

Director's Briefing for Chairs and Vice-Chairs

Wednesday 17 January 2018

Welcome



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Children's Services and Safeguarding Update

Ian Harrison
Director for Education and Skills



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CHILDREN'S SERVICES IMPROVEMENT

Update for schools



Improvement Board and Improvement Plan

- Improvement Board established
- Schools and Barnet with Cambridge Education represented
- Plan submitted to OFSTED
- Agreed as satisfactory

First Monitoring Visit



- Ofsted first Monitoring Visit - 14 and 15 November 2017.
- Focussed on the ‘front door’ arrangements within the Multi-Agency Safeguarding Hub (MASH) and Intervention and Planning Teams, including:
 - ☞ The quality and timeliness of management oversight and decision making;
 - ☞ The effectiveness of the MASH in responding to concerns about children;
 - ☞ The quality and timeliness of assessments
- *“The local authority is starting to make progress to improve services for children and young people, from a very low base. Senior managers have appropriately prioritised improving practice and ensuring the consistent application of thresholds within the multi-agency safeguarding hub (MASH) and the intervention and planning teams. Most children in need of help and protection have benefited from these actions. In most cases considered, it was evident that there is more timely identification of risk and associated actions to protect children and prevent further harm”*
- Positive start but much further to go

Second Monitoring Visit



- 30th and 31st January 2018
- Focus on Intervention and Planning
- Will also look at MASH and Intake and Assessment
- Aim to consolidate on improvements made in the first six months.



Commissioner's Report and Ministerial Direction

- **Changes in Ministers**
- **Unable to report at present**



Schools' involvement

- Education action plan agreed and implemented
- Headteacher and Education and Skills representatives on Improvement Board and the BCSB Executive Group.
- Good attendance in meetings and headteachers feeding back to all heads at Network Meetings
- A headteacher (Jack Newton) seconded to Family Services to aid communication with schools



Schools' involvement

- **Headteachers involved in reviews of processes and developments of new guidance:**
 - **Thresholds (Barnet Continuum of Help and Support)**
 - **Resolution Policy (escalation and resolution processes)**
 - **Safeguarding handbook for schools**

Other developments

- Presentation on Barnet's partnership with Unicef given to HTs, DHTs and AHTs
- East Central 0-19 Hub Pilot going well and West Pilot started
- An apprentice (careleaver) started in Virtual school – contributing (the lived experience) to children's participation in SEN and VS decision making and planning

New safeguarding website



- Information about training and guidance/ advice and sections on how to ensure the safety of children and young people.
- Access to multiagency training, safeguarding tools, guides and the latest safeguarding policies and procedures.
- The website is live on <https://thebarnetscp.org.uk/bscp>

Barnet School Improvement Strategy

Neil Marlow

Assistant Director, Traded Services,
and Head of School Improvement



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School Improvement Strategy

London Borough of
Barnet

2017 - 2020

Neil Marlow – AD / Head of School Improvement



Introduction

Barnet is well known for the excellent quality of its schools and the diversity of its educational offer. These are at the heart of Barnet's continuing success as a desirable place where people want to live, work and study. Excellent educational outcomes and ensuring children and young people are equipped to meet the needs of employers are vital to Barnet's future success.

- Barnet has 126 schools serving 57,875 pupils (May 2017).
- There are 22 secondary schools, 90 primary schools, 3 all through schools, 4 nursery schools, 5 special schools and 2 pupil referral units.
- There is also one sixth-form college and one General Further Education College.

Introduction

In recent years children's achievements in Barnet's schools have been among the best in the country and a high proportion of Barnet's young people progress on to higher education. Over 95% of Barnet pupils are at schools which were graded good or better at their last Ofsted inspection.

The School Improvement Strategy sets out the priorities for ensuring that children and young people continue to benefit from an excellent, high quality education offer. It is set out in two parts:

- Part A sets out our vision and aims, current achievement in Barnet, the strengths, areas for development and priorities for improvement, and the plans for how we are going to address these.
- Part B outlines our approach to monitoring, challenging and supporting all of our schools and how we give intensive support and close monitoring to our Schools Causing Concern.

Ambition and Aims

Barnet is a growing borough and the quality of education plays a crucial part in making the borough a popular and desirable place to live.

Our strategic vision for education in Barnet is:

Resilient schools – resilient communities: We want Barnet to be the most successful place for high quality education where excellent school standards result in all children achieving their best, being safe and happy and able to progress to become successful adults.



