

# Director's Briefing for Chairs and Vice-Chairs of School Governing Bodies 13<sup>th</sup> May 2021

Ofsted/CQC Local Area SEND Inspection

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# Ofsted & CQC Local Area SEND Inspection

- ▶ Barnet is one of 32 Local areas awaiting its Ofsted and CQC joint inspection of Special educational needs and disabilities (SEND). There are 10 London boroughs to be inspected.
- ▶ Full inspections will be resuming on 1<sup>st</sup> June, 2021. All inspections are due to take place before 31<sup>st</sup> March 2022.
- ▶ The Local Area refers to the clinical commissioning group (CCG), public health, NHS England for Specialist Services, the local authority, schools, early year's setting and further education providers.

# What is the purpose of the inspection?

The inspectors will ask three questions:

1. How effectively does the local area identify children and young people who have special educational needs and/or disabilities?
2. How effectively does the local area assess and meet the needs of the children and young people who have special educational needs and/or disabilities?
3. How effectively does the local area improve outcomes for children and young people who have special educational needs and/or disabilities?

# What is meant by ‘outcomes’?

Educational and other outcomes, including:

- ▶ A wide range of outcomes for both health and care, as well as academic achievement;
- ▶ How well the local area prepares young people for adulthood;
- ▶ Performance in meeting statutory deadlines for EHC Plans;
- ▶ How efficiently needs are identified for children and young people aged 0 – 25 years and, including vulnerable groups.

# What will happen during the inspection?

- ▶ The Inspectors will be on site in Barnet for a week.
- ▶ Inspectors will visit providers, such as nurseries, schools, colleges and specialist services in Health. Inspectors will meet with parent carers, and hold a webinar for parent carers early in the week.
- ▶ They will also be meeting with children and young people with SEND, and holding a wide range of focus groups with professionals across social care, education and health.

# What happens after the Inspection?

- ▶ The final report will be published on Ofsted's and CQC's websites within 33 working days.
- ▶ This will provide a summary of the findings, including strengths and areas requiring further development.
- ▶ A Written Statement of Action (WSOA) may be required by the local authority where Inspectors judge that there is a failure of the local area to meet its duties under the Children and Families Act 2014.

# Key areas of strength in Barnet

These include:

- ▶ The quality of our educational provision for pupils with SEND is among the best in the country, with over 96% of Barnet schools graded good or outstanding by OfSTED, including all our special schools and ARPs.
- ▶ Educational attainment for CYP at SEN Support and those with an EHCP are good. (KS2 Reading, Writing and Maths 19<sup>th</sup> for EHCPs; KS2 progress in top 25% for SEN Support and EHCPs).
- ▶ Attendance is above national and London averages for pupils with EHCPs and in the top 10% of local authorities for SEN support pupils in both primary and secondary phases.

## Key areas of strength in Barnet (cont.)

- ▶ 96% of 16- to 17-year-olds with special educational needs are in education or training, compared to the national figure of 89%.
- ▶ Over 97% of our EHC Plans are produced within the 20 week statutory timescale (National average is around 60%).
- ▶ The quality of our EHC Plans is consistently good.
- ▶ Co-production is strong in Barnet – this includes having parent carers as members of the Complex Needs Panel and parent carers are part of the auditing team.
- ▶ We have further developed our Local Offer to include a Parent Zone, a CYP Zone, and we are in the process of developing a Mental Health Zone. We have seen a significant increase in the use of the LO over the last year.

# Key lines of enquiry during the Inspection

These are likely to include:

- ▶ How children and young people with SEND and their families have been supported during the pandemic;
- ▶ How the impact of the pandemic has affected the delivery of services, particularly in relation to health;
- ▶ The significant increase in requests for EHC Needs Assessment over the last year (comparison data is not yet available);
- ▶ Based on the most recent data, we have a higher rate of EHCPs and a lower rate of CYP at SEN Support compared with the London average.

