

Education and Skills Director's Report to Governors

SUMMER 2018

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

For more information
please contact Sarah
Beaumont, Governor
Services Manager and
Lead GAO
Tel: 020 8359 7622

Summary

We now have final, validated results for all measures for all key stages for the school year 2016-17 and a summary of the key points is set out below.

This is testimony to the quality of education provision in Barnet schools and the hard work and dedication of school staff - leaders, teachers and support staff.

Some of the key points to celebrate are:

- In the last school year, the percentage of Good and Outstanding schools in Barnet was 95%; the situation currently is approximately the same.
- Primary attendance is up from 95.9% in 2015-16 to 96.2% in 2016-17 and is now above the national average, with Barnet's ranking having improved from 82nd to 19th (out of 152 LAs).
- The percentage of pupils who achieved a Good Level of Development (GLD) in the Early Years Foundation Stage was above National, Inner London and Outer London averages in 2017, with Barnet's national ranking having increased from 87th in 2016 to 39th in 2017.
- Year 1 Phonics – attainment is in the top 10% nationally.
- In Key Stage 1 attainment at the expected standard is above the national average in all subjects, whilst being roughly in line with statistical neighbours and London averages.
- Key Stage 2 attainment in Reading, GPS (Grammar Punctuation and Spelling) and Mathematics is in the top 10% nationally.
- On the headline measure of the percentage of pupils achieving the expected standard in Reading, Writing and Mathematics combined, Barnet is now 16th out of 152 LAs, just one place outside the top 10%.
- Progress of pupils between Key Stage 1 and Key Stage 2 in all subjects is significantly better than the national average.
- Attainment in Reading, Writing and Mathematics combined, by disadvantaged KS2 pupils, is in the top 20% of LAs.
- Attainment in Reading, Writing and Mathematics combined, by KS2 pupils on SEN Support, is strong, as is Progress by KS2 SEN Support pupils and pupils with Education, Health and Care Plans in Reading and Mathematics (Barnet ranks in the top 10% of LAs for all these measures).
- End of Key Stage 4 GCSE attainment and progress are in the top 5% nationally (5th nationally for Attainment 8 and 3rd for Progress 8).
- Barnet ranks in the top 10% of LAs for the attainment and progress of disadvantaged pupils at secondary level and for the gaps between disadvantaged pupils and their non-disadvantaged peers nationally.
- The Progress 8 score for Barnet's Looked After Children is now better than that for Statistical Neighbours and both national and London averages.
- End of Key Stage 5 A Level attainment is in the top 5% nationally: 6th nationally for the proportion of students achieving 3 or more A grades; 7th for the proportion of students achieving grades AAB or better at GCE A level, Applied GCE A level and Double Award A level; 6th for the proportion of students achieving grades AAB or better at A level, of which at least two are in facilitating subjects.

On the other hand, we still have a number of areas for development, which we have discussed, shared and agreed at meetings with headteachers and are reflected in our School Improvement Strategy:

- Attendance - Despite the improved ranking, Barnet remains just below the top 10% of LAs at both primary and secondary level and this seems to be largely due to the fact that some schools have very high levels of authorised absence. It remains a priority for us and action by schools with a high authorised absence rate is key to further improvement.
- Early Years - Despite the improved ranking from 87th in 2016 to 39th in 2017, as this is still below the top 10% of LAs, it remains a priority.
- Key Stage 1 Achievement - KS1 relative attainment (ranking) is well below the top 10% of LAs for all KS1 subjects.
- KS2 Writing – Although attainment is now above the national average and Barnet’s ranking has improved from 100th in 2016 to 37th, and there remain inconsistencies nationally with teacher assessment of writing, it is necessary to maintain a focus on this subject in order to continue to raise attainment.
- Achievement of Disadvantaged Pupils (pupils eligible for free school meals in the last 6 years and looked after children) and other Vulnerable Groups (e.g. Black Caribbean) - This remains a priority for improvement to eliminate differences in the performance of groups of pupils. KS2 attainment by SEN pupils with Education, Health and Care Plans is above the national average but in the second quartile. Attainment in Reading, Writing and Mathematics combined by disadvantaged KS2 pupils is in the top 20% of LAs but our target is to reach the top 10%. Attainment of All Black pupils in Reading, Writing and Mathematics at KS2 is in line with national, and for All Asian pupils is above the national average but just outside the top quartile. At secondary level progress by All Black pupils (Progress 8) is above the national average but well short of the top 10%.
- Looked After Children – Barnet’s Attainment 8 score for Looked After Children was marginally below the London and national averages, though above statistical neighbours. Barnet ranked 83rd nationally, up from 115th out of 152 LAs, but still too low. Attendance rates are relatively poor, with absence, and particularly unauthorised absence, being high compared to Statistical Neighbours and national and London averages.
- Progress and Progression Pathways of low attaining pupils across all key stages - Due to concern about achievement levels for low-attaining pupils, in Key Stage 5 in particular, it has been agreed to treat this area as a priority, focussing on improved curriculum pathways post-16 (especially technical/vocational ones) but also looking at the progress of this group of pupils through all key stages.

**Governors’
Role
For
information
by
Contact**

To note the above information.

All Governors

**Ian Harrison, Education and Skills Director
Barnet with Cambridge Education, North London Business Park, Oakleigh Road
South, London N11 1NP
Tel: 020 8359 7943
Email: ian.harrison@barnet.gov.uk**

Summary

Thank you to those Governing Bodies that have submitted their Governance self-evaluation audit tool. Governing Bodies that submitted Audits by the deadline should now have received feedback and schools subscribing to the Governance Advice Officer (GAO) service can request more enhanced feedback to aid improvement and planning.

Undertaking regular evaluation to monitor and improve the quality and impact of governance is a feature of effective governance. Submitting your audit also provides the Local Authority with a picture of governor effectiveness across the borough and helps us to identify themes, trends and training requirements.

Common themes that emerged from the audits received were as follows:

Governing Bodies that received the most positive feedback used the self-evaluation audit as an effective tool to support improvement, tracking judgements over time to compare year-on-year, and listed clear evidence to support each judgment;

Effective audits were undertaken as a collective exercise by the whole Governing Body or a number of Governors, rather than being undertaken solely by the Chair of Governors or Headteacher;

Effective audits referred to an Action Plan, either separate to or part of the School Improvement Plan in order to support improvements on identified areas;

Succession Planning was identified by a number of Governing Bodies as an area for improvement.

Of those who returned the audit, the following percentages represent the number of Governing Bodies grading themselves as good or outstanding:

- 100 % of Governing Bodies understood their roles and responsibilities
- 82% of Governors attended training to fill gaps in their knowledge and skills
- 65% of Governors felt that succession planning prepared governors well for new roles
- 96% of Governors felt that the size, composition and committee structure of the Governing Body was conducive to effective working;
- 70% of Governors stated that findings from the evaluation informed a governance development plan;
- 96% of Governors stated that the Governing Body was the driving force in the development of the school's vision and ethos and its long-term aims;
- 91% of Governors stated that the Governing Body's activities and agenda setting were driven by the strategic planning cycle;
- 87% of Governors understood the school's performance data well enough to properly hold school leaders to account;
- 87% of Governors tracked the use of Pupil Premium and understood its impact on outcomes;
- 91% of Governors understood and were able to discuss the relative performance of different groups in the school;
- 65% of Governors tracked the use of sports funding and understood its impact on outcomes;
- 100% of Governors ensured that the headteacher's performance management targets addressed key school priorities;

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- 100% of Governors ensured that financial management systems were robust and ensured best value for money;
 - 96% of Governors knew how good pupil behaviour was and what was being done to improve it;
 - 100% of Governors fulfilled their statutory duties in respect of safeguarding and health and safety.

