

**SPRING 2020**

**CONTENTS**

1. School Funding (Primary and Secondary schools) - p2
2. Early Years Funding - p3
3. Local Area SEND Inspection – p4
4. SEND Strategy Consultation – p5
5. Looked After Children Transition Hub - p6-7
6. Ofsted Consultation – p8
7. Barnet Local Plan Consultation – p9
8. Capita People Solutions Update – p10
9. Governor Services: Updated Affordable Offer – p11
10. Governance Self-Evaluation Audit Enhanced Feedback Session – p12
11. Policy Schedule – p13

***DEVELOPING THE  
EFFECTIVENESS OF  
YOUR GOVERNING  
BODY***

## School Funding Update (Primary and Secondary Schools)

### Summary

The DfE announced the allocation of the Dedicated Schools Grant to local authorities on 19<sup>th</sup> December 2019. Colleagues in the school funding team have been processing the numbers since then in order to generate indicative allocations to primary and secondary schools through the school funding formula.

The enclosure (Appendix 1: Indicative School Budget Allocations) provides details of allocations to individual schools, including comparative figures on budgets for 2019-20 and indicative budgets for 2020-21. It also shows the school rolls with the 20/21 figures updated from the October census.

All primary and secondary schools will receive a minimum increase of 1.84% per pupil through the pupil-led element of the schools funding formula, which is the maximum Minimum Funding Guarantee allowed by the DfE. Schools that benefit from the national funding formula may get higher increases, as there is no cap on gains this year.

Note that the teachers' pay grant and teachers' pension employer contributions grant will both continue to be paid separately from the National Funding Formula in 2020/21.

The Appendix also shows the adjustments to budgets of maintained schools in respect of dedelegation and the cost of services formerly funded from the Education Services Grant. The overall amount being charged to schools has reduced by £300,000, so all maintained schools will be charged less than last year.

Most schools will receive more funding overall. The exceptions are schools with falling rolls. This factor means that most secondaries will receive more in real and actual terms whilst a number of primaries will receive less in total due to a reduction in pupil numbers.

If you would like further information or explanation, please contact [SchoolFunding@Barnet.gov.uk](mailto:SchoolFunding@Barnet.gov.uk).

Please note that the figures in the Appendix are indicative. Final figures should not be significantly different but the figures will be updated in February with any additional information we receive by then.

### Governors' Role

To note the above information.

### For information

All Governors

### Contact

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### Summary

From 1<sup>st</sup> April, schools and academies will record all their nursery children on the Synergy system and will be paid monthly by the Early Years funding team. Those of you that have 2 year olds will already be using this system and schools that have children accessing the 30 hour offer will also be familiar with the portal.

Information about these changes will be sent to schools over the next few weeks. Workshops will be delivered in Early March and regular communications will be sent to all Head teachers and school offices to keep you up to date with the changes.

### Governors' Role

To note the above information.

### For information

All Governors

### Contact

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**Summary**

In the very near future, Barnet is due an inspection under the Local Area Special Educational Needs and Disabilities Inspection Framework. This inspection is conducted jointly by Ofsted and the Care Quality Commission (CQC). During the inspection, Inspectors will review how we meet our responsibilities to children and young people (from birth to age 25) who have special educational needs and/or disabilities. The Inspection covers the three areas of Education, Health and Social Care.

Inspectors will be looking for evidence of:

- The effectiveness of the local area in identifying children and young people who have special educational needs and/or disabilities
- The effectiveness of the local area in assessing and meeting the needs of children and young people who have special educational needs and/or disabilities
- The effectiveness of the local area in improving outcomes for children and young people who have special educational needs and/or disabilities

Several crucial aspects will inform the Inspectors' evaluations:

- The leadership for SEND across Health, Education and Social care
- The effectiveness of joint commissioning
- The local arrangements, including the local offer and how well leaders understand and are responsive to local area needs
- How the local area uses the intelligence gathered from evaluation of its effectiveness to plan for and lead future improvement

The Inspection will take place over a week, during which time the Inspectors will:

- Meet managers and leaders from the area's Education, Health and Social care services
- Attend focus groups made up of professionals from Education, Health and Social Care, and parent representative. The focus groups will be held in Council offices
- Visit early years settings, schools, further education providers and specialist services (Inspectors will decide which schools/settings they wish to visit)
- Spend time speaking to children, young people and their parents or carers during visits to settings (and also via meetings arranged other ways)
- Look at a small selection of children's case files – likely to be of children who are in settings the inspectors have selected to visit.