# For more information:

- ▶ [Framework for the Inspection of Local Areas](#)
- ▶ [Handbook for Inspection of Local Areas](#)

# School Organisation & Place Planning

May 2021

# 2020/21 - Overview

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The Local Authority's task for maintaining a balance in the supply and demand of school places is becoming increasingly challenging, with the Covid-19 disruption and Brexit leading to further uncertainty about future demand.

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These have compounded an already complicated set of factors that are difficult to reconcile with school place planning, such as falling birth rates, changing patterns of migration and unknown child yields from large-scale housing developments across Barnet, parental perception and the autonomy given to admission authorities to make unplanned changes to admission numbers.

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The previous unprecedented rise in primary demand between 2010 and 2016, has led to an over-supply of places and financial challenges for some Barnet primary schools.

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Barnet, along with the rest of London, has just seen an unexpected sharp fall in primary applications ; it is too early to speculate whether a higher number of late applicants, who have been distracted by the pandemic, will make up for the lost numbers

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Secondary demand has been consistent for the third consecutive year, following the sharp increase seen in 2017

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# Primary National Offer Day - 2021

For entry to Reception 2021,

- **4044** on time applications received from Barnet residents
- **-237 (-5.5%)** on time applications compared to the previous year
- **100%** on time applicants have received a statutory school offer
- **83%** on-time Barnet applicants received a **first preference offer** (0.6% lower than the previous year)
- **93.5%** on-time Barnet applicants received an offer from one of their top three choice schools (0.7% lower than the previous year)
- **91.2%** on-time Barnet applicants were offered a Barnet school place
- **348 (8.6%)** Barnet applicants were offered a school place in another borough; reciprocally, **275** applicants from other boroughs were offered a Barnet school place

# Secondary National Offer Day - 2021

- For entry to Year 7 in 2021
- **4,312** on time applications received from Barnet residents
- **+12** on-time applications compared to the previous year
- **100%** on time applicants received a statutory offer on 1 March 2021
- **70%** applicants received an offer from their first choice school (**2% lower** than the previous year)
- **89%** were offered a place at one their top three schools (4% higher than the previous year)
- **1138** children from other boroughs were offered a Barnet school place (equates to 24% of the available places)
- in comparison, **740** Barnet children were offered a school place in another borough
- on 1 March 2021, only 1% Barnet secondary school places were vacant

# Reception roll forecast – by planning area (based on GLA projections 2020 – pre-Covid)

## Planning Area 1

Colindale, West Hendon, Burnt Oak & Hendon

Academic Year	GLA Pupil Projections (May 2020)	Places available	Shortfall / surplus - places	Shortfall / surplus forms of entry
2021-22	1070	1162	92	3.07
2022-23	1078	1162	84	2.80
2023-24	1091	1162	71	2.37
2024-25	1112	1162	50	1.67
2025-26	1123	1162	39	1.30

\* Saracens Primary (2FE) – plans for additional provision under review

## Planning Area 2

Hale, Mill Hill, Edgware & Totteridge

Planning Area	GLA Pupil Projections (May 2020)	Places available	Shortfall / surplus - places	Shortfall / surplus forms of entry
2021-22	921	853	-68	-2.27
2022-23	923	853	-70	-2.33
2023-24	885	853	-32	-1.07
2024-25	889	853	-36	-1.2
2025-26	881	853	-28	-0.93

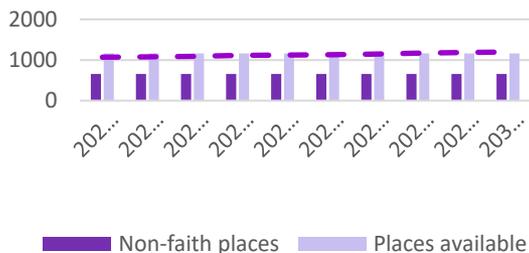
The table reflects the position of places after PAN reductions at Edgware, Dollis and Frith. The small deficit can be met through existing capacity

