

# Director's Briefing for Chairs and Vice-Chairs

## Welcome



— with —



# Traded Services 2020/21

## Verbal Update

Neil Marlow, AD School Improvement & Traded Services



— with —





# **Presentation to Chairs and Vice-Chairs of School Governing Bodies**

## **– Barnet's Local Plan (Reg 18)**

Nick Lynch – Planning Policy Manager

January 22<sup>nd</sup> 2020

## PURPOSE OF THIS SESSION

Setting out a planning policy framework which the Council will use to make decisions about how Barnet will change as a place over the next 15 years, the Local Plan is one of the most important statutory documents that must be produced for the Borough.

To publicise, inform & seek feedback from Barnet School Governors on the emerging Local Plan that looks ahead to 2036

- Introduction to a new Local Plan for Barnet
- Local Plan – Evidence
- Relationship with Council Strategies
- Approach to Sustainable Growth
- Key Changes since 2012 Local Plan
- Impacts on Schools & Young People
- Site Proposals
- Local Plan Programme

- Purpose of Local Plan is to shape growth & change in an area over a 15 year period.
- Barnet's Local Plan will cover 2021 to 2036.
- Consists of 51 policies & 67 site proposals
- Reg 18 approved by Jan 6<sup>th</sup> P&R Committee
- Public consultation from Jan 27<sup>th</sup> until March 16<sup>th</sup> 2020
- Start of 2 year regulatory process involving an Examination - adoption not expected until late 2021

Evidence base includes range of technical studies ranging from

- Housing need & delivery
  - Car Parking
- to
- Hot Food Takeaways
  - Tall Buildings

These are all available on Local Plan webpages

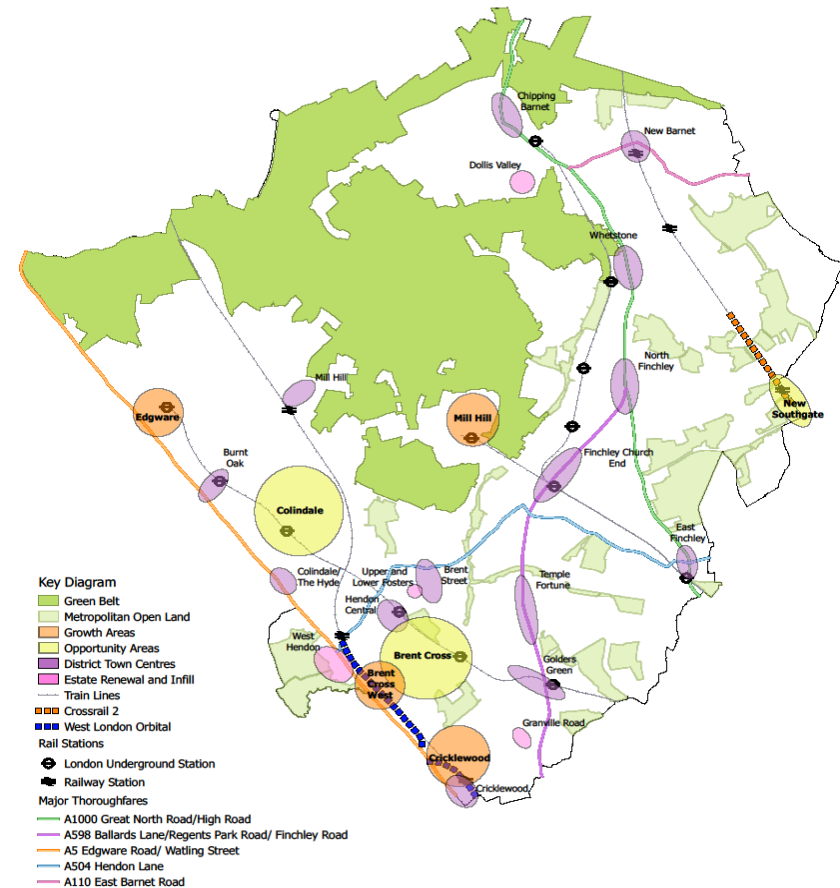


- Local Plan is the **spatial expression** of other Council strategies including the **Children & Young People Strategy**
- In particular the **Growth Strategy** which sets out where the Council will focus its interventions to support delivery of development & regeneration
- Engagement with **Children Services**





