



ENFIELD
EDUCATION
SERVICE

Monday 30th January 2023

AGENDA

- 10am – Introductions and welcome
- 10:05 – Strike update and questions (Sarah)
- 10:15 – SEND inspection update: SEND virtual school: ARPS/Units requests (Barbara)
- 10:30 – Parents EHCP survey (Peter)
- 10:35 – School outcomes and potential areas to address (Lucy)
- 10:50 – Cyber security audit and findings (Lisa, Matthew and Adam)
- 11:05 - Senior Mental Health Leads (Kirstie)
- 11:15 - Superintendent Rhona Hunt
- 11:25 - Polio Vaccination (Belinda)
- 11:30 – Household Support Grant(4) and Half-term activities (Cheryl)
- 11:40 – Early Years Funding and consultation (Sangeeta/Christiana)
- 11:45 – AOB – Part-time Timetable Guidance:

2022



School and Early Years
Improvement Service



ENFIELD
EDUCATION
SERVICE

LBE Outcomes 2022

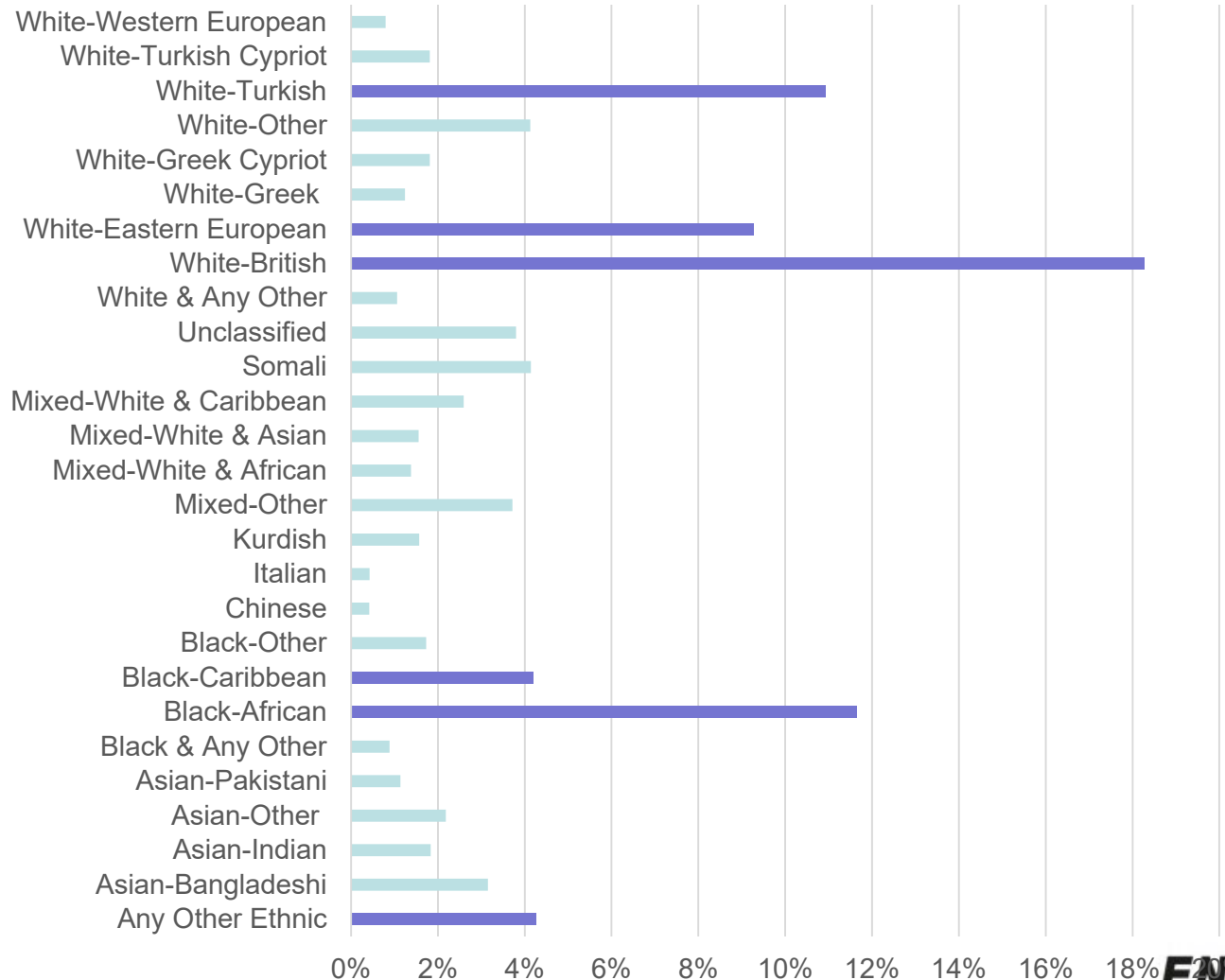
All results should be treated with caution this year. There have been different levels of COVID impact within schools and geographical areas. Schools will need to understand and interpret their own data, and at borough level the data provides a starting place for school improvement conversation and challenge. The advice nationally is that performance data for 2022 should not be directly compared with 2019 and earlier. Comparisons should not be made between schools. The data for 2019 and 2018 has been shown in order to provide some context for these results.

From November's presentation

- GLD three year rising trend to 2019. LBE 2022 was 57% a 4% dip (larger dips nationally and in London 2022.)
- Three year rising trend in LBE for phonics outcomes. For the first time in 2022 the LBE outcome is the same as the national average but 2% behind the London average
- KS 1 results were stronger in comparison to the national averages than 2018 or 2019. LBE pupils were equal to, or greater than national in all measures except the expected standard in writing (-2%) and maths greater depth (-1%).
- KS 2 SAT the percentage of pupils achieving greater depth in reading, writing and mathematics, are all above the national.
- The progress by children in LBE schools between KS 1 and KS 2 is above the national and London averages in reading and writing.
- The progress score in maths is well above the national average but below the London average progress score.
- KS 4 LBE average percentage of students achieving the pass grades 5-9 in English and mathematics is 52.2%, in line with the provisional national average of 52%, which is a smaller drop since 2019 than the national drop in 2022. The pass rate for Business and Technology Education Council qualifications (BTecs) is good at 100% and in line with national outcomes.
- The A level points per entry in 2022 is 37.7 an increase of 6.1 since 2019; higher than the increase across England of 3.9.
- 92.3% children and young people educated in the state sector in LBE have access to a good or outstanding school, and the number of schools rated as good or outstanding has increased from 84% to 93% over the last academic year.

