

**Director's Briefing for Chairs
and
Vice-Chairs of Governors**

WELCOME

THE FUTURE DIRECTION OF EDUCATION SERVICES IN BARNET

UPDATE

APRIL 2015

Progress

- CELS approved procurement of third party partner on 12th January
- Council confirmed decision on 20th January
- OJEU contract notice issued 26th January
- 10 expressions of interest registered
- Four pre-qualification questionnaires submitted by 2nd March deadline
- Three bidders invited to participate in dialogue

Bidders

- Capita Business Services Ltd
- E C Harris LLP
- Mott MacDonald Ltd t/a Cambridge Education

Competitive Dialogue

- Governed by EU procurement law – strict rules and protocols around process and commercial confidentiality
- Allows for a solution to be developed and shaped by discussion with, and feedback to, bidders
- Still requires clear award criteria (most economically advantageous tender)
- Can conduct in stages, with option of reducing the number of bidders at each stage

Competitive Dialogue Timetable

- Commence first phase of Competitive Dialogue process – 12th May
- Bidders submit Outline Solutions (initial ideas) – 12th June
- Commence second phase of Competitive Dialogue process – 23rd June
- Bidders submit Detailed Solutions – 7th August
- Commence third phase of Competitive Dialogue – 26th August
- Bidders submit final tenders – 9th October

Decision-making process

- Evaluation of final tenders – 12th October to 22nd October
- Reports to:
 - CELS Committee (November)
 - P&R Committee (December)
 - Full Council (December)
- Mobilisation commences December
- Staff transfer and contract commences early 2016

NB dates are subject to confirmation of committee calendar

School involvement

1. Participate in competitive dialogue sessions at each stage:
 - Two or three headteachers
 - Discuss school issues and priorities to inform bidders' solutions
2. Receive presentations of Outline/Detailed Solutions:
 - All members of Head Teacher Reference Group
 - Listen to presentations and provide structured feedback to LBB
3. Evaluate Outline/Detailed Solutions and Final Tenders:
 - Two or three headteachers
4. Meet the Bidders Day – 9th July
 - Open to all headteachers, with twilight session for Chairs and Vice-chairs of Governors
 - Presentation from each bidder with Q and A session

Award criteria

High-level award criteria are based on our objectives:

Objective	Award criteria	Proportion
Maintain Barnet's excellent education offer	Service quality	30%
Maintain an excellent relationship between the Council and schools	Stakeholder engagement	25%
Achieve the budget savings target for the service	Financial benefit	30%
Provides a sound basis for managing the contract to ensure delivery of the project objectives in the long term	Contract and legal	15%

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Lessons Learned from Recent OfSTED Inspections

OFSTED INSPECTIONS IN BARNET 2014-2015



Total number of Inspections – 19

Number of Secondary Schools – 0

Number of Primary Schools – 17 (including 2
Infant Schools and 2 Junior Schools)

Number of Special Schools – 2

Number of Faith Schools - 10

OFSTED INSPECTIONS IN BARNET 2014-2015



Total number of published inspection reports

– 16

Number of Outstanding Schools – 2

Number of Good Schools – 10

**Number of Requiring Improvement Schools -
2**

Number of Serious Weaknesses Schools – 2

The new Ofsted Framework from September

The two key changes



Short inspections for good providers

More frequent, shorter inspections for good schools, academies and FES providers – approximately every three years.

Designed to ask: Is the **quality of provision** is being sustained, and what is the **capacity of leaders** to drive improvement?

New common inspection framework

A common inspection framework for schools, further education & skills providers, non-association independent schools & registered early years.

Greater clarity, coherence and comparability for users, learners, parents and employers – Ofsted's judgements will be made on the *same* basis, with the *same* terminology and mean the *same* thing.

