

## Education and Skills Director's Report to Governors

AUTUMN 2016

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

For more information  
please contact Sarah  
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Services Manager  
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## Summary of provisional 2016 results

### Summary

Once again Barnet schools and Barnet pupils have performed exceptionally well in national assessments and examination results. The following is a summary of the provisional results: 94 percent of Barnet primary schools - 83 out of 88 schools - are good or outstanding (25th nationally) as are 92% of secondary schools – 22 out of 24 schools (25th nationally).

- Good and Outstanding Schools: Barnet now has more good and outstanding schools than it has had for some years but there is always the risk that some schools will be judged to require improvement when they are inspected. The school improvement service will therefore continue to monitor the performance of maintained schools and to provide them with appropriate challenge and support, whilst also liaising with and offering support where required to Academies.
- The Early Years Foundation Stage (EYFS) attainment shows an increase from last year both in Barnet and nationally – local and national results are now broadly in line with each other.
- Attainment (expected standard) at Key Stage 1 is above the national average for all subjects: Reading, Writing, Maths and Science.
- Key Stage 2 attainment is expected to be above national based on provisional Key Stage 2 results in all areas apart from Writing. Writing results are based on teacher assessment and Barnet' appears to have a low ranking compared to other local authorities but this does not necessarily reflect poor standards of writing by Barnet pupils. It appears to be the result of inconsistent application of the new assessment framework for Writing across the country.
- Results from 18 of Barnet's 23 secondary schools (those with Year 11 pupils) indicates significant success across all of the new measures introduced this year for Key Stage 4 (GCSE) attainment. The proportion of pupils achieving GCSE grades A\* to C in English and Maths increased by 2 percentage points.
- Key Stage 5 attainment increased at all grade thresholds between 2015 and 2016 (based on data from 18 of Barnet's 19 school sixth forms)

An initial review based on these provisional results points towards the following strategic priorities for the coming year:

- Good and Outstanding Schools: Barnet now has more good and outstanding schools than it has had for some years but there is always the risk that some schools will be judged to require improvement when they are inspected. The school improvement service will therefore continue to monitor the performance of maintained schools and to provide them with appropriate challenge and support, whilst also liaising with and offering support where required to Academies.
- The Early Years Foundation Stage: Outcomes are improving and in line with national results but remain outside the top 10%.
- Writing attainment: Whilst it is felt that the national rankings based on

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provisional results are not a true and fair reflection of the relative performance of Barnet's primary schools in Writing, the school improvement service will continue to focus on improving practice in Writing, particularly in those schools in the lowest quartile for attainment, and below average for progress, in Writing.

- Free School Meals (FSM) gap: data is not yet available – closing the gap between disadvantaged and non-disadvantaged pupils is a key national and local priority and will remain so in Barnet.
- Looked after children: national data is not yet available but initial data collected by the Virtual School indicates that at primary level results are above the Barnet and national averages for Reading Writing and Mathematics. At secondary level, despite significant efforts to provide high quality personal support to individual pupils in both Barnet and out-borough schools, there is still more work to do. Results are better than last year but still below the national average, so we will continue to focus on these children to ensure they achieve the best possible outcomes.

**Governors' Role**

To note the information above

**For information by**

All Governors

**Contact**

**Ian Harrison, Education and Skills Director**  
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### Summary

In the Autumn Term 2015, Governors were asked to complete a Governance Self-evaluation Audit in order to assist Governors and Headteachers in having documentary evidence for OfSTED. The return rate was 52%, which equates to 49 out of 94 maintained schools in the borough.

The process helped identify strengths and weaknesses in governance and gave us a better understanding of the effectiveness and training needs of Governing Bodies. A number of specific Governor training courses were arranged to meet these needs.

The intention is to run this exercise annually to enable Governing Bodies to demonstrate improvement over time and ensure that we continue to provide Governor training to meet identified needs.