- **Sustainable Growth** focussed on 6 Growth Areas, Town Centres, Transport Nodes, Estate Renewal & Major Thoroughfares
- **Housing** - approx 46,000 new homes needed (i.e. around 3,000 per annum)
- **Officespace** – up to 67,000m2 of new space across town centres (in addition to BX)
- **Retail** – up to 110,000m2 of retail across town centres (in addition to BX)
- **Jobs** – deliver space to support 27,000 jobs
- **Parks & Recreation** – 3 new destination hubs & new Regional Park
- **Community Infrastructure (including schools)** – to keep pace with development
- **Transport** – new stations at Colindale & Brent Cross West



# Key Changes since 2012 Local Plan

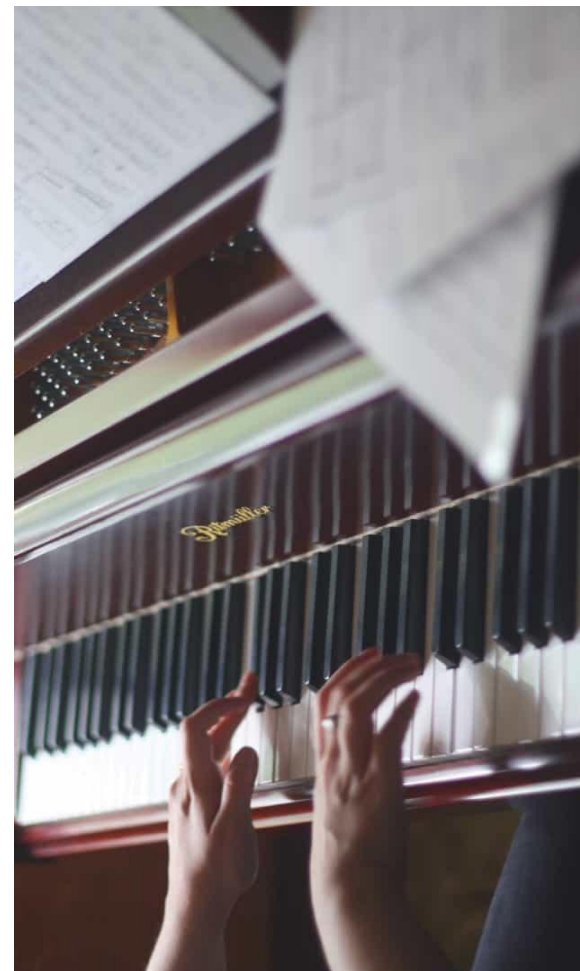
- **67 specific sites identified for development.**
- **More extensive policy coverage (51 policies compared to 34 policies in 2012 Local Plan)**

## **New Policies on**

- Residential Conversions (HOU03)
- Affordable Workspace (ECY02),
- Public Realm (CDH03),
- Hot Food Takeaways (TOW03),
- Protecting Pubs (CHW05)
- Night Time Economy (TOW04)

## **More specific policies on**

- Housing (HOU01 to HOU05)
- Mitigating Climate Change (ECC01)
- Local Jobs, Skills & Training (ECY03)
- Car Parking (TRC03)
- Tall Buildings (CDH04)
- Optimise benefits of green-spaces (ECC04)
- More flexibility in Town Centres (TOW02)



## Housing

- Ensuring right size of new homes – smallest 2 bed home at least 4 bed spaces
- Protect family housing from conversion – restricted to certain locations
- Stronger on delivering affordable homes – 35 to 50% of new homes
- Widening housing choice in delivering 3,000 new homes per annum

## Environment & Transport

- Mitigating climate change through focusing growth in specific areas & promoting highest environmental design standards
- Setting out requirements on air, noise and water quality as well as flood risk
- Promotion of more active travel - safer walking & cycling through Healthy Streets Approach
- Make more active use of improved parks & open spaces

## Economy & Town Centres

- Town centres preferred location for new community infrastructure
- More explicit about requirements for skills and training

## **Delivering the Local Plan**

Sets out mechanisms for securing funding from growth to invest in social infrastructure to support a growing population.

The emerging **Infrastructure Delivery Plan** will set out needs, gaps and deficits in provision, along with the costs of providing the infrastructure

**Infrastructure Delivery Plan** supports Local Plan together with contributions from development through

**S106** – ie to fund new infrastructure linked to a new development and

**Community Infrastructure Levy (CIL)** – boroughwide fund raised on a floorspace basis

This helps to ensure Council has good schools and enough school places so all children have access to a great education.