Common Inspection Framework (CIF)

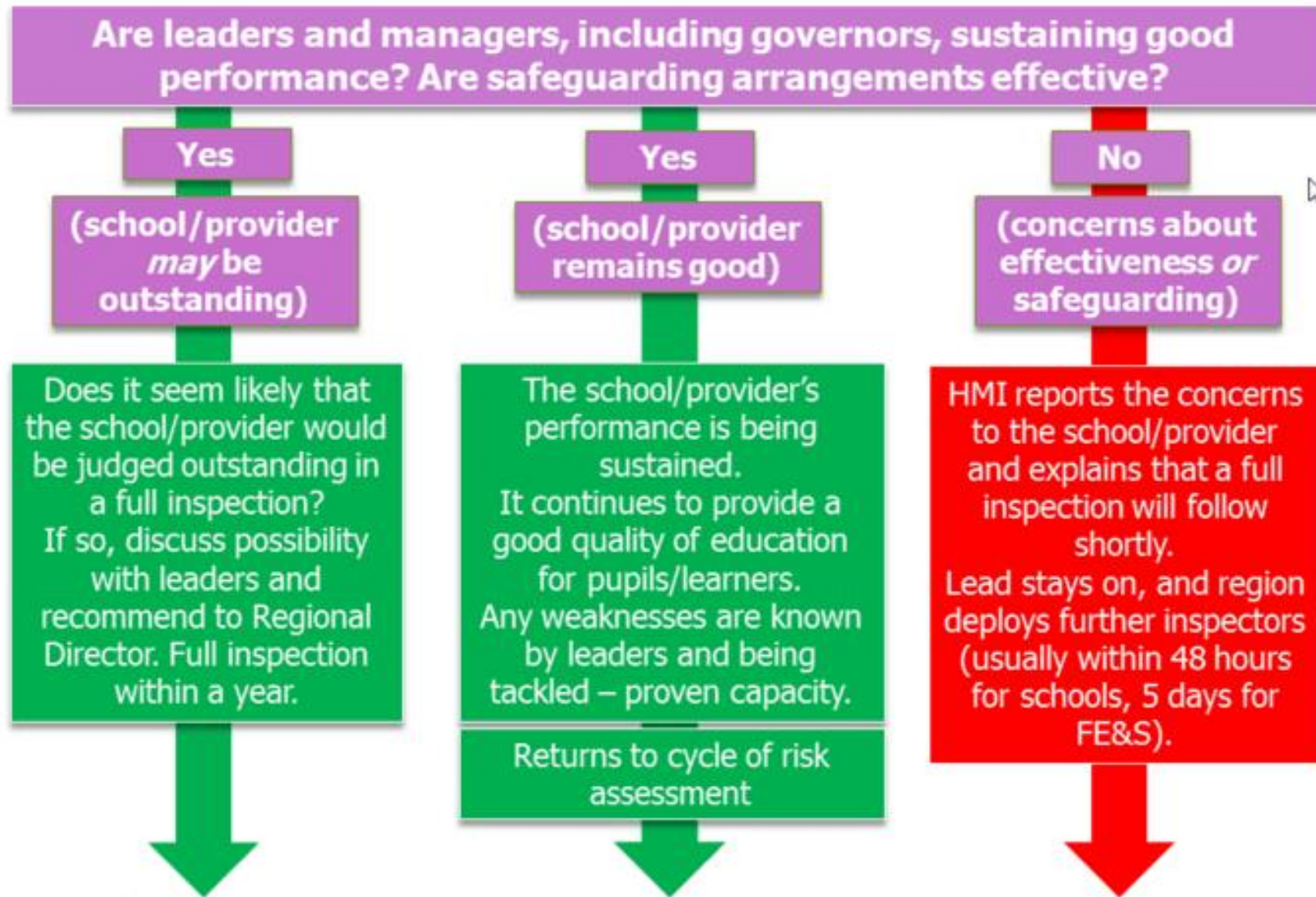


Inspectors will make graded judgements on the following areas, using the four-point scale:

- **Effectiveness of leadership and management**
- **Quality of teaching, learning and assessment**
- **Personal development, behaviour and welfare**
- **Outcomes for children and learners.**

The *Common Inspection Framework* ensures that a coherent set of judgments are made across the different education, skills and child care settings.

