

MINUTES OF THE SCHOOLS FORUM MEETING

Virtual Meeting Held on Wednesday 9 December 2020 at 5.30 p.m. via Microsoft Teams

Governors: Mr J Ellis (Primary)*, Ms H Kacouris* (Primary), Mrs J Leach (Special), *Mr J Donnelly (Secondary)*, Mr T Hellings (Primary).

Headteachers: *Mr D Bruton (Secondary)*, Ms K Baptiste (Primary), Ms C Fay (Pupil Referral Unit), Ms N Husband (Primary), *Ms M O'Keefe / Ms T Day (Secondary)*, Mr D Smart (Primary), Ms G Taylor (Special)

Academies: Ms H Thomas (Chair), Ms A Cattermole, Mrs A Goldwater, Ms A Nicou, Ms Z Thompson

Non-Schools Members:

16 - 19 Partnership *Mr K Hintz*
Early Years Provider Ms A Palmer*
Teachers' Committee Mr T Cuffaro
Education Professional Mr A Johnson
Head of Admissions Ms J Fear
Overview and Scrutiny Committee Cllr S Erbil

Observers:

Cabinet Member *Cllr R Jewell**
School Business Manager Ms E Campbell / Ms S Mahesh
Education Funding Agency Mr G Nicolini*
Director of Education Mr P Nathan
Budget Challenge Mr N Goddard
Finance Manager Mrs L McNamara
Resources Development Manager Ms S Brown
West Lea School Ms L Feeney
Secondary Behaviour Support Service Ms O Wittich
Primary Behaviour Support Service Mr N Ellerby-Jones
Insight Officer Ms K Prior
NEU Mr J Jacob

Clerk: Ms T Hobday

** italics denotes absence*

Clerks note:

Cllr Jewel left the meeting at 5.45 p.m.
Ms Thompson joined the meeting at 5.46 p.m.
Cllr Jewel left the meeting at 6.01 p.m.
Ms Day left the meeting at 6.36 p.m.
Mr Jacobs left the meeting at 6.45pm
Ms Wittich left the meeting at 6.05p.m.
Mr Ellerby-Jones left the meeting at 6.15 p.m.
Ms Campbell and Mr Ellis left the meeting at 6.41 p.m.
Mr Ellis left the meeting at 6.45 p.m.

1. APOLOGIES FOR ABSENCE AND MEMBERSHIP

(a) Apologies for absence

RECEIVED apologies from Mr Bruton, Ms O'Keefe, Mr K Hintz, Cllr Jewel, Ms Palmer and Mr Donnelly.

(b) Membership

REPORTED that Ms Gillian Taylor, Russet House School was joining the Forum as a Special School Headteacher

2. DECLARATION OF INTEREST

Members were invited to identify any personal or prejudicial interests relevant to items on the agenda. A definition of personal and prejudicial interests had been distributed for members' information.

No declarations were made.

3. MINUTES AND MATTERS ARISING FROM THE MINUTES

(a) School Forum meetings held on 7 October 2020.

RECEIVED and agreed the Minutes of the Meeting held on 7 October 2020.

(b) Matters arising from these minutes

NOTED there were no matters arising that were not on the agenda.

4. ITEMS FOR PRESENTATION

(a) West Lea Commissioned Services Report for 2019 – 20

REPORTED

- a. The report provides an update on the work of the Attendance Support Unit (ASU), the Tuition Service and the School Room at the North Middlesex Hospital;
- b. The ASU supported students to transition back into school or to other appropriate settings;
- c. The Tuition Service supported students requiring medical support. 18 students had received education at home and all transitioned back into school settings, apart from one who sadly passed away;
- d. A high volume of students were seen in the hospital setting, and then at home. The ward capacity was for 25 children and the tutor saw up to 17 a day and on average 8 per day;
- e. Four students were seen through the Elective Home Education Support in response to concerns raised mainly by the EHE Adviser. 4 students in Year 11 were offered Maths and English lessons within the ASU. 7 students in Year 11 were offered Careers Advice on site at the ASU.
- f. The total number of ASU, Tuition and EHE students accessing/offered support was 42, it was expected that more will be supported during year.