- 67 sites - mainly residential led capable of generating 16,000 new homes
- community uses highlighted on specific sites
- Sites in public domain – 21 already in planning documents
- reflect existing planning documents – SPDs, Town Centre Frameworks & Planning Briefs.

➤ Brunswick Park – 4 sites	➤ Golders Green – 2 sites
➤ Burnt Oak – 2 sites	➤ Hale – 1 site
➤ Childs Hill – 2 sites	➤ Hendon – 9 sites
➤ Colindale – 6 sites	➤ High Barnet – 3 sites
➤ Coppetts - 1 site	➤ Mill Hill – 5 sites
➤ East Barnet – 7 sites	➤ Oakleigh – 2 sites
➤ East Finchley – 4 sites	➤ Totteridge – 4 sites
➤ Edgware – 3 sites	➤ West Finchley – 7 sites
➤ Finchley Church End – 1 site	➤ West Hendon – 1 site
➤	➤ Woodhouse – 3 sites

- **Reg 18: Public consultation – Winter/Spring 2020**
- **Launch on 27<sup>th</sup> January at**

**<https://engage.barnet.gov.uk/>**

- Engagement events with **Young People**
- **Reg 19: Publication of Local Plan & Consultation – Autumn 2020**
- **Reg 22: Submission – Winter 2020/21**
- **Reg 24: Examination in Public – Summer 2021**
- **Reg 26: Adoption – Winter 2021/22**



# Any Questions ?



<https://engage.barnet.gov.uk/>

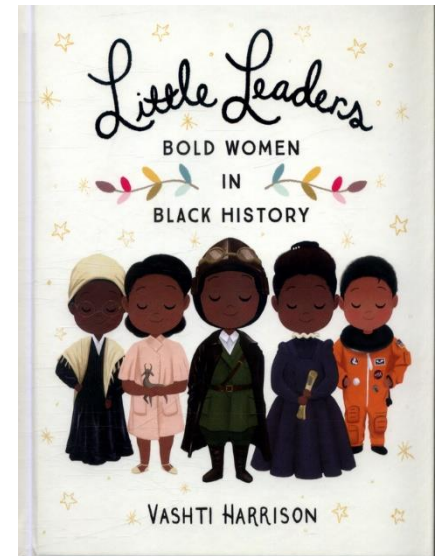
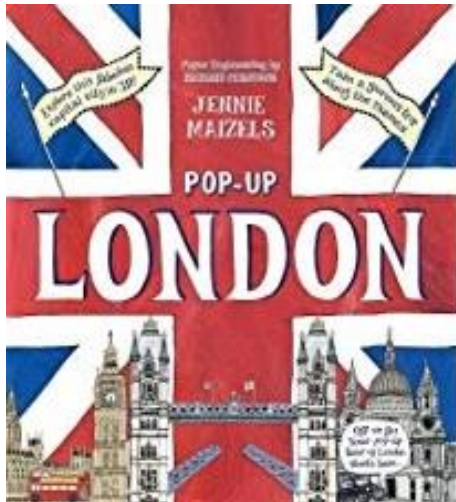
Contact us –

[Forward.planning@barnet.gov.uk](mailto:Forward.planning@barnet.gov.uk)



# Schools Libraries Resources Service

Who are we?  
What do we do?





# Who are we?

- **We are a part of Barnet council's wider library service and we specifically support literacy and learning in schools by loaning books/artefacts/role play resources and much more to the local primary schools that subscribe to us.**

# What do we do?

- **We put together termly and half termly loans for classroom use, to support all areas of the curriculum and encourage reading for pleasure with our age appropriate and extensive fiction collection.**

# What is every teacher entitled to borrow?

- Books - up to 30 non-fiction and 15 fiction per half term per class
- Guided Reading sets – one per half term per class
- Artefact Boxes – religious/historical/geographical/science – one per half term per class
- KS1 Role Play Resources – one per half term per class
- EYFS Story sacks - one per half term per class
- Author Boxes - one per half term per class
- Reproduction Art Prints
- DVDs
- Photo Packs/ posters

