

Barnet Education and Skills Service – Director’s Report to Governors

SUMMER 2015

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

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

1. Future Delivery of Education Services in Barnet

Summary

You will be aware that the Council has been reviewing how we deliver future support services to schools in the face of the financial challenge facing public services and the changing educational landscape. We have been working with schools over the past year to jointly develop a new model of service delivery that will deliver our shared ambition and meet the needs of the schools and local authority partnership, as well as the children and families of Barnet. Indeed, you may have attended one of the consultation events and completed the surveys that we've undertaken to seek the views of headteachers and chairs of governors as we have been developing the preferred solution.

We are now in the process of securing a third party organisation to partner with us in a joint venture to deliver the education services currently provided by the council. Following an invitation to bid, there was a good level of interest and we received applications from four potential partners. Three organisations have been invited to participate in the next stage of the process and these organisations are:

- Capita Business Services Ltd
- EC Harris LLP
- Mott MacDonald Ltd, trading as Cambridge Education

We will be starting discussions with these organisations in May, using a process called Competitive Dialogue to develop the best possible solution for the delivery of education services. This process is likely to continue into the early part of the Autumn term. Headteacher representatives will be participating in this dialogue at key points and the Headteacher Reference Group will continue to help shape and steer the best solution for Barnet and one that delivers our key objectives to:

1. Maintain Barnet's excellent education offer;
2. Maintain an excellent relationship between the Council and schools;
and
3. Achieve the budget savings target for the service.

It is key to the success of the project that the new model meets the needs of Barnet schools so if you would like to know more about our progress or would like to become actively involved, please contact: deborah.hinde@barnet.gov.uk or telephone on 020 8359 2461.

Governors' Role

Governors to note the information

For information

All Governors

Contact

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Provision of Additional School Places for September 2015

Summary

This year, 91 per cent of pupils who applied on time for a Barnet primary school place have received one of their top three choice schools, with four in five receiving their first choice. 88 per cent of pupils were offered one of their top three preferences for a Barnet secondary school place on 2 March 2015.

In order to meet demand for primary school places in Barnet for September 2015:

- two primary schools will be expanding by one form of entry each (Monkfrith Primary School and St Joseph's RC Primary School),
- two secondary schools will become all-through schools (London Academy and Wren Academy will both offer two-form entry primary provision),
- a new two-form entry free school will be opening (Watling Park Free Primary), and
- five primary schools will be accommodating a Reception bulge class.

New classes are opening at Millbrook Park Primary as the school opens new classes each year, and the building works at Copthall School have now finished and are providing an additional 30 new secondary places. We expect that the pressure for school places currently experienced in the primary sector will continue to feed into the secondary sector over the next few years and the new places at Copthall follow additional places created at The Compton School, Christ's College Finchley, The Archer Academy and St Andrew the Apostle Greek Orthodox School.

We would like to express a huge thank you to headteachers and governing bodies who are accommodating a bulge primary class for September 2015, and would like to particularly thank those who have done so at relatively short notice. As a result we have met demand for primary applicants who applied on time. We will continue to monitor late applications for primary and may need to request additional bulge classes for September 2015.

Governors' Role

Governors to note the information

For information

All Governors

Contact

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Education and Skills Service, London Borough of Barnet, North London Business
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3.**Reconstitution of Governing Bodies in Maintained Schools****Summary**

This is a reminder that all governing bodies of maintained schools are required to be constituted under the School Governance (Constitution) (England) Regulations 2012 or the School Governance (Federations) (England) Regulations 2012, as appropriate, by 1 September 2015.

It is therefore essential that those Governing Bodies that have not already done so, should consider reconstitution during the summer term 2015, to ensure they are compliant with this requirement by 1 September.

Draft Instruments of Government should be submitted to Sarah Beaumont, in order that they be processed for signing and sealing.

More information can be found at:

<https://www.gov.uk/government/publications/constitution-of-governing-bodies-of-maintained-schools>

Governors' Role

Governors to note the information above

For action

All Governors of maintained schools, which have not already reconstituted in line with the School Governance (Constitution)(England)Regulations 2012.

Contact

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An update on the CAF (Common Assessment Framework), Barnet's new CAF Team and new e-CAF System

Summary

The **CAF** is an Early Help assessment together with an action plan. It enables good multi-agency working and a coordinated approach to delivering support to children with additional needs, below the threshold of statutory intervention. The CAF process is led by a practitioner from across the wider children's workforce, who has a good working relationship with the child and family. Most often these are practitioners from universal services, such as schools and children's centres.

