

Chairs and Vice-Chairs  
of Governing Boards  
of all Barnet Schools

Barnet Education and Learning Service  
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Dear Colleague,

### **Director's Briefing for Chairs and Vice-Chairs of School Governing Boards**

**Thursday 15 May 2025 at 6-8pm - Meeting Link:** [Join the meeting now](#) Meeting ID: 387 490 188  
61 Passcode: 6y2cH2XZ Dial in by phone [+44 20 7660 8164](tel:+442076608164), [236875571#](tel:+442076608164)

[Find a local number](#) Phone conference ID: 236 875 571#

### **Agenda**

18.00	<b>Welcome and BELS Updates</b>	Neil Marlow, Chief Executive and Director of Education and Learning
18.15	<b>Exclusions Update</b>	Tracy Parrott, Senior Curriculum Adviser
18.30	<b>Deficit Budgets and Support Available</b>	Adam McPhail, Barnet Council DSG Finance Manager
18.45	<b>SEND Update</b>	Kim Miller, Interim Director of SEND and Inclusion Joann Moore, Strategic Lead Inclusion Advisory Team/ Head of Service Barnet Early Years SEND Team
19.00	<b>The Wider Education Landscape and Future Options for Governing Boards continued..</b>	Neil Marlow, Chief Executive and Director of Education and Learning
19.15	<b>Ofsted Update</b>	Neil Marlow, Chief Executive and Director of Education and Learning, Alison Poyiadjis, Learning Network Inspector
19.30	<b>Ofsted Experiences</b>	Nikki Bennett, Oakleigh Special Primary School John Bowra, Christ's College Academy David Drimer, Broadfields Primary Academy
20.00	<b>Close</b>	Future Meetings: 6-8pm on 16 <sup>th</sup> October 2025, 5 <sup>th</sup> February 2026, 14 <sup>th</sup> May 2026

Following the meeting, slides/handouts will be uploaded [here](#). If you have suggestions for future items, please inform [George.Peradigou@barnet.gov.uk](mailto:George.Peradigou@barnet.gov.uk).

Yours sincerely

**Neil Marlow**

**Chief Executive and Director of Education and Learning  
Barnet Education and Learning Service (BELS)**

# **Exclusions and Suspensions: Directors' Briefing May 2025**

**Tracy Parrott**

**Senior Curriculum Adviser**

## Statutory requirement: How do schools notify the Local Authority of Suspensions and Exclusions?

- Generated a “**Suspension**” Microsoft form based upon other local authority forms, ***BUT we reduced the amount of information required.*** It can also be accessed from the BELS website:

[www.tinyurl.com/BarnetSuspension](http://www.tinyurl.com/BarnetSuspension)

- **Day 6 Microsoft form - permanent exclusion:**

[www.tinyurl.com/Barnet6Day](http://www.tinyurl.com/Barnet6Day)

### SUGGESTED FOLLOW UP ACTION:

Check the school is notifying the LA to meet statutory requirement.



# Overview of Governors' duties: Suspensions and Exclusions

**As a Governing Board, responsibilities include:**

- setting expectations regarding the school's behaviour policy and reviewing it, preferably annually
- monitoring and challenging data regarding exclusions and pupil movement (including suspensions, withdrawn exclusions, managed moves, off-site directions, part-time timetables and evidence of potential off-rolling)
- considering any representations made by parent(s)/carer(s)
- meeting to review certain exclusions

*The Governing Board may delegate its responsibilities on exclusions to a designated Governors' Committee*



**ROLES AND  
RESPONSIBILITIES**

# Further guidance for governing boards on using data on suspensions and permanent exclusions

Below are examples which the DfE guidance states Governors should consider:

- **effectiveness** and **consistency** in **implementing** the school's **behaviour policy**
- instances where **pupils** receive **repeat suspensions**
- **interventions** in place to support **pupils at risk of suspension** or **permanent exclusion**
- any **variations** in the **rolling average of permanent exclusions** to understand why this is happening, and to ensure they are only used when necessary
- **timing of moves** and **permanent exclusions**, and whether there are **any patterns**, including any indications which may highlight where policies or support are not working
- understanding the **characteristics of excluded pupils**, and why this is taking place
- whether the **placements of pupils directed off-site** into alternative provision are **reviewed at sufficient intervals** to assure that the education is achieving its objectives and that pupils are benefiting from it

# National statistics Autumn 2023/24: Exclusions and Suspensions

## Suspensions

**346,279**

In autumn term 2023/24. Increased from 247,366 in autumn term 2022/23

## Suspension (rate)

**4.13**

In autumn term 2023/24. Increased from 2.96 in autumn term 2022/23

## Permanent exclusions

**4,168**

In autumn term 2023/24. Increased from 3,104 in autumn term 2022/23

## Permanent exclusions (rate)

**0.05**

In autumn term 2023/24. Increased from 0.04 in autumn term 2022/23

This means that:

- ❑ Suspension rate of 4.13, equivalent to 413 suspensions for every 10,000 pupils.
- ❑ Permanent exclusion rate of 0.05, equivalent to 5 permanent exclusions for every 10,000 pupils.
- ❑ Persistent disruptive behaviour accounted for 50% of all reasons given for suspensions
- ❑ Persistent disruptive behaviour accounted for 36% of reasons given for permanent exclusions
- ❑ This reason was also the most common in previous terms and years

# National statistics Spring 2023/24: Exclusions and Suspensions

## Suspensions

**295,559**

In spring term 2023/24. Increased from 263,904 in spring 2022/23.

## Suspension (rate)

**3.50**

In spring term 2023/24. Increased from 3.13 in spring 2022/23.

## Permanent exclusions

**3,107**

In spring term 2023/24. Increased from 3,039 in spring 2022/23.

## Permanent exclusions (rate)

**0.04**

In spring 2023/24. The same as in spring 2022/23.

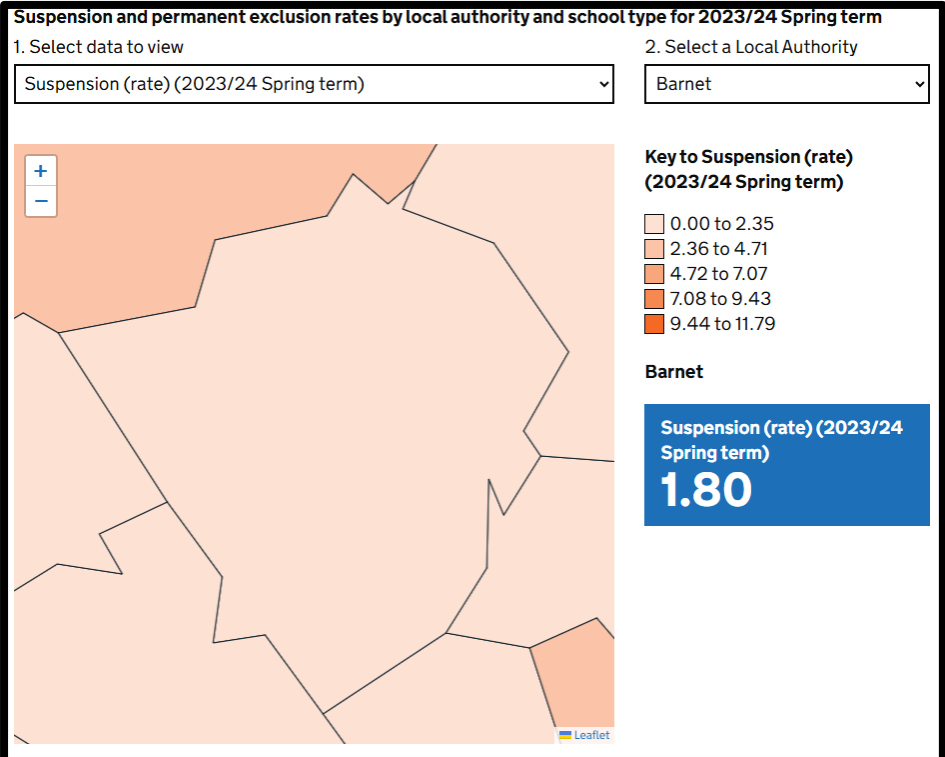
This means that:

- ❑ The rate of suspensions in spring 2023/24 was 3.50 (equivalent to 350 suspensions for every 10,000 students).
- ❑ The rate of permanent exclusions in spring 2023/24 was 0.04, equivalent to 4 permanent exclusions for every 10,000 pupils.

[Suspensions and permanent exclusions in England, Spring term 2023/24 - Explore education statistics - GOV.UK](https://www.gov.uk/explore-education-statistics/suspensions-and-permanent-exclusions-in-england)

