Staff Absence

1

The Stats

2024 School Workforce Census (published June 2025): roughly 65.7% of teachers took sickness leave in the 2023/24 cycle. While this is a slight improvement from the 68% peak, it is still vastly higher than the 54.1% recorded in 2018/19.

The average number of days taken per sick teacher has risen to 8.3 days, compared to 7.5 days pre-pandemic. This suggests that when teachers do go off, they are staying off longer

2

Key Updates from the 2025 Release

Metric	Pre-Pandemic (2018/19)	2024 Release (2023/24 cycle)	Latest 2025 Release (2024/25 cycle)
Percentage of teachers taking sickness absence	54.1%	65.7%	61.8%
Average sick days per teacher who took absence	7.5 days	8.3 days	8.1 days

3

What Has Changed

- **Further drop in the proportion taking sickness absence:**
  - The proportion dropped from **65.7%** in 2023/24 down to **61.8%** in 2024/25
  - roughly **8 percentage points above** pre-pandemic levels (~54.1% in 2018/19).
- **Slight decrease in duration per sick teacher:**
  - The average number of days taken per absent teacher nudged downward slightly from **8.3 days** to **8.1 days**.
  - still notably higher than the pre-pandemic average of **7.5 days**

when teachers take sick leave, they continue to stay off longer on average than they did before COVID-19.

4

How School Staff Compare

All UK workers (ONS economy-wide): 4.4 days

Private sector employees (CIPD): 7.8 days

Teachers (DfE Census – all teachers averaged): ~5.0 days

Teachers who took sick leave (DfE Census): 8.1 days

Public sector overall (CIPD): 10.6 days

Teaching staff sit very close to the wider public-sector profile: overall incidence is elevated compared to the private sector, and when extended leave occurs, stress and mental exhaustion keep staff off for durations on par with broader public-sector averages.

The Chartered Institute of Personnel and Development (CIPD) reflects formal payroll records from employers with established sick pay schemes and tracking. It is the benchmark most commonly referenced by HR professionals and corporate planners.

5

The Financial Blow: Full Pay Entitlements vs. Daily Supply Costs

Under the national **Burgundy Book** conditions of service (which maintained schools follow and most academies mirror), teachers have access to extensive occupational sick pay based on length of service:

- **Year 1:** 25 working days at **full pay** (plus 50 days half pay after four months).
- **Year 2:** 50 working days at **full pay** (plus 50 days half pay).
- **Year 3:** 75 working days at **full pay** (plus 75 days half pay).
- **Year 4 and beyond: 100 working days at full pay**, followed by **100 working days at half pay**.

Working days refer strictly to term-time school days. Because an academic year is roughly 195 working days (190 teaching days), an experienced teacher on long-term sick leave can be off for **more than half a school year on 100% full pay**.

The Double-Funding Penalty: When a teacher is on full sick pay, the school must still pay 100% of their salary, pension, and National Insurance. To legally keep the class open, the school must simultaneously pay for cover and pay for the teacher absence. The school is essentially paying twice for a single classroom.

6

What's the situation in Barnet?

7

What can governors do?

- Monitor Staff Wellbeing – Staff Wellbeing survey benchmarked against other schools (https://www.annafreud.org/resources/schools-and-colleges/wellbeing-measurement-for-school-staff-survey/)
- Strengthen and enforce attendance policies.
- Verify that workload reduction policies and adjustments and flexible working arrangements are being enacted on the ground, not just documented in the SDP.

8

Questions Governors Can Ask

- *"What was our total net expenditure on supply cover over the last 12 months, and how does that compare with our budgeted contingency?"*
- *"Can school provide an anonymised breakdown of absence causes (e.g., mental health/stress vs. viral/physical) and the split between short-term and long-term absence?"*
- *"Are Return-to-Work interviews happening systematically for every single absence, and who holds line managers accountable for completing them?"*
- *"At what point of absence are we triggering Occupational Health referrals, and how long does it typically take from referral to report?"*
- *"What measurable adjustments have been made to teacher workload this term to prevent burnout before staff go off sick?"*

9

Where is the data?

DfE: School Workforce in England (Annual Series)
This is the "gold standard" of teacher workforce data.
Incudes a "Teacher Sickness" section within the annual reports.

Education Support: Teacher Wellbeing Index (2024 & 2025 Reports)
provides the qualitative context.

10

Regional engagement presentation

Annabel Davies

Senior His Majesty's Inspector

Autumn term 2026

Education Inspection Framework - our renewed approach





Inspections that look and feel different

- Collaboration at the heart of the inspection through open reflection meetings
- Shaped around context and what is happening in **your** school

The renewed framework 9 months in

What has gone well:

There has been

Improved collaboration and discussion with leaders

More nuance in the profile of gradings awarded to schools

A raising of the profile of inclusion

A positive start to the monitoring process.

What we know is working:

We know that

The methodology is being followed.

We are all becoming more familiar with the toolkit standards for each evaluation area

Schools are becoming clearer on how grading works, including ‘secure fit’

There is better understanding of the grades particularly, ‘needs attention’.

A summary of key aspects

New report card

A five-point grading scale

A renewed focus on inclusion

New toolkits

New inspection methodology

Renewed focus on context

Leadership, inclusion and an open and positive safeguarding culture are key areas of focus when gathering evidence.



What happens and when during the inspection?



Preparation

Pre-inspection

Planning call



Top-level view

(in readiness for initial evidence gathering)