The CAF was introduced following the death of Victoria Climbié and is contained within the Children Act 2004, and within the 'Working Together' Guidance. Ofsted now closely scrutinise CAF assessments (also known as 'Early Help' assessments) as part of their inspections of the Children's Service, Children's Centres and Schools. They view the CAF/early help as part of the continuum of safeguarding, and are interested in tracking the child's journey across thresholds of need and in knowing what difference interventions have made.

Locally, the CAF is a key element of Barnet's Early Intervention Strategy, and there is an expectation that all children accessing additional support from Barnet's Family Service first need to have a clear assessment of need and an action plan (via a CAF or a social work or youth offending assessment depending on the level of need.) The CAF therefore will be the only referral pathway for targeted, early help services from the new Youth and Family Support Service. In addition, CAF data will be used to measure early help intervention and their impact across the borough and will be used to evidence payment by results claims for families meeting the 'Phase 2 Troubled Families' criteria, who have made sustained improvement.

As part of the Family Service's Transformation Programme, the Multi-Agency Support Team (MAST) has been re-named as the **CAF Team**, and its role and location have changed.

The Team is now located within Children's Social Care's Intake and Assessment Division, and from April will formally 'sit' behind the MASH (Multi-Agency Safeguarding Hub). It will deal with all referrals, triaged by the MASH as 'green', requiring a CAF or an Early Help response. As part of this role it will identify appropriate CAF assessors from across the community to undertake CAFs, and will assist these practitioners in being able to confidently use the CAF process (including the new e-CAF system). It will broker services from other agencies, and internally commission evidenced-based interventions from the Youth and Family Support Team (which will replace the Intensive Family Support Team). The Team will have a key quality assurance role, and will ensure that CAF action plans are progressing and being regularly reviewed.

The three CAF coordinators within the Team will cover each of the three Children's Centre Cluster areas, and will link closely with schools and settings within these areas. This will include encouraging early identification of need via 'Team Around the Setting' type meetings or cluster meetings. They will be able to provide briefings and inset training on the CAF and early help to schools. They will also meet regularly with pastoral care staff to ensure CAFs are on track and to

try to help resolve any difficulties.

Two CAF social workers within the Team will be available to support practitioners to apply thresholds and make appropriate referrals into the MASH ('Step-ups') on CAFs where the needs have escalated. They will also support the smooth 'step-down' of cases from Children's Social Care to the CAF arena.

The Team will continue to run CAF Practitioner Groups every two months, to provide an opportunity to share best practice, to enable multi-agency networking and provide speakers on key topics.

An e-CAF system is due to go live by April. This will allow practitioners to complete, store and share CAFs electronically via a secure web-based system. The benefits that e-CAF will bring are:

- More secure access to information;
- Ability to sharing information with relevant agencies in a secure way;
- No duplication of effort, by being able to ensure the right agencies have access to the right information
- Saving time and effort by not having to re-populate information;
- A clearer referral pathway into a range of interventions (it will be the only referral pathway to access early help services from the new Youth and Family Support Service)
- Being able to track a child's journey from beginning to end;
- Clear interface between Children's Social Care's case management system, so cases can step-up/step-down seamlessly between thresholds, when required;
- System alerts to remind practitioners when a review is required;
- Assist with providing accurate management information around CAF activity.

As from the 23rd March 2015 new CAFs are no longer initiated using the existing MS Word process, they are to be carried out using the new on-line system. In order to do this the Children's Services Data and Systems support team will provide practitioners with the necessary access to the system with password and access details and access to the necessary training (which will primarily be online in the first instance followed with drop-in sessions if necessary). Further information to schools and agencies will be provided nearer to the go live date.

Governors' Role

To note all the information above

For action

All Governing Bodies

Contact

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Free Early Education for Two Year Olds (FEE2)

Summary

The Free Early Education for Two Year Olds (FEE2) scheme became a statutory duty for targeted groups of children to access a free early education place in quality childcare provision from 1 September 2013. This entitlement expanded to an additional group of children from 1 September 2014; the result being that an estimated 2014 children became entitled within the borough.

The eligibility criteria to access FEE2 places are:

- Children from families in receipt of qualifying benefits for the Free School Meals (FSM) criteria or
- Children whose families receive Working Tax credits (income less than £16,190 per year)
- Children who are looked after by the local authority
- Children with a current statement of special educational needs (SEN) or an education, health and care plan
- Children who receive Disability Living Allowance;
- Children who have left care through special guardianship or through an adoption or residence order.

