

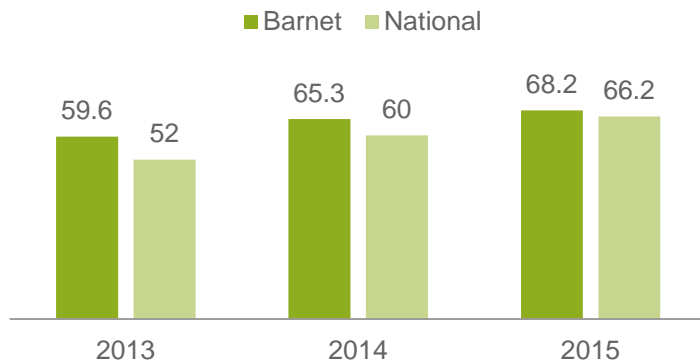
**Director's Briefing for Chairs  
and  
Vice-Chairs of Governors  
  
WELCOME**

# Attainment and Achievement 2015 (Unvalidated Data)

September 2015

## Early Years Foundation Stage and Phonics (Year 1)

% Attaining a Good Level of Development



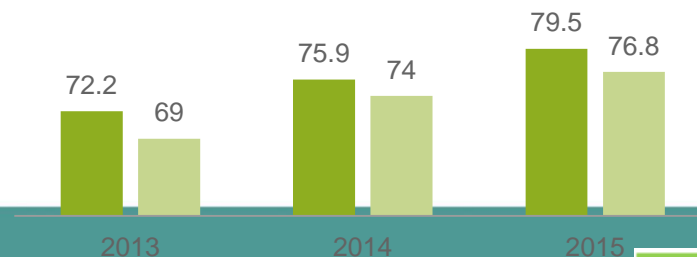
EYFS (% GLD)					
	2013	2014	2015	Trend	Change
Barnet	59.6	65.3	68.2	■ ■ ■	+2.9
National	52	60	66.2	■ ■ ■	+6.2

68.2%

79.5%

% Working at the Expected Standard in Phonics (Year 1)

■ Barnet ■ National




Phonics (% Wa)					
	2013	2014	2015	Trend	Change
Barnet	72.2	75.9	79.5	■ ■ ■	+3.6
National	69	74	76.8	■ ■ ■	+2.8

# Key Stage 1 Attainment

## Key Stage 1: Level 2+



### Speaking and Listening

	2011	2012	2013	2014	2015	Trend	Change
<b>Barnet</b>	87.7	87.4	89.0	90.3	90.6		+0.3
<b>National</b>	87.0	88.0	89.0	89.0	90		+1.0



Above National

Below National

### Reading

	2011	2012	2013	2014	2015	Trend	Change
<b>Barnet</b>	86.5	88.1	88.8	90.1	92.1		+2.0
<b>National</b>	85.0	87.0	89.0	90.0	90.5		+0.5



### Writing

	2011	2012	2013	2014	2015	Trend	Change
<b>Barnet</b>	82.3	83.7	86.3	86.2	89.9		+3.7
<b>National</b>	81.0	83.0	85.0	86.0	87.5		+1.5

### Maths

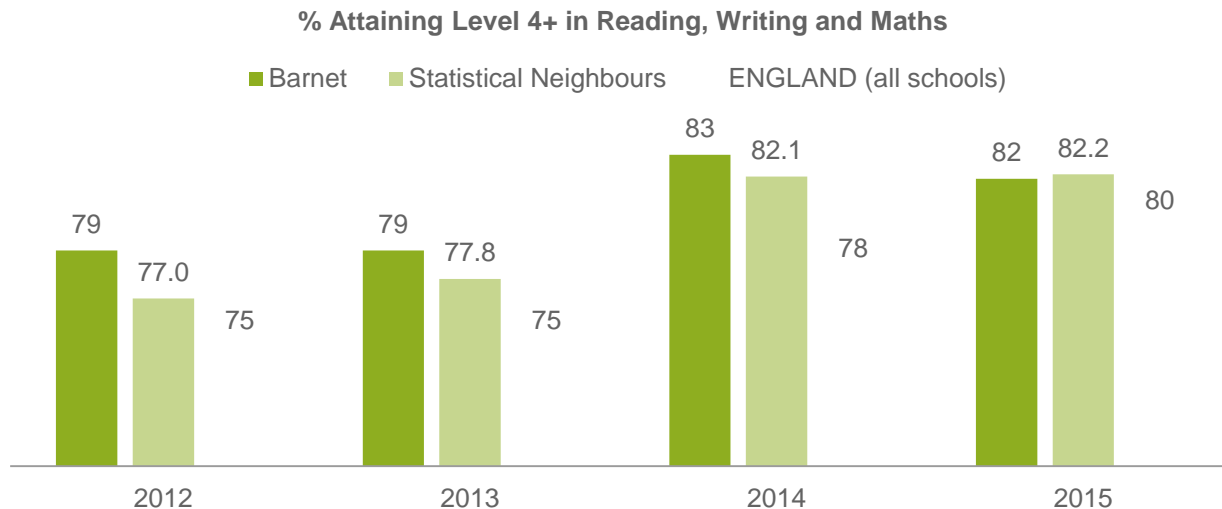
	2011	2012	2013	2014	2015	Trend	Change
<b>Barnet</b>	90.5	90.9	91.7	92.3	93.6		+1.3
<b>National</b>	90.0	91.0	91.0	92.0	92.8		+0.8

### Science

	2011	2012	2013	2014	2015	Trend	Change
<b>Barnet</b>	89.8	90.4	90.5	91.4	91.4		+0.0
<b>National</b>	89.0	89.0	90.0	91.0	91.1		+0.1

Smaller changes  
from 2014 compared  
to national in S&L  
and Science

# Key Stage 2 Attainment



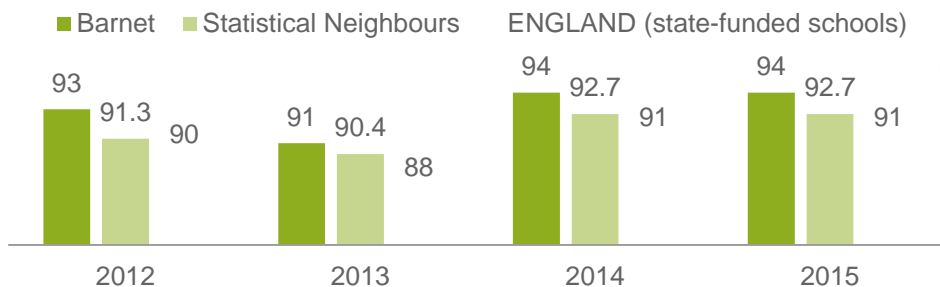
RWM Level 4+						
	2012	2013	2014	2015	Trend	Change
<b>Barnet</b>	79	79	83	82		-1.0
<b>Statistical Neighbours</b>	77.0	77.8	82.1	82.2		+0.1
<b>ENGLAND (all schools)</b>	75	75	78	80		+2.0

82%

Drop of 1 percentage point (pp) from 2014 (in 2014 difference between prov and final KS2 results was 1 pp)

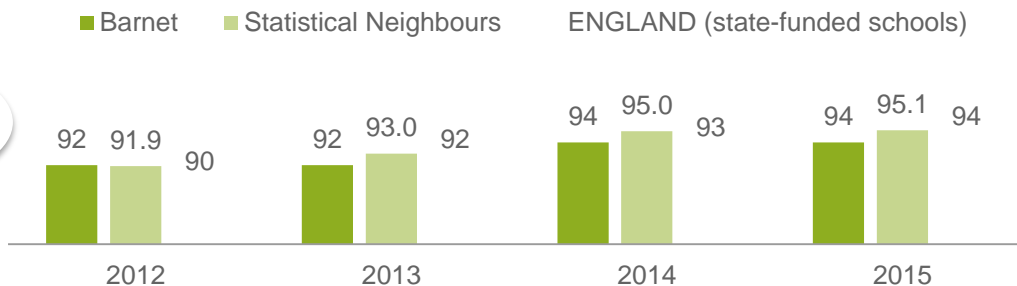
# Key Stage 2 Expected Progress

## % of Pupils Achieving Expected Progress in READING



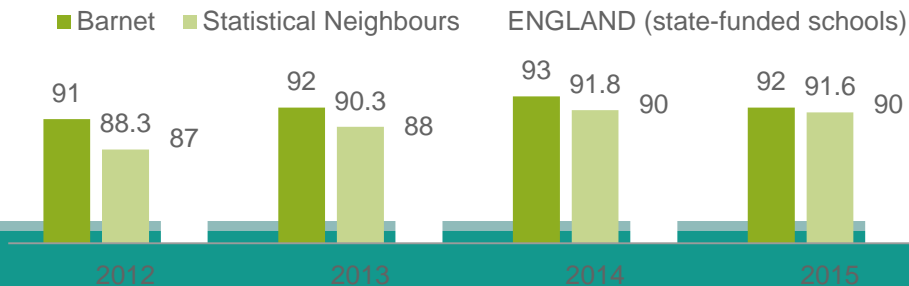
94%

## % of Pupils Achieving Expected Progress WRITING



94%

## % of Pupils Achieving Expected Progress MATHS



92%

# Key Stage 2 Rankings

National Rank	2014 Rank	2015 Rank	Change from 2014	Direction of Travel
Reading Level 4+	5	21	-16.0	↓
Writing Level 4+	22	53	-31.0	↓
Maths Level 4+	10	22	-12.0	↓
GPS Level 4+	8	10	-2.0	↓
RWM Level 4+	16	31	-15.0	↓
Reading Progress	6	5	+1.0	↑
Writing Progress	48	71	-23.0	↓
Maths Progress	12	24	-12.0	↓

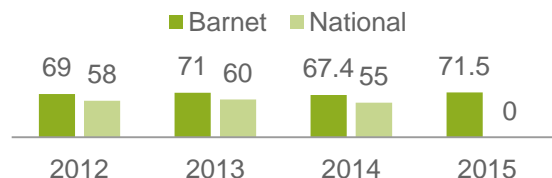
	Unvalidated	Validated	Change
4+ RWM	82	83	1
4+ Reading	91	93	2
4+ W	86	88	2
4+ M	89	90	1
Exp Prog Read	93	94	1
Exp Prog Write	94	94	0
Exp Prog Math	93	93	0

Ranking fell across almost all indicators, however 2014 difference between provisional and validated was between 0-2 percentage points

# Key Stage 4 Attainment\*

3 schools' 2015 results missing, so the 2014 results have been replicated

% Attaining 5 A\*-C Grades including Eng & Math



% achieving 5 or more A\* to C (inc English and Maths)

	2012	2013	2014	2015	Trend	Change
Barnet	69	71	67.4	71.5	—	+4.1
National	58	60	55			
Difference	11	11	12			

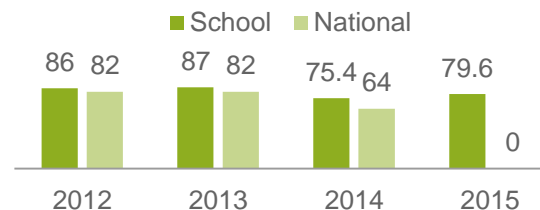
71.5%

79.6%

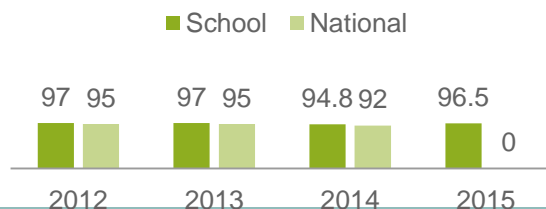
% achieving 5 or more A\* to C

	2012	2013	2014	2015	Trend	Change
School	86	87	75.4	79.6	—	+4.2
National	82	82	64			
Difference	4	5	11			

% Attaining 5 A\*-C Grades



% Attaining 5 A\*-G Grades



% achieving 5 or more A\* to G

	2012	2013	2014	2015	Trend	Change
School	97	97	94.8	96.5	—	+1.7
National	95	95	92			
Difference	2	2	3			