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Ambition and Aims

In order to achieve this, our mission is: To ensure:

- Every child attends a **good or outstanding school**, as judged by Ofsted
- The attainment and progress of children in Barnet schools is **within the top 10%** nationally
- There is accelerating progress of the most disadvantaged and vulnerable pupils in order to **close the gap** between them and their peers.

Achievement

- Maintaining a core Learning Network Inspector service to monitor and challenge, and, where necessary, intervene in, maintained schools, whilst keeping in touch with Academies.
- The continuing development of quality traded services in order to support school improvement.
- Building on the work of School Improvement Partnerships and Teaching Schools.
- Working with schools on strategies for recruiting and retaining the best teachers and headteachers. This includes supporting governing bodies with the recruitment of new headteachers/principals and supporting headteachers with the recruitment of deputy headteachers/vice principals.

Achievement

- Focus on good leadership and governance
- Active promotion of good behaviour and good safeguarding practices
- A strong focus on improving attendance, especially in primary schools
- Collaboration between the council's Early Years Standards Team, Cambridge Education, schools and settings to ensure high quality Early Years provision in all of our settings and effective transition.
- Continued intervention to support young people at risk of being Not in Employment, Education or Training and work with providers to ensure suitable progression pathways including high quality technical and vocational provision.

Governance

- Cambridge Education **Strategic Partnership Board (SPB)**, which consists of representatives from the council, Cambridge Education and schools.
- **School Standards Partnership Board (SSPB)** which reports into the SPB. SSPB includes representatives of the council, Cambridge Education and schools. There are headteacher representatives from each Network on the Board. Clear Terms of Reference

The SSPB is responsible for the strategic approach to promote the continuous improvement of school standards in Barnet.



Context

- Percentage of Good and Outstanding schools
- Achievement in Barnet Schools in 2017

Key Strengths

Arising from the achievement data

- Year 1 Phonics – achievement in top 10% nationally
- End of KS2 attainment in Reading, GPS and Maths – in top 10% nationally
- Progress between KS1 and KS2 in all subjects – significantly better than national
- End of KS4 GCSE achievement – in top 5% nationally
- End of KS5 A Level achievement – in top 5% nationally

Other Particular Strengths

- Percentage of Good and Outstanding schools above National, Inner London and Outer London
- 96% of pupils attending a Good or Outstanding school
- Positive and productive relationship with schools, particularly primary
- Know our schools well. Accurate identification of vulnerable schools.
- Strong track record of supporting Schools Causing Concern to make the necessary improvements
- High expectations and aspirations for schools in Barnet
- Thriving and popular school improvement traded service (BPSI)
- Successful NQT Induction programme
- **Continued delivery of a governor training programme and associate clerking service**
- Knowledge, skills and successful experience of School Improvement Team – credibility and track record of success
- Links, contacts and involvement with key organisations e.g. Ofsted, Teaching Schools, DfE Sub Regional Improvement Board, Diocesan Boards, Academy Trusts
- Strong communication and teamwork between members of the team
- Robust procedures for monitoring, challenging and supporting schools (see School Improvement strategy Part B – Monitoring, Challenge and Support including Schools Causing Concern Policy)
- Processes and structures are dynamic in order to meet the diverse needs of schools

Areas for Development / Priorities

1. **Primary Attendance**
2. **Early Years**
3. **Key Stage 1 Achievement**
4. **KS2 Writing**
5. **Achievement of Disadvantaged Pupils and other Vulnerable Groups (inc Black Caribbean)**
6. **Looked After Children**
7. **Transition**
8. **Recruitment**
9. **Progress and Progression Pathways of low attaining pupils across all key stages**
10. **Safeguarding**

These priorities are underpinned by:

- Schools who deliver a broad and balanced curriculum which provides a wide range of opportunities for pupils to learn and helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning. This supports pupils' good progress. The curriculum also contributes well to pupils' behaviour and welfare, including their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development.
- School leaders who take effective steps to secure good behaviour from pupils and a consistent approach to discipline.

Key Actions arising from these priorities

The School Improvement Team Plan is allied to the priorities and objectives set out in the Education and Skills Business Plan and the agreed schedule of performance indicators.

Monitoring, Challenge and Support 2017/18

The principles underpinning the council's approach are:

- Every school is different and self-evaluation should reflect the values and beliefs of the school and its distinctive ethos.
- Schools operate within a framework of autonomy with accountability. They are responsible for their own management and development and have the primary responsibility for their own performance. It is the responsibility of the LA to respect, encourage and support autonomy but also, through the LNI, or other commissioned professionals, to monitor, challenge and intervene where appropriate.
- School improvement is based on building the capacity of the leadership and management of schools.
- Barnet supports the principles of 'intervention in inverse proportion to success'. Whilst LA monitoring and challenge is an entitlement for all LA maintained schools, support is differentiated according to need and direct formal intervention in LA maintained schools should only be used in the most serious of cases and where other approaches have failed.