What groups do LBE schools serve?

% By Ethnic Group of School Population



Which groups are underperforming?

- Analysis of previous results led the Enfield Learning Excellence Partnership Board to agree targets for the following groups:
 - Turkish heritage
 - Black Caribbean
 - Disadvantaged pupils
- Analysis of the 2022 data showed that those groups continued to underperform. However, a breakdown by gender suggested that it was the boys whose attainment was low.
- The attainment of Looked After Children (LAC) is always a priority. It can be difficult to draw conclusions, as there are very few LAC in any year group.
- Analysis of the performance of pupils with EHC Plans or as SEND support shows that at EYFS and KS 1 they outperform the same groups nationally and in London. Performance starts to dip in KS 2 and is below national in all metrics for KS 4 & 5
- Some other groups do well in primary but fall away at KS 4 & 5

Disadvantaged Pupil Project

- Led by Marc Rowland
- Started in September 2021
- 40 schools have taken part
- Setting up a network to keep this work current and refreshed

Difficult to measure impact with first outcomes in 2022 being atypical. There are some promising signs:

- At KS4, GCSE, 33.4% of this group achieved a pass grade of grades 5-9 in English and mathematics for 2022 compared with 29.3% nationally.

Boys' Achievement Project

- First engagement meeting has been held. Nine schools have expressed interest in being part of the project.

Aims

- To review of the use and impact of strategies that are effective for boys and young men in the LBE context;
- To identify and promote the high quality practice exist within the borough;
- To make recommendations for further improvements for individual schools and for the local authority; and
- To support a good practice network or similar that will continue to embed quality first teaching for boys and boys in vulnerable groups.

Enfield Inclusion Charter

A charter for early years settings, schools and colleges committed to providing an inclusive education for children and young people in Enfield.

Signing the Inclusion Charter is a commitment to:

- ✔ Provide clear, visible and strong leadership for inclusion
- ✔ Ensure that everyone takes responsibility for including children and young people with special educational needs and disabilities
- ✔ Understand that all behaviour happens for a reason
- ✔ Listen and respond to children and young people's opinions and ideas when making any decision which impacts on their lives
- ✔ Celebrate difference and diversity
- ✔ Work with families, professionals and practitioners across our community to help all children and young people to thrive
- ✔ Ensure that everyone is comfortable to be open and honest about what support they need to help children and young people in their care
- ✔ Support children and young people to prepare for their adulthood from the early years and throughout their childhood and adolescence, so they can shape their future in the way they want.

The Charter has been developed by children and young people, headteachers, teachers, parents and carers, council officers, health partners and voluntary sector organisations.



Inclusion Charter

- Co-produced with schools, parents, pupils, partners and council officers.
- 46 schools have signed the Charter.
- Guidance is included.
- Process has been developed for schools to self audit and then become accredited as Inclusion Champions.
- Work will be led by the Safeguarding and Inclusion Adviser.
- Members are very keen to have an update and find out which schools have and have not signed the charter.

- Continue to promote high standards across Enfield schools, ensuring appropriate interventions are in place in all schools, in line with the School Improvement Support Programme.
- To promote the use of the Education Service support from the Special Education Needs Service and Educational Psychology Service, eg Enfield Communication Advisory Support Service (ECASS), Enfield Advisory Service for Autism (EASA), LBE special schools outreach support, Enfield Trauma Informed Practice for Schools and Settings (ETIPSS) etc;
- To work with all Education Service officers to provide a seamless service across the departments to schools;
- To change the core offer to one visit from the link adviser per term to increase support and challenge;
- To offer headteacher performance management to all schools to promote the high expectations from LBE for all LBE maintained schools;
- To support schools via a commissioning plan with additional officer time for schools on amber or red;
- To promote comparisons with London averages for all key stages via the Borough Profile;
- To link Governors' training with LBE priorities;
- To ensure that the professional learning offer supports school improvement;
- To ensure all schools are well prepared for Ofsted and have a robust self evaluation form;
- To drive work on the Inclusion Charter, looking for Champions.

- To raise percentage of pupils achieving a good level of development at the end of reception.
- To support up to nine schools or settings with the Tails Toolkit (re: language and communication) To send a training offer to independent schools regarding their outcomes (Literacy & Maths);
- To support PVI's and Childminders in informing their parents to defer a place (summer born children), not to miss their reception year;
- To offer additional support for school nurseries including training;
- To develop further sharing of good practice in EYFS, by setting up network groups/meetings.

- Section 8 has LBE responses and projects.

For schools:

- Review own data – which groups follow the borough pattern?
- Transition for pupils
- Reading in year 7
- Primary reading within the curriculum

Schools Cyber Security Survey – Initial Results

Lisa Byrne
Audit and Risk Manager



Background

- This audit was conducted as part of the Council's 2022/23 audit plan.
- The purpose of the review was to understand the current position in Council maintained schools in Enfield with regards to the cyber security preparedness.

