

# Director's Briefing for Chairs and Vice-Chairs

Thursday 22 September 2016

## Welcome



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# **Special Educational Needs Update**

David Monger, Interim Head of SEND and  
Inclusion



# SEN & Inclusion

## September 2016



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# SEN REFORM AGENDA

- Performance in completion of EHCPs, Transition Plan and Annual Reviews
- Participation and Co-production
- Joint Working
- Strategic Planning of Provision

# Barnet Context

- Second most populous London borough in 2011 census
- School population growing by 18% to 2025
- Inclusive LA: 55% of CYP with statements/EHCPs attend mainstream schools
- Outcomes are good: exceed national/ Outer London averages
- Low level of out-borough placements
- Growing pressure on specialist places, especially ASD and SEMH



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# Performance in completion of EHCPs, Transfer Plan and Annual Reviews

- Challenge: in addition to new EHCPs, have to convert c2000 Statements/LDAs into EHCPs over 3 years
- August: 90% of all new initial assessments completed within the 20 week timescale.
- However, as we are still be addressing the backlog, we acknowledge that this will impact on the published data

# Performance in completion of EHCPs, Transfer Plan and Annual Reviews

- Speed up decision making
- End to end review of processes and implement improvements
- Revising transfer plan based on up to date data
- Continuing planned programme of staff training
- Review of IT systems to address blocks to meeting the timescales.

# Participation, Co-production and Local Offer: Work with Schools and Parents

- Co-production sessions with schools and parents
- Voice of the Child forum being established
- Maintain SENCo networks
- Partnership Board and Advisory Group established
- Local Offer development

# Joint Working

## In Place

- Tripartite Panel
- Some Joint Commissioning
- Intake Panel
- CME Vulnerable Panel
- Commissioning with CCG



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# Joint Working

Focus for further development:

- Transition Tracking Group
- Information sharing
- Social Care and Health input in EHCps
- Preparation for Adulthood: build on work to date, e.g. Supported Internships



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# Strategic Planning of Provision

- The Windmill Free School
- AP Barnet MAT
- Pressure on places
- Dec: interim plan for capacity through to 2019
- Post 16 under pressure

# School Responsibilities

- SEN Information Reports: SEN Code of Practice 2014 places a duty on governing bodies of maintained schools, maintained nursery schools, and proprietors of academy schools to publish information on their website about the implementation of the governing body's policy for pupils with SEN
- The Local Offer: Schools should also have a link on their websites to Barnet's Local Offer. Barnet's Local Offer can be accessed at:  
<https://www.barnet.gov.uk/citizen-home/children-young-people-and-families/the-local-offer-and-special-educational-needs.html>



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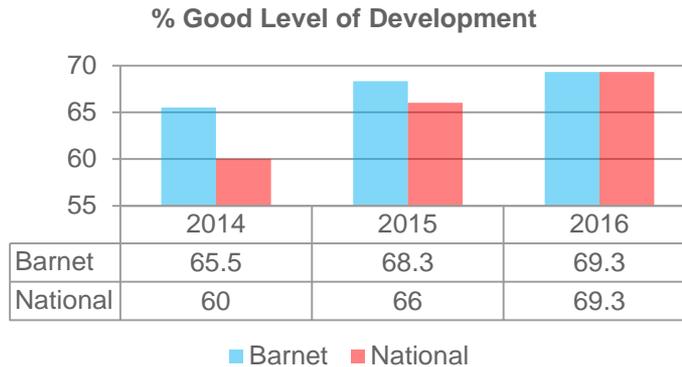
# Provisional 2016 Attainment and Achievement in Barnet