Short inspections – possible outcomes



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'Making best use of Teaching Assistants'

Information on recent guidance from
the Education Endowment Foundation

Brigid de Rivaz BPSI

Teaching Assistants: the big picture

- TA numbers have tripled since 2000
- 24% of English mainstream school workforce are TAs
- In nursery and primary schools, the figure is 34%
- In secondary schools, the figure is 15%
- 15% of all TAs are HLTAs
- A growing trend internationally but no other country in the world has gone as far as UK
- We spend almost double OECD average on support staff (28% of budget)

Blatchford et al, 2013

Recent research – DISS asked:

- What is the impact of TAs on pupil's academic achievement?
- What is the impact of TAs on pupils' behaviour, motivation and approaches to learning?
- What is the impact of TAs on teachers and teaching?

Deployment and Impact of Support Staff (DISS), 2003 to 2008

DISS - Key findings:

- TAs spend the majority of their time in an informal instructional role supporting pupils with most need;
- TAs tend to be more concerned with task completion and less concerned with developing understanding;
- TAs are not adequately prepared for their role in classrooms and have little time for liaison with teachers.

New guidance: Making best use of teaching assistants

7 recommendations under 3 main headings:

- the use of teaching assistants in everyday classroom contexts;
- the use of teaching assistants in delivering structured interventions out of class;
- linking learning from work led by teachers and teaching assistants.

(Education Endowment Foundation, March 2015)

Recommendations on the use of teaching assistants in everyday classroom contexts

1. TAs should not be used as an informal teaching resource for low-attaining pupils.
2. Use TAs to add value to what teachers do, not replace them.
3. Use TAs to help pupils develop independent learning skills and manage their own learning.
4. Ensure TAs are fully prepared for their role in the classroom.

Recommendations on the use of teaching assistants in delivering structured interventions out of class

5. Use TAs to deliver high-quality one-to-one and small group support using structured interventions.
6. Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction.

Recommendations on linking learning from work led by teachers and teaching assistants

7. Ensure explicit connections are made between learning from everyday classroom teaching and structured interventions.

Further information

Recommendations from ***EEF Guidance Report “Making Best Use of Teaching Assistants”*** by Jonathan Sharples (Education Endowment Foundation and Institute of Effective Education), Rob Webster (UCL Institute of Education) and Peter Blatchford (UCL Institute of Education).

Summary of recommendations (.pdf):

http://educationendowmentfoundation.org.uk/uploads/pdf/TA_Poster_Print.pdf

Full report:

http://educationendowmentfoundation.org.uk/uploads/pdf/Making_best_use_of_TAs_printable.pdf

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School Place Planning Update

April 2015

Primary Bulges, Expansions, & New Schools for Sept 2015

Primary Sept 2015 Reception bulges:

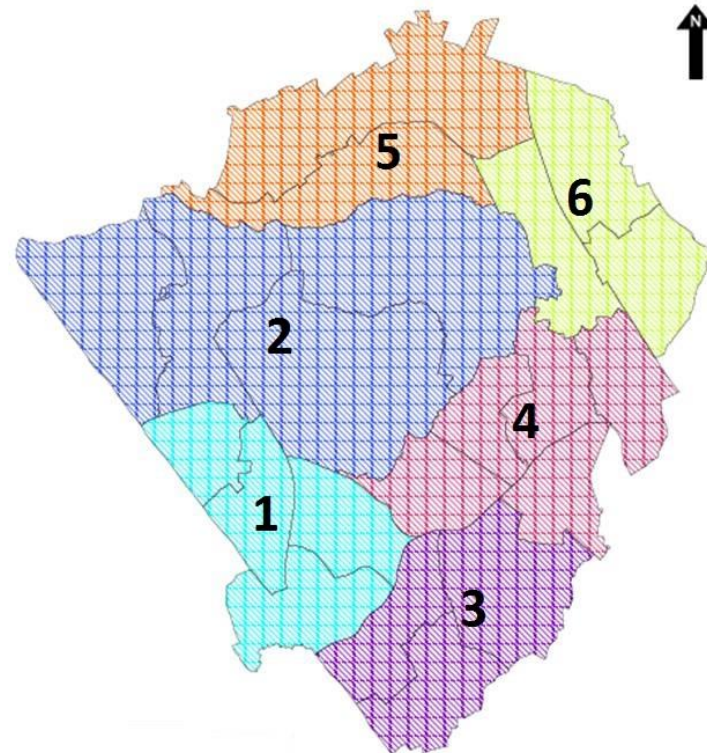
- Pardes House
- Manorside
- Summerside
- Chalgrove
- Underhill