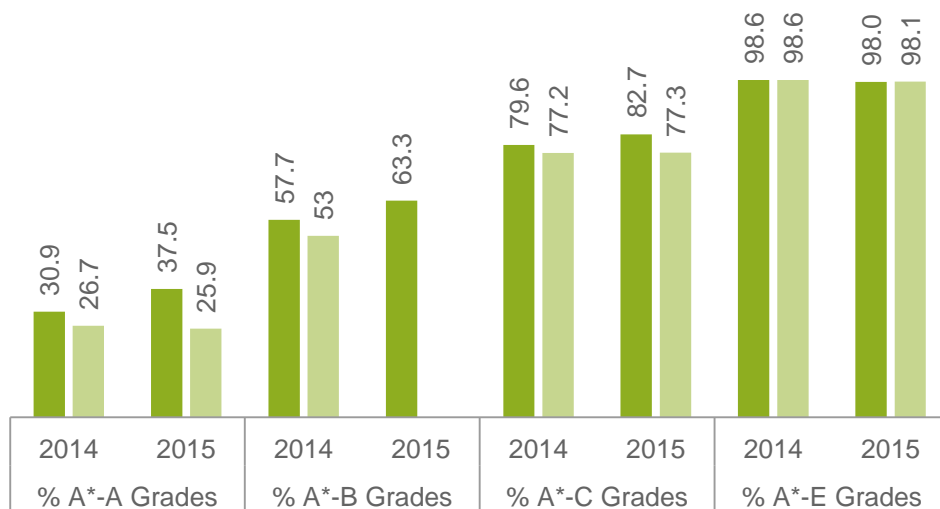
96.5%



# Key Stage 5 Attainment

## KS5: Entry Grades

■ Barnet ■ National



## % of Entries Achieving Each Grade Threshold

### % A\*-A Grades

	2014	2015	Trend	Change
Barnet	30.9	37.5	<div><div></div></div>	+6.6
National	26.7	25.9	<div><div></div></div>	-0.8

### % A\*-B Grades

	2014	2015	Trend	Change
Barnet	57.7	63.3	<div><div></div></div>	+5.6
National	53	n/a	<div><div></div></div>	

### % A\*-C Grades

	2014	2015	Trend	Change
Barnet	79.6	82.7	<div><div></div></div>	+3.1
National	77.2	77.3	<div><div></div></div>	+0.1

### % A\*-E Grades

	2014	2015	Trend	Change
Barnet	98.6	98.0	<div><div></div></div>	-0.6
National	98.6	98.1	<div><div></div></div>	-0.5

# Ofsted Update

## September 2015

Currently 92% of schools in Barnet are Good or Outstanding. (which ranks Barnet 16<sup>th</sup> LA nationally, 10<sup>th</sup> in London and above Inner London, Outer London and National)

9 schools are Requiring Improvement (5 Primary, 4 Secondary)

1 school is Inadequate (Primary)

# Currently 32% of schools in Barnet are Outstanding

(12<sup>th</sup> highest LA in the  
country)

# New Ofsted Framework September 2015

# New Ofsted Framework from September 2015

## General Changes

- New Framework
- Teaching, Learning and Assessment combined as one heading
- Personal Development, Behaviour and Welfare as one heading
- Achievement changed to *Outcomes for Children*

# Inspector Behaviour

- Ofsted image and reputation is important
- New team (HMIs and OIs) who are all in house
- Clear focus on consistency in inspector practice
- Done with schools not to schools
- Golden threads (London region focus)
- Trails (school specific)
- All aspects covered by whole team
- Judgements agreed by the team

# Short Inspections

- Phone call the day before (Monday to Wednesday) for schools – only 1 day notice for governors to attend but expectation that they attend.
- Childcare settings have no notice
- At least one HMI for one day
- Good schools, special schools, PRUs and nursery schools should expect an inspection every 3 years. A special school, PRU or nursery that was outstanding previously can be judged outstanding again after a one day inspection.
- Outstanding schools are exempt from inspection unless a concern is raised
- The one day inspection can be converted to a Section 5 Inspection



# The Rationale for Short Inspections

- Able to report to parents more frequently
- Reduces the burden of full inspections
- Enables Ofsted to spot decline more quickly

# Short Inspection Pilots

## Key lessons HMI learnt

- Short inspections reach secure conclusions
- A focus on leaders and governors is more efficient
- A shared agreement about lines of enquiry is the most effective use of time
- Dialogue with leaders is extremely important
- Capturing the views of a range of staff and stakeholders is vital

# What To Expect from a Short Inspection

- There will be an assumption that the school is still good
- HMI will start with a lengthy, detailed conversation with school leaders
- HMI will test school policies
- The inspection timetable will be bespoke
- Leadership, safeguarding and school ethos are Golden Threads
- HMI will ask to meet with pupils, parents and governors
- HMI will gather first hand experience in lessons and around the school to test school policies and assessment information
- Not everything will be inspected – HMI will have key trails

# Conversion to Section 5 Inspection

- HMI may decide to convert if the school is no longer good because it has improved or declined in standards
- A decision will be made around 4pm
- Ofsted expect there to be a smooth transition into a Section 5 inspection
- The second day will usually be the next day
- The same HMI will be joined by a team of Ofsted Inspectors (OIs)
- May require to see governors on second day as well (certainly at feedback)
- A school can still remain good after the Section 5 conversion

# Outcomes

- Inspectors are interested in current school information. Data is less important. **Governors need to know what current achievement is**
- Inspectors will want to know how a school knows that pupils are making good or better progress.
- Inspectors will focus on measuring progress of pupils currently in the school.
- Past data has less weight
- Expect a focus on progress over time not at a single moment in time
- Mastery continues to be important
- Golden threads are SEND, more able, disadvantaged pupils and White British pupils – **Governors need to be familiar with the achievement of these groups**

# Effectiveness of Leadership and Management

- The impact of leaders is the main thrust of the inspection and a Golden Thread
- No set practice is expected
- Ensure continued focus on breadth and balance of the curriculum
- Policies must match practice
- Inspectors will collect information about the processes which keep governors informed of practice and enable them to challenge leaders effectively

# Behaviour, Personal Development and Welfare

- Each aspect has a separate judgement. The lowest judgement will be the overarching judgement
- Expect a focus on school ethos: 'What is it like to be a pupil in your school?' **Governors need to back this up**
- Where there is challenging behaviour, schools will be asked to demonstrate how they have improved it (e.g. case studies, exclusion records etc.) **Governors need to know what the school has done to manage and improve behaviour**

# Teaching, Learning and Assessment

- No judgement for a lesson observation on its own
- Expect work scrutiny alongside pupils
- There are no set expectations regarding quantity or frequency of work in books and evidence folders
- Expect exploration into what the school says it does and what actually happens on a daily basis: eg. daily phonics
- Inspectors will test out leaders judgements of the quality of teaching and learning (e.g. joint observations, a particular type of teacher etc.)
- AfL behaviour and its impact on progress is still important



# What schools can do to prepare

- Identify your areas for development and have clear actions in place to address them
- Involve everyone in frequent monitoring activities and act on findings
- Share these with staff and the governing body
- Celebrate success frequently and everywhere
- Keep the website up to date – governors need to know the school website
- Know the framework and protocols for working 'with' inspectors
- Pop key documents, pertinent to your school, into one file and update it regularly
- Ensure safeguarding procedures are tight
- Ensure your SEF feeds into your SIP
- Ensure policies are adhered to in practice
- Be clear about how you know pupils make progress and know why any children haven't
- Plan which governors are going to come and meet with the HMI and prepare well

# **Lessons Learned from OfSTED - Northway School**

**Meeting for Chairs and Vice Chairs of  
Governors**

**30<sup>th</sup> September 2015**

# Agenda

- About Northway School
- Our Governing Body
- Lessons Learned
  1. Run a Tight Ship
  2. Know the numbers
  3. Invest in your Website
  4. Build the Team
  5. Self-assessment
  6. Maintain inspection Artifacts
  7. Safeguarding
- Do it today!

# About Northway School



- We are a special school in Mill Hill with 102 students.
- Our students have a range of learning difficulties, particularly in the Autism spectrum.
- All of our staff know each and every student by name.
- We have a modern purpose-built facility and playgrounds equipped for physical exploration and interactive play.

# Our Governing Body

## Parents



Caroline Korniczky  
(Vice Chair)



Daniel  
Shaya



Margaret  
Egbe



Naomi  
Wineman

## Teachers



Lesley Burgess  
(Head teacher)



Melanie Henley

## Community/ Co-Opted



John Stevens



Deidre Lewis



Geraldine Krieger



Sylvia White

## Local Authority



Matt Dreisin  
(Chair)



Carol  
Brown

## SKILLS

**BUSINESS**

**FINANCE**

**ICT**

**PROCUREMENT**

**HR / PERSONNEL**

**RECRUITMENT**

**EDUCATION**

**MANAGEMENT**

**MAINTENANCE**

# 1. Run a Tight Ship

- Run your school day-to-day like a good business
- Guide your decision-making by a long term duty of care to the children whenever possible
- Look after your staff, but have rigorous performance management
- Be firm on discipline and attendance – staff and pupils
- Make decisions and address issues quickly
- Have sharp financial management, effective procurement, fight hard for the School
- Maintain sound record-keeping

## 2. Know the Numbers

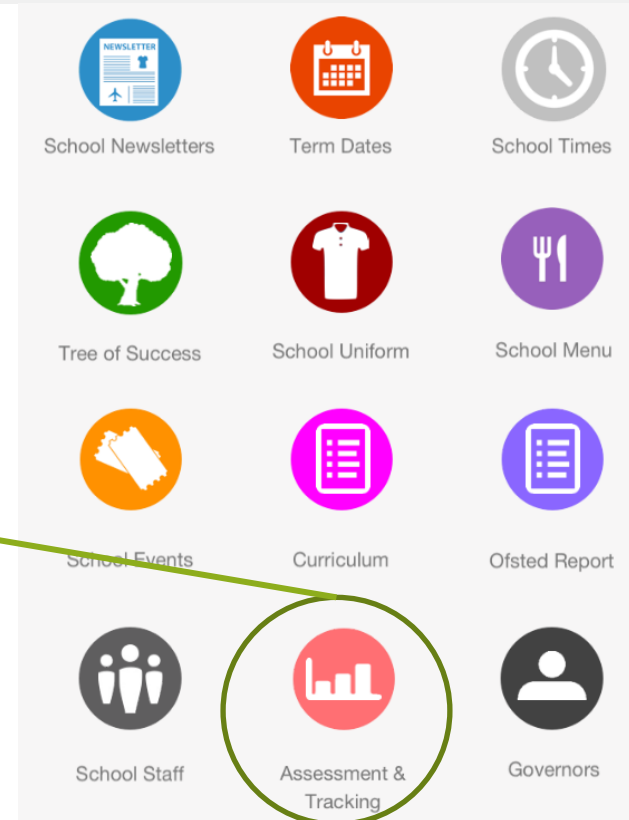
- Stats must be accurate, clear, and well presented
- Have two governors responsible for knowing the assessment inside out
- Use the website
- All Governors should know where to find the achievement information
  - Progression
  - How is the pupil premium spent
  - Boys vs. Girls
  - Ethnicity
- Understand and explain anomalies and trends, be able to tell the story
- Be there on the day

# 3. Invest in Your Website

- This is your shop window
- Assessment Data
- Barnet and National Resources
- Assistance for Families
- Information for Parents

## ■ Curriculum maintenance

- feed and water your website or it will die





## 4. Build The Team

- Ensure Key Skills for a Governing Body
  - Finance
  - Procurement
  - HR
  - ICT
- Have good representation from parents and teachers on the governing body
- Have the core team ready to attend on the day
  - You must tell your boss – they are duty-bound to support school governors
  - Be prepared to be called up on the day
  - Have clear roles assigned
  - Do not speak unless asked by the chair

# 5. Self Assessment

- Do a mock inspection as soon as possible (make it tough)
- Create a remediation plan for the Management Team, Staff and Governing Body
- Review “Twenty Key Questions” in your Meetings
- Create an action plan for each area (what, who, when)
- Use subcommittees to take responsibility for actions

**Twenty key questions for a school governing body to ask itself**  
**Right skills:**

**Do we have the right skills on the governing body?**

1. Have we completed a skills audit of our governing body?
2. Do we appoint governors on the basis of their skills, and do we know how to find people with the necessary skills?

**Effectiveness: Are we as effective as we could be?**

3. Do we understand our roles and responsibilities?
4. Do we have a professional clerk and run meetings efficiently?
5. What is our training and development budget and does every governor receive the support they need to carry out their role effectively?
6. Do we know about good practice from across the country?
7. Is the size, composition and committee structure of our governing body conducive to effective working?
8. Does every member of the governing body make a regular contribution and do we carry out an annual review of the governing body's performance?

**Strategy: Does the school have a clear vision?**

9. Have we developed long-term aims for the school with clear priorities in an ambitious school development plan which is regularly monitored and reviewed?
10. Does our strategic planning cycle drive the governing body's activities and agenda setting?

**Accountability of the executive: Do we hold the school leaders to account?**

11. Do we understand the school's performance data well enough to properly hold school leaders to account?
12. How effective is our performance management of the head teacher?
13. Are our financial management systems robust and do we ensure best value for money?

**Engagement: Are we properly engaged with our school community, the wider school sector and the outside world?**

14. How do we listen to and understand our pupils, parents and staff?
15. How do we report to our parents and local community regularly?
16. What benefit do we draw from collaboration with other schools and other sectors, locally and nationally?

**Role of chair: Does our chair show strong and effective leadership?**

17. Do we carry out a regular 360 review of the chair's performance?
18. Do we engage in good succession planning?
19. Are the chair and committee chairs re-elected each year?

**Impact: Are we having an impact on outcomes for pupils?**

20. How much has the school improved over the last three years, and what has the governing body's contribution been to this?