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# Early Years and Phonics



## Early Years

% GLD increased in Barnet and nationally.  
Attainment is in line with national

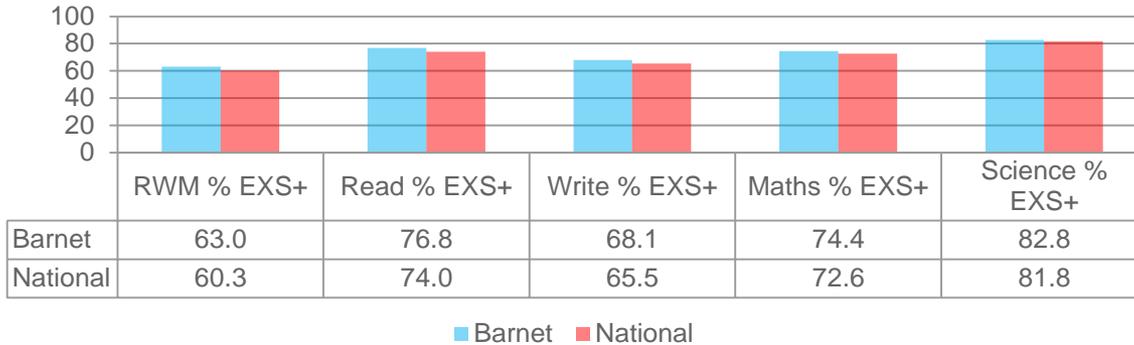


## Phonics (Year 1)

Attainment (% Wa) increased in Barnet and nationally.  
Attainment is in line with national

# Key Stage 1

Attainment in KS1 Subjects: % Expected Standard or above



**% Expected Standard+**  
Attainment in all subjects (% EXS+) was above the national average

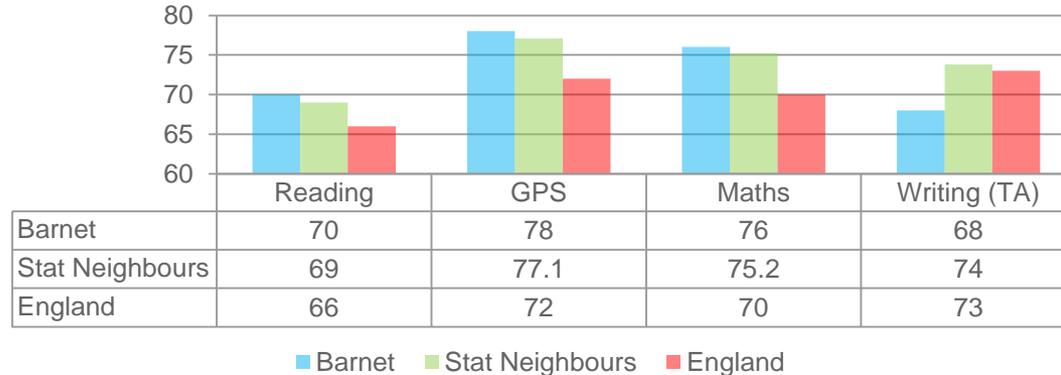
Attainment in KS1 Subjects: % Greater Depth



**% Greater Depth**  
Attainment in all subjects (% GDS) was above the national average

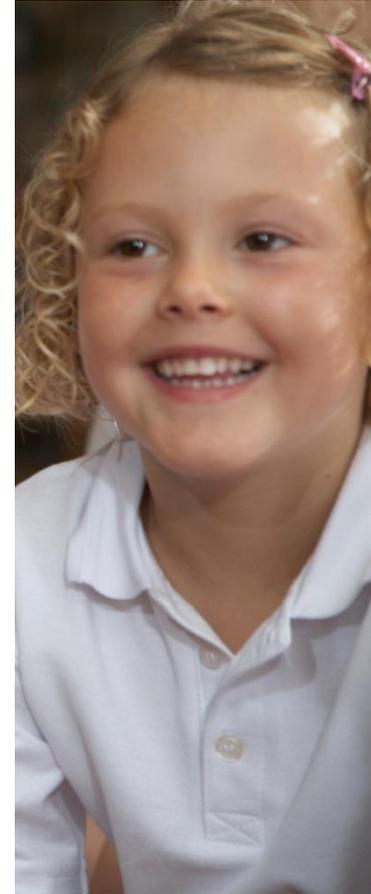
# Provisional Key Stage 2: Expected Standard

Percentage working at the expected standard in KS2 subjects



For the proportion of Barnet pupils reaching at least the expected standard:

- Barnet is ranked **25<sup>th</sup>** nationally (out of 152 LAs) for Reading
- Barnet is ranked **15<sup>th</sup>** nationally (out of 152 LAs) for GPS
- Barnet is ranked **17<sup>th</sup>** nationally (out of 152 LAs) for Maths
- Barnet is ranked **124<sup>th</sup>** nationally (out of 152 LAs) for Writing



