



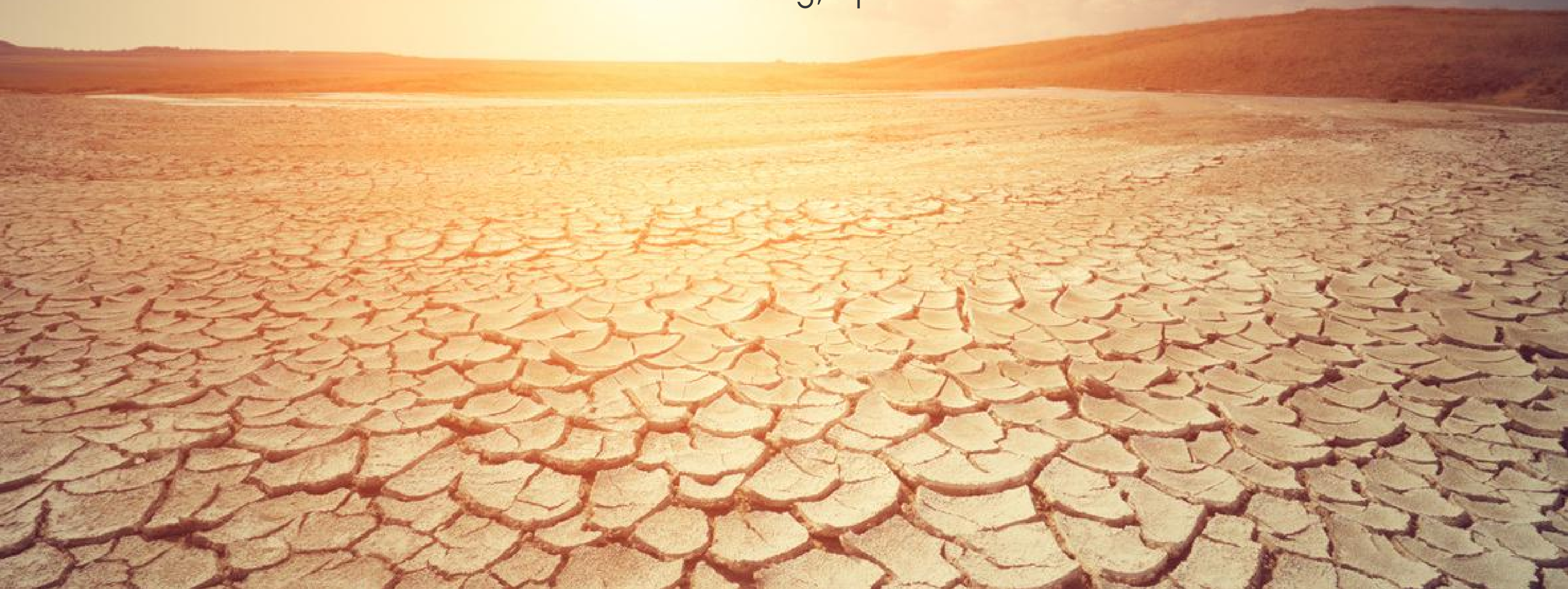
JUST ONE TREE

TOGETHER LET'S COMBAT CLIMATE CHANGE

JUST £1 plants 1 Tree

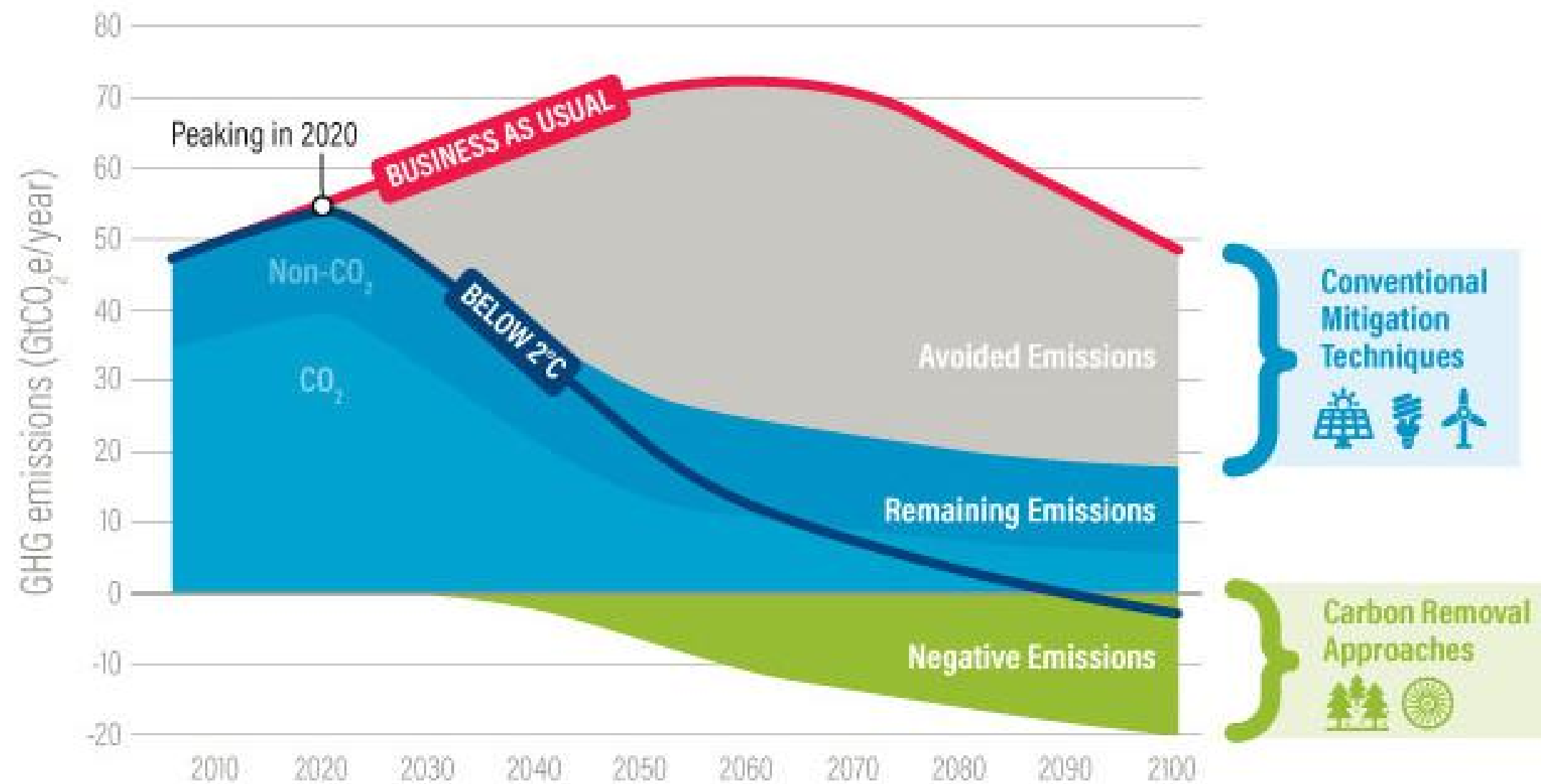
"Around the year 2030, 10 years 252 days and 10 hours away from now, we will be in a position where we set off an irreversible chain reaction beyond human control, that will most likely lead to the end of our civilisation as we know it."

Greta Thunberg, April 2019.



Net-Negative Emissions

Staying Below 2 Degrees of Global Warming



To stop our planet exceeding 1.5–2 degrees of global warming we need to reach *net-negative* emissions. This means removing and storing more carbon dioxide from the atmosphere than we are putting into it.

Source: Adapted from a visual in The UNEP Gap Report 2017 (Figure 7.2)



As well as being carbon sinks, trees are an essential part of the complex ecosystems on which our survival depends. They provide habitat and food for the world's wildlife, clean the air we breathe, filter the water we drink, prevent soil erosion and flooding, supply us with medicine and provide jobs to over 1.6 billion people.



There are 10 million children in education in the UK, from nursery to secondary school.

Imagine what an impact we could have if a tree were planted each year for every child...



There are 5.9 million
private sector
businesses in the UK.

What an incredible
collective impact we
could have....



JUST ONE | TREE

WE MAKE IT SIMPLE TO GIVE BACK TO THE PLANET
JUST £1 PLANTS 1 TREE

We plant our trees here...



...working with reforestation projects in Brazil, Argentina, Bolivia, Chile, Ecuador, Peru, Mexico, Haiti, Madagascar, Mozambique, Kenya, Zambia, Indonesia and Nepal where deforestation has been devastating.