Although not a graded inspection, the Inspection report is published on the Ofsted website, and those areas who cannot sufficiently demonstrate their effectiveness, and/or where there are significant concerns about the area meeting their statutory responsibilities will receive a Written Statement of Action and asked to produce an Improvement plan. Another visit from Ofsted assesses the progress against the Improvement plan.

**Governors' Role**

To note the above information.

**For information**

All Governors

**Contact**

**Helen Phelan, Assistant Director, SEND and Inclusion**  
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**Summary**

We are undertaking a review of Barnet's Special Educational Needs and Disabilities (SEND) Strategy (2017 – 2020) to make sure that it reflects the current needs in Barnet, and provides a framework for all partners supporting children and young people with SEND to work to over the next few years. The strategy is for everyone involved with SEND, including parent carers, children and young people, headteachers, governors, school and setting staff, health and social care professionals and the voluntary sector. The strategy will set out our vision, principles and strategic priorities that aim to achieve the best possible outcomes for children and young people aged 0-25 years with SEND. An initial consultation on what is working well and areas for improvement is taking place in January and February, which will be followed by a consultation of the Draft SEND Strategy, and sign off in April 2020.

**Governors' Role**

To note the information above and undertake training.

**For action by** All Governors

**Contact**

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## Looked After Children Transition Hub

### Summary

### Governors' Role

#### Background

In October 2019, the Barnet Virtual School, in collaboration with Richmond, Kingston, Windsor and Maidenhead Virtual School (delivered by Achieving for Children) and St Mary's University were awarded a £765,000 research grant, for eighteen months, by the Youth Endowment Foundation (YEF) for a feasibility study to implement a Transition Hub for children in care aged 11 to 14. The YEF was established in 2019 with a £200 million endowment from the Home Office. In October 2019 the YEF announced that 22 projects across England and Wales would share in £16.2m to help prevent youth offending by intervening early to stop children getting involved in crime. **The Transition Hub is one of the 22 projects.**

#### What is the purpose of the Transition Hub?

When a young person first enters care they may experience several different transitions - a new family, a different neighbourhood, changing schools, losing contact with old friends, being separated from one or more siblings and with limited or no contact with biological parents. **The purpose of the Transition Hub is to support children, carers and schools with these many changes. The intended outcome of the project will be to ensure more stable care and school placements for children in care aged 11-14.**

#### What happens in the Transition Hub?

The Transition Hub offers an evidence informed, personalised and time-bound programme to support the child, their carer and the receiving school during the early phases of transition. The Transition Hub offers a wrap-a-round provision from 09.00 to 18.00 in term time and 11.00 to 16.00 in the holidays, 48 weeks of the year. The provision offers:

1. A six week programme in the Hub, followed by weekly and monthly visits based on four stages of transition;
2. A Learning Mentor who provides relational stability across the four transition stages;
3. A detailed assessment and tailored programme to allow for more targeted and effective provision and
4. A programme of tailored support and training that recognises the interconnectedness of child, family, school and community factors in supporting better outcomes for children in care by offering training and support to carers and schools.

#### Who are the children (aged 11 to 14) eligible to attend the Transition Hub?

- (I) Children going into care for first time;
- (II) Children who have experienced a school placement change;
- (III) Children who have experienced a care placement change (if required) and
- (IV) Unaccompanied Asylum Seeking Children (UASC).

