

# BELS Meeting: School Improvement Team

Tuesday 8<sup>th</sup> December 2020

# AGENDA

- BELS Update (Ian Harrison)
- School and Settings Improvement Strategy – priorities
- Q&A
- Reflection on 2020 (all)

## BREAK

- Christmas Quiz!



# Barnet Education and Learning Service – Chief Executive's update

Staff meetings – December 2020

# Update

1. BELS
2. Education Strategies
3. Covid
4. Satisfaction

- Board of Directors – now with staff governor, Ricky Rebello
- Cambridge Education Final Account – Long-stop 20 November
- BELS budgets
- Contract Monitoring Board – contract changes, projects, KPIs
- Recruitment – 3 EWOs, 2 SEN Caseworkers, a Tribunals Support Officer, an Information Officer and an Outreach Learning Mentor. New full-time Elective Home Education Officer
- IT Refresh, Agile working scheme, training

# Education Strategies

- Children's Partnership Board and Children, Education and Safeguarding Committee
- Approved: Education Strategy and School and Settings Improvement
- Approved for consultation: SEND and Inclusion
- Noted: School Places update
- Highlighted importance of covid response – safe schools, diminishing the difference, curriculum, attendance, exclusions, mental health, SEN support, Local Offer
- Noted OfSTED/CQC visit to Local Area and positive feedback
- Noted success in ensuring enough school places including specialist SEN provision

# Covid19

- All schools opened - 85.1%; 83% for Special Schools/PRUs; 86% for children with a social worker
- 4562 pupils (7% of all pupils) absent due to covid related reasons e.g. symptoms, tested positive or contact so self isolating
- 56 schools with self-isolating pupils (29 Nov) – 13 with whole year groups, 26 with classes/bubbles
- Staff attendance in schools ca 92%; in BELS is 99%.
- Barnet covid rate going down, as London, but just missed Tier 3
- BELS support with Risk Assessments, home learning, SEN, advice on self-isolating pupil, staff attendance, CEV; meetings with unions.

# Satisfaction Surveys

- 4<sup>th</sup> year
- The overall satisfaction rating for BELS services is 90.85%, which is the highest we have had in the 4 years we have been doing these surveys
- Significant improvements for Data Service, EPS, IAT, SEN team, Admissions, Governor Services
- Still very high: School Improvement – traded and non-traded; Specialist Teams.
- New and very high: Virtual School and EY Standards



# Thanks

- So very well done and thank you
- BELS established and budgets and services secure
- Clear strategies in place for all key areas for the next 3 years
- Brilliant response to covid and support for schools
- Schools' satisfaction with services higher than ever
- Thank you!

# Schools and Settings Improvement Strategy

# 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.*

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 diminish the difference between them and their peers.
- **Every child receives a high quality education through clear curriculum intent and effective implementation**
- **We minimise the impact of the covid19 pandemic on learning.**

# Ambition and Aims

## To do this we need:

- Enough school places
- All schools to be good or outstanding
- High levels of attainment and progress in all phases
- A relentless focus on meeting the needs of vulnerable pupils, including those with SEND, children looked after, children in need and children eligible for free school meals.
- Support for the mental health and well-being of school staff and pupils.
- Attendance returning to pre-covid levels and exclusions being kept as low as possible.
- Schools that are safe places for staff and pupils given the risks posed by covid19.
- Support for the adapted curriculum post-lockdown, including for SEN pupils, and for ensuring high quality teaching and learning in the challenging circumstances in which many pupils are at home having to self-isolate.
- Good relationships with schools enabling rigorous monitoring, challenge and support for all schools including the face-to-face and remote learning that they undertake with their pupils
- Effective partnership with council services and with external agencies and organisations.

# Areas for Development / Priorities

- **Early Years**

GLD was 33<sup>rd</sup> in 2019 (below the top 10% of LAs). Girls GLD ranks 27<sup>th</sup>, Boys 37<sup>th</sup> Therefore raising attainment of boys at EYFS is a priority.

- **Key Stage 1 Achievement**

KS1 relative attainment (ranking) in Expected Standard or above is in the top 10% in Reading, Writing and Maths but Science is ranked 24<sup>th</sup>. The percentage achieving Greater Depth is comparatively lower, ranked 39<sup>th</sup>, 44<sup>th</sup> and 33<sup>rd</sup> respectively for Reading, Writing and Maths.

- **KS2 Writing**

Ranking was 26<sup>th</sup>. The performance of girls in writing rose in 2019 by 1% but the performance of boys dropped by 3% and their ranking dropped from 15<sup>th</sup> to 37<sup>th</sup>. Therefore the attainment of boys' writing is a priority this year.

