

AUTUMN TERM 2009

CONTENTS

	Pages
1. Opening introduction by the Director	2
2. The new OfSTED Framework and the new Self Evaluation Form	3 – 4
3. Building Schools for the future	5 – 6
4. Funding for 3 and 4 year olds in Nursery classes	7 – 9
5. School Revenue Balances and budget forecasts	10 – 11
6. Headteacher Performance Management: the roles of Governor Reviewers and the School Improvement Partner	12 – 13
7. Primary Places 2010	14
8. School Closures	15

*DEVELOPING THE
EFFECTIVENESS OF
YOUR GOVERNING BODY*

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

Opening Introduction by the Director

Welcome back to another term. I hope you managed to have a great break over the summer.

As you will see we had some mixed fortunes regarding our results for 2009 but overall we have continued to improve, 2% up on last year. As you know, and we continue to remind others, it is harder to find improvement when we are already in the top quartile. We will continue in our efforts however to be the best local authority in the country!

I am hugely delighted to report that our schools have succeeded this year in reversing the trend for our most vulnerable groups of children. We have significantly reduced the gap for both pupils with SEN and for those children receiving free school meals. This is the real test for our partnership of schools and services and it is fantastic to see a real difference in the fortunes of children facing these particular challenges.

We continue however to struggle with attainment for Children in Care. We know what a disastrous start these children have had in their lives. This year I would wish to make this group of children our number one priority and to give them every advantage to outweigh the huge disadvantage they have been burdened with so young.

So all in all, it was an encouraging year last year and now we face a year with a great deal of financial challenge.

It was always going to be a year of change, addressing new policy directions, adapting to demographic, social and political change. The economic burden will serve to accelerate some of these required changes.

It is the beginning of my first academic year in Barnet and I am looking forward to working with you all to determine the direction and future shape of the partnership of services working for the children, young people and families of Barnet.

I wish you all a great first term and a brilliant school year that will take us into the second decade of the century.

For information

All Governors

Contact

**Robert McCulloch-Graham, Director of Children's Service
London Borough of Barnet, North London Business Park
Oakleigh Rd South, London N11 1NP
Tel: 020 8359 7642
Email: Robert.McCulloch-Graham@barnet.gov.uk**

2.

The new OfSTED Framework and Self Evaluation Form (SEF)

The new OfSTED Framework

The revised Ofsted framework is being introduced from September 2009. Although the changes are evolutionary rather than revolutionary, Governors do need to be aware of the possible significance for their school. The cycle for schools judged to be Good or Outstanding in their previous inspection will be five years (from the time of their last inspection). For schools judged Satisfactory in their last inspection, the cycle will be three years. However, Ofsted expect to undertake monitoring visits, with no notice, in up to 40% of all schools in this category.

Ofsted will undertake a robust annual risk assessment of all schools which could trigger an inspection in **any** school if certain indicators raised concerns. These could include a drop in standards, safeguarding or welfare concerns and/or a strong 'voice' of concern raised by parents, or being part of an annual sample selected for inspection.

Special schools and PRUs will be inspected every three years. The nature of their indicators means that inspectors need to look at data on-site to evaluate pupils' attainment, learning and progress.

The revised framework gives priority to:

- checking the school's procedures for safeguarding, for keeping children and young people from harm
- fostering the engagement of headteachers and staff in inspection
- gathering and analysing the views of parents and pupils
- assessing how effectively schools work in partnership with other providers

There will be a higher focus on:

- promoting improvement, with inspectors making specific recommendations based on their diagnosis of the schools' strengths and weaknesses
- evaluating the achievement and well-being of pupils and assessing the extent to which schools ensure that all pupils, including those most at risk, succeed
- evaluating learning and teaching, focusing on the classroom (with around double the number of lesson observations)
- assessing how well schools promote equality of opportunity and how effectively they tackle discrimination

The new SEF

Parts B, C and D of the SEF remain largely the same apart from minor changes to the content of some of the questions.

