

## Education and Skills Director's Report to Governors

**AUTUMN 2019**

### **CONTENTS**

- 1. Partnerships Federations and Trusts - options for Barnet schools**
- 2. SEND Update**
- 3. School Funding Update**
- 4. Consultation on Sickness Absence and Maternity Leave Pooling Arrangements**
- 5. Consultation on Scheme for Financing Schools**
- 6. New Ofsted Framework – September 2019**
- 7. GAO Support this Term**
- 8. Governance Self-Evaluation Audit**

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

### Summary

The partnership between the Barnet family of schools, the council and Barnet with Cambridge Education (the Education and Skills service) is built on a shared commitment to improving achievement, wellbeing and life chances for children and young people, and this moral purpose, accompanied by an outward facing vision, is paramount in overcoming future barriers to success.

A strength of Barnet schools in recent years has been the outward facing nature of the leaders and governors and the understanding of the real benefits in working collaboratively and in partnership with other schools. In 2014 the council consulted with schools on a “New Approach to School Improvement” where schools were encouraged to form informal partnerships with other schools. At the time 13 partnerships were created; the majority of which remain today in one form or another. Some of these partnerships have developed and matured and others have either faltered or have remained very much as an informal collaboration tool. Therefore, in Barnet, there are many informal collaborations that already make a successful contribution to the richness of the Barnet family of schools. Strategic Partnerships, whether they be informal/soft, e.g. local loose partnerships of schools, or formal/hard, e.g. federations and trusts, are strategic tools that support a self-led, self-improving school system that will ultimately secure the educational landscape across the borough. It is not anticipated that all schools will be in a Strategic Partnership/Federation/Trust, however we have produced a document (attached) outlining the options available to schools.

**Our recommendation is that all governing bodies consider, on an annual basis, whether their school would benefit by being part of a strategic partnership, federation or trust. Having considered this, a governing body may decide to take their thinking further by getting advice and support from the Education and Skills service.**

### Governors’ Role

To note the above information.

### For information

All Governors

### Contact

**Neil Marlow, Assistant Director – Traded Services and Head of School Improvement**  
**Barnet with Cambridge Education, 2 Bristol Avenue, Colindale,**  
**London, NW9 4EW**  
**Tel: 020 8359 7725**  
**Email: [neil.marlow@barnet.gov.uk](mailto:neil.marlow@barnet.gov.uk)**

**Summary**

Since September 2014, all schools, including academies, have been required to publish a Special Educational Needs Information Report on their school website, and ensure that it includes details of, and links to, the area's Local Offer.

As part of the statutory requirement to have an SEN information report, schools are expected to review this at least annually and ensure it is updated. In undertaking such a review, some of the key questions that need to be explored are:

- Is the SEN information report easy to find?
- Does it cover all 14 required areas – see paragraphs 6.79 – 6.83 of the [Code of Practice](#)?
- Is it up-to-date? Has it been reviewed within the last year?
- Is it easy to understand?
- Does it convey a welcoming message?
- How well presented is it?
- What do parents and children/young people think of it and are they involved in co-producing the report?
- Does it provide a link to the school's accessibility plan?

Best practice would suggest that keeping the SEN information report as a live, up-to-date profile enables schools to celebrate the quality of the school's provision for pupils with SEN and to share details of pupils' achievements with pupils, parents/carers, local authorities, Ofsted and other interested members of the public.

The information required is set out in paragraphs 6.79 – 6.83 of the Code of Practice. It states that the SEN information report must include:

- the kinds of Special Educational Needs that are provided for
- policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO (mainstream schools)
- arrangements for consulting parents of children with SEN and involving them in their child's education
- arrangements for consulting young people with SEN and involving them in their education
- arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review.
- arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood, outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society.
- the approach to teaching children and young people with SEN
- how adaptations are made to the curriculum and the learning environment of children and young people with SEN

- 
- the expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured
  - evaluating the effectiveness of the provision made for children and young people with SEN
  - how children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN
  - support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying
  - how the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's special educational needs and supporting their families
  - arrangements for handling complaints from parents of children with SEN about the provision made at the school.

### **SEND Workstreams**

Following an internal SEN Review in December 2018 a number of areas were identified needing further improvement. Nine SEN Workstreams have been established to address these issues and drive forward changes. All of the workstreams have a parent carer representative, young people input and representation from Health, Education and Social Care. The workstreams report to the SEND Development Group, a multidisciplinary group with representation from parent carers, schools, Commissioners and managers from specialist services in health, education and social care.