## 6. Maintain Inspection Artefacts

- Keep records of evidence
- Back up any claims – e.g.
  - Staff / Governors joint activities
  - Photos of events

## 7. Safeguarding

- THIS IS EXTREMELY IMPORTANT
- Must have and demonstrate 100% compliance
- Ensure all staff are up to date on training
- Ensure certificates in place
- Show the importance the school places on protection of children in multiple ways
- Contact Jane Morris at Barnet if you have any questions.
- THIS IS EXTREMELY IMPORTANT

# Do it today!

- Safeguarding – 100% compliance
- Build the team
- Tell your boss
- 20 Key Questions every governing body should know
- Run a tight ship.

# **Director's Briefing for Chairs and Vice-Chairs of Governors**

# **THE FUTURE DIRECTION OF EDUCATION SERVICES IN BARNET**

**BRIEFING FOR CHAIRS OF GOVERNORS**

**30<sup>TH</sup> SEPTEMBER 2015**

# Objectives for the alternative delivery model

- Maintain Barnet's excellent education offer
- Maintain an excellent relationship between the Council and schools
- Achieve the budget savings target already set by the Council



# Competitive dialogue process

- Three bidders invited to participate – one withdrew before dialogue commenced
- Capita Business Services Ltd withdrew at end of phase I
- Mott Macdonald Ltd, trading as Cambridge Education submitted initial proposals, with ISS as their catering sub-contractor
- Two further phases of dialogue have now been completed, with headteacher involvement

## Decision-making process

- Final tender due 9<sup>th</sup> October 2015
- Evaluation of final tenders – by 22<sup>nd</sup> October 2015
- Reports to:
  - CELS Committee (November 2015)
  - Full Council (December 2015)
- Staff transfer and contract commences April 2016

# **Director's Briefing for Chairs and Vice-Chairs of Governors**



# BPSI

Barnet Partnership for School Improvement

## BPSI Governance Review Products

Richard Griggs – BPSI Manager

Bronwen Tumani – NLG and BPSI Adviser

# Three options.....

- BPSI Governance Review
- BPSI Governance Review Follow-up
- BPSI Governance Healthcheck

# BPSI Governance Review

- In line with new Ofsted Framework (September 2015).
- Costs 10 BPSI hours.
- Led by a trained Lead Reviewer (NLG or Ofsted Inspector) and supported by a Governor Reviewer.
- Review of key governance documents and series of interviews. At the end of the review the school receives an action plan for implementation.
- Why have a review?
  - Your school has been judged to 'Require Improvement'.
  - Your school are expecting Ofsted and you want to review your governance.
  - Or, at any time when you want to improve governance within your school.

# BPSI Governance Review Follow-up

- Now recommended by the National College of Teaching & Learning that all Governance Reviews are followed-up.
- Costs 3 BPSI Hours.
- Can be agreed at the conclusion of a BPSI Governance Review, at a later date or following an External Review of Governance by another provider.
- Provides assurance for governing bodies where the school is in 'Requires Improvement' that progress has been made.
- GB receives an updated RAG rated report with further recommendations if necessary.

# BPSI Governance Healthcheck

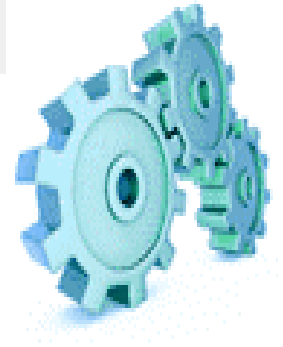
- Facilitated self-review that helps GB's to understand their strengths and areas for development.
- Focused on all areas of good governance.
- Requires completion of a skills audit as part of the process.
- Costs 5 BPSI hours.
- Conducted by one Reviewer.
- GB receives an action plan at the conclusion of the Healthcheck.



# Do you feel you have the skills to be a Governor Reviewer?

- Experienced Chair or Vice Chair
- Good or outstanding school
- Recommended by your Headteacher

# Further information



BPSI Website:

[www.bpsi.org.uk](http://www.bpsi.org.uk)

Contact:

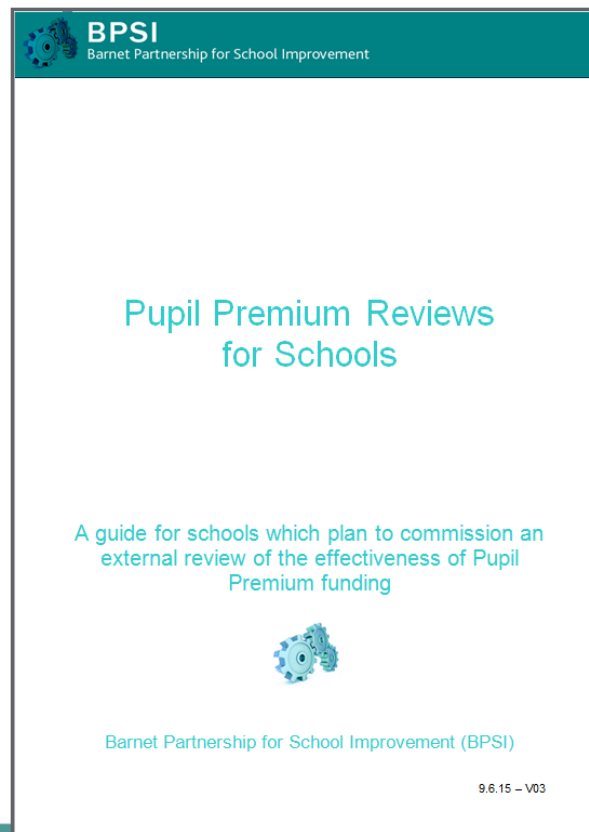
BPSI Business Support Team on 020 8359 6341/6306/6325

Or by email on:

[sdtued.admin@barnet.gov.uk](mailto:sdtued.admin@barnet.gov.uk)

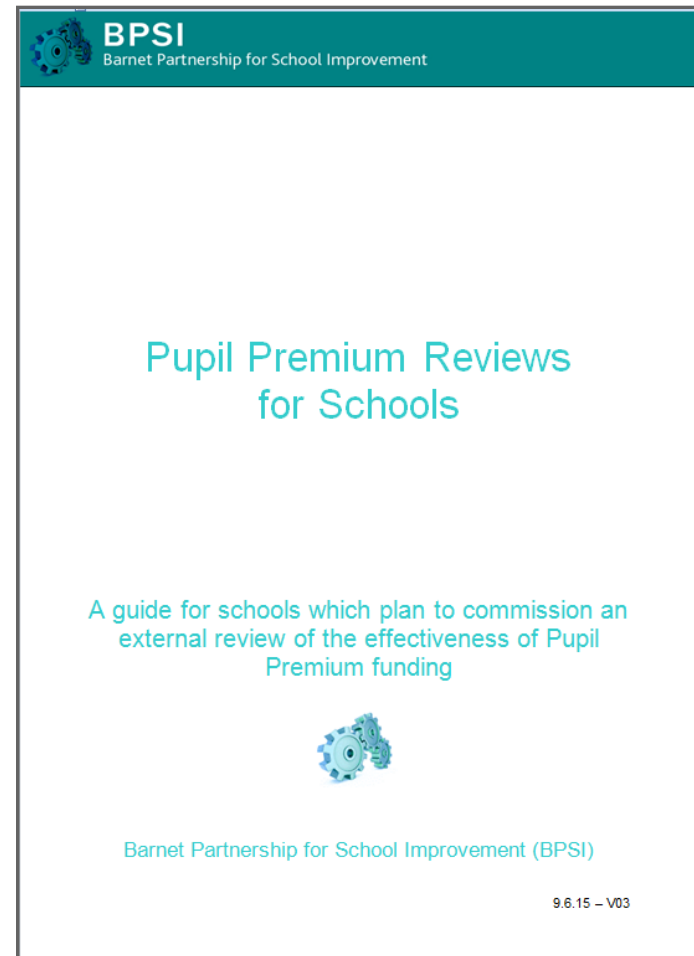
# BPSI

## Pupil Premium Review



# Pupil Premium Reviews for schools

- Developed for BPSI by Sally Rundell & John Paxton
- Can be used as part of school self-evaluation or to support formal Pupil Premium review
- Needs mediation



# Pupil Premium review: rationale

## Moral

- Maximising impact to improve outcomes for disadvantaged pupils

## Professional

- Optimising management of resources & expenditure through monitoring & evaluation processes