For LA Maintained Schools

Judgement of school based on a combination of their current Ofsted grading and LA RAG Rating	Number of Visits
Outstanding schools	At least one visit a year (an Achievement and Target Setting Review (Autumn Term for Primaries and Spring or Summer Term for Secondaries))
Securely Good schools	A minimum of two visits a year with one of those visits being an Achievement and Target Setting Review (Autumn Term for Primaries and Spring Term for Secondaries)
Good but of concern and vulnerable to a judgement of RI at next inspection	Regular visits or contact across the year (at least half termly)

Secondary Maintained schools will receive three visits (if they have a 6th Form) – these visits will take place across the year according to school needs.

For LA Maintained Schools

Judgement of school based on a combination of their current Ofsted grading and LA RAG Rating	Number of Visits
SCHOOLS CAUSING CONCERN - See separate Schools Causing Concern Policy	
Schools causing concern/Requiring Improvement where the local authority consider there is good or better capacity to improve	A minimum of six visits a year.
Schools requiring improvement where the capacity to make rapid and sustained improvement is not secure	A programme of visits identified through the schools causing concern protocol. Approximately one visit or contact per fortnight.
Schools that are deemed to require 'special measures' or to have 'serious weaknesses'	Separate process

For LA Maintained Schools

Schools with the following issues may get additional visits:

- Schools recruiting new headteacher or deputy headteacher
- New or Acting/Interim Headteacher
- New school to the LA
- Schools with governance or leadership issues
- Schools expecting an Ofsted
- Schools who have experienced a Critical Incident
- Schools who are considering a change in organisational structure e.g. federation, MAT etc

For Acadamies

The LA will offer at least one keeping in touch visit a year.
The focus of this visit will include;

- Achievement data from the last academic year plus current achievement
- School strengths and capacity to improve
- Capacity to support other schools
- School improvement priorities
- Current barriers to success / challenges
- Relationship with the Local Authority and services available from Barnet
- Partnerships/links with other schools

Formal mechanisms for maintaining a positive relationship and a strong partnership with schools

- School Circular sent by e mail weekly from the LA to schools
- Every school has a named Learning Network Inspector (with some schools having an additional BSIP to carry out formal monitoring and challenge visits)
- Half-termly Network Meetings with primary headteachers led by the relevant Learning Network Inspector
- Termly Meeting with Deputy and Assistant Headteachers (all phases) led by the Learning Network Inspectors
- Termly Newsletter sent by the Assistant Director – Head of School Improvement to secondary school headteachers
- Termly Directors Meeting with all headteachers
- Termly Director's Meeting with chairs and vice chairs of governors
- Welcome Event for New Headteachers, Deputy Heads and Assistant Heads
- New Headteacher Forum and New Deputy Headteacher Forum
- Termly Safeguarding Breakfast Briefing for leaders and Designated Safeguarding Leads
- Notes of Visit system (Perspective Lite) recording all school improvement visits to a school
- Encouraging schools to purchase School Improvement Traded Services e.g. Barnet Partnership for School Improvement (BPSI), Governor Services, Data Services, NQT support etc

School funding update

Ian Harrison
Education and Skills Director



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Schools' budget update

- **National Funding Formula** from 2020-21
- **Allocations to LAs** based on NFF from 2018-19
- LAs may adopt a **transitional formula** in 18-19 and 19-20
- **Consulted schools** on:
 - Option 1 - NFF – with MFG at -1.5%
 - Or option 2 - NFF with added protection – MFG estimated at -0.5%
 - **88% of respondents supported option 2**, the National Funding Formula with **additional protection** – the phased introduction of the NFF between 2018-19 and 2020-21
 - The **Schools Forum** recommended this at its meeting in December

Updated figures

- Modelling was based on **October 2016 census** data, **provisional DSG** allocations and **assumed growth funding** would at 2017-18 level
- **DSG announcements in December 2017.** The revised allocation based on October 2017 school census data, and **a review of the school growth** funding required for 2018-19
- These updates mean it is **now possible to protect pupil-level funding** so that no school will receive less money per pupil in 2018-19 than they did in 2017-18.

