The priorities are outlined in the 'The Schools and Settings Improvement Strategy', which is reviewed and updated annually. It is shared with and approved by the Children, Education and Safeguarding Committee (CES) of the council annually in the autumn term.</p> <p>The priorities represent high-level themes that we have targeted for improvement over this academic year. The precise mechanisms continue to be developed and evaluated through an on-going and iterative analysis as further data, contextual analysis and further intelligence becomes available, which may influence priorities set or indeed emerging priorities.</p> <p>Priorities for 2022/2023:</p> <ul style="list-style-type: none"> • Early Years <p>As Barnet are in the 55th percentile nationally and as the new Early Years profile is still in the process of being embedded into schools and settings, Early Years remains a priority.</p>

- **Phonics**

Our phonics ranking fell by 31 places between 2021 and 2022 to 43rd and therefore is back as a priority for this year.

- **Key Stage 1 Achievement**

This is remaining a priority (even though 2023 is the final year for KS1 SATs) as we do need to be assured that practice at KS1 is of a good or better quality.

- **KS2 Writing**

Writing is still likely to be a priority looking at provisional outcomes. Although there are still inconsistencies nationally with teacher assessment of writing, we still need to maintain a focus on this subject to continue to raise relative attainment.

- **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 recent changes to the vocational routes and the uncertainty about the continuation of BTECs and the recent 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.

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

Although Barnet's Disadvantaged pupils perform better than national Disadvantaged pupils, there are still significant gaps in achievement between those pupils who are Disadvantaged and those who are not. SEND and children in need are always an important priority.

- **Looked After Children**

Provisional results indicate that there has been a decrease overall in the attainment of LAC children in Barnet. The overall achievement of LAC remains a priority.

- **Pupils' Mental Health**

Following the pandemic, which is backed up by a recent survey of secondary pupils, the mental health of all pupils still needs to be a priority, including support for pupils with managing test and exam stress.

- **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.

- **Safeguarding**

We continue to support schools in ensuring that their safeguarding arrangements are effective.

	<ul style="list-style-type: none"> • Curriculum <p>To support all schools in the effective planning and delivery of 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 skills they need to succeed in life. This is a priority to reflect the changes introduced in the 2019 Ofsted inspection framework.</p>
Governors' Role	To note the above information.
For action by	All Governors
Contact	Katie Dawbarn Co-Head of School Improvement and Learning Network Inspector Barnet Education and Learning Service (BELS) Email: katie.dawbarn@barnet.gov.uk

5.	SCHOOLS FORUM VACANCY
Summary	<p>The Barnet School's Forum currently has the following vacancy:</p> <ul style="list-style-type: none"> - Maintained Primary School Governor <p>We are inviting nominations until 23rd February. The role is elected by the sub-group of the relevant type of school, so this announcement is addressed to maintained primary school governors only. As vacancies arise for other sub-groups, we will announce them.</p> <p>The School's Forum is an important statutory consultative body which advises on and makes decisions regarding the schools funding formula and the Dedicated Schools Grant. It is made up of Headteachers and governors representing both the academy and maintained sector as well as some non-school representatives. Non-school's members may number no more than a third of a school's forum's total membership (excluding observers).</p> <p>LA officers attend the Forum and prepare papers, but do not vote.</p> <p>Meetings are held termly during normal working hours (usually starting at 4pm). Meetings are held virtually via Microsoft Teams. There are 3/4 meetings per year. Recent agenda items have included:</p> <ul style="list-style-type: none"> - Review of the funding formula - Schools with deficits and large balances - Dedicated Schools Grant (DSG) Budget Monitoring - Changes to the Scheme for Financing Schools <p>Please send your expression of interest to George.Peradigou@barnet.gov.uk with your name and school by the closing date.</p>
Governors' Role	To note the above information.
For action by	All Governors
Contact	George Peradigou