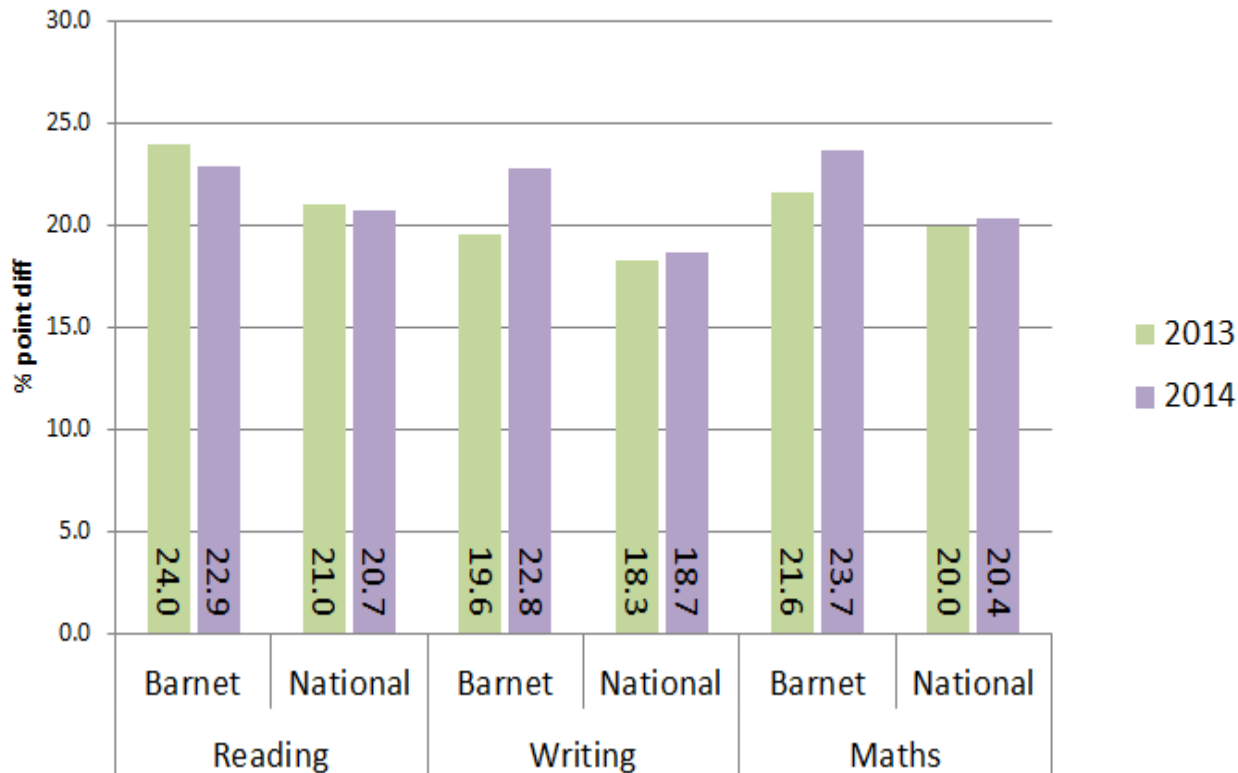
## Statutory

- Accountability – Ofsted, governance, parents, public

## Attainment Gap (Non-FSM - FSM), % Level 4 or above

16.0

## Attainment Gap (Non-FSM - FSM), % Level 5 or above



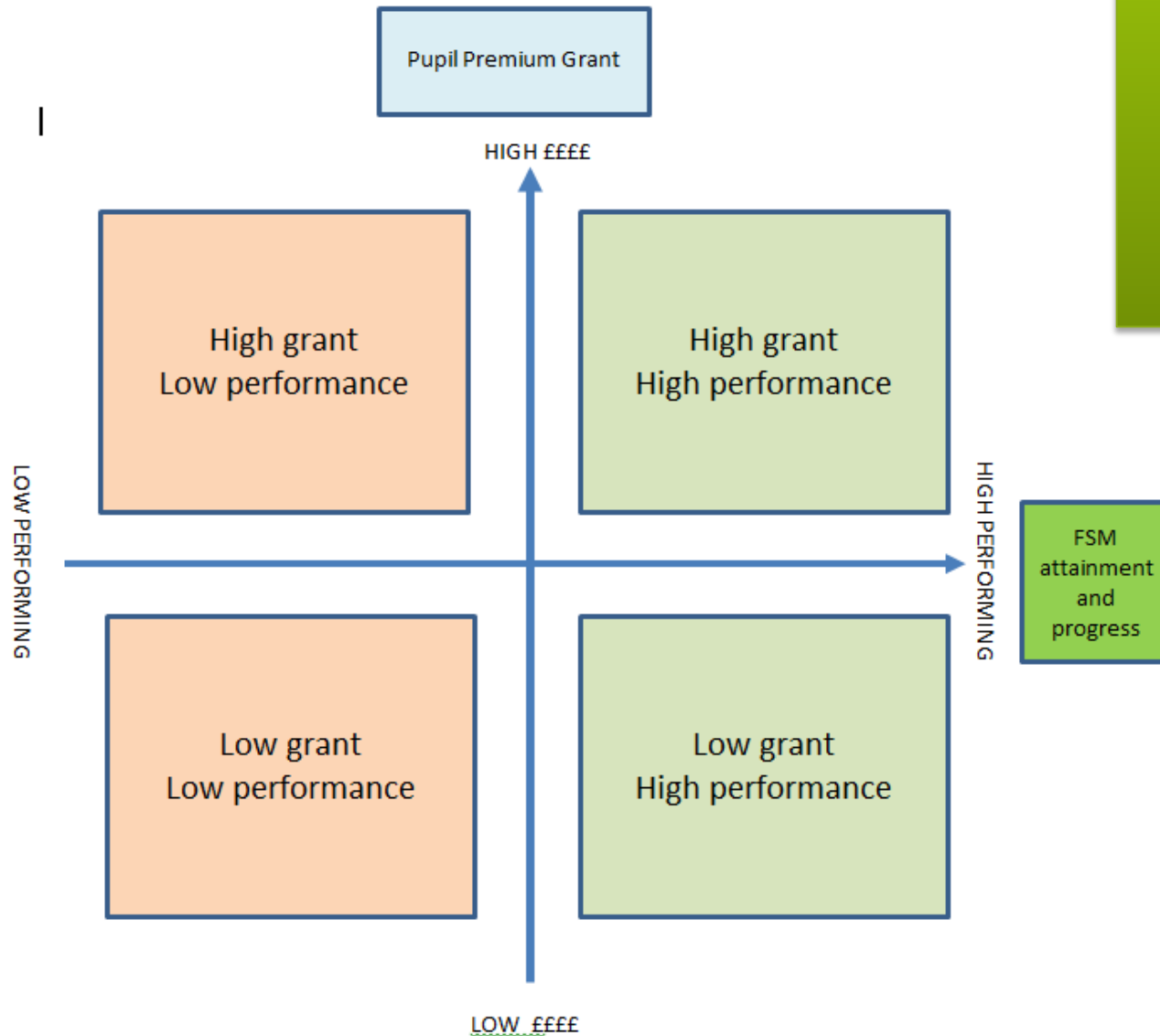
## Key Stage 2

At L4+, the FSM – NFSM gap is narrower in Barnet in all subjects than nationally.

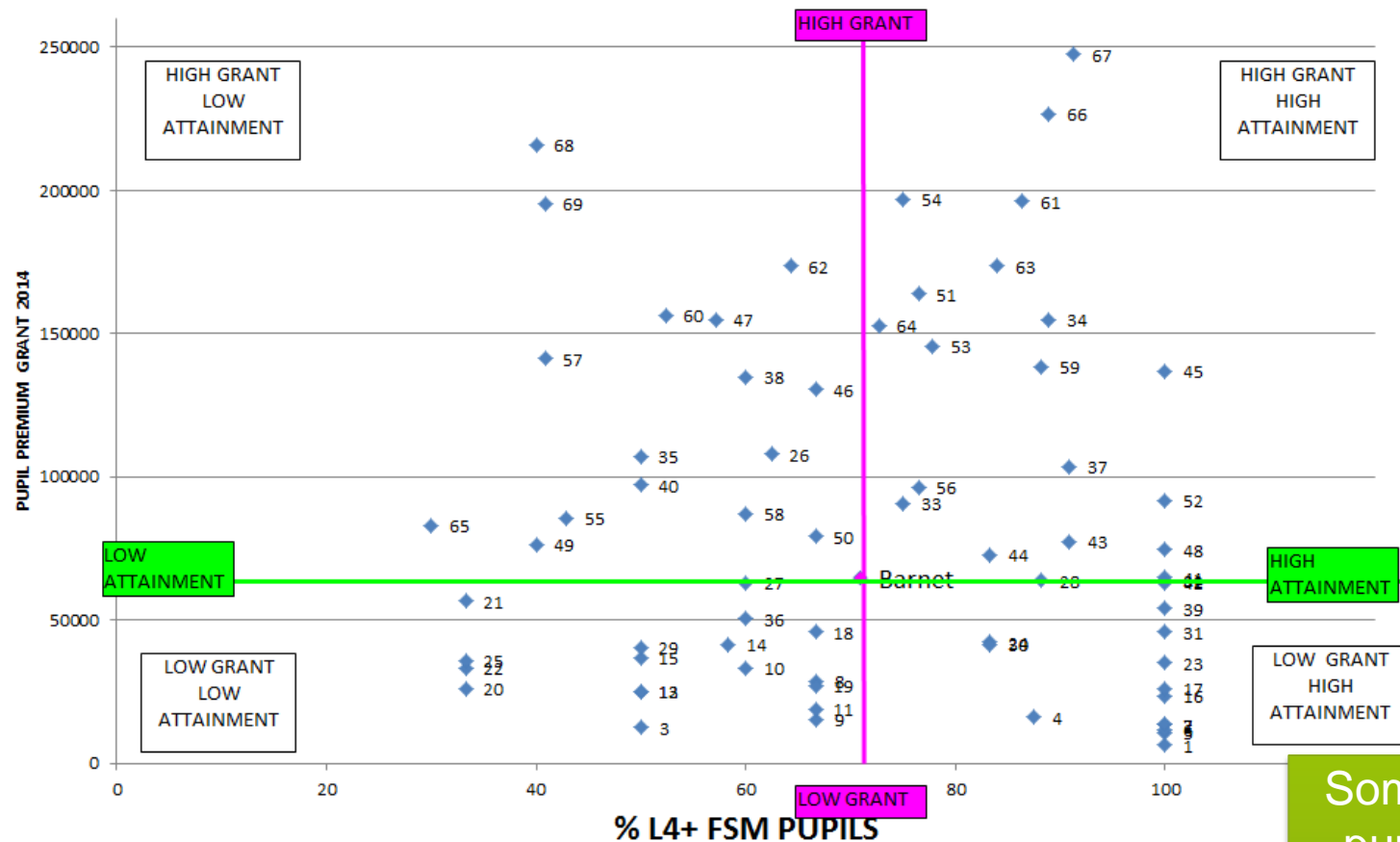
At L5+ the gap is wider in all subjects

NB: 2015 data not yet available

# Impact and value for money



## KS2 2014: % L4+ RWM FSM PUPILS

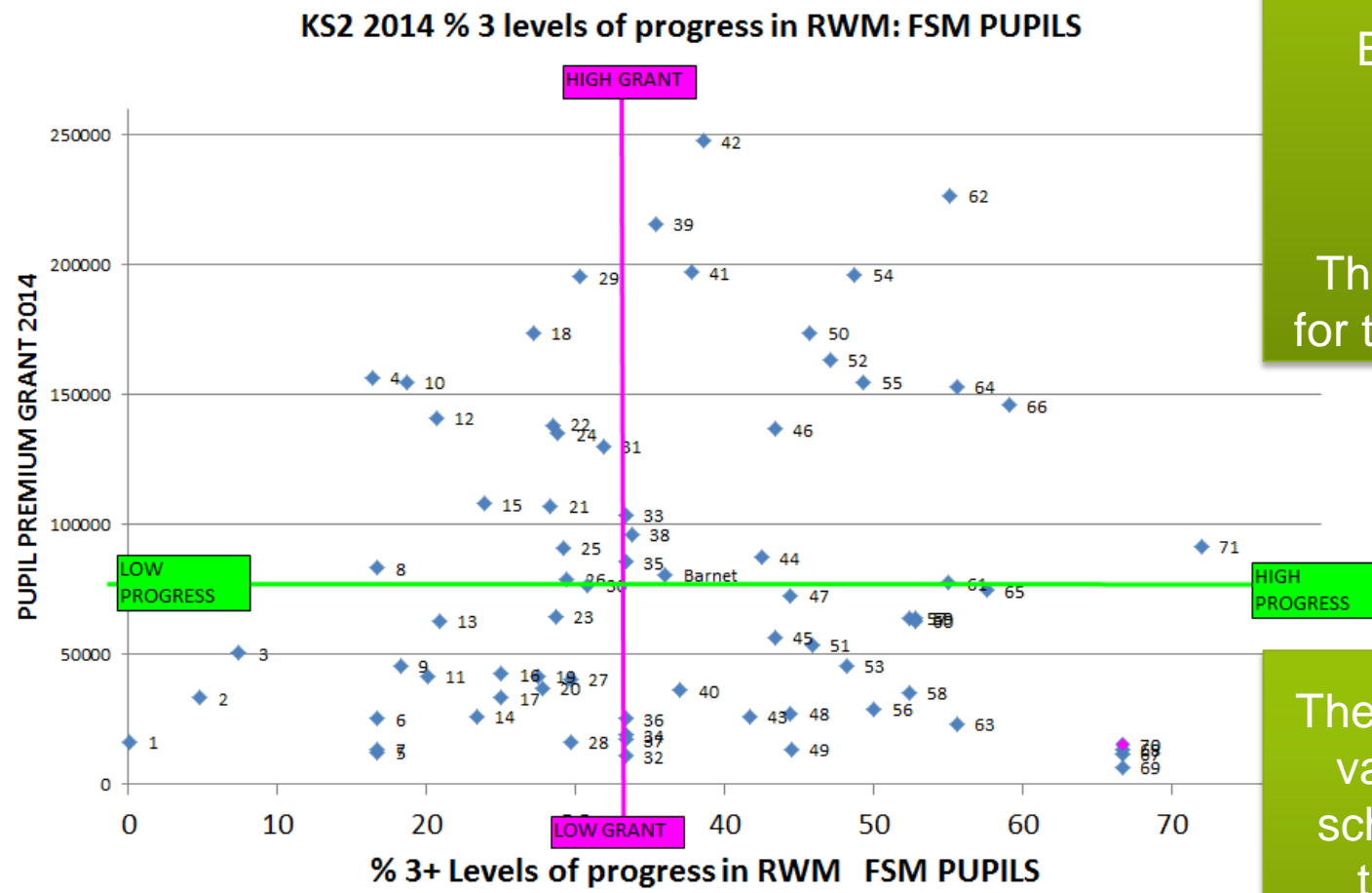


Some disadvantaged pupils have a lower starting point than their peers, so attainment may be lower but...

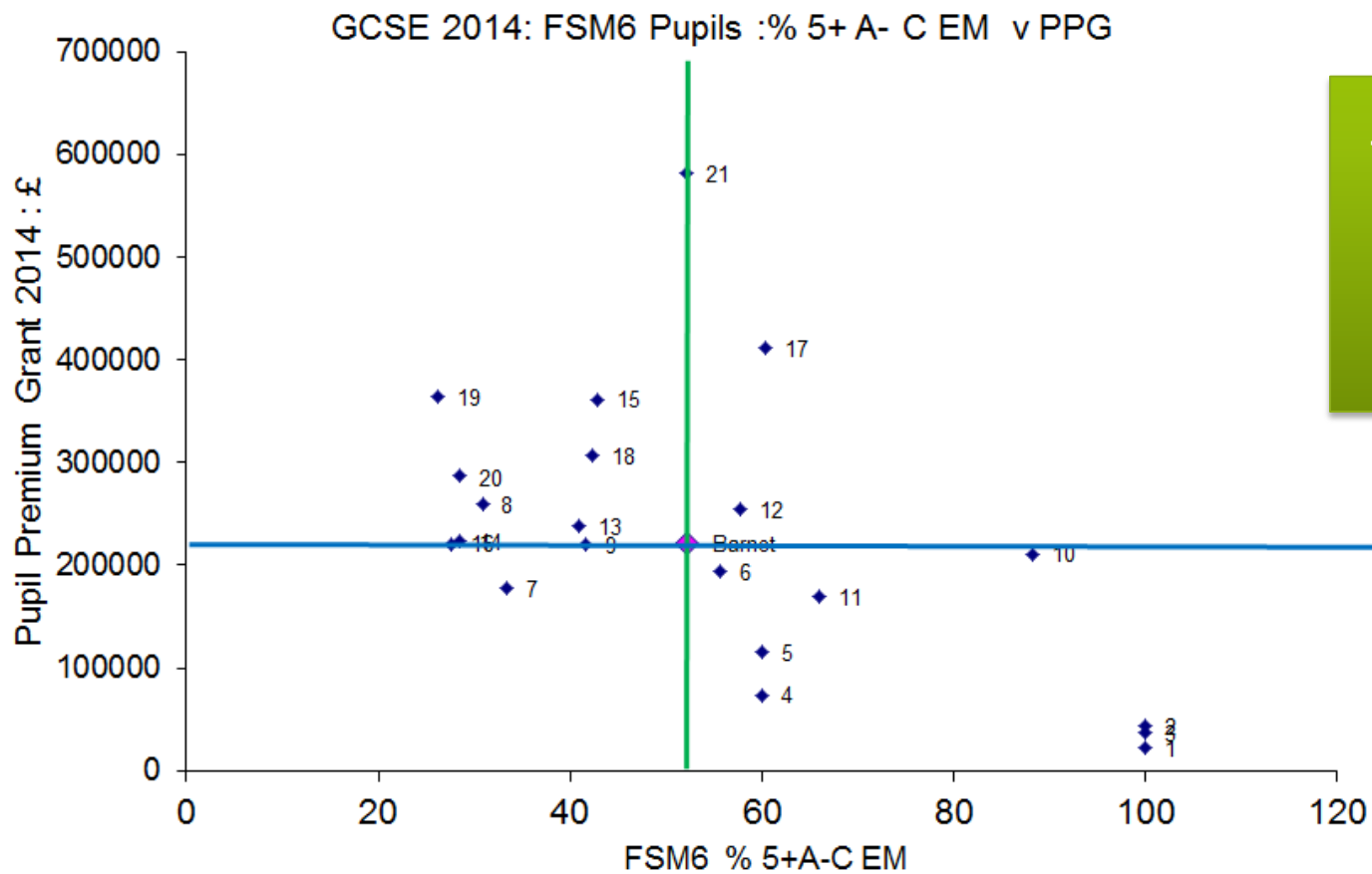


...if the gap is to be narrowed, disadvantaged pupils have to make **BETTER THAN EXPECTED PROGRESS.**