Initial evidence gathering

Day 1: Part 1 morning



Start of the school day



Case sampling



Safeguarding



Discussions with pupils



Learning walks with leaders



Social times

Reflection meetings

Reflection meetings

Exploring further

Day 1: Part 2 afternoon



Focused leadership meeting



Case sampling follow up



Discussions with teachers



Safeguarding



Further discussions with pupils



Further learning walks with leaders



Social times

End-of-day reflection meetings

Exploring further

Day 2: Morning and afternoon



Focused leadership meeting



Case sampling follow up



Discussions with staff



Safeguarding



Further discussions with pupils



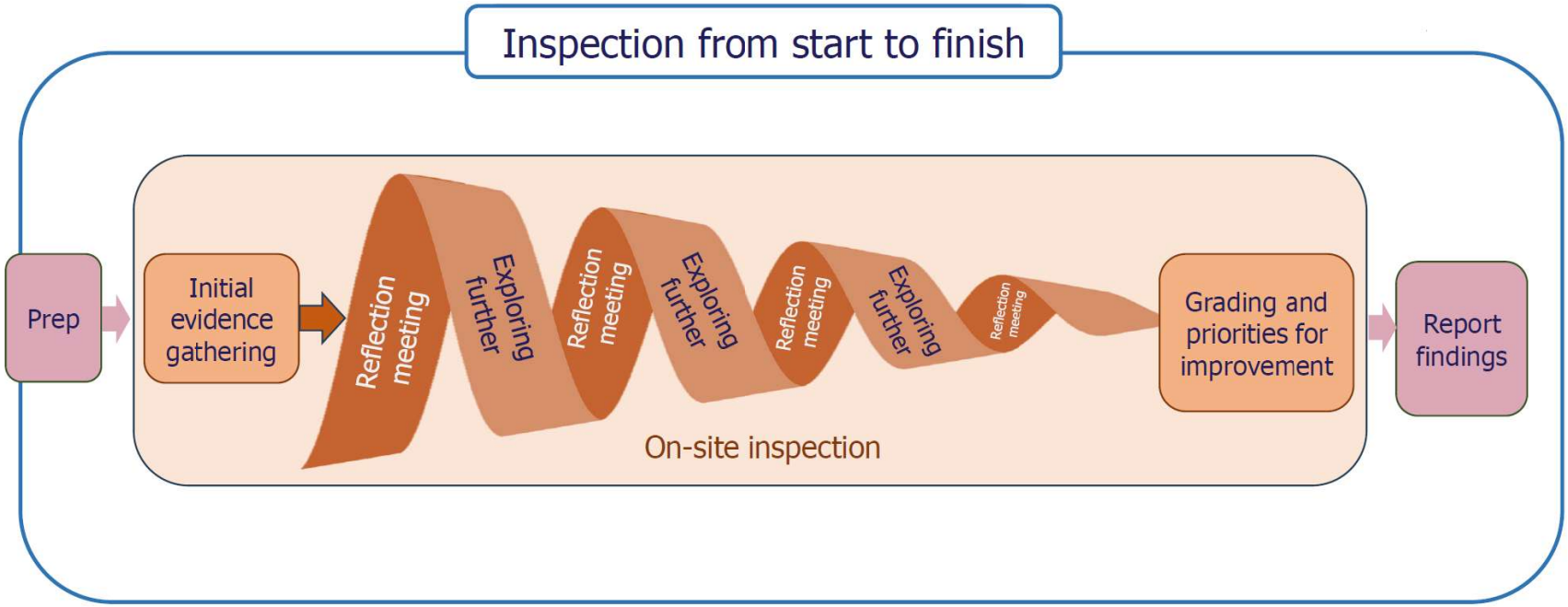
Further learning walks with leaders



Social times

Reflection meetings

Building a picture....





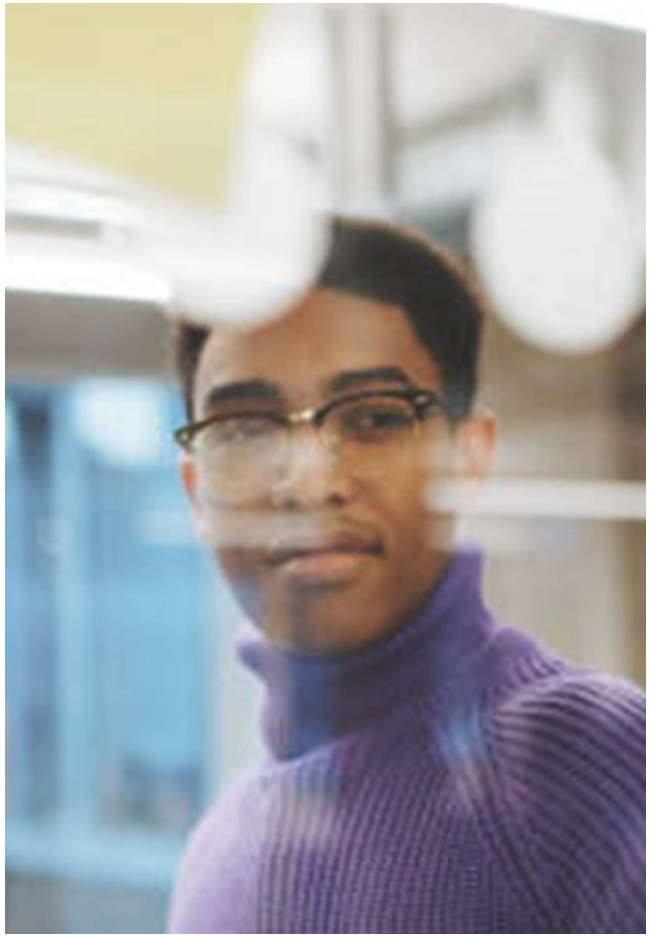
Key inspection activities

- Case sampling
- Learning Walks
- Meeting with leaders

What is case sampling?

Seeing the school through the pupils' eyes.

Selecting a small sample of pupils (about 6) and tracking them across inspection activities to gain a deeper understanding of their experiences and outcomes.



What is case sampling?

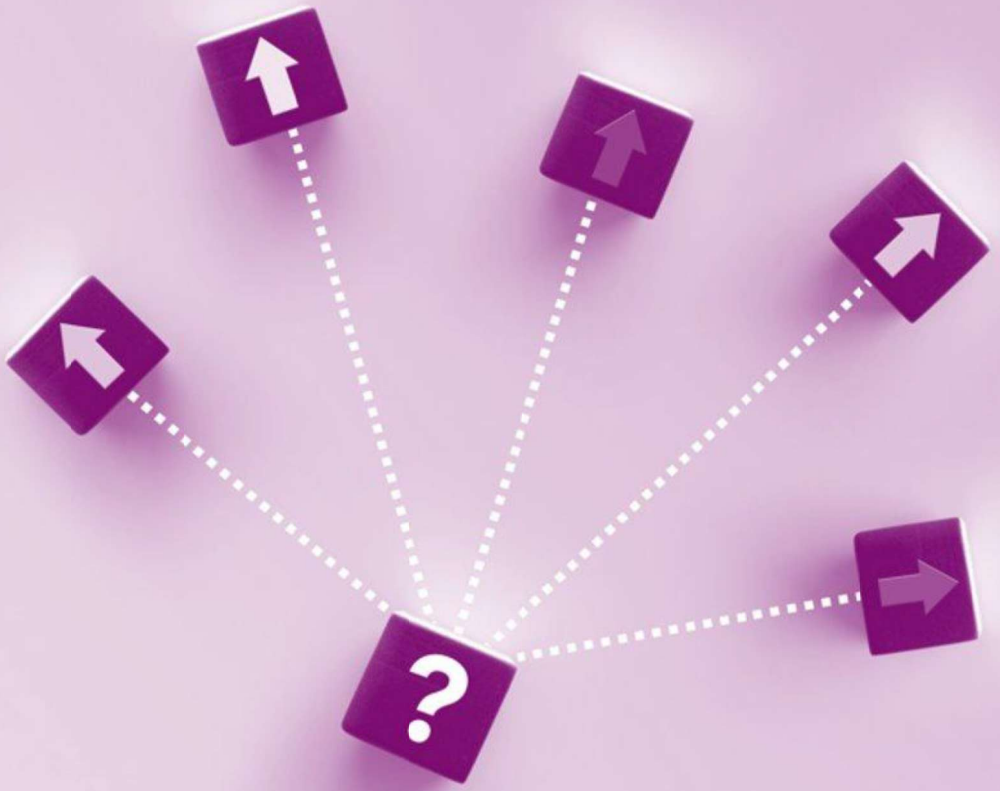
Case sampling is:

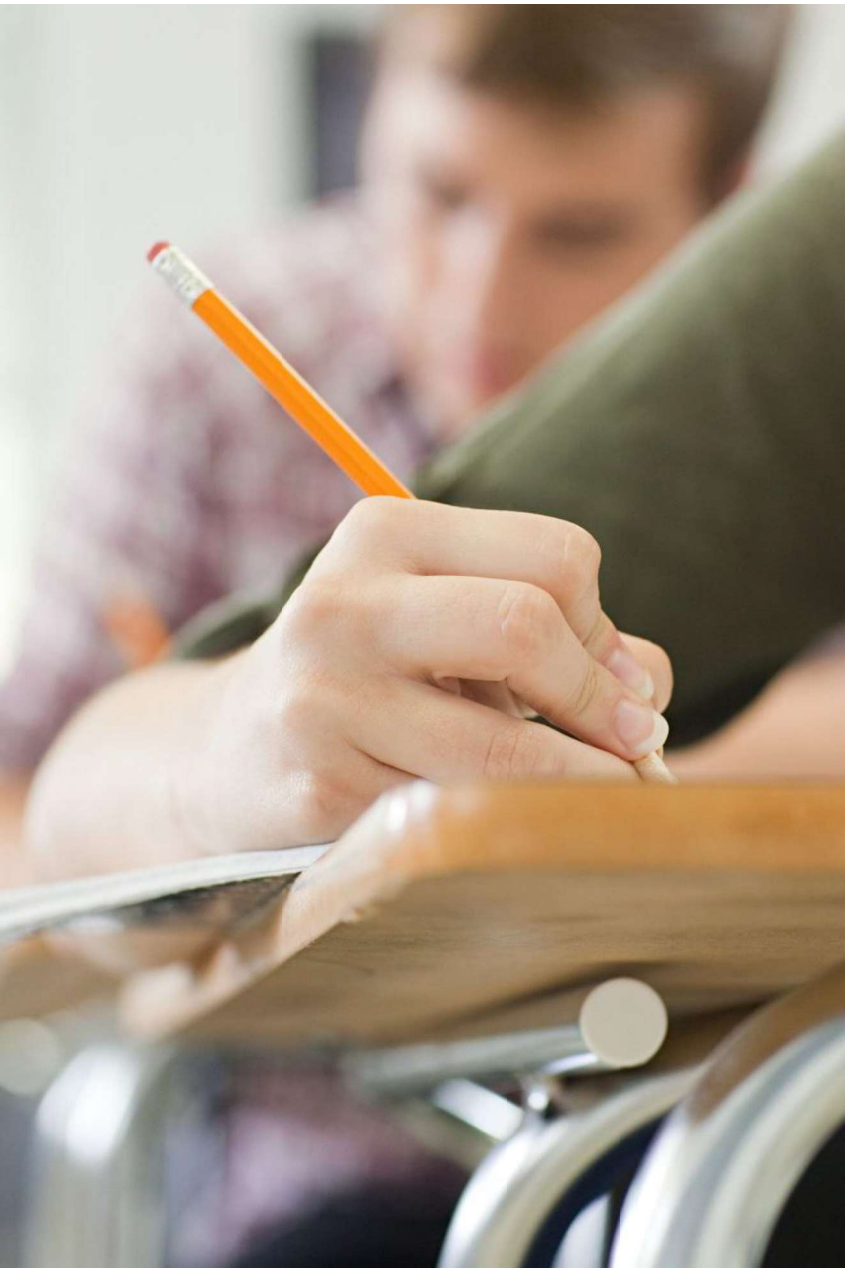
- a window into a sample of pupils' experiences.
- an indicator of what is typical for other pupils.
- an opportunity to identify **some specifics** to explore further to check for typicality.

Case sampling is not:

- asking schools to provide case studies.
- the only evidence gathering activities for inclusion.
- the end of the journey – we are not grading a school based on six pupils.

Learning Walks

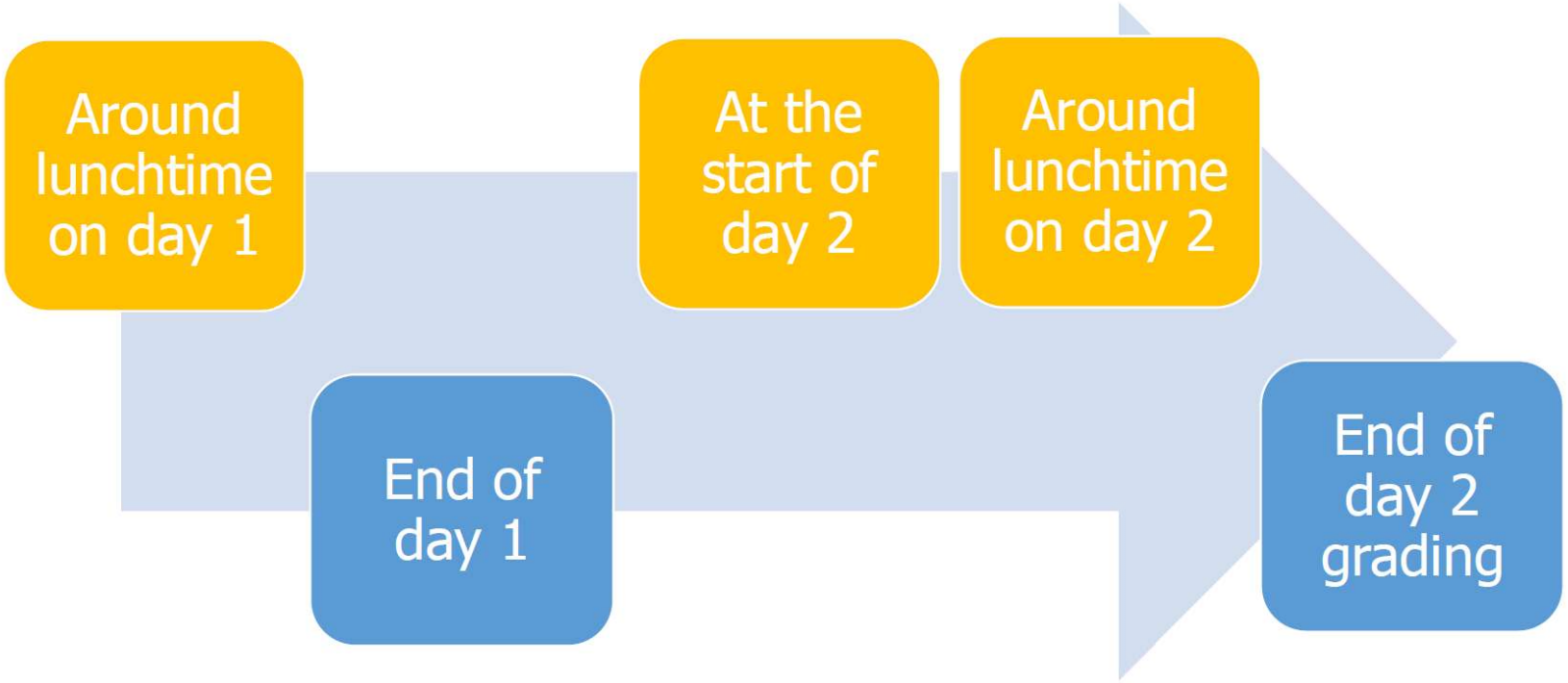




What will this look like?