# Available Resources

## Non-fiction Topic Loans

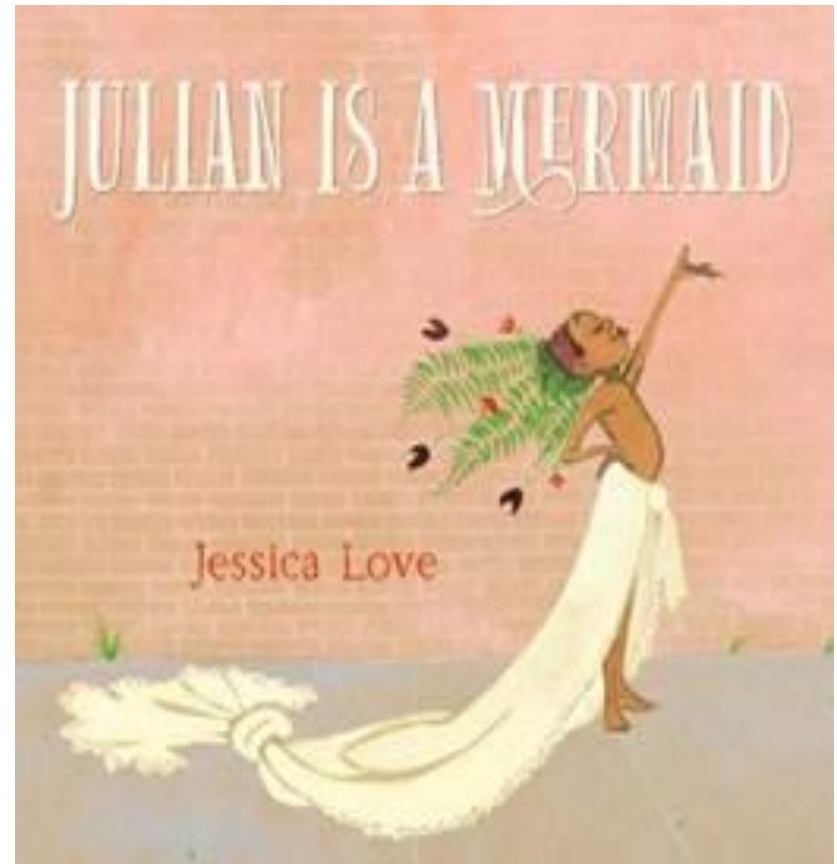






# Fiction

- Author Boxes
- Guided Reading Sets
- Audio Books
- EYFS Picture Books
- Early Readers
- Graphic Novels
- Play scripts & Poetry
- Dual Language
- Dyslexia Friendly





[illegible]



# Artefacts



# EYFS Story Sacks





# KS1 Role Play Resources



# Barnet Past and Present

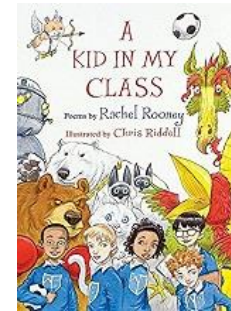


# Termly E-Newsletter



# New Collections for 2019/20

- Guided Reading Sets
- Rocket into Reading
- BAME





# UK Reading Road Map

A reading scheme created by the Islington ELS in 2016/17 to encourage children to read for pleasure and a tool for children, parents and teachers to recommend a wide range of genres and newly published authors.

In 2019/20 ten primary schools in Barnet have signed up to the scheme.



# How do we operate?

- ✓ It takes less than five minutes to place an order via the [eform](#) on our website
- ✓ Resources are delivered to and collected from school by Barnet's delivery team, at the beginning and end of each half term.
- ✓ Regular emails from us keep our customers informed of upcoming deadlines for placing orders and updates about the arrival of new stock and the training/support we offer our customers.

# Need to know more?

For all enquiries regarding the Service, including fees and charges, or to arrange a visit to our warehouse, please contact:

Lucy Merritt – Team Leader

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Tel: 0208 359 4411

OR:

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## Local Area SEND Ofsted/CQC Inspection





# Ofsted/Care Quality Commission Local Area Inspections

- The inspection is about how effectively all in the local area are supporting the SEN requirements including headteachers, local authority SEN and social care staff and health workers.
- All local areas will be inspected between 2016 and 2021. Report on local areas' effectiveness in identifying and meeting the needs of CYP who have SEND.
- When reports include areas of significant concern HMCI may require a Written Statement of Action (WSoA) to be submitted to identify how concerns will be remedied.