MFG and cap

- This level of protection can be achieved by setting a **Minimum Funding Guarantee of 0%** (meaning MFG funding per pupil for all schools will be at least at the level it was in 2017-18).
- To ensure this is affordable, it is proposed to set a **cap on gains at +0.24%** per pupil for any schools gaining from the phased introduction of the National Funding Formula.
- The MFG and cap on gains are subject to approval by the **Schools Forum** at its next meeting on 1 February

APT submission to the DfE

- The council has to submit the **Authority Proforma Tools** (APT), which shows details of the proposed school funding formula, MFG and cap, **to the DfE on 19 January 2018**
- **CELS approved** the submission on the basis of option 2 from the consultation with schools – the National Funding Formula with additional protection and with the provision for a Minimum Funding Guarantee of 0% and a cap on gains of +0.24% per pupil

Lobbying by London Councils

- **70% of schools** were expected to lose funding under the NFF
- London Councils lobbied for **extra investment** so no school lost per pupil funding
- **Extra £1.3bn** announced – and LAs allocated 0.5% extra per pupil compared to LA baselines for 2017-18
- **£1.94m** extra for Barnet

Growth funding

- **Barnet growth funding** in 17-18 was **£3.9m**
- **£0.8m** funded from DSG, **£3.1m** from reserves
- **18-19** DSG only includes the £0.8m on top of the base-funding
- **Virtually no reserves** left to fund the balance due to pupil growth and High Needs pressures
- So the **balance of growth funding is top-sliced from the DSG Schools Block**, meaning that **schools will not get all the extra 0.5% per pupil**

Representations

- **Representations** to the government on this
- The DfE confirmed that **funding from reserves was not included in baselines**
- Pointed out that if no reserves in 17-18, **we would have top-sliced the schools block this year**. So school funding in 17-18 would be £3.1m lower than it is. The **0.5% increases would then have applied to this lower base**, leaving us with the same DSG for 18-19 as we now have been allocated
- And Barnet per pupil funding is **£4,933** compared with a national average of £4,499

Summary

- **Proposed formula** – NFF with additional protection
- **Extra 0.5%** per pupil but some needed for **growth funding**
- **MFG** of 0% - no school will have less funding per pupil than in 17-18
- **Cap** on gains of 0.24%
- **Growth budget** in place
- **Pressure** on overall DSG and High Needs budgets in particular

Progress and Attainment of Pupils with SEND

**Simon James, Assistant Director
SEND and Inclusion**

SEND Update

Progress and Attainment

Simon James, Assistant Director, SEND & Inclusion



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Categories

GREEN = ABOVE NATIONAL & LONDON

ORANGE = ABOVE NATIONAL & BELOW LONDON

RED = BELOW NATIONAL & BELOW LONDON

Early Years

		2015 Barnet	2015 National	2016 Barnet	2016 National	2017 Barnet	2017 National
A good level of development	All Non SEN pupils	74%	71%	75%	75%	79%	76%
	Non SEN Girls	79%	78%	79%	80%	86%	81%
	Non SEN Boys	67%	65%	70%	69%	74%	71%
	All SEN Support	32%	24%	26%	26%	28%	27%
	Girls SEN Support	42%	30%	31%	32%	42%	32%
	Boy SEN Support	27%	21%	25%	24%	24%	25%
	All Pupils with EHC Plan	4%	4%	6%	4%	X	4%
	Girls with EHC Plan	X	5%	X	6%	X	5%
	Boys with EHC Plan	X	4%	20%	4%	X	4%

KS1 – Reading 2017

		Barnet	ENGLAND (state-funded schools)	London	Inner London	Outer London
SEN with a statement or EHC plan	All	17	14	16	17	15
	Boys	15	14	16	18	15
	Girls	23	12	15	15	14
SEN support	All	44	34	43	45	43
	Boys	46	34	44	46	43
	Girls	41	32	42	42	41
Pupils with no identified SEN	All	86	84	86	87	85
	Boys	84	82	84	85	83
	Girls	87	85	87	88	87

KS1 Writing 2017

		Barnet 2017	ENGLAND (state-funded schools)	London	Inner London	Outer London
SEN with a statement or EHC plan	All	12	9	11	13	10
	Boys	9	9	11	13	10
	Girls	23	10	12	13	11
SEN support	All	30	23	33	35	32
	Boys	30	22	32	35	31
	Girls	29	25	34	36	33
Pupils with no identified SEN	All	79	77	80	82	79
	Boys	75	72	76	78	75
	Girls	83	81	83	85	83

Maths KS1

		Barnet 2017	ENGLAND (state-funded schools)	London	Inner London	Outer London
SEN with a statement or EHC plan	All	20	14	17	18	16
	Boys	19	15	18	20	17
	Girls	23	10	12	13	11
SEN support	All	40	35	45	46	44
	Boys	44	39	48	50	47
	Girls	34	28	39	39	39
Pupils with no identified SEN	All	85	83	85	86	85
	Boys	86	84	86	87	86
	Girls	84	82	85	85	84

