

Reset, Recovery and Renaissance Update – Louise Yarwood (LNI)

Chairs and Vice-Chairs
February 2022

RRR- the Reset, Recovery and Renaissance response to the pandemic

- ▶ DfE report Year 1 Recovery - a summary of findings
- ▶ The Barnet response
 - Speech and Language support ‘the Language Enrichment Project’
 - Compass for Life
 - Increased bespoke support: BPSI hours
 - The RRR projects
- ▶ Accountability procedures
- ▶ Impact

RRR- the Reset, Recovery and Renaissance response to the pandemic

- ▶ **DfE report Year 1 Recovery - a summary of findings**
 - How schools responded nationally
 - The power of interventions
 - Priorities for 2021/22
 - Priority Children
 - Effective support
 - What changed?
 - Unexpected advantages
 - How the 2020/21 year ended
 - Where are we now?



RRR- the Reset, Recovery and Renaissance response to the pandemic



The Language Enrichment Project

How many schools have taken part in the LEP?

- *Almost every primary school in Barnet sent along at least one person for training.*
- *93% (90/97) primary schools were either trained or have made contact*
- *11 secondary schools*



Feedback to date is positive!

►The Barnet response

Speech and Language support 'the Language Enrichment Project'

"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."

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Compass for Life

BELS
Barnet Education
& Learning Service

“Using a clear Super **North** Star to achieve our potential and that of **EVERYONE** in our community. Together we can do great things!”

8 Ambassador schools:

- Dollis Primary School*
- Bell Lane*
- St. John's C.E.*
- St Mary's CE*
- Beis Yaakov*
- Barnfield*
- Etz Chaim*
- Holly Park*
- St Joseph's*

50% discount: £600 a school



► The Barnet response
Compass for Life



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https://www.bpsi.org.uk

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BPSI
Barnet Partnership for School Improvement

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Click here if you get a 404 error message when connecting to the members' area

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020 8359 6325 / 6306

sdtued.admin@barnet.gov.uk

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Welcome to BPSI

BPSI is a school improvement traded service. But BPSI is far more than that, it is a partnership of schools that effectively pool money each year to fund:

- Training that improves school outcomes
- Consultancy in your school that impacts upon practice
- Support for the exchange of best practice between schools

If you are a school interested in joining our partnership, please see the joining BPSI and What schools say about us ... links below

Joining BPSI

Dinah Okolie

Dinah has been a primary education teacher for over ten years. Dinah provides coaching services, in both primary and secondary phase for ECTs, teachers contemplating or transitioning into middle leaders; confidence building and self-empowerment; developing greater flexibility of response to challenges in the classroom and raising awareness of limiting barriers.

Some of our BPSI consultants ready to support your school

► The Barnet response

Increased bespoke support: BPSI hours for example:

- *SEN support*
- *Coaching senior leaders*
- *Support for subject leaders*

RRR- the Reset, Recovery and Renaissance response.

The RRR Projects

Nearly half of the bids (20 bids) were successful albeit some only part funded. 55 schools now benefit from this funding, that's over 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 received some funding from this process.

This is broken down as follows:

- Nursery Schools – 1
- Primary / Infant / Junior Schools – 53
- Secondary Schools – 6
- Special Schools – 2

The RRR schools' bid for partnership projects

What are schools' priority areas for recovery?

Core strategy	Total of bids
Language and communication	9
Literacy skills: reading and writing	5
Peer coaching, tuition for DA	5
School counsellor/ resilience/ metacognition/social skills / motivation	9
Creative arts and drama	3
Physical / playtimes	7
Further development of online learning	3
TA professional development	1
	(typical strategy)

RRR- the Reset, Recovery and Renaissance response to the pandemic

► Accountability procedures

Language Enrichment Project feedback

Compass for Life conferences and LNI visit

BPSI hours tracked

And finally

RRR projects:

- Finance team
- Impact reports each term
- Additional LNI time to monitor and evaluate
- Innovative, effective practice identified and shared