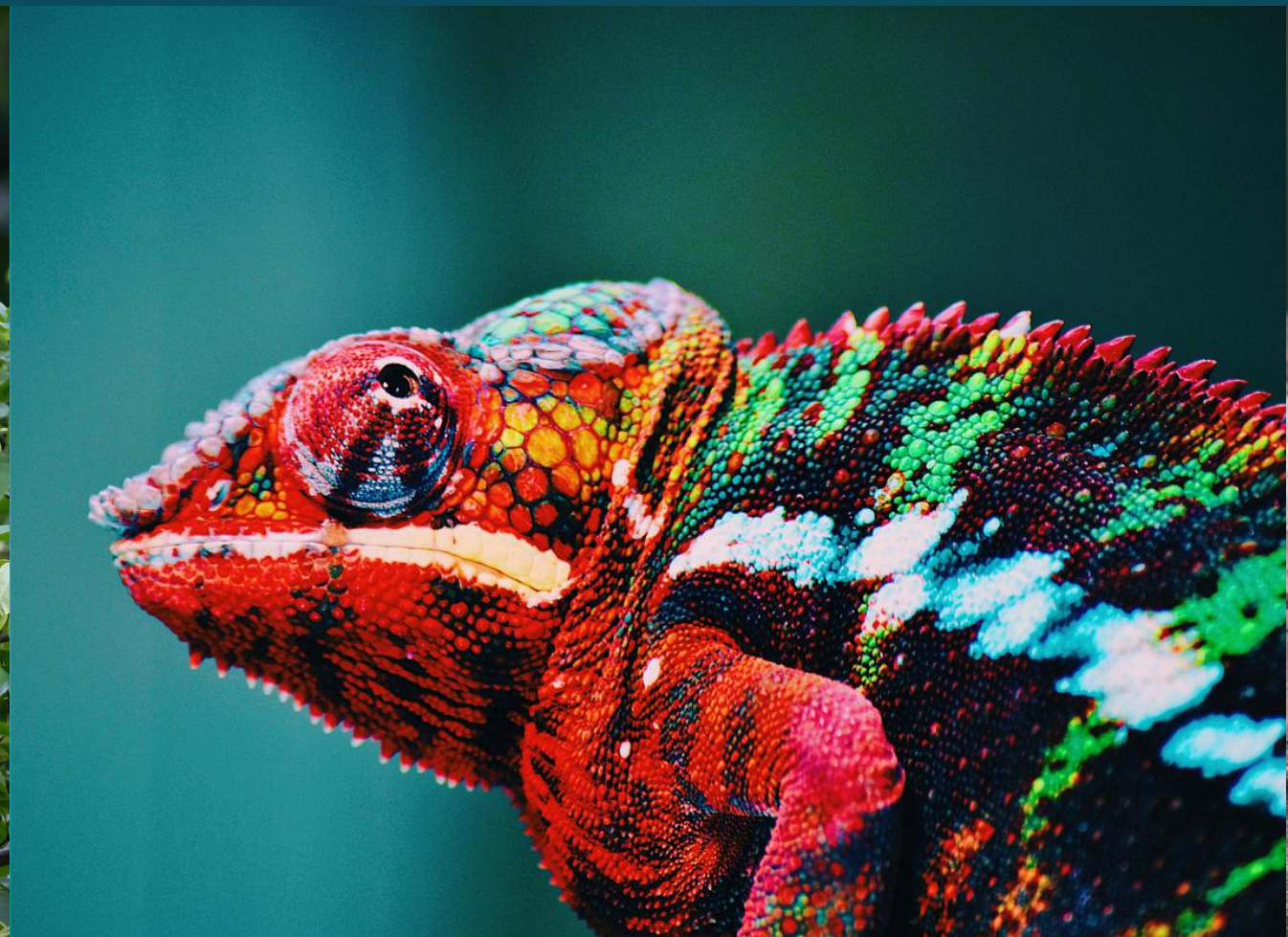
**BUT IT'S NOT
ONLY ABOUT
PLANTING TREES**

**IT'S ALSO
ABOUT THE
PEOPLE**



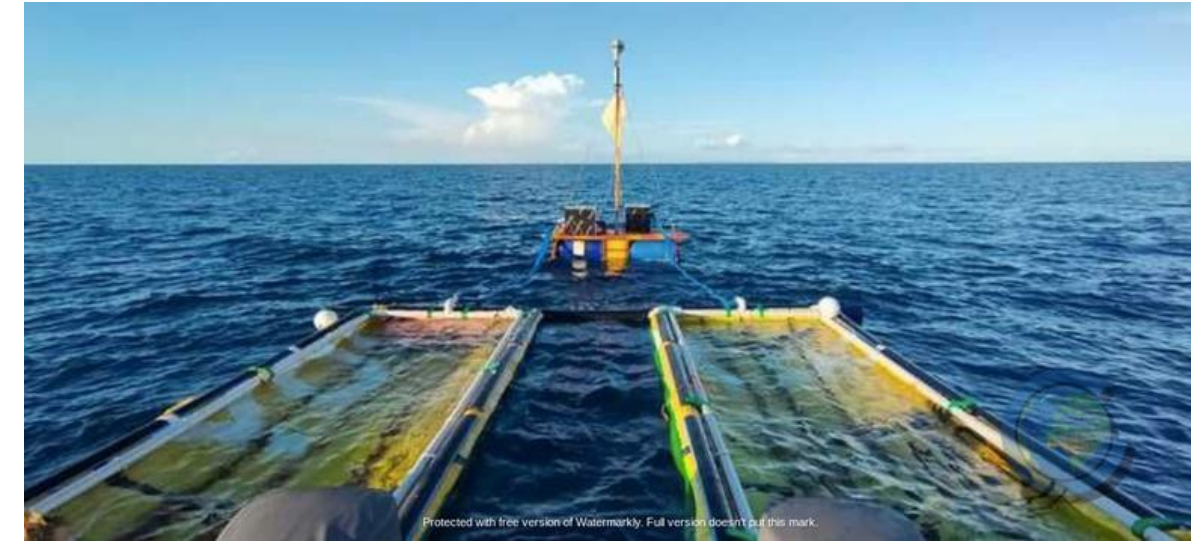


...AND THE WILDLIFE



But we don't stop there

We also address the issues our oceans are facing, such as ocean acidification, rising sea temperatures and marine biodiversity loss, through kelp forest regeneration in the Philippines and off the coast of Australia.