NOTED in response to questions –

- a. Emotional and social issues had mainly arisen in Year 10 and 11 where academic pressure was greater. There are some difficulties with transition at Year 7 but most relate to pressure of GCSEs.
- b. During the COVID-19 period, the tutor provided work for students to complete at home.
- c. The services expected KS3 and KS4 learners but there were not as many as expected from KS3. Schools were able to support some students who may accessed the service previously to support these students back into school. The service was working flexibly to support students and schools as needed.
- d. The service had a number of tangible and intangible outcomes. The measurement for intangible outcomes was not easily quantifiable. The success could not always be seen or measured. By working with other professionals, the service was able to support the student to outcomes appropriate for their needs. The service maintained contact with the student after they had transitioned back into school, and or college.

The Forum thanked Ms Feeley for her presentation.

(b) Behaviour Support Service (BSS) Annual Report 2019-20.

REPORTED

- (i) There were 117 referrals during 2018/19. This had resulted in Enfield being 4th lowest London borough in 2018-19 for permanent exclusions and below the National rate.
- (ii) Of the 112 referrals during 2019/20, none of students were permanently excluded because of the support provided by the Outreach team.
- (iii) 86% of year 11 students achieved English qualification, 83% of year 11s achieved Maths qualification.
- (iv) 15 learners from the Reach centre, (at risk of managed moves) returned to their original referring schools.
- (v) There were 19 behaviour panels, involving 93 students from 12 different schools, to try and prevent permanent exclusions and support families and schools.
- (vi) The BSS coordinated services to support 793 students and trained 260 members of staff in positive behaviour management. The Family Liaison Officer supported 31 families using Solution-Focused Therapy.
- (vii) All interventions and workshops were quality assured and covered a large range of topics and content.
- (viii) This term, Enfield schools have had two permanent exclusions, this is a great achievement considering students coming back following lockdown and the prolonged period out of school. The service was continuing to support a large numbers of students and schools.
- (ix) Data was indicating larger numbers of Black/Black British had been referred for outreach support. The Service is working with Nexis who were running mentoring workshops specifically for schools with high numbers of black British males, dealing with unconscious bias, and improving motivation. The Nexus budget will also look to fund training for teachers in Enfield schools.

NOTED in response to questions –

- (i) Orchardside had experienced more exclusions from pupils placed in out-borough schools during the National lockdown (lockdown one).
- (ii) The Service was focusing on educational achievement and had explored black achievement projects in Hackney and Brent and were considering champions in schools. A subgroup would work with a consultant to develop a 5-7-year plan to raise under achievement and aim to significantly reduce exclusions.
- (iii) Some schools had much higher numbers of fixed term exclusions than others. Discussions were being held with those schools with high numbers. The Service aim was to provide support and ensure protocols and approaches were more consistent. Many schools used paperwork provided by the service, but more work was required. Recently there had been some reductions in schools with previously high numbers of exclusions possibly due to the Service continuing to work and have individual conversations with these schools.
- (iv) It was commented the presentation highlighted that the Service was having an impact on fixed term exclusions and it would be useful to have regular updates so the Forum was aware of position. It was stated that the issue was that the data lagged by a year. The data in the report was based on the last official DfE statistics which was over a year old.

Local data was not reliable because it required schools to report consistently and accurately. The Service was currently acting on unofficial data and this indicating that the actions and conversations were to having an impact.

The Forum thanked Ms Wittich for her presentation.

(c) Primary Behaviour Support (SWERRL) Report for 2019 – 20

REPORTED that –

- (i) SWERRL provided support to primary schools provisions.
- (ii) SWERRL provided an individually tailored approach to student and school as each circumstance is unique. Responses were based on a multidisciplinary approach, working with the pupil, family and school staff as appropriate.
- (iii) The objective was to minimise primary permanent exclusions. Enfield headteachers were committed to inclusion and for the last two years there had been no permanent exclusions. There are no protocols for managed moves in Enfield.
- (iv) SWERRL had used a variety of National strategies, along with behaviour and attachment theory. This work had developed to enable SWERRL to offer specialist support in developmental trauma by providing schools with training and ongoing support. The support to schools improved knowledge and skills to deliver trauma related support. The daily interaction and support had the biggest impact on pupils.
- (v) The service has seen an increase in the number of requests for support as pupils reintegrate following lockdown and ongoing COVID-19 issues.
- (vi) On the whole, training had been provided for the whole school, some staff groups, support staff or teacher groups. There has been a gradual increase in training requests, the service was constantly considering the balance deliver training within the capacity available.
- (vii) It was a stressful and difficult period for schools because circumstances staff were working in and issues pupils may bring to school. This had seen an increase in referrals.

