

# **WORKING TOGETHER**

**SUMMER 2008**

**The Children and Young People's Service Executive Directors**

**Report to School Governors and Headteachers**

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## PLEASE NOTE THAT:

- You should take your copy of 'Working Together' to your school's governing body meeting.
- The Summer Terms 5 and 6 model agenda is available to download as a word document from the Governor Services homepage: - <http://www.lambeth.gov.uk/Services/EducationLearning/SchoolsColleges/SchoolGovernors.htm>
- The Summer 2008 and Autumn 2008 Governor Training Programme is available as a separate booklet.

## Executive Director's Report – Summer 2008

Dear Colleague

Welcome to the Summer 2008 edition of Working Together. We are having an exciting time as we have seen the opening of the new Michael Tippett School - as you can see from the cover photos - construction has begun at Stockwell Park High School, the permanent site for The Elmgreen School, Elm Court School and the new Park Campus for the PRU.

There has been significant work in relation to the development of a CYPS Estate Master Plan and on consultation for the Primary Capital Programme. This work will continue in earnest during the remainder of the school year. I would urge all Chairs of Governors to take the opportunity on 6 May 2008 to engage in the development of the PCP Strategy for Change 'Vision' and criteria for selection of schools to be in the programme.

Schools have been an integral part in the development of partnership locality working in the borough which is currently being analysed to ensure we are realising positive impacts for children and young people as a result of Team Around the Child and Targeted Youth Support.

Once again there are national issues we should be aware of in supporting outcomes for our children and young people. Many of these are actions as a result of the national Children's Plan and some have featured positive work in Lambeth media reports. These initiatives include the offer of at least five hours of high quality culture per week for every child, a welcome initiative though already very much in evidence across our own schools and supported by partnerships with local cultural centres. A recent example was the successful seventh Lambeth Schools Music Festival where 2,200 pupils from Lambeth schools sang at the Royal Festival Hall. The government is also investing in a strategic commissioning programme to fund educational work with museums and galleries around the country. We are fortunate to have good facilities of this nature within the borough and world class opportunities on our doorstep.

There is to be investment in children's play which names Lambeth as a playbuilder area providing an additional £1 million for play areas. Lambeth currently has the largest number of adventure playgrounds in London and will use the funding to improve play facilities on estate, in play areas and in existing adventure playgrounds. Research shows that leisure activities for young people are vital for their enjoyment and help with learning; we should explore all options and celebrate successes such as the recent award to Jessop School for a new playground.

There has been an announcement of a £400 million investment in the children's workforce, an area on which Lambeth has been making a concerted effort. There is a host of events on which school staff meet throughout the year and it is important that all staff engaged with young people and their families are provided with appropriate support. We have employed 13 family support workers and 30 new social workers with more recruited. Clear induction programmes have been designed, some including our children.

A working group bringing councils and businesses together to help more children out of poverty by introducing a range of measures targeted specifically at London to help more parents find and keep jobs by improving the take up of child care. Lambeth has exceeded its target by having 26 designated Children's Centres in place which work with other partners, such as Jobcentre Plus, to help more parents back to work.

A multi million pound government programme has been launched to deliver world class places for young people to go to – Myplace – ambitious projects driven by the active participation of young people. As well as providing attractive places for young people, there is an emphasis on safety and we already have examples of local young people taking safety seriously such as their involvement in the recent summit to tackle violent crime amongst young people, the success of the award-winning X-it programme, the performances on bullying by pupils at Turney School at the recent Lambeth Safeguarding Children Board event and the ‘Say and Play’ fun day at Immanuel and St Andrew School.

In the last publication of Working Together I focused on the borough’s Foundation profile and Key Stage performance to provide a comprehensive picture of our performance as a borough. But in order to deliver successful outcomes for children and young people, it is important that we appreciate the full extent of the context in which they live, learn and play.

At the Headteachers’ annual conference in March 2008, I focused on the picture of Lambeth within each of the five outcomes. As a 3 star authority, we must understand everything about our children’s lives if we are to continue improving and providing the best, and most appropriate, services. The full presentation is available from [lbyron@lambeth.gov.uk](mailto:lbyron@lambeth.gov.uk) but the headlines told us that:

- Be healthy – our take-up levels for immunisation are below the public health thresholds and our teenage conceptions for 15-17 year olds is still the highest in the country;
- Stay Safe – we have the ward with the highest crime rate in Europe and the borough has the highest levels in London for murder, rape and robbery;
- Enjoy and Achieve – our performance does not reflect well against other London boroughs though we have done well in relation to absenteeism and permanent exclusions;
- Making a Positive Contribution – the numbers of young people in Lambeth entering the criminal justice system and receiving custodial sentences are high and worsening;
- Economic Wellbeing – we are the 19<sup>th</sup> most deprived borough in the country and 17000 of our children live in poverty.

We can only fully understand teaching and learning and how to make them the best they can be by understanding the environment in which they exist. For this reason, at the next Working Together events in May we will consider Lambeth as a Place. What is the physical environment in which our children grow up in, what facilities and opportunities do we afford them and how does this impact on their development and ability to learn and thrive? This contributes to the new Primary Capital Programme and Estates Master planning.

While gaining as broad an understanding of our children’s lives as we can, we do know that we can better support them through integrated working, strong partnerships, focusing on prevention and early intervention, a shared focus on positive outcomes for children and young people and placing the voice of the child at the heart of all we do. I would like to thank you for the efforts you currently make in this respect and look forward to us making even greater strides in the future.



Phyllis Dunipace  
**Executive Director**  
**Children and Young People’s Service**

# **PART A – FOR ACTION**

## Action Summary

Generally the recommendations in **Working Together** arise either from changes to the law on school governance or in other areas affecting schools or sometimes to Local Authority advice on good practice. Usually items should be referred to a committee for detailed discussion and formulation of proposals for approval by the full governing body. It is not advisable to make decisions on the night if prior discussion has not taken place.

**During Summer Terms 5 and 6 all governing bodies are advised to:**

- ensure that a succession plan/strategy is established to develop school leaders within the school **(see page 7)**.
- ensure that the headteacher and at least one governor, preferably the Chair, has been trained in safer recruitment and allegations management procedures **(see page 7)**.
- consider whether they would be interested in subscribing to “Modern Governor” **(see page 8)**.
- ensure that mathematics achievement is prioritised within the school and the subject given its full quota of teaching time **(see page 10)**.
- ensure that any Gypsy, Roma or Traveller children in school are encouraged to identify themselves and enabled to achieve the Every Child Matters outcomes **(see page 12)**.
- approve a revised policy on the use of force to control or restrain pupils, using the DCSF’s suggested framework;
- as part of this policy, adopt the recommended form for recording incidents where force has been used to control or restrain **(see page 13)**.
- ensure that the school is complying with the requirements of the Childcare Act 2006 **(see page 16)**.
- make arrangements to consider the consultation paper on the new school meals contract. Governors are asked to make an in-principle decision on whether to be included in the new contract from September 2009.
- consider nominating a representative to the Evaluation Panel **(see page 18)**.
- ensures that all Newly Qualified Teachers (NQTs) employed from 1<sup>st</sup> September 2008 have passed all their skills tests (Maths, English and ICT); otherwise they cannot be employed as a teacher.
- ensure that the school is meeting its statutory responsibilities for the induction year of any NQT employed by the school and is using the new core standard for NQT induction **(see page 20)**.
- ensures that no Overseas Trained Teacher (OTT) is employed for longer than four years if they have not achieved their British QTS (Qualified Teacher Status) **(see page 22)**.
- ensure that school staff are aware of the action to be taken when private fostering arrangements are identified **(see page 24)**.