Survey

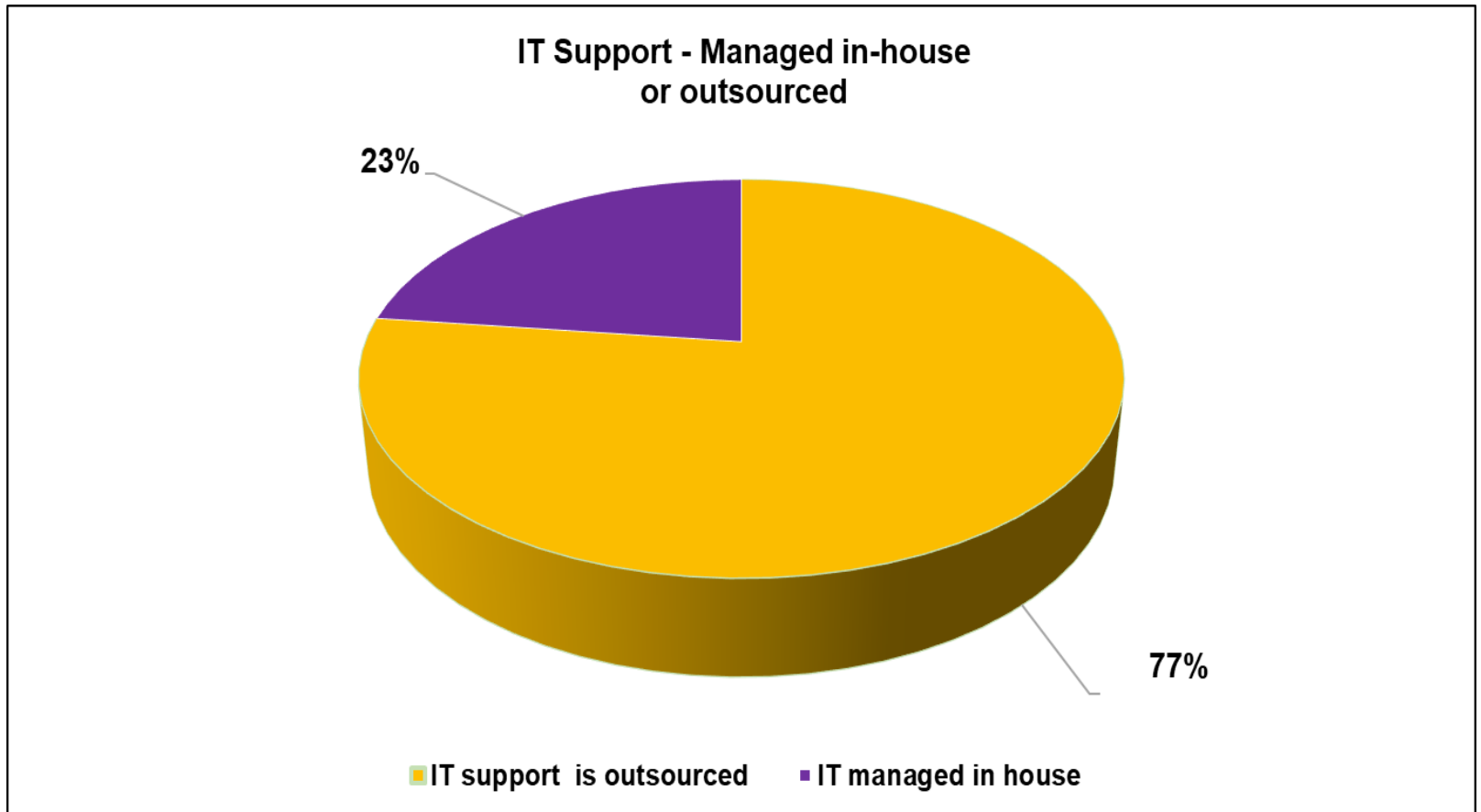
- We issued a survey to all 55 maintained schools
- We received over 50 responses

Thank you!

Initial Findings

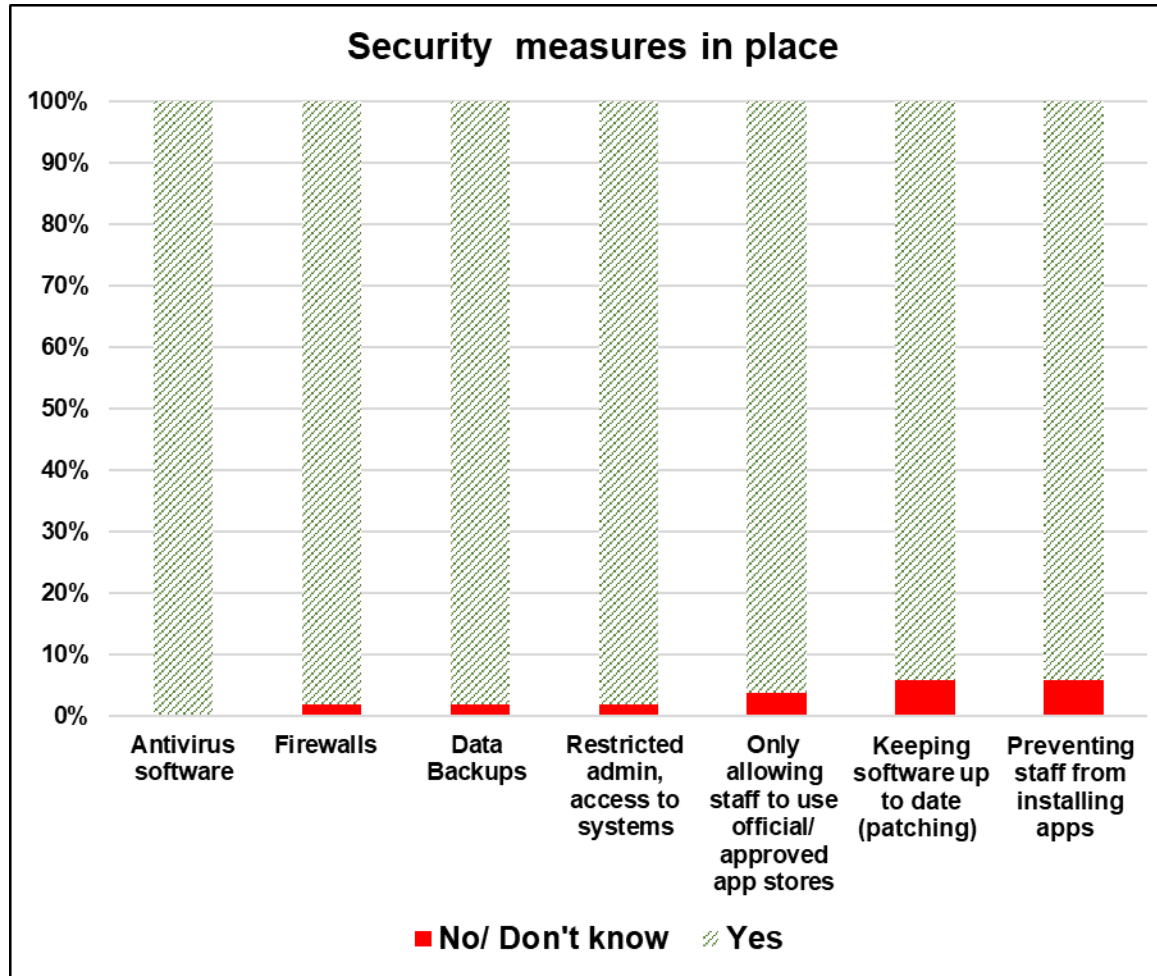
- We will share headlines from initial findings
- The full report will be shared with all Headteachers, SBMs and Governing Bodies.
- The report can be used to look at what controls are in place in your school and what additional measures you may need to implement.
- We want to encourage all schools to have aspirational standards in cyber security.