- The lead inspector will complete a learning walk with the headteacher.
- Team inspectors will complete learning walks focusing on curriculum, teaching and achievement as well as strong foundations.
- All inspectors will consider leadership and inclusion through their learning walks.
- Team inspectors will focus specifically on inclusion and case sampling.
- Inspectors will also look for evidence across all the evaluation areas during learning walks.

Working with leaders- reflection meetings



Meeting governors

The lead inspector will arrange to meeting with governors/members of the trust through discussion with the headteacher.

In this meeting you can expect to discuss:

- Your understanding of the school's context
- Your understanding of the school's current self-evaluation and priorities
- Systems for monitoring and quality assurance that allow you to be assured of the impact of leader's actions
- Your understanding of the provision for pupils with SEND and disadvantaged pupils
- Your understanding of the school's procedures for safeguarding
- How you and leaders are working to support staff workload and wellbeing

Governance

In gathering evidence about governance, inspectors consider the extent to which governors/trustees:

- are knowledgeable about their statutory duties and carry them out effectively
- support and challenge the school's leaders effectively, using the best methods to assure themselves of the quality and impact of different aspects of the school's work
- understand their role as the responsible body, where applicable, in considering and addressing leaders' workload and wellbeing
- assure themselves that leaders have an accurate understanding of the school's context and are prioritising the actions for improvement that will have the greatest impact on pupils
- ensure that systems for monitoring and quality assurance are fair, valid and constructive, and provide leaders and staff with high-quality feedback to inform continuous improvement
- hold leaders to account appropriately and effectively for the impact of the school's professional learning programme for staff
- hold leaders to account appropriately and effectively for the school's support and provision for disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or wellbeing

Grading decisions

- The team will always start with the ‘expected’ standard.
- They will apply a secure fit rather than a best fit.
- The team can share indicative grades as soon as they have sufficient evidence.

Exceptional



Expected



Strong



Exceptional

Exceptional grade

An area of practice that:

has exceptionally high standards **sustained over time**

has had a **transformational impact** on **all** of our identified groups.

should be shared to support system-wide improvement internally, regionally and/or nationally.



Any questions?



Thank you

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SEND and Alternative Provision Reform in Barnet

Directors' Meeting with Headteachers – 8 October 2026

BELS
Barnet Education
& Learning Service

Plan Approved : 2nd of October 2026

BELS
Barnet Education & Learning Service

Quotes from the letter

Thank you for the commitment and effort that you and your partners have demonstrated in developing your Local SEND Reform Plan.

We are pleased to confirm that your plan has been approved.

[your plan has] *a clear, reform-aligned vision, a strong understanding of local need, and a delivery approach focused on mainstream inclusion, earlier intervention, improved outcomes, family confidence and financial sustainability.*

Strengths Recognised

- Clear Vision
- Credible future state
- Coherent, reform-aligned strategy underpinned by a theory of change that links local need, planned activity and intended system outcomes.
- Clear three-year roadmap that sets out a deliverable route towards a more inclusive system
- Partnership-wide approach to engagement and co-production

Development Areas

- Benefits realisation and outcomes tracking (incl. capital spend)
- Confirm ownership of Health Deliverables
- Evidence how children and young people influence decisions
- Provide assurance on workforce capacity and recruitment
- Align SEND reform and Families First Partnership delivery

Preparation for Reforms

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Build from strengths

- Protect Barnet's mainstream-first ethos, strong outcomes, specialist BELS assets and existing high-quality offer.
- Use reform to ensure support earlier, clearer and more equitable, not to dilute statutory routes.

Create one coherent system

- Make Teams Around the Cluster the operational spine for Universal and Targeted Support.
- Align OAP, Specialist Support, therapies, AP, sufficiency, mental health support, data and finance through one reforms framework.

Hold the partnership to account

- Translate strategy into workstream priorities, milestones, dashboards and accountability.
- Use co-production, data, finance and QA together to show what is improving, what must change and the impact of our work in creating a continuously improving system.

Strategic leadership = clarity of purpose + delivery grip + partnership behaviour + financial discipline

Barnet starts from strength, but the system must now rebalance

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8,300
children and young people at SEN Support

5,325
children and young people with EHCPs

51%+
EHCP pupils in maintained mainstream

0.00%
permanent exclusions for EHCP and SEN Support pupils

Strengths to protect

- Really positive relationships between education settings and BELS.
- High mainstream inclusion and strong education outcomes
- Mature BELS specialist services and embedded Parent Carer Forum partnership
- Existing assets: LISO, ELSEC/CPP learning, APST, in-house therapy, EPS and Specialist Inclusion Services.

Pressures to address

- Rising demand for statutory assessment and EHCPs.
- Mainstream settings at capacity to support EHCPs and SEND Support.
- Workforce recruitment and capacity challenges across professional groups.
- Reliance on some independent/out-of-area placements and transport pressure.
- Therapies provision.
- Risk of HNB Deficit.

REMINDER: Inclusive localities and settings

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Universal

Ordinarily available inclusive practice, communication-rich environments, mental well being, adaptive teaching and shared expectations.

Targeted

Coaching, group interventions, whole-setting advice and practical modelling for common cohort needs.

Targeted Plus

SEND spaces or support bases with individualised advice and structured review, while maintaining mainstream links.

Specialist / Statutory

Protected statutory routes, EHCP provision, specialist therapy, AP or specialist placement where required.

Operational spine: Team Around the Cluster, single access route, shared locality data and protected escalation

Barnet Team around the Cluster model

LOCAL DELIVERY ARCHITECTURE

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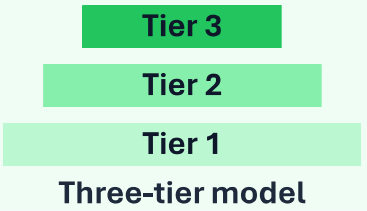
	01	02	03	04	05
5 NHS NEIGHBOURHOODS	**West**	**South-West**	**South-East**	**North**	**East**
3 FAMILY HUBS	**FAMILY HUB** Early help + SEND support		**FAMILY HUB** Early help + SEND support		**FAMILY HUB** Early help + SEND support
10 EDUCATION CLUSTERS					

Education clusters align multidisciplinary support to neighbourhoods and Family Hubs.

TEAM AROUND THE CLUSTER

• Specialist Inclusion Services • Therapies • EPS • SENCO support • school nursing • voluntary and community sector • PCF reps • LNIs • BICS/CAMHS

ALTERNATIVE PROVISION



Three-tier model

CENTRAL OFFER

• ELSEC • BEAM • EY Advisory • Specialist therapies • IAT • EHCP statutory work • workforce development • APST •EWOs •PfA • quality assurance and strategic oversight

One model: local access, integrated cluster support and a coordinated specialist offer.