## Governance Matters – Summer 2008

For additional information please contact:

<b>Peter Compton</b>	<b>Coordinator of Governor Services</b>	<b>020 7926 9636</b> <a href="mailto:pcompton@lambeth.gov.uk">pcompton@lambeth.gov.uk</a>
<b>David Jones</b>	<b>Governor Support Officer</b>	<b>020 7926 9669</b> <a href="mailto:dgjones@lambeth.gov.uk">dgjones@lambeth.gov.uk</a>

The purpose of this paper is to provide governors and headteachers with information about new developments affecting school governance and any action recommended.

### **RECOMMENDATIONS: that the governing body**

- ensures that a succession plan/strategy is established to develop school leaders within the school (see section 3).
- ensures that the headteacher and at least one governor, preferably the Chair, has been trained in safer recruitment and allegations management procedures (see section 4).
- considers whether it would be interested in subscribing to “Modern Governor” (see section 5).

#### **1. School Governing Body Model Agenda – Summer 2008**

As usual, a model agenda for your governing body meeting(s) can be downloaded as a word document from the School Governors section on the Lambeth website - go to [www.lambeth.gov.uk](http://www.lambeth.gov.uk) and click on “Education and Learning” under “Services”. Click on the “Schools and Colleges” link on the left-hand side and then click on “School Governors” - the link to the model agenda appears at the bottom of the page. The model agenda includes those items which governing bodies should consider during spring terms 3 and 4, as well as other optional items and relevant advice and guidance.

**If you open or download “Working Together” from the website you can click on the links in it to go direct to the relevant web pages or background documents** or we can email you an electronic copy on request.

#### **2. Experienced Governors Wanted**

We are looking for some experienced governors to appoint as Local Authority representatives on the temporary governing body of Iqra School and on the newly constituted Pupil Referral Unit management committees.

Iqra School in Brixton is currently an independent Muslim school but is aiming to become the second voluntary-aided Muslim primary school in the borough. We will be establishing a temporary governing body to make key decisions about the budget, staffing, curriculum and priorities of the school and prepare it for its transition to voluntary-aided status. There will be one or two temporary LA governors appointed.

New regulations require Pupil Referral Units (PRUs) to have management committees constituted in a similar way to school governing bodies. There will be two management committees - a Management Board governing both the Primary PRU and the Park Campus (Secondary PRU) and a management committee for the Open Learning Initiative for Vocational Education (OLIVE). There will be at least two LA representatives appointed to each management committee.

**If you are interested or would like further information, please ring or email Peter Compton – contact details above.**

### 3. Succession Planning: Headteacher Recruitment and Future Leaders for Future Schools

In the next few years a national shortage of headteachers and deputy headteachers is predicted and the figures show that this will be particularly acute in London. **You may think this does not affect your school, but did you know that over half the current headteachers in Lambeth will be eligible for retirement by 2010 and over 30 become eligible in 2008?**

Nearly 30 governors attended a very successful briefing on "The Role of Governors in Finding, Developing and Keeping Great Headteachers" on 11 March, facilitated by a speaker from the National College for School Leadership (NCSL). Those present heard about the NCSL's national programme to address the shortage and develop practical strategies to deal with it and Christabel McLean, Lambeth School Improvement Adviser, and Louize Allen, Future Leader Consultant, spoke about the steps we are taking in Lambeth and plans for the future.

Louize Allen is leading on the **Lambeth Leadership Apprentice Programme for Future Leaders**, the pilot of an approach to succession planning in primary schools. In January 2008, eight Lambeth Future Leaders took part in this programme, which involved a week of shadow activity hosted by four Lambeth primary headteachers. The programme was evaluated positively and our thanks are extended to all who contributed to making this programme a real success and to the NCSL for funding support. Participants valued the opportunity to gain a real insight into the working week of a headteacher and headteachers found the experience challenging and stimulating. A second opportunity has been offered to Lambeth primary and secondary teachers with the National Professional Qualification for Headship (NPQH) during terms 5 and 6.

This programme compliments those already well established in Lambeth for developing and sustaining leadership, including support for subject leaders and Deputy Headteachers; Future Leaders for Future Schools (Primary); Aspiring Headteachers and New and Acting Headteachers Induction and Mentoring programmes; as well as our Leadership Seminars.

All these elements are being drawn together as part of a Lambeth Strategy for Succession Planning, working closely with NCSL and other boroughs to share good practice. The aim is to build an effective sustainable strategy with buy-in from all key stakeholders. Some areas for consideration are:

- talent spotting
- the diversity of leadership teams
- leadership development across the school workforce
- support for teachers post NPQH into their first headship
- support for governing bodies planning to recruit a headteacher
- support for headteachers new to post
- hard to fill schools
- recruitment of headteachers to special and nursery schools

**If you are interested in knowing more about or contributing to this strategy please contact Cathy Twist, Assistant Director, Standards: [ctwist@lambeth.gov.uk](mailto:ctwist@lambeth.gov.uk) or 020 7926 9286 or Louize Allen, Future Leader Consultant: [louize.allen@virgin.net](mailto:louize.allen@virgin.net) or 07789 744463.**

### 4. Safeguarding and Safer Recruitment

Since Autumn 2005 Working Together has included regular briefings on the new requirements arising from Sir Michael Bichard's report on the lessons to be learnt from the murder of Holly Wells and Jessica Chapman by Ian Huntley in Soham. In particular:

- **Tighter procedures, checks and standards around staff recruitment in schools.** Specialised training devised by the National College for School Leadership (NCSL) is being led by Graham Griffin, Schools Safeguarding Children Manager, and Claire Cobbold, Head of Schools Human Resources, is being provided for Headteachers and Chairs in the first instance. **Every school is now required to have at least one member of a recruitment panel to have completed appropriate safer recruitment training – either one of the courses above or the NCSL online training.**

**It is of some concern that despite regular reminders, by March 2008 only 54 headteachers (64%) and 37 governors (44%) have received this training.**

- **A new procedure and standards for dealing with allegations against staff.** Any allegations against staff will have to be referred to Designated Officer and the Local Authority Designated Officer will have to be notified. All allegations will be formally recorded on staff records, which will be retained until retirement, even where the allegation was not upheld. A toolkit has been produced to clearly set out the requirements of the DCSF guidance. The toolkit includes a step by step guide of actions and decisions to be taken by the Headteacher or Chair of Governors on receipt of an allegation against a member of staff, volunteer or contractor, a checklist to ensure the steps have been completed, key contact information, referral form to Social Care, and model letters

**School's safer recruitment practices and the management of allegations against staff may be assessed by Ofsted as part of an inspection and will be assessed during the forthcoming Joint Area Review of Children's Services in Lambeth – see separate briefing paper on page 26.**

## 5. E-learning for Governors

A new e-learning service for governors is now available - Modern Governor from [www.learningpool.com](http://www.learningpool.com). It is not meant to take the place of traditional training courses, Modern Governor provides "bite sized learning" with short courses, typically lasting 30 minutes, structured as short, self contained modules, to allow governors to dip in and out of a course.

