

# **Barnet Children's Partnership Board Report**

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<b>Title:</b>	<b>Update on Education Recovery activities in Barnet schools: Recovery, Reset and Renaissance</b>
<b>Meeting Date:</b>	15 <sup>th</sup> July 2021
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## **1. Summary**

The report provides an update on the response of the council, Barnet Education and Learning Service and BELS to the need for 'education recovery' following school closures and partial closures during the covid-19 pandemic.

## **2. Updates since last BCPB**

The attached report provides an update on action by Barnet schools and services since the last meeting of the Board in relation to education recovery.

## **3. Impact**

- **Equalities and Diversity**  
N/A
- **Corporate Parenting**  
N/A

## **4. Consultation and Engagement**

The council's response to the pandemic and to education recovery is set out in the council's education strategies, which were discussed at this Board in November 2020 and subsequently by the Children, Education and Safeguarding Committee. There has been regular discussion with headteachers and governors about the response to the pandemic, including education recovery at meetings

between officers from BELS and headteachers and chairs and vice-chairs of governing bodies.

## **5. Conclusion and Recommendations**

The Children's Partnership Board is asked to note and comment on the report.

## **6. Background papers**

Key education strategies were considered and approved by the Children, Education and Safeguarding Committee at its meeting on 30<sup>th</sup> November 2020. These have now been published on the council's website and can be seen here:

<https://www.barnet.gov.uk/schools-and-education/school-support-information>

This Board considered a report entitled: "Barnet schools' response to 'Lost Learning' and support for recovery and catch-up" at its meeting on 23rd February 2021.

## **Update on Education Recovery activities in Barnet schools: Recovery, Reset and Renaissance**

### **1. Introduction**

- 1.1 BELS staff have had various meetings with headteachers, other senior leaders and governors over the last three months about what schools need to recover from the effects of school closures during the Covid19 pandemic and how best the council and BELS can support this. The council has made £500,000 available from its covid recovery fund to support education recovery and BELS officers have worked with headteachers to design a project that will have maximum impact by providing structured support that addresses many of the challenges schools are facing.
- 1.2 There is general agreement that this is not about what some have designated 'lost learning' but is about recovery in a much wider sense for children and young people and their families and for school staff. It is also accepted that schools cannot just gradually move back to what was once regarded as 'normal' but will need to 'reset', recognising that some of the changes that have happened mean the old normal cannot be the new normal and schools need to develop a new vision and new strategies for moving forward. In effect this means a rebirth of education in schools, or what we have called a Renaissance.
- 1.3 The impact of the pandemic is clear:
  - During school closures pupils did not learn as much or as deeply as they would have done in school.
  - Pupils, their families' and staff well-being and resilience became less secure
  - School leaders stretched their budgets to try to make their schools as covid-secure as possible while providing a lot of additional support to pupils who needed it, especially disadvantaged pupils.
  - The impact of the pandemic has not been even among pupils and many of those pupils in need are now more in need.
- 1.4 Schools recognise that teaching and learning cannot make up lost time by just 'doing more'. They face a challenge in identifying what they need to teach and how they need to teach in order to support gaps in learning. That needs to be supported through training, action research groups, and sharing best practice. These elements of recovery need to be wrapped around with scaffolding that addresses the social, emotional and mental health issues facing pupils, families and staff.
- 1.5 The Recovery, Reset and Renaissance project is intended to address these challenges by providing specific support, advice and training to schools through BELS, but including the use of external specialists, whilst also allocating funds to school based or school partnership based projects designed by schools themselves and sharing the learning from these projects across all schools in order to accelerate progress and recovery.
- 1.6 The project was launched at a virtual BPSI 'Renaissance and Recovery Conference' on 11<sup>th</sup> May 2021, which was open to all schools. The conference featured Floyd Woodrow (Compass for Life) and Sir Kevan Collins, Sir Alan Wood (DfE Recovery Commissioners).

1.7 The following section lists the initiatives that the council will fund as part of the RRR project. A summary of costings is shown in Appendix 1. There will be a number of other initiatives that will be funded from existing BELS resources or school budgets or external funding. These are included in the Appendix 2.

## **2. Recovery, Reset and Renaissance project: centrally-funded initiatives**

### **2.1. Extra support from Learning Network Inspectors**

Two of our LNI team are leading and coordinating the project. Both are part-time and the proposal is to increase their working time by 1 day a week each, to enable them to visit every school to discuss, and support them with, their individual school plans for Recovery, Reset and Renaissance. They will discuss with each school its contextual factors regarding RRR and the support required in order to make up for the disruption in learning resulting from the pandemic and the impact on well-being of pupils and staff. LNIs will also monitor and evaluate the spending and impact of school and partnership Recovery Projects (see 3 below).