The nine workstreams are:

- Early years
- Local offer
- SEN Support
- EHCPs
- Joint commissioning
- Transitions
- ASC (Autism Spectrum Conditions)
- SEMH (Social, Emotional and Mental Health)
- Post-16

### **Other SEND Developments to Note:**

**Senco Zone:** has been shared with SENCOs. This is an area on the Local Offer that provides resources and guidance to support schools to meet the needs of children with SEN and Disabilities within their school.

**Young People's Zone:** an area of the local offer website which has been co-produced with young people with SEND, providing information such as local events, staying safe, bullying and careers advice.

**SENCO Conference:** The termly SENCO conference will focus on Girls and Autism: 2<sup>nd</sup> October 2019.

**Moderation:** Schools that have not yet attended a SEN moderation session should book into a session this term. These sessions are advertised in the school circular.

---

**There is a SEND Governor training/discussion forum on Monday 28<sup>th</sup> October 2019 at Hendon Town Hall.** The focus of this training will be on statutory documents and planning your year. It will include examples of working effectively with your SENCO.

**Governors' Role**

To note the above information.

**For information**

All Governors

**Contact**

**Helen Phelan, Assistant Director SEND and Inclusion**  
**Barnet with Cambridge Education, 2 Bristol Avenue, Colindale,**  
**London, NW9 4EW**  
**Tel: 020 8359 7134**  
**Email: [helen.phelan@barnet.gov.uk](mailto:helen.phelan@barnet.gov.uk)**

**Summary**

The government has made a number of announcements about funding for schools and early years over the last two weeks.

**Key elements**

- The funding floor to local authorities will be set at 1.84% per pupil, but the actual increase will depend on local factors.
- The Minimum Funding Guarantee to schools will be at least +0.5%.
- The pledge is to ensure all secondary schools will receive a minimum of £5,000 per pupil in 2020/21, while primary schools will get a minimum of £3,750 per pupil in 20/21 and £4,000 from 2021/22
- The extra funding is in addition to the £1.5bn per year in the Teachers' Pension Grant. 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.
- National Funding Formula allocations will be made to local authorities but LAs can apply a local formula to determine distribution to schools. Barnet's Funding Formula mirrors the National Funding Formula, but we consult on the MFG/cap that is applied.
- £700m increase in High Needs funding for 2020/21
- Continuation of the Single Early Years Funding Formula, governed by the national requirements on how this is distributed.
- £66m increase in Early Years funding in 2020/21

**Impact on Barnet**

- The government expects that all schools will get an increase in line with inflation.
- However, the minimum funding per pupil will have virtually no impact in Barnet as there are no more than a few schools below the minimum levels currently.
- The increase in the High Needs block nationally will be well above the increased allocations in 2018/19 and 2019/20. This should mean an increase above inflation. As the HN block is formula based, we do not know how this will be distributed, but the DfE says the funding floor will be set at 8%, so each local authority can plan for an increase.
- An increase of 1.83% in the national EY block total. This may result in an increase to £6.03 per hour received by the authority (from existing £5.93). It has not yet been confirmed whether all the increase must be passed onto providers.

**Issues**

- The increase in High Needs funding means it is unlikely that the LA will need to seek a transfer of funds from the schools block to the High Needs block.
- We are also unsure if the additional HN funding will be linked to additional expectations.
- The authority will need to continue to charge maintained school budgets for services previously funded through Education Services Grant.

- 
- The late allocation of School Improvement Grant in 2019-20 will mean a DSG underspend in the dedelegated budget for school improvement, meaning a reduced need for dedelegation (by £200,000) in 2020/21.

### **Next steps**

- DfE announcements of provisional National Funding Formula allocations will be made in October.
- Barnet Schools Forum meets on 10 October and will receive a school funding update and proposals for consultation with schools on the School Funding Formula and on charging of maintained schools for ESG services.
- October to November – consultation with schools.
- DfE announcement of final allocations in the DSG in December.
- School funding formula allocation submitted to the DfE by 21 January 2020.
- School budgets issued in February (half-term).

### **Governors' Role**

To note the above information

### **For information**

All Governors

### **Contact**

**Ian Harrison, Education and Skills Director,  
Barnet with Cambridge Education, 2 Bristol Avenue, Colindale,  
London, NW9 4EW  
Tel: 020 8359 7943  
Email: [ian.harrison@barnet.gov.uk](mailto:ian.harrison@barnet.gov.uk)**

## Consultation on Sickness Absence and Maternity Leave Pooling Arrangements

### Summary

The Local Authority (LA) is consulting on the changes to the Sickness Absence and Maternity Leave Pooling Arrangements.

The consultation is now open and the deadline for responses is 30 September 2019. It is proposed to cease these arrangements with effect from 1 April 2020 or fully recover administration costs of £30,000 p.a. where those maintained schools who choose to participate will contribute for at least two years. This is for the LA to employ a resource to provide this service.