1FE Expansions:

- Monkfrith to 2FE
- St Joseph's to 3FE

New Schools:

- Watling Park Free 2FE
- London Academy 2FE
- Wren Academy 2FE



Preparing to Meet Future Primary Need

	Primary surplus/deficit FE
2016-17	-3.6
2017-18	-4.7
2018-19	-6.9
2019-20	-8.6

Future plans:

- New 3FE free primary school for 2017
- Two 1FE expansions for 2017
- New 2FE school for 2018
- 1FE expansion at Millbrook Park

Preparing to Meet Future Secondary Need

	Secondary surplus/deficit FE
2016-17	3.9
2017-18	0.3
2018-19	-7.1
2019-20	-17.9

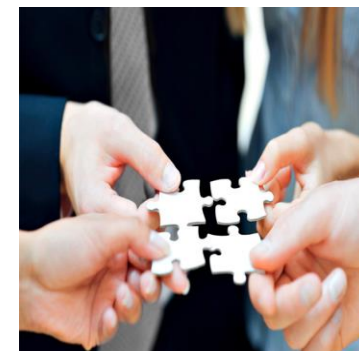
Future plans:

- New free 6FE (180 places) school for 2017
- Further expansions and a new school

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School Partnerships





The collective aim is for every child within a partnership is to be able to attend a good school



Partnership 1 – (Infant Schools) 9 SCHOOLS - Moss Hall Infant (NLE/National Support School), Queenswell Infant, Annunciation Infant, Brookland Infant, Garden Suburb Infant, Dollis Infant, Grasvenor Infant (also in Partnership 8), Deansbrook Infant, Moss Hall Nursery

Partnership 2 – (Junior School Alliance) 6 SCHOOLS - Moss Hall Junior, Queenswell Junior, Annunciation Junior, Brookland Junior, Garden Suburb Junior, Dollis Junior

MOON Partnership 3 – (Special Schools) 4 SCHOOLS - Northway, Oakleigh, Mapledown (NLE/National Support School), Oak Lodge (NLE/National Support School)

Partnership 4 – (East Barnet Area) 6 SCHOOLS – Monkfrith, Church Hill, Danegrove, Cromer Road, Livingstone, East Barnet Secondary School (NLE/National Support School)

Partnership 5 – (East Barnet/Southgate/Finchley Area) 8 SCHOOLS - Brunswick Park, St Mary's EN4 (NLE/National Support School), Osidge, Trent, , St. Margaret's Nursery School, Hampden Way Nursery School (Teaching School), Brookhill Nursery School (Teaching School), Summerside

Partnership 6 – (N10, N11, N20 Areas) 7 SCHOOLS – St Paul’s N11, Holly Park, St John’s N11, Coppetts Wood, Hollickwood, All. Saint’s N20, Friern Barnet Secondary School

Partnership 7 – (Whetstone / Totteridge / Finchley) 5 SCHOOLS - St John’s N20, Alma, Sacred Heart, St. Andrew’s, St. Mary’s N3,

Partnership 8 – (High Barnet/Finchley Area) 10 SCHOOLS – Martin, St. Catherine’s (NLE/National Support School), Northside (NLE/National Support School), Foulds, Christ Church, Underhill School, Grasvenor Infant (also in Partnership 1), Whittings Hill, Monken Hadley, Woodridge

Partnership 9 – (Finchley/Hendon Area) 8 SCHOOLS – Holy Trinity, Akiva, Manorside, Tudor, Our Lady of Lourdes, Sacks Morasha, St. Theresa’s, Independent Jewish Day School

North West Alliance Partnership 10 – (Hendon / Colindale / Finchley Area) 9 SCHOOLS – Hasmonean Primary, St. Joseph’s, St Mary’s and St John’s, Sunnyfields, Chalgrove, Blessed Dominic, Parkfield, Pardes House, Beis Yaakov