	Governor Services and Advice Officer Barnet Education and Learning Service (BELS) Email: George.Peradigou@barnet.gov.uk
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6.	GOVERNOR SERVICES
Summary	<p>As usual, subscribing schools have access to training and advice, including guidance on procedural matters ensuring compliance, termly newsletters containing information on current hot topics, guidance on constitutional matters, support with election procedures and model papers, support with governor recruitment, chair mentoring, and so on.</p> <p>Furthermore, our Governor Training programme this term has been published and courses can be found at www.bels.org.uk/governor-services. Please click on the below flyers to register:</p> <p>Financial Management for Maintained Schools 08.02.23 Induction for Newish Governors – Parts 1 & 2 20.02.23 Managing Allegations against Staff and the Role of the LADO 01.03.23 Safeguarding Discussion Forum – Focus: Online Safety 02.03.23 SEND: Raising achievement for SEND Pupils 06.03.23 Ofsted Interview Prep Session for Governors expecting an inspection 09.03.23 Discussion Forum for Chairs and Vice Chairs 15.03.23 Ofsted: Knowing your Curriculum 21.03.23 The Role of the Committee Chair 22.03.23 Complaints Handling 23.03.23 Safeguarding for Governors 27.03.23</p> <p>Please continue to take advantage of the local intelligence available. We have some of the best trainers, including Ofsted Inspectors, Learning Network Inspectors (LNIs), and other expert consultants. We received some great feedback via the annual satisfaction survey in October 2022 so thank you to those who responded.</p> <p>We'd also like to remind you that Governors Services subscribers get a discounted rates with Modern Governor. This will grant your governors access to a host of online modules and podcasts which they can run through in their own time to supplement material covered in our courses. The e-learning modules vary in length ranging from 10 to 90 minutes. They are adapted to fit any device used – phone, tablet, or desktop. Progress is saved, enabling Governors to pick up where they left off. Audio learning is also available via podcasts.</p> <p>The Traded Services Booklet, containing the Governor Services Service Level Agreement, will be circulated to your Headteacher shortly so please discuss subscription options with them.</p>
Governors' Role	To note the above information.
For action by	All Governors
Contact	George Peradigou Governor Services and Advice Officer Barnet Education and Learning Service (BELS) Email: george.peradigou@barnet.gov.uk

7.	POST 16 QUALIFICATION LANDSCAPE SEPTEMBER 2025 AND BEYOND
Summary	<p>The guide to the post-16 qualifications landscape at level 3 and below for 2025 and beyond was published in January 2023. The document shares information regarding the post-2025 qualifications landscape and funding approval process, including the timelines and implications on the availability of qualifications for teaching.</p> <p>To allow T Levels to flourish, funding will be removed from qualifications which overlap with T Levels, this impacts from September 2024 and September 2025 depending on when the T Level started. The list of subjects which will no longer be funded in September 2024 has been confirmed and was published in October 2022. A provisional list of the qualifications which will be impacted in September 2025 will be published in spring 2023.</p> <p>The final phase of the reforms will introduce a new integrated approval process, focused on setting quality criteria for all academic and technical qualifications. Ministers are seeking to streamline the qualifications landscape and to ensure that wherever A levels and T Levels exist, students are channelled to them. Certain subjects where large academic qualifications have previously existed will now also be restricted to small qualifications (the size of one A level). This is because Ministers have decided these subjects would be better studied as part of a mixed programme.</p> <p>The government continues to recognise the need for other large and small academic qualifications in a limited range of subjects. A “large” qualification equates to 2 or 3 A levels and a “small” qualification is up to the size of 1 A level. These qualifications will be known as Alternative Academic Qualifications (AAQs).</p> <p>The following priorities have been identified to determine the range of small AAQ subjects: ensure as many students as possible benefit from A levels and that the AAQs both complement and enhance the A level offer so that students are supported into high-quality degree courses in subjects valuable to the economy. The small AAQs which will be approved (and which can be studied alongside A levels) will be focused on those that are strategically important (such as STEM and those supporting the NHS) and those that are not so well-served by A levels.</p> <p>Large AAQs will exist in subjects where there are no T Levels, there is a need for a large qualification to enable entry to specialist areas of higher education and there is clear progression into higher education.</p> <p>The expectation outlined in study programme guidance will be that the majority of students taking small AAQs will also be studying two A levels. Specific funding rules will prevent study programmes that consist entirely of small AAQs.</p> <p>The link to the document is: Guide to the post-16 qualifications landscape at level 3 and below for 2025 and beyond (publishing.service.gov.uk)</p>
Governors’ Role	To note the above information.
For action by	All Governors
Contact	Tracy Parrott