Initial Findings

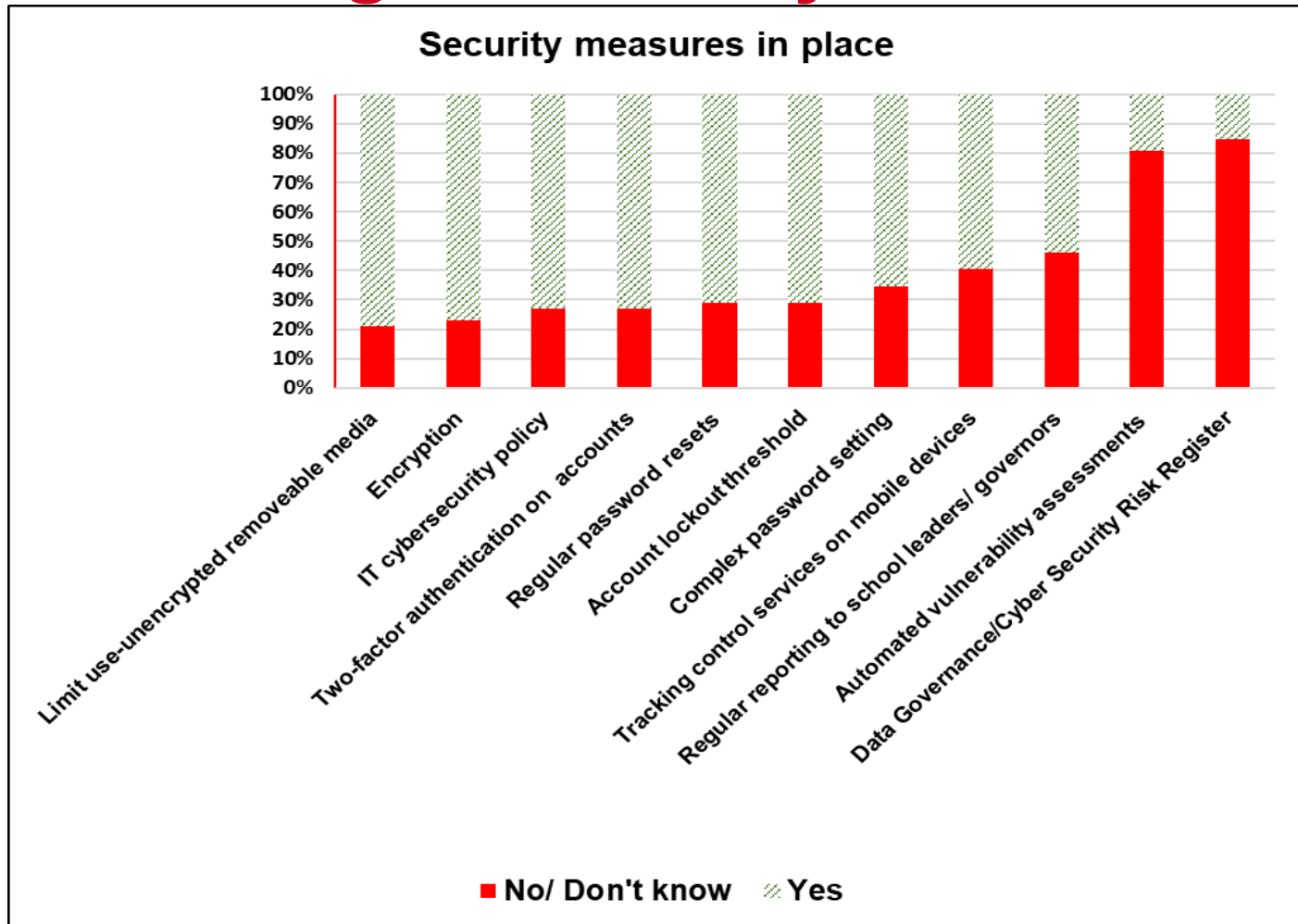


22 different IT companies provide outsourced support for 40 schools

Initial Findings – Security Measures

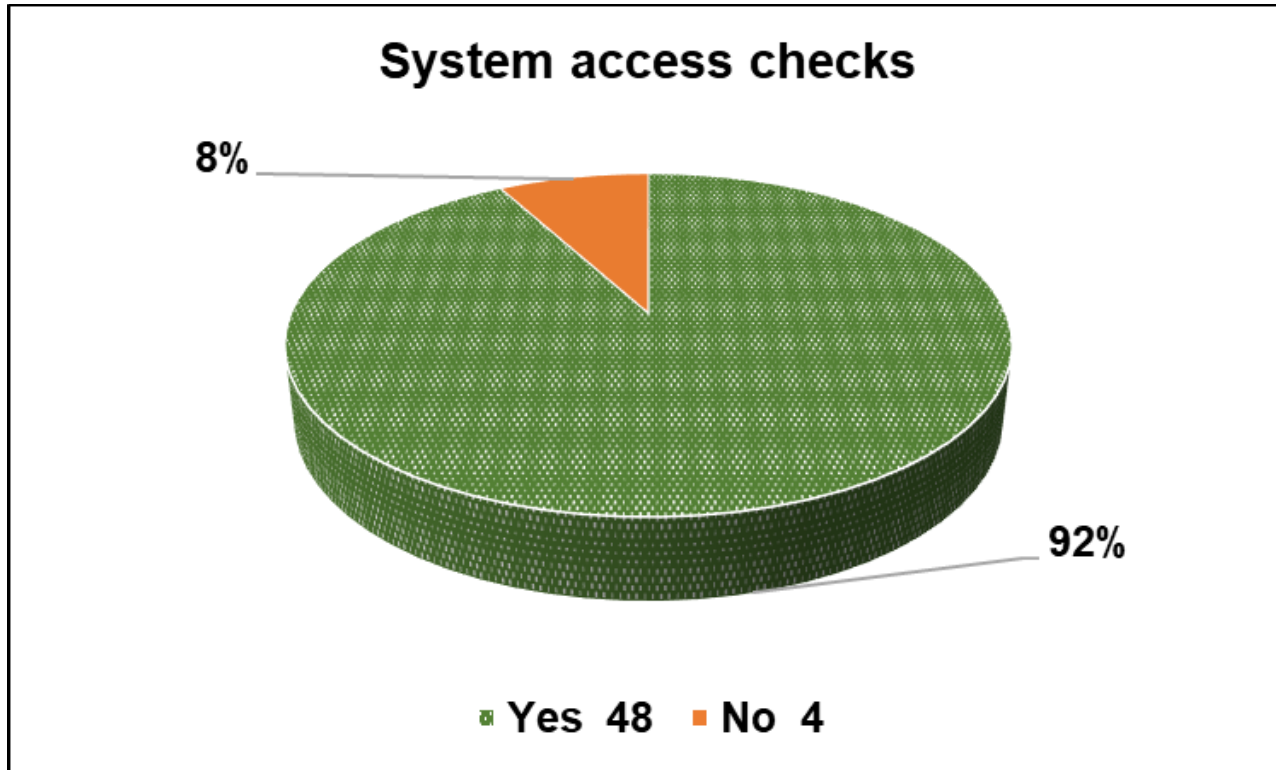


Initial Findings - Security Measures



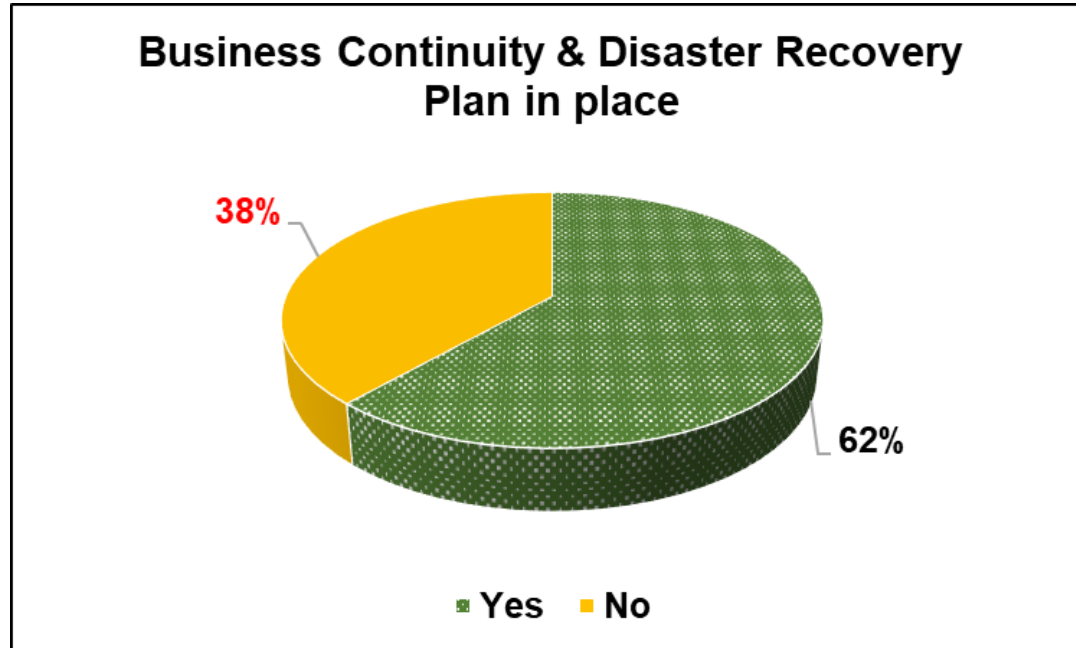