# Barnet Statistics Spring 2023/24: Exclusions and Suspensions

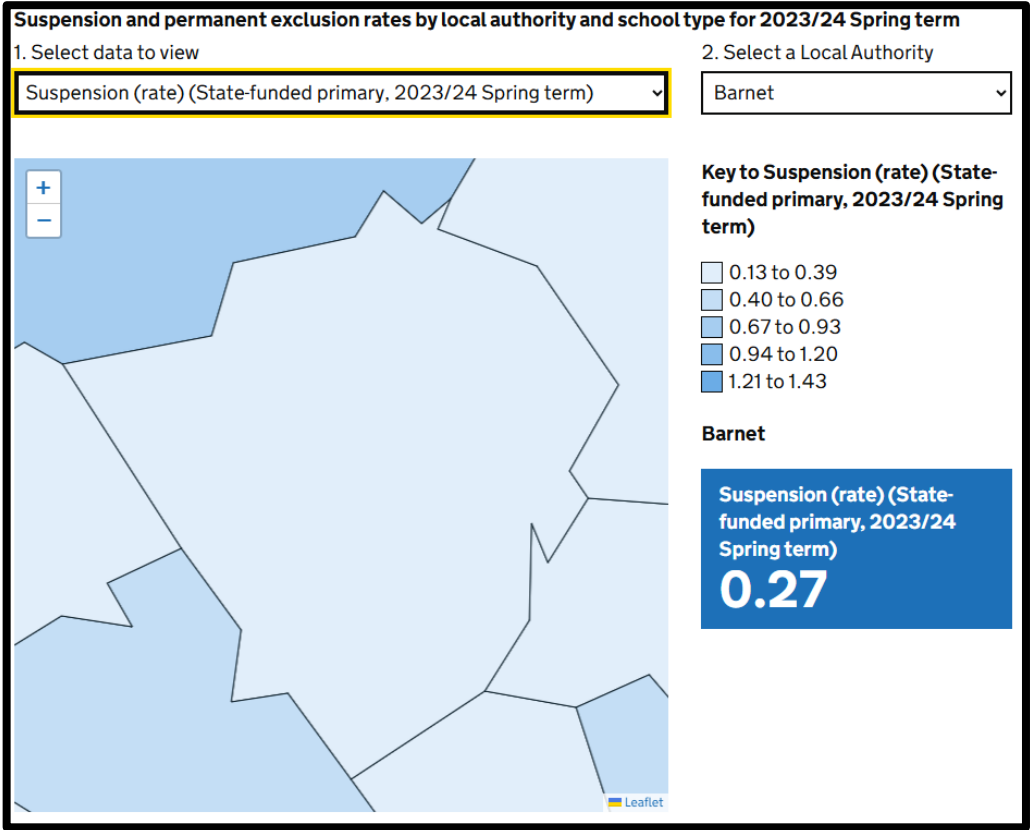
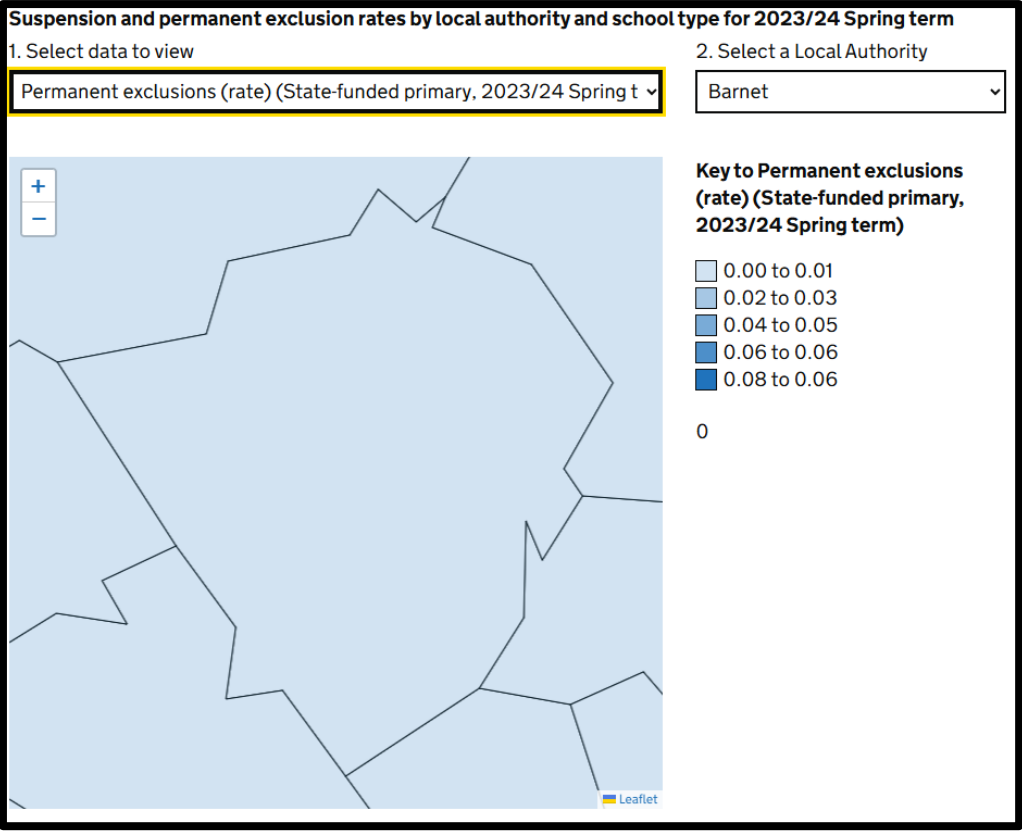
Barnet	Headcount	61,786
	Number of schools	125
	Suspensions	1,114
	Suspension (rate)	1.80
	Permanent exclusions	2
	Permanent exclusions (rate)	0.00
	Pupil enrolments with one or more suspension	837
	Pupil enrolments with one or more suspension (rate)	1.35



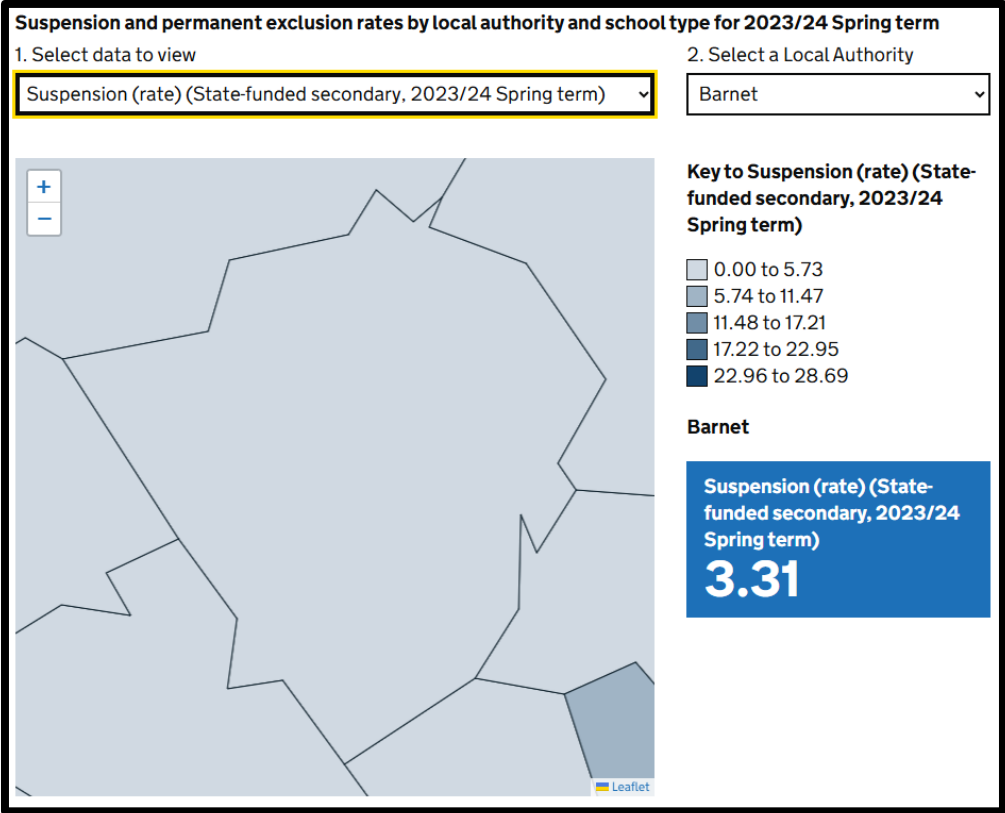
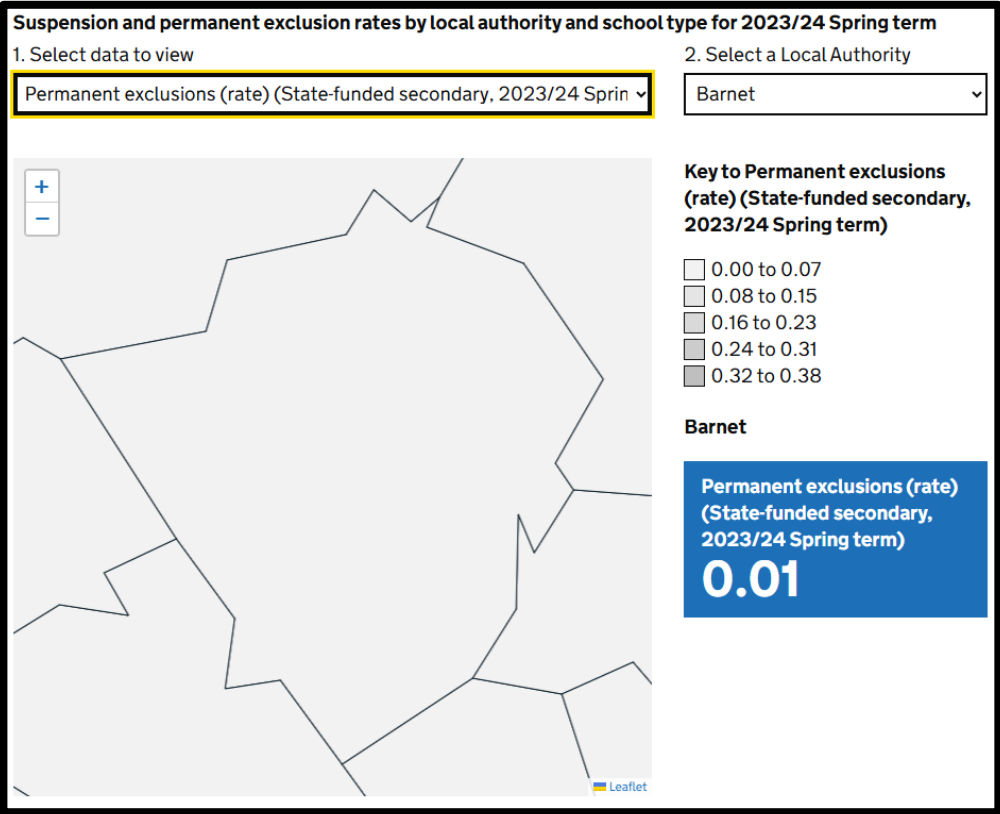
*It is good to be in the 0.00- 2.35 quintile it represents a low number of suspensions (in this instance a low number is a good score)*



# Barnet Primary statistics: Exclusions and Suspensions



# Barnet Secondary statistics: Exclusions and Suspensions

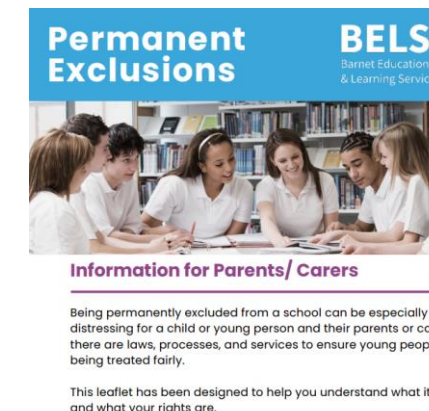
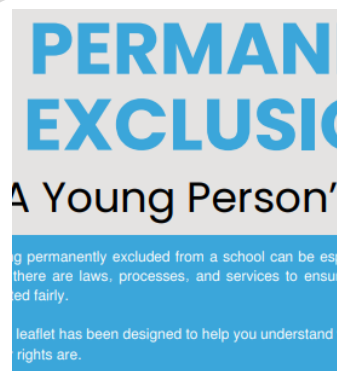
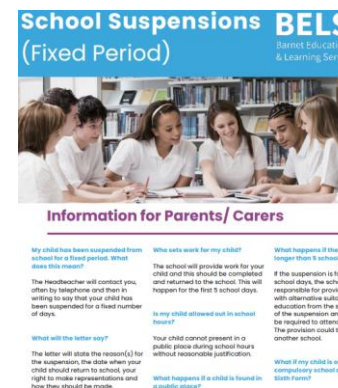


# Strategy Update

- Statutory notification system and follow up schools with form completion- improve data quality to inform strategy
- Created parent/student FAQ suspension and exclusion resources- request from Early Help
- Devised pathway/ transition document to enter Pavilion Primary Nurture Hub - in partnership with PRU and BELS IAT team

*Aim: create a transparent process on how to access support from the PRU, eligibility criteria and parent/ carer information regarding the process. The document also includes the role of the PRU, schools and parents/ carers during the placement.*

- Since September 2024 inclusion on Barnet Secondary Heads agenda- data sharing exercise
- Since September 2024 inclusion on Primary Heads agenda- data sharing exercise
- Updated BELS exclusion/ suspension letter templates shared / published



# Exclusions and Suspensions Training Spring 2025:

## The role of the Governor

1

explore the latest guidance, emerging trends, and the suggested best practice.