	Senior Curriculum Adviser Post 16 Education and Skills Barnet Education and Learning Service (BELS) Email: Tracy.Parrott@barnet.gov.uk
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8.	T- LEVEL UPDATE
Summary	<p>From September 2023 there will be two T Level providers in Barnet and students will be able to access a total of eight T levels. Further information can be found in our Barnet Options prospectus: 80c8b8_1659dd8a2d5745bf96b58f0ff47f362d.pdf (bels.org.uk)</p> <p>The T level subjects come from the construction, education and childcare, digital and health and science routes.</p> <p>On T Level Thursday (9 February), as part of National Apprenticeship Week, there will be a T Level event at Middlesex University entitled “Spotlight on Digital”. Young people and parents will have the opportunity to learn about digital T levels and progression routes – careers / degrees/ degree apprenticeships. We are pleased to have support from Barnet and Southgate College, Saracens High School, Lloyds and Middlesex University.</p> <p>More information can be found: News Barnet Education & Learning Service London (bels.org.uk)</p>
Governors’ Role	To note the above information.
For action by	All Governors
Contact	Tracy Parrott Senior Curriculum Adviser Post 16 Education and Skills Barnet Education and Learning Service (BELS) Email: Tracy.Parrott@barnet.gov.uk

9.	GOVERNANCE REVIEWS
Summary	<p>BPSI offer External Reviews of Governance for Governing Bodies as part of the consultancy offering for subscribing schools. These reviews are conducted by a National Leader of Governance or an Ofsted Inspector and cost 10 BPSI hours. An experienced Chair of Governors voluntarily accompanies the Lead Reviewer to support the process and help share best practice. Participating Chairs of Governors have found that supporting Governance Reviews helps support and develop their own practice.</p> <p>BPSI are currently looking to expand the team supporting these reviews. In order to participate you need to be a Chair with significant experience in a good or outstanding school and your application needs to be supported by your Headteacher.</p> <p>BPSI will be running a training session in the Summer Term. If you are interested in applying or finding out more, please contact Bronwen Tumani on btumani.302@lqflmail.org.</p>

Governors' Role	To note the above information.
For action by	All Governors
Contact	Bronwen Tumani Governance Consultant btumani.302@lqflmail.org

10.	LA Governor Nominations Process
Summary	<p>Some schools are still not following proper procedure related to the LA Governor appointments.</p> <p>As per current regulations, while governing boards make the final appointment via a governing board resolution, nominations must first be assessed and approved by the Local Authority. This is done by the LA Governor Nominations Panel, which was established by the Children, Education and Safeguarding Committee for this purpose.</p> <p>The LA Governor Nominations Panel considers nominations received, with first preference given to Councillors who have put themselves forward. If no Councillors have put themselves forward for the vacancy, external candidates are considered. Schools subscribed to Governor Services can, of course, access additional support with external governor recruitment.</p> <p>When LA Governor vacancies arise, this panel must be informed in order to consider nominations. This can be done by emailing the details to George.Peradigou@barnet.gov.uk. Once approved, the Chair of Governors will be informed, and the Governing Board can then make the appointment at its next Governing Board meeting.</p>
Governors' Role	To note the above information.
For action by	All Governors
Contact	George Peradigou Governor Services Barnet Education and Learning Service (BELS) Email: george.peradigou@barnet.gov.uk