### **2.2 Compass for Life**

To encourage schools to engage in the Compass for Life programme by funding 50% of the cost of engaging in the programme for up to 20 schools (or a lower percentage if more than 20 choose to engage). The programme offers a framework and training for 'developing teams, organisations and individuals into elite performers that pursue excellence in an ethical, cohesive and values driven culture'. This involves both teachers and pupils and seems well-suited to supporting schools through recovery, reset and renaissance.

### **2.3 Extra BPSI consultancy time to support recovery**

Recognising that recovery work is an additional demand on school budgets and comes on top of the usual requirement for staff continuous professional development (CPD), it is proposed to allocate 10 hours of BPSI consultancy time for free to every school to enable schools to get the bespoke consultancy/training support they need for recovery. The 10 hours would be for all schools including those that do not currently subscribe to BPSI. For BPSI subscribing schools it would mean 10 hours for free in addition to the hours funded through their subscription.

### **2.4 Speech and Language Enrichment training**

We have identified a qualified Speech and Language therapist who can provide training and input to each school to support them to set up and run a small group with pupils who have lower level speech and communication needs and who are likely to benefit from some additional structured speech, vocabulary and social communication input. Training and input will be provided to a nominated Language Enrichment Champion (this could be a HLTA) from every school beginning in June (7 hours per partnership), with further sessions in September. School partnerships will be used as support for the implementation of the programme and to share best practice and overcome challenges.

### **2.5 Educational Psychology Team and Inclusion Advisory Team training to support SEMH needs**

The EP team in conjunction with the Inclusion Advisory Team will provide termly training for schools and for parents on how to support young people with Social, Emotional and Mental Health needs.

## **2.6 Outreach Mentors for students in targeted schools**

We have agreed with the Pavilion PRU to commission 1 day a week of one to one mentoring support from the Pavilion PRU for pupils in targeted secondary schools who are not engaging in the curriculum and recovery.

## **2.7 Post-16 Transition - Bridging the Gap Life Skills**

It is proposed to engage the charity 'Bridging the Gap' to offer training to a number of school staff on the delivery of some of the life coaching aspects of the Bridging the Gap programme. School staff would then offer targeted life-skills coaching to students at risk of becoming NEET during transitions into and during Key Stage 5.

## **2.8 Care Leaver Participation – engineering jobs**

The existing Care Leavers project offers support to get NEET care leavers into education courses and training programmes. They are less successful at getting NEET care leavers into employment. It is proposed to commission a job finding service company called The Cherry Tree Foundation who will guarantee to provide jobs in engineering for 15 Care Leavers. Existing funding would be used to complement this as current members of the post-16 team will provide intensive job readiness support to individuals in this cohort.

## **2.9 Reducing Black Exclusions**

In the aftermath of school closures, there has been a rise in pupil exclusions and a disproportionate number are black pupils (Black Caribbean, Mixed White and Black Caribbean and Black African). A multi-agency Exclusions Working Party has been developing plans to try to reduce the number of exclusions, especially of black young people. The following initiatives are proposed for funding within the overall ambit of the RRR project:

- Exclusions Support Officer - Seconding or appointing an Exclusions Support Officer for 1 day a week for the Autumn and Spring Terms to add capacity to the work of the School Safeguarding and Exclusions Lead to enable each secondary school to have a minimum of 1 day of support and challenge, with prioritised schools receiving more intensive support and challenge.
- Outreach mentors for black students at risk of exclusion - Commissioning 1 day a week of one to one mentoring support from the Pavilion PRU's Outreach Mentors for black students at risk of exclusion within targeted schools and to support 'off site inclusions' work. 'Off site inclusions' are an arrangement made between partner schools and involve support from the PRU mentors and some use of external agencies.
- Growing Against Violence (GAV) sessions for school students – GAV is a charity that aims to prevent youth violence and protect young people against exploitation by gangs and grooming on the streets and online. They deliver workshops for schools to address the root causes of violence, to keep young people out of gangs and exploitative peer-on-peer relationships and away from anti-social behaviour. The plan is to run sessions for up to 30 targeted Barnet schools, both primary and secondary.
- Exclusions Conference - to be held in September 2021 for primary, secondary and special schools and PRUs and follow up workshops on Restorative Practice and Unconscious Bias.