This is the rationale for the Pupil Premium Grant

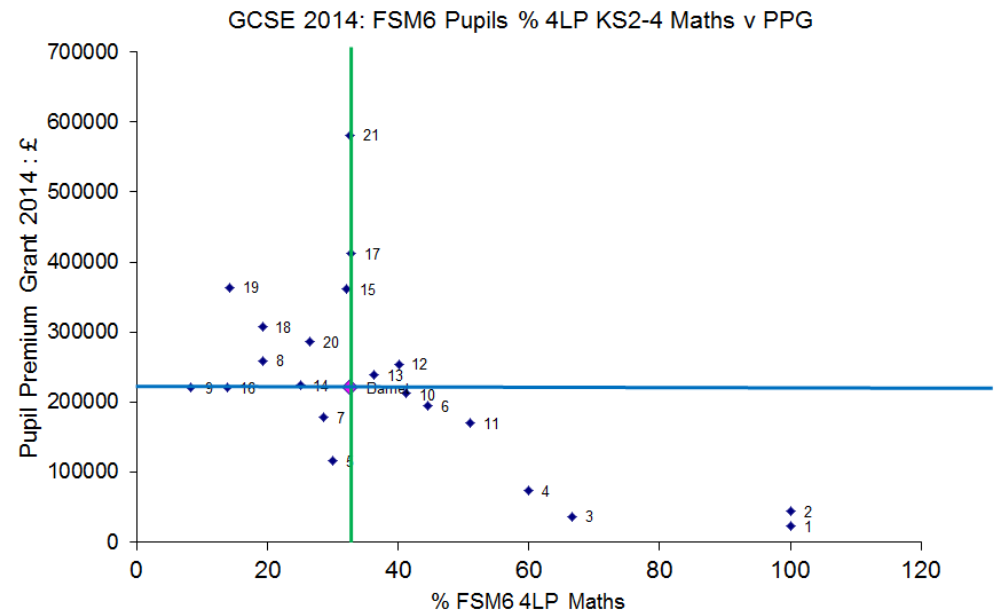
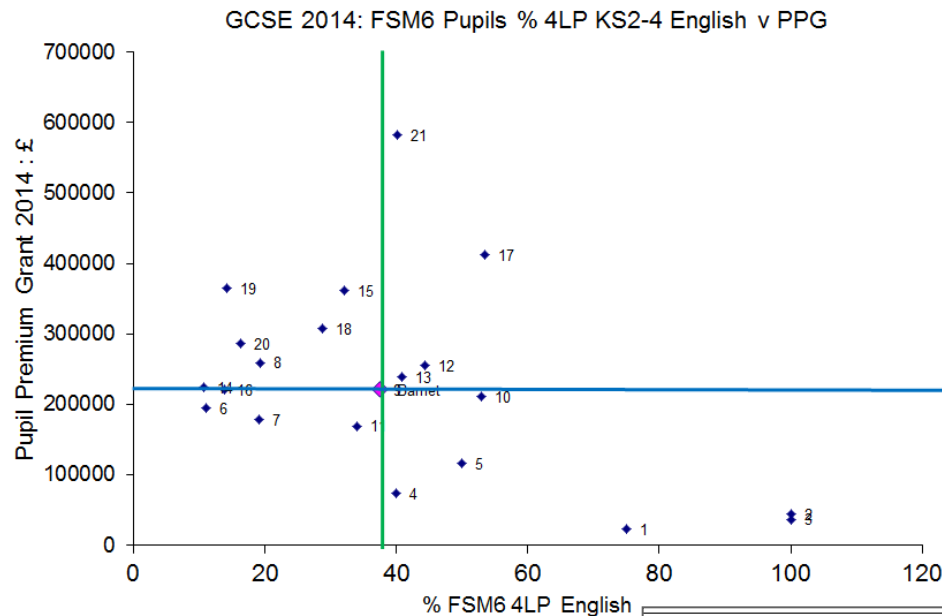


There is considerable variation between schools in terms of their success in accelerating the progress of disadvantaged pupils



The picture is similar in secondary schools

The relationship between good progress for disadvantaged pupils and the Pupil Premium Grant is variable across schools

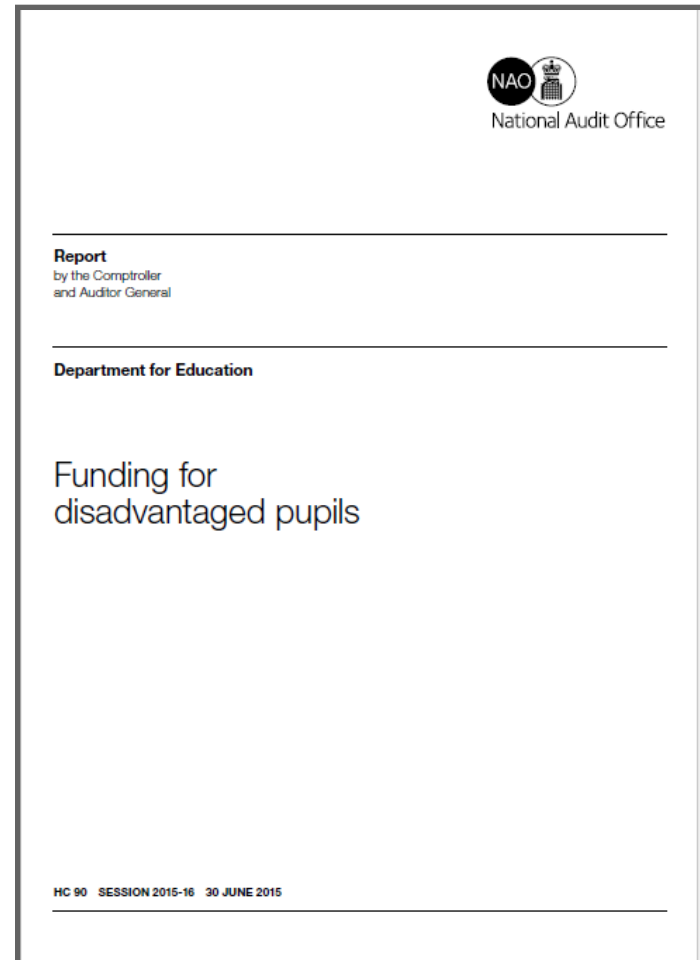


# Funding for Disadvantaged Pupils

National Audit Office: June 2015

“Early signs are that the Pupil Premium has potential, but it will take time for its full impact to become clear. As it takes the policy forward, the Department will need to review whether spending more in this way would allow it to close the attainment gap more quickly. The high degree of local discretion has benefits and costs. **Some schools don’t appropriately focus funding on disadvantaged pupils, and some spend funds on activities which are not demonstrably effective.**”

Amyas Morse, head of the National Audit Office, 30 June 2015



# Funding for Disadvantaged Pupils

- Introducing the Pupil Premium **has increased school leaders' focus on improving outcomes for disadvantaged** children.
- Many schools **spend some of the Pupil Premium on approaches that may not be cost-effective**, based on current evidence, reducing the funding's impact.
- Schools make different choices about which pupils to target Pupil Premium activities on; this freedom brings benefits but there is **a risk that some disadvantaged pupils miss out on the full benefit of the funding**.
- Some schools in deprived areas struggle to compete for **high-quality teachers, who are likely to have the biggest impact** on reducing the consequences of disadvantage.

**Source:** *Funding for Disadvantaged Pupils*

National Audit Office for Department for Education June 2015

# Pupil Premium: Ofsted 2015

## Use of the pupil premium

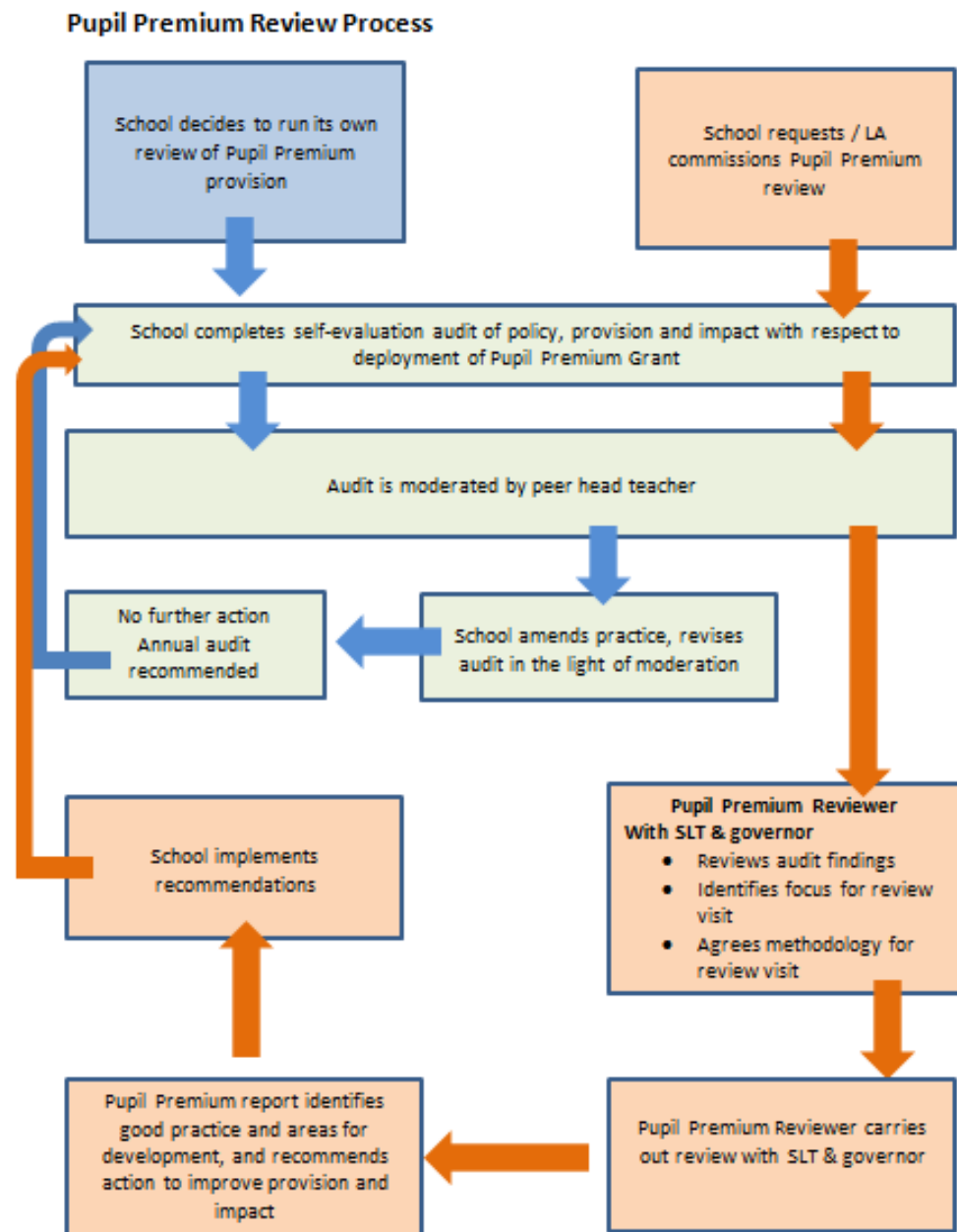
Inspectors will gather evidence about the use of the pupil premium in relation to the following key issues:

- the level of pupil premium funding received by the school in the current academic year and levels of funding received in previous academic years
- how leaders and governors have spent the pupil premium, their rationale for this spending and its intended impact
- any differences made to the learning and progress of disadvantaged pupils as shown by outcomes data and inspection evidence.