RRR- the Reset, Recovery and Renaissance response to the pandemic

Impact

- ▶ LEP is common place and widely used - request to re-run training as a standing item. *Initiatives to support speech and language recovery at your school?*
- ▶ Compass for Life - *attendance, behaviour, parental engagement*
- ▶ BPSI hours - *support for highest quality professional development. - remind your school leaders!*
- ▶ RRR projects *are all funded and underway*
- ▶ Hard data - *how is the recovery going at your school?*

Ofsted Update — Neil Marlow (Director of SI/Traded Services) and Katie Dawbarn (LNI)

Chairs and Vice-Chairs
February 2022

Ofsted Inspections this year...

	School	Ofsted Judgement	Previous Judgement and Date
1	QE Girls	GOOD	Good (April 2016)
2	Mill Hill County	GOOD	Good (Sept 2016)
3	St Joseph's	GOOD	RI (Dec 2017)
4	Bell Lane	RI	RI (Feb 2018)
5	Mathilda Marks Kennedy	GOOD	Outstanding (July 2010)
6	St Mary's N3	Report Not Published	Outstanding (December 2011)
7	Ashmole Academy	GOOD	Outstanding (January 2007)

To: All Schools

FAO: All Headteachers, Chairs and Vice-Chairs of Governors

email: ian.harrison@barnet.gov.uk

date: Monday 17th January 2022

Dear All,

Ofsted inspection judgements – ‘good’ and ‘outstanding’

As you are aware, Ofsted Inspections re-started in April 2021 following a period of no inspections. Schools that were previously judged as ‘outstanding’ are no longer exempt from inspections and so can expect to have an inspection over the next three years and then every five years after that.

The Ofsted Framework, and the way inspections are carried out, have been reviewed and updated several times over the last 15 years, with a significant update in 2019 from the Common Inspection Framework to the Education Inspection Framework.

Each review of the Ofsted Framework has raised the standard expected from schools to achieve ‘good’ or better against the framework. For instance, to be a ‘good’ school against the current Ofsted Educational Inspection Framework is a more significant achievement than perhaps historically may have been the case. This is due to the increased demands of the framework.

The evaluation criteria for an ‘outstanding’ school has also changed considerably over the years. It would not be accurate or fair to compare a school judged to be ‘outstanding’ using one previous framework against an ‘outstanding’ school judged against another framework. You are simply not comparing like with like.

The bar has been raised again in the new Education Inspection framework, last updated in September 2019. ‘Outstanding’ is now an exacting judgement. All of the criteria for being assessed as ‘good’ have to be fully met and the practice in the school has to be exceptional: i.e. beyond what an inspector would normally expect to see. This is intentionally difficult to achieve and Ofsted are expecting only a small number of schools across England and Wales to achieve this judgement.

In summary, this means that a school that was judged ‘outstanding’ under a previous framework, which is inspected and judged ‘good’ under the current framework, has not necessarily declined in quality and standards. Indeed, many aspects of the school could and will have improved. Furthermore a school judged ‘good’ under a previous framework who achieves ‘good’ again under the current framework may have actually improved considerably.

Whilst we know that many schools will strive to be ‘outstanding’, all school leaders continue to focus on providing the very best education for pupils in their school. School communities should be proud of achieving ‘good’ under the new Education Inspection Framework and this should be celebrated.

I hope this helps to clarify the changing nature of the Ofsted judgements and that you will feel confident in celebrating ‘good’ judgements and making clear to your school communities that moving from ‘outstanding’ to ‘good’ does not necessarily mean that your school is any less effective than at the last inspection.