2

outline the governing board's duties in reviewing the headteacher's exclusion and suspension decisions.

3

chance for participants to share good practice.

### New for 2025/26: Governor Disciplinary Committee - What Governors need to know

- ☐ This training will inform governors of what will be required of a Governor Disciplinary Committee (also known as a Permanent Exclusion Panel) following an exclusion.

# Barnet Case Studies- primary and secondary

- **Scenario 1:**

“For physical assault of a student and failure to follow instructions from staff members.”

- **Scenario 2:**

“Actively encouraging a fight.”

- **Scenario 3:**

“Verbal abuse, threatening behaviour towards another student and persistent refusal to follow teacher instructions.”

- **Scenario 4:**

“Vandalism to school property.”

- **Scenario 5:**

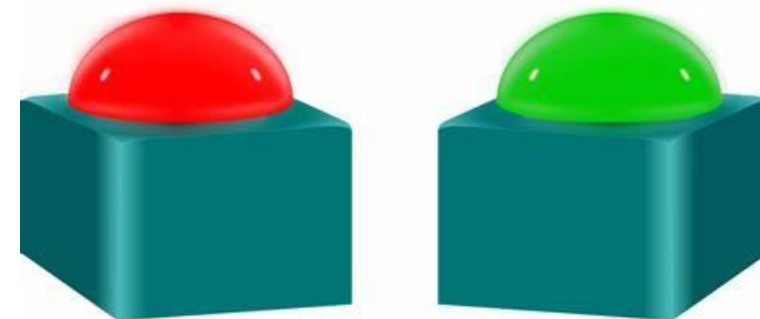
“Brought a banned item into school.”

- **Scenario 6:**

“Biting a child leaving marks and then damaging school property.”

- **Scenario 7:**

"Use of inappropriate threatening sexual language. Persistent failure to follow instructions from staff putting himself and others in danger. Persistent failure to engage with the school's behaviour management systems"



**Relevant contact details for Exclusions team:**

**Exclusions Team:** [Exclusions@Barnet.gov.uk](mailto:Exclusions@Barnet.gov.uk)

*(General queries)*

**Exclusions Officer:** [MaryHanna.Meola@Barnet.gov.uk](mailto:MaryHanna.Meola@Barnet.gov.uk)

*(Contact for schools/ families)*



# Schools Deficit Budgets and Support Available

Adam McPhail (Finance Manager - DSG)

15<sup>th</sup> May 2025

# Schools Deficit Budgets

- Section 2.8 of Scheme for Financing Schools- The LA requires Schools to set an approved balanced budget. Schools cannot set; and Governing Bodies cannot approve deficit budgets.
- If a school is in deficit, or is unable to set a balanced budget, then it is required to submit a Licenced Deficit Application to the LA, under section 4.9 of the scheme.
- Licensed deficit application details and forms can be found here- [Financial framework | Barnet - WWC](#)



# Licenced Deficit Applications

- Licenced deficit applications must:
  - Outline the areas and reasons for deficit, with the financial cost to the school
  - Outline the proposed actions for recovery of the deficit, with the financial year(s) they relate to and the savings/income they will generate
  - Have a completed summary box (section 5 of the form)
  - Provide the deficit amount applying for
  - Be signed by the Headteacher and Chair of Governors
  
- The application should be sent to [School.Accountancy@barnet.gov.uk](mailto:School.Accountancy@barnet.gov.uk), with the latest quarterly return and cashflow covering the period of the proposed recovery.

# Licenced Deficit Applications

- The schools accountancy team will review and respond within 2 weeks of the submission of the application.
- If the application is approved, then the school is expected to deliver on the savings/income proposals outlined. This will be monitored by the schools accountancy team.
- If the application is rejected, then the next steps will be outlined by the LA to the school.

# Rejected Applications

- At present, applications are being rejected for the following reasons:
  - Recovery plan does not show recovery within 3 years
  - Recovery plan unclear i.e. does not have savings/income to be generated, does not have a time period
  - Recovery plan is unrealistic
- If rejected a letter will be sent to the school outlining the proposed next steps.

# Extra Support

- The LA also provides additional support:
  - Supporting schools with the DfE's Schools Resource Management Advisors (SRMA) Programme.
  - Cash Advances to assist with cashflow issues for schools with approved deficits
  - Meeting with Headteachers, Business Managers, and Governors to discuss deficits and recovery plans.
  - Schools in Financial Difficulty Panel
  - Fair Share funding for excessive SEN spend

# SEND and DfE Update Governors

May 2025

Kim Miller Interim Director for SEND

Joann Moore Strategic Lead for Inclusion

## The landscape of SEND in schools

- Rising complexity in pupil needs



- Inclusion is now central to school improvement and development



- Behaviour and SEND are deeply connected impact policies



- Ofsted and DfE expect strategic leadership on inclusion



## National Context - SEND Pressures Are Mounting

- ▶ • 140% rise in EHC plans since 2015
- ▶ • 1 in 6 pupils identified with SEND
- ▶ • Mainstream is the expected offer and government drive
- ▶ • SEND crisis described as risking a 'lost generation' (Guardian, 2025)

# Barnet picture

- ▶ In line with the England trend, the number of **residents with an EHCP** in Barnet has continued to rise, reaching 3,809 in 2024. This represents 3.2% of all 0 to 24 year olds in Barnet, **below** both the **statistical neighbour** and **England averages**.
- ▶ In 2023, 611 **new EHCPs were issued with** 31.5% of the EHCP cohort aged between **11 and 15 years**
- ▶ 31.5% of the EHCP for this age group is the **second lowest** proportion among **statistical neighbours**, and one of the lowest proportions of all England local authorities



# Government Vision for Inclusion through the Change Partnership Programme

- ▶ Barnet is the London Lead in the programme along with Camden, Enfield and Islington and have been a part of the testing and feeding back to the DFE.
- ▶ The ambition across the four Local Authorities (LAs) in the London Change Programme Partnership (CPP), is to enhance mainstream inclusion with the aim of improving outcomes and lived experiences for Children and Young People (CYP) and their families.
- ▶ Compared to national trends, the London Boroughs of Barnet, Camden, Islington and Enfield have a higher proportion of Children with an EHCP already benefiting from mainstream education.

# Headline findings

*Set out below are some of the common themes emerging across the London CPP*

## Most impactful enablers for inclusion

**Inclusive school culture and Headteacher advocacy and leadership** where leaders establish a welcoming ethos and prioritise inclusion.

**High quality inclusion support services.** Schools and families appreciate skilled and dedicated teams i.e. Early Years advisers or autism teams to guide and support them in mainstream schools.

**Staff development and training is a positive enabler to inclusion** where investment is made from schools' resources, MATs or local area partnerships to upskill all staff in SEND and AP.

**Positive relationship with parents** with regular and positive communication that is solution focused and supportive.

## Barriers to inclusion

**Overall funding** and the pressure on both school and LA/High Needs budget is an increasing issue and can limit what provision is available for CYP.

**Family contexts;** "Sometimes it can feel as though you're dealing with the whole family of complexity". Lack of support for the wider family context is a barrier for success for CYP with SEND.

**Increasingly complex needs.** Most challenging of these needs are complex SEMH, difficult to manage with limited resource, and concerns for the safety of the other students.

**Increasing number of the SEND cohort.** The overall rise in diagnosis is challenging for the system to manage alongside other pressures mentioned.

**Recruitment and retention** of TA and support staff. Low pay and challenging behaviour lead to a high rate of turnaround.

**Time and resource to properly train staff** as there is limited time and funding to provide training and non-contact time with pupils.

## Improving the SEND provision

**Suitable environment and adapted spaces** enable schools to optimise the child's experience either through outdoor areas, adapted and sensory spaces or small group rooms.

**Adapting the curriculum and pathways** in bespoke plans for CYP so that all children can achieve.

**Recruiting and retaining skilled staff** who provide consistency, build positive relationships and SEND knowledge across the school.

**Support services around the school** from health and social care are needed to provide early help, therapies and specialist intervention in areas such as mental health and speech and language

**Investing in early intervention** before escalating to specialist interventions and lengthy waiting times for support.

# Barnet SEND Strategy

- [Barnet SEND and AP Strategy 2024-27](#)



The Local Area Partnership of Barnet:

**Special Educational Needs and  
Disabilities and Alternative  
Provision Strategy 2024-2027**

# SEN and disability duties - guidance for governing boards February 2025

- ▶ [SEN and disability duties: guidance for school governing boards - GOV.UK](#)

# Governor's responsibilities

While overall responsibility rests with the board, there should be a lead member of the governing body or a sub-committee with specific oversight of the school's arrangements for SEN and disability.

The lead member will:

- champion the school's support for pupils with SEN and disabilities, including good practice in pupil engagement
- ensure that the board has the information it needs for assurance about the school's practice
- work closely with the head teacher or principal, senior leadership team and (in the case of mainstream schools) the SENCO

The guidance suggests that you may want to have the same lead person responsible for the Equality Duty.

# Some key points to note

The board should get appropriate and regular training to help it discharge its duties in relation to SEN and disability and to help ensure the best possible outcomes for those pupils.

The guidance includes a checklist to support governors to ask the right question of senior leaders to assure themselves that the school is providing appropriate support for pupils with SEN and disabilities.