The courses have been produced with the help of experts from governor services and include examples, case studies and scenarios. The courses will remain permanently available so that governors can revisit the material as often as they wish. Some of the topics covered include "My Role as a Governor"; "The Chair of Governors"; "All about Performance Data"; "Understanding School Finance"; "Staff Recruitment and Performance Management"; and "Preparing for an Ofsted Inspection", to name a few. An online forum is planned so that governors can share ideas, good practice and suggestions about learning and development

The cost is very reasonable – an annual subscription is currently £89 for a primary school or £99 for a secondary – but this rate is only available as a group purchase, which we could arrange as part of the Governor Training Service Level Agreement.

**In the first instance we are trying to gauge how much interest there is from Lambeth schools. Please ring or email Peter Compton if your governing body would be interested in subscribing – contact details above.**

Visit [www.moderngovernor.com](http://www.moderngovernor.com) for more details and to preview the Health and Safety course. There is also a flyer available here: <http://www.moderngovernor.com/resources/pdf/MG%20flyer.pdf>.

## 6. Free Training to Enable Schools to set up Cookery Clubs

Greenwich Cooperative Development Agency is offering free training for staff, parents and governors to enable schools to set up cookery clubs. The courses have been designed to suit all levels of skills and will cover procurement; nutrition; and preparing, cooking and serving healthy food. Courses, which can be delivered locally and at times to suit the participant's requirements, will run until October 2009.

If you are interested, please contact Edwina Hinnigan, Contracts Services Officer, on 020 7926 9683 or email: [ehinnigan@lambeth.gov.uk](mailto:ehinnigan@lambeth.gov.uk).

## 7. "Primary and Secondary School Admissions and Appeals: A Guide for Parents"

The DCSF have published a free guide for parents to help parents through the admissions process and clear up any confusion about how it works.

Schools and local authorities must follow strict rules, as set out in the School Admissions Code and the School Admission Appeals Code, protect the rights of parents and those of their children. They only apply to state schools and Academies and not to independent or private schools.

The guide can be downloaded or hard copies ordered at <http://publications.teachernet.gov.uk/>.

**A briefing session for governors - "How does the Admissions System work?" will be held on Thursday 3 July from 6.30 – 8.30pm. Further details and a booking form are included in the Summer and Autumn 2008 Governor Training Programme.**

## 8 National Governors' Association Newsletter

Please note that the National Governors' Association now only produces an electronic newsletter – for up-to-date information please visit their website: <http://www.nga.org.uk/>.

## 9. Further Sources of Information

Further sources of information and guidance are identified above, where possible. All DCSF (Department for Children, Schools and Families) guidance and documentation should be available from DCSF Publications, tel. 0845 6022260, fax 0845 6033360, or email: [dcsf@prolog.uk.com](mailto:dcsf@prolog.uk.com), and can usually be downloaded either from the DCSF website: <http://www.dcsf.gov.uk/>; the DCSF governors' website: [www.governornet.co.uk/](http://www.governornet.co.uk/); or the DCSF teachers' website: <http://www.teachernet.gov.uk/>.

Governornet has a wealth of useful materials for governors, including detailed information about roles and responsibilities; training and recruitment; pupils, parents and the curriculum; staffing and personnel; school finance and property; and an up-to-date online version of the "Guide to the Law for School Governors". There is a discussion board, a list of current DCSF consultations and links to a wide range of online publications, including relevant statutory guidance and legal documentation, including relevant Acts of Parliament and regulations. Particularly helpful for new or inexperienced governors, there is plenty of background information and a series of summary or overview articles on a range of topics relating to school governance, together with a useful "New User" section. Important documents are often published on Governornet before they become widely available – hard copies are now often only available on request, if at all.

Every governor should receive a copy of the DCSF's termly newsletter, "Governors", which is sent direct to your school. If you wish to receive your copy direct (free of charge) or if your governing body requires more copies than are currently received, please email: [govnews@prolog.uk.com](mailto:govnews@prolog.uk.com) or ring 0845 602 2260.

For further advice, or if you have any queries, please contact your Governor Support Officer or Clerk to the Governing Body – see the list at the back of this report. **Our advice and support service is completely free of charge and we have the advantage of having good connections within the Council and extensive local knowledge.**

Alternatively you could contact Governorline – 08000 722181 or [www.governorline.info](http://www.governorline.info) – an independent source advice, information and support for school governors.

Other useful websites are as follows:

- The National Governors' Association (NGA), established following the merger of the National Governors' Council (NGC) and National Association of School Governors (NASG): [www.nga.org.uk](http://www.nga.org.uk).
- School Governors' One-Stop Shop, which aims to recruit people with transferable skills from the world of work to fill vacancies on governing bodies – [www.schoolgovernors-oss.co.uk](http://www.schoolgovernors-oss.co.uk).
- Information for School and College Governors (ISCG), which provides practical advice and independent up-to-date information for governors - [www.governors.fsnet.co.uk](http://www.governors.fsnet.co.uk).
- Times Educational Supplement (TES), the governors' section of the TES – [www.tes.co.uk/governors](http://www.tes.co.uk/governors).
- [www.ukgovernors.org.uk/](http://www.ukgovernors.org.uk/) which has been set up as an alternative to the discussion boards/forums on Governornet, but is purely for discussions and does not have any downloadable content or background materials.

# Lambeth Counts!

For additional information please contact:

Nikki Aduba

Mathematics Consultant

020 7926 9542

[naduba@lambeth.gov.uk](mailto:naduba@lambeth.gov.uk)

In Lambeth, achievement in mathematics at the end of Key Stage 2 (KS2) is below the average for Inner London. Additionally, it falls far short of achievement in English, indicating that many Lambeth children who could achieve Level 4 in the subject are failing to do so. 'Lambeth Counts' is a borough-wide campaign that aims to restore mathematics to the top of the school improvement agenda and keep it there.

**RECOMMENDATION:** that the governing body ensures that mathematics achievement is prioritised within the school and the subject given its full quota of teaching time.

## 1. The issue

Levels of achievement in mathematics at the end of KS2 have improved over the last five years, but more slowly in Lambeth than nationally. Achievement in Lambeth stubbornly persists in coming in below the average for Inner London and below that of most of Lambeth's statistical neighbours. Additionally, there is an unacceptably wide gap in performance between mathematics and English at the end of KS2 (8% in 2006 and the highest of all London authorities). Far too many Lambeth children meet national expectations in English at the end of their primary schooling but fail to do so in mathematics.

Mathematics needs to be taught – the minimum entitlement for every child is one hour per school day – and taught on each of the 190 days of the school year. The pattern of the school day is frequently adapted and changed to accommodate a range of activities that are of huge benefit to children and enrich their learning (visits, excursions, participation in concerts and other performances). However, while teachers are expert at providing opportunities for the development, practice and consolidation of literacy skills across all subjects through the school day, there is far less confidence in making the same provision for mathematics – and every missed lesson contributes to disastrous consequences for children's achievement in the subject.

Mathematics has the power to make a life-changing contribution to self-esteem, self-reliance and employability, and every Lambeth child needs and deserves all the benefits that derive from being a confident and competent mathematician.

## 2. What are we doing about it?

'Lambeth Counts!' is an exciting programme of events and activities planned to run through 2008 with the aim of raising the profile of mathematics for our children, their parents and carers, and all who work with them. By raising the profile of mathematics with schools, settings and the community, we intend to:

- boost children's confidence in themselves as mathematicians so that they see mathematics as both accessible and enjoyable;
- heighten the awareness of the place of mathematics in everyday life and the world around us;
- raise levels of achievement in mathematics for all children at the end of the primary phase, into their secondary education and beyond.

