

# Director's Briefing for Chairs & Vice Chairs

# Financial Processes for Maintained Schools

**Director's Briefing for Chairs and Vice Chairs**

**16<sup>th</sup> May 2024**

**Caring for people, our places and the planet**

# Internal Audit

- Undertake financial audits of all Barnet's maintained schools
- Requirement of Scheme for Financing Schools, which sets out the financial relationship between the authority and the maintained schools which it funds
- Visit each school every 3-5 years on a risk basis
- Issue audit reports with ratings of Substantial / Reasonable / Limited or No Assurance

# Internal Audit

- Outcomes reported to the Governance, Audit, Risk Management and Standards (GARMS) Committee
- Summary detail reported to GARMS if audit is Limited or No Assurance
- Link also published to full audit report
- Where critical or high priority actions are agreed, Internal Audit follow-up to confirm these actions have been implemented and report the outcome to GARMS

# Internal Audit

- **Escalation process** agreed with the Director of Children's Services (DCS) and the BELS Chief Executive and Director of Education and Learning:
  - If Internal Audit conduct two follow-up visits and critical or high priority actions remain not implemented, this is escalated to BELS, LBB Finance and the DCS.

# Internal Audit

- Any of the following may need to be used (depending on the particular situation):
  - Meeting arranged with BELS and Finance Team to discuss with Governors.
  - Letter from the DCS outlining concerns
  - Chair of Governors / Chair of Finance Committee invited to meet with DCS and BELS Director of Education and Learning about plans to bring budgetary procedures and control into order. The outcome of this meeting will be reported to GARMS Committee

# Internal Audit

- We will work closely and co-operatively to support improvements in the areas of concern. Where a maintained school is eligible for intervention there are a number of statutory powers the local authority and the Secretary of State may use to support school improvement:

[Schools causing concern \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

# Internal Audit

- DCS/Director of Education and Learning could issue a **Warning Notice** where “there has been a serious breakdown in the way the school is managed or governed which is prejudicing, or likely to prejudice, such standards of performance” (DfE Schools Causing Concern – Guidance on Intervention – Jan 2024)

# Internal Audit

- Scope of the audits:

Governance

Financial Planning

Budget Monitoring

Purchasing

Contracts

Income

Lettings

Banking & Petty Cash

Payroll

Tax

Voluntary Funds

Assets

Insurance

Data Security

Pupil Premium

Safeguarding *(NB scope limited to confirmation as to whether the school has completed a Safeguarding audit tool and whether any issues were noted over its Single Central Record)*

# Internal Audit

- Scope of the audits:

Schools Financial Values Standard *(review of school's SFVS self-assessment to confirm if any discrepancies in judgements)*

## **Schools Financial Values Standard (SFVS):**

This is the document the Governors need to engage with.

Other areas on the list are covered by Internal Audit; however the Governors should have an overview of these areas from the Governing Board committees.

# Internal Audit

## Contacts:

Caroline Glitre, Head of Internal Audit

[caroline.glitre@barnet.gov.uk](mailto:caroline.glitre@barnet.gov.uk)

Berniece Sarsah, Internal Audit Manager

[berniece.sarsah@barnet.gov.uk](mailto:berniece.sarsah@barnet.gov.uk)

# Corporate Anti-Fraud Team (CAFT)



**PLAY YOUR PART, REPORT FRAUD**  
**Help protect the public purse**  
Report all suspicions of fraud against the council and its partners to the **Corporate Anti-Fraud Team**.  
Call the Fraud hotline on **0208 359 2007** or email **CAFT@barnet.gov.uk**  
Find out more at **www.barnet.gov.uk/anti-fraud**

**STOP FRAUD IN BARNET**

**BARNET**  
LONDON BOROUGH

Caring for people, our places and the planet

The poster features a central graphic with the words 'STOP FRAUD IN BARNET' in a bold, red, brush-stroke font. Surrounding this are various other phrases like 'STOP CORRUPTION', 'STOP BLUE BARRIERS', and 'STOP ADVERTISING' in smaller, white, sans-serif fonts. The background is a light teal color with a faint, repeating pattern of the word 'STOP'.

- Schools should report all suspicions of fraud to the Corporate Anti-Fraud Team (CAFT)
- If the suspicion relates to a member of staff at the school, please contact CAFT before contacting HR as otherwise potential prosecutions could be compromised

Caring for people, our places and the planet

# Corporate Anti-Fraud Team (CAFT)

## Contact:

Yvette Lynch, CAFT Manager

[yvette.lynch@barnet.gov.uk](mailto:yvette.lynch@barnet.gov.uk)

**Fraud hotline: 0208 359 2007**



# Breck Foundation

Helping young people  
reclaim the internet

# Breck's story



Our organisation was founded in 2014 in response to the tragic loss of Breck Bednar, a 14-year-old boy who was groomed and murdered by someone he met online.

Our work aims to prevent this from ever happening again.

**Our work saves lives.**

# What we can offer?

# Breck's Story

Using Breck's story, we deliver powerful presentations about the dangers of online grooming, exploitation, abuse and inappropriate or harmful content.

Each session contains tools and signposts to help the audience understand how to spot the signs of grooming, how to stay safe in response to these signs, and how and to whom to report their concerns.



**We deliver to...**

**Children  
from Year 1  
all the way  
to Year 13**

**Teachers  
and all  
school staff**

**Parents  
and carers**

# Post-presentation packs and resources

All our post-presentation packs and resources can be accessed and downloaded for free from our website: [www.breckfoundation.org/post-presentation](http://www.breckfoundation.org/post-presentation)



Have you ever seen any bad behaviour online?

