

Education and Skills Director's Report to Governors

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DEVELOPING THE EFFECTIVENESS OF YOUR GOVERNING BODY

**For more information please contact Sarah Beaumont, Governor Services Manager
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Summary

On 17 March the government launched an **Education White Paper**, 'Education, Excellence Everywhere', which sets out its vision for schools in England.

The link can be found here:

<https://www.gov.uk/government/publications/educational-excellence-everywhere>

A central part of the government's vision is the proposal for all primary and secondary schools to become Academies.

It describes this as a blueprint for a system of full academisation – a new system of '**supported autonomy**', including:

- Plans for all schools to either become academies or be in the process of converting to academy status by the end of **2020**.
- Plans for the vast majority of schools to work in **multi-academy trusts** (MATs), allowing them to share resources, staff and expertise 'to continue driving up standards'.

Officers from the Education and Skills service will be liaising with headteachers over the White Paper over the next three weeks and we will then issue our response and advice to schools.

At the meeting for Chairs and Vice-Chairs of Governing Bodies on 25 May we will brief Chairs and Vice-chairs on all the key aspects of the White Paper, including those relating to academisation, and on our proposed approach in response.

In the meantime there is no need for schools to decide anything urgently about converting to an Academy or joining or forming an Academy chain or a Multi-Academy Trust now. There is plenty of time to plan for the government's proposed changes.

Governors' Role For information by Contact

To note the above information

All Governors of Maintained Schools

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Summary

The Department for Education (DfE) launched two consultations on 7 March 2016, one on **Schools National Funding Formula** and the other on **High Needs Funding (SEN)**. Both consultations will be in two stages, the first stage invited submissions by 17 April and the second at a date to be announced later in 2016.

The department also plans to consult on **Early Years Funding** later in 2016.

This first stage of the consultation only covers the **principles, methodology, and the framework** of a national funding formula. Crucially, the detail that will allow us to calculate the impact on the local authority and individual schools in Barnet will not be released until the second stage of the consultation.

The government proposes to introduce a national funding formula for schools that ensures a **consistent and fair approach to funding schools** across the country based on needs rather than historic patterns of expenditure. It is consulting on the factors that should be included in the formula and the approach to introducing it.

The DfE plans to have a **'hard' national funding formula** in place for all mainstream primary and secondary schools and academies from April 2019, with the aim of distributing funding fairly and consistently across the country.

The only adjustments for the location of any school will be an **area cost adjustment** to take account of higher costs in some areas, particularly London, and the sparsity factor which helps isolated rural schools.

Between April 2017 and March 2019, local authorities will continue to run their local funding formulae, but the Schools Block of the Dedicated Schools Grant (DSG) funding must be passed in entirety to schools. In other words it will be a hybrid model, referred to as a **'soft' national funding formula**.

There will be a new formula based **Central Schools** Block to support central LA services. This will cover some of the duties previously funded through the Education Services Grant (ESG).

Pupil Number Growth will be funded but it is planned to be funded on historical expenditure, which many LAs may find difficult, especially at this time when the expansion of secondary schools is about to begin.

The **Pupil Premium, Universal Infant Free Meals, Devolved Formula Capital** and other grants will continue.

The government also proposes to reform **High Needs funding** so that it is distributed more fairly through a formula that is based on factors relating to need rather than on historic patterns of expenditure and provision. To that end it proposes, and is consulting on, the factors that should be taken into account in determining the formula. At the same time it recognises the

need to phase in any changes in order to avoid disrupting provision and to give local authorities time to plan, and make the necessary adjustments to, their SEN arrangements and provision. Local authorities will continue to have responsibility for identifying, placing, and providing funding (including top-up funding) for, children with Education, Health and Care Plans.

We will advise schools when the **next stage of consultation** begins on the government's proposals and the impact on Barnet and our proposed response. We will provide an **update** to Chairs and Vice-Chairs of Governing Bodies at our next meeting on 25 May.

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Barnet with Cambridge Education

Summary

The council's new partnership with Cambridge Education began on 1 April 2016.

Around 145 Education and Skills staff transferred to Cambridge Education and a further 330 catering staff moved to Cambridge's sub-contractor ISS.

Cambridge Education is a specialist education company which has been operating for more than 30 years providing a range of services including school improvement support and educational partnerships with local authorities.

By 2019/20, the partnership with Cambridge Education has guaranteed to save the council £1.88m a year. This will be achieved through a mixture of efficiency measures and income growth as a result of marketing and selling services to more schools and to other local authorities.

The arrangement was designed following consultation with schools, and will help us to make sure the top-quality education offer in Barnet remains sustainable as funding reduces and the role of the local authority changes.