## 3. How will 'Lambeth Counts!' support schools?

'Lambeth Counts' will support schools to put mathematics at the top of their improvement agenda, and help them to keep it there.

Schools that have engaged with the programme are already reporting benefits that include increased parental attendance at maths-focused events (resulting in greater home support for children); improved links with other curriculum areas (resulting in more robust learning for children as they see the significance of mathematics in the world around them); as well as deeper and wide-ranging discussion amongst pupils about the nature of mathematics and their achievement within the subject.

Activities planned for the rest of 2008 include an exploration of Lambeth's rich multi-cultural mathematical heritage, the mathematics Olympiad (for Years 4 and 5), a mathematical treasure hunt through the summer (with support from Lambeth Libraries), and a pan-Lambeth mathematical challenge during the autumn term.

Schools will also benefit from LA-provided badges, sticker, pencils, certificates and other incentives and rewards for the children.

#### **4. Further sources of information**

Further information, background documentation and all enquiries to Nikki Aduba - contact details above.

# Inclusion of Gypsy, Roma and Traveller (GRT) Children and Young People

For additional information please contact:

Nerea Olano

Advisory Teacher for Travellers

020 7926 9680

[nolano@lambeth.gov.uk](mailto:nolano@lambeth.gov.uk)

The purpose of this paper is to inform governors and headteachers about new guidance from the DCSF - the Inclusion of Gypsy, Roma and Traveller Children and Young People - which provides practical strategies for Local Authorities, schools, parents and pupils to encourage Gypsy, Roma and Traveller families to feel confident to be open about their ethnic identity.

**RECOMMENDATION:** that the governing body ensures that any GRT children in school are encouraged to identify themselves and enabled to achieve the Every Child Matters outcomes.

## 1. Introduction

The guidance is relevant to all school staff and to governors: although a school may have no GRT pupils on roll at present, GRT pupils could be admitted at any time and some GRT pupils may already be in school but have not identified themselves as such in the appropriate ethnic monitoring category.

GRT learners are among the lowest achieving groups at all Key Stages and 42% are at school action plus or above on the SEN Code of Practice. They are also four times more likely to be permanently excluded. The Commission for Racial Equality found they suffer extreme levels of public hostility, fuelled by irresponsible media reporting. Schools have a key role in promoting community cohesion and providing environments in which pupils can be proud of their identity, feel safe and reach their full potential.

## 2. The Guidance

Only 60% of GRT children identify themselves in the ethnic categories 'Traveller of Irish Heritage' or 'Gypsy Roma'. This makes tracking the inclusion and achievement of this small but vulnerable group more difficult. The guidance looks at the reasons why pupils are not identified and suggests steps LAs and schools should take to encourage accurate identification. These include:

- the case which can be put to pupils and parents to encourage them to identify;
- guidance on sensitive school admissions procedures;
- inclusive race equality schemes, policies and practice; and
- positive and affirming curriculum content.

The guidance also includes an introduction by Lord Adonis in which he endorses a national Gypsy, Roma and Traveller History Month in June to provide an opportunity to raise awareness, explore histories and challenge myths relating to these groups.

## 3. Further Information

A useful resource and contact list is included in the guidance, which can be downloaded here: <http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00063-2008&>.

Additional information is available at [www.grthm.co.uk](http://www.grthm.co.uk) and from Lambeth's Traveller Education Service.

# New Guidance on the Use of Force to Control or Restrain Pupils

For additional information please contact:

Graham Griffin Schools Safeguarding Children Manager

020 7926 9643

[ggriffin@lambeth.gov.uk](mailto:ggriffin@lambeth.gov.uk)

The purpose of this paper is to alert governors and headteachers to the new DCSF guidance on the use of force to control or restrain pupils.

**RECOMMENDATIONS:** that the governing body

- approves a revised policy on the use of force to control or restrain pupils, using the DCSF's suggested framework;
- as part of this policy, adopts the recommended form for recording incidents where force has been used to control or restrain.

## 1. Introduction

Children and young people in all of Lambeth's schools and education settings have the fundamental right to be protected from harm and should expect a safe and secure environment to be provided for them when they attend one of our schools or education settings. In providing a safe and secure environment for children and young people, staff in our schools and other education settings may need to use force to control or restrain pupils to protect them from harm, but also to maintain good order and discipline. However any such physical intervention by staff has to comply with certain conditions for it to be lawful. This paper briefly sets out what those conditions are and highlights the DCSF's latest guidance on the use of force and restraint in schools and education settings.

## 2. The Law on the Use of Force

Section 10 of the new guidance describes the law as set out at section 93 of Education and Inspections Act 2006. **This legislation supersedes all previous legislation and the new guidance – The Use of Force to Control or Restrain Pupils - replaces DfES Circular 10/98, all copies of which should be destroyed.**

The law states that a member of school staff may use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to; cause personal injury to, or damage to the property of, any persons including himself [sic] or others; committing any offence (or doing something that would be a criminal act if the child was of the age of criminal responsibility) or prejudicing the maintenance of good order and discipline at the school during a teaching session or otherwise. Please refer to section 93 of the Education and Inspections Act 2006 and the DCSF guidance for the exact wording.

The law on the use of force can be applied by any member of staff who is authorised to have lawful control or charge of pupils. All teachers working at the school have this power, however, others may also be authorised to have control or charge of pupils by the nature of their work, for example, support staff; teaching assistants, learning support assistants or learning mentors. The Headteacher may also temporarily authorise others who would not ordinarily be authorised to have control or charge of pupils, such as premises staff or catering staff or unpaid volunteers, including parent volunteers. The Headteacher should keep a record of who is authorised to use force in the school.

This power is in addition to the common law duty of care that school staff have to ensure the safety and wellbeing of pupils. It is also in addition to the common law power of any citizen to use reasonable force in self defence. Schools are also reminded that they need to be aware of and compliant with the Disability Discrimination Act. Schools must also be aware of their power to be able to use force under the Violent Crime Reduction Act where the Headteacher and other authorised staff have the power to search pupils without consent. It should be noted that where

resistance to being searched by staff members is expected then headteachers are advised to call the police. Separate guidance has been issued by the DCSF on Screening and Searching of Pupils for Weapons. Please see the link below.

Governors should note Section 19 of the Use of Force guidance, which highlights the fact that the statutory power to use force is held by individual members of staff and therefore schools or other education settings should not have a policy which prohibits all physical contact. **The guidance sets out a framework for a school policy on the use of force at Annex A.**

### 3. **Guidance on the Use of Force**

Broadly, schools should seek to reduce the likelihood of situations occurring where the use of force may be necessary. The guidance sets out a preventative approach for schools at Section 25. However, where the use of force or restraint is necessary the law states that the force used must be reasonable in the circumstances for it to be lawful. At Section 13 the guidance highlights the fact that force can only be judged to be reasonable, and therefore lawful, if it were in proportion to the consequences it is intending to prevent. It is recognised that the decisions to use force must be made quickly but there are a number of principles which need to be applied, such as whether the matter can be resolved without the use of force, the seriousness of the incident, and the effect of any injury if force is not used. The guidance sets out a number of examples at Section 28 where such judgements need to be applied.

