

ENFIELD LEARNING EXCELLENCE PARTNERSHIP BOARD
1 OCTOBER 2020

MINUTES

ATTENDEES

Marcia Headon	Enfield Learning Excellence Partnership Board (Chair)
Neil Coker	Barnet and Southgate College
Jo Fear	Head of Admissions and Attendance
Kurt Hintz	Principal – College of Haringey
Nuala Husband	Headteacher Firs Farm
Karen Jaeggi	CEO of Attigo Academy Trust
Nicky Jaeggi	Headteacher Churchfield, Ivy Academy Trust
Councillor Jewell	Cabinet Member for Safeguarding, Education & Children’s Services
Martin Lavelle	Headteacher Southgate School
Emma Loveland	Headteacher St Anne’s R. C. High School
David Medway	Headteacher of Kingsmead School
Sally Moore	London Diocesan Support for Schools
Peter Nathan	Director of Education - LA
Lucy Nutt	Head of School and Early Years Improvement Services – LA
Mary O’Keeffe	Headteacher St. Ignatius College
Cllr Michael Rye OBE	Shadow lead member for Education
Dominic Smart	Headteacher De Bohun
Nigel Spears	Southgate College
Dominic Spong	Headteacher George Spicer
Tony Theodoulou	Executive Director of People - LA
Sue Tripp	Headteacher West Lea School
Gail Weir	Headteacher Waverly School
Indigo Wolff	Chief Executive London Diocesan Support for schools
Sujal Zaveri	Manager of Governor Support

Clerk: Ann Munro

1. WELCOME AND INTRODUCTIONS

The Chair invited attendees to introduce themselves.

The Chair stated that the meeting was about excellence, improving the quality of every school and ensure that everyone felt part of this collaborative venture. All those involved in education in the borough could share the same vision for excellence for all children and young children in our schools, enabling dialogue between key partners.

2. COVID 19 & SCHOOLS UPDATE

REPORTED the following:

- 29 schools had reported Covid 19 cases. One small primary school had to be closed because of staff movement from class to class and there were no senior leaders managing the school.
- The numbers of home educated children had risen by 100 + and may continue to increase. This is a national issue.
- Peter Nathan had spoken to many Headteachers who were handling Covid 19 cases. They were well prepared but stated that it had become a 24hr activity and a strain on senior leaders which needs to be recognised.
- Regular meetings with Headteachers and Trade Unions were being held.
- The systems put in place seemed to be working well but it was inevitable there would be a lot of cases, a lot of which have asymptomatic.

NOTED that

Q1: Kurt Hintz asked if there was any Public Health analysis or Public Health up-date in Enfield?

Peter Nathan reported there was one shared out at the Headteachers briefing that could be sent out more widely. Peter Nathan will share with Headteachers reps group on Friday and discuss with ask if they wish this to be sent out more regularly.

ACTION: PETER NATHAN

Q2: Tony Theodoulou asked if there was any information from Haringey that could be useful? Kurt said that staff only had the news to go by and to know the infection rate would help greatly.

3. TERMS OF REFERENCE

RECEIVED the Terms of Reference which had been circulated in advance of the meeting.

The Chair stated that the most important issue to note is that the board needed to focus on was to support one another and to challenge one another.

There needed to be significant change to make a difference in terms of Key Performance Indicators (KPI's).

More data is needed on:

- high levels of youth violence
- special needs children looking at annual reviews, meeting statutory timescales, etc

NOTED the following:

- Pupil place planning is going to be more important as we move forward due to declining pupil numbers presently.
- Need to encourage high quality pre-school learning and hence some KPIs needed to be set around this.
- A Skills & Employment Board will be set up. This is an area of particular concern with the likelihood of increased youth unemployment
- There should be a very keen focus around disproportionality.
- Post 16 should be a further key priority and needs to be to the TOR.

The key performance indicators should include: Raising attainment; Fixed Term Exclusions; Youth Violence; SEN; pupil place placements and high quality pre schooling.

The purpose of the board is to provide strategic guidance, challenging one another, sharing and supporting. Working in a partnership with Headteachers and responding rapidly to changing circumstances.