- **Progress and Progression Pathways of low attaining pupils across all key stages**

It remains a priority for us to ensure that sufficient quality and learning opportunities (e.g. vocational qualifications) exist for children and young people to succeed across a range of skills and abilities, particularly those with SEND. In particular there is concern now to ensure that post-16 pathways and opportunities result in as few young people as possible who are not in education, employment or training (NEET). It is therefore important that action is taken to support those young people who are at risk of being NEET or who are NEET, including those aged 16 and 17 but also those aged 18 and above where the numbers are rising due to the economic problems caused by the pandemic.

- **Achievement of Disadvantaged Pupils, pupils with SEND and other Vulnerable Groups (including Children in Need)**

This remains a priority for improvement to eliminate differences in the performance of groups of pupils. The North London Disproportionality Dataset shows, for 2019, the ratio of black pupils in Barnet attaining the expected standard at KS2 and 4 compared to white pupils is low (a negative Relative Rate Index RRI) and in some cases being the lowest or second lowest in North London

# Areas for Development / Priorities

- **Looked After Children**

In Secondary School Progress 8 in 2019 was ranked 18<sup>th</sup> and Attainment 8 49<sup>th</sup>. In the school year 2018-2019, Barnet LAC had a higher absence rate than the similar group national (6.40% compared with 4.70%) and a higher unauthorised rate (3.60% compared with 1.40%). Persistent absence was almost in line (10.50% compared with 10.90%). Attendance is therefore a priority for 2020-21

- **Recruitment**

Recruiting and retaining good quality teachers, school leaders and support staff is a challenge for schools across Barnet. Supporting recruitment of staff and giving the necessary support to staff at all levels remains a priority for us.

- **Safeguarding**

We continue to support schools in ensuring that their safeguarding arrangements are effective. With pupils having extended online learning due to the pandemic, this includes the safe use of IT and the Internet.

- **Curriculum Intent, Implementation and Impact**

To support schools to plan coherently and deliver effectively a broad and balanced curriculum which is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is a priority to reflect the changes in the current Ofsted inspection framework.

# Additional Priorities in 2020

## **Minimising the impact of the covid19 pandemic on learning**

The School Improvement Team has given considerable support to schools before, during and after the school closure period. The Team was also involved, along with five other North London Boroughs, in a project entitled “Supporting the futures of children’s and young people’s education and skills following Covid 19” The learning and recommendations from the project have been shared with schools and the traded school improvement service, BPSI, developed a Covid19 Learning Recovery Project for primary schools, which a large number signed up to from September.

A new priority for this year is to minimise the impact of Covid-19 on learning and progress.

This includes:

- Continuing support by BELS to schools with their blended learning approaches, recognising that the approaches need to be both flexible and adaptable
- Continuing BELS support to schools regarding the impact on mental health and well-being of staff and pupils due to school closures and partial closures arising from covid19.
- Continuing to support schools in establishing reliable baseline data for pupils and ensuring the curriculum meets the needs of all the pupils and is diminishing the expected wider differences between groups of pupils including those with SEND

## **Attendance**

A key challenge as schools re-opened in September 2020 is to get attendance rates back to the levels they were at before schools were closed as a result of the pandemic.

# Additional Priorities in 2020

## Exclusions

With the huge majority of pupils being at home between March and September and the resultant challenges faced by schools regarding the behaviour of pupils when they returned to school, we want to support schools to ensure that there is not a significant rise in both fixed term and permanent exclusions in Barnet schools. The RRI rate in the North London Disproportionality Dataset shows that historically there has been an over-representation of Black and Mixed Pupils in Barnet for fixed term exclusions and black pupils for permanent exclusions. This also needs to be addressed.

## Elective Home Education

Monitoring elective home education has now become a key priority for the authority, as it is clear that the pandemic has resulted in a significant increase in the number of families that are choosing to educate their children at home. In April 2019 there were 228 children registered for elective home education in Barnet. The number in February 2020 was 257, which rose to 310 in October 2020.

The local authority has a duty to establish the identities of home educated children and to check they are receiving a 'suitable education', which means efficient full-time education suitable to their age, ability and aptitude and to any special educational needs they may have. The council also has general duties in relation to safeguarding and promoting the welfare of children. If the authority becomes aware of any safeguarding concerns, this will be followed up appropriately. BELS exercises these functions on behalf of the council and has received extra funding from the council to increase the resource devoted to this function from a part-time role to full-time.

As well as monitoring the suitability of home education and taking follow-up action if there are any concerns, BELS will work with the council and schools to try to persuade as many parents as possible of the benefits of returning their children to school and to make them aware of the risk assessments and 'covid19 secure' control measures in schools.



# Q and A

# Reflections on 2020