The Forum thanked Mr Ellerby-Jones for his presentation.

5. ITEMS FOR DISCUSSION

(a) DSG Budget Monitoring Report 2020/21.

RECEIVED the DSG Budget Monitoring Report 2020/21.

REPORTED that –

- (i) A deficit brought forward was just under £4.5 million and this had now increased to £7.03m at the end of October.
- (ii) The monitor was showing some underspend in the following areas:
 - An Early Years block adjustment;
 - Central schools services block due to unfilled vacancies;
 - Out borough placements, but it was envisaged this position will change when all the Autumn placements and any new ones in Spring term were included;
 - Additional costs relating to speech and language.

RESOLVED to note the position.

(b) School Funding 2021/2020 Responses to Consultation.

RECEIVED a summary of responses to the consultation on School Funding Arrangements for 2021/22.

REPORTED that the consultation document was published on 22 October. A briefing held on 22nd October was attended by 71 Headteachers and School Business Managers and 23 responses had been received by the deadline of 20th November.

The responses received were in favour of the proposals contained in the report. This included the transfer of 0.5% from the Schools to the High Needs block and a move to the national funding formula unit rates for the allocation of the Schools block.

The Forum were asked to consider and confirm their agreement to implementing the final recommendations detailed in the report included the 0.5% from the Schools to the High Needs block to support schools with high numbers of pupils with Education and Health Care plans (EHCPs).

NOTED in response to questions It was confirmed that

- (i) the threshold will be calculated by dividing the total number of pupils with EHCPs by the total school population. This will provide a borough average for the threshold and will be used to calculate each school's average threshold. The number of pupils with EHCPs recorded on the January Census will be used to confirm the number of pupils above each school's average to be funded at £6,000 per pupil.
- (ii) The funding transferred will be matched to the amount devolved to schools allocated.

RESOLVED to accept the recommendations as detailed in the report to:

- Transfer 0.5% from the Schools to the High Needs block and use money to support schools with high number of EHCPs;
- Use the national funding formula unit rates for the Enfield Funding Formula subject to the final DSG settlement making this affordable;
- Change from commissioning full time to part time Nurture groups;
- The use of the Early Years Inclusion Fund.

(c) Schools Budget 2021/22

RECEIVED a report providing an update on the DSG Budget for 2021/22.

REPORTED;

- (i) The deficit projected to be carried forward into 2021/22 was £7.03m;
- (ii) The indicative DSG allocation for 2021-22 showed an increase for the Schools and High Needs blocks and a reduction for the Central Schools Services Block. The final position will not be known until the final settlement was received just before the Christmas break.
- (iii) Provisional information indicated pupil numbers had decreased from last year.
- (iv) When calculating the 0.5% transfer the regulations required the exclusion of the amount of £1.361m transferred for the Pay and Pension grants from the calculation.

NOTED in response to questions that Enfield received funding based on the National Funding Formula with some adjustments. The local funding formula then allocated funding to schools after some adjustments for factors such as the growth fund and the 0.5% transfer. The minimum funding guarantee was used to adjust the amount delegated to match the total funding available.

RESOLVED to note the position.

(d) High Needs: Option Appraisal – Speech, Language and Communication Hub (SLaCH)

RECEIVED an update on the development of early intervention presented to the Schools Forum at the last meeting.

REPORTED that during Spring 2020 a High Needs review was carried out by EY. The options identified by the review were presented to the Schools forum and a working group

was set up to consider these options. The working group agreed that the focus needs to be on early intervention.