Part A of the SEF:

- has been streamlined by removing all of the prompts
- mirrors the judgements in the evaluation schedule
- emphasises the need for a concise summary of evidence
- has help button guidance containing the grade descriptors
- contains only one question for each area to be evaluated

One training session has already been held for Headteachers and Senior Leaders in schools, with a repeat session scheduled for the beginning of term. Governor training sessions are taking place during the Autumn term. Details as follows:

- **The New OfSTED Framework: an overview**
Wednesday 7 October 2009 at 7pm – 9pm
- **The New OfSTED Framework: Monitoring and Self Evaluation**
Wednesday 14 October 2009 at 7pm – 9pm
- **The New OfSTED Framework: Holding the school to account**
Thursday 22 October 2009 at 7pm – 9pm
- **The New OfSTED Framework: Fulfilling the duties to promote Community Cohesion, and Race, Gender and Disability Equality**
Wednesday 11 November 2009 at 7pm – 9pm

All courses will take place in Building 2, North London Business Park. The courses are advertised in the Autumn Term 2009 Governor Development Programme, and registrations should be made in the usual way. See www.governors.barnet.lgfl.net for more details.

Governors' Role

- To note the above information

For action by

All Governors

Contact

Chris Skinner, Learning Network Inspector
Children's Service
London Borough of Barnet, North London Business Park, Oakleigh Road South, London N11 1NP
Tel: 020 8359 7748
Email: chris.skinner@barnet.gov.uk

Summary

Barnet Council is to be included in the next wave of the government's Building Schools for the Future (BSF) programme. The Borough will get about £80m from a total of £500m funding to be shared by six local authorities. Barnet was judged to be "fully ready to deliver" and will join more than 1,000 individual building, rebuilding or renewal BSF projects already underway across England. Barnet's share of the money is for an initial project of six schools. Subject to receiving further funding, Barnet's remaining secondary schools will receive similar investment once the initial project has been completed.

Barnet's initial project

The schools are

- **Bishop Douglass Catholic School**
- **St Mary's Church of England High School**
- **Copthall Girls School**
- **The Ravenscroft School**
- **The Pavilion Pupil Referral Unit**
- **Oak Lodge Special School**

Initial proposals are that St Mary's will be rebuilt on its present site, and the Pavilion will be rehoused, while the others will receive substantial investment for refurbishment and improvement work. The government money for this will be released from 2011/12.

What is BSF?

Building Schools for the Future (BSF) aims to rebuild or renew nearly every secondary school in England. It offers local authorities a once in a generation opportunity to transform educational provision and significantly improve educational outcomes and the life chances of children, young people and families. The capital investment is intended to act as a catalyst and enable change.

As well as raising the aspirations and attainment of young people, BSF is also about providing inspiring environments in which teachers and children feel valued, which are appropriately resourced for a 21st century curriculum, and which are sufficiently flexible to enable variety in learning and teaching styles, and a broad innovative curriculum. It is also an opportunity to position the local school as a hub of its community and as a very valuable resource and focus of expertise, to energise and revitalise local areas.

Next steps in Barnet

Barnet will formally enter the BSF programme in early October 2009 and a BSF project team will be put in place to work with schools to deliver the programme. The first task will be to develop Barnet's 'Strategy for Change', setting out how BSF investment will help to transform secondary education in all schools, how schools can work more effectively together and how schools can become the hub of their communities.

Governors' Role • To note the above information

For consideration by All Governors

Contact Val White, Assistant Director Partnerships, performance and planning
Children's Service
London Borough of Barnet, North London Business Park,
Oakleigh Road South, London N11 1NP
Tel: 020 8359 7036
Email: val.white@barnet.gov.uk

Introduction

Funding for nursery schools and classes is in the process of change both nationally and locally. This report reviews where we are now, what will change next year and some options for governing bodies to consider.

Funding by take-up and fulltime places

Three years ago the government announced its intentions to bring the funding for maintained schools and private settings in line, thus providing equality of access for any child. In particular this would mean that maintained schools would be funded on take-up rather than places.