Phonics

		Barnet 2017	National	London	Inner London	Outer London
SEN with a statement or EHC plan	All	21	18	22	23	21
	Boys	26	19	23	25	23
	Girls	x	15	18	19	18
SEN support	All	58	47	57	58	57
	Boys	59	47	57	57	57
	Girls	58	47	58	59	57
Pupils with no identified SEN	All	90	87	89	90	89
	Boys	89	85	88	89	88
	Girls	91	89	91	91	90

KS2 Progress

Pupil group	Subject	Progress score	Rank
Barnet Pupils with no identified SEN	Reading	1.9	9
	Writing	0.8	60
	Mathematics	2.3	11
Barnet SEN support	Reading	1.4	9
	Writing	-1	36
	Mathematics	1.2	11
Barnet SEN with a statement or EHC plan	Reading	-3	49
	Writing	-3.2	38
	Mathematics	-2.5	26
All Pupils Barnet	Reading	1.7	8
	Writing	0.4	54
	Mathematics	2	9

KS2 Progress Comparison

LA/Region	Subject	Barnet Progress score	ENGLAND Progress Score	London Progress Score	Inner London Progress Score	Outer London Progress Score
Pupils with no identified SEN	Reading	1.9	0.3	1.1	1.5	0.9
	Writing	0.8	0.5	1.4	2	1.1
	Mathematics	2.3	0.3	1.9	2.1	1.8
SEN support	Reading	1.4	-1.2	0.1	0.7	-0.3
	Writing	-1	-2.2	-0.6	0	-1
	Mathematics	1.2	-1.1	0.4	0.9	0.1
SEN with a statement or EHC plan	Reading	-3	-3.7	-2.8	-2.4	-3.1
	Writing	-3.2	-4.3	-3	-2.5	-3.2
	Mathematics	-2.5	-4.1	-2.6	-2.3	-2.7
All Pupils	Reading	1.7	0	0.8	1.2	0.6
	Writing	0.4	0	1	1.5	0.7
	Mathematics	2	0	1.6	1.8	1.4

KS2 Attainment

	Percentage of pupils in reading, writing and maths reaching the expected standard	Rank
Pupils with no identified SEN	78	15
SEN support	34	7
SEN with a statement or EHC plan	8	60

KS2 Attainment for SEN Pupil Groups

		Barnet 2016	Barnet 2017	National 2016	National 2017	London 2016	London 2017	Stat Neigh 2016	Stat Neigh 2017
Pupils with no identified SEN	Percentage of pupils in RWM reaching the expected standard	68	78	62	71	68	76	67	75
SEN support	Percentage of pupils in RWM reaching the expected standard	23	34	16	21	24	29	20	25
SEN with a statement or EHC plan	Percentage of pupils in RWM reaching the expected standard	10	8	7	8	9	9	10	9
All pupils	Percentage of pupils in RWM reaching the expected standard	59	69	54	62	59	67	59	66

GCSE

		Average Attainment 8 Score	% of Pupils Achieving English & Maths (Grade 4+)	% of Pupils Achieving English & Maths (Grade 5+)	% of Pupils Achieving Ebacc (Grade 4+)	% of Pupils with EHC Plans Achieving Ebacc (Grade 5+)	Average Progress 8
EHC Plan or Statement	Barnet	2.6	26%	17%	6%	6%	-0.55
	National	1.3	10%	5%	2%	1%	
SEN Support	Barnet	3.6	44%	24%	9%	8%	0.29
	National	3	27%	14%	5%	5%	
No SEN	Barnet	5.8	83%	66%	47%	43%	0.6
	National	4.9	70%	47%	27%	24%	

Summary

1. Good improvements for pupils at SEN Support
2. Focus required for pupils with EHCPs
3. Triangulate with school assessment data

OfSTED Update

Neil Marlow

Assistant Director, Traded Services,
and Head of School Improvement



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Ofsted Inspections in Barnet 2017-2018 plus Ofsted Update

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AD / Head of School Improvement



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	School	Type of school	Ofsted Judgement	Previous Judgement
1	Pavilion PRU	Community	Good	Good
2	Hollickwood Primary	Foundation	Good	Requiring Improvement
3	Hampden Way Nursery	Community	Outstanding	Outstanding
4	Etz Chaim Primary	Academy	Good	Good
5	Wessex Gardens Primary	Community	Good	Good
6	Deansbrook Infants	Community	Good	Good
7	Whitefield Secondary	Academy	Good	Good
8	St. Joseph's Primary	VA	Requiring Improvement	No previous judgement as a primary school
9	The Compton Secondary	Academy	Report not yet published	Outstanding
10				
11				
12				
13			Ofsted Inspections in Barnet 2017-2018	
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Ofsted Inspections in Barnet 2017-2018