## Planning Area 3

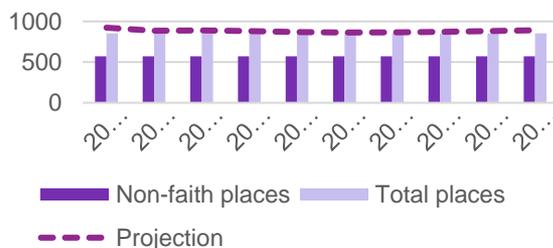
Childs Hill, Garden Suburb & Golders Green

Planning Area	GLA Pupil Projections (May 2020)	Places available	Shortfall / surplus - places	Shortfall / surplus forms of entry
2021-22	523	560	37	1.23
2022-23	535	560	25	0.83
2023-24	518	560	42	1.4
2024-25	524	560	36	1.2
2025-26	525	560	35	1.17

## Planning Area 1



## Planning Area 2



## Planning Area 3



# Reception roll forecast – by planning area

## Planning Area 4

Coppetts, West Finchley, Woodhouse, East Finchley & Finchley Church End

Planning Area	GLA Pupil Projections (May 2020)	Places available	Shortfall / surplus - places	Shortfall / surplus forms of entry
2021-22	824	900	76	2.53
2022-23	811	900	89	2.97
2023-24	768	900	132	4.4
2024-25	771	900	129	4.3
2025-26	766	900	134	4.47

## Planning Area 5

Underhill & High Barnet

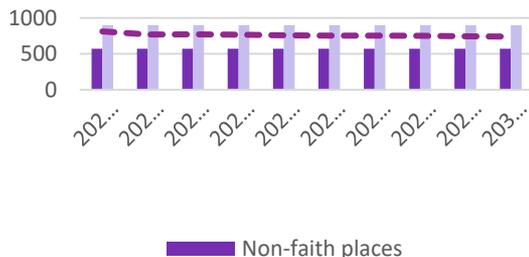
Planning Area	GLA Pupil Projections (May 2020)	Places available	Shortfall / surplus - places	Shortfall / surplus forms of entry
2021-22	351	365	14	0.47
2022-23	328	365	37	1.23
2023-24	319	365	46	1.53
2024-25	322	365	43	1.43
2025-26	318	365	47	1.57

## Planning Area 6

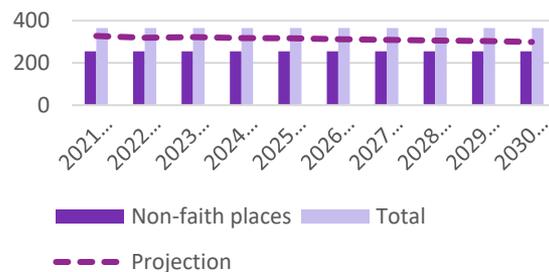
East Barnet, Brunswick Park & Oakleigh

Planning Area	GLA Pupil Projections (May 2020)	Places available	Shortfall / surplus - places	Shortfall / surplus forms of entry
2021-22	576	600	24	0.8
2022-23	554	600	46	1.53
2023-24	527	600	73	2.43
2024-25	539	600	61	2.03
2025-26	540	600	60	2

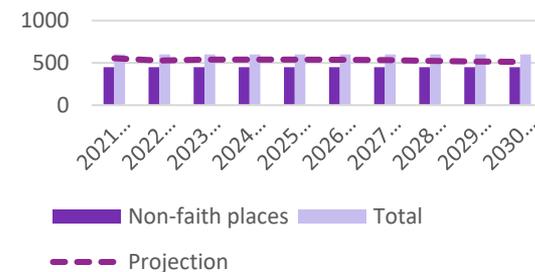
## Planning Area 4



## Planning Area 5



## Planning Area 6



# Year 7 school roll forecast (based on GLA projections 2020 – pre-Covid)

Secondary Planning Area	GLA Pupil Projections (May 2020)	Places available	Shortfall / surplus - places	Shortfall / surplus forms of entry
2021-22	4516	4778	262	8.73
2022-23	4560	4778	218	7.27
2023-24	4509	4778	269	8.97
2024-25	4347	4778	431	14.37
2025-26	4417	4778	361	12.03



\*\*Christ's College/ Copthall - 7FE capacity (PAN currently 6FE)\*\*

# SEN Places

Whilst significant investment programmes have ensured sufficient high-quality mainstream provision to meet the anticipated demand over the next decade, the focus is now on creating additional Special Educational Needs and Disability (SEND) provision, where demand has been rising and a growing shortfall anticipated.