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# The focus of inspection

- How effectively does the local area identify children and young people who are disabled and/or have special educational needs?
- How effectively does the local area meet the needs and improve the outcomes of children and young people who are disabled and/or have special educational needs?

Judgements are about the performance of the local area since the implementation of the reforms in September 2014.

Important to note that this is a local area inspection and not a local authority inspection



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# Local area inspection arrangements

- Inspection teams include a HMI, a CQC inspector and a local authority inspector.
- A notice period – 5 days.
- Parents, children and young people will be interviewed.
- Visits made to providers, but not an inspection of provider.
- Meetings involve services, but not an inspection of the service.
- Inspection lasts five days.
- There will be re-inspection activity where this is appropriate.

## Inspection Results

WSoA requested	Count of Local Area
No	50
Not yet inspected	50
Yes	51
<b>Total</b>	<b>151</b>

# SEND Strategy 2020 - 2023



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# The vision

- We are developing a new SEND Strategy (previous Strategy 2017 – 2020) and will be consulting on the following:
- The vision – does it still apply?

*‘That all children and young people with special educational needs and disabilities reach their full potential. We are committed to ensuring that clear and realistic outcomes are achieved and that young people have the opportunity to become as healthy, independent and resilient as possible.’*

# The current priorities

- **Priority 1: To ensure effective, timely and robust decision-making for children, young people and their families**
- 
- **Priority 2: To improve participation of, and co-production with, key partners, parents, families, children and young people in decision-making**
- 
- **Priority 3: To ensure effective joint commissioning and integration of services from early years through to adulthood**
- 
- **Priority 4: To champion the educational progress and attainment of pupils with SEND**
- 
- **Priority 5: To ensure sufficient and appropriate local and inclusive provision**
- 
- **Priority 6: To promote independence and prepare children and young people for adulthood**

# Timescales

- We are currently collecting views from partners about what needs to be in the Strategy
- Focus groups/meetings in Feb (parent/carers; schools and settings; other professionals) – key areas to be included in the Strategy
- Also findings from ‘Mocksted’
- Draft SEND Strategy mid March
- Consultation end of March – end of April



# Quality First Teaching Tips Toolkit

Barnet with Cambridge

This toolkit has been developed by members of the SEN  
Support workstream.



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Memory supported by **demonstration** and **modelling** of memory **techniques**



Always be **child-centered**, **outcomes** and **targets** are **co-produced**



Instructions given in **small chunks** with **visual cues** and **repeated**



Classroom support planned for and used to **maximise learning** and **promote independence**



**Range and variety** of **groupings** within the class. **Difference** is **celebrated**



Always work in **partnership with families**, **share successes** and **ask questions**



## My Inclusive Classroom

Understanding is **demonstrated** in **different ways**



Classroom well **organised** and **labelled** with **pictures** and **symbols**



**Praise** is **specific** and **targeted**. **Transitions** are **planned** for according to the **child's needs**



Understanding is **checked** by asking **pupils** to **explain**. **Assessments** are used to **inform next steps**



## My Inclusive Classroom

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**CAMBRIDGE** **M**  
**EDUCATION** **M**

Visual system in place to allow pupil to show understanding



Names are used to cue in



The classroom environment/learning wall promotes new vocabulary. New vocabulary is shared with home



Range of multisensory approaches used to support spoken language e.g. objects, pictures, symbols, role play



Access to a quiet space if necessary



Wait time is provided allowing time for processing and response



## Communication and Interaction

Rules for listening are displayed, taught and modelled



Ensure preferred level of communication (as well as preferences relating to eye contact) is known by all staff



Instructions given in small chunks with visual cues and in order



Talk buddies are used to encourage a response



## Communication and Interaction Strategies



Key **learning points** are **reviewed during** and at the **end of the lesson**



Links to prior learning are **made regularly**



Range of **multisensory** approaches used to **support understanding** and **language**  
e.g. objects, pictures, symbols



**Know the text difficulty** you are expecting them to read



Instructions given in **small chunks** with visual cues and in order



Emphasise **key words** and vocabulary.  
**Pre-teach** and **share** new vocabulary with **home**



**Wait time** is provided allowing time for processing and response



## Cognition and Learning

Rules for listening are **displayed, taught** and **modelled** and preferences for listening are **known**



Pupils are **encouraged to explain** what they have understood. Consideration given to **home language**