A copy of the current arrangements for 2019-20 is attached at Annex 1 for information, as is the consultation document.

[Consultation Document - Sickness Absence and Maternity Leave Pooling Arrangements](#)

[Annex A - Sickness Absence and Maternity Leave Pooling Arrangements](#)

### How to respond

Please comment on the proposed changes to [schoolfunding@barnet.gov.uk](mailto:schoolfunding@barnet.gov.uk) with the header 'Pool Charges'.

### Governors' Role

To respond to the consultation.

### For information

All Governors

### Contact

**Claire Gray, School Funding Manager**  
**Barnet with Cambridge Education, 2 Bristol Avenue, Colindale,**  
**London, NW9 4EW**  
**Tel: 020 8359 7377**  
**Email: [claire.gray@barnet.gov.uk](mailto:claire.gray@barnet.gov.uk)**

### Summary

This Local Authority is consulting on changes to the Scheme. This has been noted at Schools Forum on 11 July 2019. The amendments are mainly based on Issue 10 of statutory guidance from the Department for Education (DfE) for local authorities on schemes for financing schools, which was published on 5 February 2019. It relates to Section 48 of the School Standards and Framework Act 1998, and Schedule 14 to the Act. These are called directed changes. There is a second set of proposed amendments that will be introduced by the Local Authority.

Local Authorities are required to publish schemes for financing schools setting out the financial relationship between them and the schools (including Nurseries and PRUs) they maintain. The latest published guidance lists the provisions which a local authority's scheme must, should or may include. Schemes need not follow the format used in the guidance. It is proposed that these changes will be implemented from 1 November 2019.

The full consultation document and details of the amended Scheme is attached below. The consultation closes on 30 September 2019.

[Consultation Document - Scheme for Financing Schools](#)

[Annex A - Scheme for Financing Schools](#)

Please comment on the proposed changes to the following email address: [schoolfunding@barnet.gov.uk](mailto:schoolfunding@barnet.gov.uk) with the header 'Scheme Changes':

### Governors' Role

To respond to the consultation.

### For information

All Governors

### Contact

**Claire Gray, School Funding Manager**  
**Barnet with Cambridge Education, 2 Bristol Avenue, Colindale,**  
**London, NW9 4EW**  
**Tel: 020 8359 7377**  
**Email: [claire.gray@barnet.gov.uk](mailto:claire.gray@barnet.gov.uk)**

### Summary

Governors need to be aware that there is a new Ofsted Framework for September 2019 which has significant changes to how schools are inspected.

The new Inspection Handbook offers guidance on inspecting maintained schools and academies in England under the education inspection framework. This can be found at: <https://www.gov.uk/government/publications/school-inspection-handbook-eif>

Barnet will offer termly Ofsted training to prepare governors for this. This term, the following courses will cover this subject with detailed practical advice:

- New Ofsted Framework Termly Governor Training:  
[http://cpd10g.cyberdrome.co.uk/pls/cpd1920/gen\\_cpd\\_pubview?p\\_cr\\_id=192000038&p\\_style\\_id=120](http://cpd10g.cyberdrome.co.uk/pls/cpd1920/gen_cpd_pubview?p_cr_id=192000038&p_style_id=120)
- GAO Briefing themed around 'Ensuring High Quality Teaching in light of the New Ofsted Framework':  
[http://cpd10g.cyberdrome.co.uk/pls/cpd1920/gen\\_cpd\\_pubview?p\\_cr\\_id=192000095&p\\_style\\_id=120](http://cpd10g.cyberdrome.co.uk/pls/cpd1920/gen_cpd_pubview?p_cr_id=192000095&p_style_id=120)

**Governors' Role** To note the information above and undertake training.

**For action by** All Governors

**Contact** **Helen Morrison, Learning Network Inspector**  
**Barnet with Cambridge Education, 2 Bristol Avenue, Colindale,**  
**London, NW9 4EW**  
**Tel: 020 8359 2539**  
**Email: [helen.morrison@barnet.gov.uk](mailto:helen.morrison@barnet.gov.uk)**

## Governor Services: Governance Advice Officer (GAO) support this term

### Summary

#### Service Update

After 17 years with Barnet, we wish farewell to Sarah Beaumont. We are grateful for her input over many years in the service as Governor Services Manager. George Paradigou has taken on Sarah's responsibilities. He has worked with Sarah for 8 years now and has undergone an effective handover. Sarah's farewell event takes place prior to this term's Director's Briefing for Chairs and Vice Chairs at 5pm on 24<sup>th</sup> September 2019 at Hendon Town Hall. Please join us to wish her farewell.