**Inspectors will recommend an external review of the school's use of the pupil premium if they identify specific issues regarding the provision and outcomes for disadvantaged pupils.** The form of words to be used in the inspection report is:

‘An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.’

# BPSI Pupil Premium Audit and Review Process



# 6 Principles underpinning a review

1. Schools should complete the audit tool for self evaluation prior to commissioning a review
2. Schools should commit to moderating their audit through the support of a peer headteacher prior to sending to the review team
3. Schools will provide the moderated audit and relevant school data prior to the review
4. Reviewers will complete an analysis of the audit and school data and use this information in partnership with the commissioning school to shape the review
5. The reviewer will provide summary feedback at the end of the review and a formal report a week later will be sent to the school
6. The school will then develop an action plan based on the recommendations



# The audit

The audit is organised into 10 sections which aim help schools gauge the effectiveness of:

- 1. Policy and planning:** the principles & practice underpinning the school's approach to deployment of Pupil Premium Grant
- 2. Leadership and Management:** discharge of responsibilities for the deployment of funds, overseeing of identification processes, intervention programmes, monitoring and evaluation
- 3. Identification of needs and target setting for improvement :** the systems and processes for identifying pupil needs and barriers to progress, target setting
- 4. Improvement planning :** addressing the needs of disadvantaged pupils
- 5. Provision:** the interventions chosen by the school to address identified needs
- 6. Monitoring Processes** systems for monitoring the appropriateness and impact of planning and provision and in tracking the progress of disadvantaged pupils
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- 8. Professional Development:** the development all staff in supporting disadvantaged pupils
- 9. Impact:** the school's analysis and evaluation of the impact of provision and interventions to improve outcomes for disadvantaged pupils

**10. Reporting:** reporting the deployment of Pupil Premium Grant and its impact in line with Statutory

# The formal review process

Six stages:

<b>Prior to review: School self-evaluation and analysis</b>	School completes audit; peer HT moderates
<b>Shaping the focus of the review</b>	Reviewer analyses audit findings, agrees focus and methodology of review with HT
<b>Carrying out the review</b>	Reviewer visits school to collect evidence through observations, learning walks, interviews, work scrutiny etc
<b>Reporting the recommendations</b>	Strengths, areas for development identified and reported, recommendations for improvement offered
<b>Action Planning</b>	School develops and implements action plan to address weaknesses
<b>Follow up visit</b>	School evaluates impact of action plan – possible re-audit. Reviewer visits to QA.

# Outcomes

Review will help schools to

- identify areas of strength and areas for improvement
- evaluate spending patterns
- review deployment of resources
- improve accountability
- develop partnership working
- sharpen self-evaluation processes

# Practicalities

## Promotion to schools, governors

- Launch at HT conference October 9
- Governor Briefings
  - 30 Sept & 4 Nov

## Training for reviewers and peer heads / SLT

- Initial meeting for reviewers 19 June;
- Reviewers asked to trial in their schools

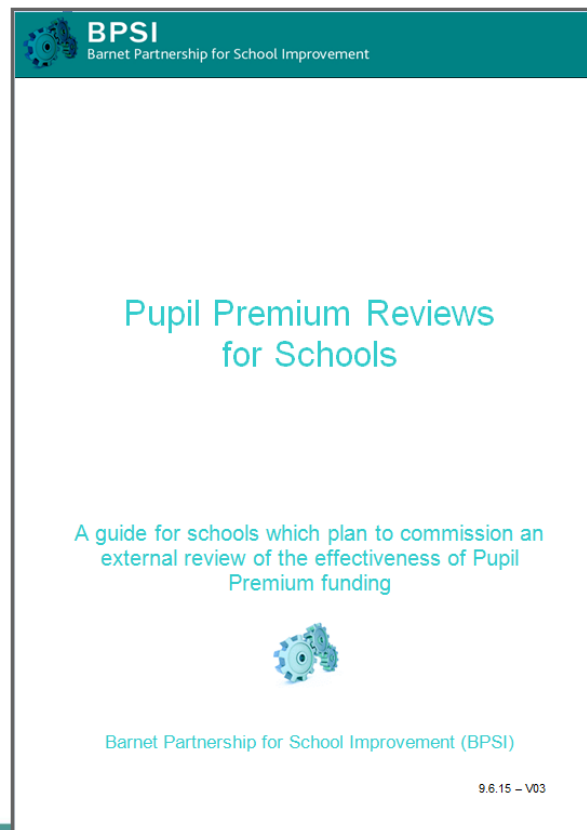
## • Costs / time

- 12 hrs total BPSI hrs

Activity	Reviewer role	Estimated Time
Prior to the review: Self-evaluation and analysis	<ul style="list-style-type: none"> <li>• Analyse school's audit, documents and data: develop key questions for the focus of the review</li> <li>• Complete pre-review analysis template and send to school</li> </ul>	2 hours
Shaping the focus of the review (Telephone meeting with headteacher)	Agree: <ul style="list-style-type: none"> <li>• focus of review</li> <li>• schedule for the review,</li> </ul>	1 hour
Carrying out the review (One day in school)	<ul style="list-style-type: none"> <li>• meet HT, CoG, Lead Governor, PP lead: discuss key questions emerging from audit and data analysis</li> <li>• conduct agreed series of meetings with staff, observations, learning walks, book scrutinies, etc</li> <li>• prepare a brief summary feedback identifying strengths and areas for development</li> </ul>	7 hours
Reporting the recommendation	Draft a formal report using the template	2 hours
Action Planning		
Follow up visit	Carry out a follow up visit to evaluate progress.	TBA

# BPSI

## Pupil Premium Review



# Pupil Premium review: rationale

## Moral

- Maximising impact to improve outcomes for disadvantaged pupils

## Professional

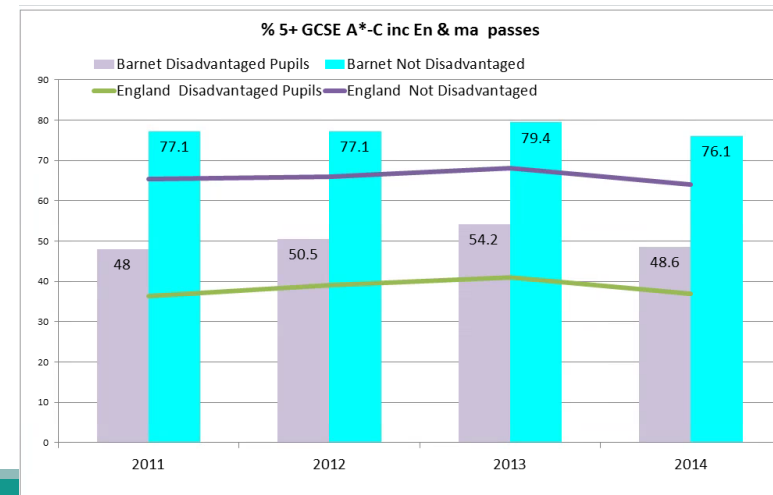
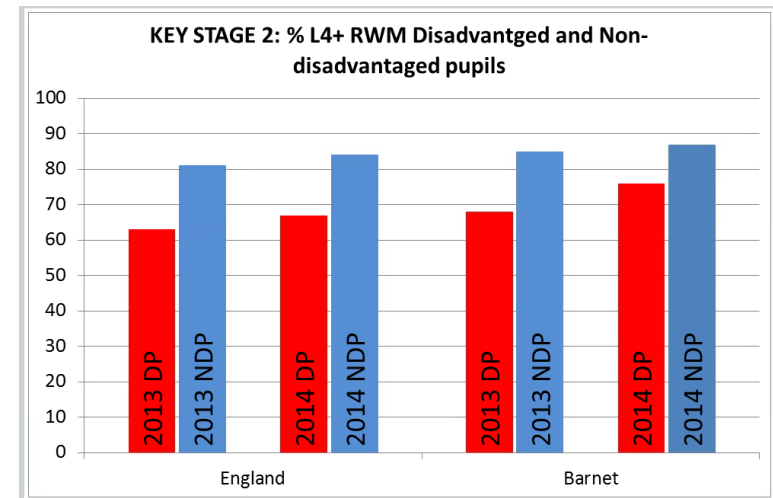
- Optimising management of resources & expenditure through monitoring & evaluation processes

## Statutory

- Accountability – Ofsted, governance, parents, public

# Disadvantaged pupils in Barnet

- At KS2 and KS4 , DP have better outcomes than DP nationally
- At KS2 the DP - NDP gap is narrower than the national gap
- At KS4 the gap is similar to national



# Pupil Premium: Ofsted 2015

Ofsted inspections will look at the performance of DPs, the way in which the Pupil Premium Grant is used and its impact.

Where outcomes and provision are weak or ineffective, Ofsted could require an external review of the use of Pupil Premium

## Use of the pupil premium

Inspectors will gather evidence about the use of the pupil premium in relation to the following key issues:

- the level of pupil premium funding received by the school in the current academic year and levels of funding received in previous academic years
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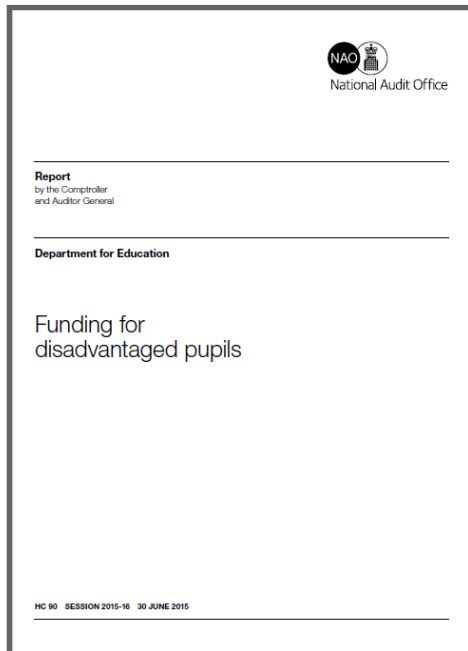
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‘An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.’



# Impact of Pupil Premium Grant

**Whilst the Pupil Premium Grant has raised attainment and improved progress of DP, it is not always used effectively or efficiently**



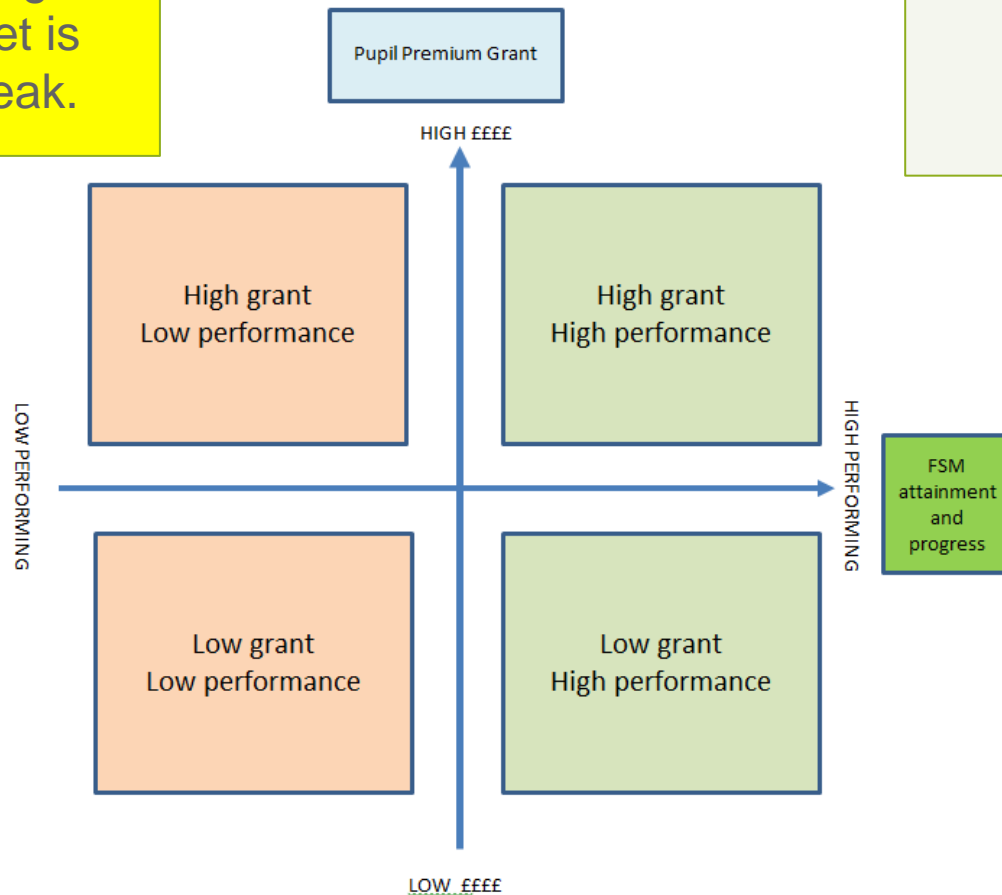
- Many schools **spend some of the Pupil Premium on approaches that may not be cost-effective**, based on current evidence, reducing the funding's impact.
- Schools make different choices about which pupils to target Pupil Premium activities on; this freedom brings benefits but there is **a risk that some disadvantaged pupils miss out on the full benefit of the funding**.