Pupil projections indicate that over the coming years there will be additional need for places for children with SEND at both the primary and secondary phases. This arises from the need to:

- reduce the number of pupils placed in out borough provision both to Minimise costs and to improve the experience of the pupils
- accommodate the effect of the current bulge in the primary phase moving into the secondary phase
- maintain more Education, Health and Care Plans for young people between the ages of 16 and 25 as required by legislation
- respond to the increasing numbers of pupils in mainstream schools that require more specialist provision at the secondary phase.

We have recently completed a SEND Needs Analysis which gives us the projections for SEND in Barnet for the next 5 years, and we will use this to plan and develop our provision in the borough. '

# SEND Projects - Update

- Oak Lodge School's application to open a new special Academy free school, **The Windmill** for up to 90 children and young people with an autism spectrum condition (ASC) has been approved by central government and the council is working with the Department for Education to develop a site in Moxon Street High Barnet. The school is planning to open in 2022.
- Kisharon School, an independent all-through special school with a Jewish ethos, has been expanded to enable the school to accept additional students
- Coppetts Wood additional resourced provision (ARP) has been designated to cater for children with speech and language needs and has been re-commissioned to focus on the needs of children with ASC
- Queenswell Infant School's has undergone a reduction in mainstream admissions in response to falling pupil numbers. The additional capacity has been utilised for **Oakleigh School (SEND) satellite Class**
- Additional places for young people with learning difficulties (LDD) and/or disabilities have been created at Barnet and Southgate College in their LDD provision at the Southgate campus helping to meet the rise in this cohort of young people

# SEND Projects – New Projects

- Edgware Primary School has undergone a reduction in mainstream admissions in response to falling pupil numbers. The additional capacity will be used for **Oak Lodge (SEND Academy) Post16 provision - Oak Bridge**. Oak Bridge are aiming to move to Edgware for September 2021.
- Broadfields Primary School have agreed to provide an additional ARP for a **SEND classes that would have otherwise been provided at Northway**. Building work should be completed by October half –term. The pupils will be accommodated elsewhere in the school from September 2021.
- The DfE have very recently announced a further SEND grant funding stream. This grant funding will provide Barnet with just under £3million of additional capital funding, in recognition of the need to create additional SEND places.

# Key issues and developments since schools re-opened

**May 2021**



## Attendance from January to 8<sup>th</sup> March

- ❖ Overall ~12%
- ❖ Primary ~ 22%
- ❖ Secondary ~4%
- ❖ Critical Worker Children ~ 75%
- ❖ Vulnerable Children ~ 50%

**Schools have duty to provide an effective remote education provision for those not in school**

## School full-reopening – from 8<sup>th</sup> March

Control measures that were put in place, in addition to previous control measures were:

- ▶ Face Coverings for staff in all schools
- ▶ Lateral Flow Device Testing for staff in all schools (at home)
- ▶ Lateral Flow Device Testing for secondary pupils at 3-5 day intervals (the first 3 in school then at home)
- ▶ Lateral Flow Device Testing for households (at home)
- ▶ School Risk Assessments were updated.



## Back to School Guide

For parents, carers and guardians



## Return To School

### Attendance during this period compared with national

Date	Overall		Primary		Secondary		Special		Pupils with EHCP		Pupils with a social worker		FSM pupils	
	Barnet %	National %	Barnet %	National %	Barnet %	National %	Barnet %	National %	Barnet %	National %	Barnet %	National %	Barnet %	National %
25.03	95	90	95	92	95	87	82	82	89	84	88	82	91	86
22.04	95	94	96	96	94	91	89	88	87	89	88	86	93	90

School  
leaders have  
needed to  
consider

Auditing children's starting points: what is new learning and what learning has not been covered AND adapting the

How to **support children from disadvantaged backgrounds** – the gaps cannot be underestimated