I heard about a girl getting tricked into sending nude selfies and then someone shared them without permission. I thought it was really sad. Have you ever heard about that sort of thing?

What did you see?  
What did you do about it?



#### Activity 4: Hot seating

Children take it in turns to sit in the hot seat (taking on the role of Breck, Breck's family members or Breck's friend). They must put themselves in their shoes. Get the class to ask them questions.

Example questions for Breck

How is he feeling? What does he think will happen when he goes to the flat? Why does he want to go to meet Lewis?

Try to get inside Breck's head. Sentence starters examples:

- 'I'm so excited about going to meet Lewis tomorrow, because...'
- 'I've told mum and dad I'm going to Tom's tomorrow but I'm really going to meet Lewis. I don't feel bad because...'
- 'I can't believe it! Tomorrow Lewis is going to hand over his company, to me! Then I'll be able to...'

Key vocabulary they could use: grooming, Bitcoin, gaming, secret, taxi, friend, online, company, business, millionaire, FBI Activity



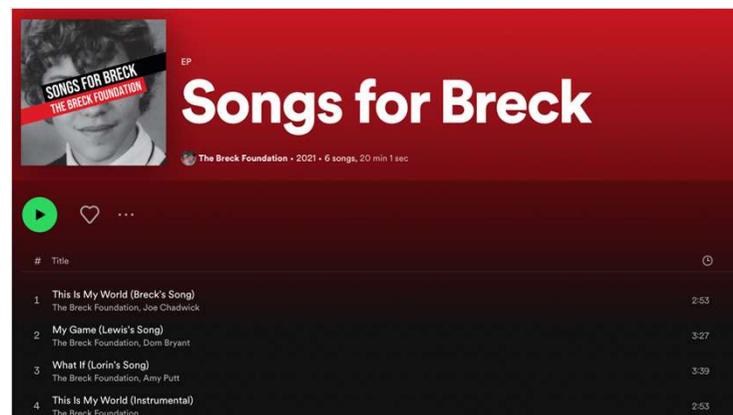
Nude image of you online? We can help take it down.



# SEND resources

Our powerful suite of Special Educational Needs and Disability (SEND) resources help us effectively share Breck's story with SEND pupils.

The resources include music, a picture book, a play, and a graphic novel.





# Drama based learning: Game Over

Game Over is a dramatisation of Breck's story written by the award-winning playwright Mark Wheeler. It is written for secondary pupils.

We can offer different levels of support ranging from pre-production workshops to full gala performances for other local schools with in-person sessions from the Breck Foundation.

To accompany Game Over, we have created a series of supporting workshops for students to attend, designed to:

- explore issues around online behaviour and grooming
- educate about potential victims, predators, signs of grooming and how to seek help
- empower young people to speak up when concerned and giving them the tools to do so





## Resilience Internet Safety Education: end-to-end project

The project starts with Breck's Story as a base, but then builds on the knowledge over the school year.

Programme content includes:

- Presentations centred on Breck's story delivered to all at the school, including pupils of all ages, staff and parents
- Tailored follow-up presentations on other online safety issues including fake news, mental wellbeing, digital citizenship and understanding predators
- A range of peer-led projects around safeguarding and safety
- Surveys and quizzes to assess pupils' progress in understanding
- Printed and digital resources to help consolidate learning, both inside and outside the classroom



# Our work is more relevant than ever

**20%**  
of grooming  
victims are 11  
or under

In 2022, there were  
**63,050**  
cases of children  
being groomed into  
creating sexual  
imagery

**1 in 6**  
young people have  
screen-grabbed or  
saved a nude image  
of an ex-partner to  
share at a later date

**30%**  
of grooming  
cases are boys

**74%** of teenagers  
were confident they  
could spot a genuine  
post  
...  
only **11%** were  
actually able to

# To date, we have reached:



**14,500+**

**Teachers and  
professionals**



**150,000+**

**Children and  
young people**

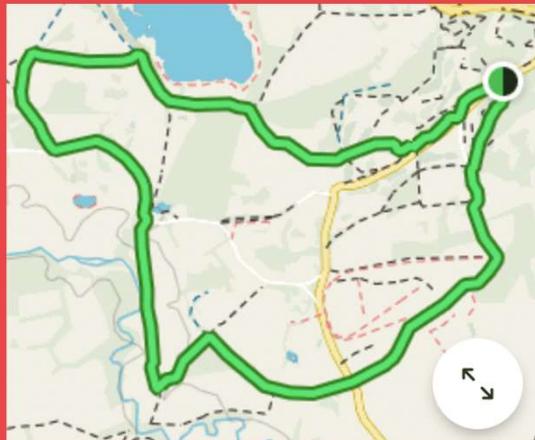


**16,000+**

**Parents  
and carers**

# Thank you for listening

Encourage your school to take part in a challenge for a safer digital future



[www.breckfoundation.org/walk-for-breck](http://www.breckfoundation.org/walk-for-breck)



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# **Governors' role in Health and Safety**

Mike Koumi

Head of Safety, Health and Wellbeing

# Aim/Objectives of this session

- Understand some of the key statutory health and safety requirements that schools should be complying with and how you as a school Governor have a pivotal role to play.
- Understand the responsibilities that are attached to ensuring that risks are managed effectively, including health and safety matters, whilst looking after the day-to-day running of the school, along with the rest of the school senior leadership team.
- To refresh and enhance any H&S based training/knowledge you may have received previously.