Governing bodies should also analyse school performance data and build an evidence base to underpin its strategic oversight. In relation to SEN and disability the DfE provides a list of data sets governors may find useful.

# Governor Resources

- ▶ Barnet Governor Services – GAO Service
- ▶ •The Local Offer: <https://www.barnetlocaloffer.org.uk/>
- ▶ •SEND Code of Practice January 2015:  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)
- ▶ •NASEN: <http://www.nasen.org.uk>
- ▶ •Barnet Governor Training Programme -  
[http://cpd10g.schoolcircular.co.uk/pls/dad\\_cpd/gen\\_bystrand\\_fr\\_pub](http://cpd10g.schoolcircular.co.uk/pls/dad_cpd/gen_bystrand_fr_pub)
- ▶ •National Governance Association [www.nga.org.uk](http://www.nga.org.uk)
- ▶ •School Bus <http://www.theschoolbus.net/>
- ▶ •The Key for School Governors <https://schoolgovernors.thekeysupport.com/>
- ▶ •OFSTED Inspection Handbook <http://www.ofsted.gov.uk/resources/school-inspection-handbook>
- ▶ •Governors Handbook <https://www.gov.uk/government/publications/governors-handbook--3>

- ▶ **The Governance Handbook for SEND and Inclusion: Schools that Work for All Learners (nasen spotlight) - Adam Boddison**

- ▶ •[https://www.amazon.co.uk/Governance-Handbook-SEND-Inclusion-spotlight/dp/0367370034/ref=tmm\\_pap\\_swatch\\_0?\\_encoding=UTF8&qid=&sr=](https://www.amazon.co.uk/Governance-Handbook-SEND-Inclusion-spotlight/dp/0367370034/ref=tmm_pap_swatch_0?_encoding=UTF8&qid=&sr=)

A really good book which goes through the role of the SEND Governor

- ▶ **Podcast - SEND Governance: schools work for all learners with Professor Adam Boddison**

<https://thekeysupport.com/insights/2021/01/21/key-voices-96-send-governance-schools-that-work-for-all-learners-with-professor-adam-boddison>



# Bels Resources

- ▶ Governor Yearly Planner
- ▶ Governor Questions and Support Document
- ▶ SEN Information Report on Local Offer
- ▶ [Barnet Local Offer :: Home / Info and Advice / How to get help / What to expect from schools](#)

# Projects

DfE Early Years Assessment Toolkits

PINS - Partnership for Inclusion of Neurodiversity in Schools

Preventing Exclusions work

Communication Functional Skills Project

SEND Training and Support - IAT, BPSI, Autism Team, Sensory and Physical Team

# SEND ON A PAGE

## SEND Identification

Graph or text showing send profile according to need	Graph or text showing Send area of need compared to national, Barnet, include ehcp and sen support
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### SEND pupils by Year Group

N	R	Y1	Y2	Y3	Y4	Y5	Y6

## Curriculum Offer and Additional Provision

Curriculum Offer – what is your school offer ?	High Quality teaching for all – what will we see?
Curriculum offers...	Use of...
Curriculum offers...	Use of...
Curriculum offers	Use of...

C&L	C&I	SEMH	Sensory &/or Physical
• Insert provision impact statement	• impact	•	•

## Outcomes, Attendance and Exclusions

Month Year	% SEN support	% ECHPs	% Non SEND
Attendance	xx	xx	xx
Persistent absentees	xx	xx	xx
Fixed term suspensions	xx	xx	xx
Permanent exclusions	xx	xx	xx

### Pupils achieving good progress towards targets (Y1-6)

Reading	Writing	Maths
00/00	00/00	00/00
0%	0%	0%

## Strengths and areas for Development

Three ways in which we work collaboratively with parents and families:

- 1:
- 2:
- 3:

Three key strengths of SEND provision:

- 1:
- 2:
- 3:

Three key areas for development:

- 1:
- 2:
- 3:

# Strategic Partnerships, Federations and Trusts – options for Barnet schools

March 2025

## Introduction: Partnerships in Barnet

The partnership between the Barnet family of schools, the council and Barnet Education and Learning Service (BELS) is built on a shared commitment to improving achievement, wellbeing and life chances for children and young people, and this moral purpose, accompanied by an outward facing vision, is paramount in overcoming future barriers to success.

A strength of Barnet schools in recent years has been the outward facing nature of the leaders and governors and the understanding of the real benefits in working collaboratively and in partnership with other schools. In 2014 the council consulted with schools on a “New Approach to School Improvement” where schools were encouraged to form informal partnerships with other schools. At the time 13 partnerships were created; the majority of which remain today in one form or another. Some of these partnerships have developed and matured and others have either faltered or have remained very much as an informal collaboration tool. In Barnet, there are many informal collaborations that already make a successful contribution to the richness of the Barnet family of schools. Strategic Partnerships, whether they be informal/soft, e.g. local loose partnerships of schools, or formal/hard, e.g. federations and trusts, are strategic tools that support a self-led, self-improving school system that will ultimately secure the educational landscape across the borough. It is not anticipated that all schools will be in a Strategic Partnership/Federation/Trust, however school leaders and those responsible for governance need to consider the following:

1. Future strategic direction of the school – *a key driver for any strategic partnership decision*
2. Leadership and management, including the governing body – *would a strategic partnership arrangement improve leadership, management and governance e.g. a federated governing body with a new leadership structure across two or more schools*
3. School improvement and standards – *would a strategic partnership arrangement lead to improved quality of education*
4. Financial security with a long-term vision – *would a strategic partnership arrangement save money e.g. federation, amalgamation or trust with a less costly leadership structure*
5. Sharing of expertise and resources – *would this be enhanced in a strategic partnership arrangement e.g. staff shared across more than one school in a federation or trust*
6. Improved transition, especially for vulnerable groups – *would a strategic partnership enhance transition between schools e.g. no transition if infant and junior schools amalgamated; federated governing body or trust ensuring transition arrangements are effective between schools - infant to junior, primary to secondary.*

# New models of leadership: Potential benefits of Strategic Partnerships, Federations and Trusts

## Research and evidence on the benefits of school partnerships

Schools across the country are developing new models of leadership for many reasons and there is now a solid body of evidence that schools working together can drive up standards and improve outcomes for children and young people. Research undertaken by Manchester University on behalf of the National College of Teaching and Leadership (NCTL) indicates:

*..... there is evidence of impact on overall performance, in that while federation and comparator schools perform similarly at baseline, federation is positively related to performance in the years following federation.*

Collaboration and networking are seen as having specific advantages for school improvement, which include allowing schools to pool resources and improve the provision of professional development (Lieberman, 2000), allowing schools to plug 'structural gaps' in their own expertise and skills (Muijs, West & Ainscow, 2010), and allowing them to develop mutual support mechanisms and overcome an overly inward-looking approach (Wohlstetter, Malloy, Chau & Polhemus, 2003). Collaboration between schools also allows them to take ownership of the change process, which is often a problem in large-scale reform efforts (Muis et al., 2010).

In the research titled "Does school-to-school collaboration promote school improvement? A study of the impact of school federations on student outcomes" conducted by Chapman and Muijs in 2014 it was found that *"pupils in partnership schools outperformed their peers in matched comparison schools, with the strength of the relationship growing over time, which suggests greater improvement in partnership schools than in matched comparators."*

The Institute of Education Research Paper entitled "Optimism of the will: the development of local area-based education partnerships. A think-piece" (Sept 2019) found *"Partnerships offer a range of opportunities for all involved in schools to learn from each other. They support knowledge sharing and in doing so can build skills and expertise across the system. Many school leaders already see system leadership as an essential part of their role, central to their professionalism and bringing reciprocal benefits for their school.....Local area partnerships are generating energy and commitment because they are making connections across schools and communities to improve schools and outcomes for young people. These partnerships have the potential to reduce the risk of fragmentation and dangers of isolationism in an increasingly diverse system. They can enhance the professional and social capital of teachers, and they can deepen motivation, learning and achievement."*

**In March 2021** a new report, *'Developing a new Locality Model for English Schools'* part-funded by the Association of Education Committees Trust and the British Educational Leadership, Management and Administration Society and based on extensive research and contributions from a broad range of education experts was released by **Susan Cousin** and **Jonathan Crossley-Holland**, examining the operation of high performing education systems and make recommendations for a new model in England. The research was commissioned to investigate how high-performing education systems operate, in order to develop a set of criteria by which any revised governance model for the English education system can be judged and to outline clearly the role(s) of a middle tier. Partnerships are referred to positively throughout the research but section three in particular looks at current approaches to place-based working. It is seen by interviewees to provide clear benefits: essential "glue" or coordination of activities; a collective sense of responsibility and pride, to reduce local competition which drives local hierarchies and increases the effects of disadvantage; and a focus on contextual factors which can provide barriers to achievement or offer solutions. In addition, it has the potential to increase cost efficiencies, provide external quality assurance and prevent 'reinvention of the wheel'.

In November 2020 the NAHT released their report *Improving Schools: A report of the School Improvement Commission*, which stated that no school should see itself as an island and by working together in a structured way, teachers and schools can improve faster and more sustainably. Research has highlighted the potential of local strategic partnerships for bringing all providers together across an area to work in partnership towards the success of all schools. Peer review offers one method for school-to-school collaboration, which, done well, can help provide schools with a different perspective and fresh insight on the nature of challenges faced.