How are children being encouraged back into becoming **independent learners able to work at pace?**

Ensuring ongoing and **effective transitions**

**Re-building children's resilience AND supporting parents** in looking after

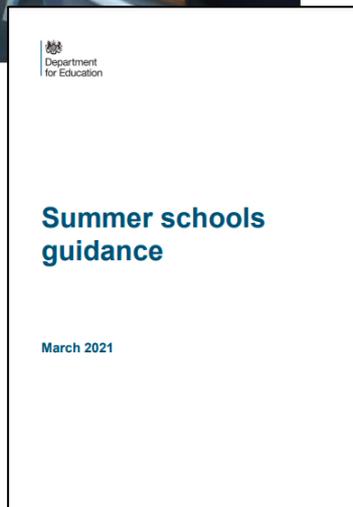
**Training staff: how to identify and fill**

gaps, how to support resilience and habits in learning and how to respond to stress and trauma.

# Schools tsar says England's £1.7bn Covid catch-up package not enough

Education recovery commissioner tells MPs children will need long-term support plan

- [Coronavirus - latest updates](#)
- [See all our coronavirus coverage](#)



Department for Education

## Guidance

# Guidance

# Holiday activities and food programme 2021

Updated 27 April 2021

Contents

Overview

Background

Who the programme is for

Aims of the programme

What's involved

Funding

Payments and reporting

Support for local authorities

Standards for holiday provision

Safeguarding

Ofsted registration

Impact of coronavirus (COVID-19)

## Overview

This document provides information for local authorities delivering the holiday activities and food programme in 2021.

On 8 November 2020, the government announced that the holiday activities and food programme will be expanded across the whole of England in 2021. The programme has provided healthy food and enriching activities to disadvantaged children since 2018.

The programme will cover the Easter, summer and Christmas holidays in 2021.

We will make up to £220 million available to local authorities to coordinate free holiday provision, including healthy food and enriching activities. The programme will be available to children in every local authority in England.

# Renaissance and Recovery Conference

11<sup>th</sup> May

**9am Floyd Woodrow** is a renowned speaker on leadership and performance coaching world-wide.

Floyd has an excellent track record of success as a Military Leader, Director, Non-Executive Director, Consultant and Negotiator. He is challenging, supportive and totally committed to developing elite teams and individuals as well as offering practical and commercial value in strategic planning and execution.

His focus on Compass for life is helping disadvantaged children realise their dreams.



**1.30pm Sir Kevan Collins**, former head of the Education Endowment Foundation (EEF), has been appointed by the Government as its Recovery Commissioner to lead a comprehensive programme of catch up aimed at young people who have lost out on learning during the pandemic. **Sir Alan Wood** served for nearly 10 years as the corporate director for Children and Young People's Services in Hackney.

**2.30 - 3.30pm Floyd Woodrow** supports discussions as you work with leaders in your school to set your North star goals for Recovery and Renaissance.

# Recovery - The 3 Ts



Department  
for Education

## T

### eachers

- Invest in teachers
- Support to teachers
- Training of teachers

“The best recovery of all is to be in front of a great teacher”

## T

### utoring

- Wave 2 learning
- Small group tuition
- 1:1 tutoring

“This needs to be led by the school”

## T

### ime

- Time to learn
- Make up for missed time in school - increase the time
- Social aspect, enrichment, sports, arts,
- Education experience

“This needs to be fully funded”

“Not interested in reducing the summer holidays”

“The approach needs to be school led, a bottom up approach”

“It will take time”

“We need to learn as we go and be open to learn and change the approach”



Package of support from BELS for  
Renaissance, Recovery and Reset  
Support to be announced shortly....