**Access to a quiet space** if needed



## Cognition and Learning Strategies

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**EDUCATION** **M**

Catch the pupil being good and emphasize positives, celebrate strengths. Think about seating and groups



Transition times are clearly taught, planned for and actively managed



Range of multisensory approaches used to support understanding. Visual approaches used to support keeping on task and finishing tasks



Teach use of post-it notes for questions and ideas to manage continual interruptions



Make and model clear, explicit expectations for behaviour, share successes with home too. Behaviour is a form of communication



Give classroom responsibilities to raise self-esteem



## Social, Emotional and Mental Health

Listen and give pupils opportunities to explain their behaviours



Give regular planned, legitimised learning breaks e.g. message taking, fiddle toys,



Use interactive strategies. Communicate with clear instructions, use clear routines



Access to a quiet space that suits them when they need it. Have calming activities that follow their interests. Emotional regulation is taught



## Social, Emotional and Mental Health Strategies

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CAMBRIDGE  
EDUCATION

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## Visual

**Multi  
sensory  
experiences**



**Check  
pupils'  
glasses are  
on and  
clean**



**Consider  
lighting and  
where you  
stand**

**Limit  
inessential  
copying from  
the board**

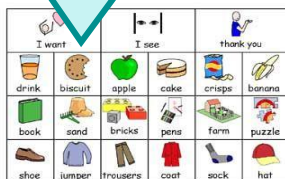


**Say the  
pupil by  
name, cue  
them in**



## Hearing

Use **visuals** as  
much as possible



**Seating – can  
the pupil sit  
at or near the  
front**



**Minimise  
classroom  
and  
environment  
noise**



**Check pupils  
understanding.  
Ensure hearing  
aids are  
working**



**Allow wait  
and  
processing  
time**

**Repeat  
contributions  
from other  
children**



## Sensory and/or Physical

## Physical

**Accessibility  
of the  
classroom**



**Think about  
seating/  
organisation,  
check table  
heights**

**What ways  
can you  
capture work  
e.g. oral,  
computer**



**Break  
activities into  
smaller  
chunks**



**Think about  
rest break/  
levels of effort  
needed**



## Sensory and/or Physical Strategies

Simple language is used.  
Emphasise **key words** and vocabulary.  
**Pre-teach** and share new vocabulary



The **child** and the family are at the **centre**



Range of **multisensory** approaches used to support understanding and language  
e.g. objects, pictures, symbols, other visual prompts and timetables

I want	I see	thank you
drink	apple	cake
book	sand	crisps
shoe	bricks	banana
jumper	pens	farm
trousers	puzzle	hat

Think about the **sensory needs**. **Plan** for sensory experiences and regular breaks



**Repeat activities** many times over many days



**Wait time** is provided allowing time for processing and response



## Early Years

**Comment** on what they are doing, **join in** with their **play**, use their **name**



**Model** what to do and then **get them** to **repeat** it straight away



Tasks are **broken down** into small chunks with **visual cues**



**Teach key skills** and concepts in positive **everyday situations**, not when in crisis





# Important Dates

## Key Dates and Events

- Moderation for Primary and Secondary Schools - 23<sup>rd</sup> January, 10<sup>th</sup> March and 29<sup>th</sup> January
- Literacy Toolkit on SENCO Zone
- Training on EHCP applications 30<sup>th</sup> January
- New EHCP Paperwork to be shared at SENCO Conference
- **SENCO Conference 27<sup>th</sup> February – Diversity and Inclusion**
- **Governor Training and Discussion Forum 24<sup>th</sup> February 7pm Hendon Town Hall**



# School Funding update

Ian Harrison, Education and Skills Director

January 2020

# School Funding update

- Schools Block
- Dedelegation
- School Rolls
- Other Funding Blocks



# Schools Block

- £265.6m – a 4.2% increase
- All distributed through the local funding formula or for pupil growth
- Local funding formula is now the National Funding Formula, with MFG protection
- Minimum Funding Guarantee set at DfE maximum of **+1.84%** per pupil
- No cap on gains
- Minimum of £5,000 per secondary pupil in 2020/21
- Minimum of £3,750 per primary pupil in 20/21 (£4,000 from 21/22)
- 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.