The format for the self-evaluation audit is currently being revised to incorporate the Competency Framework of Governance. A new audit template will be included in the Autumn Term Director's Report, for you to complete as part of your strategic self-evaluation and self-improvement cycle.

Governors' Role To note the information

For action by All Governors

Contact **Sarah Beaumont, Governor Services Manager and Lead GAO**
School Improvement, Education and Skills,
Barnet with Cambridge Education, North London Business Park, Oakleigh Road
South, London N11 1NP.
Tel: 0208 359 7622
Email: sarah.beaumont@barnet.gov.uk

General Data Protection Regulation (GDPR) for Governors

Summary

From 25 May 2018, the EU General Data Protection Regulation (GDPR) comes into force, which will have an impact on every UK organization including schools that process staff and student data. The GDPR will replace the European Union Directive on Data Protection that is currently in place in the UK. UK organisations (including schools) handling personal data will need to comply.

The Information Commissioner's Office (ICO) has issued a checklist of twelve steps that organisations should take to ensure they are ready to comply with the new GDPR in May 2018, which can be found via the following link:

<https://ico.org.uk/media/for-organisations/documents/1624219/preparing-for-the-gdpr-12-steps.pdf>

Governor Training

To support Governors in their strategic responsibilities, we ran three Governor Support and Development training courses on GDPR during the spring term, and will be running further training in the summer term. The next session will take place on **Thursday 17 May 2018 at 7 – 9pm at Watling Park School, HA9 9YA**. This course will support Governors in asking questions to help ensure that their schools are compliant. You can register via the following link:

http://cpd10g.cyberdrome.co.uk/pls/cpd1718/gen_cpd_pubview?p_cr_id=171820178&p_style_id=120

Governor Data Working Practices

Data processing by Governors is potentially one of the weak links in the school data processing chain. A data protection impact assessment (risk assessment) should be carried out to mitigate the risks.

Governors should request that their school set up school email accounts designated for governor business, accessed each use via log-in. This will enable a lock-down of Governor email within the setting and help prevent data breaches. When Governor terms of office end, accounts can be closed and data deleted. Personal or work email accounts should not be used for governor business purposes. Governors should refrain from sending governor business emails from their personal email accounts, or to personal email accounts. When remote working from a non-school device, ideally remote access should be via a school server, which prohibits saving of data to a personal device.

GDPR ideally requires a lock-down of all systems via the data controller, namely the school.

Preventing data loss – Barnet Policy

All Governors are asked to be extra vigilant and follow these simple steps:

- only send sensitive personal information via a secure email connection / encryption
- copy and paste email addresses rather than re-typing
- double-check email addresses prior to sending
- open email attachments before hitting send to check you have attached the correct document
- lock computer screens when unattended and ensure they are away from view by others whilst working

- protect your passwords Do not share passwords, and ensure passwords are not easy to guess. When saving or sharing personal information by email, password protect files and only share those passwords with the recipients.
- delete emails that contain personal data (and where the data is unlikely to be subject to a FOI or subject access request).
- ensure you cannot be overheard when holding conversations about sensitive matters.

Managing data storage on your own device

It is the school's responsibility to ensure that Governors manage data storage on their personal devices and have a legal basis for storing any information. If there is a data breach from a Governor's device, the school would be responsible and would have to inform any individual whose data has been breached as soon as possible. This could undermine the professional standards of the Governing Body, potentially incurring a fine of up to approx.. £17m or 4% of turn-over, whichever is greater.

Transporting and storing paper records and documents

Whilst it may be more convenient to take paper copies with you to meetings, there could be alternative solutions that are more secure but which still enable you to undertake the task in hand, to minimise the risk of a data breach.

1. Data should be non-attributable where-ever possible to prevent identification of individuals.
- 2.. Personal or other confidential data contained within paper records/hard copy material should be kept to a minimum both in terms of content and duration.
3. Paper records should be stored carefully, ensuring all sensitive paperwork is stored securely in a locked environment.
4. Personal or other confidential data contained within paper records/hard copy material should be transported in a way that mitigates against the risks of theft or loss. Paper records/hard copy material containing personal or other confidential data, that is not being actively worked upon, must be kept secure and separate from any valuable items such as laptops, to limit the risk of theft.
5. Documents should be disposed of by shredding at the school as the data controller has responsibility for overseeing disposal.