In its annual report for 2015/16 Ofsted noted that *"Partnerships provided support to improve teaching, learning and assessment. Some acted as a critical friend for assessing the evaluation skills and results of self-evaluation. Some schools benefited from expertise and support for vulnerable learners."*

In their report the previous year they stated *"There are many partnerships, federations and informal relationships that drive quality, where they are effective. The DfE has published research that shows that while there is limited evidence that partnerships have a direct impact on pupil outcomes, there is widespread evidence of the impact on school improvement. What is challenging is the extraordinary diversity of these arrangements, which defy attempts to categorise and measure them. Inspectors have seen an array of evidence this year that demonstrates how collaboration can create challenge and drive improvement"* and in 2011/12 noted *"strong partnership work between schools is improving standards"* and that *"the evidence from federations of two or more schools, led by an executive headteacher, is positive"*. It went on to say:

*In a survey of 61 schools that had formed 29 federations we found that provision and outcomes had shown improvement. In each case the fact that the school had federated was a contributory factor to improvement.*

In its report Ofsted also noted the following:

*... successful in broadening and enriching the curriculum and care, guidance and support for pupils . . . and had also resulted in better achievement for different groups of pupils such as those whose circumstances made them vulnerable. Pupils' enjoyment of school and their confidence were also increased because of greater opportunities open to them. As well as maintaining good quality teaching and learning these federations shared a greater pool of resources and expertise that could be used more flexibly across schools.*

## **Partnership benefits**

**The benefits of working together within a strategic partnership, federated structure or trust can include:**

- Strengthened governance, while maintaining the individual identity and accountability of schools where shared arrangements of good practice are absorbed across the partnership/federation so that: *“working as a governor in a federation .... challenges you to think of a bigger picture and take in a different perspective... you have to remember that you are a governor of a federation and not a governor of a school in a federation” (Governing Matters 2013) “school leadership from institutional (school) to educational leadership where school leaders have a ‘moral purpose linked to the well-being of the wider community rather than just any individual school” (Chapman and Muijs, 2013)*
- Support schools through shared leadership and working arrangements leading to sustained improvements in teaching and learning, behaviour and outcomes for children and young people
- Cost savings and efficiencies regarding the sharing of staff across a partnership or federation e.g. headteacher, SENCo, Subject Leaders etc.
- Cost savings and efficiencies to back office systems, including the sharing of administrative functions and a school business manager, shared HR functions including pay arrangements, savings on maintenance contracts, purchasing and supplies *“cost-effective, sustainable collaboration requires a focusing or targeting of funds on a limited number of schools rather than dispersing a given amount of resource over a large number of schools. If funds are concentrated in this way, greater possibilities are created for what we have called ‘leverage and synergy’, the capacity to sustain, enhance and make best use of funding” (Woods et al, 2006)*
- Improved opportunities for staff with the sharing of good practice and expertise, joint planning and assessment, richer professional development and training, better recruitment and retention through improved career progression and opportunities to work across a range of schools and in a range of contexts. *“more powerful forms of professional learning, more learning-oriented and enquiry-hungry cultures, and increased leadership capacity. Alliances reap benefits of more trusting relationships and openness to sharing and critiquing practice” (Styoll, 2015)*



- Recruitment, succession planning & retention of staff – *“School partnerships provide a good context for supporting and developing aspiring and middle leaders. They enable emerging leaders to observe the style of leadership of leaders from institutions other than their own. They often have the opportunity to take on new responsibilities either in another school or across a partnership. There may well be joint leadership training with colleagues from other schools.” (Hill, 2010)*
- Extending the reach of the best leaders through talent spotting and the development and support of future leaders with the opportunity to work across the partnership/federation and be mentored by experienced leaders
- Improved opportunities for children and young people, including a wider and richer curriculum offering often including cross partnership/federation events in arts, sports, music etc. Improved behaviour, attainment and greater enjoyment of school

**Our recommendation is that all governing bodies consider, on an annual basis, whether their school would benefit by being part of a strategic partnership, federation or trust. Having considered this, a governing body may decide to take their thinking further by getting advice and support from BELS.**

## Definitions of different types of partnership

**Informal/Loose Collaboration:** a non-statutory collaboration that can be established without following regulations whereby each school has its own governing body and the group of schools meet on an ad hoc basis. Schools share common goals and work together on informal agreements and ad hoc issues. Unlikely to have shared staff. Funding is provided at school level based on a local funding formula. There are many of these informal collaborations/partnerships already operating in Barnet e.g. WEBB, FAB Partnership, Infant School Partnership etc.

**Soft Federation:** a non-statutory collaboration that can be established without following regulations whereby each school has its own governing body. The federation has a joint governance/strategic committee without delegated powers. Schools share common goals, joint committees can make recommendations, but individual governing bodies must authorise decisions and plans. There may be common management positions with protocol to underpin the shared posts. Funding is provided at school level based on a local funding formula. There are no current examples of these in Barnet.

**Soft Governance Federation:** established under statutory regulations made under the Education Act (2002), each school retains its own governing body, though the federation has a joint governance/strategic committee with delegated powers. Schools share common goals and maybe some management appointments (e.g. school business manager). Funding is provided at school level based on a local funding formula. There are no current examples of these in Barnet.

**Hard Governance Federation:** established under statutory regulations made under the Education Act (2002), the federation has a single governing body shared by all schools. Schools share common goals and often management and leadership appointments (e.g. an executive headteacher working across all schools). Funding is provided at school level based on a local funding formula. Federations in Barnet (as of March '25) are:

- BEYA Federation (St. Margaret's, Brookhill and Hampden Way Nursery Schools)
- CHCP Federation (Church Hill and Brunswick Park)
- Garden Suburb Infant and Junior Schools
- GoldStar Federation (Orion and Goldbeaters)
- Menorah Primary Schools Federation (Menorah Primary Girls and Menorah Primary Boys)
- Squires Lane Federation (Manorside and Tudor)
- The Annunciation Infant and Junior Schools

- The Flourishing Schools Federation (Northside Primary, Queenswell Infant and Junior Schools)
- The Moss Hall Federation (Moss Hall Infant and Junior Schools)

**Multi-academy trust (MAT)** is a single entity established to undertake a strategic collaboration to improve and maintain high educational standards across a number of schools. A group of schools form a single MAT which has overarching responsibility for their governance. The MAT is accountable for the performance of each school in the group, although each can still have their own governing body which operates subject to delegation of power from the MAT. A master funding agreement with the MAT, and supplemental funding agreements with each individual school, is signed by the Secretary of State for Education. MATs in Barnet (as of March '25) are:

- AIM Academy Trust (London Academy and Deansbrook Junior plus one other school outside of Barnet)
- Ark Academy Trust (Ark Pioneer plus other schools outside Barnet)
- Ashmole Academy Trust (Ashmole Secondary, Ashmole Primary, Osidge Primary)
- Bellevue Place Educational Trust (Watling Park and Dollis Primary plus other schools outside Barnet)
- Cardinal Hume Academies Trust (Bishop Douglass Catholic Secondary plus other schools outside of Barnet)
- Frontier Learning Trust (Woodhouse College and Imperial College London Mathematics School)
- Hasmonean Academy Trust (Hasmonean High School for Boys, Hasmonean High School for Girls)
- JCAT (Sacks Morasha and Rimon plus other schools outside Barnet)
- London Diocesan Board for Schools Trust (Millbrook Park plus other schools outside Barnet)
- Middlesex Learning Trust (The Compton plus two other schools outside of Barnet)
- Oak Lodge Academy Trust (Oak Lodge Special School, Windmill Special School)
- REACH2 (Summerside Primary plus other schools outside of Barnet)
- Russell Education Academy Trust (St. Andrew the Apostle plus other schools outside Barnet)
- Saracens Trust (Saracens High School, Saracens Bell Lane Primary)
- The Elliot Foundation Trust (Parkfield, The Hyde, Claremont, Childs Hill plus other schools outside Barnet)
- United Learning Trust (The Totteridge Academy plus other schools outside Barnet)
- Wren Academy Trust (Wren Academy plus one other school outside of Barnet)

Some schools have decided to amalgamate i.e. one school is effectively closed and the other school retains its DfE number and expands. Recent examples of this are Dollis Primary (previously Dollis Infant and Dollis Primary Schools), St Joseph's Primary (previously St Joseph's Infant and St Joseph's Junior Schools), Underhill School (previously Underhill Infant and Underhill Junior Schools)

## Characteristics of different models of partnership

	Informal/loose collaboration	Soft federation / Collaborative Trust	Soft governance federation	Hard governance federation	Multi-academy trust (MAT)	Amalgamation
<b>What is it and how does it work?</b>	<p>Non-statutory collaboration between a group of schools. Meets on an ad-hoc basis. Schools share common goals and work together informally.</p> <p>Schools retain their identity.</p> <p>Collaboration can occur between maintained schools and academies.</p>	<p>Non-statutory collaboration between schools. Schools share common goals but individual governing boards authorise decisions and plans.</p> <p>Schools retain their identity.</p> <p>Collaboration can occur between maintained schools and academies.</p>	<p>An arrangement where two or more maintained schools retain their own governing board, but the federation has a joint governance committee with delegated powers.</p> <p>Schools share common goals through a service level agreement (SLA) and protocol.</p> <p>Schools retain their identity.</p> <p>A soft governance federation cannot</p>	<p>An arrangement where two or more maintained schools share a single governing board.</p> <p>Schools share common goals through a SLA and protocol. A single governing board allows for more efficient decision making.</p> <p>Schools retain their identity.</p> <p>A hard governance federation cannot occur between maintained schools and academies.</p>	<p>A MAT is a single legal entity with responsibilities for schools within it.</p> <p>A school can join an existing MAT or work with other schools to set up a new trust.</p>	<p>This is where two or more schools merge together to become one school.</p> <p>In maintained schools, the local authority or governing board (depending on the school's category) can amalgamate 2 or more schools by:</p> <ul style="list-style-type: none"> <li>• Either publishing a proposal to close two or more schools and publishing a proposal to open a new one (current government</li> </ul>

	Informal/loose collaboration	Soft federation / Collaborative Trust	Soft governance federation	Hard governance federation	Multi-academy trust (MAT)	Amalgamation
			occur between maintained schools and academies.			<p>policy means this would need to be a free school)</p> <ul style="list-style-type: none"> <li>• Publishing a proposal to close one school and enlarge/change the age range/transfer site of an existing school</li> </ul> <p>In academies, the trust must propose to close one (or more) school and propose to enlarge/change the age range/transfer site of an existing academy.</p>
<b>Statutory/non-statutory collaboration</b>	Non-statutory collaboration.	Non-statutory collaboration.	Established under statutory regulations made under <a href="#">section 26 of</a>	Established under statutory regulations made under <a href="#">section 24 of Education Act (2002)</a>	Statutory. An application must be submitted to the DfE.	Maintained schools must follow a <a href="#">statutory process outlined by the DfE</a> .

	Informal/loose collaboration	Soft federation / Collaborative Trust	Soft governance federation	Hard governance federation	Multi-academy trust (MAT)	Amalgamation
			<a href="#">Education Act (2002)</a> Each school retains its DfE number.	Each school retains its DfE number.		Academies must also follow a <a href="#">statutory process</a> .

	Informal/loose collaboration	Soft federation / Collaborative Trust	Soft governance federation	Hard governance federation	Multi-academy trust (MAT)	Amalgamation
<b>Governance arrangements</b>	Each school has a governing board.	Each school has a governing board.  The federation has a joint governance/strategic committee that can make recommendations however each board authorises decisions and plans.	Each school has its own governing board but can delegate functions to a joint committee.	Individual governing board of federating schools cease to exist.  Single governing board shared by all schools.  Procedures for hard governance federations are outlined in <a href="#">The School Governance (Federations) (England) Regulations 2012</a> and The School Governance (Constitution and Federations) (England) (Amendment) Regulations 2016).	The MAT consists of a board of members and a board of trustees.  The board of trustees govern the MAT.  The board of trustees can delegate to individual academies by establishing local governing bodies.	A new governing board must be created to replace the two (or more) existing governing board.  In maintained schools, these must be constituted under the <a href="#">2012 School Governance (Constitution) (England) Regulations</a> .  In academies, the constitution of the new governing board will need to follow the new academy's articles of association.