# Dedelegation changes

- Maintained primary and secondary schools only
- £200,000 reduction in dedelegation for **Additional School Improvement**, because the DfE School Improvement Grant funding extended to the end of 2019-20 thus creating an underspend in the dedelegation budget which will roll forward and be used to offset the dedelegated amount required in 2020/21.
- £200,000 increase in dedelegation for the **School Contingency budget to cover redundancy costs** for maintained primary and secondary schools in financial difficulty.
- £300,000 reduction in the charge for services formerly funded from the **Education Services Grant** (£0.7m, compared to £1.0m in 2019/20).

# School rolls – impact on budgets

- In October 2019, **55 schools** had fewer pupils on roll than in October 2018.
- Of these, **25 schools**, all of them primaries, had a reduction of more than 10 pupils (across all year groups).
- **7 primary schools** had a fall in Reception numbers of more than 10 pupils.
- Primary reception rolls have only fallen by 0.7% (29 pupils) overall
- **Most schools**, however, are still over-subscribed
- But lots of **variation** across the Borough.
- Overall **secondary** numbers are increasing

# Funding for other blocks

- **High Needs Block:** £54.5m – an increase of 9% (£4.5m). But most needed for projected increase in number and complexity of EHCPs.
- **Early Years Block:** £29.3m – a 1.3% increase. Continuation of the Single Early Years Funding Formula.

Funding rates for 3 to 4-year olds for 2020/21 increase:

- from £5.17 to £5.23 base rate per hour,
  - IDACI rate up from £1.53 to £1.60
  - notional overall rate increasing from £5.44 to £5.51 per hour per provider.
- **Central Block:** £2.1m – a 2% reduction (£42k).



# Ofsted Update and experiences

Wednesday 22<sup>nd</sup> January 2020

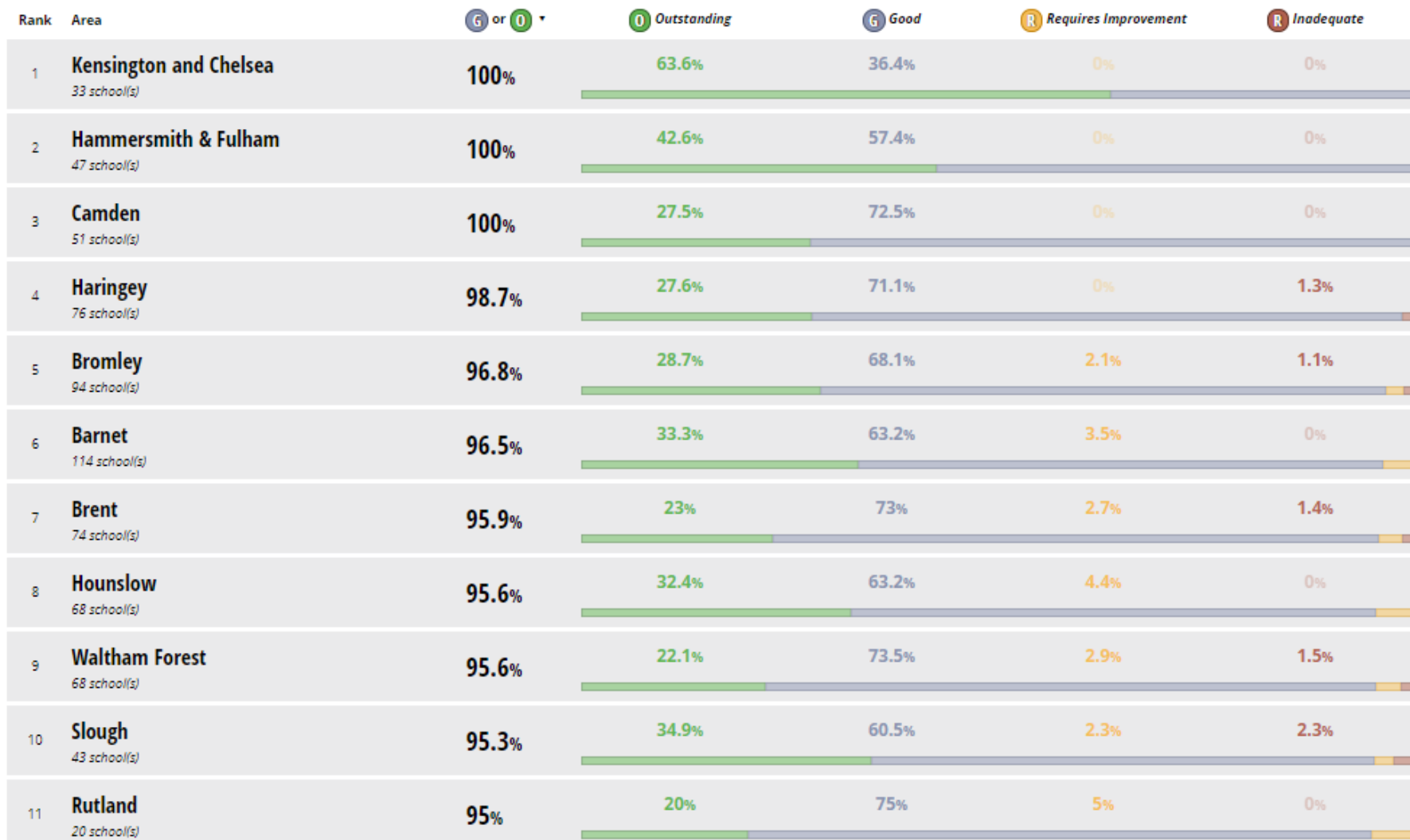
# Ofsted Inspections in Barnet 2019-2020