In anticipation of this change, in 2007 Barnet consulted schools and the Schools Forum to make the following changes to the funding formula:

- Funding by place to be phased out by March 2010
- Fulltime places to be discontinued (there was no clear rationale why some schools held fulltime nursery places and others did not)

2009/10 has been a transition year during which the funding for lunchtime supervision of fulltime places has been halved and schools were funded on a number half way between participation and places. (eg a 26 place nursery with 20 FTE on roll was funded for 23 places).

Some schools, especially those with higher numbers of fulltime places and vacancy rates have found their funding noticeably reduced this year, and will observe a further reduction in 2010/11 unless they can increase admissions.

Increased entitlement and single funding formula

The government also announced that from April 2010 both maintained and private settings providing the free entitlement to 3 and 4 year olds would be funded on the same funding formula which must take account of deprivation, whereas until now the private sector received a standard rate per child. The free entitlement will increase from 12½ to 15 hours from September 2010, except for those children at the most deprived settings ("Phase 1") where it increases from September 2009.

Since April 2008, Barnet's Early Years Working Group has been working in partnership with both maintained and private settings on the structure of the new single early years funding formula (SEYFF) and we have now reached the stage of consultation with all providers. We will be analysing responses this autumn, consulting with the Schools Forum and seeking agreement from the council before implementation in April 2010.

The new formula proposes that school nursery classes will be funded via the following factors:

1. Basic rate per hour attended by each pupil – this is similar to the Age Weighted Pupil Unit which it replaces
2. Basic entitlement for each setting – this is similar to the nursery entitlement of £3000 which it replaces

-
3. Deprivation funding based on IDACI (the Index of Multiple Deprivation Affecting Children). This will replace the nursery part of Additional Educational Need (AEN) funding
 4. Flexibility funding – depending of the degree of flexibility the setting can offer parents – currently 3 levels weighted 0, 1 and 2.
 5. Qualifications funding – depending on the qualifications of the leader (not applicable to maintained schools which all have graduate headteachers).

In-year Adjustments

As a general rule school funding cannot be adjusted for pupil numbers during the year unless a school opens or closes whole classes. Nursery classes will be an exception. We will estimate the annual funding for the school at the beginning of the year based on historical census information, then, after each termly census is submitted, the funding estimate will be adjusted for actual take-up with a final amendment at the end of the year.

Schools which are consistently full with low turnover will see little change in funding, but schools need to be aware that they will be funded only for the number of hours per week (maximum 12½ or 15) and the number of weeks per year (maximum 38) that each child attends. This is of particular interest to schools operating a long phased entry period or carry out home visits at the beginning of term.

2010-11

The next financial year will be another transition year with the introduction of the new funding formula and the change to a 15hour entitlement with increased flexibility for parents from September 2010. The minimum funding guarantee (MFG) will continue to operate and may give some schools protection.

April 2011 marks the beginning of a new 3 year comprehensive spending review funding cycle when new regulations may apply.

Governors' Role

Over the next few months the experiences of schools and settings in Phase 1 will be disseminated for governing bodies to draw on in their own schools. In the meantime schools will wish to start reviewing their nursery offer in the light of these changes, and discussions could include:

- The effect of the changes in funding on the school budget
- What level of vacancies occur throughout the year
- The arrangements for home visits and phased admission
- Parental demand for a more flexible offer
- Opportunities for reducing vacancies
- How best to increase the offer from 12½ to 15 hours per week
- Ensuring any full time places have been phased out by April 2010
- Opportunities for additional paid childcare

For consideration by All Governors

Contact**Funding:****Carol Beckman, School Funding Manager****Tel: 0208 359 7636****Email: carol.beckman@barnet.gov.uk****or****Developing the Offer:****Sheila Abbott, Extended Schools Consultant****Tel: 020 8359 7604****Email: Sheila.abbott@barnet.gov.uk****Children's Service****London Borough of Barnet, North London Business Park,
Oakleigh Road South, London N11 1NP**

5.

School Revenue Balances and Budget Forecasts

Summary

Governors will be aware that the level of school revenue balances have been a source of concern both locally and national for some time.