# Management of Health and Safety

Every school should have a clear main policy for the management of health and safety so that everybody associated with the school is aware of its H&S aims and objectives and how they are to be achieved. The policy should include as a minimum:

- A policy statement of intent, signed and dated by the Head Teacher and the Chair of Governors;
- Organisational responsibilities, outlining posts which carry safety functions;
- Arrangements for fulfilling the statement of intent

# The Governing Bodies role in relation to health and safety

Setting the standard for health and safety

e.g. approving the school's policy

Monitoring and evaluating procedures and practice

e.g. ensuring the policy is embedded within school

Holding the Head Teacher to account

e.g. ensuring effective and safe practices are maintained

Access to competent advice

e.g. to assist in identifying and managing significant H&S risks

# Community Schools

Local Authority responsible for:

- setting of consistent policies and standards,
- access to competent advice and guidance, and
- monitoring schools to check policies and procedures are implemented and working.

# Key monitoring areas

## Premises Compliance:

- Asbestos - (Management plan, surveys, remedial works, works log, monitoring, training)
- Legionella - (Risk Assessment, testing, managerial responsibility, training)
- Fire - (Risk Assessment, assessor competence, remedial works, review, training)
- 5 Year Electrical Testing - (Report, remedial works, works logged, fire link)
- Gas Safety Testing – (Gas related installation, testing and servicing)

# Key monitoring areas

- COSHH - (Risk assessment, storage, correct use, training)
- Display Screen Equipment - (Assessments, ill health, remedial measures, training)
- Working at Height - (Risk assessment, equipment, planning, training)
- First Aid - (Risk assessment, on/off site, training)
- Manual Handling – (Risk assessment, TILE (Task, Individual, Load, Environment), Lifting Aids)
- D&T, Science.....

# Any Questions?

Thank you for attending and participating in this session.

Any help? Contact us at [shaw@barnet.gov.uk](mailto:shaw@barnet.gov.uk)

**“Insanity is doing the same thing over and over again and expecting different results.”**

Albert Einstein

Prepare and prevent, don't repair and repent.  
*-Unknown*

**“People say that accidents are due to human error, which is like saying falls are due to gravity”.**

Trevor Kletz



# SEND and AP Updates

# SEND and AP Strategy – refresh



- Our current SEND Strategy 2021 – 2024 can be found [here](#).
- Our proposed refreshed draft SEND and AP Strategy has been coproduced with stakeholders across our local area who are part of our SEND and AP Strategic Board.
- School reps on this board are:

Special School HT Rep	Mrs Sandra Chaaya. Mapledown
Mainstream Primary HT Rep	Mrs Liz Longworth. Northside
Mainstream Secondary HT Rep	Mr Chris Hunt. Whitefield School
Mainstream Secondary HT Rep	Dr Matthew Stevens. Saracens High School
School Governor	Simon Benson St Mary's and St John's All through school
School Governor	Chelsea Considine All Saints School NW2.

- This will go out to consultation on the 23 May for 6 weeks and be published in September 2024.

# Updated Transport Policies



1. Changes were made to the DfE's '[travel to school](#)' guidance for compulsory aged pupils in January 2024. As a result of these changes, we have taken the opportunity to review and make changes to our existing policy which can be found [here](#).
2. For compulsory aged and young adult learners there will be additional options for travel assistance with a greater emphasis on greener travel options, independence and preparing for adulthood:
  - Independent travel training
  - Cycling allowance
  - Walking allowance
  - Funding parents travel cards to use on public buses.
  - Personal Transport Allowance.
  - Increasing designated pick-up & drop-off points instead of door-to-door service.

# Updated Transport Policies



1. The age group with the most significant proposed changes are for 6<sup>th</sup> form learners where differences in the legislation mean there is no automatic right to travel assistance for this cohort.
2. We also know it is a phase where we need to focus much more on developing independence in order to improve their outcomes in relation to participation in the community and employment, including supported employment.
3. Proposed options for this cohort have been reduced:
  - A Personal Transport Allowance (PTA) see banded rates in table 1 above, or,
  - Independent Travel Training (ITT)..
4. There will be **exceptions** for those learners with needs that are so complex it is likely they will always require council arranged travel assistance. Where this is the case, and the council provides travel assistance there will be a parental contribution of 10% or 5% for those on low incomes towards the costs.

# Updated Transport Policies



1. This is a relatively small cohort, currently 163 learners of which 28 already have a PTA.
2. The 6<sup>th</sup> form establishments attended of the 135 learners who access council arranged travel assistance are:

Establishment	Number of Passengers
Mapledown school	33
Oak Lodge School	69
Kisharon School	10
Barnet & Southgate	12
Hendon School	6
Village School	5
Total	135

3. Whilst the underpinning aims of these changes are to promote independence, it should also be noted that the changes would also secure savings to the council of circa £400k per annum.

# CPP update.

- Barnet has so far issued over 100 EHCPs using the new template. Feedback indicates that schools feel the new template is too long and contains lots of duplication. Schools have also said they would prefer that the new template includes the funding. We have fed back to the DfE about our findings. A standardised template will be helpful to both families and schools.
- We already have a SEND and AP Partnership in place and have parent representation on decision-making panels. This is something we are supporting other LAs with.
- We have currently said we will not take forward testing in relation to the Advisory tailored lists due to concerns about the amount of work involved to be provide lists of schools with the amount of detail expected (which have sensory rooms and so on), we also feel that this may lead to schools with such resources receiving an unequitable number of consultations. There are wider concerns about demands on schools – in essence will 2 consults be required or just the 1? What if the LA suggests a school who then say no when formally consulted? Will it lead to expectations that cannot be met for our families?
- Early Language Support for Every Child (ELSEC), is a being funded in Barnet as part of the CPP programme. The focus is on upskilling staff in schools to identify and support these children. Training will be provided by speech and language therapy assistants.. Three schools have been identified already.