Any use of force or restraint should be for the minimum amount of time necessary. The guidance makes it clear that before using force the member of staff should tell the pupil(s) to stop misbehaving and tell the pupil(s) that the physical contact or restraint will stop as soon as it ceases to be necessary. All staff members should always avoid using force or restraining pupils in such a way that might cause injury, however, in extreme circumstances, such as to prevent serious injury or death, it is accepted that it may not be possible to avoid injuring a pupil in those situations.

It must be noted that the use of force can never be used as a punitive measure.

Staff should always avoid touching or restraining pupils in any way that could be interpreted as sexually inappropriate.

Schools may choose to train staff as part of professional development and these will be decisions for individual schools to make according to their local needs. However whether a member of staff has received training or not this cannot prevent them from using force as this power is held by the individual, as noted above.

Schools should also ensure that staff are aware of any individual behaviour plans or specific needs of pupils, especially for any pupils with disabilities, which may impact on the range, type and appropriateness of any physical intervention. Schools are strongly advised to keep records of significant incidents where force or restraint has been used. **The guidance sets out a model recording form at Annex B.** The guidance also sets out at Sections 43, 44 and 45 indicators as to whether the incident warrants recording on the incident form.

### 4. **Touching in other circumstances**

It must be recognised that touch is an effective communication tool and that it is a myth that teachers and other staff may never touch children in the course of their work. The issue is not about staff touching pupils per se but whether that touching is appropriate or not. For example, it may be necessary to touch pupils to demonstrate a PE skill or use of a piece of equipment. Pupils with SEN may need hand on hand support or other physical support. Pupils may need first aid or may be in distress and need comforting. It may also be appropriate to touch pupils to show praise or to congratulate them. In all cases staff must apply sound professional judgement. Staff should avoid situations or contact that could be misinterpreted; this may be especially pertinent as pupils go through adolescence. The guidance recognises this and expands on this issue at Sections 64 and 65.

### 5. **Allegations against staff**

At Section 59 the guidance reminds schools that parents have the right to complain about the actions taken by a member of staff. It should be determined at the outset whether the parental complaint should be dealt with under the schools complaints policy or whether the matter falls under the category of an allegation against a professional, in which case the matter must be dealt with in line with the procedures set out at Chapter 5 of the DCSF guidance **Safeguarding Children and**

**Safer Recruitment in Education.** All allegations must be reported in the first instance to CYPS' Schools Safeguarding Children Manager, so a discussion can be had with a person independent of the school or setting as to whether the matter meets the allegations criteria and needs to progress under those procedures.

## 6. Further Sources of Information

Copies of the new guidance on **The Use of Force to Control or Restrain Pupils** can only be obtained online from: [www.teachernet.gov.uk/\\_doc/12187/ACFD89B.pdf](http://www.teachernet.gov.uk/_doc/12187/ACFD89B.pdf).

Copies of the new guidance on **The Screening and Searching of Pupils for Weapons** can only be obtained online from: <http://www.teachernet.gov.uk/docbank/index.cfm?id=11454>.

Copies of the guidance on **Safeguarding Children and Safer Recruitment in Education** can be obtained from DCSF Publications Tel: 0845 60 555 60, quoting ref: 04217-2006BKT-EN, or online from: [www.everychildmatters.gov.uk/resources-and-practice/IG00175](http://www.everychildmatters.gov.uk/resources-and-practice/IG00175).

# Extension of Free Education Entitlement for 3 and 4 Year Olds

For additional information please contact:

Nicky Road

Wave 2 Pathfinder Consultant

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In September 2008 three and four year olds in Lambeth will be entitled to 15 hours per week of flexible educational provision, an increase from 12.5 hours per week. Lambeth is a Wave 2 Pathfinder Local Authority for this extension of hours and this paper informs governors and headteachers about the implications for schools.

**RECOMMENDATION:** that the governing body ensures that the school is complying with the requirements of the Childcare Act 2006.

## 1. Introduction

The Childcare Act 2006 requires local authorities to provide better integrated services for young children aged 0 to 5; improve the well-being of young children; and reduce inequality. **All early years providers are now expected to combine learning, development and care – whether they are nurseries, nursery classes, pre-schools, childminders or children’s centres – and will be required to deliver the Early Years Foundation Stage curriculum from September 2008.** The National Childcare Strategy also aims to support parents/carers in work or training as a way of addressing child poverty.

## 2. Changes

In addition there will be the following changes:

- All three and four year olds are currently entitled to a free part-time early education place for up to two years before reaching compulsory school age. From 2010 the current free entitlement will increase from 12.5 to 15 hours per week for 38 weeks of the year, and parents/carers will be able to use it more flexibly than at present; over at least three days a week.
- a move to consistent pupil counting across both the maintained and non maintained sectors;
- a move a common funding formula.

All these initiatives will have an impact on how all early years services are funded and delivered, both in the maintained and non-maintained sectors.

## 3. Increased Free Entitlement

The changes to the free entitlement are being rolled out gradually across the country, to be completed by 2010, with the first 20 pathfinder authorities to implementing the new system from April 2007. Lambeth is a Wave 2 Pathfinder LA, which means the new system will be implemented from September 2008. LAs must ensure that parents/carers are able to access free provision in the following ways:

- **entitlement** – parents/carers are entitled to 15 hours of free learning and care each week across a minimum of 3 days.
- **length of offer** – parents/carers must be able to access the provision for no less than 38 weeks. If the offer is made for a longer period then the length of the offer will be proportionate to its length, so will be less than 15 hours per week.
- **number of providers** – parents/carers are entitled to use up to two providers for their entitlement.
- **hours in the day** – the exact offer will be dependent on local capacity, but parents/carers cannot access free provision for less than 2 or for more than 10 hours in one day, or for more than 13 hours, if only over two days.

#### 4. Implications for Schools

Children in primary school reception classes are deemed to be accessing their full flexible offer.

Children in nursery classes should be able to have their entitlement in a more flexible way, if it better meets the needs of working parents/carers. **Schools should be consulting those parents/carers who either currently use their nursery class provision or who will be using it, to see whether they would like to use their free entitlement in a different way.**

Depending on feedback, schools should assess whether they can offer nursery provision in a more flexible way - possibly by extending the provision, offering more flexible start and finish times or collaborating with another early years provider.

There is no requirement for every early years provider to offer the full flexible entitlement, but parents/carers can use their free entitlement in either the maintained or non maintained sectors. **If other providers are able to better meet their needs they may choose to use it in other settings.**

Currently schools either provide a mixture of full and part-time nursery places, just full time or just part-time places. **With these reforms it is possible that future funding will only cover part-time places.** Schools need to be aware of this when considering how they can provide a more flexible offer.

#### 5. The Pupil Count

The move towards a consistent pupil count for the maintained and non-maintained sectors will mean that all early years providers will be funded on the number of three and four year olds attending and not, as is currently the case for schools, on the number of places available. This will be implemented by 2009.

#### 6. Common Funding Formula

A common funding formula will mean a clear and transparent rationale for funding both sectors - whilst funding will not necessarily be the same there will be a clear rationale for the differences. A common funding formula should be agreed by 2010, at the latest.

#### 7. Further Sources of Information

Support and advice is being offered to schools by the Community Children's Service to support the implementation of the changes.

For further information visit: <http://www.everychildmatters.gov.uk/earlyyears/lapractice/entitlement/>.

Summary of the Effective Pre School and Primary Education 3-11 (EPPE) research and the implications for early years <http://www.dfes.gov.uk/research/data/uploadfiles/RBX15-03.pdf>.