There have been 1550 two year olds accessing their entitlement across 2014/15. 75% were places in the PVI sector, 15% in children's centres, 5% with child-minders and 5% in nursery schools.

Barnet is currently delivering places to 44% of entitled children and requires a range of strategies to be implemented to increase the capacity of places as well as the demand/take up of places. The focus for 2015/16 is to increase capacity for two year old places, and includes the following workstreams:

- Capacity building with childcare providers, in particular schools and council managed childcare settings;
- A bespoke package of assistance will be developed for schools in order to help them deliver the required places in the targeted areas of the borough;
- Continued development of the IT infrastructure programme to ensure the journey for parents and providers is as simple as possible;
- Targeted marketing for 'hard to reach' families using intelligence from take up data;
- Identification of eligible families who are then engaged using a focused outreach programme.

The Local Authority is identifying suitable schools with a potential to expand their nursery provision to include the delivery of places for two-year-olds. These schools will be approached to consider the viability of such developments.

There is a package of support including access to capital funding to create additional places in schools. In addition, schools are also invited to express an interest in creating FEE2 places by contacting the Early Years' Service by 15 May 2015 for further information.

Governors' Role

Governors to note the information above

For information

All Governors

Contact

Johanna Goslin, Business Manager, / Dawn Wilson, FEE2 Support Officer,
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6. Making Best Use of Teaching Assistants

Summary

In March, 2015 The Education Endowment Foundation (EEF) published new guidance to support schools to unlock the potential of teaching assistants in English schools. We know that in the past many schools have struggled to maximise the impact of Teaching Assistants (TAs) in the classroom. New evidence shows that when trained and well-supported TAs can make a noticeable positive impact on pupil learning.

The guidance makes seven evidence-based recommendations to help schools maximise the impact of teaching assistants. Key recommendations include:

- use TAs to add value to what teachers do, not to replace them;
- ensure TAs are fully prepared for their role in the classroom
- use TAs to deliver high-quality one-to-one and small group support using structured interventions

The guidance is available at:

<https://educationendowmentfoundation.org.uk/index.php/toolkit/making-best-use-of-teaching-assistants>

The evidence base summarised in the report will form the basis of a wider national campaign, including grant-making and support to embed evidence-informed strategies in an area of high-need in England. In total, the EEF has committed £5million to the campaign.

Barnet Local Authority has committed to more detailed dissemination of the recommendations for all stakeholders in schools, through a range of existing communication channels during the Summer Term, including the Director's Report to Governors, Director's Briefing to Chairs and Vice-Chairs, Schools Circular, Network Meetings for headteachers and meetings for subject leaders.

In addition BPSI have commissioned Brigid de Rivaz (BPSI Associate Adviser and, until recently, a serving Ofsted Inspector) to lead on delivering a training package to schools, working over 2 terms with headteachers and senior and middle leaders, plus offering school-based professional development materials and support for both teaching staff and teaching assistants in schools. This will start during the second half of the Summer Term and details about this can be found on the Course Flyer on the BPSI Course Bookings Page or by clicking on the following link:

http://cpd10g.cyberdrome.co.uk/pls/cpd1415/gen_cpd_pubview?p_cr_id=141520100&p_style_id=118

Governors' Role

Governors to note the information above and ensure the school meets Ofsted requirements

For information

All Governors

Contact

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Publication of Governor's Details and the Register of Interests

Summary

Governors hold an important public office and their identity should be known to their school and wider communities. Governing bodies should therefore publish on their website information about their members. The information they should publish should, as a minimum, include for each governor:

- their name;
- their category of governor;
- which body appoints them;
- their term of office;
- the names of any committees upon which the governor serves; and
- details of any positions of responsibility such as chair or vice-chair of the governing body or a committee of the governing body.

Governing bodies should also publish this information for associate members, making clear whether they have voting rights on any of the committees they serve on.

From 1 September 2015, governing bodies of maintained schools will be under a duty to publish on their website their register of interests. The register should set out the relevant business interests of governors and details of any other educational establishments they govern. The register should also set out any relationships between governors and members of the school staff including spouses, partners and relatives.

Governing bodies should make it clear in their code of conduct that this information will be published on their governors and, where applicable, their associate members. Any governor failing to reveal information to enable the governing body to fulfil their responsibilities may be in breach of the code of conduct and as a result be bringing the governing body into disrepute. In such cases the governing body should consider suspending the governor.

Governors' Role

Governors to note the information above

For action

All Governors of maintained schools

Contact

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