# CPP update.

- We are undertaking a review of our Alternative Provision offer (PRUs).
- Key aims of the review are to:
  - Meet the needs of more pupils.
  - Improving the offer – including range and flexibility of individualised programmes. This could involve a greater use of a blended approach to learning including a virtual platform to reduce costly reliance on independent tuition providers as well as use of AI bots where appropriate.
  - The three-tiered approach as set out in the DfE’s improvement plan – inreach support to schools, supporting earlier identification, support, upskilling and reducing exclusions, short term time limited time out, but with a plan from the start of full reintegration back into their home school. Longer term placements where the focus is on transitioning to their next phase of education (e.g. primary to secondary or secondary to post compulsory)
  - An approved AP list for all schools to access.
  - Referral processes and pathways.
  - Curriculum offer - in AP as well as our secondary schools.
  - Accountability and reporting.



# Wider Updates HNB review & HNB financial position.



1. We are currently recruiting a person to oversee wider aspects of the recommendations of the HNB review, and specifically options with regard access to funding for children in mainstream without recourse to an EHCP.
  - *Thank you to those who have already volunteered to be part of the working party around this.*
2. The final outturn for 2023-24 is likely to show a surplus of circa £1.5m which is higher than expected, we are still expected to go into a deficit position for 2024-2025, which if we maintain the same annual level of increase in expenditure (circa 10%) and increase in HNB allocation (circa 3%) remains the same the deficit will be in the region of £10m in three years.
3. This means it is even more important to consider how we are utilising our HNB (which has been chronically underfunded as have schools), to make sure all spend is equitable and focusses on those most in need.
4. Following the increase in banded and top up rates last year, there are no immediate plans to increase these further at this time. We have established a working party to review fair share arrangements – you will recall last year we made changes to include OOB children which we now positively impacted schools.

Questions?.....



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# National & Barnet Updates SACRE May 2024

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Jan McGuire

National Religious Education and  
worldviews Adviser & Vice Chair of  
AREIAC

16/05/24

J McGuire SACRE RE Adviser 01.09.2023



# Why am I here today?



To share the Barnet ASC SACRE new Religious Education Syllabus



To gain your support as champions of high quality Religious Education



To share the findings of the recent Ofsted Reports: RE

***‘In religious education (RE), pupils enter into a rich discourse about the religious and non-religious traditions that have shaped Great Britain and the world. RE in primary and secondary schools enables pupils to take their place within a diverse multi-religious and multi-secular society.’*** Ofsted May 2021

- **What is a SACRE?**  
The acronym SACRE stands for: Standing Advisory Council on Religious Education
- **Why is there a SACRE?**
- Every local authority (LA) has to have a SACRE by law. SACRE's work is related to schools and moderation of RE and curriculum design. Responds to Ofsted.
- **What is an Agreed Syllabus Conference?**
- ASC: A formal temporary statutory body called every 5 years by the SACRE to revise or rewrite the RE curriculum



# Ofsted Annual Report 2023

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- Released 23<sup>rd</sup> November 2023
- SACRE's need to be aware and respond locally
- Local Authorities should be aware and support necessary interventions, training and support of RE
- New Ofsted RE Subject Review 2024

5/16/2024



# Ofsted Annual Report 2023 (REC)

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- *All pupils should develop a broad and secure knowledge of the complexity of religious and non-religious traditions. It will take coordinated effort by **stakeholders** to improve the quality of RE in schools:*
- *schools need high-quality professional development to teach RE well*





## Ofsted Conclusion

**‘in too many primary and secondary schools, the religious education (RE) that pupils receive is of a poor quality and not fit for purpose leaving pupils ill-equipped for some of the complexities of contemporary society.’**

# Ofsted Annual Report 2023 (REC)

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- Here is a longer excerpt from page 50 of the Ofsted Annual Report 2023 .
- *“RE in schools is generally of poor quality. Although it is a statutory subject, schools often consider RE as an afterthought. As a subject on the curriculum, it is undervalued. RE is a complex subject, and the lack of clarity and support from government makes schools’ job harder. Some schools steer through these challenges well, but most do not.*



# Ofsted Annual Report 2023 (REC)

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- *We (Ofsted) found that:*
  - *many schools do not meet the statutory requirement to teach RE at all stages.*
  - *pupils are rarely taught enough substance to prepare them to engage in a complex, multi-religious and multi-secular society (where religion and nonreligion play different parts in different people's lives)*
  - *too often, schools do not teach topics in the RE curriculum deeply enough for pupils to develop a substantial understanding of the subject matter*
  - *non-examined RE is typically not high quality.*



# Ofsted Annual Report 2023 (REC)

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- The full report can be found here.
- <https://www.gov.uk/government/publications/ofsted-annual-report-202223-education-childrens-services-and-skills/the-annual-report-of-his-majestys-chief-inspector-of-education-childrens-services-and-skills-20222>



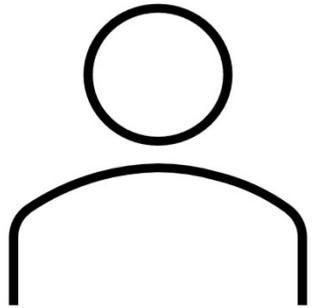


# What do we need to do now?

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- Offer training – Ofsted awareness – brief HT's/Gov
- Upskilling teachers in depth – knowledge of religions and worldviews
- Teacher support with curriculum design – sequential learning
- Reminder about TIME
- Reminder about STATUTORY RESPONSIBILITY

New Agreed  
Syllabus Barnet  
ASC (2025)  
Ann Taves:  
Humans Ask Big  
Questions