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	School	Type of Inspection	School Causing Concern	Ofsted Judgement	Previous Judgement
1	Oak Lodge	S8	No	Outstanding	Outstanding
2	Underhill	S5	YES	Requiring Improvement	Good
3	Henrietta Barnett	S8	No	Outstanding	Outstanding
4	Woodridge	S8	No	Good	Good
5	St. Agnes	S5	No	Outstanding	Good+
6	Summerside	S5	YES	Good	Requiring Improvement
7	Brunswick Park	S5	No	Good+	Good
8	Oak Hill	S5	No	Good	No previous inspection
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Currently (according to Watchsted) **96.5%** of schools in Barnet are Good or Outstanding (95.5% Primary, 100% Secondary) which ranks Barnet **6<sup>th</sup>** LA nationally, **6<sup>th</sup>** in London, **above** Inner London (93.4%), Outer London (91.6%) and National (85.9%). Barnet is ranked **14<sup>th</sup>** LA for Primary and **Joint 1<sup>st</sup>** LA for Secondary (with 12 other LAs)  
Including Nursery and Special Schools **96.7%** of schools are Good or Outstanding (with 41.8% Outstanding).

93.5% of our primary pupils are in Good or Outstanding schools  
100% of our secondary pupils are in Good or Outstanding schools



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## 4 schools are Requiring Improvement –

4 Primary (3 Community schools, 1 VA school), 0 Secondary

School	Type	Date of Inspection
<b>St. Joseph's</b>	VA	Dec 2017
<b>Bell Lane</b>	Community	Feb 2018
<b>Moss Hall Junior</b>	Community	Oct 2018
<b>Underhill</b>	Community	Sept 2019



## Definite Ofsted Inspections in Barnet 2019-2020

School	Previous Judgement
Sacks Morasha	Good+
Bishop Douglass	Good+
Sacred Heart	Good+
JCoSS	Good+
Alma	Good+
Chalgrove	Good+
Christ Church	Good+
Deansbrook Jnr	Good+
St Joseph's	RI

## Probable Ofsted Inspections in Barnet 2019-2020

School	Previous Judgement
Moss Hall Nursery	Outstanding
Grasvenor Infants	Good
Pardes House	Good
Rosh Pinah	Good
Tudor	Good
Christ's College	Good
QE Girls	Good

## Ofsted Consultation - proposals

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.

- Ofsted intend to remove the legal exemption from routine inspection for outstanding schools so that they are again inspected in a regular inspection window by Ofsted (to take effect from September 2020)
- 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.**
- 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) 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.

Barnet outstanding  
schools inspected more  
than 10 years ago

School	Inspected
Ashmole	January 2007
Mathilda Marks Kennedy	June 2007
IJDS	December 2007
QE Boys	January 2008
St Michael's	January 2008
Courtland	June 2008
Northside	January 2009
Moss Hall Infant	February 2009
Annunciation Inf	March 2009
St Catherine's	April 2009
St Mary's EN4	March 2010
Brookland Junior	June 2010
Whitings Hill	November 2010
OLOL	November 2010

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# Director's Briefing for Chairs and Vice-Chairs

Next Meeting: 7pm 12 May 2020

## Thank You



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