Half of schools who do not require regular password resets, do not require complex password setting

Initial Findings – Security Measures



Only 11 schools checked all systems on a regular basis.

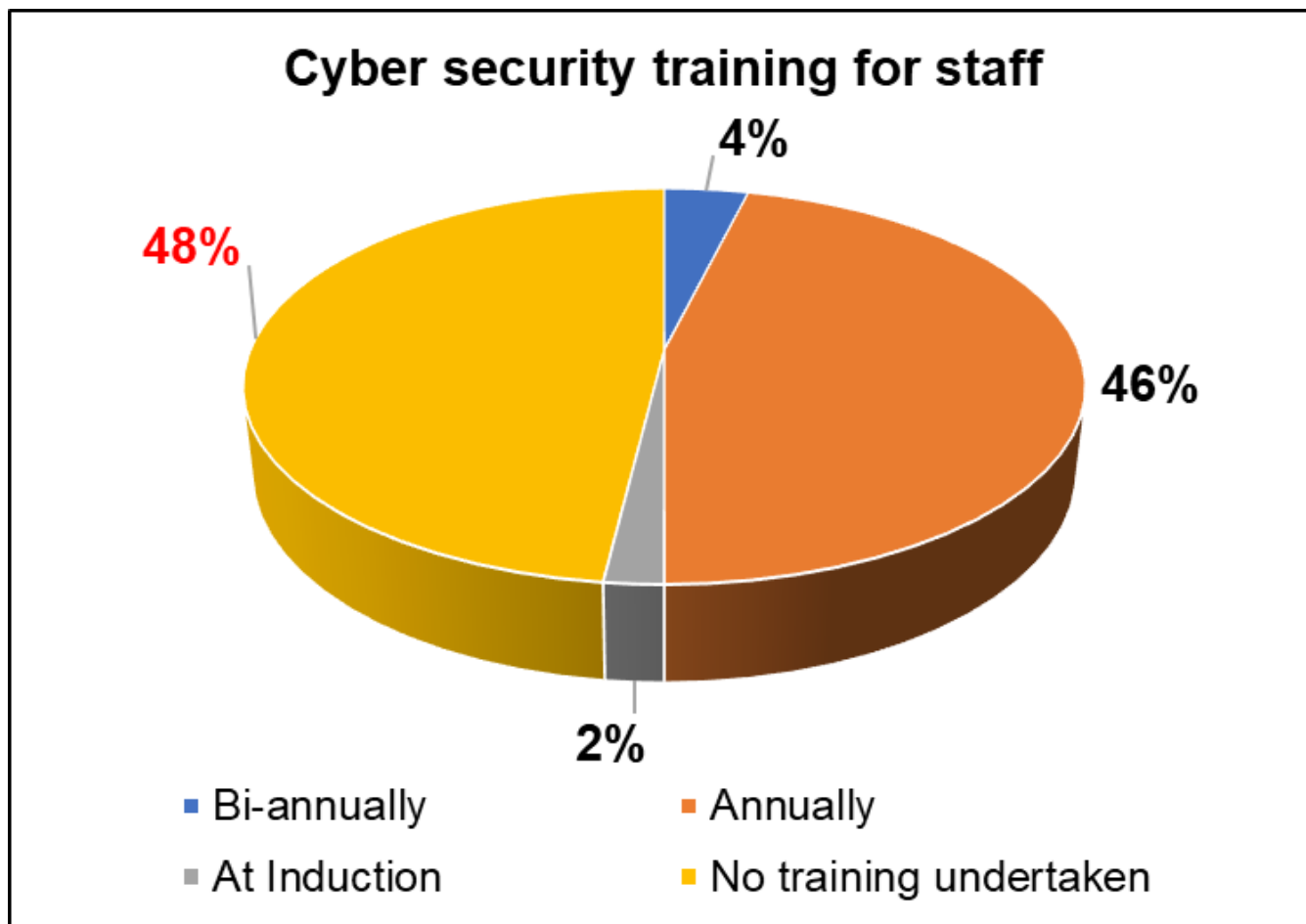
Initial Findings – Business Continuity and Disaster Recovery Plan