Partnership 11 – (Mill Hill / Edgware Area) 7 SCHOOLS – Fairway, Courtland, St. Vincent's, Etz Chaim, Frith Manor, Mathilda Marks Kennedy, Beit Shvidler

South Network Area Partnership (SNAP) 12 – 9 SCHOOLS – All Saints NW2, Childs Hill, Claremont, Wessex Gardens, St. Agnes', Bell Lane, Menorah Primary, Rimon, Whitefield Secondary School

ConnectED Partnership 13 – (Edgware / Colindale Area) 8 SCHOOLS – Barnfield (LLE), The Orion, Goldbeaters, Colindale, Woodcroft, Broadfields, Menorah Foundation, Rosh Pinah.

- **The Elliot Foundation** – The Hyde, Parkfield, Lena Garden (Hammersmith), John Locke Academy (Hillingdon), Pinkwell (Hillingdon), 8 other schools in Birmingham and Cambridgeshire
- **Compton Teaching School Alliance** - The Compton School Teaching Alliance has a partnership with 19 different educational institutions – Northside, St Mary's EN4, St Theresa's, Our Lady of Lourdes, Sacred Heart, Blessed Dominic, St Agnes, St Catherine's, St James' Catholic High, Queen Elizabeth's Girls School, Whitefield, The Totteridge Academy, Finchley Catholic High, Wren Academy, Hendon, Oak Lodge, Northumberland Park (Haringey), Claremont (Brent), Heartlands (Haringey), Wembley High (Brent), Woodside High (Haringey), Institute of Education , Middlesex University
- **Northgate Teaching School Alliance** - Northgate School, London Academy, Woodhouse College, Henrietta Barnett School, Queen Elizabeth's Boys, Mill Hill County High School, Broadfields Primary School, Underhill Primary, Grasvenor Infant School, Dollis Infant School, Deansbrook Junior School, Hollickwood Primary School, Independent Jewish Day School, Wessex Gardens Primary School, Northway Special School, Claremont Primary School, Greenwich University, Middlesex University (via School Direct link with Broadfields), UCon University (USA)
- **Ashmole (NLE/National Support School), Christ's College, , Copthall, Pavilion PRU**
- **St Mary's High, St. Marylebone Teaching School, Kingsmead**
- **St. Marylebone Teaching School, St. Mary's and St. John's**
- **Alexandra Park Teaching School, Hollickwood, Friern Barnet**
- **Consultation on a Multi Academy Trust with St. Catherine's, St. Theresa's and Sacred Heart Primary Schools**
- **St Paul's NW7 and Millbrook Park with other LDBS Schools and LAT Schools**
- **Edgware Primary, Fielding Primary School (Ealing), Lady Margaret Primary School (Ealing), Cannons High School (Harrow)**

Update

1. Local Authority and schools produced suggestions for the remit and expectations of the Partnerships and how they are going to work effectively in partnership with Barnet
2. Partnerships have had initial meeting to explore ways of working together and discuss possible remit. Many partnerships have had subsequent meetings and activities
3. Nine of the thirteen partnerships have sent the LA their Terms of Reference/Minutes of Meetings
4. Partnership activities have started to take place

A number of partnership activities already taken place or planned to take place including:

- Moderation of work
- Joint INSET
- Support staff training (e.g. lunchtime staff visits)
- Shared funding (e.g. a music specialist, School business managers, SENCO, Level 6 teachers)
- Shared policy writing
- Science week planning and resourcing (e.g. dinosaur day)
- Partnership events (e.g. hire a theatre for end of year Y6 show)
- Share teacher training (e.g. SCITT placements)
- Peer enquiry for EYFS
- Release of teachers to visit other schools
- Year 6 and Key stage 3 teachers to work together
- Assessment without levels issues explored together
- Joint observations - judging the quality of teaching and learning in each other schools
- Lesson study and peer enquiry
- Meetings for middle leaders from each school
- Working on development of teaching and learning

Next Steps/Ideas

1. Partnerships to continue to evolve/change if necessary
2. GBs to have Partnership activities as a standing Agenda Item or included in HT Report to Governors
3. LA to follow up any Partnerships who have not sent Terms of Reference/Remit/Minutes and support them in getting Partnership activities going
4. Set expectation that an end of year/term report is submitted to LA from each partnership
5. Letter sent out to parents from individual schools explaining the Partnership
6. GBs to have combined meeting to discuss Partnership activities

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FEE2 Improvement

April 2015

What is the offer?