And by planting mangroves

Mangroves are one of the world's principal stores of 'blue carbon'. They can absorb up to ten times more carbon per hectare compared to land-based forests and are vital to the health of coastal ecosystems



***Uniting schools
across the UK***

***A day to connect with
each other and the
importance of our
natural world.***

***Free resources -
made by teachers
for teachers***

***73% of children suffer
from climate anxiety***

***Empowering them to
make a difference.***

***A tree planted for
every child***





STUDENTS AND SCHOOLS AROUND THE WORLD ARE UNITING ON JUST ONE TREE DAY

*"Out of all the whole school
activities launched over my
19 years working at this school,
this event had the most impact"*
Bishop Hatfield School, Herts



Plants, trees and animals adjust throughout the year according to the season and the temperature. Many parts of the world have four seasons in the year.

Can you name each of the four seasons?



Trees in particular change quite significantly from season to season: growing leaves in spring to absorb sunlight for photosynthesis and then losing those leaves in time for winter when the sun isn't so present in the sky.



JUST ONE TREE

TREES PROVIDE AN IMPORTANT SOURCE OF FOOD FOR THOUSANDS OF SPECIES ACROSS THE PLANET

Nuts are an energy rich food source for mammals



Some insects feed on pollen such as bees and butterflies



Many trees produce fruit which can be eaten by all kinds of animals



Berries provide sugar and nutrients for birds and insects



The sap of a tree is also a good food source for bats, squirrels and birds



DID YOU KNOW THAT TREES HELP TO FEED THE WORLD IN OTHER WAYS?

- Helping trees to grow can boost the entire ecosystem.
- A healthy ecosystem will have more plants, animals and insects living in it.
- A healthy ecosystem means more food for humans.
- A healthy ecosystem will ensure that more food is produced through growing crops and grazing animals as long as you protect those ecosystems.
- Communities can either consume what they harvest or trade it for other things that they need.



THE UNITED NATIONS SUSTAINABLE DEVELOPMENT GOALS

The UN has 17 Sustainable Development Goals that it is working towards. This lesson addresses the following Sustainable Development Goals:

TARGET GOALS:



REFERENCE GOALS:





UNITED NATIONS DECADE ON
**ECOSYSTEM
RESTORATION**
2021-2030



**5 MILLION TREES
PLANTED**



**48,500 DAYS OF
RURAL EMPLOYMENT**



**1200 SCHOOLS
AND BUSINESSES**



**240,000
CHILDREN**





Together let's plant a future for our children

Contact: sue@justonetree.life

www.justonetree.life

Tel: +44 7950 271 114

© 2025 JUST ONE Tree





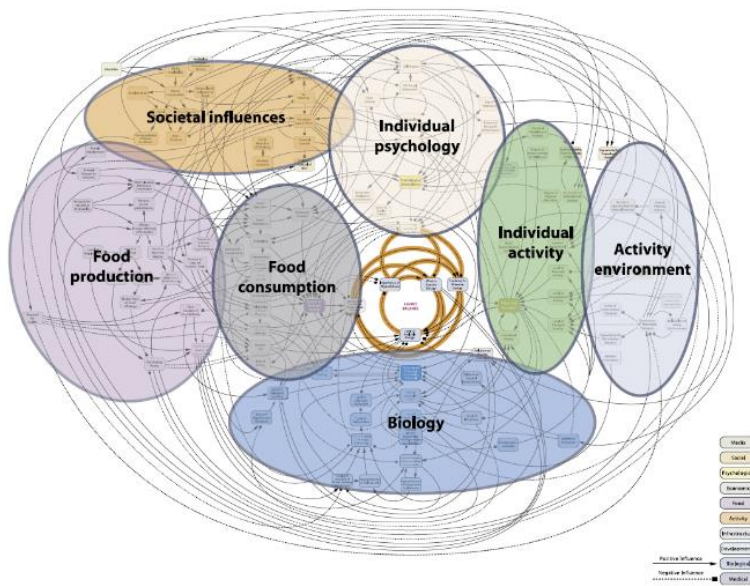
School Food Standards Programme

Michelle Leon Start & Grow Well, Health Improvement Officer, Public Health team

Stuart Gates, School Governor, East Barnet School

Supporting healthy weight in children & young people

A Whole Systems/Settings Approach



Applying a whole systems approach within a setting

Why is School Food important?

Schools have a unique opportunity to support the adoption of healthy eating practices

Provide nutritious food for children, especially for those experiencing food insecurity/cost of living



Protect a healthy weight

Improves educational attainment

Linked with good mental well-being.