Barnet SEND Reform Plan: Governance and Accountability

Delivery assurance is through public strategic oversight, partnership governance, operational delivery and reform workstreams

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Reports include
Milestones, KPIs, finance/sufficiency, demand, quality, lived experience, risks and impact.

CMT / FS& BELS SLT/ICB
Chair: CEO/DCO
Monthly grip on delivery, risks and resourcing

Health and Wellbeing Board
Chair: Cllr for health| Vice Chair: Lead Clinician
Public partnership board - oversight, support and challenge.

Children and Education Overview and Scrutiny Sub-Committee
Chair: Cllr for Children and Education Overview and Scrutiny sub-committee councillor led public scrutiny.

Transparent decisions
Strategic decisions and annual reporting flow upwards; delivery decisions and risks flow through Operational Group and SLT.

SEND and AP Executive Partnership Board
Rotating Chairs: Barnet PCF; DCS; Chief Executive BELS / Director of Education and Skills; ICB Deputy Chief Executive
Vice Chair: Director of SEND and Inclusion.

Named SRO
Director of SEND and Inclusion
Leads reform delivery and escalation

SEND and AP Operational Management Group
Rotating Chairs: Barnet PCF; Director of SEND and Inclusion; Director of Children's Social Care; AD Service Development - CYP and CAMHS.

Reforms / Workstreams / Delivery Groups - to be established and aligned to the Local SEND Reform Plan

Inclusion Bases, SEND Spaces and Sufficiency
Chair: TBC

Specialist Support Offer and Borough Wide Professional Development
Chair: TBC

Therapies Model
Chair: TBC

School Attendance, EBSA, Prevention and Reintegration
Chair: TBC

Barnet OAP in Clusters
Chair: TBC

Co-production, representation and engagement embedded across every level
Parent/carer voice, children and young people, schools/settings, health, social care, VCS and wider partners

Delivery architecture: five workstreams with one programme rhythm

The workstreams need to operate as an integrated portfolio, not parallel projects.

1

Barnet Support in clusters

Locality model, cluster working and access to earlier support.

2

Inclusion bases, SEND Spaces and Sufficiency

Inclusive specialist spaces, local provision, commissioning, placements, capital planning and HNB sustainability.

3

Specialist Support Offer and Borough-wide Professional Development

Specialist advice, training, coaching and practice development (across Universal, Targeted and Targeted Plus)

4

Therapies model

Universal to statutory therapy TOM with ICB/Whittington

5

Belonging

Attendance, EBSA, prevention and reintegration links.

X

Governance, data and digitisation

Programme grip, dashboard, risk, systems and reporting

Initial Workstream Work

Designing the Outcomes per Workstream

- Agree initial workstream focus
- Agree objectives: what do we want to achieve
- Agree what is excluded from the focus

Thinking of Impact

- Agree how would we know that we've made a difference: so, what?!
- Think of initial ways of measuring impact.

Workstream Representation and Frequency

- Agree stakeholders on the workstreams and the co-chairs.
- Agre about how often would the Workstream Steering Group will meet.

ASK: Volunteers for the Workstreams

First 12 months: mobilise, design, go live

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Q3: by end of Dec 2026

- Co-produce cluster footprints with neighbourhoods and Family Hubs
- Evaluate SEND Spaces pilot
- Baseline Specialist Support capacity
- Move ELSEC to BELS and convert in-house therapy service to permanent
- Establish programme governance and baseline dashboard

Q4: by end of Mar 2027

- Design cluster offer and process
- Refresh Barnet OAP in line with DfE guidance
- Engage schools on inclusion bases and identify first wave
- Finalise Specialist Support recruitment
- Launch training/coaching menu

Q1: by end of June 2027

- Agree clusters and triage
- Co-produce Inclusion Bases QA framework
- Go live with Specialist Support Offer
- Finalise therapy pathways and target operating model
- Agree SLAs/MOUs and needs-led pathways

Year 1 success is delivery architecture, confidence and reach. No major data change on outcomes is expected in-year because practice needs time to embed.

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Primary School Place Planning and Sustainability Review

Pupil Projections, Capacity Analysis and Future Considerations

September 2026

Overview

Demand for primary school places **continues to decline**, resulting in increasing levels of **surplus school places** across parts of Barnet.

Surplus capacity is creating **financial and operational challenges** for several primary schools.

The surplus is **not evenly distributed** – there are **areas of growth** arising from major regeneration and additional child yield from new housing developments.

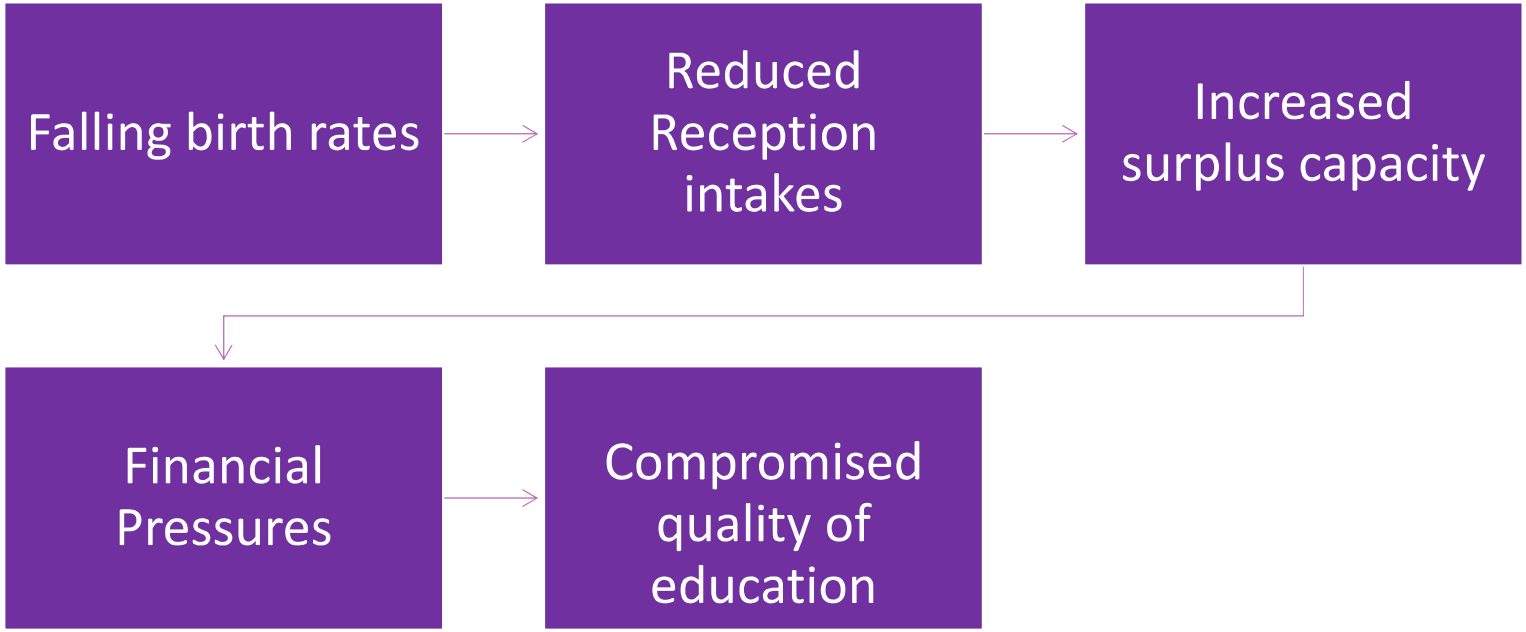
Planning Area 4 has seen ongoing demand issues, with **limited opportunities to manage surplus** through conventional capacity reduction measures.