Judgement	Number of Schools	Type of school	Previous Inspection
Outstanding	1	1 Community	Outstanding
Good	6	1 Foundation 3 Community 2 Academy	1 RI 5 Good
Requiring Improvement	1	1 VA	Good
Inadequate	0		

Definite Ofsted Inspections in Barnet 2017-2018

Primary / Nursery / Infant / Junior Schools	Previous Judgement
Brookhill Nursery	1
St. Margaret's Nursery	1
Osidge	3
Watling Park	N/A

Special / PRU Schools	Previous Judgement
Northway	1
Oakleigh	1
Maple- down	2
Northgate	1

Secondary Schools	Previous Judgement
London Academy	2
Wren Academy	1
Copthall	3

Possible remaining Ofsted Inspections in Barnet

Primary / Nursery / Infant / Junior Schools	Previous Judgement	Primary / Nursery / Infant / Junior Schools	Previous Judgement	Secondary Schools	Previous Judgement
Livingstone	2	Chalgrove	2	Bishop Douglas	2
St Paul's N11	2	Blessed Dominic	2	Finchley Catholic	2
Bell Lane	2	Beis Yaakov	2	Friern Barnet	2
Rimon	2	St. Agnes	2	Whitefield	2
Colindale	2	Parkfield	2	Archer Academy	2
Garden Suburb Infant	2	Woodcroft	2		
Akiva	2	Broadfields	2		
Sacks Morasha	2	Menorah Foundation	2		
Moss Hall Jnr	2	Alma	2		
Queenswell Jnr	2	Sacred Heart	2		
All Saint's N20	2	Christ Church	2		
Frith Manor	2	St. Theresa's	2		
Hasmonean Pri	2	Dollis Infant	2		
		Dollis Jnr	2		
		Deansbrook Jnr	2		

Currently (according to Watchsted) 95.5% of schools in Barnet are Good or Outstanding (95.4% Primary, 95.7% Secondary) which ranks Barnet 23rd LA nationally, 20th in London, **above** Inner London (94.5%), Outer London (93%) and National (88.7%). Barnet is ranked 25th LA for Primary and 19th LA for Secondary

Including Nursery and Special Schools 96.6% of schools are Good or Outstanding (with 38.7% Outstanding).



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Changes to the Inspection Framework

Short inspections of good schools: maintained schools and academies

The inspection arrangements for schools judged to be Good at their most recent inspection are now as follows:

About 20 per cent of good schools will be selected for a full section 5 inspection rather than a section 8 short inspection. Ofsted's handbook states that this '...will occur when Ofsted's risk assessment process indicates that the quality of provision may have deteriorated significantly.'

Other Good schools will 'normally' receive a one-day short inspection; the outcome of which could be one of the following:

Outcome 1: The school remains Good

An inspection letter confirming that the school remains good (within 19 days). The maximum permitted inspection interval for the school will be reset, and the school will receive a further short inspection about three years later (subject to risk assessment – see above)



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Outcomes Short inspections of good schools

OUTCOMES	JUDGEMENT	ACTION
OUTCOME 1	The school continues to be good	Letter within 19 days
OUTCOME 2	The school remains good and there is sufficient evidence of improved performance to suggest that the school may be judged Outstanding if it received a section 5 inspection now.	An inspection letter will be provided Section 5 inspection, within one to two years. School can contact Ofsted to request it earlier
OUTCOME 3	The lead inspector is not satisfied that the school would receive at least its current grade if a section 5 inspection were carried out now.	Section 5 inspection, typically within two years.
OUTCOME 4	<p>The lead inspector has gathered evidence that suggests:</p> <ul style="list-style-type: none"> the school may be Inadequate in one or more of the graded judgements under section 5 inspections; there are serious concerns about safeguarding, pupils' behaviour or the quality of education; there are concerns that the performance of an outstanding non-exempt school could be declining to 'requires improvement' 	Section 5 inspection, usually within 48 hours.