Cost-benefit/economic return

The Barnet Public Health-led programme aims to....

Support local state schools to improve school food provision & the school food environment. This adds to efforts of building a healthy weight culture within Barnet schools as part of a whole systems approach. The work feeds into the Barnet Food Plan & CYP Healthy Weight Management Action Plan.

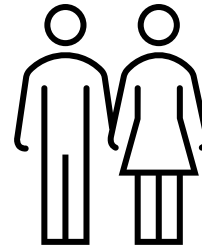
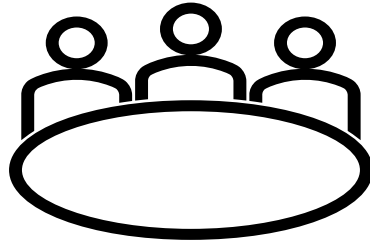
*We are currently in the process of finalising the **School Food Support Plan** which will summarise and clarify local insight into school food and list objectives that we will track using a collaborative action plan.*

Progress highlights

- Bringing school food stakeholders together



School Food Support
Steering Group



School Governors Training

Developing universal School Governors Training was highlighted in the [School Food Audit \(2023\)](#) recommendations.

The training will be:

- Pre-recorded
- Free and accessible on the Barnet Council WWC website.
- Bitesize

The training is scheduled to be available to all Barnet schools by the Summer term.

School Governors Training

The training will serve to help School Governors understand:

- The benefits that governor involvement with school food brings.
- School Governors statutory responsibilities relating to compliance with school meals.
- The importance of school food and creating a good school food culture.

East Barnet School (EBS)

- ▶ An Academy Trust – located on the east side of the Borough.
- ▶ New school building opened in 2011.
- ▶ 1400 students aged 11-18 years old.
- ▶ 20% of students are Pupil Premium.
- ▶ On average 1000 meals served a day for Years 7-11.
- ▶ Additional Sixth Form Café area – different offer, fresh coffee.
- ▶ Own catering team – Manager plus seven and then support at mealtimes, taking monies, supervision.
- ▶ Cashless and all funds added to students' ParentPay accounts.
- ▶ Main meal price £2.90, free water available.
- ▶ Eating area is not a designated space – but clean and bright.
- ▶ Received the HSL Bronze Award in 2024



SG Background

- ▶ I have been a Community Governor for 7 years
- ▶ Chair the People Committee and sit on other committees including Resources and Audit committees
- ▶ SEND/AEN Link Governor
- ▶ I have a background and interest in the food , catering , retail and mentoring arenas
- ▶ I sit on the Barnet – Improving School Food Standards Committee as a governor representative

Governor Involvement at EBS

- ▶ Food /Catering was historically reviewed at the monthly Resources meeting and focus more towards finance
- ▶ Last 7 years looked to encourage more students to eat school meals by making food more relevant and interesting and expanding offer at breaktimes
- ▶ School did not have a specific Food Policy but followed DFE guidelines but now has a written policy
- ▶ Food now part of People Committee agenda and getting more discussion time as a topic, wellbeing, learning etc

Governor involvement - continued

- ▶ Decide if School will have a Link Governor or assign Catering/Food to a committee , this is the methodology at EBS
- ▶ or appoint somebody who is a defacto Governor that keeps committees and FGB updated, point of contact
- ▶ This person to keep a watching brief, link with say Barnet and other organisations involved
- ▶ Following up and encouraging change and development
- ▶ Overseeing that all policies are in place and that parents/families are kept informed , school website etc

Next Steps

Develop and promote the training:

- Circulate the link to the training once available.
- Possible follow-up at future BELS meeting.

Contact details

- Stuart Gates, Governor East Barnet School:
sgates@eastbarnetschool.com
- If you are interested in signing up for Healthy Schools London please email:
tania.barney@healtheducationpartnership.com
- For more information on the School Food Standards Programme contact: Michelle.leon@barnet.gov.uk

Education Landscape in Barnet

School Partnerships– Federations and MATS

February 2025

Neil Marlow – Chief Executive and Director of Education
and Learning (BELS)

Schools in Barnet

Primary - 90 schools:

- 37 are community schools
- 1 is a foundation schools
- 13 are Church of England Voluntary Aided schools
- 10 are Catholic Voluntary Aided schools
- 11 are Jewish Voluntary Aided schools
- 18 are academies (4 stand alone; 14 in a MAT)

Secondary – 26 schools

- 1 is a community school
- 3 are Catholic Voluntary Aided schools
- 2 are Jewish Voluntary Aided schools
- 19 are academies (11 stand alone; 8 in a MAT)
- 1 is a Sixth Form School

All-Through – 3 schools

- 1 is Church of England Voluntary Aided school
- 2 are academies (both in a MAT)

Nursery – 4 schools

- 4 community schools

Special – 7 schools

- 3 community schools
- 4 are academies (2 stand alone, 2 in a MAT)