Agreed to meet once a quarter but with a further meeting this December.

4. **ENFIELD BASELINE – Ofsted Inspections and Education Standards**

RECEIVED a presentation from Lucy Nutt and the ‘Excellence Partnership Data’ document was shared.

There was a discussion about the ratings and performance of schools.

Lucy did not think financial difficulties prevented a school from being judged ‘Good’ and it was the quality of the curriculum offer that made a difference.

The new School Improvement Framework will rate schools. When compared to the national figures these Enfield schools performed well but did not compare favourably with London data.

KS1 data showed the earlier years outcomes were not as good as the London and National outcomes and will need to be unpicked further. Higher performing schools will be encouraged to share their good practice across the Borough.

KS2 data showed better against national outcomes, with a 3-year trend of improvement although again below London averages. KS4 data showed that progress is improving but attainment remains a priority.

NOTED that:

- ii) Youth unemployment is likely to be high because of the impact of Covid-19 on the economy. We need to look at outcome measures.
- iii) The 2019 data showed that 26% of Black Caribbean pupils attained English and Maths, Grade 5. The National was 27% and London 28% - these figures and much

lower than the national average for all pupils. Black African groups did very well against National averages. A further issue for Enfield was boys under attainment. Girl's attainment gave an overall positive result.

- iv) A lot more understanding needs to come out of these figures. Need to look at performance of different schools and then across schools

Comments were:

- a) Why have we not got the data in much greater depth?
- b) Would like to know about white working-class boys, Greek and Turkish children.
- c) Why is there no difference in performance between groups when the pupils attend college?

Lucy responded that school improvement (SEYIS) were looking at underperforming schools and that more challenging conversations needed to be made. Hoping to use good practice networks to influence the issues of data initially. The intention was to create a Borough profile so that all our services and Governors are aware of the data.

The Chair stated that the group needed to see which schools are performing at a higher level and what is working well.

There was a discussion about the effect of affluence. There was a feeling that schools in poor areas could not compete with the more affluent schools.

Peter Nathan summarised the following:

- ❖ Agreed the need to analyse data in greater depth.
- ❖ Required to have this before next meeting.
- ❖ Need to work on specific data, such as Turkish/Greek pupils.
- ❖ Looked at what is available and know it needs to be improved.
- ❖ Need to review high performing schools in less affluent areas and learn from their strategies which could be translated to other schools
- ❖ Agreed to set up working group of Headteachers to review data.
- ❖ Agreed to set up working group to review good practice in terms of disadvantaged pupils (what works) and also specifically relating to Black Caribbean pupils achievement.

ACTION: PETER NATHAN/MARCIA HEADON

5. **SCHOOL IMPROVEMENT STRATEGY AND SCHOOL CATEGORISATION**

REPORTED that the LA had the following planned

- Expectations of SIA's to be more effective with a very focused agenda.
- Provision of clarity as to how schools will be categorised as Red, Amber and Green. Schools would be reviewed broadly not just looking at examination outcomes.
- Provide clarity to heads about how processes and support was be expected.
- Set up curriculum health check and fitting response to a school's needs.

- Provide a Rapid recovery group to schools that needed it to support the school and to help Governors. This would enable governors to ask the appropriate level of questions and help them focus on improvement.
- SIA to bring in knowledge of other schools into the Borough to support schools. Some of the SIA's are visiting virtually at the moment. The curriculum health checks can help with curriculum planning, curriculum intent and implementation.
- Ensure strong process to put in of support and challenge as needed. Up-skilling Governing Body to support & challenge on an ongoing basis.

NOTED that Dominic Smart spoke of how Primary Schools in Enfield had started to buy into what they considered to be the best provision for school improvement, which was either in borough, out of borough or through an Academy chain. Schools are trying to source the very best on the market and to move away from just compliance and focusing on strong improvement. Hence, Enfield schools will require an improved offer. There are providers active in Enfield that could provide a brilliant school improvement process.