**Anne Taves  
Research**

**Primary Teachers  
Writers and Editors**

**Secondary Teachers  
Writers and Editors**

**ASC                      SACRE**  
**Barnet LA      Community**

**Funders and Supporters:**  
**Farmington      Barnet LA**  
**Culham St Gabriel's**

**Academics:**  
**Prof Ann Taves**  
**Dr David Robertson**

# Headlines

- 2021 HT engagement - Survey
- 2022-2024 writing collaborative project – teachers, advisers, writers, LA, SACRE, academics
- 2024 project trial in schools
- 2024 Head Teacher, Teacher, Pupil, LA, Community engagement
- 2024 Cabinet & SACRE Agreement
- 2024 – DofE – becomes law
- 2024-2025 Training & support (Trial)
- 2025-2026: schools implement



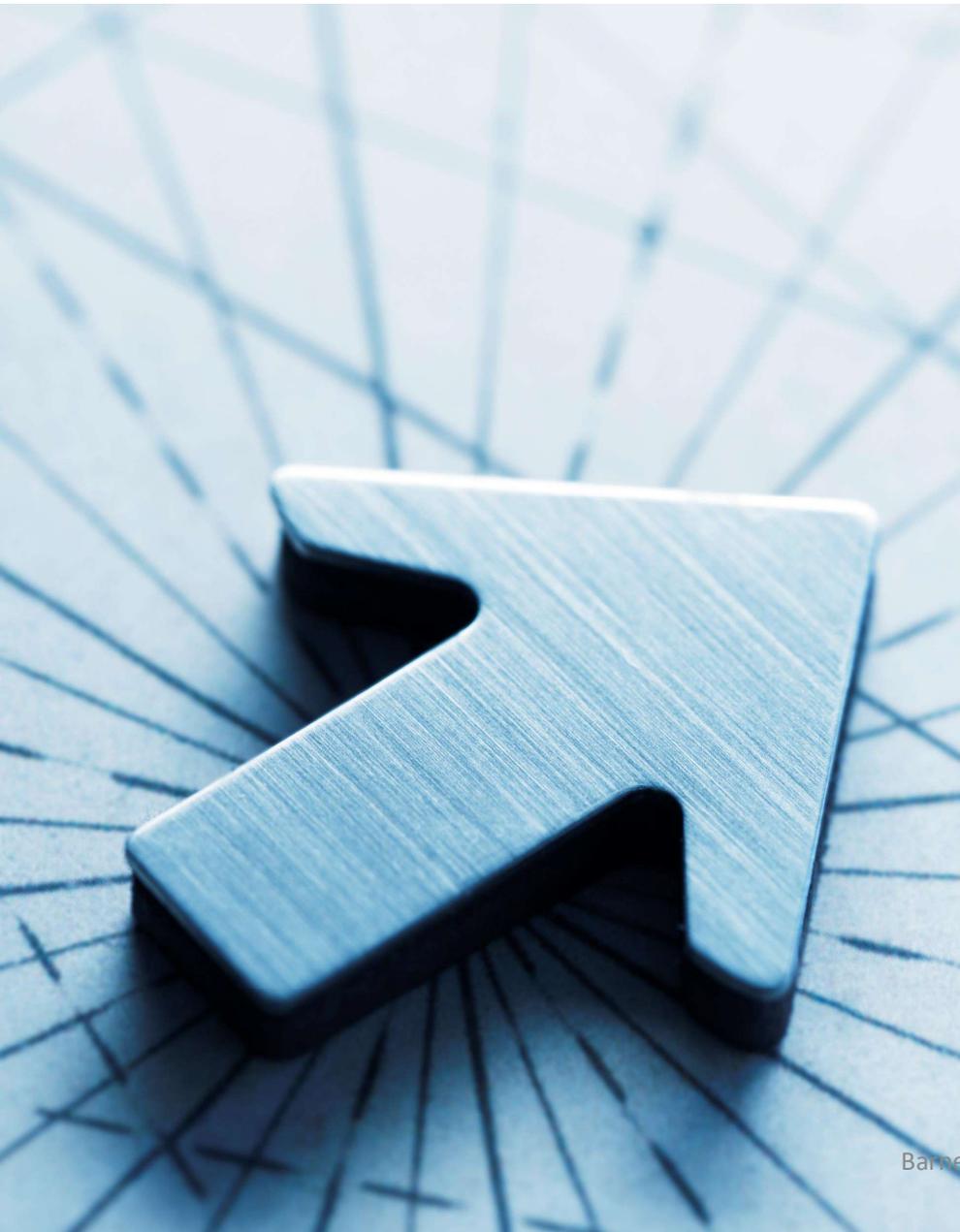
# Religion on our doorstep

This Agreed Syllabus encourages examining the 'religions and worldviews on the doorstep' of the local school community as can be found reflected in the 2021 census data as well as school data. The religions and worldviews chosen, in addition to Christianity, should reflect the community and school contextualising factors.



# Diversity of Barnet: Religions and Worldviews

By the end of each Key Stage the stated number of religions and worldviews MUST be covered	Early Years:	KS 1:	KS 2 & 3:	KS 4 Core:	KS 5:
<b>AT LEAST the following religions &amp; worldviews</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>2</b>	<b>2</b>
Christianity	✓	✓	✓	✓	✓
Other Abrahamic		✓	✓		
Dharmic			✓		
Significant world religions or worldviews reflected in the local context	✓	✓	✓	✓	✓



## Barnet Community and Voluntary Controlled schools

**Barnet Community and Voluntary Controlled schools will meet the legal requirement for RE where they implement the Barnet Agreed Syllabus 2025. These schools are not at liberty to plan and teach RE from any other basis. This becomes statutory for these schools with effect from September 2025.**



## Reporting of pupils progress and attainment

- Schools **must** provide an annual report for parents on the attainment and progress of each child in RE. This syllabus requires that the six ‘Big Questions’ provide the curriculum framework that outlines the intent, implementation and impact that will direct the reporting process.