Pupil Referral Units

2 schools (both community schools)

Independent Schools

36 schools
(17 are Jewish Independent Schools)

Federations in Barnet

Primary / Nursery

- **GoldStar Federation** - Goldbeaters and The Orion.
- **CHCP Federation** - Brunswick Park and Church Hill. Exec HT also supporting Squires Lane Federation
- **Squires Lane Federation** - Manorside and Tudor
- **The Flourishing Schools Federation** – Northside Primary and Queenswell Infants and Juniors
- **Moss Hall Federation** - Infants and Juniors
- **BEYA Federation** - St. Margaret's, Brookhill and Hampden Way Nursery Schools
- **Menorah Primary Schools Federation** – separate boys and girls schools
- Annunciation Infant and Junior
- Garden Suburb Infant and Junior

Secondary

None – although SMSJ and Wren Academy currently have an Exec HT arrangement

PRU

- Pavilion and Northgate Federation

Special Schools

None

Multi Academy Trusts (MATs) in Barnet - Primary

The Elliot Foundation (TEFAT)

- Childs Hill Primary
- Claremont Primary
- The Hyde Primary
- Parkfield Primary
- plus 32 other primary schools in London (6), West Midlands and East Anglia

REACH 2

- Summerside Primary
- plus 59 other primary schools across England

Jewish Community Academy Trust (JCAT)

- Rimon
- Sacks Morasha
- Hertsmere Jewish Primary (Hertfordshire)
- Wolfson Hillel Jewish Primary (Enfield)

Bellevue Place Education Trust (BPET)

- Watling Park Primary
- Dollis Primary
- plus 10 other primary schools in and around London and Berkshire

London Diocesan Board for Schools (LDBS) Trust

- Millbrook Park (Primary)
- plus 9 other primary schools in London

MATS in Barnet – Secondary (inc Post 16)

United Learning Academies Trust

- The Totteridge Academy
- plus 89 schools across the UK (both primary and secondary)

Cardinal Hume Academies Trust

- Bishop Douglass Catholic
- Plus 2 other Catholic Secondary Schools in London

Frontier Learning Trust

- Woodhouse College
- Imperial College London Mathematics School

Middlesex Academy Trust

- The Compton (Secondary)
- Southgate (Secondary in Enfield)
- Stopsley High School (Secondary in Luton)

Ark Academy Trust

- Ark Pioneer (Secondary)
- 38 other schools nationally (both primary and secondary)

Hasmonean Academy Trust

- Hasmonean High School for boys (Secondary)
- Hasmonean High School for Girls (Secondary)

Russell Education Academies Trust

- St Andrew the Apostle
- Plus 4 other Secondary Schools in South of England

MATS in Barnet – Mixed

Wren Academies Trust

- Wren Finchley (All-through)
- Wren Enfield (Secondary)
- SMSJ (All-through) consulting on joining the Trust

AIM Academy Trust

- London Academy (Secondary)
- AIM North London (Secondary in Enfield)
- Deansbrook Juniors

Ashmole Academy Trust

- Ashmole (Secondary)
- Ashmole Primary
- Osidge Primary

Oak Lodge Academy Trust

- Oak Lodge Special School (Secondary)
- Windmill Special School (All-through)
- Oakbridge Special (Post 16)

Saracens Academy Trust

- Saracens High (Secondary)
- Saracens Bell Lane (Primary)
- Saracens Primary (potentially opening Sept '26)

Stand Alone Academies in Barnet (SATs)

Primary

- Alma Jewish Primary
- Broadfields
- Etz Chaim Jewish Primary
- Independent Jewish Day School

Special

- Kisharon (All through)
- Oak Hill

Secondary

- Archer Academy
- Christ's College
- Copthall
- East Barnet
- Hendon
- Henrietta Barnett
- Mill Hill High
- QE Boys
- QE Girls
- Whitefield
- Woodhouse

Multi Academy Trusts nationally

How many Multi Academy Trusts are there?

There are currently:

- **1,154** Multi Academy Trusts in England that manage at least two schools:
- **58** MATs have 26 or more schools
- **205** have between 12-25 schools and
- **395** have 6-11 schools.
- **The majority of MATs – 498–** have five or fewer schools.

Source: Department for Education (2022/23)

What is a Multi Academy Trust?

A multi-academy trust is a system where several schools join together under the leadership of a single governing body.

This leadership would oversee and manage each school's finances, employees and curriculum. It can consist of members from each school or made up of an external governing body.

MATs have a hierarchical structure to govern all academy activities, ensuring consistent standards are met across all member schools.

The number of schools in MATs has grown year-on-year for some time, with rising numbers of SATs being absorbed into MATs. [Kreston data](#) states that 71% of academies were part of MATs in 2016, but DfE figures now show that this proportion is now 87%.

So, why are so many SATs merging with others to create larger MATs?