It would be beneficial to identify the best parts of each of the providers and bring it together. At the LA, everyone has their own strength and could bring together an Enfield Partnership Offer. This would really support schools and identify the real issues, without schools having to undertake it individually.

Karen Jaeggi stated there is a worrying trend looking across Enfield because of the lack confidence regarding ability to challenge and direct the schools in the right direction.

Headteacher stressed the importance of quality and consistency. LN noted that the School Improvement Service would be moving to more of a commissioning model. We need to have quality support for schools, we need to not have any schools in RI categories. The intention is to complete this within the next year. This is quite critical and doing what can be done within budgets.

Cllr Michael Rye commented that he was concerned about the timing and the Chair suggested setting up a Working Group to support schools.

Peter Nathan agreed about speed to best endeavours but working within processes.

6. A STRATEGY FOR SHARING GOOD AND IMPACTFUL PRACTICE

Many schools in Enfield have some good/excellent practice within their schools. There needs to be a process to enable the sharing of this practice across schools.

A process & format was shared for schools apply to share their practice and the LA would share the costs of sharing practice They could include the cost of holding a school event, cover costs etc?

The board thought this a good idea, areas of practice sought, and suggested a headteacher could be involved in verifying good practice.

6. CATCH-UP & CATCH-UP CURRICULUM

Peter Nathan asked how are people dealing with this and how they were progressing? What impact has there been at the start of term?

Mary O’Keeffe shared that children did not need to be told what they had not learnt in the past few months. The first few weeks were about re integration. Children could be anxious if there was no plan.

The main thing was getting children back to school and learning and used rather than identifying weaker areas in the first half-term.

Gail Weir –All students have access to speech and language therapy and physical therapy. Teachers really need to build up the relationship with the children. Staff are being kind and compassionate, trying to re captivate skills lost as soon as possible.

Nuala Husband - Focused on phonics and early reading. The biggest challenge was staffing when they have bubbles.

Jennie Gumbrell– Started off slowly, trying to catch up on lost knowledge to see what students needed in terms of catch up.

Emma Loveland- Extensively doing blended learning with staff and students. This was working well as students feel included when they are in the lessons virtually whilst isolating.

Cllr Michael Rye asked if there was any more the council could do? What are we doing about after support for students after school? – use of libraries that are currently closed.

Agreed to monitor over the next six months.

7. **AOB**

i) Peter Nathan spoke of Marc Rowland who has a national and international reputation for work focusing on disadvantaged pupils and effective practice. Marc Rowland had worked with the National Literacy Trust with the Rosendale Research School, looking at good practice from research.

Peter Nathan asked Headteachers if the schools would value the project put forward. Agreed that the working group focusing on disadvantaged pupils would meet with him to take the project forward.

Action: Peter Nathan

ii) **EXCLUSIONS** -There had been a reduction in terms of permanent exclusions, as a result of schools working together to develop alternative strategies in Enfield. Data in 2018/2019 showed a significant reduction.

Enfield is presently:

- 15th lowest exclusion rate in England
- In the top ten lowest exclusions in London.

We hope to maintain this over the next year.

There is still a lot of work to do in supporting schools and Orchardside with exclusions. We are looking into different strategies to support schools and drilling down into individual school levels.

NOTED by Mary O'Keefe that due to not being able to permanently exclude pupils who are persistently problematic was one of the reasons the school's lower performance. The managed move system to move pupils around the borough, was not working effectively. What is urgently required is high quality provision for these students. Headteachers do not have the resources to deal with them in school.

9. MEETINGS CYCLE AND DATES OF NEXT MEETING

NOTED the Chair suggested having a meeting on the 1st week of December.

Possible meeting dates:

Wednesday, 2 / Thursday, 3 December 2020

AGREED that Peter Nathan would send out a meeting request.

ACTION: PETER NATHAN

10. NOTED possible Agenda Items for the next meeting.

- Discuss youth violence.

Prior to the next meeting receive:

- Data on pupil performance by ethnicity, gender, disadvantage.
- Feedback from groups.

If you would like an item added to the Agenda, please email the Chair and Peter Nathan.