#### How do foster carers benefit from Transition Hub provision?

The carers of the children who participate in the programme receive support over the duration of the project with the transition of the child in their care. Support will be offered: on a one to one basis as part of their child's transition programme; through

informal workshops with other carers and invitations to attend formal training offered to professionals by Hub staff. The Hub also provides workshops to carers of younger children aged 9-11 on subjects such as preparing for adolescence. This is an early intervention element of the Hub's programme in contributing to more stable placements in care.

### **How do schools benefit from Transition Hub provision?**

The staff in the Transition Hub collaborate with the Designated Teacher and the form tutor of every child who participates in the programme, with support that takes into account the school's context and how that might be adapted or strengthened to ensure success for the child and the school.

### **Where is the Transition Hub based and when will it begin?**

The Transition Hub is located at Whitefield Secondary School with the students also making use of other enrichment activities locally including UNITAS Youth Zone in Burnt Oak. Staff are currently being recruited for the Hub and the expected opening date is 27<sup>th</sup> January 2020.

### **Who can I contact to find out more about the work of the Transition Hub?**

For more information about the Transition Hub please contact Neil Marlow, Assistant Director and Head of School Improvement in Education and Skills (Cambridge Education) [neil.marlow@barnet.gov.uk](mailto:neil.marlow@barnet.gov.uk)

#### **For information**

All Governors

#### **Contact**

**Neil Marlow, Assistant Director – Traded Services and Head of School Improvement**  
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**Summary**

Ofsted are seeking views on the removal of the exemption for outstanding schools, colleges and other organisations delivering publicly-funded education and training. Some schools, colleges and other organisations delivering publicly-funded education and training, that were rated outstanding by Ofsted at their last inspection, are legally exempt from further routine Ofsted inspection. This consultation seeks views on the removal of the exemption. The consultation is open until 24<sup>th</sup> February 2020. Governors are encouraged to respond to this consultation giving their views. Follow the link <https://consult.education.gov.uk/inspection-and-accountability-division/removal-of-the-outstanding-exemption/>

**Proposals:**

Subject to the outcome of this consultation and subsequent parliamentary approval, Ofsted intend to remove the legal exemption from routine inspection for outstanding schools, and for outstanding colleges and other organisations delivering publicly-funded education and training, so that they are again inspected in a regular inspection window by Ofsted. The change, which they intend to take effect from September 2020, will also apply to outstanding organisations delivering publicly-funded education and training that have been exempted from routine inspection as a matter of Ofsted policy.

Once the exemption is lifted it is proposed that Ofsted will aim to conduct the first inspection of all schools, colleges and other organisations delivering publicly-funded education and training that were exempt prior to that point within five academic years. Within this period, it is proposed that Ofsted will prioritise schools, colleges and other organisations delivering publicly-funded education and training that have gone the longest since their last inspection, starting with those that have not been inspected for a decade or longer. It will also aim to organise scheduling so that, as far as possible, schools, colleges and other organisations that were last inspected since September 2015 are inspected again within five or six years of their previous inspection. Once this transitional cycle is over, they anticipate that outstanding schools, colleges and other organisations will routinely receive a section 8 inspection (in the case of schools) or a short inspection (in the case of colleges or other organisations), every four or five years.

It is also proposed that the type of inspection received should take account of the timing of the previous Ofsted inspection, with those judged outstanding within the last five years (i.e. from September 2015 onwards) normally receiving an initial section 8 / short inspection, and those whose previous inspection was longer than five years ago receiving an initial section 5 / full inspection. The outcome of the initial inspection will determine the inspection arrangements for the next inspection.

**Governors' Role**

To respond to the consultation.

**For information**

All Governors

**Contact**

**Neil Marlow, Assistant Director – Traded Services and Head of School Improvement**  
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## Barnet Local Plan Consultation

### Summary

The Local Plan is one of the most important documents that must be produced for the Borough. This document sets out a planning framework of 51 policies and 67 site proposals.