What are the benefits of being in a Multi Academy Trust?

- The primary benefit of being part of a MAT is the opportunity for **collaboration** between schools within the trust, as resources, expertise and knowledge can be shared between academies. A good example of this would be teachers from different schools working together on joint projects or sharing best practices and teaching strategies.
- Additionally, pooling resources across schools within the trust allows for more **financial stability**. The trust's governing body can allocate funds to areas of schools that need it most rather than having to stretch resources thinly across multiple locations in a single school.
- Another advantage of joining a MAT is it gives each school direct access to a **network of other professionals in the education sector**. Trust members can easily contact peers in their field and gather advice where needed.
- Students can also benefit from being part of a MAT by taking advantage of **opportunities and experiences** they may not have had access to as part of an individual school.
- Joining a MAT also ensures that every school within the trust follows similar standards when developing curricula, training teachers or assessing students, resulting in **more consistent educational experiences for pupils across all member schools**.

Multi Academy Trusts – benefits challenges and functions



Multi-academy trusts: benefits, challenges and functions

An investigation into multi-academy trusts: how their central vision and approaches influence day-to-day practice in schools, and to what extent they are having a positive or otherwise impact on the work of leaders and teachers in the schools we inspect.

[Multi-academy trusts: benefits, challenges and functions - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/422222/multi-academy-trusts-benefits-challenges-and-functions.pdf)

Multi Academy Trusts – benefits

- A [2019 Ofsted analysis](#) based on interviews with people who work in MATs found staff identified several positives and negatives of being part of a MAT. Advantages included:
- improved back-office support enabling leaders to spend more time on **‘instructional leadership’** rather than finance, administration and HR
 - **economies of scale** in contracts such as cleaning and catering
 - **challenge and support** offered by the MAT, leading directly to school improvement
 - **sharing data** with other schools and **moderating it together**
 - **support** from peers and MAT central staff
 - opportunities for **collaboration**, such as shared planning and examples of good practice
 - **workforce improvements** such as training, opportunities for progression, recruitment and leadership support

Multi Academy Trusts – drawbacks

Drawbacks identified by staff interviewed by Ofsted included:

- a proportion of the school's budget being paid to the MAT, with the school not being confident of receiving commensurate benefits
- centralisation and loss of decision-making power
- slower decision-making
- perceived pressure on MATs to expand and concern about how this could impact individual schools
- difficulties sharing good practice because of schools not being located close together or having different characteristics

Why have more schools not joined MATS?

Some schools and teachers have resisted becoming academies. A 2022 article by the [NEU states why it disagrees with academisation](#). In addition to its view that MATs do not improve performance, the union has set out further objections to schools joining MATs. Its arguments include:

- After joining a MAT, schools can be transferred to a different MAT without their consent. The union states that if a school joins a local chain it could be transferred to a larger, national chain.
- Schools that are part of MATs are not required to have parents on their governing board, and the MAT governing body has the power to abolish local boards, appoint and remove trustees, and change the trust's articles of association.
- Academies are more likely than other schools to employ teachers without qualified teacher status.
- Academies lose support from the local authority including SEND support, school improvement, and speech and language therapy services.
- Teachers are paid less in academies than in maintained schools, while MAT CEOs and headteachers are paid more and their pay is growing.

<https://neu.org.uk/advice/your-rights-work/academisation/neu-case-against-academisation>

Why have more schools not joined MATS?

Academies


Children's wellbeing bill to enact sweeping academies reform

Draft law would let councils open schools again, end automatic academisation of failing settings and make academies follow national teacher pay scales, says DfE

Freddie Whittaker
17 Dec 2024, 0:01
[More from this author](#)

[Twitter](#) [Facebook](#) [X](#) [LinkedIn](#) [Email](#)

[See discussion](#)



A woman with short brown hair, wearing a dark blue blazer, is speaking at a podium. The podium has a red sign that says "CHANGE BEGINS" in white capital letters. The background is a bright red wall. She is smiling and looking slightly to her right.

What is a Federation of schools?



A federation is where a number of maintained schools come together under one governing body. The schools' individual governing bodies are disbanded and a new single over-arching governing body is formed. This becomes the accountable body for all the schools and sets the strategic direction for the group. This is sometimes referred to as a “hard” federation as opposed to a “soft” one, which is in effect a collaboration; we do not use these terms as they can cause confusion. Federation is not to be confused with collaboration, which is a less formal arrangement in which the governing bodies remain separate but establish a joint committee(s) for a specific purpose. The latest figures suggest that over 1000 schools are part of a federation in England (*compared with over 10,000 academy schools*).

Why Federate?



Federation can be a very effective group structure, providing maintained schools with the opportunity to form a group - without incurring legal costs - in order to improve the education of pupils. This enables governors and school leaders to focus on forming relationships between schools first, and then joint leadership, governance and business management. This can be done while still remaining a maintained school, so the process is much more focused on relationship building and producing tangible outcomes for pupils, instead of being dominated by legal changes in charity/company status and land ownership.