If you become aware of an actual or possible data loss incident due to your own practice, you will need to actively investigate the breach to recover lost data, and follow the directions of your school's Data Protection Officer (DPO). The sooner an incident is reported, the sooner work can be commenced to mitigate any harm or damage to the individuals concerned.

Governors' Role

Governors to note the information above

For information by Contact

All Governors

**Sarah Beaumont, Governor Services Manager and Lead GAO
School Improvement, Education and Skills,
Barnet with Cambridge Education, North London Business Park, Oakleigh Road
South, London N11 1NP.
Tel: 0208 359 7622
Email: sarah.beaumont@barnet.gov.uk**

Governor Services: Timetable for Governance Advice Officer (GAO) briefings

Summary

Schools buying into the Governance Advice Officer (GAO) package receive a variety of benefits, including a termly GAO briefing to offer strategic advice and guidance on governance matters.

Each GAO briefing will contain regular standard items on themes including policies, school website compliance, shared experiences from Governor colleagues on recent OfSTED inspections, an overview of the termly Governor Support and Development programme, items for additional focus and useful supporting documentation.

To aid your planning, the agendas for the termly GAO briefing have been set for the forthcoming year as follows:

Summer 2018: Wed 9 May 2018 at 7 – 9pm at Watling Park School

Policies: What policies must you have?

A compliant and effective safeguarding policy/culture, the Audit, Single Central Record, dealing with allegations of abuse against staff including the Headteacher

Website: How do you ensure your website is compliant?

Your new 2018/19 Pupil Premium report
Sports Premium

Ofsted inspection: Local Authority overview

Shared experiences of inspection

Support and Development: training programme overview

Autumn 2018: Tuesday 25 September 2018 at 7 – 9pm at Watling Park School

Policies: Teacher pay, performance, appraisal and capability

Data protection including General Data Protection Regulation (GDPR) and Freedom of Information (FOI)

Website: Completion of your Pupil Premium Report 2017/18

Ofsted inspection: Local Authority overview

Shared experiences of inspection

Support and Development: training programme overview

Additional Focus: How do you know that your school improvement plan has the right priorities?

Spring 2019: Thursday 7 February 2019 at 7 – 9pm at Watling Park School

Policies: Pupil Behaviour – challenging and supporting the school

How to have a compliant and effective Special Educational Needs and Disability (SEND) Policy

Is your SEND information report compliant?

Accessibility Planning

Supporting pupils with medical conditions

Website: What SEND information must be on the website?

Is your curriculum information compliant?

Ofsted inspection: Local Authority overview

Shared experiences of inspection

Support and Development: training programme overview

Additional Focus: Strategic budget setting – ensuring you get value for money, and Recruitment

In addition to the GAO briefing, Schools buying into the Governance Advice Officer (GAO) package also automatically receive:

- strategic oversight and support on governance issues throughout the year through a termly newsletter and supporting materials;
- advice and support for their clerk from a Barnet Governor Advice Officer (GAO) including a one-to-one training session
- advice and assistance on governor election procedures, documentation, membership eligibility and on disqualification procedures and documentation
- liaison with diocesan boards and other appointing bodies
- liaison with legal services on the provision of instruments of government
- advice on instruments of government and on constitutional and procedural matters
- advice and liaison with the council on local authority appointments
- advice on the role of the clerk and governors
- enhanced feedback on your Governance Self-evaluation audit.

Governors' Role Any Governing Body interested in subscribing to the GAO service should contact Sarah Beaumont. If you wish to request an item to be included in a GAO briefing agenda, please let us know.