**Source: *Funding for Disadvantaged Pupils***

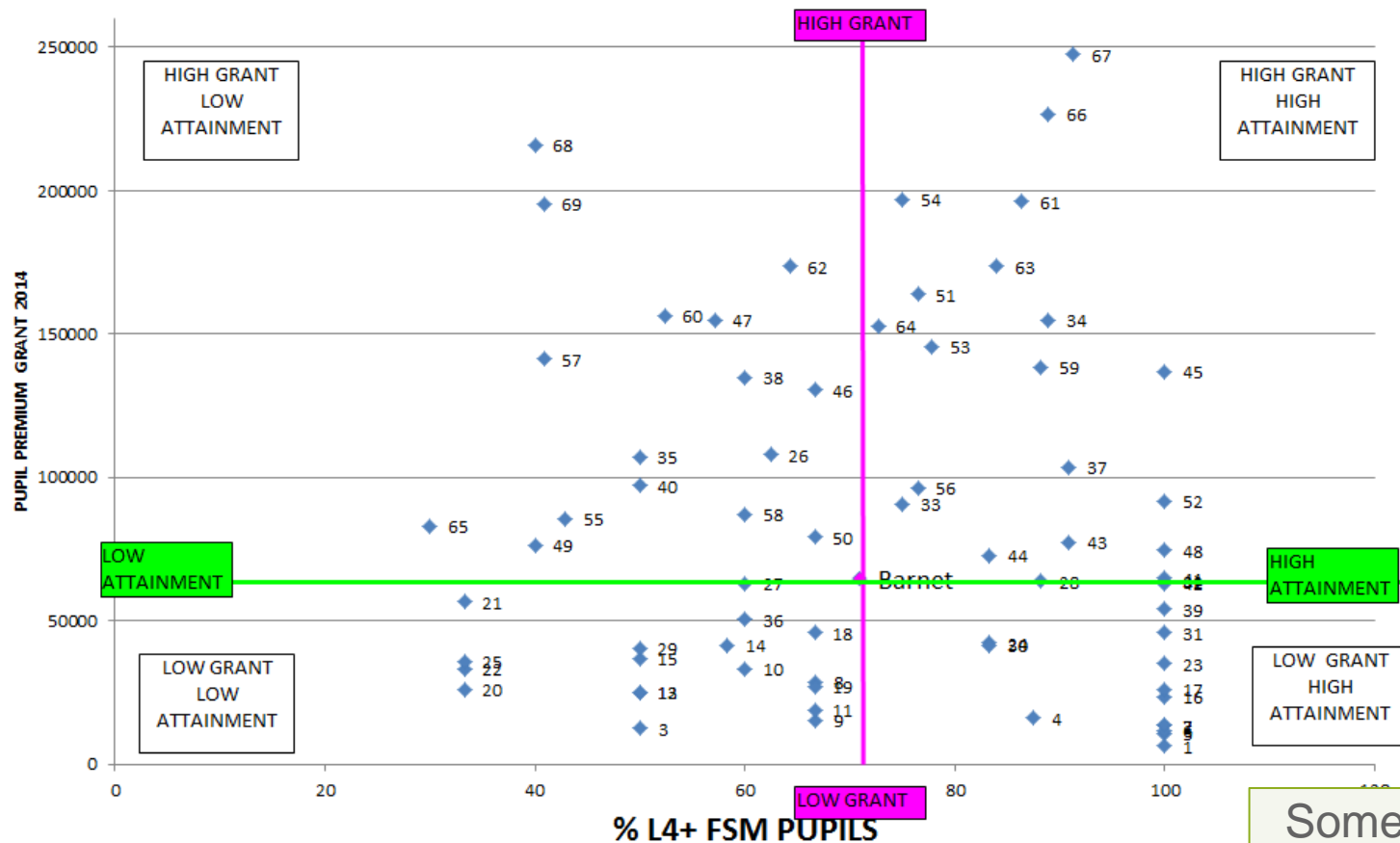
**National Audit Office for Department for Education June 2015**

High grant doesn't always lead to high impact; correlation between size of grant and improved progress of DP in Barnet is sometimes weak.

Impact and value for money



## KS2 2014: % L4+ RWM FSM PUPILS

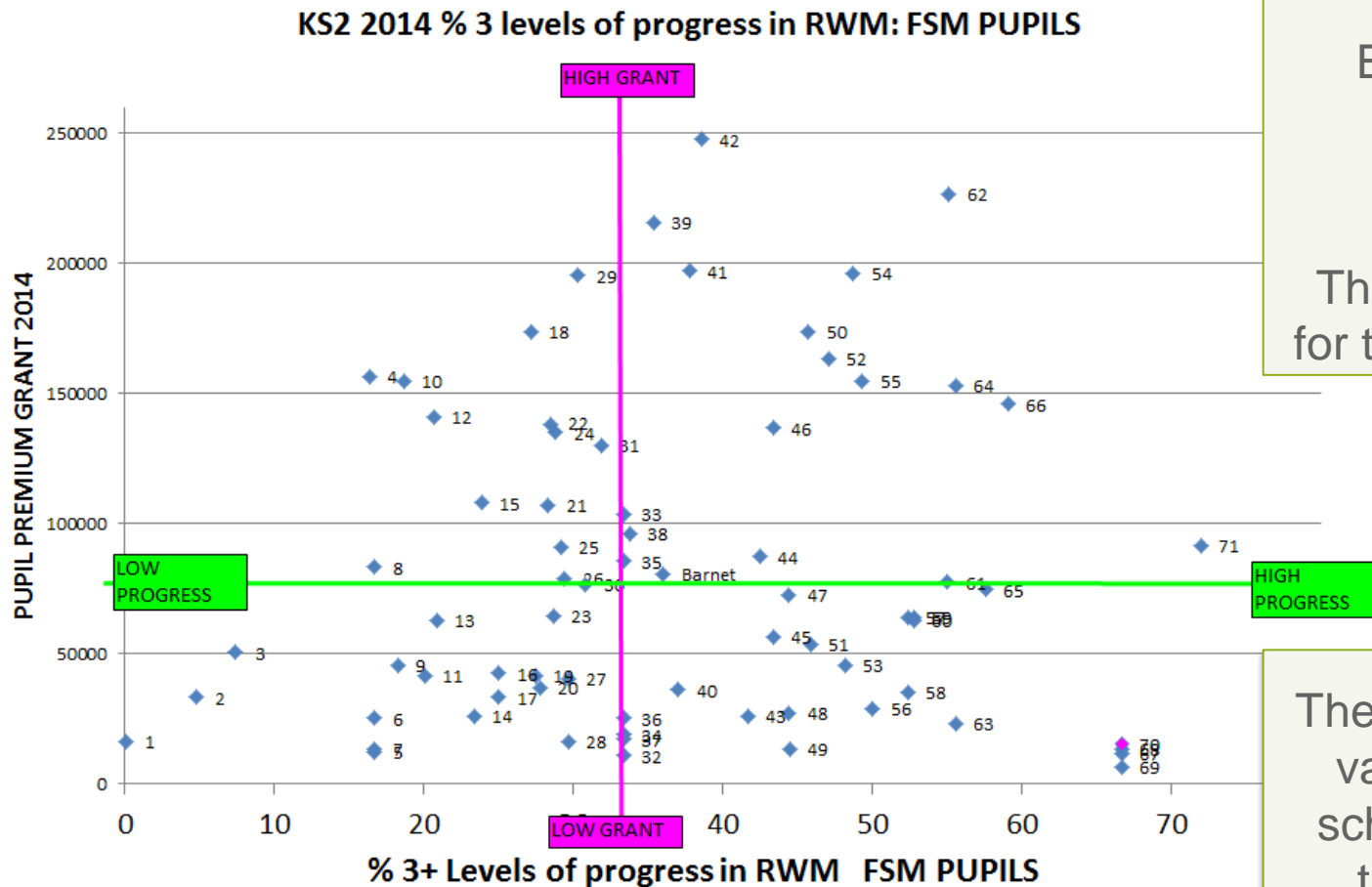


Some disadvantaged pupils have a lower starting point than their peers, so their attainment may be lower but...

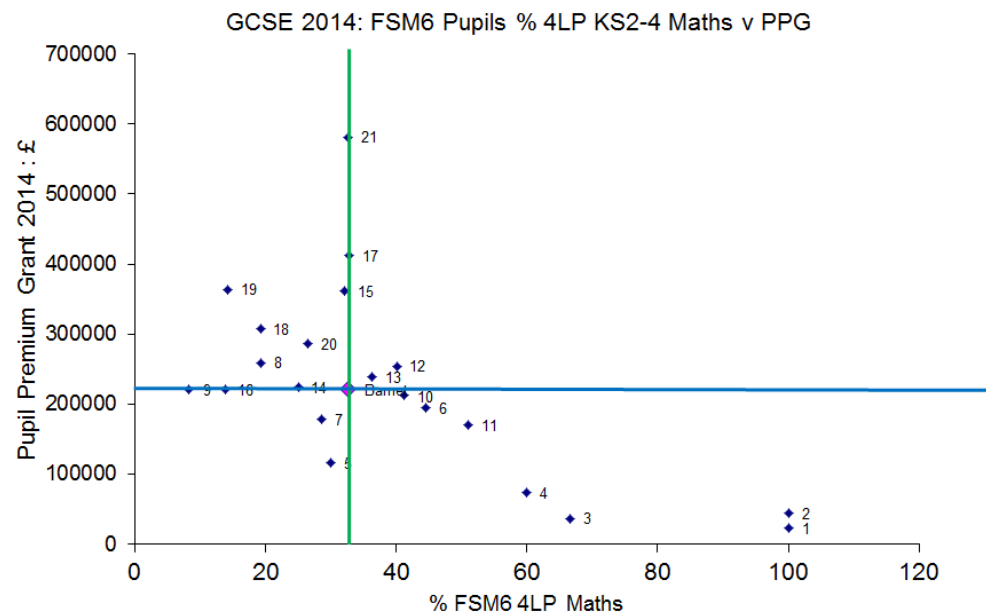
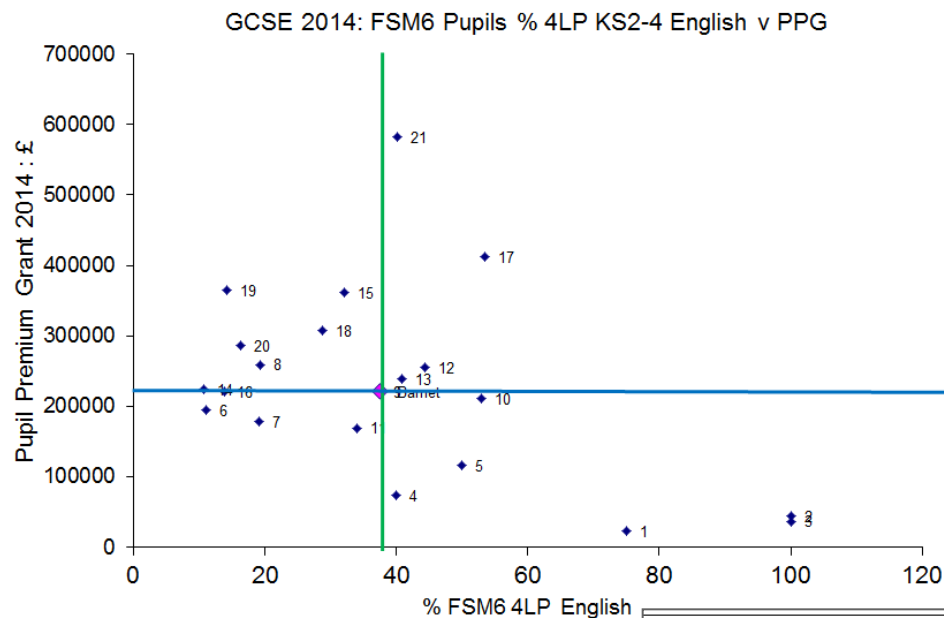
...If the gap is to be narrowed, disadvantaged pupils have to make **BETTER THAN EXPECTED PROGRESS.**

This is the rationale for the Pupil Premium Grant

There is considerable variation between schools in terms of their success in accelerating the progress of disadvantaged pupils