The report outlined first element of the early intervention option which was to develop Speech, Language and Communication Needs service for children and young people. Two models, each requiring an investment of £455k, were detailed in the report. The Forum's view was sought on their preferred model and any other comments.

NOTED in response to questions and comments –

- (i) The proposal included a focus on school training but there were concerns that this could create issues for schools due to release staff/availability of staff.
- (ii) Feedback from the Education Resources Group was whether an educational representative had an opportunity to discuss and feedback on what was being proposed. It was commented that there were educational representatives on the Working Group. The views of the representatives on the Working Group was that the money be used in schools rather than on administration, and that there needed to be clarity about what the money was being spent on.
- (iii) A concern was raised as to how this would be implemented with the loss of teaching assistants and support in schools.
- (iv) It was observed that Speech and Language was essential for pupils with SEND and an important starting point, and that this proposal could help with this. There was wide-spread positive feedback about the direction being taken with this proposal and the principle of focusing on Speech and Language.
- (v) It was envisaged that implementation would start from September 2021 and this programme needed to be in place for at least 5-7 years to assess the longer term impact. It was stated that the project needed to be closely monitored to assess the impact.
- (vi) The second element (Autism) will be brought to the January meeting.

RESOLVED to:

- accept the recommendation of the first element of developing speech and language for the early intervention invest to save strategy
- the Forum would support the Authority's view on which model to pursue
- present an update on the second element of Autism for the early intervention invest to save strategy
- Further updates on both elements and the final element will be provided at subsequent Forum meetings.

ACTION Mrs Brown

(e) CSSB & De-delegation of Services (CSSB) and De-delegation of Services (2021/22)

RECEIVED a report detailing the proposed use of the CSSB and De-delegation of Services.

REPORTED that the report detailed the indicative allocation of the CSSB which showed a reduction of £146k due to decrease in funding provided for statutory services and the ongoing DfE policy of reducing funding for historic commitments by 20% year on year.

NOTED:

- (i) Maintained schools were required to confirm their support for services to be de-delegated for 2021-22. It was requested any services not agreed for de-delegation that the change be implemented for the start of the academic year 2021/22 to enable services to manage the change both in terms of service delivery and restructuring the service.

- (ii) Primary headteachers had been in discussions regarding de-delegation over the summer term and to support these discussions additional information had been provided.
- (iii) It was stated if de-delegation was withdrawn then the school improvement service may have access to other grants but will have to reconfigure to match the funding available and operate in a different way.

Schools will have commission their own school improvement support. The key role of the local authority was to make sure all its schools were good.

- (iv) Headteachers agreed for any change to be implemented from September.

RESOLVED to:

- (i) The Forum noted the use of the CSSB;
- (ii) The maintained school representatives confirmed de-delegation for 2021/22 of:
 - Licenses & Subs – CLEAPSS – Agreed
 - Union Duties – Agreed
 - Statutory requirement Free School Meals Eligibility - Agreed
 - General Data Protection Regulation – Agreed

Areas not agreed were:

- NQT Recruitment Support & Applicant Tracking System - Majority not agreed
- School Improvement Service - Majority not agreed
- Support for Schools in Difficulties – Not agreed
- Long service awards – Not agreed

Post meeting note: As no secondary maintained schools representatives were present, the above agreements only representative the views of primary representatives.

The views of the secondary representatives will be sought at the next meeting.

ACTION Mrs Brown

6. ITEMS FOR INFORMATION - None

7. WORKPLAN

RECEIVED the updated Work Plan 2020/21.

RESOLVED to agree and update the workplan from actions arising from the meeting.

8. ANY OTHER BUSINESS

Mrs Leach thanked Ms Thomas, Chair of the Forum, officers and the members of the Forum for doing fantastic work for the children and schools in Enfield.

9. FUTURE MEETINGS

- (a) Date of next meeting is Wednesday 20 January 2021 at 5.30pm. This meeting will be a virtual meeting.

- (b) Dates of future meetings:

- i. 3 March 2021 5:30 - 7:30 PM
- ii. 12 May 2021 5:30 - 7:30 PM
- iii. 14 July 2021 5:30 - 7:30 PM

10. CONFIDENTIALITY

No items were confidential.