Therefore we would ask all Governing Bodies of maintained schools to complete and return the 2016/17 Governance Self-evaluation Audit to **Sarah Beaumont at [sarah.beaumont@barnet.gov.uk](mailto:sarah.beaumont@barnet.gov.uk) by Friday 16 December 2016.**

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.

If you completed your Audit in 2015/16 and received feedback, an updated personalised evaluation form will have been provided to you at the time of feedback (end of January 2016). You should use this form to add your 2016/17 evaluation. You will then be able to track improvements and areas for development against your 2015/16 Audit.

If you did not complete your Audit last year, a template is provided in Appendix One for your completion.

The first part of the audit is a current list of your Governors enabling us to have a record of Governors across the LA. What follows is a list of 37 questions to help you evaluate the impact of all aspects of Governors' work. The completion of the Audit should be a collective activity undertaken by the whole Governing Body, with input from the Headteacher.

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

### Governors' Role

- 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 16 December 2016
- All Free Schools and Academies to respond at their discretion

### For information by Contact

All Governors

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### Summary

The Special Educational Needs (SEN) Code of Practice 2014 places a duty on the Governing Bodies of maintained schools, maintained nursery schools, and proprietors of academy schools to publish information on their website about the implementation of the Governing Body or proprietor's policy for pupils with SEN. The SEN Information Report is the only statutory policy required for special educational needs; however some schools choose to also maintain an SEN policy or Inclusion policy.

The SEN information report should be updated during the course of the year if necessary and at least annually. It should be written in clear, straightforward language.

Detailed information about what must be included in the SEN Information Report can be found in the link to the Code of Practice 2015 and the most relevant paragraphs are 6.79 – 6.83 (starting page 106).

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

A summary of the information that must, by law, be included in the SEN report is below:

- The kinds of SEN that are provided for
- Policies for identifying children and young people with SEN and assessing their needs, including name and contact details of the SENCO
- Arrangements for consulting parents of children with SEN and involving them in their education
- Arrangements for assessing and reviewing children and young people's progress towards outcomes.
- Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood.
- The approach to teaching children and young people with SEN
- How adaptations are made to the curriculum and learning environment for children and young people with SEN
- The expertise and training of staff and how specialist expertise will be sought
- Evaluating the effectiveness of provision
- How children and young people with SEN are enabled to engage in activities
- Support for improving emotional and social development
- How the school involves other agencies in meeting children and young people's SEN and supporting their families
- Arrangements for handling complaints from parents of children with SEN
- Arrangements for supporting children and young people with SEN who are looked after by the Local Authority

### Barnet Local Offer

The SEN Code of Practice places a duty on local authorities to develop and publish a Local Offer setting out the support they expect to be available across education, health and social care for local children and young people with special

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educational needs. Local Authorities must work to co-produce their Local Offers with parents/carers, children and young people and those providing services  
The Local Offer has two key purposes:

- To provide clear, comprehensive, accessible and up to date information about available provision and how to access it
- To make provision more responsive to local needs and aspirations by directly involving disabled young people and those with SEN, and service providers in its development and review

As part of the Local Offer, school SEN Information Reports should be in an accessible place on the website. It is suggested that this could be either under the schools policy section or on the schools landing page. Schools should also have a link on their websites to Barnet's Local Offer.

Barnet's Local Offer can be accessed at:

<https://www.barnet.gov.uk/citizen-home/children-young-people-and-families/the-local-offer-and-special-educational-needs.html>

More detailed information about the Local Offer can be found in the link for the Code of Practice 2015 and the most relevant paragraphs are 4- 4.62 (starting page 59).

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

**Governors' Role**

To note the information above and ensure the school meets its obligations under the SEN Code of Practice

**For information by**

Governors of maintained schools, maintained nursery schools, and proprietors of academy schools

**Contact**

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SEN Referral and Assessment Team  
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## The Prevent Duty: School Responsibilities and OfSTED Compliance

### Summary

The Counter Terrorism and Security Act 2015 places a legal duty on schools to have a due regard to prevent people being drawn in to terrorism.