Changes to the inspection framework

- Outstanding special schools, maintained nursery schools and pupil referral units will continue to receive short inspections at about three-year intervals to confirm that the quality of education remains Outstanding. The possible outcomes of the inspection follow the model above. Ofsted has maintained its policy to make no differentiation for these Outstanding schools, which are not covered by the exemption regulations.
- Notwithstanding the above, the chief inspector has powers to inspect a school where she has cause to do so, under section 8. Ofsted usually conducts such inspections under its 'no formal designation' policy.
- They do not convert because of lack of sufficient evidence. It needs to be because the school might no longer be Good.
- Deletion of performance management requirements from judgements and no requirement to provide performance information to inspectors
- Increased short inspection tariff in large secondary schools (over 1,100 students) by one on-site day i.e. an additional inspector
- Schools may get the Ofsted call for a Section 8 Inspection on a Thursday now as well! Not safe after Wednesday lunchtime!!

Non-exempt Schools

- Can remain outstanding even if an area has slipped into good as long as the school is taking rapid and secure action to address it.
- If the school may no longer be outstanding (but be good) then a section 5 would take place within two years.
- Will **convert** to a Section 5 if the drop is likely to mean that the school would be judged RI if inspected today or if there are serious concerns. Will then have an inspection within 7 days (usually 48 hrs).

Changes to inspection of RI schools

- Those schools that are RI for the first time will not necessarily have a monitoring visit prior to their next inspection. They will be inspected within two years after the date of publication of the report. This will be a section 5 inspection.
- If the school has demonstrated improvement in some areas and there is a general upward trend, but key aspects of performance remain less than good, the school may be judged as requires improvement again, in which case there will normally be monitoring before another section 5 inspection takes place within two years.

Deficit and credit lines of enquiry

- Deficit line of enquiry: Attendance has been below national for the last two years and therefore may not be good.
- Credit line of enquiry: The school states that writing across the curriculum is a strength of the school and the school has evaluated this as an area supporting an outstanding judgement in the SEF.

Good schools are not perfect schools

- **Reason for recommending a section 5 within two years** – want to catch schools before they fall into RI. Gives them time to improve.
- Capacity to maintain and improve is a clear focus for inspectors: i.e. Leaders have identified and prioritised vast majority of weaknesses and taken action. The majority of leaders can demonstrate a track record (evidence) not what they are planning to do.
- Has current leadership identified and been honest about weaknesses in the school?
- Can the school demonstrate that actions are having an impact?
- Inspectors will focus on what overall effectiveness judgement the school would likely get if they had a Section 5 that day.
- There may be an area that is currently RI but if there is convincing evidence the school is improving it rapidly and securely towards good again then this would not be a reason to recommend a Section 5.

Current foci of Ofsted inspections

– Safeguarding and Youth Violence

- Safeguarding - particularly so in Barnet due to Inadequate Children's services Inspection. Recent inspections had additional focus on all aspects of safeguarding including safer recruitment, health and safety
- London focus - Youth violence – knife attacks, acid attacks. 35 young people under age of 25 murdered in London in last 12 months – 84% rise on same period last year. Serious youth violence, which is a measure of gang activity, rose by 18%
- Murders in London in the last 12 months risen to 133 compared to 106 in previous 12 months.
- Crime in London has risen by 5.6% - 42,775 more offences in last 12 months. 30% increases in the categories of robbery, theft, and knife crime as well as a 16% rise in number of rapes.
- Ofsted carrying out a Thematic Study to help schools, colleges and those who work with them to keep young people safe

Current focus of Ofsted inspections - Curriculum

Amanda Spielman (HMCI) Oct 2017

“When we think about what the core purpose of education is, what comes first to our minds? In recent years, we have thought a great deal about the role of leaders and the importance of teaching. We have also given a great deal of our collective time to exam grades and progress measures. These are undoubtedly important. However, at the very heart of education sits the vast accumulated wealth of human knowledge and what we choose to impart to the next generation: the curriculum.”

KS2 - “In the worst cases, teaching to the test, rather than teaching the full curriculum, leaves a pupil with a hollowed out and flimsy understanding.”

KS3 - Schools reducing key stage 3 to just a 2-year period of study. “This inevitably means that a considerable number of pupils will be experiencing only 2 years of study before dropping, for example, history or geography or a language, possibly never to study these subjects again. And for most children, the end of key stage 3 is the last time they will take art, music, drama or design and technology.”

“School leaders need to recognise how easy it is to focus on the performance of the school and lose sight of the pupil. I acknowledge that inspection may well have helped to tip this balance in the past.”

New Ofsted Framework in 2019

Will have greater emphasis on curriculum – breadth, balance and depth

Recent inspections in Barnet have had a greater focus on curriculum e.g. “The school’s **mathematics curriculum** is not fit for purpose. Teachers demonstrate poor subject knowledge and do not provide opportunities for pupils to apply their skills.”

“Provision in the wider curriculum is variable. Pupils’ knowledge and understanding in **geography** lacks depth.”