	Informal/loose collaboration	Soft federation / Collaborative Trust	Soft governance federation	Hard governance federation	Multi-academy trust (MAT)	Amalgamation
<b>Ownership of the budget</b>	Each school has its own budget.	Each school has its own budget.	Each school has its own budget but can pool budgets together as they see fit.  A joint committee may have budgetary powers delegated to it so it can make decisions for the group of schools.	Each school has its own budget but can pool budgets together as they see fit.  The single governing board can make budgetary decisions on behalf of the group of schools.	Each school within the trust has its own budget.  However, the MAT can collect a proportion of the general annual grant funding to form one central fund.	The new school will have its own budget.

	Informal/loose collaboration	Soft federation / Collaborative Trust	Soft governance federation	Hard governance federation	Multi-academy trust (MAT)	Amalgamation
<b>Budgetary implications</b>	None, although opportunities for shared staff and resources	None, although opportunities for shared staff and resources	None, although opportunities for shared staff and resources	Retains the lump sum given to each separate school in the budget. The current amount in Barnet is £159,662.24 (2025-26) for all schools irrespective of size/ phase. Federation retains the £159,662.24 per school.  Savings in staffing costs due to shared staff e.g. headteacher	A master funding agreement with the MAT, and supplemental funding agreements with each individual school. MAT usually holds back a percentage of the overall budget to fund statutory functions previously provided by Barnet e.g. Audit, Health and Safety	Loss of lump sum for the separate schools i.e. only £159,662.24 for the school rather than for each school. However, Barnet gives an 85% protection for the 1 <sup>st</sup> year. Therefore amalgamated school gets 85% of the £319,324.48 for the first year then only £159,662.24 for subsequent years. Schools have found that they recoup that lost £159k and more in savings.  Savings in staffing costs due to reduced number of leadership posts e.g. only one headteacher

	Informal/loose collaboration	Soft federation / Collaborative Trust	Soft governance federation	Hard governance federation	Multi-academy trust (MAT)	Amalgamation
<b>Ownership of land</b>	No change in the ownership of land.	No change in the ownership of land.	No change in the ownership of land.	Land and property that was previously held by the governing board of a federating schools is transferred to the governing board of the federation.	The ownership of land will depend on how land was transferred when the individual schools converted as outlined in <a href="#">land transfer advice</a> .	Ownership of land will depend on the categories of schools amalgamating and the amalgamation process being followed.

	Informal/loose collaboration	Soft federation / Collaborative Trust	Soft governance federation	Hard governance federation	Multi-academy trust (MAT)	Amalgamation
<b>Sharing of staff</b>	<p>Unlikely to have shared staff.</p> <p>There is no change to employment conditions and who is responsible for employing staff.</p>	<p>May have common management positions but need to have protocol or contract to underpin commitment to shared posts.</p> <p>There is no change to employment conditions and who is responsible for employing staff.</p>	<p>May have common management positions but need to have protocol or contract to underpin commitment to shared posts.</p> <p>Who employs the staff will depend on the category of schools which are federating. It will not change as a result of federating.</p> <p>Employment conditions will stay the same.</p>	<p>Often have common management positions agreed in a simple manner e.g. executive headteacher working across all schools.</p> <p>Who employs the staff will depend on the category of schools which are federating. Employment conditions will stay the same.</p>	<p>All staff are employed by the trust.</p> <p>Often have common management positions such as executive headteachers and will usually have a central administrative team.</p> <p>The trust can deploy staff across different academies if their contracts allow.</p>	<p>The new school will have its own staff. Staff can be transferred from the previous schools.</p>

## Differences between federation and amalgamation of schools

	Federation	Amalgamation
<b>Decision</b>	Schools propose. Schools decide after consultation.	LA and/or schools may propose. LA decides after consultation.
<b>Consultation</b>	1 stage – 6 weeks	2 stages – first usually for 6 weeks on the proposals. Then issue a statutory notice and allow 4 weeks for ‘representations’
<b>School identity/legal status</b>	No school closures. All schools keep existing identity and name.	Involves closure of all but one school and expansion of the remaining school. End up with one expanded school.
<b>OfSTED</b>	Separate inspections for each school	Inspection of one amalgamated school
<b>OfSTED designation</b>	All schools keep existing designation (e.g. Requiring Improvement, Good, Outstanding)	Expanded school has designation of expanded school (e.g. Good or Outstanding)
<b>Governance</b>	One ‘re-constituted’ governing body for the federated schools.	One ‘re-constituted’ governing body for the amalgamated school.
<b>Headteacher</b>	Either separate headteachers for each school or one headteacher or executive head over the federated school, but other models are possible and could involve associate heads heading up certain functions or sites	Usually one headteacher or executive head over the amalgamated school, but other models are possible and could involve associate heads heading up certain functions or sites
<b>Staffing structure</b>	Either one staffing structure or separate ones for each site	Usually one staffing structure for the amalgamated school but other models are possible.
<b>Budgets</b>	Each school receives separate local authority funding but the governing body may then choose either to keep the budgets separate or to pool them all and manage them as one budget.	Amalgamated school funded as a single school

<b>Admissions</b>	Admissions are managed separately for each school	Admissions to the one school but distance criteria will take account of the distance from the nearest school site
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## **Support available to schools in establishing a Strategic Partnership, Federation, amalgamated school or a MAT**

Any initiative of partnership should come from the headteacher and/or governors; or when a school and the LA/diocese have identified, through the annual self-evaluation of the school, that there is a need to establish a strategic partnership either due to school improvement or financial reasons. The BELS Director of Education and Learning will give initial support to the headteacher and governing body in exploring the idea of a strategic partnership looking at existing models within and outside of the borough. The School Improvement Team can support the school in finding other schools for the potential partnership. The School Improvement Team can arrange and broker, with potential partners, an opportunity to discuss the reasons for seeking a partnership, the potential vision and expected outcomes. However, the school may require and welcome additional support and this can be commissioned through the Barnet Partnership for School Improvement (BPSI).

The support available is listed in the following Appendix 1.

Appendix 2 is a recommended checklist for schools to use when considering entering into a strategic partnership, federation or trust. The checklist can be adapted based on the reasons and type of collaboration being considered and to meet the needs of the individual schools.



# BPSI

Barnet Partnership for School Improvement

### Support package through BPSI:

#### A. Introduction

The package would support school leaders and managers, including governors to make the best decisions with regard to the constitution of their school, so as to bring about the best outcomes for their pupils. This is in the context of:

- restricted budgets
- a local authority where effective partnership working between schools is already well established
- issues with
  - o recruitment of headteachers
  - o fluctuating pupil numbers
- a mixed, ever changing and sometimes bewildering economy of schools, in terms of, for example, soft and hard federations, amalgamations, academies, multi academy trusts etc.

The package would consist of a range of interventions and materials to support schools at different stages in their development and thinking. The interventions would be offered internally by BELS and/or externally through BPSI consultant support as is fit for purpose. Schools could buy in according to need. The interventions interlink, and could be commissioned bespoke, purchased 'off the shelf', in combination etc.

#### B. Possible interventions and materials

##### 1. Annual update

**Client:** headteacher and chair of governors



Given the constantly changing educational climate, the headteacher and chair of governors should annually review whether the school is currently constituted in the best way to bring about the best outcomes for pupils.

The support would include a presentation on

- the current local and national climate
- available options – pros and cons of reconstitution or maintain the status quo, with supporting evidence for individual schools, or offered out as a training session for all schools.

**Facilitator:** BPSI consultant or LA

**Duration/Cost:** 2 hours funded through BPSI consultancy hours

**Materials provided:** power point presentation

## 2. Next steps

**Client:** headteacher and governing body

If a school is at a point of potential change, for example (could be commissioned by more than one school), e.g.

- retirement/ moving on of headteacher
- retirement/ moving on of headteacher at neighbour/ partner school (infants/ juniors – school in partnership)
- potentially unsustainable budget
- at risk of underperformance
- RI or inadequate Ofsted inspection
- undersubscribed
- looking for opportunities for extension, further partnerships etc.
- high staff turnover
- recruitment issues

leaders and managers should consider models for the school's constitution.

This would therefore be a presentation on

- the current local and national climate
- available options – pros and cons, with supporting evidence
- case studies of institutions in similar situations
- advice as to next steps

**Facilitator:** BPSI consultant or LA

**Duration/Cost:** 2 hours funded through BPSI consultancy hours



**Bespoke materials provided:** power point presentation

### **3. Preparing for change**

**Client:** headteacher/ SLT and governing body (could be commissioned by more than one school)

If a school or schools has(ve) decided in principle they want to change their constitution, or they are in the process of change, or have completed the change, this would be on-going one-to-one bespoke support with, for example

- setting up a governing body working group
- exploring options in more detail
- accessing expert support with financial, HR and legal due diligence
- reporting to stakeholders
- liaising with appropriate local and national agencies
- carrying out consultations
- planning for change
- carrying out change
- functioning effectively post-change

**Facilitator:** BPSI consultant

**Duration/Cost:** to be negotiated on a case by case basis; schools could opt in at different points in their change process. Would use an agreed amount of BPSI consultancy hours

#### **Materials provided:**

Package consisting of

- working group terms of reference
- report template
- power point on key partners
- information on consultation, communication and mediation processes
- consultation template
- change plan template
- advice and support on post-change functioning

#### **Bespoke materials provided:**

- working group report

- consultation report
- populated change plan
- populated post-change plan

#### **4. Preparing for change - materials only**

**Client:** headteacher/ SLT and governing body (could be commissioned by more than one school)

If a school or schools has(ve) decided in principle they want to change their constitution, this would be an 'of the shelf' pack of materials, as above.

**Cost:** No cost to a BPSI member school

#### **5. Effective partnerships**

**Client:** school partnerships

If a schools' partnership is interested in further partnership working to, for example, achieve economies of scale, greater efficacy with key functions, such as assessment, policy creation and moderation, this would be a presentation on possible ways forward.