Yours sincerely



Ian Harrison
Chief Executive and Director of Education and Learning
Barnet Education and Learning Services

Barnet outstanding schools inspected 10 or more years ago

School	Inspected
Ashmole Academy	January 2007
Mathilda Marks Kennedy	June 2007
IJDS	December 2007
QE Boys	January 2008
St Michael's	January 2008
Courtland	June 2008
Northside	January 2009
Moss Hall Infant	February 2009
Annunciation Inf	March 2009
St Catherine's	April 2009
St Mary's EN4	March 2010
Brookland Junior	June 2010
Whitings Hill	November 2010
OLOL	November 2010

School	Inspected
Coppetts Wood	September 2011
Monkfrith	September 2011
Hendon	November 2011
St Mary's N3	November 2011
Martin	December 2011

Ofsted Deferrals - Autumn Term

“Ofsted will also encourage early years settings, schools and colleges that are significantly impacted by COVID-related staff absence to ask for their inspection to be deferred.”

Accepted deferral requests September to December 2021

Remit	September	October	November	December	Total by remit
Further education and skills	0	3	1	0	4
Independent schools	2	1	2	1	6
Maintained schools and academies	8	10	28	13	59
Total by month	10	14	31	14	69

Declined deferral requests September to December 2021

Remit	September	October	November	December	Total by remit	
Further education and skills		1	2	0	0	3
Independent schools		0	1	1	0	2
Maintained schools and academies		3	4	10	4	21
Total by month		4	7	11	4	26

One deferral in Barnet this term

Curriculum is all - common themes in Ofsted reports

In all of the Barnet Ofsted reports published so far, the curriculum has been an area for development

Leaders have designed a broad and aspirational curriculum. In most subjects, teachers follow the curriculum effectively. Pupils across the school benefit from demanding and well-sequenced learning.

However, in a few subjects, these strengths are not as well embedded. Leaders need to ensure that all subjects are planned and taught to the same consistently high standard.

...and more examples...

- ▶ On occasions, curriculum plans identify skills without also identifying specifically the underpinning subject content pupils are learning. This means that there is not always a clearly developed plan for how pupils will develop expertise in these skills over time. Leaders should refine the curriculum so that it identifies explicitly what content pupils need to learn to develop subject-specific skills.

- ▶ In a few subject plans, leaders have not identified the most important content that pupils need to remember and the order in which it needs to be learned, including in early years. As a result, pupils do not remember the most important content in order to be ready for future learning. Leaders should make sure that all subject plans, including in early years, are coherently sequenced and structured.

Unsurprisingly, School Effectiveness Visits (SEVs) this year have focused on the curriculum...

- ▶ LNIs and BSIPs have focused on looking at the quality of the curriculum ‘intent’
- ▶ We have reviewed subject areas across the curriculum to see how ‘systemic’ curriculum delivery might be
- ▶ These visits have involved senior and curriculum leads, as well as subject leaders

Key Messages

- ▶ Are schools ensuring that the curriculum is absolutely relevant to children in their own school?
- ▶ Or, are schools merely adopting a scheme that might not be relevant to their own school context?
- ▶ Are leaders able to articulate starting points and ambitious end points?
- ▶ Is there the right balance of knowledge and skills progression?
- ▶ Does the stated 'intent' on the curriculum really represent what is actually going on in the classrooms?
- ▶ How are schools building cultural capital and how is this clearly demonstrated?
- ▶ How are subject leaders being developed so that they are really driving their subject areas robustly with justifiable confidence?
- ▶ In primary schools, how is the EYFS clearly incorporated into the whole school curriculum?
- ▶ In Special Schools a focus on the threads of learning - communication, independence, physical skills

Other Key Messages

- ▶ High degree of focus on pupil well-being on return
- ▶ Increase in mental health concerns
- ▶ Legacy of Covid still impacting on the schools e.g. exhaustion of staff, covering for staff etc
- ▶ SLT being used to cover absence of staff which impacts on their leadership capacity
- ▶ Focus on attendance of students - increase in persistent absentees

Relevant Training:

Thursday February 10th:

Ofsted Readiness: for Governors expecting Ofsted imminently (how to answer Ofsted interview questions)

Tuesday March 22nd:

Ofsted Framework

Both sessions led by the LNI Team

Book through Governor Services

Feedback from some schools who had an Ofsted inspection last term