Our focus so far has been on ensuring a smooth transfer of services and business as usual. We will shortly begin to review our service offering to identify opportunities to achieve both efficiency savings and the expansion of services through increasing traded income. We will involve schools in these reviews and will consult fully on any significant changes that may affect schools. In the meantime, schools can be assured that we will continue to provide the current level and quality of both statutory and traded services.

Governors' Role For information by Contact

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School Improvement Partnerships

Summary

In January 2015 we created thirteen School Improvement Partnerships in Barnet following extensive consultation with schools. The Partnerships formed were:

Partnership 1 – (Infant Schools) 9 SCHOOLS - Moss Hall Infant, Queenswell Infant, Annunciation Infant, Brookland Infant, Garden Suburb Infant, Dollis Infant, Grasvenor Infant (also in Partnership 8), Deansbrook Infant, Moss Hall Nursery

Partnership 2 – (Junior Schools) 6 SCHOOLS - Moss Hall Junior, Queenswell Junior, Annunciation Junior, Brookland Junior, Garden Suburb Junior, Dollis Junior

MOON Partnership 3 – (Special Schools) 4 SCHOOLS - Northway, Oakleigh, Mapledown, Oak Lodge

Partnership 4 – (East Barnet Area) 6 SCHOOLS – Monkfrith, Church Hill, Danegrove, Cromer Road, Livingstone, East Barnet Secondary School

Partnership 5 – (East Barnet/Southgate/Finchley Area) 9 SCHOOLS - Brunswick Park, St Mary's EN4, Osidge, Trent, St. Margaret's Nursery School, Hampden Way Nursery School, Brookhill Nursery School, Summerside, Wren Academy

Partnership 6 – (N10, N11, N20 Areas) 7 SCHOOLS – St Paul's N11, Holly Park, St John's N11, Coppetts Wood, Hollickwood, All. Saint's N20, Friern Barnet Secondary School

Partnership 7 – (Whetstone / Totteridge / Finchley) 5 SCHOOLS - St John's N20, Alma, Sacred Heart, St. Andrew's, St. Mary's N3,

Finchley and Barnet (FAB) Partnership 8 - 10 SCHOOLS – Martin, St. Catherine's, Northside, Foulds, Christ Church, Underhill School, Grasvenor Infant (also in Partnership 1), Whitings Hill, Monken Hadley, Woodridge, QE Boys

Partnership 9 – (Finchley/Hendon Area) 8 SCHOOLS – Holy Trinity, Akiva, Manorside, Tudor, Our Lady of Lourdes, Sacks Morasha, St. Theresa's, Independent Jewish Day School

North West Alliance Partnership 10 – (Hendon / Colindale / Finchley Area) 8 SCHOOLS – Hasmorean Primary, St. Joseph's, St Mary's and St John's, Sunnyfields, Chalgrove, Blessed Dominic, Pardes House, Beis Yaakov

Partnership 11 – (Mill Hill / Edgware Area) 7 SCHOOLS – Fairway, Courtland, St. Vincent's, Etz Chaim, Frith Manor, Mathilda Marks Kennedy, Beit Shvidler

South Network Area Partnership (SNAP) Partnership 12 – 10 SCHOOLS – All Saints NW2, Childs Hill, Claremont, Wessex Gardens, St. Agnes', Bell Lane, Menorah Primary, Rimon, Parkfield, Whitefield Secondary School

ConnectED Partnership 13 – (Edgware / Colindale Area) 9 SCHOOLS – Barnfield, The Orion, Goldbeaters, Colindale, Woodcroft, Broadfields, Menorah Foundation, Rosh Pinah, Edgware.

In addition there are a number of other partnerships existing which run alongside the above partnerships e.g. Teaching School Alliances, LDBS Schools, Westminster Diocese Schools, Multi Academy Trusts etc.

Over the past year partnership activities have been taking place in all of the Partnerships and we asked for an update on these activities to be a standing item on each full Governing Body Meeting in order that governors are made aware of which activities have taken place and the impact of these activities.