# Time for Religious Education

- **It is a legal requirement that all pupils are entitled to RE. RE is a core subject of the curriculum for all pupils. The requirements of this agreed syllabus are not subject to the flexibility of the Foundation Subjects.**
- **This syllabus recommends that schools allocate around 5% of curriculum time to Key Stage 1-4.**
- **To deliver RE deeply, sequentially and with integrity, it is recommended that schools need to allocate the equivalent of one hour a week.**

## In Summary: The Legal Requirements and Formal Recommendations

- It is a legal requirement that all pupils are entitled to RE. RE is a core subject of the curriculum for all pupils. The requirements of this agreed syllabus are not subject to the flexibility of the Foundation Subjects.
- This syllabus recommends that schools allocate around 5% of curriculum time to Key Stage 1-4.
- To deliver RE deeply, sequentially and with integrity, it is recommended that schools need to allocate the equivalent of one hour a week.
- All schools that follow this Agreed Syllabus **must** ensure that the **six 'Big Questions'** are covered at each Key Stage.
- The **Head Teacher**, along with the **governing body** and the **Local Authority**, is **responsible** for the provision of RE in Foundation and Community Maintained schools and in Voluntary Controlled schools.
- **Schools must** provide an **annual report** for parents on the attainment and progress of each child in RE.





Date for your diary: Warm Invitation  
Thank you for your support

SACRE Religious Education Celebration Event at  
Ashmole Academy School  
Tuesday 25<sup>th</sup> June 2024  
4.30 – 7.00pm

SACRE Choir  
Teacher Awards  
Final discussions Q&A  
Voting of SACRE on the new Syllabus

Contact SACRE Clerk or Neil Marlow  
(Eventbrite)

# Ofsted Update – May 2024

## Schools Due Inspection this year (1)

School	Reason	Taken Place
Childs Hill	Academy conv (Feb '20)	
Ark Pioneer	New School	✓
Hasmonean Girls	New school (Sept '19)	✓
Moss Hall Infant	Outstanding (Feb '09)	✓
Whitings Hill	Outstanding (Nov '10)	✓
Martin	Outstanding (Dec '11)	✓
Monkfrith	Outstanding (Sept '11)	✓
St John's N11	Outstanding (Feb '12)	✓
Menorah Primary (girls)	Outstanding (Feb '12)	✓
Hasmo High Boys	Outstanding (Nov '12)	✓
Manorside	Outstanding (Jan '13)	✓
Barnfield	Outstanding (June '13)	
SMSJ	Good (July '17)	✓
Etz Chaim	Good (Nov '17)	✓
Copthall	Good (Feb '18)	✓
Dollis	Good (Feb '18)	✓

School	Reason	Taken Place
FCHS	Good (March '18)	✓
Livingstone	Good (April '18)	✓
Brookland Infant	Outstanding (Oct '13)	✓
Orion	Outstanding (March '15)	✓
Holy Trinity	Outstanding (April '15)	
The Hyde	Outstanding (May '15)	
Osidge	Good (June '18)	✓
Mapledown	Good (July '18)	✓
All Saint's N20	Good (Oct '18)	
Friern Barnet	Good (Oct '18)	✓
Holly Park	Good (Nov '18)	✓
Rimon	Good (Nov '18)	
St Andrew the Apos	Good (Nov '18)	✓
Woodcroft	Good (Dec '18)	✓
Claremont	Good (Jan '19)	✓
Compton	Outstanding (Jan '18)	✓

## Schools Due Inspection this year (continued)

School	Reason	Taken Place
Wren Academy	Outstanding (Sept '18)	
Northway	Outstanding (Oct '18)	✓
Archer Academy	Outstanding (May '19)	
Ashmole Primary	Outstanding (May '19)	
Oak Lodge	Outstanding (Sept '19)	
Hasmonean Pri	Good (Jan '19)	
Foulds	Good (Jan '19)	✓
St. Vincent's	Good (March '19)	
Beit Shvidler	Good (March '19)	
Parkfield	Good (March '19)	
St Theresa's	Good (March '19)	
TTA	Good (March '19)	
Beis Yaakov	Good (May '19)	
Menorah Found	Good (June '19)	
All Saint's NW2	Good (June '19)	
Frith Manor	Good (June '19)	

School	Reason	Taken Place
Broadfields	Good (June '19)	
Oak Hill	Good (Dec '19)	
Blessed Dominic	Outstanding (June '19)	
Oakleigh	Outstanding (June '19)	
Christ's College	Good (March '20)	

## Schools Maybe Having Inspection this year

School	Reason	Taken Place
Annunciation Junior	Good + (June '22)	✓
St. Paul's NW7	Outstanding - (Sept '22)	✓
Deansbrook Infants	RI (March '23) - requested early re-inspection	
Woodridge	Good (Oct '19)	
Summerside	Good (Nov '19)	

# Inspecting Schools - useful information

- ▶ Ofsted's [school inspection handbook](#) explains how Ofsted carry out inspections including grade descriptors.
- ▶ [Inspecting schools: guide for maintained and academy schools - GOV.UK \(www.gov.uk\)](#)
- ▶ [Leaflet for schools](#) - useful document with summary information to prepare for inspection.
- ▶ Guidance on [pausing school inspections](#).
- ▶ Ofsted's [complaints procedure](#).
- ▶ <https://www.gov.uk/guidance/governance-in-maintained-schools>
- ▶ [Academy trust governance guide - Guidance - GOV.UK \(www.gov.uk\)](#)

# Supporting the mental health of leaders

- ▶ HTs are asked for a key contact during the phone call
- ▶ Inspection can be paused. Decision of the lead inspector or HT can contact the help desk and ask for this. Typically, a pause will be of one day. Ofsted may contact the key contact given by the HT should they feel a pause is appropriate.