# Ofsted Update

Thursday 13<sup>th</sup> May 2021

# Summer Term 2021

- ▶ Monitoring inspections began from 4 May, under the Education Inspection Framework (EIF). These will not result in a change of grade.  
**Not expecting any in Barnet**
- ▶ Where inspectors find evidence that an inadequate school has improved, they can convert the monitoring visit to a full inspection, which would be graded. If schools judged 'requires improvement' on 2 or more consecutive occasions are found to have improved, inspectors will recommend that a full inspection is carried out before the end of the summer term. **No inadequate schools in Barnet**
- ▶ Ofsted will also inspect 'good' schools that, due to the pandemic, have not had an inspection within the statutory 5-year window. **This means schools inspected in 2015/16 year could get an inspection this term. One school already inspected in Barnet.**

# Summer Term 2021

- ▶ Other than where significant concerns are raised, Ofsted will not inspect secondary schools during the first half of the summer term, to allow them to focus on teacher-assessed grades.
- ▶ Ofsted will also inspect some 'outstanding' schools that request an inspection, prioritising those that have gone the longest without an inspection.
- ▶ Ofsted will also inspect some 'RI' schools that request an inspection.
- ▶ Ofsted will continue to prioritise emergency inspections of all schools where significant concerns are raised.
- ▶ HMI confirmed a Section 8 inspection "re-starts the 5 year clock" even if there is a recommendation of a Section 5 i.e. maybe Outstanding or not enough evidence of Good.

## Ensuring inspection safety

Leaders may request a deferral on the day of the notification.

The lead inspector will discuss in their initial call:

- the relevant COVID-19 restrictions
- how inspectors can work effectively within the protective measures in place
- the type of activities needed to gather evidence for the inspection
- what impact the restrictions have had on the school and its improvement work.



# Inspections

will follow the section 5 and section 8 inspection handbooks (as amended).



## Quality of education

We will continue to use **transitional provisions** related to curriculum 'intent', updating the wording to add a COVID-19 context.

## Behaviour and attitudes

We will take account of the COVID-19 context in **attendance** and **extra curricular activity** in personal development.

## Leadership and management

We will make amendments to clarify that schools should have maintained an **ambitious vision** during the pandemic.

## Process of inspection

We will discuss the impact of COVID-19 on the school community in the normal notification call. We may make some changes to the process, for example, allowing some aspects of the inspection to take place remotely.

- ▶ Inspections will ‘reflect the COVID-19 context that education providers are operating in and the disruption the pandemic has caused to them.’
- ▶ Ofsted ‘recognise that most schools will have been unable to implement the curriculum in the usual way during the COVID-19 pandemic. We recognise that schools were not required by the DfE to provide education to all pupils from March 2020 to July 2020 due to COVID-19, and may not have been doing so. **Throughout the inspection, inspectors will seek to understand how the school adapted and prioritised the curriculum from September 2020.**’

## AND

- ▶ ‘This will include exploring how the **school implemented its curriculum remotely. Inspectors will also look at how subject leaders and teachers have identified pupils’ learning gaps and new starting points, and how they have responded to that in their curriculum planning.**’
- ▶ Inspectors will seek to understand how school leaders **supported the school community** throughout the COVID-19 pandemic

# External Data

- Inspectors will **consider** available external data throughout the inspection. However, they will be mindful of the age of this data, especially around statutory assessment and qualifications, when making judgements.
- In 2 recent pilots in Barnet – no data was mentioned or taken into account from 2020 or even 2019
- **Inspectors will not expect or accept internal data from schools either instead of or in addition to published data.**

# Safeguarding and Attendance

- The COVID-19 pandemic increased safeguarding risks. Inspectors will pay close attention to how school leaders adapted approaches to safeguarding during the pandemic to make sure that:
  - vulnerable pupils were prioritised for face-to-face education in school
  - safeguarding procedures remained effective for those receiving remote education, as well as those attending school
  
- ▶ Inspectors will discuss how safeguarding arrangements have changed over time due to the pandemic, and how school leaders have made sure that they remain effective.
- ▶ The “Everyone’s Invited” website will be referenced and they will look for the school’s policies, procedures, training and overall safeguarding arrangements in respect of harmful sexual behaviour / peer on peer abuse.
- ▶ Inspectors will discuss attendance patterns with school leaders to understand how the pandemic specifically affected the individual school. **Attendance between March 2020 and March 2021 will not impact on our judgement of the school.**
- ▶ Inspectors recognise that the context in which schools operate has changed as a result of the pandemic. Therefore, they will consider the specific context and the **steps school leaders have taken to ensure the best possible rates of attendance since the school opened to all pupils in March 2021.**

## After the inspection

### Draft report

Share a draft report with the school **within 18 working days** of the end of the inspection.