These will help shape the future of Barnet over the next 15 years, balancing a need to respond to a changing population - with new homes (46,000) and new jobs (27,000) as well as securing the community infrastructure such as schools to help support this growth – while also maintaining the qualities that attract people to live in Barnet. It will involve at least two periods of public consultation and an examination by an Inspector appointed by the Secretary of State.

This process is expected to take at least two years with adoption of the new Local Plan not expected until late 2021. Consultation starts on January 27<sup>th</sup> and lasts until March 16<sup>th</sup>. Documents will be available on Engage Barnet.

### Governors' Role

To note the information above and undertake training.

### For action by

All Governors

### Contact

**Rita Brar, Principal Planner**  
**Regional Enterprise**  
**Strategic Planning and Regeneration**  
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## Capita People Solutions Update

### Summary

I would like to welcome **Clare Alan-Waller** to Capita People Solutions. Clare joined us at the beginning of September as our new HR & Payroll Services Director for Education. Clare has extensive experience working in the Education Sector as a HR & Payroll Professional. Clare is dynamic, client focused and is passionate about creating a service which gives her customers a positive experience. Clare has extensive experience in digital transformation and is keen to work with our Education Clients to develop a service which is cost effective and high performing.

Clare is keen to hear your feedback so please do not hesitate to contact her [Clare.Alan-Waller@capita.com](mailto:Clare.Alan-Waller@capita.com)

### Governors' Role

To note the above information.

### For information

All Governors

### Contact

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## Governor Services: Updated Affordable Offer

### Summary

We have reviewed the Governor Services offer from April 2020. We will be offering a single Governor Support Programme which includes training and advice. This reviewed offer will include the re/introduction of governor training courses according to demand and forthcoming changes. These include courses which focus on New and Aspiring Chairs, Performance Data, the Role of the Committee Chair, Financial Management, Website Compliance, Relationship, Sex and Health Education (RSHE), and Ensuring the Wellbeing of the Headteacher/Staff. This is in addition to our regular highly-regarded courses, such as the Induction for New Governors, and the various forums for governors based on designated areas of responsibility (eg: SEND, Child Protection and Safeguarding, Pupil Premium, Chairmanship, Ofsted). We are ensuring that the training package is as comprehensive as ever.

We also know the importance of quality governance advice for you and your clerk on both constitutional and procedural issues. The advice service will include: new termly 'breaking news' briefings, annual governance reviews with enhanced feedback sessions, termly agenda guidance, support with reconstitution, federation, and instrument of government documentation, support with elections, additional support with LA Governor appointments, support with recruitment of co-opted governors, and termly clerks briefings.

We will also be re-introducing our discounted rate for NGA membership and will continue to offer the reduced rate for online training via Modern Governor.

Given the budget pressures on schools we aim to offer the service at a much lower rate than before, at £1200pa. Compared to previous prices, this is extremely good value for money thanks to efficiency savings we've managed to make at a time of budget pressures on the LA and Barnet schools alike.

#### **Note regarding the Governor Training Programme link:**

The training programme can be found at: [www.barnetce.org.uk](http://www.barnetce.org.uk) (click on 'All Traded and other Training' and then 'Governor Services'). It's come to our attention that some governors have been using old links which do not list current courses. Please enter use this link.

**Governors' Role** To note the above information.

**For action by** All Governors

**Contact** **George Peradigou, Governor Services and Advice Officer**  
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## Governance Self-Evaluation Audit

### Summary

Many Governing Boards have submitted their annual Governance Self-Evaluation Audits. This was included in the previous version of this report and will continue to feature in future autumn term reports. The tool is used to help drive improvement in the quality and impact of governance.

This term, Governor Services has arranged an enhanced feedback and knowledge sharing session to review audits collectively. This session takes place at **7pm, Monday 9 March at Foulds School** and will be ran by Bronwen Tumani, National Leader of Governance. More information and registration details are available, along with all Governor Training courses, via <https://www.barnetce.org.uk> (click on 'All traded and other training').

While brief written feedback is offered, we strongly recommend that governing boards who have completed audits be represented at the above session.