For action by Contact All Governors

Sarah Beaumont, Governor Services Manager and Lead GAO
School Improvement, Education and Skills,
Barnet with Cambridge Education, North London Business Park, Oakleigh Road South, London N11 1NP.
Tel: 0208 359 7622
Email: sarah.beaumont@barnet.gov.uk

iTrent Transfer Complete - Improving Capita's HR and Payroll Service

Summary

We are pleased to announce Capita HR Solutions have successfully transferred to our new HR and Payroll system, iTrent. We are really excited about the positive changes in the functionality, and improvements we have already started to experience.

In London Borough of Barnet this change has impacted 81 schools with Capita payroll. All schools are scheduled to receive their iTrent link and login information by email w/c 16th April 2018. To allow for the school and religious holidays we put in place a manual process for submission of data for April, therefore any changes inputted to iTrent will be actioned for the May 2018 payroll.

Training users of the system is a high priority for us and we wanted to roll out suitable training to our customers at the right time. We've developed system user guides and step-by-step training videos to introduce new users to iTrent. These are available anytime on our dedicated microsite; <http://www.capitahrsolutions.co.uk/itrent/> We are also providing a temporary iTrent helpline during April and May to support schools logging in and navigating iTrent for the first time.

Any questions in relation to the transfer or the new system can be directed to the helpline, the HR and Payroll teams or emailed to Project.Algebra@capita.co.uk

Governors' Role To note the information

For action by All Governors

Contact **Audrey Marshall, Change Manager**
Capita, HR solutions
Address: 65 Gresham Street, London EC2V 7NQ
Mobile: +44 (0) 7808014981
Audrey.Marshall@capita.co.uk

Summary

This summer sees the launch of the Barnet Chairs Development Programme, which is designed to support the personal and professional development of Chairs to help them undertake their role. The programme will have an emphasis on self-development and will require Chairs to reflect on their practice throughout the year, including undertaking a 360 degree appraisal.

- The programme is intended for Chairs of Governors who have been in post ideally for a minimum of one academic year (unless agreed otherwise by Governor Services)
- Chairs will be expected to sign up for the year and commit to attend all 6 modules. If a module is missed for a particular reason then it may be completed in a subsequent year.
- The main programme will comprise 6 modules across the academic year (2 per term)
 - Module 1: Development of leadership & team building skills (09/10/18)
 - Module 2: Development of coaching & mentoring skills (04/12/18)
 - Module 3: Reflection & review, including preparation for module 5 (05/02/19)
 - Module 4: Handling Difficult Conversations (02/04/19)
 - Module 5: 360 Appraisal & GB Evaluation (14/05/19)
 - Module 6: Effective Succession Planning (02/07/19)
- The cost for the programme is £300 per delegate to schools subscribing to the Governor Support and Development programme or BPSI, or £450 per delegate to schools *not* subscribing to the Governor Support and Development programme or BPSI
- The first Barnet Chairs Development Programme module is an introductory session on **Tuesday 19 June at 6.30 – 9.30pm at Foulds School EN5 4NR**, and all Chairs are welcome to attend (free of charge if subscribing to the Governor Support and Development training programme).
- The title of the introductory session is '**Changing Climate and the Current Mixed Economy of Schools**', led by Miranda Perry, Education Consultant, with special guest Bronwen Tumani, National Leader of Governance, who will provide information on the rest of the programme.

You may register to attend the introductory module via the link:

http://cpd10g.cyberdrome.co.uk/pls/cpd1718/gen_cpd_pubview?p_cr_id=171820179&p_style_id=120

Governors' Role

To apply, Chairs should email Sarah Beaumont at sarah.beaumont@barnet.gov.uk with a brief supporting statement explaining how you meet the criteria and providing confirmation of funding arrangements.

For action by All Chairs of Governors

Contact

Sarah Beaumont, Governor Services Manager and Lead GAO
School Improvement, Education and Skills,
Barnet with Cambridge Education, North London Business Park, Oakleigh Road
South, London N11 1NP.
Tel: 0208 359 7622
Email: sarah.beaumont@barnet.gov.uk