Some two year olds are entitled to a free early education place of up to 570 hours per year (typically 15 hours per week for 38 weeks per year) in a 'Good' or 'Outstanding' early years settings. Two-year-olds whose families meet the earnings and benefits criteria used for free school meals (FSM) e.g.;

- Income Support
- Income-based Job Seeker's Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The 'Guaranteed' element of the state pension credit
- Child tax credit - provided they have an annual gross income of no more than £16,190.00 (as assessed by her Majesty's Revenue and Customs).
- Working Tax Credit 'run-on' – the payment someone

Or

- Children from low-income working families (earning no more than £16,190 per year) and are eligible for Working Tax Credits
- Children who are looked after by the LA
- Children with a statement of SEN or have a Education, Health and Care Plan
- Children who have left care by adoption, special guardianship or Residence Order
- Children who attract DLA.

What are the benefits?

Research tells us there are a range of benefits for delivering quality early education for two year olds:

- Babies are born with 25% of their brain developed, and by the age of three, brains are 80% developed – it is vitally important to support their potential
- A child's development score at just 22 months can serve as an accurate predictor of educational outcomes at 26 years
- Children's achievements on language, reading and numeracy increased in proportion to the number of months they spent in pre-school. Children who had attended pre-school were between four and six months ahead of those that did not
- 24 months is recognised as the 'critical period' for the acquisition and expression of key language skills.

Effective Provision of Pre-school Education (EPPE) studies:

- Children's achievements at the Early Years Foundation Stage last: clear growth in performance at KS1 with every additional point achieved in the Foundation Stage profile
- Combination of high quality and longer time on pre-school provision has the clearest effect on the duration of the outcomes
- Pre-school has a positive net effect on English and maths, still showing in English and Maths scores at 11
- Trained teachers in pre-school settings have the greatest impact on quality and links to better outcomes in pre-reading and social development at age 5

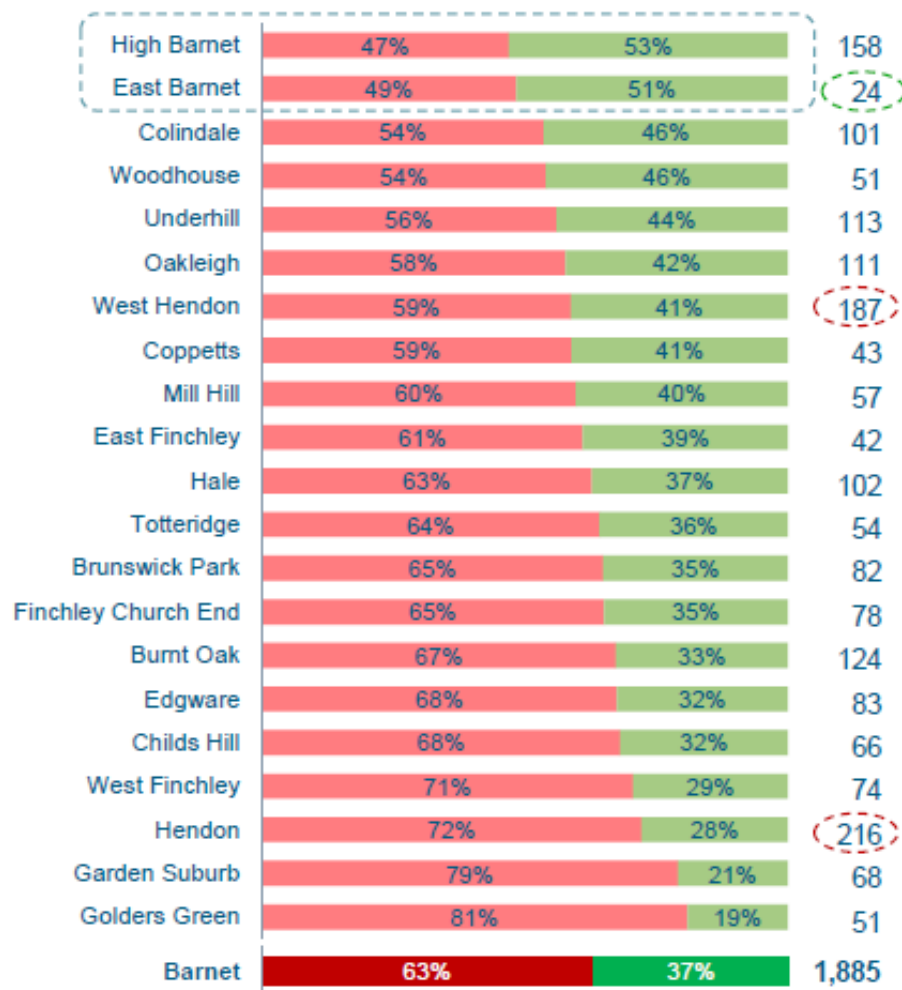
How many places are needed and where are they?