**Facilitator:** BPSI consultant

**Duration/Cost:** 2 hours funded through BPSI consultancy hours across the partnership

**Materials provided:** power point presentation

#### **6. Partnership review**

**Client:** school partnerships

If a schools' partnership is actively exploring opportunities for further partnership, they should review current partnership working in terms of capacity, 'hearts and minds,' potential ways forward. This would be an analysis, series of interviews and consequent report

**Facilitator:** BPSI consultant

**Duration/Cost:** 3 days (analysis, interviews, report writing) funded through BPSI consultancy hours across the partnership

**Bespoke materials provided:** report

#### **7. Due diligence**

**Client:** headteacher/ SLT and governing body (could be commissioned by more than one school)

Due diligence reviews in the light of potential change of status with regard to

- staffing
- finance
- statutory and legal status

This would be an analysis and consequent report

**Facilitator:** HR/ legal/ finance

**Duration/Cost:** Cost to be agreed with HR/legal/finance services

**Bespoke materials provided:** report

## 8. Recommendations

**Client:** headteacher/ SLT and governing body

Given the school(s)' current situation, analysis, this would be an analysis and report giving recommendations for ways forward in terms of

- staffing
- finance
- statutory and legal issues

**Facilitator:** HR/legal/finance

**Duration/Cost:** Cost to be agreed with HR/legal/finance services

**Bespoke materials provided:** report

## 9. Consultation/communication/ mediation

**Client:** headteacher/ SLT and governing body

If a school or schools has(ve) committed in principle to changing their constitution, this would provide them with the materials and if necessary the support to carry out mediation, communication, consultation where necessary.

**Facilitator:** BPSI consultant

**Duration/Cost:** to be negotiated on a case by case basis

**Bespoke materials provided:**

- information on consultation, communication and mediation processes
- consultation template
- communications plan
- consultation/mediation report

## 10. Leadership and management review

**Client:** headteacher/ governing body

If a school(s) is(are) in the change process, they should review current leadership and management in terms of capacity, 'hearts and minds,' potential ways forward. This would be an analysis, series of interviews and consequent report

**Facilitator:** BPSI consultant

**Duration/Cost:** 3 days (analysis, interviews, report writing) funded through BPSI consultancy hours

**Materials provided:** report

## **11. Change plan**

**Client:** headteacher/ governing body

If a school(s) is(are) in the change process, this would be the provision of a plan to facilitate the change.

**Facilitator:** BPSI consultant

**Duration/Cost:** 2 days (analysis, interviews, report writing) funded through BPSI consultancy hours

**Bespoke materials provided:** populated plan

## **12. Where next**

**Client:** headteacher/ governing body of reconstituted institutions

If a school(s) has(ve) reconstituted, this would be support for operating at full potential. The package could be bespoke, or a drop-down presentation

**Facilitator:** BPSI consultant

**Duration/Cost:** 2 hours, or negotiated on a case by case basis funded through BPSI consultancy hours

**Materials provided:** power point presentation

**Bespoke materials provided:** report on recommendations for next steps

## Appendix 2

### Due diligence checklist – for schools to consider when entering a strategic partnership, federation or trust

This template can be used as a checklist for schools considering entering into a strategic partnership, federation or trust. The checklist can be adapted based on the reasons and type of collaboration being considered and to meet the needs of the individual schools.

	Item	Notes
	<b>Strategic</b>	
A1	What is the school status (Community / Foundation / VC / VA / Trust)	
A2	School Improvement Plan	
A3	Curriculum Model	
A4	Analyse School Performance (ASP) Online Data	
A5	Latest OFSTED report and associated Action Plan	
A6	Latest Audit Reports	
A7	Most recent H&S Audit with Action Plan	
A8	Most Recent Fire Risk Audit with Action Plan	
A9	Copy of Risk Assessments	
A10	Governor Skills Audits	
A11	Scrutiny of the Board Meeting Minutes for the last 3 years	
A12	Review of the Website in terms of compliance	
A13	Review of the School Policies to ensure compliance	
A14	% of Staffing against Budget	
A15	Current pupil number on roll and 3 year projection	
A16	Can the school(s) continue to be sustainable if pupil numbers fall?	
A17	Copy of the Single Central Record	

	Item	Notes
	<b>Collaboration</b>	
B1	What current collaborations are in place with others school(s) and / or organisations / settings? For example – informal collaboration, teaching school alliance	
B2	Which area(s) of provision e.g. Sports partnerships, challenge partnerships, moderation?	
B3	What is the impact of collaborations on outcomes for children so far?	
B4	Which area(s) of provision could be improved by collaboration?	
B5	Which staff are involved, what is their role and frequency?	
B6	What is the impact of collaborations on staff?	
B7	How has the school made parents aware of current collaborations?	
B8	What opportunities exist to obtain parental views on current collaborations?	
B9	Are there any negative impacts of current collaborations?	
B10	How has the school developed its aims and vision in line with collaborative working practice?	
B11	How does the school currently meet its aims through collaborative working?	
B12	What collaborations are in planning for the near future?	
B13	What benefits for children might emerge from further collaboration?	
B14	What disadvantages might emerge from further collaboration?	

	Item	Notes
	<b>Governance</b>	
C1	Which Governors are due to finish their terms of office in the next 3 years?	
C2	Are there current vacancies on the Governing Body?	

C3	Are there particular skills and/or experience which could help the Governing Body to do its work more effectively?	
C4	Could reconstitution help the Governing Body to do its work more effectively? E.g. a smaller Body, with co-opted governors holding certain skills and experience?	
C5	What links are there between Governors or Governing Bodies of other schools?	
C6	How does the current Governing Body secure the unique ethos of the school, including religious character where appropriate?	

	Item	Notes
	<b>Compliance</b>	
D1	Scrutiny of Complaints Register	
D2	Scrutiny of FOI requests received and responses	
D3	Scrutiny of Data Protection Breaches and Action taken	
D4	Review of H&S Audits	
D5	Review of all legal contracts including suppliers, leases and consultants	
D6	Review of potential liability claims and outcomes	
D7	Review of Insurance arrangements	

	Item	Notes
	<b>Finance</b>	
E1	Income and Expenditure Profile over the past 3 years	
E2	Budget position for the past 3 years and future known changes	
E3	Budget position for the next 3 years. Is the school viable if no changes are made to its' organisation?	
E4	Breakdown of the full income analysis	

E5	Breakdown of the full expenditure and commitments analysis	
E6	Cash Flow Analysis	

	Item	Notes
	<b>Human Resources</b>	
F1	Staffing Structure & Staff Salary Schedule	
F2	Details of staff on any support programmes or formal capability	
F3	Details of formal disciplinary's undertaken in the last 3 years	
F4	Information regarding any settlement agreements over the last 3 years	
F5	Details of staff on secondments	
F6	Analysis of HR Contracts, including existing TUPE and/or special conditions/clauses	

	Item	Notes
	<b>Capital &amp; H&amp;S</b>	
G1	Inspection of the physical assets, include AMP Surveys	
G2	Strategic Condition Improvement & Maintenance Plans	
G3	Fixed Asset Register	
G4	Grant Funding and associated liabilities	

	Item	Notes
	<b>Additional considerations</b>	
H1	Location of the Schools	
H2	Do they share the same / similar vision and ethos?	
H3	What are the Strengths and weaknesses of the School	
H4	What are the Opportunities and the Threats?	
H5	Are there any current capacity issues?	





# Ofsted Updates

May 2025

# Percentage of schools Good or better (End of August '24)

	Percentage Good or better
Barnet	96.9%
London	96%
England	90.4%

# Percentage of schools Good or better (November '24)

	Percentage Good or better
Barnet	N/A
London	N/A
England	N/A

# Ofsted Inspections in Barnet 2024-2025

In 2024-25 Barnet have had 21 Inspections (4 Secondary, 1 all through, 13 primary, 3 special). The outcomes for inspections over the year are shown in the table below:

Graded						
Outstanding in all judgements	Outstanding and Good judgements	Good in all judgements	Requiring Improvement in some judgements (number in brackets shows number of RI judgements)	Requiring Improvement in all judgements	Any Inadequate judgements	Report not published
1	1	1	0	0	0	1

Ungraded			
Evidence that standards have improved	Maintained standards	Standards may have declined	Report not published
3	14 (7 maintained Outstanding, 7 maintained Good)	0	0

In 2022-23 we had 45 schools inspected in the whole year  
In 2023-24 we had 40 schools inspected in the whole year

School	Previous Judgement and Date	Latest Judgement and date	Type	Lead Inspector	What does the school need to do to improve?
Frith Manor	Good June 2019	October 2024  Maintained Standards	S8	Janice Howkins	In some foundation subjects, staff do not check pupils' prior knowledge carefully enough. As a result, pupils' learning in some subjects is not secure. The school should make sure that staff check effectively what pupils know and remember well in all subjects to help them address any gaps in pupils' knowledge of the curriculum.
Beit Shvidler	Good March 2019	October 2024  Maintained Standards	S8	Andrea Bedeau	Sometimes, the school does not pinpoint specific gaps in pupils' knowledge. When this is the case, teaching and support is not precisely focused to address them. This means that pupils are not helped to catch up as quickly as they could. The school must ensure that gaps in pupils' knowledge are identified and specifically addressed.
TTA	Good March 2019	November 2024 Significantly improved	S8	Janice Howkins	N/A
Menorah High	Good  Feb 2019	December 2024 Significantly Improved	S8	Susan Maguire	N/A
Oakleigh	Outstanding  June 2019	December 2024 Maintained Standards	S8	Francis Gonzalez	N/A
Parkfield	Good March 2019	December 2024 Maintained Standards	S8	Jeanie Jovanova	On occasion, in some subjects, adaptations for pupils with SEND and pupils at the very early stages of speaking English as an additional language are not as effective as they could be. This means that some pupils do not achieve as well as they could. The school needs to ensure that adaptations for these pupils are consistently effective in all subjects so that pupils can achieve highly.
All Saints' NW2	Good June 2019	January 2025  Good in all judgements	S5	Lisa Strong	<ul style="list-style-type: none"> <li>- Teachers are getting used to delivering new curriculum content. They are beginning to identify and address the gaps in pupils' knowledge and understanding of important subject content from the previous curriculum. The school should ensure that it continues to develop staff's confidence so that they can implement the new curriculum effectively.</li> <li>- A minority of pupils, in particular those who are disadvantaged, do not attend school regularly enough. This means that a proportion of pupils are missing out on vital education. The school should further develop its processes to address patterns of weak attendance and formalise support where needed to increase overall rates of attendance.</li> </ul>