SFVS – B.8

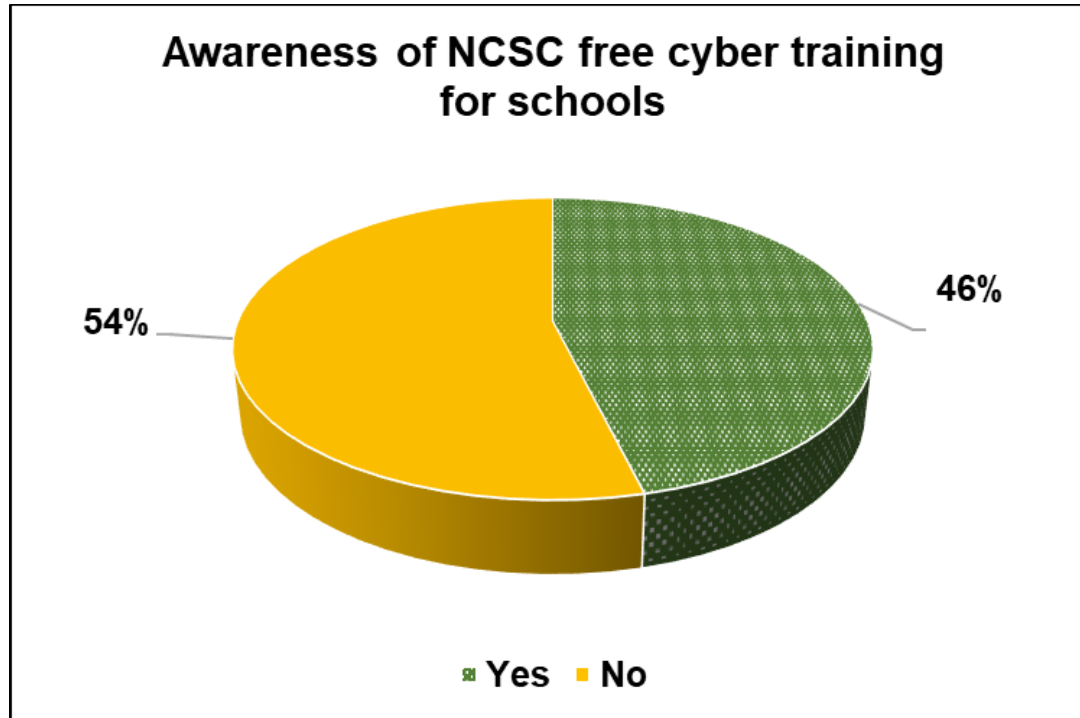
A business continuity and disaster recovery plan sets out how the school would cope if some disaster happened – for example, a total failure of the school’s IT system. A disaster in the school may be unlikely to happen, but if it did happen the consequences would be very grave. It is therefore important that all schools have an adequate and up-to-date business continuity and disaster recovery plan.

Initial Findings – Training



Almost half of schools have **no cyber training** for staff. This a key area for improvement - **people** are the biggest threat when it comes to security, especially around phishing and social engineering.