Some examples of partnership activities that have already taken place or have been discussed are:

- Meetings of Headteachers, Deputy Headteachers, Subject Leaders
- Moderation of work across the partnership
- Joint INSET
- Support staff training (e.g. lunchtime staff)
- Shared funding (e.g. a music specialist, School Business Managers, CAF Co-ordinator)
- Shared policy writing
- Science week planning and resourcing (e.g. Dinosaur Day)
- Partnership events (e.g. hire a theatre for end of year Y6 show)
- Share teacher training (e.g. School Direct Lead School in a partnership, SCITT placements).
- Lead Mentors across a partnership.
- Schools pairing up to check each other's websites
- Release of teachers to visit other schools
- Year 6 and KS 3 teachers working together
- Assessment without levels issues explored together
- Joint observations - judging the quality of teaching and learning in each other schools
- Lesson Study and Peer Enquiry (e.g. Peer Enquiry of EYFS)
- Chairs of Governors from a partnership meeting as a group
- Partnership Governors getting together to find out about each school in the partnership
- Using Headteachers from partnership to help in the recruitment of a

new Headteacher

- New Headteacher having a mentor from the partnership
- Using a local park for a Partnership Festival e.g. “Better Burnt Oak Festival”
- Linking children from schools in the partnership e.g. chain letter
- EYFS/KS1 Learning Walk focused on the environment and provision
- Pooling BPSI consultancy hours to use across the partnership

Learning Network Inspectors have endeavoured to attend at least one activity from each Partnership this year and have a standing item on the half-termly Network Headteachers’ Meetings where good practice is shared.

At the Director’s Briefing for Chairs and Vice Chairs on 25 May we intend to sit governors in their partnerships in order to facilitate discussions about governor activities within a partnership.

**Governors’
Role**

Governors to note the information above and for Chairs and Vice Chairs to come to Director’s Briefing with examples of good practice and ideas about further partnership development.

**For
information
by**

All Governors

Contact

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5.**Maintained School Collaboration across partnerships****Summary**

Under the School Governance (Collaboration)(England) Regulations 2003, maintained schools may collaborate formally with other maintained schools, hold joint committee meetings and form joint committees.

The School Governance (Collaboration) (England) Regulations 2003 leave much of the detailed arrangements to the schools concerned. They allow two or more Governing Bodies to arrange for any of their functions to be carried out jointly, as well as allowing those functions to be delegated to a joint committee. The specific procedures (on clerking and membership of committees, for example) generally mirror those for individual schools.

Individual Governing Bodies retain legal responsibility and corporate liability for all decisions made on their behalf and Governing Bodies can still exercise functions individually, even if the function has been delegated to a joint committee, in a similar way to the whole governing body being able to make a decision that has been delegated to a committee. Governing Bodies must therefore make sure that they receive regular reports, including signed minutes, from any joint committees they agree to establish.

In practical terms, this provision could aid Governing Bodies to form joint committees such as Complaints Panels, using Governors from a collaborating Governing Body within their Barnet School Improvement Partnership.

The individual Governing Bodies must determine, and review annually, the scheme of delegation to joint committees. The individual Governing Body should also ensure that the terms of reference, including membership and quorum rules for the joint committee legally comply with the regulations and are clear to enable the joint committee to understand its remit.

There are some restrictions on functions that can be delegated to a joint committee, including those contained in regulations 16 to 18 of The School Governance (Procedures and Allowances) (England) Regulations 2013, relating to suspension of Governors.

Where collaborating Governing Bodies make arrangements in respect of any of their functions relating to individual members of the school staff, the School Staffing (England) Regulations 2003 apply to the discharge of such functions.

Any individual or committee to whom a function of the governing body has been delegated or that has otherwise exercised a function of the Governing Body, must report to the Governing Body in respect of any action taken or decision made with respect to the exercise of that function.

Governors' Role

To note the above information

**For
information
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All Governors of Maintained Schools

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Summary

Improving attendance in Barnet schools is a priority. In 2013/2014, Barnet was ranked 120th out of 152 Local Authorities. As a result, a key priority for Barnet over the last two years has been to improve rates of attendance in schools.

Barnet's overall absence rate in 2014/15 was 4.2%. This improved Barnet's ranking to 98th. However, it is still above the national absence rate of 4% and we are performing less well than other outer London boroughs. We are now striving to be in the top 10% of all local authorities by the end of the 2016/17 academic year.

There is clear statistical evidence to demonstrate that regular attendance leads to good academic achievement. The DfE undertook some research in February 2015 (when the 'old' levels still existed) and found that pupils with no absence were 1.6 times more likely to achieve level 4 or above, and 4.7 times more likely to achieve level 5 or above, than pupils that missed 15-20 per cent of all sessions. As expectations in the new curriculum have been raised, the case will be even more compelling. Interestingly, in the last academic year, some schools were prevented from having 'no weaknesses' in the Ofsted Inspector Dashboard, by having below national absence figures. In fact, poor attendance could well have a negative impact on successful Ofsted outcomes, particularly when judging the school's ability to provide for the personal development, behaviour and welfare of its pupils.