Currently we have 44% of eligible children taking up places, in order to meet the demand for all children that are entitled an additional 900+ places are required.

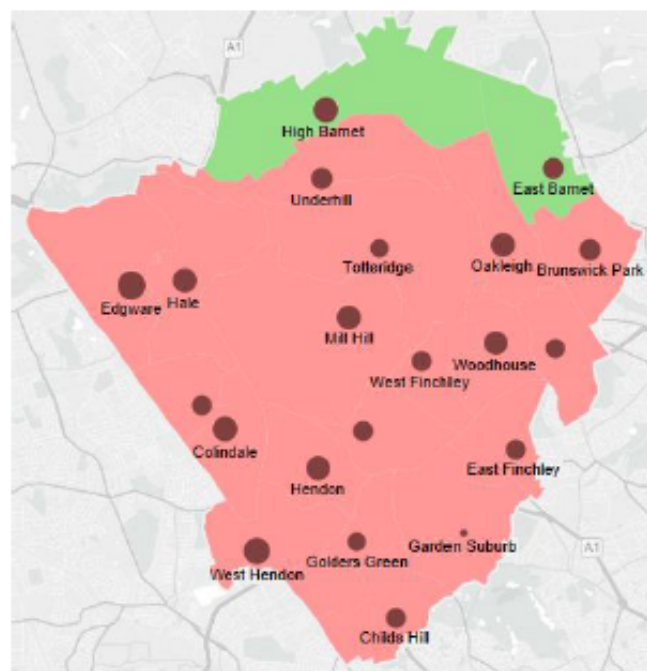
Whilst take up is spread across the borough we can see that great improvement is need across most networks.

Ward Level Analysis

Ward Level Analysis – August 2014 data (1,885 eligible children)



Number of registered childcare providers per ward



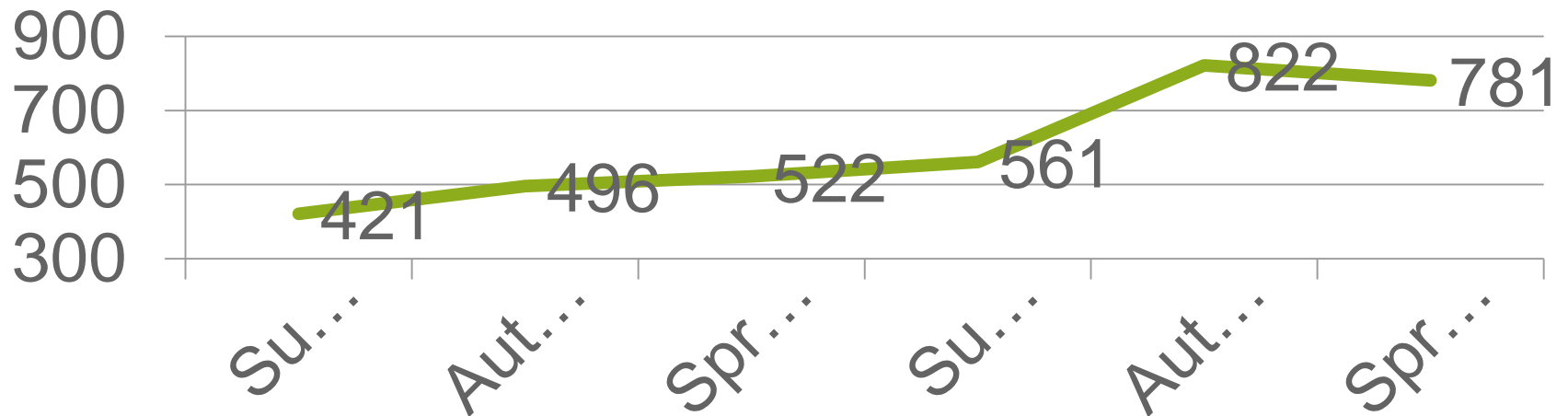
The take-up rate for the 2-years-old offer meets the 50% threshold in only 2 wards: High Barnet and East Barnet.