### Comments

Allow **five working days** for the school to comment on the draft report, process and findings.

### Publish

Publish the report **within 38 working days** of the end of the visit.

### Feedback

Ask for feedback about the process through a **post-inspection survey**.

### Quality assure

Quality assure **evidence bases and reports**.

### Retention

Retain the inspection evidence base, in line with our **retention and disposal policy**.

Rank	Area	G or O	Outstanding	Good	Requires Improvement	Inadequate
1	<b>Kensington and Chelsea</b> <i>33 school(s)</i>	100%	63.6%	36.4%	0%	0%
2	<b>Hammersmith &amp; Fulham</b> <i>47 school(s)</i>	100%	42.6%	57.4%	0%	0%
3	<b>Camden</b> <i>51 school(s)</i>	100%	27.5%	72.5%	0%	0%
4	<b>Haringey</b> <i>76 school(s)</i>	98.7%	27.6%	71.1%	0%	1.3%
5	<b>Bromley</b> <i>94 school(s)</i>	96.8%	28.7%	68.1%	2.1%	1.1%
6	<b>Barnet</b> <i>114 school(s)</i>	96.5%	33.3%	63.2%	3.5%	0%
7	<b>Brent</b> <i>74 school(s)</i>	95.9%	23%	73%	2.7%	1.4%
8	<b>Hounslow</b> <i>68 school(s)</i>	95.6%	32.4%	63.2%	4.4%	0%
9	<b>Waltham Forest</b> <i>68 school(s)</i>	95.6%	22.1%	73.5%	2.9%	1.5%
10	<b>Slough</b> <i>43 school(s)</i>	95.3%	34.9%	60.5%	2.3%	2.3%
11	<b>Rutland</b> <i>20 school(s)</i>	95%	20%	75%	5%	0%

# LNI Support and Activity

May 2021

# LNI Support, Monitoring and Challenge Visits: Update



Spring Term:



Virtual visits exploring:



Quality of blended and remote learning  
(virtual tours, conversations with leaders)



Support for headteachers



Support in the re-opening in March (risk  
assessments)

# Summer Term

- ▶ **Engaging with leaders about future direction, vision, strategic planning and CPD needs – SUPPORTING RE-SET**
- ▶ In some cases, exploring the quality of learning through a 'deep dive lite' as appropriate
- ▶ Activities may include:
  - ▶ Talking through curriculum planning with leaders (including subject leader) and teachers
  - ▶ Watching some teaching (as appropriate)
  - ▶ Talking to a group of pupils (including SEND, PPG, higher ability)
  - ▶ Looking at examples of learning for a range of pupils (including SEND, PPG, higher ability) with leaders
  - ▶ Speaking to SENDCo

## To support the 're-set':

- ▶ First there was CLRP (Covid Learning Recovery Project) – autumn term

**FOCUS:** rapid identification of pupil needs, their emotional resilience, their readiness for learning and the identification of learning gaps, social and emotional needs, mental well-being and support for leaders in whole community communication and strategic development.

- ▶ Then there was BLRP (Blended Learning Research Project) – spring term

**FOCUS:** securing high quality first teaching, whether remotely from home or in-school, the use of Action Research Groups to research and share best practice

# Now there is.. The Renaissance Project

- ▶ Launch: as seen in Neil's slides
- ▶ Main Focus: to support leaders in reflecting on past year and 're-setting' for the future
- ▶ The aim is to:
  - Review and re-establish school vision and values
  - Re-evaluate plans and curriculum maps
  - Re-organise the curriculum as necessary
  - Revise the way children and parents are involved with learning
  - Replace old systems and practices with efficient online systems
  - New approaches to professional development, monitoring and appraisal through coaching