As you know, a conference took place early on in the spring term to support schools in improving attendance. Presentations from successful schools illustrated the common elements in successful schools:

- Good attendance is part of a whole school culture and is driven by senior leaders AND Governors
- There is an attendance champion in the school
- The involvement of children
- Clear actions to bring about improvement

Appointments:

The latest data from our primary schools indicates that, overall, we are unsuccessful in tackling authorised appointments during school time. If we were to reduce the numbers of children taken out of the school day to attend appointments, this would certainly have a positive impact on attendance overall. These authorised appointments would typically include visits to doctors and dentists. In order to gather more information about the extent of the issue we have set up a working party of senior leaders from schools. The group has asked schools to complete a survey, identifying

the amount of pupils attending appointments during school time. We also aim to work closely with the NHS and Public Health in order to address this issue and we are writing to medical practices requesting their support. We will also be writing to schools with a low number of appointments to ask them how they are successful, as well as to schools with a high number of appointments, to gain a clearer picture of their issues.

Governors' Role

We would encourage Governors to ensure that attendance is discussed regularly at Governing Body meetings.

For information by Contact

All Governors

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7.**Mandatory Disclosure and Barring Service Checks for School Governors****Summary**

As you will be aware, the government published amended legislation on the 18 March 2016 to make Enhanced Disclosure and Barring (DBS) checks mandatory for school Governors.

This legislation is retrospective, so Governors without DBS certificates appointed prior to 1 April 2016 must obtain one by 1st September 2016.

Those appointed after April 1st 2016, must apply for one within 21 days of their appointment. This now means that all governors, in whatever kind of school, maintained, independent, academy or free school, must have an Enhanced DBS certificate. Unless a school Governor is in 'regulated activity' i.e. working with children in an unsupervised capacity (not supervised by a person who is in 'regulated activity' on a regular basis) there is no need for a 'barred list' check and therefore the school may not request this information.

Governors' Role

To ensure that your school has applied for your DBSs and the reference numbers are recorded on the school's Single Central Record by 1 September 2016.

For information by

All Governors

Contact

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8. Governor information to be published on Edubase

Summary

From September all schools are to be required to register details of all their Governors on Edubase, the Department for Education's register of educational establishments in England and Wales. The information to be given will include name, appointment date, the appointing body and whether the person is the Chair. This will be public information.

The DfE is likely also to gather home addresses, nationality and the Chair's email address, but these details will not be available to the public. Schools will be able to start uploading information from April.

Academy trusts already have to publish information about their trustees, and from September this will have to be on Edubase. From the same date they are also to provide details of members of local governing bodies.

Governors' Role

Governors to note the information above

For information by

All Governors

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Summary

The Department for Education updated the School organisation guidance for local authority maintained schools on 8 April 2016.

This statutory guidance describes opening, closing, or making school organisational changes that governing bodies and local authorities are able to propose for schools. School organisation changes include enlargement of premises, changes of category, and change of age range.

The guidance also describes the process that governing bodies and local authorities must follow, including consultation.

The guidance can be found at:

<https://www.gov.uk/government/publications/school-organisation-maintained-schools>

Governors' Role

Governors to note the information above

For information by

Governors of Maintained Schools

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Statutory timelines for Maintained Schools, Academies and Free Schools

Summary

The Department for Education has published information to help schools plan for the compulsory legal requirements they must meet.

For maintained schools, Governors can find the link to the timeline here:

<https://www.gov.uk/government/publications/mandatory-timeline-maintained-schools/timeline-for-maintained-schools-mandatory>

For academies, Governors can find the link to the timeline here:

<https://www.gov.uk/government/publications/mandatory-timeline-academies/timeline-for-academies-mandatory>

For free schools, UTCs and studio schools, Governors can find the link here:

<https://www.gov.uk/government/publications/mandatory-timeline-free-schools-utcs-and-studio-schools/timeline-for-free-schools-utcs-and-studio-schools-mandatory>

Timelines include information on:

- Submitting Key stage 1 and 2 teacher assessment data (30 June 2016)
- Key stage 1 and 2 tests based on the new national curriculum (Summer 2016)
- Female genital mutilation: new statutory guidance published (1 April 2016)
- School Census deadline (snapshot of your school as at 19 May submitted by 15 June 2016)
- Governors: criminal records check deadlines (from 1 April 2016 all schools, including those that are Local-Authority-maintained, must apply to the DBS for an enhanced criminal records certificate for any newly appointed Governors. For Governors appointed before 1 April, certificates must be applied for by 1 September)
- New statutory guidance explaining what information Governing Bodies must provide about their Governors (coming into force 1 September 2016)
- Federation Parent Governors – (by 1 September 2016, Governing Bodies of federations must have only 2 Parent Governors from across all the schools in the federation)
- Schools causing concern updated guidance (coming into force 18 April 2016).

Governors' Role

Governors to note the information above

For information by

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