Deep dives' during ungraded inspections to stop from September.

The changes are designed to:

- ▶ reduce the burden on school leaders, subject leaders and more junior colleagues
- ▶ allow more time and flexibility for inspectors to get to know the school, including its context and priorities.

# What will stay the same

- ▶ The Inspection Framework
- ▶ Phone call will still discuss context, progress since inspection, strengths and areas for development
- ▶ Will still want to have conversations with subject leads but it will be less intensive
- ▶ Safeguarding still a focus
- ▶ Spotlight on behaviour - with a focus general behaviour and that pupils are free from bullying
- ▶ Spotlight on personal development - with a focus on enrichment beyond the curriculum and SMSC development.
- ▶ Spotlight on staff wellbeing

# The change and rationale

- ▶ Will typically use extended learning walks to consider the impact of the curriculum and pupils' personal development.
- ▶ Emphasis on providing school leaders with opportunities to demonstrate where they have improved and to discuss where they still have improvements to make.
- ▶ Ofsted hope that this change will reduce the burden on subject leaders and more junior colleagues. Will still want to have conversations with subject leads but these will be less intensive.

## Focus on Attendance

- ▶ Are schools doing everything they reasonably can you improve attendance?
- ▶ What do we need to do differently to remove barriers to good attendance ?

# Attendance - What action means?

Schools can't focus on attendance in isolation.

Good attendance is part of the school's overall ambition.

- ▶ Attendance is everyone's business all the time (like safeguarding).
- ▶ Creating a safe place where pupils want to be. Why wouldn't they want to come?
- ▶ Taking timely action before attendance starts to slide?
- ▶ Reviewing attendance with other information about the pupil: e.g. behaviour records, SG information etc.

# Part time Timetables

Inspectors will explore:

- ▶ Is the part timetable in place for the shortest time possible?
- ▶ Are there are plans to return to a full-time timetable as soon as possible?
- ▶ Is the progress reviewed regularly?

*It can't be in place to manage behaviour.*

# Barnet schools

## Our Future – Appetite for change, and options

Purpose: facilitate the start of strategic discussions



NAVIGATING THE LABYRINTH OF GOVERNANCE

## Where we are

- SWOT/PEST
- Finances
- Outcomes trends
- Recent Ofsted
- Current roll; likely trend
- Succession planning – Head/Chair
- Resident GB skills and experience
- Ratio of independent/co-opted governors cf. staff and parents
- Core strategic issue: What is the potential for the school?
- Assuming a general acceptance that status quo is unsustainable, various **THEORETICAL** options follow for governors' consideration, **as a precursor to paring options, then detailed feasibility/desirability analysis, and due diligence:**
  - Understand scope of opportunities
  - Test appetite for change
  - Rule out unacceptable options
- **Indicative** (ie not exhaustive) pros and cons of each now follow

# Merge with another school close by

## Pro

- Single school more likely to be viable than 2
- May resolve artificial competition
- Streamlined management structure, eg EHT + HoSs + 1 business manager, with potential for transformative & sustainable cost-savings
- Create opportunity for cross-schools career development and succession planning
- Easier to find a single EHT
- No TUPE (all employees remain under Barnet)
- Easier to broker merged schools into a MAT/federation at a future date (? future govt policy)
- Single GB
- Possibility for brand refresh to relaunch to community
- Barnet likely to be supportive
- Potential for longer-term unification on 1 site

## Con

- Necessary leadership and management skills must be present in both schools
- Multiple sites present logistical challenge
- Negative impact of a restructure on staff morale and goodwill
- Potential for staff and/or parent resistance
- Careful management of creation of single headship necessary
- Transition to simplified structure challenging
- Restructuring inevitable, with union involvement
- Individual block grants disappear

# Join existing Barnet federation



## Pro

- Burden of strategy reduced
- Instantly available central structure of EHT + SBM(s) + experienced GB
- Available management support
- Potential for career development & progression
- Remain part of Barnet community
- Rapidity of implementation (faster than MAT)
- No academisation 'ideological baggage'
- No/lower top slice (cf. MAT)
- Less consultation
- No TUPE
- Savings on some central costs
- Schools retain individual identity, alongside ...
- Potential for new federation brand to instil esprit de corps
- Able to help shape federation governance
- LA probably supportive

## Con

- Culture change could be disconcerting for staff
- Deficits remain obstacle to progress and continuing challenge
- Remaining within LA means no/lower savings benefit (possibly cf. MATs)
- Pan-federation systems not as holistic as established MAT
- Pan-federation governance may need development to accommodate new schools
- Less management mass than MAT
- Fewer centralised services than MAT
- LA position unclear, but likely to support governors' decision if based on robust assessment of options
- Unknown costs of membership
- Remain within LA oversight

# Join a MAT



## Pro

- Burden of strategy removed
- Immediate solution to deficit (either it would need clearing prior to transfer or due diligence enables MAT to identify savings)
- MATs are looking to expand so 'desirability gap' may be bridged
- If school is RI or barely Good, MATs attracted by improvement potential
- Instant access to management mass and central services improves performance, liberates HT, and saves money
- Greater potential for staff career development & progression
- New over-arching brand and fresh start for community
- Streamlined governance
- Pan-schools systems improve outcomes, increase efficiency and save money
- Top slice of 5% of per capita funding could be below LA's (opaque) total take from schools' budgets (but Barnet disagrees)
- Free from Barnet oversight