# School Meals Contract Tender and Consultation

For additional information please contact:

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The purpose of this paper is to brief governors and headteachers on the process for tendering the school meals contract and to inform schools about the consultation process and opportunities to influence the specification and shape the new contract.

## RECOMMENDATIONS that the governing body

- makes arrangements to consider the consultation paper on the new school meals contract. Governors are asked to make an in-principle decision on whether to be included in the new contract from September 2009.
- considers nominating a representative to the Evaluation Panel.

## 1. Introduction

The central school meals contract that the Local Authority entered into with Harrison Catering Service in September 2004 ends in August 2009. The majority of primary, special and nursery schools across the borough have chosen to be included in this contract; the number has grown during the life of the contract.

The current contractual arrangements continue until August 2009. However, **in order to support the development of the best possible arrangements for schools from September 2009, we need schools to indicate an 'in-principle' expression of interest in being part of the next central contract.** This expression of interest is not binding and schools will be fully consulted before being asked early in 2009 to commit to the new contract.

If you are already part of the school meals contract, we hope you will continue. If you do not use the contract at present, we hope you will take this opportunity to consider ways in which a new contract could be shaped to meet your school's needs and that you will consider the benefits of joining the new contract.

## 2. Consultation on the New Contract

Lambeth CYPS is taking the first steps in developing the tender specification for the new contract. The tender specification must be drawn up by the end of May 2008. The preparation of the tender documents provides an opportunity for schools to identify any new or extended services that you would like included in the new contract as well as identifying ways in which the school meals service can be improved.

Schools will be kept fully informed about progress towards a new contract. The School Resources Committee will steer the project and will be asked to endorse the recommendations of the evaluation panel prior to making a recommendation to award. Schools Resources Committee has agreed to undertake the role of the Schools Evaluation Panel and will be seeking additional support from schools to ensure that the evaluation panel is representative of the Lambeth school community and that schools are fully involved in the process.

**If you would like to nominate a representative to the school Evaluation Panel, please contact Sue Farr. Your school representative could be a Headteacher, a parent, a school governor, a bursar or your lead on PSHE. The wider the representation will achieve a more comprehensive view**

The consultation paper will provide all the information that your school should need to make this decision and will include a section on Frequently Asked Questions that will cover:

- Why is the school being asked to sign an expression of interest?
- Is the expression of interest binding?
- How much will the service cost under the new contract?
- Can schools still join the current contract?
- What is the process and timetable for setting up the new contract?
- How long will the contract be for and will my school be committed to it for the term of the contract?
- How will schools join the new contract starting in September 2009?
- Can the school opt to join the new contract later?
- How will the central contract ensure a high quality service?
- Will the new contract make provision for children centres and early years?
- Does the central contract offer value for money?
- What is my statutory duty?
- What will happen with the school meals staff currently working in my school?

Responses will be required by early May 2008.

### **3. Timetable**

By June 2008 –	The tender specification will be finalised and agreed by the School Resources Committee and CYPS DLT
July 2008 – Dec 2008	Central Contract out to tender and evaluation
By March 2009	Following full consultation, governing bodies will be invited to formally sign up to the new contract
By May 2009	New contract in place
September 2009	New contract starts

### **4. Further Information**

For further information please contact Sue Farr – contact details above.

# New Legal Requirements for the Employment of Newly Qualified Teachers (NQTs)

For additional information please contact:

Kevin Ronan Recruitment and Development Manager

020 7926 9829

[kronan@lambeth.gov.uk](mailto:kronan@lambeth.gov.uk)

The purpose of this paper is to brief governors and headteachers on recent changes to legislation regarding the employment of NQTs and to outline actions that are required to ensure schools are meeting the new legal requirements.

**RECOMMENDATIONS:** that the governing body

- ensures that all NQTs employed from 1<sup>st</sup> September 2008 have passed all their skills tests (Maths, English and ICT); otherwise they cannot be employed as a teacher.
- ensure that the school is meeting its statutory responsibilities for the induction year of any NQT employed by the school and is using the new core standard for NQT induction.

## 1. Introduction

The Education Act 2002 stated that teachers without Qualified Teacher Status (QTS) could not teach in England unless they fell within one of the limited exceptions. One of these was "trainee teachers who have yet to pass their skills tests" (NQTs).

Since May 2002 any NQT who had not gained their skills tests by this date has had to pass all 3 skills tests (Literacy, Numeracy and ICT) within a 5 year grace period and schools could employ them as unqualified teacher during this period. **The Department for Children, Schools and Families (DCSF) has amended the law with effect from 1<sup>st</sup> September 2008 to remove this grace period, which means that any NQT due to start in September 2008 and any current teacher who have not passed all three skills tests by this date cannot begin teaching or continue to teach.** For more information please see:

[http://www.tda.gov.uk/partners/ittstandards/qts\\_skills\\_tests.aspx](http://www.tda.gov.uk/partners/ittstandards/qts_skills_tests.aspx).

**Schools and governing bodies also have a legal duty regarding the induction of all NQTs** and, as such, have roles and responsibilities under the 'The Education (Induction Arrangements for School Teachers) (Consolidation) (England) Regulations 2001 and amendments' and the updated 2007 statutory guidance. For more information see

<http://www.teachernet.gov.uk/professionaldevelopment/induction/>.

## 2. Employment of teachers that have not passed the skills tests by 1<sup>st</sup> September 2008

Such teachers

- cannot take up a post as a qualified or unqualified teacher in a school and, as such, will be subject to dismissal by the school;
- can, in some cases, take up a post as an instructor or in a support staff capacity – see section 3 below for more information. (including Teaching Assistant and High Level Teaching Assistant).

Trainees with instructor status cannot begin their NQT year and will not benefit from the same responsibilities and rights as qualified teachers. This includes access to teachers' pay and performance management arrangements - instructors are usually paid on the unqualified teachers' pay scale. Individuals can continue to take the tests and, if they pass, are eligible for recommendation for the award of QTS, to teach, and can then carry on teaching or to begin their induction.

**3. Employing NQTs as Instructors or in a support role if they have not passed their skills tests by 1<sup>st</sup> September 2008**

NQTs cannot automatically be reclassified as instructors. In order to do so, schools would have to show that no qualified teacher or unqualified teacher on an Employment Based Route (EBR) is available in the skill, subject or art that the school requires. A school would have to demonstrate that this was the case.

**4. What does this mean for people that have not passed their skills tests by this date?**

This change means that **31 August 2008 will be the last date that any teachers who are currently working or about to start work without having passed their skills tests, and therefore without QTS, can be lawfully employed as teachers (qualified or unqualified) and will be subject to dismissal or being employed in another context, as set out above.**

**5. Responsibilities of governing bodies to ensure schools are meeting their statutory responsibility for any NQT induction year**

Governing bodies must ensure that:

- schools are providing a 10% lighter teaching timetable than other teachers in school and that the time is protected and not used for non contact (PPA time);
- NQTs have job descriptions that do not make unreasonable demands in their first year;
- all NQTs have trained and appointed Induction Tutors and that they have a planned programme of induction for their 10% reduced timetable;
- schools are assessing NQTs against the new Core Standards for Induction see <http://www.tda.gov.uk/teachers/professionalstandards.aspx>;
- all NQTs have individualised and recorded programme of support, monitoring and assessment.