The national position is that there was a Ministerial announcement on 24 February 2009 by Jim Knight who made the following points:

- Publication of schools revenue balances 1999/00 to 2007/08
- Surplus balances total £2b and deficits £120m
- Revenue balances are too high
- Revenue funding is expected to be used for current pupils.
- LAs are expected to use claw-back powers & redistribute surpluses to schools in conjunction with Schools Forum
- If balances are not down he will take action from 20011/12 to reduce.

The position in Barnet is that at the end of 2008/09 revenue increased by nearly £1.8m or 21% over last year. Details by sector are as follows

Sector	£ as at 31.03.09	£ as at 31.03.08	Increase / (decrease)
Nursery	175,472	187,996	-12,524
Primary	5,595,750	4,995,925	599,825
Secondary	4,128,642	3,047,068	1,081,574
Special	365,616	254,572	111,044
Total	10,265,480	8,485,561	1,779,919

All revenue balances above 5% (Secondary) and 8% (other schools) are subject to review under the terms of the Scheme for Financing Schools with a view to “claw-back” of surplus balances, but following a review of 29 schools no claw-back was required under the current clause.

The level of balances has been considered by the Schools Forum and possible changes to the Scheme are subject to consultation with schools until Friday 23 October 2009.

One of the measures in place to facilitate school financial planning and control school balances is that all schools carry out in-year financial monitoring and are required to submit two forecasts to the local authority. Whilst some schools forecast their balance fairly accurately, some schools had a larger variation. However overall the net effect of all these variations was that revenue balances were significantly under estimated; the position in total for 2008/09 was:

September 2008	£5,973,998
December 2008	£7,106,865
Actual March 2009	£10,265,480

A summary of each school's forecast balances has been sent to each school for consideration in conjunction with this report.

**Governors'
Role**

- To consider the above and ensure that accurate forecasts are prepared and that current resources are utilised to benefit current pupils in accordance with the school's development plan.

**For
consideration
by**

- All Governors especially the Finance Committee when considering the budget forecast.

Contact

**Nick Adams
Schools Finance Services Manager
London Borough of Barnet, North London Business Park,
Oakleigh Road South, London N11 1NP
Tel 020 8359 7203
Email nick.adams@barnet.gov.uk**

6.

Headteacher Performance Management: the roles of Governor Reviewers and the School Improvement Partner

General background

Under “The Education (School Teacher Performance Management) (England) Regulations 2006,” Governing Bodies have the responsibility for the annual performance management of Headteachers. That role should be delegated to a group of 2-3 governors who, with the assistance of the School Improvement Partner (SIP), will undertake that role on behalf of the full Governing Body. No governor who is a member of the school staff should be involved in the process. The SIP has to be involved by law but only in giving advice to the Governor Reviewers at the review and planning meetings convened and run by the Governor Reviewers with the Headteacher.

Sources of national advice and support

The regulations covering these arrangements and accompanying national guidance can be found at http://www.tda.gov.uk/teachers/performance_management.aspx by clicking on the bold “Regulations and guidance” tab on the right of the web-page. At the top of that same column of tabs, there is one entitled, “Model performance management policy for schools” in case any school still does not have a policy on performance management.

Barnet support materials

There are also other supporting documents, produced by Barnet, designed to be used in the Headteacher performance management process that can be found at <http://cms.barnet.lgfl.net/web/bgfl/sip/htpm> . These include:

- ‘Aide-memoires’ for governor reviewers and (separately) for SIPs that advise on what should be done before, during and after the meeting with the Head
- Model pro-forma for recording the content and outcomes of the meeting reviewing the Head’s performance and another for recording the draft planning statement, mapping out agreed expectations from the meeting on the next year’s objectives for the Head
- A model letter offered for use by Governing Bodies to inform their HR/payroll providers of any confirmed salary outcomes from the Head’s performance management

Headteacher salaries and performance management

Part of conducting performance management of the Headteacher is for the 2-3 governor reviewers to consider any salary changes that might result from the process. Ideally, the school’s policy should indicate to what degree the Headteacher needs to have met the success criteria planned for them in order to receive salary progression. Indeed, as governors have the capacity each year to award no salary progression, 1 extra salary point or 2, the policy should also guide the governor-reviewers over the circumstances under which performance would be so exceptional that it warranted the award of 2 new salary points.

