

One vision shared by all:

*We want Barnet to be the most successful place for high quality education where excellent school standards result in all children achieving their best, being safe and happy and able to progress to become successful adults.*

The Local Authority's role along with the new School Improvement Partnerships is to ensure that all schools understand what is required to achieve this ambition both in the short term and the long term and achieve the aims of:

1. Every child attending a **good or outstanding school**, as judged by Ofsted
2. The **attainment** and **progress** of children in Barnet schools is within the top 10% nationally
3. Accelerating the progress of the most disadvantaged and vulnerable pupils in order to **close the gap** between them and their peers

## **Towards a school led school improvement system**

*Every Barnet school should be part of a formal school partnership with a number of other schools. Within these partnerships schools will work together and share best practice and the best schools and best headteachers will play a key role in enabling other schools in the partnership to improve towards outstanding. A self-managing, self-improving school system will become established where co-operation and structured and planned improvement are driven by school leaders, every school benefits and standards are continuously raised.*

## The main priorities for school improvement for 2014 to 2106:

- Increasing the number of good and outstanding schools and reducing the number of schools 'Requiring Improvement' or that are 'Inadequate'.
- Improving attainment and progression at the end of primary so it is in line with the top ten per cent in the country.
- Improving Primary Writing.
- Raising the achievement of FSM pupils and closing the FSM gap (especially at Primary).
- Improving progression of Looked After Children (especially at Secondary)
- Improving pupil attendance in Primary Schools.

These priorities will be supported by a schedule of activities that are set out in the annual Business Plan for the school improvement service and include:

- The planned activities of the LNIs through the year, supplemented by much greater use of headteachers (NLEs, BSIPs etc.) and Barnet Improvement Consultants (BICs) to support and challenge other schools, including schools causing concern.
- Better use made by the LA of Teaching Schools, local and national programmes e.g Securing Good Programme, School to School Support
- The development and offer of traded services that reflect these priorities – by Governor Services and BPSI.
- The effective use of and sharing of school performance data with schools, under the leadership of the Head of School Improvement, supported by the School Performance Data Manager.
- The development of new support and challenge arrangements for all schools from April 2015, based on the principle that schools should be driving their own improvement and supporting each other to improve.

	<b>Primary &amp; Secondary schools that are Good or Outstanding from all inspections</b>	<b>Primary &amp; Secondary pupils attending a Good or Outstanding school from all inspections</b>
<b>England</b>	80.7%	79.1%
<b>Barnet</b> <b>109 schools</b>	90.7% This ranks Barnet 10th out of 152 LAs and above Inner London (88.3%) and Outer London (83.7%)	90.9% This ranks Barnet 11th out of 152 LAs and above Inner London (89.2%) and Outer London (83.1%)

	Primary & Secondary schools that are Good or Outstanding from inspections <b>under the latest OFSTED Framework</b>	Primary & Secondary pupils attending a Good or Outstanding school from inspections <b>under the latest OFSTED Framework</b>
<b>England</b>	71%	71%
<b>Barnet</b> <b>42 schools</b>	76.2% This ranks Barnet 53 <sup>rd</sup> out of 152 LAs and above Outer London (73.1%) but <u>below</u> Inner London (80.9%)	75.3% This ranks Barnet 53 <sup>rd</sup> out of 152 LAs and above Outer London (72.4%) but <u>below</u> Inner London (82.1%)

# 5,140 pupils attend an RI or Inadequate school in Barnet



X 12

The pupils would fill the Barnet Football Ground at The Hive or the Arts Depot 12x over



**The school improvement strategy needs to not only work for the 10 schools currently not Good or Outstanding and the 5,140 pupils in RI and Inadequate schools, it also needs to work to stop current Good schools becoming RI schools and to support solidly Good schools to become Outstanding.**



The collective aim is for every child within a partnership is to be able to attend a good school



**Partnership 1 – (Infant Schools)** - Moss Hall Infant (NLE/National Support School), Queenswell Infant, Annunciation Infant, Brookland Infant, Garden Suburb Infant, Dollis Infant, Grasvenor Infant (also in Partnership 8), Deansbrook Infant

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

**Partnership 3 – (Special Schools) – MOON Partnership:** Mapledown (NLE/National Support School), Oak Lodge (NLE/National Support School), Oakleigh, Northway,

**Partnership 4 – (East Barnet Area)** – Monkfrith, Church Hill, Danegrove, Cromer Road, Livingstone, East Barnet Secondary School (NLE/National Support School)

**Partnership 5 – (East Barnet/Southgate Area):** Brunswick Park, St Mary's EN4 (NLE/National Support School), Osidge, Trent, Brookhill Nursery School, St. Margaret's Nursery School, Hampden Way Nursery School

**Partnership 6 – (N10, N11, N20 Areas)** – St Paul’s N11, Holly Park, St John’s N11, Coppetts Wood, Hollickwood, All. Saint’s N20

**Partnership 7 (Whetstone and Totteridge Area)** – St John’s N20, Alma, Sacred Heart, St. Andrew’s, Woodridge

**Partnership 8 – (High Barnet/Finchley Area):** – Martin, St. Catherine’s (NLE/National Support School), Northside (NLE/National Support School), Foulds, Christ Church, Underhill School, Grasvenor Infant (also in Partnership 1), Whitings Hill, Monken Hadley

**Partnership 9 – (Finchley Area)** – Holy Trinity, Akiva, Manorside, Tudor, Our Lady of Lourdes, Pardes House, St. Mary’s N3, Sacks Morasha, St. Theresa’s, Summerside, Moss Hall Nursery