Federations are often formed to fast track school improvement or to improve capacity for small schools. The three main reasons for forming federations, identified by Ofsted in its report *Leadership of more than one school*, were:

- stronger schools supporting weaker schools, often at the suggestion of the local authority
- small schools banding together to increase capacity and protect education provision
- federation across phases to strengthen education provision across the education community

Why Federate?

Federations have the following advantages:

1. Better, broader offer for pupils – both curricular & extra-curricular
2. More opportunity to employ specialist staff
3. More CPD for staff
4. Better recruitment, succession planning & retention of staff
5. Moderating and benchmarking: same systems of assessment, data and finances
6. Learning from each other
7. More capacity for innovation
8. Efficiencies – joint services
9. Stronger governance (especially with well federated structures)

These benefits result in improved outcomes for pupils.

Why Federate?



Federation also places schools in a much stronger position to subsequently convert to become a successful MAT. MATs and federations are not competing models; a federation can be a useful “stepping stone” to a MAT because:

- They are a way of giving smaller schools with limited resources the opportunity to form a MAT in stages by first forming a federation and then **creating the capacity** (e.g. in financial management) to become a MAT.
- They are also a way for schools which are anxious about formal collaboration with joint accountability to experience its benefits and **develop confidence**, whilst operating within familiar structures and the continued support of the local authority.
- There is only **one governing body** (that of the federation) which has to make the decision to academise, as opposed to having to convince half a dozen governing bodies.

Why Federate?



There are two distinct processes required to becoming a MAT –

- (1) the **winning of hearts & minds** of all the schools on coming together into one organisation and
- (2) the **legal processes**.

Federating does involve this first step, which can be time-consuming and requires very clear and careful communication. However, because forming a MAT also requires the second step it means that both sets of arguments and all messages have to be communicated at the same time. It is a **simpler process** to form a federation first than attempt a MAT in one fell swoop.

Why Federate?



<https://www.nga.org.uk/knowledge-centre/federations-guide-for-governing-boards/>

School structures

Federations: a guide for governing boards

How federations work, why schools federate and how the process works.



Guidance

23/12/2024

Federations – drawbacks

- centralisation and loss of decision-making power at individual school level
- potential slower decision-making
- difficulties sharing good practice because of schools not being located close together or having different characteristics
- Parents (and staff) unhappy about staff being “shared” across the federation, particularly senior staff
- Schools worried they will lose their individual ethos and character

Barnet Local Authority view....

- Do what is right for your school. There is no “Barnet way”
- Barnet is not going to force you down any route. Nor are the DfE currently.
- Do your research first, get advice, meet with other schools who have joined MATs or federated, meet with MATs.
- Don't rush the process. Ensure everyone feels well consulted.
- As long as you are running a successful school, are delivering a strong provision and are financially sustainable, Barnet/BELS don't mind what governance structure you have in place.
- We are here to support you. We can give you our views but it is your decision.



Ofsted and DfE Update

February 2025

Ofsted Report Cards Consultation

**Ofsted are changing the way they do inspections
and how they report standards.**

The consultation for these changes has OPENED.

Consultation Period: 3 February to 28 April 2025.

HAVE YOUR SAY!

<https://www.gov.uk/government/news/ofsted-sets-out-proposals-for-fairer-education-inspections-and-new-more-detailed-report-cards>

Important for you to gather views from leaders and staff in school BEFORE responding.

The old style of inspection is OUT

- ▶ No overall effectiveness grade
- ▶ No ungraded inspections – all schools will have a full inspection
- ▶ No subject deep dives

A move to Report Cards

Changes to be put in place from
November 2025 but this could
change.

Reports cards will contain information across key focus areas

For Schools

Leadership and governance
Curriculum
Developing teaching
Achievement
Behaviour and attitudes
Attendance
Personal development and well-being
Inclusion
Safeguarding (assessed as met or not met)
Early years in schools
Sixth form in school

Increasing focus on support for disadvantaged and vulnerable children and learners, including those with SEND.

Early Years Providers

Leadership and Governance
Achievement
Curriculum
Teaching
Behaviour, attitudes and establishing routine
Children's welfare and well-being
Inclusion
Safeguarding

A colour-coded 5-point grading scale for each area



Accompanied by short summaries of inspectors' findings under each heading

Will also include more contextual data in inspections and reports, such as learner characteristics, performance outcomes, absence and attendance figures, and local area demographics

Schools Causing Concern

- ▶ School can still be placed into two categories of concern – ‘needing significant improvement’ and ‘serious weaknesses.’
- ▶ These schools will receive monitoring visits to check on progress.
- ▶ Include more contextual data in inspections and reports, such as learner characteristics, performance outcomes, absence and attendance figures, and local area demographics

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.

Governors can book a consultant to review their approach to SEND and disabilities via BPSI.