### Governors' Role

To note the above information.

### For action by

All Governors

### Contact

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**Tel: 0208 359 7625**  
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**Summary**

The Department for Education (DfE) recently released a new statutory policy schedule which provides guidance for policy management for both maintained schools and academy trusts.

The table below outlines for local-authority-maintained schools and academies, the policy, who it applies to, the review period, and approval level (not all policies need to be signed off by the full governing board).

Where the review period is not noted, it is strongly advised that schools review the policy annually. Where there's a change in the law or circumstances, policies should be revised accordingly.

Governing Bodies are advised to maintain a policy schedule (for all policies both statutory and non-statutory) which contains clear policy review dates. This should be monitored termly to ensure policies are reviewed and updated in a timely fashion.

**Governors' Role**

To note the above information.

**For action by**

All Governors

**Contact**

**George Peradigou, Governor Services and Advice Officer**  
**School Improvement, Education and Skills**  
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### DfE Statutory Policy Schedule for Maintained Schools and Academy Trusts

Policy	LA maintained schools	Academies	Review cycle	Approval level
Admission arrangements	Yes	Yes	Annually	Governing body, local authority, academy trust
Charging and remissions	Yes	Yes	Recommended annually	Governing body, individual governor or headteacher
Data protection	Yes	Yes	Every 2 years	Governing body
Protection of biometric information of children in schools and colleges	Yes	Yes	Recommended annually	Governing body
Register of pupils' admission to school and attendance	Yes	Yes	Live document	Governing body, individual governor or headteacher
School information published on a website	Yes	Yes	Live document	Governing body, individual governor or headteacher
School complaints	Yes	No	Recommended annually	Governing body, individual governor or headteacher
Capability of staff	Yes	Yes	Recommended annually	Governing body or an individual governor
Newly qualified teachers (NQTs)	Yes	Yes	Recommended annually	Governing body
Staff discipline, conduct and grievance (procedures for addressing)	Yes	Yes	Recommended annually	For local-authority-maintained schools: governing body. For academies: governing body, individual governor or headteacher
Single central record of recruitment and vetting checks	Yes	Yes	Live document	Governing body, individual governor or headteacher
Statement of procedures for dealing with allegations of abuse against staff	Yes	Yes	Recommended annually	Governing body
Teachers' pay	Yes	No	Annually	Governing body or local authorities
Accessibility plan	Yes	Yes	Every 3 years	Governing body
Child protection policy and procedures	Yes	Yes	Annually	Governing body or proprietor

Children with health needs who cannot attend school	Yes	Yes	Recommended annually	Governing body
Designated teacher for looked-after and previously looked-after children	Yes	No	Recommended annually	Governing body
Early years foundation stage (EYFS)	Yes	Yes	Varies	Governing body can delegate
Special educational needs and disability	Yes	Yes	Annually	Governing body or proprietor
Supporting pupils with medical conditions	Yes	Yes	Recommended annually	Governing body
Sex and relationships education	Yes	No	Recommended annually	Governing body, individual governor or headteacher
Behaviour in schools	Yes	Yes	Recommended annually	Headteacher can delegate
Behaviour principles written statement	Yes	No	Recommended annually	Governing body
School exclusion	Yes	Yes	Recommended annually	Governing body, individual governor or headteacher
Health and safety	Yes	Yes	Annually	Employer
First aid in schools	Yes	Yes	Recommended annually	Employer
Premises management documents	Yes	Yes	Recommended annually	Governing body, individual governor or headteacher
Equality information and objectives (public sector equality duty) statement for publication	Yes	Yes	Every 4 years	Governing body, individual governor or headteacher
Governors' allowances (schemes for paying)	Yes	No	Recommended annually	Governing body, individual governor or headteacher
Instrument of government	Yes	No	Recommended annually	Governing body
Register of business interests of headteachers and governors	Yes	Yes	Recommended annually	Governing body can delegate approval subject to the local authority scheme