### **3. Recovery, Reset and Renaissance project: Funding for school, and school partnership, projects**

- 3.1 The balance of funding (£231,000) will be used to fund or part fund projects delivered by individual schools or partnerships of schools. Projects must be designed to support recovery, and, as appropriate, reset and renaissance. The maximum funding allowed will be £10,000 for an individual school, £20,000 for a partnership of 2 or 3 schools and £30,000 for a partnership of 4 or more schools. Schools and partnerships were invited to bid for funding and bids are being judged by a panel against a set of pre-agreed criteria.
- 3.2 The criteria link to the Barnet School and Settings Improvement Strategy and have been agreed in consultation with members of the School and Settings Standards Partnership Board (SSSPB). The panel is made up of LNIs, other BELS staff and headteachers from the SSSPB. Bids are being prioritised from partnerships of schools and from individual schools that can demonstrate how their project will also benefit other schools.
- 3.3 The intention is to identify projects/initiatives that have clear beneficial impact on recovery that can be replicated in other schools and partnerships. Participating schools will be expected to join with LNIs in briefing other schools and supporting them to adopt and implement the most effective initiatives to support recovery.

### **4. Outcomes**

- 4.1 The intended, and expected, outcomes of the Recovery, Reset and Renaissance project are:

For all schools:

- School leaders will have clear priorities for recovery.
- Priorities will be supported between schools and across agencies.
- Curriculum adaptations will focus on priority knowledge and skills, enabling pupils to be working at age related expectations across the national curriculum.
- Assessment of pupils will inform learning and record a diminishing gap of knowledge and skills for all pupils.
- Standards in higher order skills and greater depth learning will improve to pre-Covid standards, at least.
- Schools will provide a broad and balanced curriculum for all pupils.
- Schools will have more skills and resilience to meet the needs of children and young people with lower level needs related to language and social communication.
- Provision will be in place for pupils most in need, across a range of needs both academic and social/emotional.
- Pupil and family well-being will be more robust. School leaders will report positive and settled behaviour in schools, and engaged and purposeful attitudes to learning. Personal development of pupils will support character and citizenship, resulting in fewer exclusions.
- Implementation of the new EYFS curriculum will remain a priority for Reception classes and outcomes will be strong and closely in line with previous expectations.

- Transitions between key stages and within key stages will be managed effectively with pupils being well supported.
- School leaders will report that they are well-supported.
- Governors will know their school's recovery programme well and offer positive challenge.
- There will be a reduction in the percentage of care-leavers who are NEET.
- There will be a reduction in the level of fixed-term and permanent exclusions, particularly among the targeted groups.

For schools delivering school and partnership based projects:

- Targets set in their bid will be met or exceeded.
- Practice will be permanently improved.
- Pupils will be successful as their knowledge and skills are acquired long term.
- Other schools across Barnet will have benefitted from their advice and experiences.

All projects will be monitored and evaluated by the schools involved and by the lead LNIs for the RRR project. An evaluation report will be produced on the progress achieved by the Recovery, Rest and Renaissance project after the end of the school year 2021-22.

## **5. Progress to date and other developments in education recovery in Barnet schools**

### **5.1 Extra support from Learning Network Inspectors (LNIs)**

The majority of the school visits to discuss the particular context of each school's recovery, reset and renaissance will be taking place in the Autumn Term. However, LNIs are already having discussions with schools as part of their School Effectiveness Visits this term and the Director for School Improvement is arranging visits to four secondary academies this term accompanied by the Barnet Secondary School Improvement Partner.

### **5.2 Compass for Life**

Ten schools have signed up to be part of the Compass for Life Programme from September following the launch which took place on 25th June. More schools may join the programme later in the year.

### **5.3 Extra BPSI consultancy time to support recovery**

This will become active in September although two schools have requested to use their hours this term, which has been agreed.

### **5.4 Speech and Language Enrichment training**

Just under 100 participants attended the general Language Enrichment Programme sessions earlier this month and subsequently appointed one or more of their staff to be their Language Enrichment Champion(s). Over 130 Language Enrichment Champions attended the phase specific sessions the following week coming from over 75 schools (  $\frac{3}{4}$  primary and  $\frac{1}{4}$  secondary).

## **5.5 Educational Psychology Team and Inclusion Advisory Team training to support SEMH needs**

This will be commencing in September.

## **5.6 Outreach Mentors for students in targeted schools**

The Pavilion PRU has agreed to supply this mentoring support commencing in September.

## **5.7 Post-16 Transition - Bridging the Gap Life Skills**

The Bridging Gap Team have written the programme and plan to begin delivery in September 2021. Marketing and communications will be sent to schools via the school bulletin.