The wards with the lowest take-up rate are Garden Suburb and Golders Green.

Current Position

	Summer Term 2014	Autumn term 2014	Spring Term 2015
DWP figure	867 (Feb List)	1903 (Aug list)	1818 (Nov list)
Take up figure	561	822	781
Percentage	65%	43.2%	43.0%

Take Up



Why would you want two year olds in your school?

There are a number of benefits to a school when delivering two year old places:

- Engaging families and children earlier
- Improved outcomes throughout school
- Funded places to contribute to school budget
- Smoother transition into school (reception)
- Two year olds become three and four year olds
- 20% cohort attract EY pupil premium as three and four year olds
- Maximizing empty school space.

How can your school deliver FEE2 places?

- **As a registered pupil of school by lowering the school age band to two.**

The Small Business, Enterprise and Employment Act (2015) removed the requirement for schools to register their early years provision for two-year-olds (2YO) separately with Ofsted, so long as it meets certain requirements. This will come into force on 26th May 2015

- **Through Community Powers facilities**
- **As a registered pupil of a school as a 'Rising three'**
- **Third party commissioned service/partnership e.g. private childcare provider**

What will the school receive?

Two year olds are currently funded at a rate of £6 per hour. To deliver a child's full entitlement at 570 hours of early education @ £6 per hour a school would receive:

- **£3420 pa per child (£90 per week)**
- **4 Children (per PT place) = £13,680 pa / £360 per week**
- **8 children (4 am/4pm) = £27,360 pa / £720 per week**

Support for Schools

If a school is interested in delivering two year old places they will be provided access to a FEE2 School Development Officer who will guide a school through the process of delivering two year old places and ensure that the relevant support systems are put in place.

Areas of guidance include:

- Delivery models for schools
- Guidance on staffing structures
- Guidance on EYFS requirements for two year olds
- Access to training for staff from the Early Years Standards Team
- Guidance on accessing capital grants for capacity building

Capital grants and grants for resources are also available to develop capacity in schools.

What do we need from Governors?

Consider how the FEE2 scheme can be delivered in your school:

- Do you have capacity in your nursery provision for 'Rising 3's'?
- Do you have capacity for capital projects?
- What support would you require from the LA to enable the development of two year old places?
- Can you include FEE2 as an agenda item at all governing body meetings this term.

If you are interested in further details please contact Dawn Wilson, FEE2 School Development Officer, Tel: 020 8359 2988, Email: dawn.wilson@barnet.gov.uk

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Governing Body Reconstitution Update

Sarah Beaumont

Governor Services Manager

The Barnet Picture

Number of maintained school Governing Bodies	Number of Governing Bodies already reconstituted	Number of Governing Bodies agreed future date (by 1 September)	Number of Governing Bodies still to consider / decide
83 including Nursery, Primary and Special	36	16	29
7 Secondary	3	-	4

So far...

- 68% of Governing Bodies have decreased in size
- 22% of Governing Bodies have stayed the same
- 10% of Governing Bodies have increased in size

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THANK YOU FOR ATTENDING!