## Con

- Selection/shortlisting process needs careful calibration
- Academy conversion process time-consuming, and irreversible
- Full consultation process required
- Staff have to be TUPE'd across
- Less school-by-school control over any restructure
- Potential for ideological aversion to academisation among governors, staff, unions and parents
- Top slice could be problematic and make headline finances look worse
- Possible loss of identity (depending on the MAT)
- Possible lack of community support
- Staff morale could be issue
- Reduced role for governors
- LA position unclear, but likely to support governors' decision if based on robust assessment of options
- Depart Barnet community

# Form a new Federation



## Pro

- Total control over strategy, character, mission and vision
- Individual character of each school preserved
- No change in staff employment
- Low/no threat to staff morale
- Could be invisible to parents
- Tailor leadership structure to precise needs
- Novate governance model
- Retain block grants
- Individual Published Admission Numbers (PANs) ease flexibility when demographic change impacts
- Separate Ofsted protect one school from underperformance at others
- Maintain GB mastery without higher-level oversight
- Remains part of Barnet

## Con

- Demands inspirational and driven leadership
- Early vision and mission needed, alongside model leadership and governance design and development plan
- Will need early commitment from a minimum number of schools
- Requires agreement on who leads process
- Potentially complex project management and staged development
- Reduced scope for transformative financial improvement (depending on emergent leadership model)
- May not assuage LA looking for rapid and determined reduction of deficits
- LA view unknown on new Barnet federation as an option
- Remains part of Barnet

# Form a new MAT

## Pro

- As 'Joining a MAT' Pros (subject to first two Cons)
- Opportunity to create a completely new vision for member schools
- Total control over strategy, character, mission and vision
- Individual character of each school could be preserved
- Low/no threat to staff morale
- Could be invisible to parents
- Tailor leadership structure to precise needs
- Novate governance model
- Retain block grants
- Individual Published Admission Numbers (PANs) ease flexibility when demographic change impacts
- Separate Ofsted protect one school from underperformance at others
- Maintain GB mastery without higher-level oversight
- Remains part of Barnet

## Con

- Takes time to build central infrastructure
- Could not be done overnight as programmed expansion required
- As new Federation cons, plus general MAT cons from earlier slide
- New regulatory regime of Regional Director & ESFA requires mastery
- Govt attitude to new MATs unknown
- Governance bureaucracy of MATs far more complex:
  - Memorandum & Articles of Association
  - Master funding agreement
  - Scheme of Delegation
  - Academies Trust Handbook
- Demands different mind-set of leaders
- Vulnerable to changes in policy re MAT size

# Stay as we are -ish



## Some Options/Directions of Travel

1. Deficit reduction/avoidance plan essential
2. Maintain current personnel and structure, but prepare for reduced intake by ...
3. Immediate planning for what school looks like once cascade completed
4. Consider (and cost out) streamlined structure to cover reduced intake
5. Seek other models for primary schools (eg, [St. Stephen's School and Children's Centre \(st-stephens-primary.org.uk\)](http://st-stephens-primary.org.uk) – see last slide for cutting
6. Examine feasibility of utilising space freed up by roll reduction, eg nursery, and/or a commercial approach to lettings
7. Once you've gone through a strategic review process and can't find a way forward, lay it out with Barnet –“the price of school in this place with this size roll” = permanent deficit ... what can we do?
8. Cross fingers for transformational funding improvement (but definitely don't hold breath)

## Some Risks

- Doubts remain over financial sustainability
- Barnet will rightly seek evidence of intent to remove/avoid deficit
- Slower (possibly, no) reduction of deficit than other options
- Failure to implement radical change risks LA intervention
- Rejecting option for structural change raises issues of resident skills in GB and leadership
- Perhaps most important: it is governors' duty to develop strategy and be responsible for financial discipline. Do we fail by being too hands-off?
- If not now, when?

## Options for progress

- Take away this presentation and use it to:
  - Focus GB's mind on any identified essential issues
  - Test appetite for change
  - Model process fitting to your school
- Create a Barnet Chairs Strategy Forum, where:
  - A group of us can discuss your specific issues
  - You can begin to populate "Where we are" with school-specific data
  - You can ask questions in a confidential environment with your peers (and share experiences)
- You can request a one-to-one with me (possible small fee contingent on needs):
  - We can work together to produce a tailored deck
  - I/you/we can present it to your (perhaps, initially, independent) governors
  - Begin to map how you might get from where you are to where you need to be

# Barnet Schools

Our Future – Appetite for change, and options

Discussion and Questions



NAVIGATING THE LABYRINTH OF GOVERNANCE

To see how a better model might develop, take a visit to St Stephen's combined nursery, children's centre and primary school in Newham, a poor district of east London. Like its nursery, its primary school just got another glowing report from Ofsted, reporting that "by the end of

Year 1, the vast majority of pupils are fluent readers". St Stephen's takes children from babyhood - 91% of whom don't have English as their first language, a third on free school meals, and many with special educational needs and disabilities - and nurtures them to remarkable results at age 11, Neena Lall OBE, dynamo headteacher for more than 20 years, told me.

"That's because we have them and their families all the way through," she said. She shows lists of daily events for parents, from English for Speakers of Other Languages (Esol) to zumba, a food bank and cost of living advice, and sessions supporting parents to play, cook and read with children. St Stephen's was originally built as a Sure Start. Lall juggles her budgets but things are getting very tight, with funding cuts and rising teachers' pay.