An **assessment framework** and stakeholder engagement programme are proposed to evaluate future options and ensure decisions are **evidence-based and transparent**.

Any future proposal involving school reorganisation or closure would be subject to **statutory consultation** and **formal decision-making** processes.

Strategic Context – Statutory Duty and Current Challenges

The Local Authority has a statutory responsibility to ensure a balanced supply of school places whilst securing efficient use of resources



School Place Planning Principles

Key principles to consider:

- Maintain sufficient school places – neither a deficit nor a surplus
- Secure good educational outcomes
- Ensure financial sustainability
- Minimise disruption to children
- Consider community impact
- Promote equality and inclusion

Education and Financial Risks of Falling Rolls

Maintaining substantial surplus capacity places increasing pressure on the sustainability of the local education system.

Education Risks:

- Reduced curriculum flexibility.
- Recruitment and retention challenges.
- Reduced leadership capacity

Financial Risks:

- Funding follows pupils.
- Deficit budgets.
- Challenges in managing staffing costs.

Falling Rolls – Options to Consider

No preferred option is being recommended at this stage. The purpose of the sustainability review is to assess the full range of available options against an agreed framework of criteria.

Option	Advantages	Disadvantages
Do nothing	No disruption; preserves community facilities and identity; no implementation costs	Increasing financial and operational pressures; surplus remains
PAN reduction; vertical teaching groups	Maintains school community and presence; supports more effective budget management; allows schools to adapt gradually with less disruption	Non-viable in areas dominated by 1FE schools; limited options to repurpose surplus space; does not always generate proportionate savings
Federation / partnership	Shared leadership and expertise; can improve long-term financial stability; maintains individual sites and identities.	May not address significant surplus capacity; financial benefits can be limited.
School merger / amalgamation	Consolidates resources and staffing; Potential efficiencies.	Requires significant planning, and consultation; likelihood of disruption during transition. Financial benefits are limited.
School closure	Directly addresses surplus; improves alignment between capacity and demand; potential for more efficient use of public assets.	Significant impact on community, pupils and staff; requires a minimum of a two-year statutory process.

Collaborative Development of a Draft School Sustainability Framework

Demographic Factors

- Forecast pupil demand
- Occupancy levels
- Where pupils live

Financial Factors

- Budget position
- Deficit projections

Parental Preference

- Historical first preferences

Educational Considerations

- Ofsted outcomes
- School effectiveness

Place Planning Considerations

- Availability of alternative places
- Travel distances and accessibility

Community Impact

- Local significance
- Equality considerations

School Projections

The following slides present the latest pupil roll projections for each of **Barnet's six planning areas** and illustrate how demand is expected to change over the **next five years**

Reception five-year forecast – Primary PA1

Burnt Oak, Colindale North and South, Hendon and West Hendon

(2026 GLA School Roll Projections)

Year	Reception projections	Permanent places	Projected surplus places	Projected surplus forms of entry
2026/2027	927	1108	181	**6.03**
2027/2028	978	1138	160	**5.33**
2028/2029	970	1108	138	**4.60**
2029/2030	1010	1108	98	**3.27**
2030/2031	1010	1108	98	**3.27**

Colindale wards growing localised deficit masked by surplus in other wards; main surplus in Hendon. DfE's decision to withdraw approval for Saracens Primary in Colindale is likely to result in cross-ward movement

Reception five-year forecast – Primary PA2

Edgware, Edgwarebury, Mill Hill, Totteridge and Woodside (part Burnt Oak)

(2026 GLA School Roll Projections)

Year	Reception projections	Permanent places	Projected surplus places	Projected surplus forms of entry
2026/2027	592	705	113	**3.77**
2027/2028	608	705	97	**3.23**
2028/2029	613	705	92	**3.07**
2029/2030	635	705	70	**2.33**
2030/2031	649	705	56	**1.87**

Surplus capacity manged by formal PAN reductions across several schools (Deansbrook, Dollis, Edgware, Frith Manor, London Academy) with further PAN reduction consideration (Saracens Broadfields)

Reception five-year forecast – Primary PA3

Cricklewood, Childs Hill, Garden Suburb, Golders Green

(2026 GLA School Roll Projections)

Year	Reception projections	Permanent places	Projected surplus places	Projected surplus forms of entry
2026/2027	533	543	10	**0.33**
2027/2028	523	543	20	**0.67**
2028/2029	532	543	11	**0.37**
2029/2030	552	543	-9	**-0.30**
2030/2031	557	543	-14	**-0.47**

Cricklewood regeneration - area of anticipated growth.

Menorah Primary (Boys and Girls) and Pardes House have PANs of 25 but consistently offer well over PAN

Reception five-year forecast – Primary PA4

East Finchley, Finchley Church End, West Finchley, Friern Barnet, Woodhouse

(2026 GLA School Roll Projections)

Year	Reception projections	Permanent places	Projected surplus places	Projected surplus forms of entry
2026/2027	764	870	106	**3.53**
2027/2028	735	870	135	**4.50**
2028/2029	732	870	138	**4.60**
2029/2030	744	870	126	**4.20**
2030/2031	741	870	129	**4.30**

PAN reduction applied – Moss Hall Infant by 30 places from 2025/26. Half of the 21 schools are operating under capacity. 65% schools with infant classes are one form entry with no option to reduce PAN.

Reception five-year forecast – Primary PA5

Barnet Vale st Finchley, High Barnet, Underhill

(2026 GLA School Roll Projections)

Year	Reception projections	Permanent places	Projected surplus places	Projected surplus forms of entry
2026/2027	309	335	26	**0.87**
2027/2028	310	335	25	**0.83**
2028/2029	298	335	37	**1.23**
2029/2030	303	335	32	**1.07**
2030/2031	300	335	35	**1.17**

Some localised pressure following the closure of Grasvenor Avenue Infant in 2022. Only one school in the area is operating under capacity.