Support for governors

- Governor Training on the Ofsted Framework and recent changes on **Wednesday 31st January 7.00pm**
- GAO Schools Briefing on **Thursday 8th February** will have a section on Ofsted framework, including feedback from schools, tips/hints, current priorities from Ofsted etc

Recruitment and Retention Update

Neil Marlow

Assistant Director, Traded Services,
and Head of School Improvement



— with —



Recruitment and Retention Update

January 2018



— with —



Feedback from Barnet Teaching Fair – Wednesday 17th January

- 16 schools represented
- ??? teachers attended
- Feedback was positive
- Thank you to London Academy for hosting



— with —



NQTs / University Fairs

- TeachNow - Barnet based agency - Helen Morrison is working closely with them. Attending University Fairs across the country to draw NQTs down to Barnet. We are keen for Barnet staff (HTs or teachers) to attend fairs so email HM if you would be able to organise someone attending any of the fairs across the country. List has been sent out to all schools.
- NQTs are being offered support with housing, visits to Barnet and Barnet schools to see what Barnet is like and a guaranteed job in a Barnet school (or neighbouring borough) if this is not possible.

NQTs / University Fairs

A couple of important aspects to note:

- Let HM know if you would be happy to host some NQTs for a visit.
- A list of the NQTs available for appointment will go onto School Job Network (SJN) from next week onwards. You do not need to have signed up to SJN to look at the list. An NQT will cost £2500. This covers costs of recruiting them, visits, accommodation support and administration etc.
- Be aware that you can 'appoint' an NQT now and if you get to May and don't need them TeachNow will take them back and find them a position. The NQTs on the list are aware of this approach.

Canadian teachers

- An email has been sent out about skyping **Canadian teachers**. These are 4 year BEd students. If interested email HM.
- **School Job Network** is growing and a quick reminder that if you aren't using it it's a very small one off fee for a years' advertising. It now has a strong presence on social media (eg. 21,000 followers on Facebook) and organisations are now starting to use us as their marketing platform (eg. the LDBS and an apprentice placement organisation called Parenta Training. You also get included in the weekly jobs bulletin.

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— with —



Supply Teaching – Pilot with Teacherin



teacherin
it's an app, not an agency...

How does it work?



1. Enter your requirements & receive automated matches



2. Choose which teachers you wish to request; text gets sent out to teachers



3. Receive confirmation and get on with your day

Teacherin

The benefits for your schools are many...



Or £2.50 per pupil
per year



Supply choice for
improved quality



Teachers are fully
vetted and interviewed



Online professional
teacher profiles



Engage directly with
teachers in their local area



Book teachers directly for
supply in seconds



No Finders' fees
or contract costs



Transition teachers
to full time with no
extra charges



— with —



Teacherin



- 16 schools signed up to the pilot
- Ran two information / training sessions in December at BESTHub
- Currently running webinars for pilot schools
- Session on Friday 19th January 9.30-11.00am at BESTHub
- If any other school interested contact Neil Marlow

Staff Parking Permits

- Staff Parking Permits info can be found at <https://www.barnet.gov.uk/citizen-home/parking-roads-and-pavements/Parking/parking-permits/school-permits.html>
- Three schools currently in scheme: Childs Hill, Menorah Primary, Rimon
- If you are working at a school located within a controlled parking zone (CPZ), you may be able to buy permits to allow you to park in some resident permit holders bays.
- Meet the criteria before applying
- Your school must be within a Controlled Parking Zone (CPZ) where permit parking is available.
- Your school is Ofsted registered.
- An up-to-date School Travel Plan.

Staff Parking Permits

How the process works

- Once they have confirmed that your school meets the criteria, they will survey the permit bays in the zone where the school is located to work out the capacity.
- Permits will not be issued if doing so would expand demand for parking spaces over 85% of those available. This will contribute to the decision as to how many permits will be available for school staff.
- A recommendation will then be presented to local councillors, who will consider local circumstances and make submissions to the Environment Committee.
- The committee will then make a decision whether to accept the scheme or not.

Staff Parking Permits

- Permits cannot be used in the area immediately surrounding the school. This area will be defined before the permits are issued, and will be subject to periodic review.
- The permits are for use during working hours and term times only.
- If a permit is found to be used contrary to these conditions, Penalty Charge Notices may be issued and the permit may be withdrawn.
- Where numbers are limited, the school will be expected to allocate permits according to their own policies. Permits will only be sold with the approval of the school.
- Cost - Permits cost £190 per annum (£1/day)

Director's Briefing for Chairs and Vice-Chairs

Safe journey home!



— with —

