



# TRAINING LINK GOVERNORS MEETING

## WELCOME

# Education Strategy

## Emerging themes

10 January 2013

# Context - National

- Increasing autonomy for schools – increasing delegation of responsibilities and funding
- Academy conversions, Academy Trusts, free schools
- New school funding regime from April 2013 – moving towards a national funding formula
- Reform of Special Educational Need provision
- National review of Alternative Provision
- Raising Participation Age
- New responsibilities for post 16 learners with learning difficulties and disabilities
- New requirements for commissioning new schools

# Local context

- Rapidly growing population requiring significant investment in schools
- Increasing diversity of provision within the borough - Academy conversions, Free schools, new school providers
- Challenge to maintain national position on attainment at primary and secondary level
- Local authority moving towards a 'commissioning council'

# Emerging consensus on role of Local Authority

Role as champions of vulnerable children and young people, parents and families and educational excellence (Education White Paper, *The Importance of Teaching* ).

What does this mean?

- Championing the vulnerable
- Championing parents and families
- Championing educational excellence
- Championing of relationships

# Developing an Education Strategy in Barnet

- In this new world, an opportunity to debate how we can work together to achieve our 'common purpose'
- To reach a shared understanding of our local partnership – the role of the council and the role of Barnet schools
- For parents and carers, to set out how the council will champion the interests of children and young people in Barnet

## To develop a high level policy position – to stand the test of time

- Working in partnership
- Championing pupils, parents and communities
- Supporting success and challenging under performance
- Championing the attainment of vulnerable pupils
- Promoting curriculum choices for 14-19/Raising of the participation age, increasing employability
- Commissioning school places – promoting choice and diversity
- Early intervention and prevention
- Schools at the heart of the community
- Health and Well being
- Role of Governors
- Local authority services to schools
- School funding
- Involvement of pupils and parents

## Supported by:

- Commissioning strategy for school places
- Commissioning strategy for services to schools
- Early years strategy
- Inclusion strategy
- Early intervention strategy

# Emerging themes to date

## Emerging principles

- Working in partnership
- Striving for excellence and challenging under performance
- Local authority role in monitoring, supporting and challenging schools
- Developing new models of school governance
- Working in partnership with Academy sponsors/chains
- Participation, progression and employability for young people
- Inclusion
- School organisation – priorities for school expansion and investment
- Commissioning new schools
- School funding

## Themes under exploration

- Alternative provision
- Early intervention and prevention
- Early years
- Championing the attainment of vulnerable pupils and those at risk of underachievement
- Role of Governors
- Role of Elected Members
- Health and well-being

## Working in partnership – sustaining and building on success

- Demonstrate our shared passion and ambition to succeed through challenging ourselves and others to continuously improve and innovate
- Share intelligence and data to ensure that we learn from our experience and that of others, to monitor our success and identify where we can do more
- Identify sources of expertise within the partnership to share best practice and support each other during periods of challenge
- Be bold and prompt in identifying where support is required and be quick to offer help where needed.
- Be prepared to tackle difficult issues and hold difficult conversations within our own organisations and between ourselves.
- Attract high quality staff – active succession planning

# Local authority monitoring and challenge role

The local authority will facilitate support, monitor and challenge *all* publicly-funded schools on their progress in raising educational standards both overall and for specific groups of pupils

## For all schools

- champion for parents, children and young people
- collate, analyse, share and publish performance data
- host forums and networks
- develop brokerage model to utilise local resources including teaching school, national and local leaders in education
- offer a school improvement traded service

## For maintained schools

- timely annual attainment review
- differentiated support according to the need of each school
- intervention in inverse proportion to success

## For Academies/free schools

- monitoring e.g. through data analysis and other intelligence
- process for acting on concern – under discussion

# Developing new models of school governance

We support the maximum amount of delegation of resource and autonomy in terms of governance

- Develop local solutions to models of governance to maintain the quality of Barnet's offer
- Actively support the development of robust models of governance through:
  - Providing information and advice to schools and governing bodies
  - Brokering groupings of schools that wish to work together
  - Encouraging schools not currently rated as good or outstanding to work in partnership with high-performing schools.

# Working with Academy sponsors/chains

Seek sponsors/partners that:

- Develop an understanding of local needs and priorities
- Offer the opportunity for locally nominated governors
- Encourage participation in local school to school improvement networks as well as those available across an Academy chain or partnership
- Encourage participation of school staff on local forums
- Share data to enable strategic monitoring at a borough level
- Encourage community access and promote the school as a community resource

(as part of partnership)

# Participation, progression and employability for young people

We will work in partnership with schools, colleges, neighbouring boroughs, employers and other education and training providers to ensure there is a broad mix of provision including:

- apprenticeships that meets the needs of young people and delivers young people equipped to meet the needs of the local, regional and national economy
- a broader curriculum offer for post 14 education (e.g. through the development of a studio school)
- the expansion of local suitable provision for young people up to the age of 25 with learning difficulties and disabilities.

# Inclusion

Multi- agency partnership approach to meeting the needs of children and young people with additional needs based on the following:

- Personalised arrangements with personal and individual budget options and person centred planning
- Adopt a pre-birth to young adulthood perspective – promoting a multi-agency collaborative model and single plan approach to meeting needs and ensuring smooth transition
- Early Intervention and building independence and resilience
- Provision through partnerships
- Open channel and ongoing consultation approach
- Clarity of the offer available to children, young people and their parents

### Emerging workstreams to deliver strategy

- Development of the local brokering of school to school support
- Options appraisal for the further development of Barnet Partnership for School Improvement (BPSI)
- Support for primary schools to explore alternative models of governance
- Review of early years provision
- New provision for young people post 18 with learning disabilities and difficulties

### Supporting strategies in development

- Commissioning strategy for pupil and learner places age 4-19 (25 for young people with learning difficulties and disabilities) 2013-18
- Commissioning strategy for monitoring, challenge and support services 2013/14.
- Early years strategy
- Inclusion strategy
- Participation, Progression and Employability plan

# Role of Governors

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Governors conference

6 February 2013 NLBP

## Role of Members

Members scrutiny panel – held in public