# Provisional Key Stage 2: Greater Depth / High Score

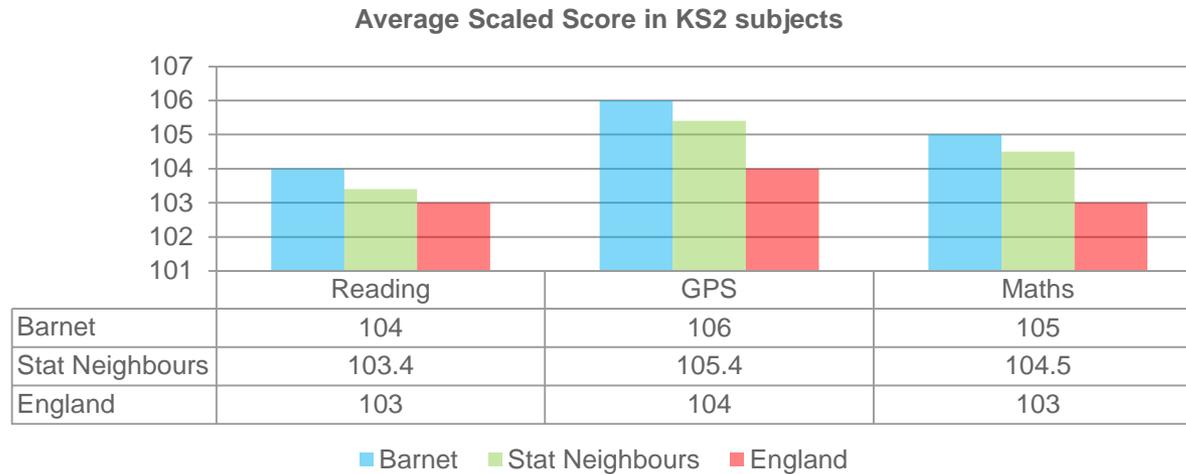
Percentage working at Greater Depth within the standard (High Attainers) in KS2 subjects



For the proportion of Barnet pupils reaching at least the expected standard and working at greater depth:

- Barnet is ranked **16<sup>th</sup>** nationally (out of 152 LAs) for Reading
- Barnet is ranked **8<sup>th</sup>** nationally (out of 152 LAs) for GPS
- Barnet is ranked **10<sup>th</sup>** nationally (out of 152 LAs) for Maths
- Barnet is ranked **53<sup>rd</sup>** nationally (out of 152 LAs) for Writing

# KS2 Scaled Score Attainment



For the average scaled score of Barnet pupils' test results:

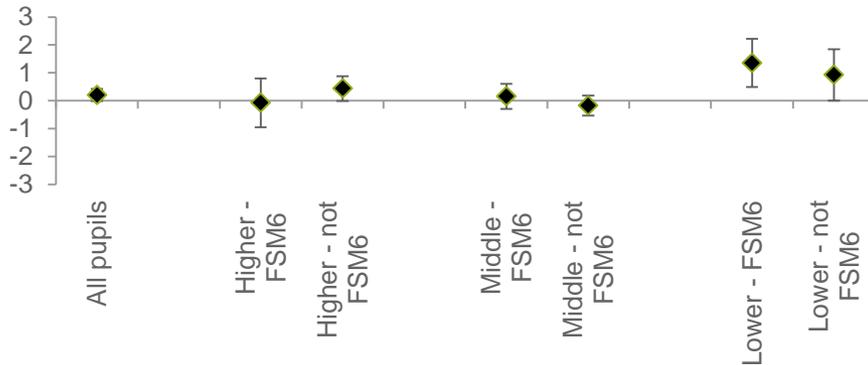
- Barnet is ranked **8<sup>th</sup>** nationally (out of 152 LAs) for Reading
- Barnet is ranked **4<sup>th</sup>** nationally (out of 152 LAs) for GPS (Grammar, Punctuation and Spelling)
- Barnet is ranked **4<sup>th</sup>** nationally (out of 152 LAs) for Maths

# Provisional KS2: Progress

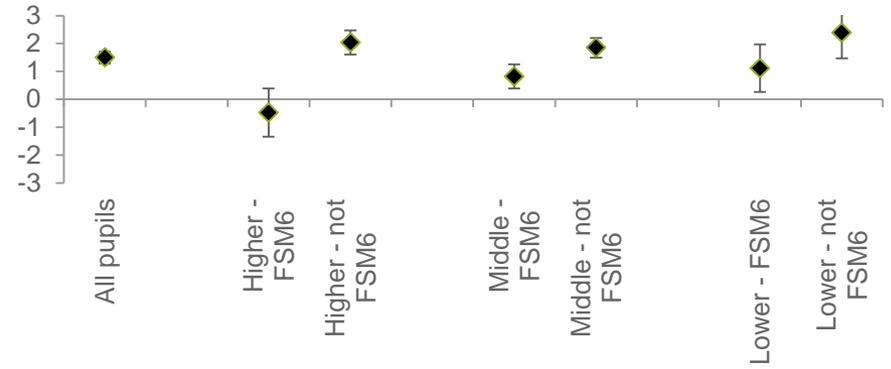
## DfE Checking exercise:

- Reading +1.5 (sig+)
- Writing +0.2 (no significance)
- Maths +1.7 (sig+)

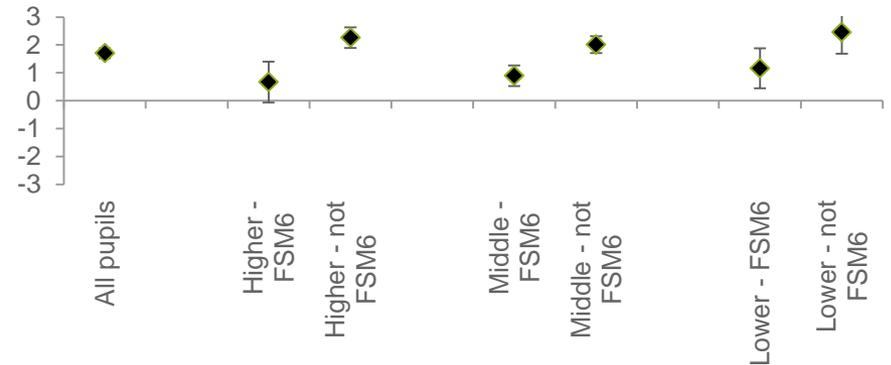
WRITING PROGRESS



READING PROGRESS



MATHS PROGRESS



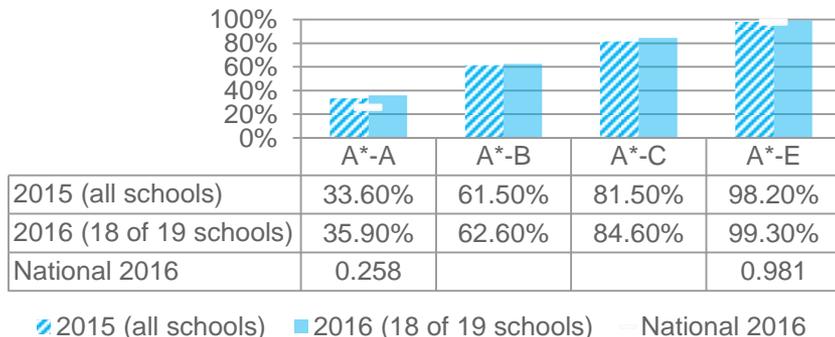
# Key Stage 4 and Key Stage 5

	National (2015)	2015 Result – all Barnet schools	2016 Result – 18 out of 23 Barnet schools
GCSE grades A*-C in English & Maths	59%	71%	73%
% Ebacc	24%	43%	43%
Attainment 8	4.8	5.6	5.5
Progress 8	0	0.5	0.5

## Key Stage 4

- % C+ in English and Maths increased by 2 percentage points
- % Ebacc remained the same
- Attainment 8 decreased slightly but is expected to remain sig+
- Progress 8 remained the same and is expected to remain sig+

Key Stage 5: Attainment Grades at the end of KS5 (A Level)



## Key Stage 5

Increase at all grade boundaries  
 NB National A\*-A should read 25.8%  
 A\*-E should read 98.1%

**‘Schools that work for everyone’  
Government consultation  
September 2016**

# About the consultation

- Consultation 'Schools that work for everyone' launched on 12<sup>th</sup> September 2016
- Paper indicates three things the Government wants to do to ensure that there is a good school in reach of every child:
  - Rapidly expand the number of good school places
  - Give strong schools an incentive to expand their offer
  - Deliver a diverse school system
- The consultation covers proposals in four key areas and introduces the concept of 'Families who are just about managing'

# The four key areas for consultation

- Selective (grammar) schools providing more school places, and ensuring that they are open to children from all backgrounds.
- Faith schools delivering more good school places, while meeting strengthened safeguards on inclusivity
- Independent schools directly assisting the state-funded sector.
- Universities playing a direct role in improving school quality and pupil attainment.