**The next slide illustrates an approach/model we are using to support schools – called 'Compass for Life'**

NORTH – ambition and purpose	
<p><b>Course &gt; Action Research Groups:</b>  <u>Curriculum Re-evaluated</u>            CONTEXT and INTENT: What does your community need from your curriculum? What enables pupils to take opportunities, responsibilities and prepares them for experiences in later life?            1) Curriculum gaps identified            2) Prioritising learning            3) Re-organise IMPLEMENTATION</p>	<p><b>'Walk thrus' series</b> How are we ambitious to:            make learning memorable            offering a broad menu (curiosity)            for those vulnerable and those with SEN to be successful and excited about learning            for everyone to be a leader?</p>
<p><b>Marking and feedback course</b>            Evaluating on-line learning            Live marking            What parts of our BC learning offer we are reducing?            Impact on workload</p>	<p><b>Keep learning off the page course</b>            What parts of remote learning are we retaining?            Assessing learning (that's NOT a test paper or what's written in books). What do Ofsted want/not want/best practice            What are learning outcomes going to look like?</p>

WEST- warrior: perseverance			EAST – ethos and communication	
<p><b>SALT support for schools:</b>            - ELSA project            - Language enrichment program</p>	<p><b>Managing Difficult Conversations course</b></p>		<p><b>Review and re-establish your school vision and values course</b>            - your Covid response            - Redefine together in practice</p>	<p><b>Leadership Partners course for Heads Chairs</b>            - Governance and the impact of remote communication on knowledge of school            - HT reports / SIP</p>
<p><b>Whole child Well-being:</b>            - Healthy Schools:            - Emotional resilience            - Supporting referrals / communities</p> <p>Out reach mentoring            EWO workshops</p>	<p><b>Developing the attributes of good leader course</b></p>	<p><b>Cultural capital directory</b></p>	<p><b>Partnership with Parents course</b>            - communication with parents: continuing to 'hear'            - home learning revised            - revising the way parents are involved with learning in school</p>	

SOUTH – strategist, systems skills and knowledge	
<p><b>Action Research Groups / Partnerships</b>  <u>Re-organising curriculum maps</u>            - support subject knowledge            - using remote resources            - Revising children and parents are involved with learning</p>	<p><b>Rethinking Professional development – 2 courses</b>            offering a new model            - Appraisal? High challenge and low fear            - Teachers' professional development- whole group, focus teams and self-initiated,</p>
<p><b>Subject Leaders Network meetings sharing best practice:</b>            - Twitter /soc media feeds for curriculum development            - Developing vocabulary in your subject in your curriculum map            - CPD for your staff to KNOW the flow of your curriculum map            - Ensuring that learning stays 'off the page' and motivating: "Go and Find Out"            - Cultural capital, remote trips and visitors</p>	<p><b>Directory of all available support in Barnet and external organisations</b> (eg BICS and CAMHS)</p>
<p><b>Creating opportunities for efficiencies:</b> moving to online systems for pupil information: Medical tracker, CPOMS/My Concern, Provision Mapper, Y6/7 transition</p>	

# Year 6 to Year 7 Transitions

Robust, accurate and consistent information needs to be passed from primary to secondary schools

No KS2 SATs, affect of the past 15 months on pupils' learning and well-being

Working party established: primary and secondary senior leaders, Y6 teachers, office staff and LNIs

Spreadsheet produced which includes:

Contextual information

School's current teacher assessment

Plus pre-covid potential

Information on children's wider interests

Highlighting where further conversations/information sharing are necessary

We have given a clear timescale for the transfer of information

We have given advice on how to transfer the information securely

All Barnet primary/junior and secondary schools are to use this one spreadsheet (+ to out of borough schools too)

# LNI Summer Term Additional Activities:

1. Recruitment of Senior Leaders
2. Ofsted support: on site, safeguarding
3. Continued phone support and advice as needed
4. Continuing to liaise with other departments/agencies (eg Barnet Public Health/Family Services)
5. LNI Updates
6. Network meetings
7. Facilitating partnerships, head to head support, support for new heads
8. Bespoke training for school – through BPSI