Reception five-year forecast – Primary PA6

Brunswick Park, East Barnet, Whetstone

(2026 GLA School Roll Projections)

Year	Reception projections	Permanent places	Projected surplus places	Projected surplus forms of entry
2026/2027	601	690	89	**2.97**
2027/2028	588	690	102	**3.40**
2028/2029	595	690	95	**3.17**
2029/2030	604	690	86	**2.87**
2030/2031	606	690	84	**2.80**

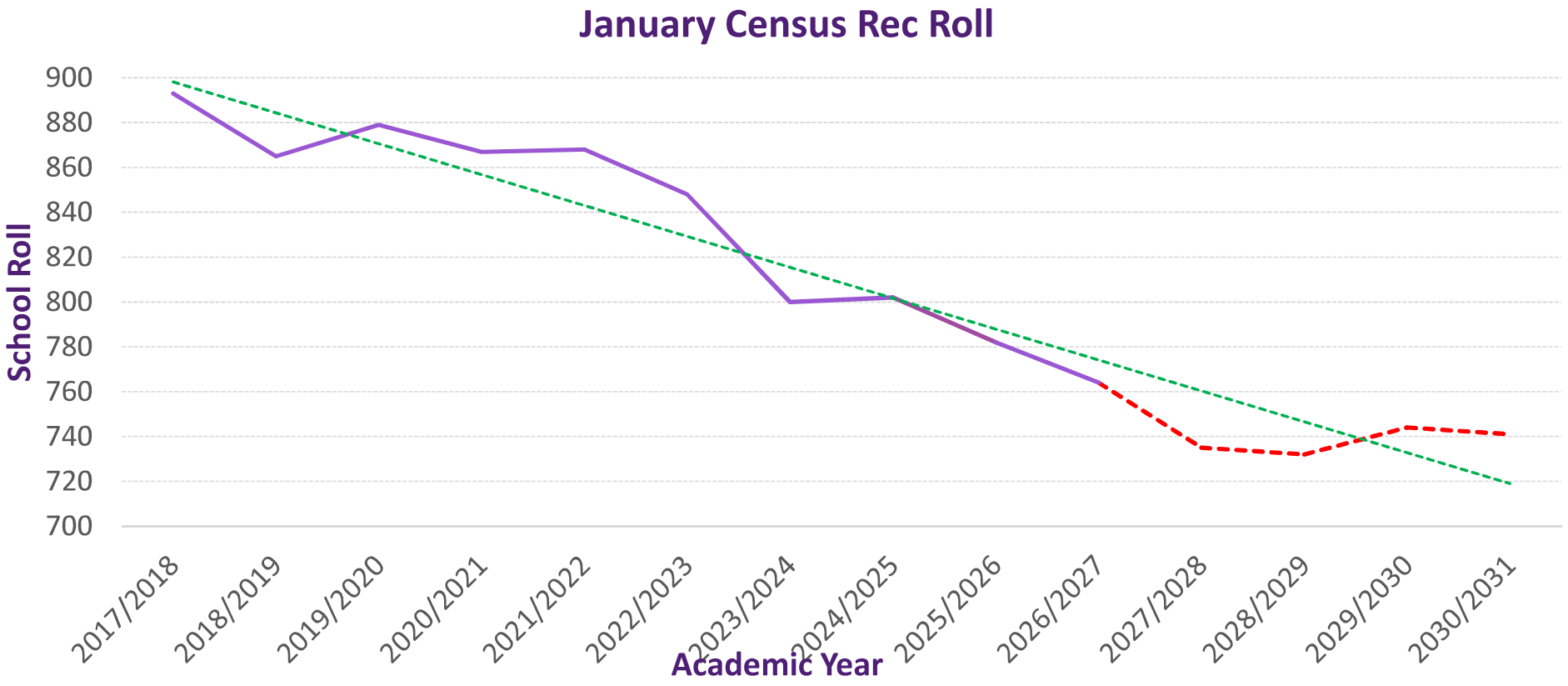
Queenswell schools reduced mainstream capacity successfully repurposed for SEND provision with further PAN reduction being explored.

Why Planning Area 4 Requires Further Consideration

Whilst no single factor in isolation is determinative, Planning Area 4 displays a combination of indicators that may present future sustainability challenges, including:

- Sustained decline in Reception demand over several years
- Forecast continuation of falling rolls.
- Predominance of one-form-entry primary schools.
- Limited opportunities to reduce PAN through traditional place planning approaches.
- Increasing financial pressures associated with lower pupil numbers.
- Availability of alternative provision within reasonable travelling distance.
- Potential opportunities to optimise educational provision and use of assets.

PA4 – Reception Roll (Actual / Projected)



PA4 has experienced a sustained and prolonged decline in Reception demand over more than a decade, with projections indicating that lower demand will continue throughout the forecast period.

PA4 schools - % Occupancy in Reception to Year 2 (May 2026 Census)

DfE Number	Establishment name	Governance	Faith	Capacity	NOR Rec-Y2 (May 2026)	% Occupancy
2051	Summerside Primary Academy	Academy	None	180	105	58.33%
2055	Tudor Primary School	Community school	None	90	56	62.22%
3507	St Theresa's Catholic Primary School	Voluntary aided school	Catholic	90	56	62.22%
2015	Coppetts Wood Primary School	Community school	None	90	60	66.67%
3501	Our Lady of Lourdes RC School	Voluntary aided school	Catholic	90	65	72.22%
3304	Holy Trinity CofE Primary School	Voluntary aided school	CofE	90	65	72.22%
2032	Holly Park Primary School	Community school	None	180	142	78.89%
2031	Hollickwood Primary School	Foundation school	None	90	73	81.11%
3523	Martin Primary School	Community school	None	270	223	82.59%
2041	Sacks Morasha Jewish Primary School	Academy	Jewish	90	77	85.56%
3311	St Mary's CofE (N3) Primary School	Voluntary aided school	CofE	180	158	87.78%
3307	St John's CofE (N11)	Voluntary aided school	CofE	90	85	94.44%
2037	Manorside Primary School	Community school	None	90	86	95.56%
2044	Moss Hall Infant School	Community school	None	300	287	95.67%
3315	St Andrew's CofE Primary School	Voluntary aided school	CofE	90	87	96.67%
2045	Northside Primary School	Community school	None	90	90	100.00%
3520	Akiva School	Voluntary aided school	Jewish	180	180	100.00%
6906	Wren Academy Finchley	Academy	CofE	180	180	100.00%
2054	Woodridge Primary School	Community school	None	90	91	101.11%
2067	Chalgrove Primary School	Community school	None	90	92	102.22%