## **5.8 Care Leaver Participation – engineering jobs**

Work has begun to identify the young people who will be given the opportunity to work with Cherry Tree Foundation. The first cohort of young people will commence in July 2021.

## **5.9 Reducing Black Exclusions**

- Currently recruiting to Support Officer role.
- Putting together a contract with Growing Against Violence.
- Unconscious bias training being arranged (through BPSI).
- EY Amazing Boys project completed – really positive feedback/evaluation/celebration session taken place.
- Off-site inclusions – meeting arranged to start to plan.
- Planning Conference on 22<sup>nd</sup> Sept – confirmed keynote speaker and workshop leads.
- Outreach Mentoring from The Pavilion (as above).
- Training to Governors on Inclusion planned.
- Exclusions and Attendance Board being formed ready for first meeting in Autumn Term.

## **5.10 Other Progress**

- RRR Bids for funding for school, and school partnership, projects – panel has been formed to meet on 8<sup>th</sup> July to approve bids. There were 42 bids submitted with 73 schools represented in those bids. 17 bids were from individual schools with the remainder being groups/partnerships of schools. The total amount requested from the 42 bids was £742,322.
- Cultural Capital Directory being produced in conjunction with Arts Depot and Chicken Shed.
- Support Services Directory started – looking to create a ‘Team Around the School or Partnership’ approach.
- EWT Attendance Workshops started.
- Planning DfE Mental Health Support for Well-Being Recovery Programme involving BICS, BELS and Resilient Schools to commence in Autumn Term.
- BPSI Training Programme to support RRR being planned to launch in September.

- Refreshing and re-launching of the primary school partnerships taken place in order to act as a stronger support network for schools.
- Maintaining regular communications and meetings with school leaders.
- 20 Barnet secondary schools expressed an interest in running a summer school by completing the DfE initial sign up form. The DfE are asking schools to confirm arrangements by 30<sup>th</sup> June.

## Appendix 1

### Recovery, Reset and Renaissance project - table of costings

Activities	Cost
1. Extra support from LNIs	40,000
2. Compass for Life	12,000
3. Extra BPSI consultancy time to support recovery	90,000
4. Speech and Language Enrichment training	15,000
5. EPS and IAT training to support SEMH needs	31,000
6. Outreach Mentors for students in targeted schools	6,000
7. Post-16 Transition - Bridging the Gap Life Skills	10,000
8. Care Leaver Participation – engineering jobs	35,000
9. Black Exclusions <ul style="list-style-type: none"> <li>• Exclusions Support Officer</li> <li>• Outreach mentors for black students at risk of exclusion</li> <li>• Growing Against Violence (GAV) sessions for school students</li> <li>• Exclusions Conference</li> </ul>	8,000 6,000 15,000 1,000
10. Funding for school, and school partnership, projects	231,000
<b>Total</b>	<b>500,000</b>

## Appendix 2

<p>2 days/wk of Learning Network Inspector time to lead on embedding the RRR within each school and monitoring the school bids  <b>Cost £40,000</b> Funded by LBB          Start Date: May '21</p>	<p>Bid applications from schools or partnerships to fund or part-fund an intervention/support project which will have significant impact on the recovery of the school community as a whole or identified groups within that community and can be shared with other schools  <b>Cost— £231,000</b> funded by LBB. Bids of up to £10,000 (or larger for a partnership)          Start date—June '21</p>	<p>Up to 10 hours of BPSI consultancy time for every school to enable schools to get bespoke support on areas of focus  <b>Cost £90,000</b> funded by LBB          Start date—Sept '21</p>
<p>1:1 Post 16 Transition Mentoring  <b>Cost £10,000</b> funded by LBB          Start Date: July '21</p>	<p><b>Renaissance, Recovery and Reset Programme (RRR)</b>          inc funding from LBB of £0.5m</p>  	<p>Speech and Lang /Lang Enrichment training programme - 7 hrs of training (in partnerships) x 2 to Language Enrichment Lead  <b>Cost £15,000</b> funded by LBB          Start date June '21, follow up session Sept '21</p>
<p>Subsidised rate for Compass for Life bespoke sessions for schools  <b>Cost £12,000</b> up to 50% subsidised by LBB          Start Date: Sept '21</p>		<p>EP/IAT Team commissioned to run training to support SEMH needs  <b>Cost £31,000</b> funded by LBB          Start Date: June '21 and then termly</p>
<p>1 1 day/wk of Outreach Mentoring support to schools from Pavilion PRU to support pupils who are dis-engaged  <b>Cost £6,000</b> funded by LBB          Start Date: June '21</p>	<p>Renaissance and Recovery Conference          Floyd Woodrow (Compass for Life), Sir Kevan Collins, Sir Alan Wood (DfE)  <b>BPSI funded. Non BPSI schools paid reduced £100 for a.m. pm free</b>          11th May 2021</p>	<p>Educational Welfare Team Workshops—free for all schools          Funded by BELS so no cost to schools          Start Date: May '21</p>
<p>Directories of:          1. enhancing cultural capital produced inc links to sources of funding/support          2. available support in Barnet and external organisations linked with Exclusions WP          Funded by BELS so no cost to schools          Completion Date: Dec '21</p>	<p>Programme of training through BPSI (inc curriculum support, coaching, Action Research Groups) with reduced rate for non BPSI members          Funded through BPSI membership. Non members pay reduced £100 per session          Start Date: June '21</p>	<p>DfE Mental Health Support and Wellbeing for Education Recovery Programme          Funded by DfE so no cost to schools          Start Date: June '21 or Sept '21</p>
<p>Care Leaver Participation – engineering jobs  <b>Cost £35,000</b> funded by LBB          Start Date: Sept '21</p>		<p>Reducing Black Exclusions Project (see next slide)  <b>Cost £30,000</b> funded by LBB          Start Date: Sept '21</p>