School	Previous Judgement and Date	Latest Judgement and date	Type	Lead Inspector	What does the school need to do to improve?
Archer Academy	Outstanding May 2019	January 2025 Maintained Standards	S8	Lisa Smith	N/A
Broadfields	Good July 2019	January 2025 Maintained Standards	S8	Sarah Saunders	High expectations for writing are not fully embedded across subjects. This means that some pupils do not achieve as well as they could in their writing. The school should ensure that they routinely provide pupils with opportunities to develop their writing in line with the same high standards across the curriculum.
Summerside	Good Nov 2019	January 2025 Maintained Standards	S8	Guy Forbat	In a few foundation subjects, teaching does not check as carefully as it could that pupils understand and can remember what they have been taught. This means that a few pupils do not build their curriculum knowledge as securely and as swiftly as they could in these subjects. The school should ensure that teaching identifies any gaps in knowledge or misconceptions that some pupils have, and ensure that appropriate adaptation is made to support these pupils to develop a secure understanding of the intended curriculum.
Beis Yaakov	Good May 2019	February 2025 Maintained Standards	S8	Sabrina Edwards	Some subjects are at an earlier stage of design and new assessment strategies are not fully embedded. In these instances, some tasks and activities do not build well on pupils' prior knowledge. Similarly, misconceptions are not consistently identified and addressed. As a result, some pupils develop gaps in their understanding and do not secure the depth of knowledge they should. The school should ensure that activity choices consistently reflect the ambition of the curriculum, and that assessment is used effectively to provide pupils with the best chance of building their knowledge securely over time.
Menorah Foundation	Good June 2019	February 2025 Good in 4 judgements, Outstanding in 1 (PD)	S5	Sam Ingram	<p>- Pupils with SEND do not consistently benefit from the adaptations they need to help them to access learning and understand new ideas successfully. This can hinder how well some pupils with SEND learn. The school should continue its work to ensure that teachers have the appropriate expertise to adapt teaching consistently well and use appropriate resources and support to reduce barriers to learning.</p> <p>- Some subjects are at an earlier stage of design and implementation. In these instances, teaching is sometimes less consistent. As a result, some pupils do not develop as secure an understanding of the intended curriculum. The school should continue its work to ensure that teachers are supported to deliver the newly designed subjects to the same high quality as the subjects that are more embedded. This includes making effective use of assessment to identify and address pupils' misconceptions in a timely way.</p>
Wren Academy	Outstanding Sept 2018	February 2025 Maintained Standards	S8	Karim Ismail	N/A
Christ's College Finchley	Good March 2020	February 2025 Significantly improved	S8	Brian Oppenheim	N/A

School	Previous Judgement and Date	Latest Judgement and date	Type	Lead Inspector	What does the school need to do to improve?
The Hyde	Outstanding May 2015	March 2025 Outstanding in all judgements	S5	Luke Stubbles	N/A
Oak Lodge	Outstanding September 2019	March 2025 Maintained Standards	S8	Janice Howkins	N/A
Oak Hill	Good Dec 2019	March 2025 Maintained Standards	S8	Andrea Bedau	Sometimes, the school does not adjust teaching swiftly and precisely enough to address pupils' misconceptions. Consequently, occasionally, pupils' errors persist for longer than they need to. The school must ensure that staff have the expertise to adjust their teaching to address misconceptions and gaps in knowledge precisely and swiftly.
Woodridge	Good Oct 2019	March 2025	S5	Janice Howkins	
St Agnes'	Outstanding Oct 2019	March 2025 Maintained Standards	S8	Guy Forbat	N/A
Blessed Dominic	Outstanding June 2019	March 2025 Maintained Standards	S8	Nasim Butt	N/A
Ashmole Primary	Outstanding May 2019	April 2025 Maintained Standards	S8	Karen Kent	N/A

The background features abstract, overlapping geometric shapes in various shades of purple, ranging from light lavender to deep, dark purple. These shapes are primarily located on the right side of the frame, creating a modern, layered effect.

Alison Poyiadjis  
(Learning Network Inspector)



# Preparing well for Inspection

Governors meet with inspectors for around 40 minutes on average.

There will always be questions about:

- ▶ Curriculum design and quality of teaching
- ▶ SEND and inclusion
- ▶ Equality duties
- ▶ Safeguarding

Governors should ensure they know what leaders have said during the phone call with the lead inspector the day before the inspection. We tell headteachers to arrange for someone to take minutes in this meeting.

Ensure you have an up-to-date copy of the SEF and SIP - including how well the school is implementing any actions.

Support will be offered by the school's LNI BUT if you are due inspection make sure you sign up to governors' Ofsted training (offered termly).

# Comments from Ofsted reports relating to governance:

Leaders and governors, together with the trust, share a clear and ambitious vision for all pupils to succeed. They prioritise high-quality professional development. Staff speak exceptionally positively about the support that they receive. The school's decisions are firmly rooted in securing the best outcomes for pupils. This, combined with leaders being mindful of staff well-being, results in a dedicated staff team which takes great pride in being part of Ashmole Primary School.

Governors hold leaders to account effectively while supporting the school's vision and priorities. They are well informed about pupils' achievements and the curriculum. They help to set high aspirations for all aspects of the school's work.

Those responsible for governance know their school and undertake these roles aware of the importance of their duties. They challenge leaders and ensure that they have the necessary information to fulfil their roles.

Those responsible for governance know the school well. Leaders organise highly effective professional development. They prepare staff successfully for leadership roles within and beyond the school. Leaders are mindful of staff workload. They take account of staff well-being when they make decisions. The school keeps parents informed, for example through weekly newsletters.

Leaders and governors have a precise understanding of the school's current strengths and areas for development. They have appropriate plans in place that are being implemented at pace and are closely monitored. Leaders consider staff's workload carefully and staff appreciate this.

# Common themes for discussion:

Theme:	Report comments:
Leadership	<ul style="list-style-type: none"><li>• Leaders provide high-quality professional development that helps staff to teach the curriculum effectively.</li><li>• The school's commitment to reducing staff workload helps teachers to focus on providing the best possible education for pupils. All staff are committed to achieving the school's aims for improvement.</li><li>• Leaders demonstrate very high standards and expectations.</li></ul>
Curriculum	<ul style="list-style-type: none"><li>• The school's curriculum is highly ambitious. It challenges pupils to think like a geographer, artist or mathematician. The school has thought carefully about the order in which pupils should learn key knowledge. This allows pupils to build on their knowledge over time.</li><li>• Pupils get frequent opportunities to practise and apply their understanding through purposeful activities.</li></ul>
Phonics	<ul style="list-style-type: none"><li>• Phonics is taught well from the start and helps pupils to become confident readers. They learn the sounds that letters make quickly and apply this to reading and writing. Pupils who are not keeping up with the programme are identified quickly. They get the support they need to become confident, fluent readers. Leaders have established a strong reading culture across the school. The love of reading permeates through the curriculum. Older pupils enjoy talking about the books that they have read. They confidently use the vocabulary that they have learned in their own writing.</li></ul>

Look for comments and evidence along these lines within the school's **Self Evaluation Form (SEF)**. Ensure you also know the priorities set out in the **School Improvement Plan (SIP or SDP)**

## Common themes for discussion:

Theme:	Report comments:
SENDs and Disadvantaged Pupils	<ul style="list-style-type: none"><li>• Pupils with special educational needs and/or disabilities (SEND) access the same curriculum as their peers. In the classroom, effective strategies such as adapted resources are used to ensure that they can succeed at tasks and activities. As a result, pupils access the same curriculum as others and achieve well.</li><li>• Disadvantaged pupils and those with SEND are fully included and enjoy this extensive provision. Pupils have a rich understanding of the diverse range of cultures at the school. Staff celebrate pupils' wider awareness of life in modern Britain at every opportunity. As a result, pupils are well prepared for the future.</li></ul>
Early Years	<ul style="list-style-type: none"><li>• Provision in the early years is highly effective. Its curriculum provides a strong foundation for children's learning and development.</li></ul>
Personal development	<ul style="list-style-type: none"><li>• The school supports pupils to develop their character and resilience. Pupils take on leadership roles.</li><li>• The school's personal, social, health and economic programme ensures that pupils have a strong understanding of what it means to be equal, accepted and different. They celebrate their own uniqueness as well as other beliefs and religions.</li><li>• Provision for pupils' personal development is exceptional. The curriculum helps pupils develop an understanding of personal safety, online awareness and healthy relationships. Fundamental British values are actively promoted, and pupils talk confidently about these. The school provides many opportunities for discussions and debates.</li></ul>
Attendance	<ul style="list-style-type: none"><li>• Pupils' attendance at the school remains high. This is because it is a top priority for the school. Attendance expectations are made very clear by the school and pupils who attend regularly receive praise during rewards assemblies.</li></ul>
Safeguarding	<ul style="list-style-type: none"><li>• The arrangements for safeguarding are effective.</li></ul>








# Schools Due To Be Inspected








## Due Inspection This Year

School	Type	Previous Judgement	Done
All Saints' NW2	P	Good	
Archer Academy	S	Outstanding	
Ashmole Primary	P	Outstanding	
Beis Yaakov	P	Good	
Beit Shvidler	P	Good	
Blessed Dominic	P	Outstanding	
Broadfields	P	Good	
Christ's College Finchley	S	Good	
Coppetts Wood	P	RI	
Frith Manor	P	Good	

## Due Inspection This Year

School	Type	Previous Judgement	Done
Hyde The	P	Outstanding	
IJDS	P	RI	
Menorah Foundation	P	Good	
Menorah High School for Girls	S	Good	
Oak Hill	SN	Good	
Oak Lodge	SN	Outstanding	
Oakleigh	SN	Outstanding	
Parkfield	P	Good	

## Due Inspection This Year

School	Type	Previous Judgement	Done
St Agnes'	P	Outstanding	
Summerside Primary	P	Good	
Totteridge Academy	S	Good	
Tudor	P	RI	
Wessex Gdns	P	RI	
Woodridge	P	Good	
Wren Academy	P/S	Outstanding	

## May Also be Inspected This Year

School	Type	Previous Judgement	Done
Pardes House	P	Good	
Rosh Pinah	P	Good	
St Joseph's	P	Good	
St Mary's N3	P	Good	
Queen Elizabeth Girls	S	Good	
Mapledown	SN	Good+	
Mathilda Marks Kennedy	P	Good	
Mill Hill County High	S	Good	
Ashmole Academy	S	Good	

# New Ofsted Framework in 25/26

- Consultation closed on 28<sup>th</sup> April
- Pilot inspections taking place (Frith Manor already had one)
- New framework due to be implemented from November '25
- Unsure what is happening between Sept and Nov '25