# Selective (grammar) schools (1)

## Proposal for consultation

- Support for existing grammar schools to expand
- Permit the establishment of new selective schools
- Permit existing non-selective schools to become selective
- Intention to apply conditions on new or expanding schools to ensure that new or expanding selective schools contribute in a meaningful way to improving outcomes for all pupils
- Introduce sanctions to hold selective schools to account for these conditions

# Selective (grammar) schools (1)

- Apply conditions to ensure contribute in a meaningful way to improving outcomes for all pupils:
  - Take a proportion of pupils from lower income households
  - Establish a new non-selective secondary school
  - Establish a primary feeder in an area of low income
  - Partner with existing non-selective schools or sponsor a underperforming school
  - Ensure opportunities to join at different ages
- Introduce sanctions to hold selective schools to account:
  - Remove access to additional funding streams
  - Remove right to select
  - Restrict access to future growth

# Faith schools

- Remove the 50% cap on faith-based admissions to oversubscribed new faith schools (new academies and free schools)
- Replace with a series of strengthened safeguards to promote inclusivity:
  - Prove there is demand for places from parents of other faiths
  - Establish twinning arrangements with schools of other faiths
  - Consider mixed-faith multi-academy trusts, including becoming a sponsor for underperforming non-faith schools
  - Consider placing an independent member or director of a different faith or no faith on governing body

# Independent schools

- Schools with capacity and capability should meet one of two expectations in recognition of their charitable status:
  - To sponsor an academy or new free school in the state sector
  - To offer a certain proportion of places as fully funded bursaries to those insufficiently wealthy to pay fees
- Smaller schools will be asked to:
  - Provide direct school to school support with state schools
  - Support teaching in minority subjects
  - Ensure senior leaders become directors of multi academy trusts
  - Provide greater expertise and access to facilities
  - Provide sixth form scholarships to pupils in local school

# Universities

- as a condition for charging higher fees, higher education institutions will be required to:
  - Establish a school in the state system
  - Sponsor an academy in the state system

# Responding to the consultation

- The consultation document poses a range of questions for each element
- Consultation closes on 12<sup>th</sup> December 2016
- Can respond on-line or in writing

[www.education.gov.uk/consultations](http://www.education.gov.uk/consultations)

# Barnet Partnership: Development of Traded Services

Neil Marlow, Head of School Improvement

Nigel Rayner, Business Development Manager



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Welcome

# Effective Governance Audits

Sarah Beaumont, Governor Services  
Manager

Bronwen Tumani, National Leader of  
Governance



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# Effective Governance Audits

- To assist Governors and Headteachers in having documentary evidence for OfSTED
- To help Governors and Headteachers identify strengths and weaknesses in governance
- To give us a better understanding of the effectiveness and training needs of Governing Bodies
- To enable Governing Bodies to demonstrate improvement over time
- To ensure that we continue to provide Governor training to meet identified needs.

# Effective Governance Audits

- In the Autumn Term 2015, the return rate was 52%, which equates to 49 out of 94 maintained schools in the borough
- Governing Bodies of maintained schools to complete and return the 2016/17 Governance Self-evaluation Audit to Sarah Beaumont at [sarah.beaumont@barnet.gov.uk](mailto:sarah.beaumont@barnet.gov.uk) by **Friday 16 December 2016**
- If you completed your Audit in 2015/16 and received feedback, please use your updated personalised evaluation form provided to track improvements and areas for development against your 2015/16 Audit
- If completing your Audit for the first time, please complete the form in Appendix 1 of the Director's Report.



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# Ofsted in Barnet



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# Ofsted Inspections in Barnet 2015-2016

Judgement	Number of Schools	Type of school	Previous Inspection
Outstanding	0		
Good	10	7 Primary 3 Secondary	1 previously Inadequate 4 previously RI 5 previously Good
Requiring Improvement	3	2 Primary 1 Secondary	All previously Good
Inadequate	0		

Currently 94.6% of schools in Barnet are Good or Outstanding

(95.4% Primary, 91.7% Secondary) which ranks

Barnet:

16<sup>th</sup> LA nationally (out of 152 LAs)

12<sup>th</sup> LA in London

and above both Inner London (93.1%) and Outer London (91.3%) and National (88.3%).

Barnet is ranked 16<sup>th</sup> LA for overall performance and 30<sup>th</sup> LA for



6 schools are Requiring Improvement –  
4 Primary (1 academy, 2 foundation schools,  
1 VA school)  
2 Secondary (2 academies)

All Community Schools in Barnet are Good  
or Outstanding

We start this academic year with only 6 schools RI  
We started last academic year with 10 schools RI or Inadequate.  
We started the 2014/15 year with 11 schools RI or Inadequate  
We started the 2013/14 year with 9 schools RI or Inadequate



# OfSTED Inspections: Lessons Learned



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# School Improvement Partnerships – towards a school led improvement system



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