Underpinning this issue is that of the school’s Individual School Range

(ISR). This is the range set by governors at the point the appointment of a new Headteacher is advertised. Effectively, taking into consideration the overall responsibilities of the post, the particular demands of that specific school and the difficulties of recruiting, the ISR represents the offered pay range for the job. The ISR is made up of 7 consecutive points on the Leadership Scale, as set out in School Teachers' Pay and Conditions. This is explained in another Barnet document called, "Setting the Individual School range (ISR) for a school." This may be accessed on <http://cms.barnet.lgfl.net/web/bgfl/sip/htpm>

Consequently, governors involved in the performance management of their Headteacher need to remind themselves of the current salary point of the Headteacher and where that is on their school's ISR before considering any salary recommendation.

Governors' Role

- Ensure that the Governing Body checks what the Individual School Range is for the school and that this and the Headteacher's current salary point within it are known in advance to the governor-reviewers involved in performance management.

For consideration by

- All Governors

Contact

**Mike Horton, Learning Network Inspector West,
Children's Service
London Borough of Barnet, North London Business Park,
Oakleigh Road South, London N11 1NP
Tel: 020 8359 6385
Email mike.horton@barnet.gov.uk**

7.

Primary Places 2010

Summary

Due to a variety of factors including rising birth rates, migration and the impact of the recession, the demand for primary school places is rapidly increasing in Barnet. Following an unprecedented number of applications for Reception places for September 2009, the Children's Service has worked with a number of primary schools during the summer term 2009 to add extra capacity in a number of high pressure areas for the 2009/10 academic year. In total, additional capacity was added in 7 primary schools, a total of 160 Reception places.

Birth data and school roll projections suggest that the demand for Reception places in September 2010 is likely to be even higher. This means that over 300 additional Reception places could be required. While some of the schools that have taken an additional class for 2009/10 will be able to take a further Reception class for 2010/11 and beyond, in other schools the expansion can only be temporary. We will therefore be working closely with headteachers and governors during the Autumn term to identify schools that may be able to take additional pupils from September 2010 to help us meet this demand.

Governors' Role

- To note the above information

For consideration by

- All Governors of Primary Schools

Contact

**Val White, Assistant Director Partnerships, Performance and Planning
Children's Service
London Borough of Barnet, North London Business Park,
Oakleigh Road South, London N11 1NP
Tel: 020 8359 7036
Email: val.white@barnet.gov.uk**

8.

School closures

Summary

The following is provided to clarify protocol regarding school closures:

- schools should stay open for all term dates wherever possible and only consider closure in exceptional circumstances when the health and safety of pupils or staff is at risk
- schools should review their critical incident plans to ensure that it identifies foreseeable activities and events that may result in school closure and that appropriate plans are in place to manage the situation
- the decision to close the school is taken by the headteacher and chair of governors
- in the event of a closure, schools should re-open as soon as possible and have systems in place to communicate with parents
- schools should always inform the Local Authority (LA) of a decision to close and the reason for closure. The LA contacts are Joy Court and Suzanne Crouch. Contact details below.
- wide ranging health and safety advice can be found on the grid at <http://cms.barnet.lgfl.net/web/bgfl/health-safety>
- Specific advice on swine flu is updated regularly and available on the grid at <http://cms.barnet.lgfl.net/web/bgfl/swineflu>
All advice on swine flu is led by the health authorities

Governors' Role

To note the above information and take action as necessary in liaison with headteacher

For action by

Chair of Governors and Headteacher.

Contact

Joy Court, Education Liaison Officer
Tel 020 8359 7627
Email joy.court@barnet.gov.uk
Suzanne Crouch, Education Information Officer
Tel 020 8359 7618
Email suzanne.crouch@barnet.gov.uk
Children's Service
London Borough of Barnet, North London Business Park,
Oakleigh Road South, London N11 1NP