#### GAO Briefing for Governors

The next termly GAO briefing is being **rescheduled** from 9 October. We are hoping to hold this the next day on Thursday 10 October 2019 at 7-9pm at Hendon Town Hall. The flyer for this will be updated as soon as we can confirm and can be found at:

[http://cpd10g.cyberdrome.co.uk/pls/cpd1920/gen\\_cpd\\_pubview?p\\_cr\\_id=192000095&p\\_style\\_id=120](http://cpd10g.cyberdrome.co.uk/pls/cpd1920/gen_cpd_pubview?p_cr_id=192000095&p_style_id=120)

As always, the agenda will include practical information relevant to the term, local knowledge sharing, and important updates. The theme of the GAO Briefing this term is: *'Ensuring the highest quality teaching in light of the new Ofsted framework'*.

#### GAO Briefing for Clerks

The next termly Clerks' Briefing for Schools subscribing to the Governance Advice Service is on **Tuesday 5 November 2019 at 12-2pm** at Watling Park School. This termly briefing is exclusively for Clerks in order to provide them with termly local updates, knowledge sharing, and training on agenda-setting, clerking, and other procedural support provided to Governing Boards.

You may register using the online flyer:

[http://cpd10g.cyberdrome.co.uk/pls/cpd1920/gen\\_cpd\\_pubview?p\\_cr\\_id=192000064&p\\_style\\_id=120](http://cpd10g.cyberdrome.co.uk/pls/cpd1920/gen_cpd_pubview?p_cr_id=192000064&p_style_id=120)

#### GAO Termly Newsletter

The GAO termly newsletter, exclusively for Governors of GAO-subscribing schools, contains articles on a variety of governance matters from a local, Barnet perspective as well as the usual guidance on agenda setting for the current term. This will be circulated shortly.

### Governors' Role

GAO subscribing schools to continue to take advantage of the regular briefings and support mechanisms. If your school would like to subscribe to the GAO service, please contact George Paradigou.

### For action by

All Governors

### Contact

**George Paradigou, Governor Services and Advice Officer**  
**School Improvement, Education and Skills,**  
**Barnet with Cambridge Education, 2 Bristol Avenue, Colindale,**  
**London, NW9 4EW**  
**Tel: 0208 359 7625**  
**Email: [george.paradigou@barnet.gov.uk](mailto:george.paradigou@barnet.gov.uk)**

### Summary

Many Governing Boards in Barnet now conduct an annual self-evaluation of their own effectiveness, which they use to drive improvement in the quality and impact of governance.

Of the Governing Boards that submitted their audit to the local authority in previous years, those that received the most positive feedback were those which used the audit to track improvement and compare judgements year-on-year, and listed clear evidence to support each judgment.

Audits should be undertaken as a collective exercise by the whole Governing Board or a sub-set of Governors appointed to the task, rather than being undertaken solely by the Chair of Governors or Headteacher. They also referred to an Action Plan, either separate from, or as part of, the School Improvement Plan to support improvements in identified areas.

We recommend carrying out the audit in real time based on the current state of the governing board as opposed to retrospectively analysing the previous year.

Over the past three years, the Barnet Governance Self-Evaluation Audit tool has been used by the local authority understand the effectiveness of governance and identify themes, trends and training requirements.

The audit template is attached in **Appendix One**. We ask all governing boards of maintained schools to complete and return the audit to [george.peradigou@barnet.gov.uk](mailto:george.peradigou@barnet.gov.uk) by **Friday 13 December 2019**. We would also welcome responses from academies and free schools.

If submitted on time, feedback will be offered to you. During the spring term, we will run an enhanced feedback and knowledge sharing session to review self-evaluation audits in more detail. This will be available for self-registration, along with all Governor Training, at [http://cpd10g.schoolcircular.co.uk/pls/cpd1920/gen\\_bystrand\\_fr\\_pub](http://cpd10g.schoolcircular.co.uk/pls/cpd1920/gen_bystrand_fr_pub).

### Governors' Role

All maintained schools to complete and return this Audit to [George.Peradigou@barnet.gov.uk](mailto:George.Peradigou@barnet.gov.uk) by Friday 13 December 2019.  
All Free Schools and Academies to respond at their discretion.

### For action by

All Governors

### Contact

**George Peradigou, Governor Services and Advice Officer**  
**School Improvement, Education and Skills**  
**Barnet with Cambridge Education, 2 Bristol Avenue, Colindale,**  
**London, NW9 4EW**  
**Tel: 0208 359 7625**  
**Email: [george.peradigou@barnet.gov.uk](mailto:george.peradigou@barnet.gov.uk)**