PA4 Schools by Administrative Ward

Planning Area	DfE Number	School Name	Administrative Ward
3020004	3023304	Holy Trinity C.E School	East Finchley
3020004	3023523	Martin Primary School	East Finchley
3020004	3023520	Akiva School	Finchley Church End
3020004	3022067	Chalgrove Primary School	Finchley Church End
3020004	3023311	St Mary's CE Primary School N3	Finchley Church End
3020004	3023507	St. Theresa's R.C. Primary School	Finchley Church End
3020004	3022015	Coppetts Wood Primary School Children's Centre	Friern Barnet
3020004	3022031	Hollickwood Primary School	Friern Barnet
3020004	3022032	Holly Park School	Friern Barnet
3020004	3023307	St John's CofE School (N11)	Friern Barnet
3020004	3023315	St Andrew's C E	Totteridge & Woodside
3020004	3022054	Woodridge Primary School	Totteridge & Woodside
3020004	3022037	Manorside Primary School	West Finchley
3020004	3022044	Moss Hall Infant School	West Finchley
3020004	3022043	Moss Hall Junior School	West Finchley
3020004	3022045	Northside School	West Finchley
3020004	3023501	Our Lady of Lourdes School	West Finchley
3020004	3022055	Tudor School	West Finchley
3020004	3022041	Sacks Morasha Jewish Primary School	Woodhouse
3020004	3022051	Summerside Primary Academy	Woodhouse
3020004	3026906	Wren Academy Finchley	Woodhouse

Key considerations for any Future Proposal

Must include:

Children and families

- Continuity of high-quality education
- Suitable alternative placements
- Travel and accessibility

School Staff

- Employment implications and redundancies.
- Redeployment opportunities.
- Early engagement with staff and trade unions.

Community Impact

- Impact on local communities and use of school facilities.
- Consideration of community cohesion and local accessibility.

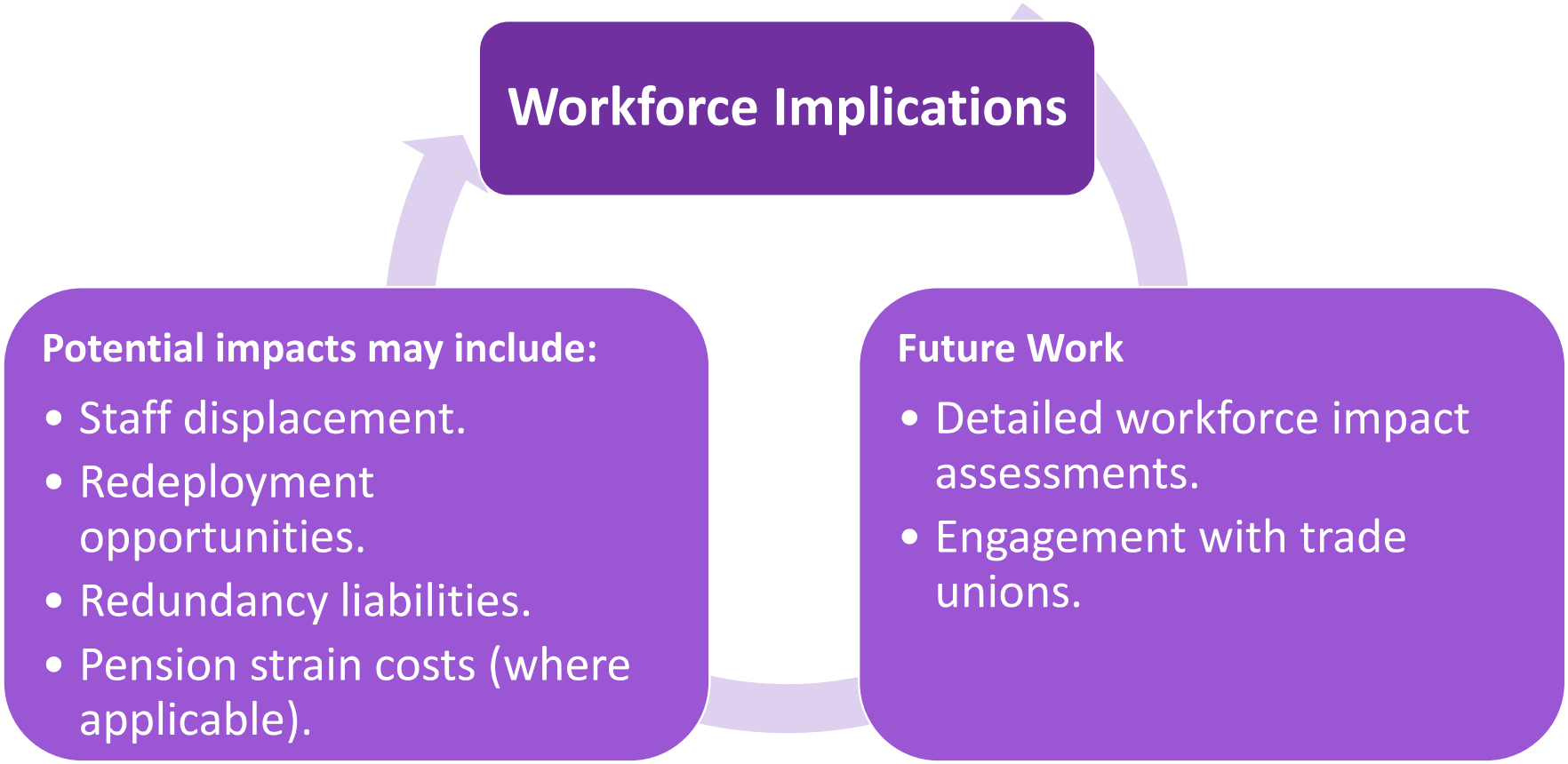
Equality Impact

- Full Equality Impact Assessment (EIA)
- Assessment of impact on protected and vulnerable groups

Financial Impact

- Potential redundancy and pension strain costs.
- Cost associated with implementation and transition.
- Longer-term benefits through improved financial sustainability.

HR Considerations



Key Risks and Mitigation

Risk	Mitigation
Community opposition	Transparent consultation
Staff uncertainty	Early engagement
Reduced parental confidence	Clear communication
Pressure on neighbouring schools	Careful and detailed planning
Legal challenge	Adhere closely to statutory requirements and ensure all alternative available options have been properly considered

Engagement Roadmap – Indicative Timetable

Activity	Date
Informal Consultation	
Headteacher engagement and development of assessment criteria	Sep - Oct 2026
Planning Area 4 review and evaluation of schools against agreed criteria	Nov 2026 – Jan 2027
Development of school-specific business cases	Jan - Feb 2027
Committee/Cabinet consideration of findings and options including closure methodology.	Mar - Apr 2027
Formal statutory process (if approved)	
Publication	May 2027
Representation	May - Jun 2027
Decision by Local Authority	Jul 2027
Transition and implementation planning (including removal of closing schools from the PAN London admissions system for admissions in 2028)	Jul - August 2027
Potential implementation date	1 Sep 2028

All dates are indicative and subject to approval, statutory requirements, consultation outcomes and governance arrangements.

Recommendations

Note:

- The current and projected demand for Barnet Primary school places.
- The ongoing sustainability challenges associated with falling rolls and surplus capacity.
- Planning Area 4 presents a combination of factors that warrant further review.
- The indicative roadmap and statutory process that may be required for any future proposals

Support:

- Engagement with headteachers and stakeholders to develop an agreed school sustainability assessment framework
- The Development of school-specific business cases and options appraisal, where appropriate

Agree:

- That any future proposals should be evidence-based, transparent and subject to full consultation and impact assessment, including EIA.

Questions?