**Partnership 10 – (Hendon Area)** – Hasmonean Primary, Independent Jewish Day School, St. Joseph’s, St Mary’s and St John’s, Sunnyfields, Chalgrove

**Partnership 11 (Mill Hill Area)** – Fairway, Courtland , St Paul’s NW7, Millbrook Park, St. Vincent’s, Etz Chaim, Frith Manor, Mathilda Marks Kennedy

**Partnership 12 – (Cricklewood Area)** – All Saints NW2, Childs Hill, Claremont, Wessex Gardens, St. Agnes’, Bell Lane, Menorah Primary, Blessed Dominic, Whitefield Secondary School

**Partnership 13 – (Colindale /Edgware / Golders Green Area) - London**  
Academy/Deansbrook Juniors, Broadfields, Beit Shvidler , Northgate Teaching School (NLE/National Support School), QE Boys Secondary School, Henrietta Barnett Secondary School, Woodhouse College, Mill Hill County High, Beis Yaakov, Rimon, Edgware Primary

**Partnership 14 – (Edgware / Colindale Area)** – Barnfield (LLE), The Orion, Goldbeaters, Colindale, Woodcroft, Menorah Foundation, Rosh Pinah

**Partnership 15 – (The Elliot Foundation)** – The Hyde, Parkfield, Lena Garden (Hammersmith), John Locke Academy (Hillingdon), Pinkwell (Hillingdon), 8 other schools in Birmingham and Cambridgeshire

## **COLLABORATION AND PARTNERSHIPS**

- Create strategic clusters of schools to develop partnerships that have the ability to support and challenge each other
- Share data and School Improvement Plans between schools in a partnership thus reinforcing the message that all are accountable for Barnet children
- More collaboration between Primary and Secondary Schools within a partnership
- Greater links with employers and post 16 providers
- Look at the region as a whole (not just in small pockets). Identify and provide services and learning that the people in the community may lack. Together can aim to be providers or facilitators. Consider continuity strategies and future educational plans for the area.

## **SYSTEM LEADERSHIP**

- Greater strategic approaches to the deployment of system leaders within a partnership and between partnerships
- Headteachers being identified from other Local Authorities to share practice and monitor, support and challenge schools
- Deployment of NLEs, LLEs, NLGs, Teaching School, outstanding Headteachers

## **RELATIONSHIPS**

- LA to share data with schools and partnerships as early as possible e.g. initial data provided during the Summer holidays
- Right balance of support and challenge between schools in a partnership.
- Schools agreeing to accept challenge from their peers – especially in difficult times
- Further strengthen relationships between schools
- Look at current Learning Networks to see if they need to be adjusted.
- Relationship between LA and partnerships strong

## **RECRUITMENT & RETENTION**

- Partnerships to support the recruitment process for Heads and Deputies in all schools in their partnership
- Partnerships to support the recruitment process for other senior positions for vulnerable schools
- Succession planning across schools in a partnership
- Liaise with universities both in UK & abroad to support recruitment and induction of high quality staff
- Become School Direct lead

## GOVERNANCE

- Partnerships help Governors to recruit good and outstanding leaders to schools in their partnership
- Ensure Governors are supported in effectively inducting new Headteachers
- Recruit Governors with a skill set to match the needs of the school and the partnership
- Governors to shadow Governors from other schools in partnership. Observe other GB meetings

## INTELLIGENCE

- Use data effectively and share this with schools across the partnership, the LA and BPSI
- All LA officers to regularly share intelligence about a school e.g. Educational Psychologists, EWOs, Finance Team, LNI, 14-19 Team, BPSI Advisers – access to Note of Visit system across a partnership
- Cohesion and collaboration between BPSI, LNIs and partnerships

## SYSTEMS AND PROCEDURES

- Create Articles of Governance for the partnership or Memorandum of Understanding between schools in a partnership
- Clear and consistently followed systems for identifying schools in difficulty in a partnership, arranging the necessary support and monitoring their progress
- Develop and embed early help arrangements
- More robust and effective Performance Management of staff across schools in a partnership
- Development Plans created for a partnership

## RESOURCES

- Economies of scale across a partnership
- Purchasing services collaboratively as a partnership e.g. Achievement for All
- Sharing of staff across the partnership
- Possibly pooling resources to employ a SIP to work across all partnership schools
- **Creating “bigger world” experiences and opportunities i.e. interschool art projects, poetry slams, music performance. Learning against/next to others from a range of schools will build resilience and character for pupils.**
- Partnerships able to influence the school improvement offer and allocation of resources across the Borough through engagement with the new School Improvement Board

## Next Steps

1. Discussion to take place at Director's Meeting with Primary Headteachers on **15<sup>th</sup> January**
2. Schools to consider proposed Partnerships and contact me before the end of January if they want to discuss any issues with the proposals
3. Local Authority and schools to produce suggestions for the remit and expectations of the Partnerships and how they are going to work effectively in partnership with Barnet. Terms of Reference produced that each partnership can tweak (Working Group). Set of draft tasks and deliverables produced for each partnership linked to the ToR (Working Group).
4. Partnerships to have an initial meeting to explore ways of working together and discuss possible remit. It is suggested to have these initial partnership meetings on the day of the next Network Meetings for Headteachers, on **Thursday 5<sup>th</sup> February between 11.30am and 12.30pm**
5. A set of quality standards produced that define whether a partnership (based on the loose model) is delivering what is expected (Working Group)
6. Have further discussion at the Director's Meeting with Primary Headteachers on **11<sup>th</sup> June**