**6. Further Sources of Information**

- Lambeth website address for all NQT guidance for schools:  
<http://www.lambeth.gov.uk/Services/EducationLearning/SchoolsColleges/Teachers/lambethnqt.htm>
- DCSF guidance on the amendments to the legal employment of teachers:  
<http://www.teachernet.gov.uk/docbank/index.cfm?id=11729>

# New Legal Requirements for the Employment of Overseas Trained Teachers (OTTs)

For additional information please contact:

Kevin Ronan

Recruitment and Development  
Manager

020 7926 9829

[kronan@lambeth.gov.uk](mailto:kronan@lambeth.gov.uk)

**The purpose of this paper is to brief governors and headteachers about recent changes to the legislation regarding the employment of OTTs and to outline actions that are required to ensure schools are meeting the new legal requirements.**

**RECOMMENDATIONS: that the governing body ensures that no OTT is employed for longer than four years if they have not achieved their British QTS (Qualified Teacher Status).**

## 1. Introduction

The Department for Children, Schools and Families (DCSF) has announced that revised regulations regarding the employment of OTTs come into effect on 1 September 2008. The Education (Specified Work and Registration) (England) Regulations 2003 make it clear that **no OTT can work for more than four years without gaining their British QTS.**

## 2. OTTs and the implications of the revised regulations

OTTs can work in maintained and non maintained schools for a period of up to 4 years as unqualified teachers. From the 1 September 2008 no OTT can work past four years, regardless of any training programme or route to QTS they might be on. It is unlawful to continue employing OTTs without QTS, regardless of their working status.

## 3. Exceptions

The only exception and extension to the period is a persons right to statutory maternity/paternity leave, parental leave or adoptive leave.

## 4. Employing OTTs as Instructors after they have taught for 4 years without gaining British QTS

OTTs cannot automatically be reclassified as instructors after four years if they have not gained QTS. OTTs can be appointed as instructors where the school can show no qualified teacher or teacher on an Employment Based Route (EBR) to QTS is available.

## 5. Employment conditions

OTTs must be employed and paid as 'unqualified teachers' and placed on the 'unqualified teachers pay scale. Contracts must not be permanent and must be up to a maximum of four years, dependant on the OTT gaining British QTS and having a valid work permit.

Schools have discretion to pay an unqualified teacher's allowance to top up a salary to reflect experience and the responsibility of the position they hold. OTTs on an EBR to QTS can, at the discretion of the school, be paid on the qualified teachers pay scale.

## 6. Gaining QTS within the 4 year period

If the OTT was trained within the European Economic Area (EEA), they may be eligible for QTS without further assessment under European law and should contact the General Teaching Council for England (GTCE).

If the OTT was trained outside the EEA, they will need to secure a full time position in school and present themselves for assessment.

For more information see <http://www.tda.gov.uk/partners/recruiting/ebr/ottprog.aspx>

## **7. Further Sources of Information**

The amended Regulations can be found here:

<http://www.opsi.gov.uk/si/si2003/20031663.htm>.

The statutory guidance can be found here:

<http://www.teachernet.gov.uk/docbank/index.cfm?id=11590>.

All OTT guidance is available on the Lambeth website:

<http://www.lambeth.gov.uk/Services/EducationLearning/SchoolsColleges/Teachers/OTTsFourYrRule.htm>.

# Private Fostering

For additional information please contact:

Chris Sanderscombe Head of Service

020 7926 6551

[csanderscombe@lambeth.gov.uk](mailto:csanderscombe@lambeth.gov.uk)

The purpose of this paper is to highlight the responsibilities of LB Lambeth in respect of Private Fostering arrangements and to set out the action schools need to take when they become aware of a child in their school who is being privately fostered.

**RECOMMENDATION:** that the governing body ensures that school staff are aware of the action to be taken when private fostering arrangements are identified.

## 1. Introduction

The definition of private fostering is where a child up to 16 years of age (18 years if the child is disabled) is looked after full-time for more than 27 days by someone who is **not** their:

- Parent or step parent (or someone who holds parental responsibility)
- Grandparent
- Aunt or uncle (whether related to the child by blood or through marriage)
- Sibling (including half-siblings and step-siblings)
- Anyone who holds a court order in relation to the child (for example, a residence order)

Private fostering is governed by The Children Act 1989 and by The Children (Private Arrangements for Fostering) Regulations 2005. Standards of care for private fostering arrangements are set out in the National Minimum Standards for Private Fostering (2005), and further guidance can be found in the Replacement Children Act 1989 Guidance on Private fostering (2005).

## 2. What schools should do

If a school becomes aware of such an arrangement, the school must

- **inform the carer that they – the carer - have a duty in law to inform the Local Authority about the arrangement.** The Local Authority will then need to visit to satisfy itself that the arrangements are safe.
- **inform the Local Authority itself.** As the carer may not be prepared to inform the Local Authority, schools should notify the Local Authority as well by making a referral to Children's Social Care.

## 3. Further Information and Advice

Lambeth CYPS has a small team focussing on Private Fostering arrangements – you can view their webpage here:

[www.lambeth.gov.uk/Services/HealthSocialCare/ChildrenFamilyCare/FosteringAdoption/Private+fostering/](http://www.lambeth.gov.uk/Services/HealthSocialCare/ChildrenFamilyCare/FosteringAdoption/Private+fostering/)

The team will be distributing literature and further information during the next three months as part of a 'raising awareness' campaign, which will include school visits.

# **PART B – FOR INFORMATION**

# Corporate Assessment and Joint Area Review 2008

For additional information please contact:

Louise Hudson

Senior Project Officer

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**The purpose of this paper is to provide information on two major inspections for Lambeth in September 2008 - the Corporate Assessment (CA) and the Joint Area Review of Children's Services (JAR). The paper summarises what both inspections are, the processes involved and how they will impact upon schools. An outline of the inspection preparation to date is also provided.**

## 1. Introduction

During September 2008 there will be two major inspections in Lambeth - the Corporate Assessment (CA) and the Joint Area Review (JAR). The CA is an assessment of how effectively the Council is working to improve services and to deliver improved outcomes for local people. The JAR is an assessment of the effectiveness of all services for children and young people within Lambeth and the impact these services have on improving outcomes, particularly for vulnerable children and young people.

The inspections will include an assessment of our strategic planning, performance, partnership working and the views of service users. JAR inspectors will want to visit schools (along with other front line services) and will be interested in how far extended schools and services to improve outcomes for vulnerable children and young people have developed.

The scores that we receive for the JAR and the CA will feed into the Council's Corporate Performance Assessment (CPA), which gives the Council its star rating and impacts upon the reputation of the borough as a whole. As such, the JAR and the CA provide us with an excellent opportunity to demonstrate and receive recognition for the excellent work in schools and other service areas.

## 2. What is the Corporate Assessment?

The CA is an Audit Commission inspection of how well the Council engages with and leads its communities; delivers community priorities in partnership with others; and ensures continuous improvement across the range of Council activities. Part of the CA assessment is Children and Young People Achievement, which asks what has actually been delivered and how much of a difference has been made. We have to submit a self assessment for the CA, which will include school related good news stories and examples of excellent practice. The CA inspectors will also take part in a bus tour of the borough, during which they will see and receive information on the borough's schools.