In collaboration with The Home Office, Governor Services has arranged training for Governors on the Prevent Duty focusing on the responsibilities of schools. These sessions are offered free to all schools in Barnet in order to support their compliance with the duty.

The sessions will include Home Office Workshop to Raise Awareness of Prevent (WRAP) training that will help Governors comply with Ofsted safeguarding requirements, as well as a student package which will outline how to deal with contentious issues in schools with sensitivity.

The training will be presented by Ben Taylor as Barnet's Prevent Coordinator, and Safeguarding Consultant David Powell, who is a School Governor and former School Safety Police Officer.

The sessions are scheduled to take place on:  
Thursday 24th November 2016 at 7 – 9pm and  
Thursday 2 March 2017 at 7 – 9pm

Both sessions will be held at The BEST Hub, Lanacre Avenue, Grahame Park, London NW9 5FN. You need only to attend one session.

### Governors' Role

To note the information above

### For information by

All Governors

### Contact

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## 5. Governor information to be published on Edubase

### Summary

Everyone involved in the governance of an academy, multi-academy trust (MAT) or maintained school holds an important public office. The recent White Paper [Educational Excellence Everywhere](#) sets out the Government's plans to implement a national database of all those involved in governance by extending the information collected via [Edubase](#). This is part of the drive to increase transparency on who governs schools. It will enable the Department for Education (DfE) to more quickly and accurately identify individuals who have a role in governance. It will also help boards as well as the DfE to identify more easily where individuals govern in more than one context.

From September 2016 the Academies Financial Handbook will require academy trusts to provide information about their members and trustees as well as (in the case of MATs) those sitting on any local governing bodies that may be in place. Generally, academy trusts are required under their funding agreements to provide to the Secretary of State with information requested about the academy trust or the academy. Edubase has been pre-populated where possible with information you have provided via the [Education Funding Agency's Information Exchange](#).

From 1 July 2016 the system will be live for academy trusts and multi-academy trusts to check their entries, make any updates, and populate any fields that are empty. Edubase will be developed by September 2016 to enable multi-academy trusts to record details of any committees that operate between the trust board and local governing bodies at school level (e.g. overseeing a cluster of academies within the MAT). Trusts will be required to update Edubase as those involved in governance change.

Under [section 538 of the Education Act 1996](#), maintained school governing bodies will be under a duty to provide the information required on Edubase from September 2016, and keep it up-to-date as those involved in governance change. Information on maintained school governors has not up to now been held, so these fields have not been pre-populated. The fields are already live for governing bodies that wish to populate them in advance of the duty coming into force in September. The [Governance handbook](#) will be updated on the constitution of maintained schools governing bodies to reflect this new requirement.

You may find more information at:

<https://www.gov.uk/government/news/national-database-of-governors>

### Governors' Role

Governors to note the information above

### For information by

All Governors

### Contact

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## Barnet Partnership for School Improvement Benefits

### Summary

Governing bodies are reminded that if their school has purchased membership of Barnet Partnership for School Improvement (BPSI) ([www.bpsi.org.uk](http://www.bpsi.org.uk)) for this financial year, their school receives a number of benefits.

The school has open access to the BPSI training programme held predominantly at the BEST Hub. BPSI schools are also allocated a number 'BPSI Hours' that they can use to source consultancy support from any of our 80+ consultants.

Of particular interest to Governors is that as part of BPSI membership, schools receive access to The SchoolBus ([www.theschoolbus.net](http://www.theschoolbus.net)) management information website. This service provides schools with informed answers to their questions in the areas of subject knowledge and leadership and management (including governance). Each school account can have up to 99 users so it is possible for all of the Governing Body to be given access.

### Governors' Role

Governors to note the information above

### For information by

All Governors

### Contact

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