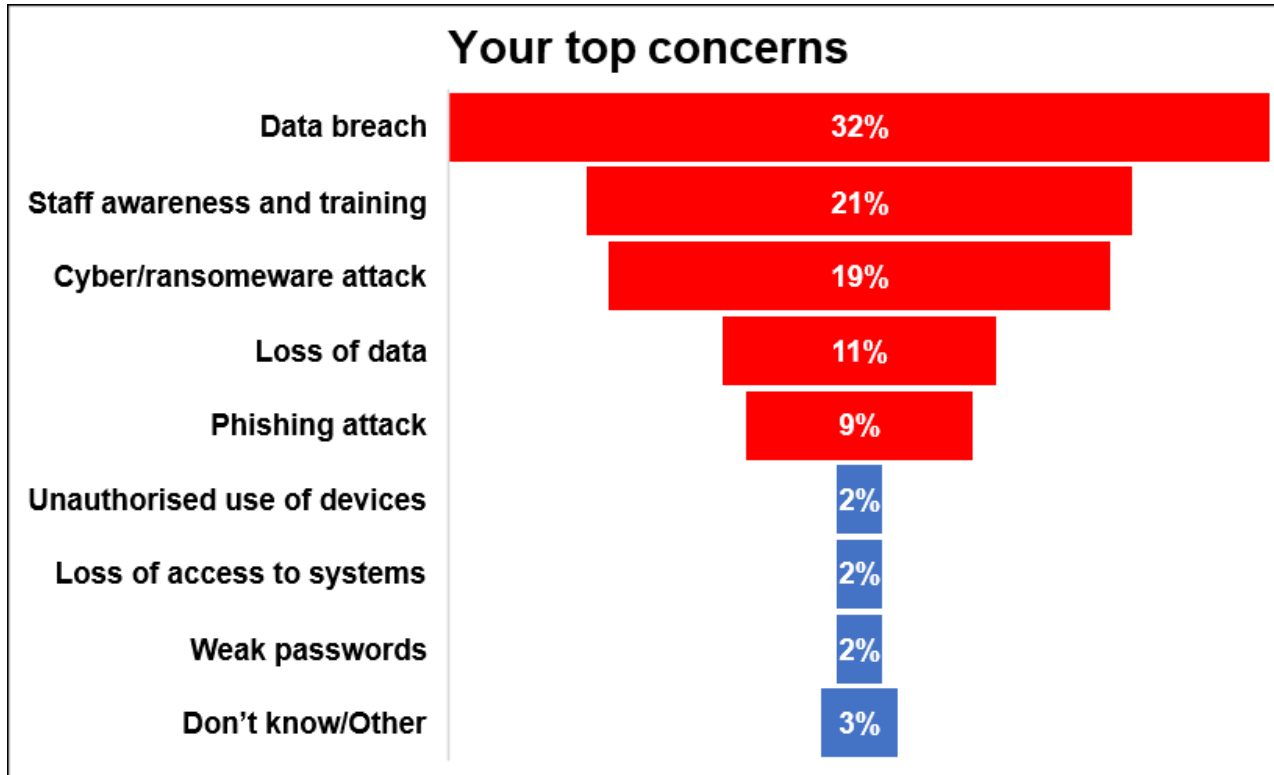
Initial Findings – Training



Only 9 schools have undertaken training from NCSC

NCSC – National Cyber Security Centre

Initial Findings – Your top concerns



Improve your cyber security awareness...

DFE – digital and technology standards

[Meeting digital and technology standards in schools and colleges - Cyber security standards for schools and colleges - Guidance - GOV.UK \(www.gov.uk\)](#)

Cyber Essentials – NCSC

[About Cyber Essentials - NCSC.GOV.UK](#)

The National Cyber Security Centre

[National Cyber Security Centre - NCSC.GOV.UK](#)

NCSC – Training for School Staff

[Cyber security training for school staff - NCSC.GOV.UK](#)

LGFL CyberSafe

[CyberSafe summary page - London Grid for Learning \(lgfl.net\)](#)

Other Contacts...

Lisa Byrne – Audit and Risk Manager

Lisa.byrne@enfield.gov.uk

Internal.audit@enfield.gov.uk

Dave Mathews - Digital Security Team

DSSecurity@Enfield.gov.uk

Rezaur Choudhury – Data Protection Officer

schools.data.protection.officer@enfield.gov.uk



Department
for Education

Senior Mental Health Lead: the role and training

MentalHealth.LeadTraining@education.gov.uk
[Senior mental health lead training - GOV.UK](#)
www.gov.uk

Why is there a need to develop and embed a culture that supports children and young people with their mental health and wellbeing?

In 2022 18% of children age 7 to 16 years had a probable mental disorder (an increase from 12% in 2017)

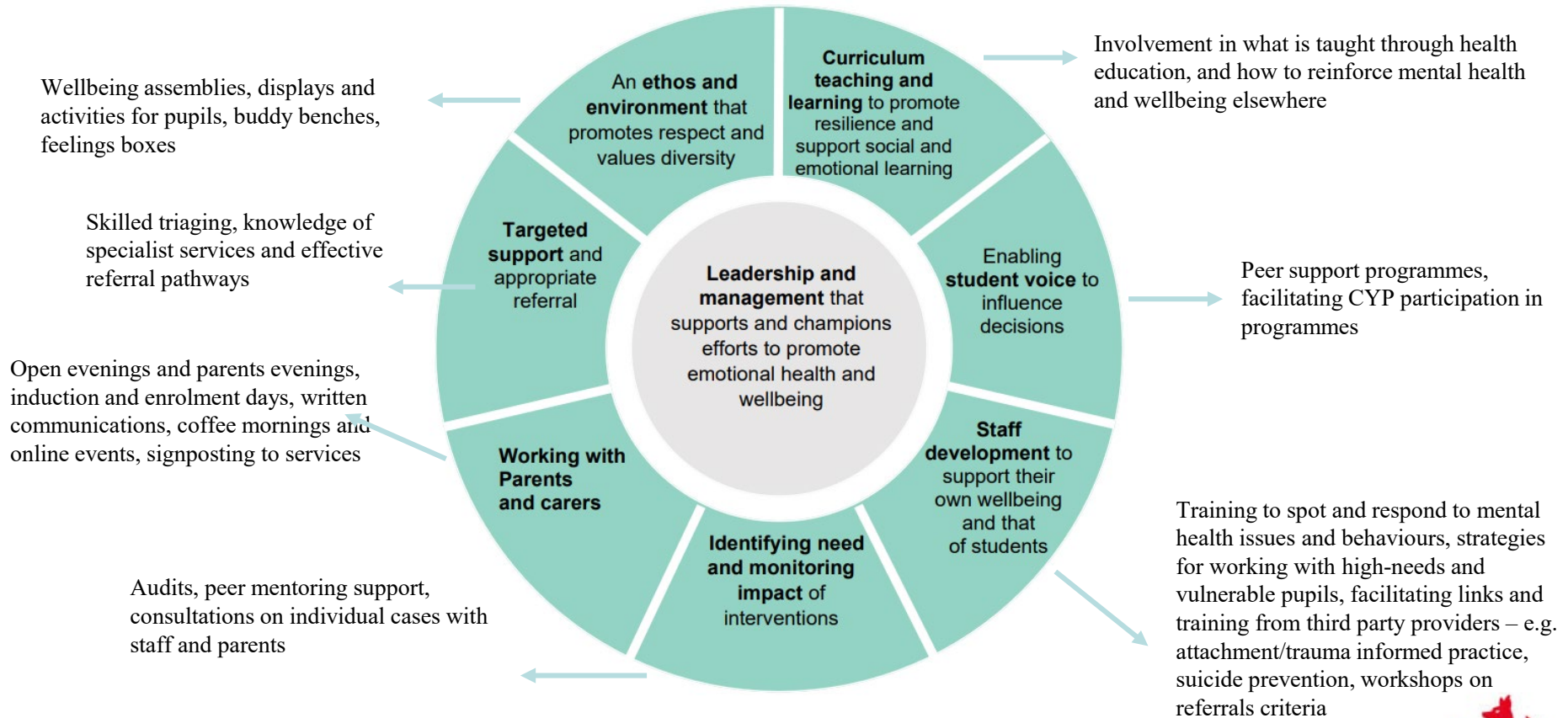
Half of all mental health problems are established by the age of 14.