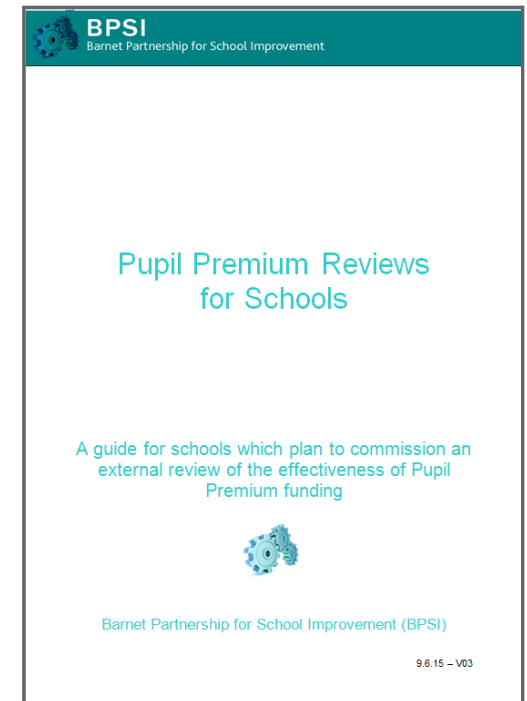


The relationship between good progress for disadvantaged pupils and the Pupil Premium Grant is variable across secondary schools



# Pupil Premium Reviews for schools

- Developed for BPSI by Sally Rundell & John Paxton
- A local (and complementary) response to guidance published NCTL & TSC\*
- Can be used as part of school self-evaluation or to support formal Pupil Premium review
- Needs mediation – peer head for self-evaluation or trained reviewer for full review



Available on BPSI  
website

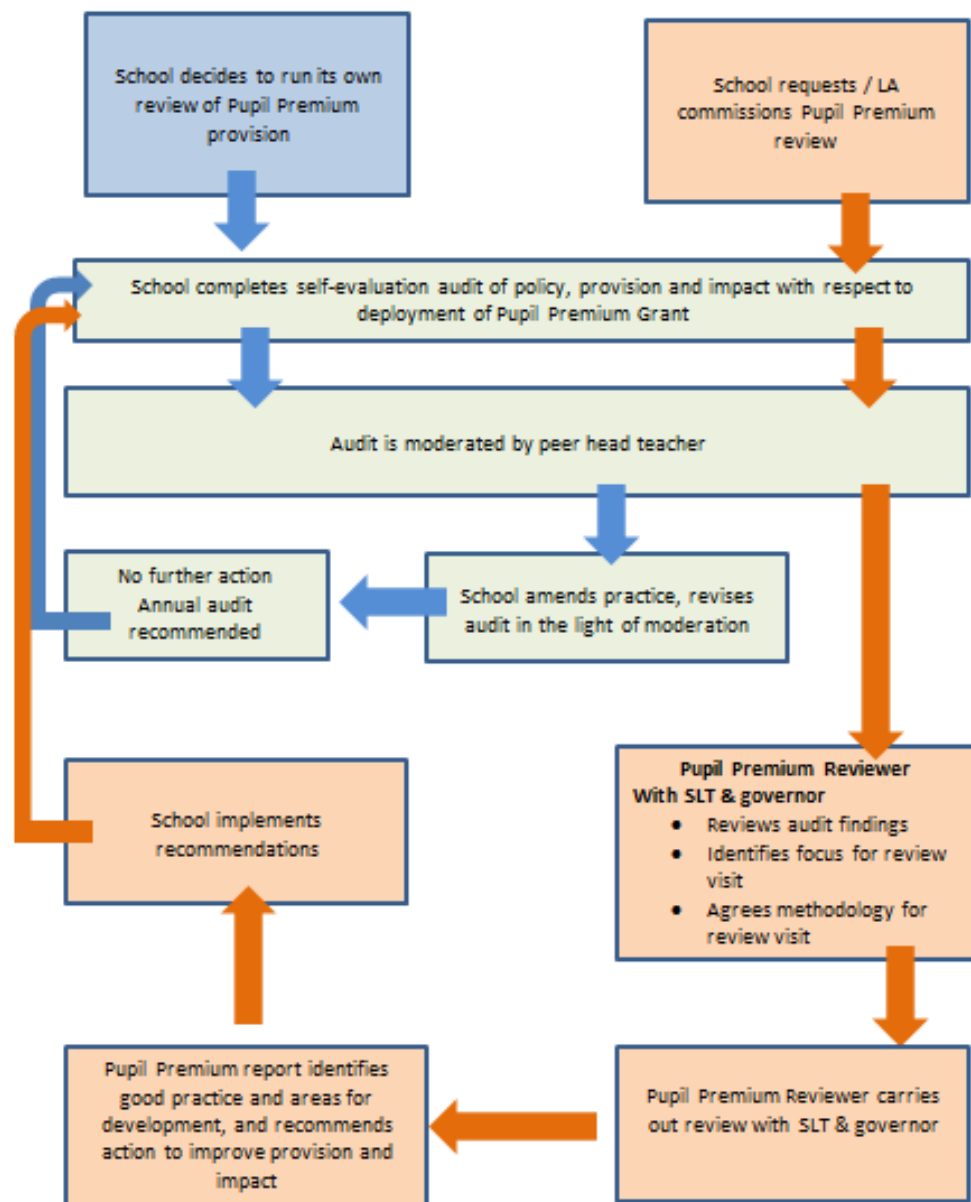
# Outcomes

Pupil Premium Review will help schools to

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- evaluate spending patterns
- review deployment of resources
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# BPSI Pupil Premium Audit and Review Process

## Pupil Premium Review Process





# The formal review process

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Action Planning		
Follow up visit	Carry out a follow up visit to evaluate progress.	TBA

## Effective pupil premium reviews

A guide developed by the Teaching  
Schools Council and Sir John Dunford,  
Pupil Premium Champion

November 2014

NCTL & TSC published guidance for:

- Pupil premium reviewers, including all teaching school heads, national leaders of education and local leaders of education.
- School leaders of schools receiving a review recommendation from Ofsted, DfE local authority, sponsor trust or other relevant body.
- School leaders of schools already raising attainment for disadvantaged pupils, who either want to commission a review to improve their strategy or undertake their own self-evaluation without commissioning a review.

# **Director's Briefing for Chairs and Vice-Chairs of Governors**

# School Place Planning Update

30 Sept 2015

# Primary

# Primary Bulges, Expansions, & New Schools for Sept 2015

## Primary Sept 2015 Reception bulges:

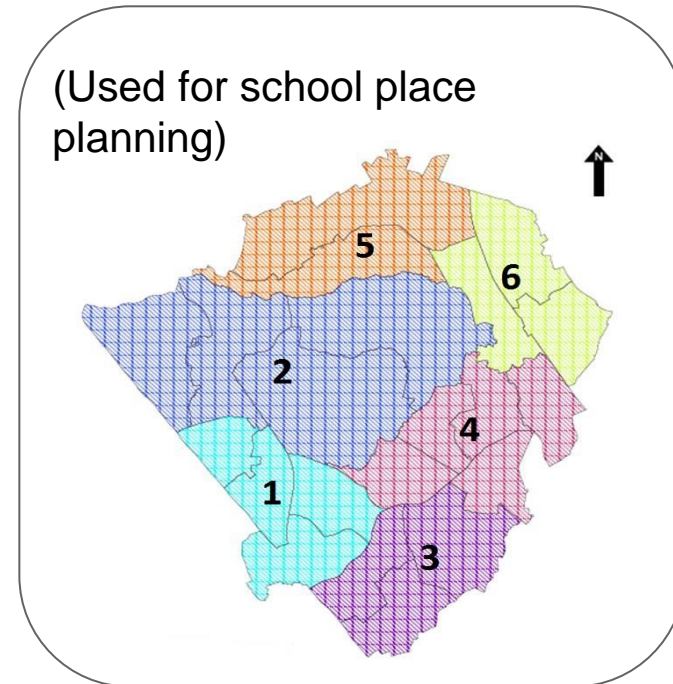
- Pardes House
- Manorside
- Summerside
- Chalgrove
- Underhill

## 1FE Expansions:

- Monkfrith to 2FE
- St Joseph's to 3FE

## New Schools:

- Watling Park Free 2FE
- London Academy 2FE
- Wren Academy 2FE





# Preparing to Meet Future Primary Need

## Primary surplus/deficit forms of entry (FE)

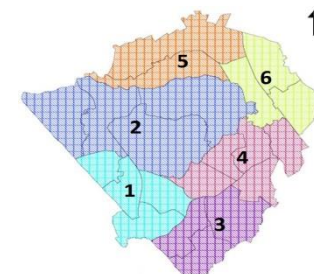
(assumes no additional new schools or expansions)

Range is +3%

	PA1	PA2	PA3	PA4	PA5	PA6
2016-17	0.6	-0.5	-1.1	-1.3	-1.1	-1.2
2017-18	1.5	0.8	-0.1	0.5	-0.5	-0.1
2018-19	0.8	0.9	0.2	1.1	-0.2	0.3
2019-20	-0.7	0.5	0.1	1.1	-0.2	0.1
2020-21	-1.9	0.4	-0.1	1.2	-0.3	0.0

Future plans to meet deficit:

- New 3FE Ark for 2017; 2FE free primary school at Ashmole
- 1FE expansion Brent Cross area 2017
- 3FE Peel Centre 2020



# Secondary

# Secondary

# Future Plans to Meet Secondary Deficit

	Secondary deficit in forms of entry (FE) (assumes no additional new schools or expansions) Low (+3%)	Plans to meet secondary deficit
2016-17	-2.1	Ark 6FE St Mary's and St Johns 2FE St James 2FE TBC 2FE TBC 2FE New Grahame Park 6FE  <b>Total: 20FE</b>
2017-18	-5.3	
2018-19	-11.3	
2019-20	-23.4	
2020-21	-21.8	

SEN

	Primary ASD/SLCN	Secondary ASD/SLCN	Primary BESD	Secondary MLD
Demography	18 places	45 places	2 places	11 places
Reduce Dependency on Expensive Placements	10 places	10 places	8 places	5 places
<b>TOTAL</b>	28 places	55 places	10 places	16 places

ASD= Autistic Spectrum Disorder

SLCH = Speech, Language and Communication difficulties

BESD = Behaviour and Emotional and Social

# **Director's Briefing for Chairs and Vice-Chairs of Governors**

# Effective Governance Audit



Department  
for Education

# **Schools causing concern**

Statutory guidance for local authorities

January 2015



## **Section 6: Governance**

### **Non statutory guidance relating to governance**

Local authorities should take an **active interest in the quality of governance in maintained schools**. To prevent schools becoming “eligible for intervention” (as described in Section 2) **local authorities should promote and support high standards of governance**. To do so, **they should be champions for high quality in school governance; help ensure that governors have the necessary skills; and have in place appropriate monitoring arrangements to identify signs of failure in relation to governors’ oversight of finance, safety or performance standards.**

## **Non statutory guidance relating to governance (cont)**

### **Training**

**Local authorities should also be able to provide governors with high quality training that is necessary to prevent schools from becoming “eligible for intervention”** or at least be able to signpost governors to such training. Section 22 of the Education Act 2002 and the Ofsted inspection framework of local authority school improvement arrangements places strong expectations on local authorities in relation to promoting and providing appropriate training programmes for governors. **Local authorities should note that governing bodies have the power to suspend governors where they refuse to undertake necessary training.**

## Non statutory guidance relating to governance (cont)

### Records of Governors

**Local authorities should have arrangements in place for maintaining records of governors in maintained schools.** This can be used by the authority to aid communication with governors and provide for them to undertake any necessary due-diligence. **Ideally, the records should also include schools registers of interests and enable identification of governors who sit on more than one governing body.** Information held by the local authority should also be made available to the Department for Education upon request.

# **Non statutory guidance relating to governance (cont)**

## **Academies**

**Where a local authority has concerns about governance within an academy in their area they should raise this with their local Regional Schools Commissioner or the EFA.**

# Ofsted

The new OFSTED School Inspection Handbook (September 2015) provides clear guidance for inspectors on the duties and responsibilities of school governors. In order for an inspection team to gain an understanding of the effectiveness of governance in a school the Handbook states:

*“Inspectors will obtain a range of evidence from meetings with leaders and governors and first-hand evidence of their work across the school. Inspectors will use documentary evidence provided by the school, evaluating the impact of leaders’ and governors’ work, both currently and over time, in conjunction with first-hand evidence.”*

# EFFECTIVE GOVERNANCE SELF-EVALUATION AUDIT TOOL

We would like all maintained schools to complete and return this Audit to **Sarah Beaumont** at *[sarah.beaumont@barnet.gov.uk](mailto:sarah.beaumont@barnet.gov.uk)* by **Friday 23 October 2015**.

We would also welcome responses from academies and free schools. **We will be evaluating every audit individually and offering feedback, advice and training opportunities where appropriate.** We plan to make this an annual process with subsequent audits just asking for updates on previous information submitted.

Further support can be arranged by BPSI and Governor Services. BPSI hours can be used for some of this training.