<p>Commissioning 1:1 mentoring support (1 day/wk) from the Pavilion PRU's Outreach Mentors for black students at risk of exclusion within targeted schools and supporting the 'Off site inclusions' work  <b>Cost £6,000 funded by LBB so no cost to schools</b>  <b>Start Date: May '21</b></p>	<p>Set up Working Party inc representation from schools  <b>No extra cost Start date: March 2021</b></p>	<p>Seconding or appointing an Exclusions Support Officer for 1 day/wk for the Autumn and Spring Terms in the 2021/22 academic year in order to add capacity to the work of the School Safeguarding and Exclusions Lead to enable each school to have a minimum of 1 day of support and challenge with prioritised schools receiving more intensive support and challenge  <b>Cost £8,000 funded by LBB Start date—Sept '21</b></p>
<p>'Off site inclusions' – using partnership schools. Use of external agencies and PRU/Friern Barnet mentors for team around the child/school  <b>No cost to schools, use above mentors</b>  <b>Start date: Sept '21</b></p>	<p>Exclusions and Attendance Board (sub board from SSSPB)  <b>No extra cost Start date: Sept 2021</b></p>	<p>Growing Against Violence  <b>Cost £15,000 Funded by LBB so no cost to schools</b>  <b>Start Date: Sept '21</b></p>
<p>This project will benefit from the directories produced in RRR project.          In addition - a Diversity in Education Statement to be produced in collaboration with LBB and shared with schools for their use  <b>Funded by BELS so no cost to schools</b>  <b>Completion Date: Dec '21</b></p>	<p><b>Reducing Black Exclusions Project</b>  <b>inc funding from LBB of £30,000</b></p> <p> </p>	<p>Unconscious Bias Training for staff and govs  <b>Funded by BPSI and Gov Services</b>  <b>Start Date: Sept '21</b></p>
<p>School Governor Ethnicity Survey carried out followed by recruitment drive for new governors  <b>Cost— funded by Governor Services</b>  <b>Start Date: April '21</b></p>		<p>Exclusions Conference to be held in September 2021 for both primary, secondary, special and PRU schools and follow up workshops on Restorative Practice and Unconscious Bias  <b>Cost of keynote speakers/workshops – £1,000 funded by LBB. Start Date: 22 Sept '21</b></p>
<p>Compass for Life work in schools (from RRR Project) will also benefit this project (ethos, values, culture etc)  <b>Start Date: Sept '21</b></p>	<p>Promoting 'Equalities Committees' idea with schools (for staff, pupils and parents)  <b>No extra cost Start Date: Sept '21</b></p>	<p>EYFS Amazing Boys Project <b>Funded by BELS</b>  <b>Start Date: April '21</b></p>
	<p>Promoting Iheart to schools  <b>Funded by schools Start Date: Sept '21</b></p>	<p>Workshops for teachers and learning mentors on behaviour led by BICS and Resilient Schools inc Restorative approaches  <b>Funded by BICS and Resilient Schools</b>  <b>Start Date: Sept '21</b></p>
		<p>'Community Concerns' - bespoke training and advice from Family Services and Community Safety  <b>Core funded (LBB) Start Date: June '21</b></p>