Effective Whole School/College Approach to Mental Health & Wellbeing



Whole School/College Approach

The **senior mental health lead** is responsible for leading the whole school or college approach, **supported by their senior leadership team and their MHST**. Examples of support MHSTs can provide include:



Senior Mental Health Lead role

- **A senior mental health lead is a strategic leadership role in a school, responsible for overseeing the setting's whole school approach to mental health and wellbeing.**

Identifying a senior mental health lead

Schools and colleges can decide who is best placed to take on the role of senior mental health lead and undertake the training as every setting's circumstances are different. Training could be for your:

- headteacher
- deputy headteacher
- member of the senior leadership team (SLT)
- if not a senior leader, an appropriate member of staff, working with colleagues, who is empowered to develop and oversee your setting's whole school or college approach to mental health and wellbeing



Did you know that the Department for Education is offering a grant of £1,200 for eligible state-funded schools and colleges in England?

This grant is to train a senior mental health lead to develop and implement a whole school or college approach to mental health and wellbeing.

This training is not compulsory, but it is part of the government's commitment to offer this training to all eligible schools and colleges by 2025.

Training will help the strategic development of a school's holistic approach to mental health and wellbeing.



Training courses are underpinned by these principles of a whole school approach.

Quality-assured training courses

Over 100 DfE quality assured courses to choose from

- [Learning outcomes](#) for all courses are aligned with the eight principles of a whole school/college approach
- List of quality assured providers [here](#)

Full flexibility with courses to suit all needs

- Beginner, intermediate, advanced or expert
- Varied time commitments
- Online live or self-guided or face-to-face
- Varied costs (grant is always £1,200)
- For all or specific setting types

Online tools to help select the right course for you and your setting

- Link to choosing your course [here](#)
- Assess your learning level [here](#)
- Select your course [here](#) (you can filter by principles, setting type, delivery style, time commitment, price)

How do I claim the grant for my setting?

Step 1

- It takes 5 minutes to reserve a grant for 22/23 financial year
- [Form one – to confirm eligibility and allocate a grant](#)

Step 2

- Book your chosen DfE quality assured course

Step 3

- [Form two – to upload course booking evidence](#)
- Payments are made on a quarterly basis.

Senior mental health lead training feedback

- Charlotte Read at Bosmere Junior School in Hampshire writes about her experience of senior mental health lead training in [this blog](#).



"By pulling together everything we were already doing as a school community, and making a few small, but impactful changes, I was able to make sure that we are fully covering the eight aspects of a whole school approach to mental health and wellbeing. The school now has an improved support offer, and the training has been hugely helpful in identifying areas where more work is needed over the next year."

Charlotte Read, Bosmere Junior School,
Hampshire

"The training has been an invaluable way to draw together all my ideas and initiatives about having a whole school approach to Mental Health. I have learnt a lot through the modules offered and have enjoyed the way in which they are a mixture of practical tips, modelling and academic research."

Senior Lead from a college in East of
England

"The training helped us make decisions about mental health support that are tailored to our school's needs and there was time to clarify ideas through the support of a dedicated coach, and deep dive into our provision and support."

Hannah Woodhouse, Moorlands Primary
School in Huddersfield

Further information: [Senior mental health lead training - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/senior-mental-health-lead-training)
Queries or feedback: MentalHealth.LeadTraining@education.gov.uk



Supporting a whole school approach to mental health and wellbeing: Webinars for primary and secondary schools February 8th and 9th 2023



Taking a coordinated and evidence-informed approach to mental health in schools and colleges leads to improved pupil and student wellbeing, which, in turn, can improve learning. By joining this webinar, you will hear from school teaching staff who will share their experiences and examples of how they've been implementing this in practice and the positive outcomes of this in their school since.

The webinar will also provide information about accessing Department for Education's (DfE) grant funding of £1,200 for eligible state-funded schools and colleges in England to train a senior mental health lead to develop and implement a whole school or college approach to mental health and wellbeing.

The session is an opportunity to ask questions and hear from fellow education professionals. There is no cost to joining the webinar, but pre-registration is required - use the QR code above or this link:

[Whole school approach to mental health & wellbeing | Eventbrite](#)

Primary webinar: Wednesday 8th February 2023, 4-5pm

Confirmed speakers include:

- Emma Scelsi, Teacher & Wellbeing Lead, St Vincent's Primary, Barnet
- Claire Cleary, Deputy Headteacher, Gateway Primary, Westminster
- Jackie Chin, Consultant in Public Mental Health, Office for Health Improvement & Disparities, London Lead
- Kirstie Stroud, Regional Strategic Lead, Mental Health Delivery Division, Department for Education

Secondary webinar: Thursday 9th February 2023, 4-5pm

Confirmed speakers include:

- Carmen Martos, Teacher & Wellbeing Lead, St Marylebone CoFE, Westminster
- Siobhan Lowe, Headteacher, Tolworth Girls' School, Kingston-upon-Thames
- Jackie Chin, Consultant in Public Mental Health, Office for Health Improvement & Disparities, London Lead
- Kirstie Stroud, Regional Strategic Lead, Mental Health Delivery Division, Department for Education

SUPPORTED BY
MAYOR OF LONDON


Office for Health
Improvement
& Disparities


Department
for Education

ThriveLDN
LONDON'S HAPPY, HEALTHY SCHOOLS



ENFIELD
EDUCATION
SERVICE

Monday 30th January 2023