## 3. What is the Joint Area Review?

The aim of the JAR is to find out what it is like to be a child or young person growing up in Lambeth and it will essentially fulfil the Children and Young People's section of the CA inspection. The focus of the JAR will be on services delivered by the Local Authority and its partners; how far these services have improved the five Every Child Matters outcomes for children and young people; and how far the gap between outcomes for all children and young people and outcomes for vulnerable children and young people has been narrowed. The JAR inspection is managed by Ofsted and the inspection team will consist of about 10 inspectors from various backgrounds including education, health and social care. The JAR inspection will focus on the following areas:

- Safeguarding
- Looked After Children
- Children and young people with Learning Difficulties and/or Disabilities (LDD)
- Equalities
- 2 – 3 other areas which Ofsted has identified as areas for improvement for Lambeth

Important areas of assessment for **schools** during the JAR will be:

- Safer recruitment practices
- Management of allegations made against staff
- Development of extended schools services
- The impact of support for vulnerable children and young people within schools (eg. young parents, young offenders, looked after children, children and young people with LDD)
- Initiatives to narrow the gap in attainment, attendance and exclusions between groups of pupils
- The role of teachers and school staff in prevention and early intervention for children at risk of harm

#### **4. How do the JAR and CA inspections affect the Council's star rating?**

The JAR contributes to 25% of the score for the CA. The CA score and the scores achieved in assessments of the Council's Use of Resources and Direction of Travel feed directly into the Corporate Performance Assessment (CPA), which gives the star rating. Lambeth recently received a 3 star rating and as such demonstrated the greatest improvement by a London borough in 2008. To be a four star council we need to improve our CA score from two to at least three. Good ratings in the JAR, CA and CPA have a beneficial impact on the local and national reputation of the borough and can make it easier to recruit and retain staff.

#### **5. What do the JAR and CA inspection processes involve?**

The CA and the JAR inspections will take place at the same time and consist of two phases:

- Analysis of Council and partner documents (plans, strategies, policies, procedures) - **1 week on site 21<sup>st</sup>- 25<sup>th</sup> July 2008**
- Fieldwork - **2 weeks on site 15<sup>th</sup> – 26<sup>th</sup> September**

During the fieldwork weeks, the JAR Inspection team will want to visit services for children and young people in the borough, including schools, and will ask to interview headteachers and speak to teachers, pupils and their parents/carers. The JAR project team will be in contact with the schools that the inspectors wish to visit and staff will be fully briefed and prepared.

#### **6. Preparation**

The Local Authority and its partners are currently preparing for the CA and the JAR. We are completing a self assessment for the CA and collating good news stories. If you have any good examples, please email [JARProject@lambeth.gov.uk](mailto:JARProject@lambeth.gov.uk). We are also implementing action plans for improvements in children and young people's services and collating our evidence to demonstrate the excellent work that is ongoing in Lambeth.

#### **7. Further Sources of Information**

A Corporate Assessment and Joint Area Review briefing pack can be accessed at the following link: <http://www.ofsted.gov.uk/publications/20070004> The following people can also be contacted for more information or to answer queries:

**CA contacts:** Nick Byrom on 0207 926 2428 or Mike Meehan on 0207 926 2355  
[CA@lambeth.gov.uk](mailto:CA@lambeth.gov.uk)

**JAR contacts:** Jason Preece on 0207 926 9761 or Louise Hudson on 0207 926 9237  
[JARProject@lambeth.gov.uk](mailto:JARProject@lambeth.gov.uk)

# Primary Capital Programme (PCP) - Update

For additional information please contact:

**Michel La Rue** Primary Capital Programme Lead Officer

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[mlarue@lambeth.gov.uk](mailto:mlarue@lambeth.gov.uk)

**This paper provides a further update on the process and arrangements for consultation on the Primary Capital Programme. Governors, headteachers and other stakeholders continue to be involved in the consultation being undertaken by CYPS to inform the development of its Primary Capital Programme Strategy for Change which has to be submitted to the Department for Children Schools and Families by 16 June 2008.**

## **1. Primary Capital Programme (PCP) – Strategy for Change (SfC)**

A full introductory briefing on the PCP was included in Working Together Spring 2008. This paper provides more details on the development of the Lambeth CYPS Estate Master Plan (EMP) and PCP SfC submission. It also sets out further opportunities to engage with the consultation process.

## **2. Consultation**

Meetings have taken place and continue to be arranged with key contacts within Lambeth CYPS, other Council Departments, the Primary Care Trust (PCT), neighbouring boroughs and other interested stakeholders.

On 10 and 11 March, three Locality Consultation sessions were held at Johanna Primary School, International House and Bonneville Primary School. A good cross-section of stakeholders were represented, including: governors, headteachers, parents, Diocesan Board officers, Team Around the Child staff, CYPS officers and advisers, voluntary groups, PCT and other interested parties.

At each of the sessions the attendees were briefed on the progress made to date with collating the data and information that will help identify the PCP priority capital investment strategy and were asked to contribute to the thinking on the overall EMP and Primary Capital Programme 'Vision' for Lambeth.

Individual 1:1 sessions have also been arranged with the Anglican Diocesan Board and the Roman Catholic Archdiocese so that more detailed discussions can take place to check and review the data and information held on the voluntary aided primary schools that will be needed to help identify priority schemes for these schools as part of the overall investment strategy.

In addition to the above consultation opportunities, three meetings with School Councils are being arranged to seek the views and input of primary school pupils. These sessions are being closely co-ordinated by NPS Property Consultants with the headteachers of the schools.

An important opportunity to ensure the join up of strategic planning across Lambeth Council departments is being pursued through the Urban District Plan/Local Development Framework consultation process. A detailed review of the opportunities for CYPS (partly, but not exclusively, through the work of the EMP and PCP Working Group) is being undertaken so as to ensure as many 'doors are left open' in any new planning policies and site designations to support the aspirations of the Lambeth EMP and PCP.

Work commenced in April to plan for the Headteacher Working Together day on Friday 2 May and the Executive Director's Meeting with Chairs of Governing Bodies on Tuesday 6 May to further support the development process. It is still intended that the final SfC will be submitted to Lambeth's Cabinet for approval in late May 2008 so that the submission to the DCSF can take place by the 16 June deadline.

### **3. Draft Lambeth PCP SfC Vision**

Progress is being made on the development of the Lambeth PCP Vision Statement to be included in the SfC. The locality consultation sessions and ongoing meetings with headteacher and governor representatives as well as the Diocesan Boards and other stakeholders is central and key to this process.

Much of the 'top down' review of existing national and local priorities and drivers for the PCP is being progressed and key statements, commitments, policies and aspirations will be brought together as part of the first draft of the Lambeth PCP Vision. However, the 'bottom up' contributions, particularly those arising during the locality stakeholder sessions, are now being reviewed and taken into account as part of further work on the draft SfC submission.

### **4. Further opportunities to be involved with the consultation process**

As commissioners of schools, the LA will be looking for strategic solutions, based on consultation with schools and local people, and on a rigorous assessment of local needs and priorities. To this end a number of further opportunities are being arranged to allow stakeholders to be involved in the consultation process. Governors and headteachers will be invited to comment at the following meetings:

- **Friday 2 May 2008 – Headteachers' Working Together Event**
- **Tuesday 6 May 2008 – Executive Director's Meeting with Chairs**

In addition, any comments and contributions can be emailed to Michel La Rue – see contact details above.

### **5. Further Sources of Information**

A copy of the original DCSF Primary Capital Programme prospectus can be downloaded from <http://www.teachernet.gov.uk/docbank/index.cfm?id=9606>.

# Building Schools for the Future (BSF) – Update

For additional information please contact:

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Manager

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**The purpose of this paper is to provide governors and headteachers with an update on Lambeth's Building Schools for the Future programme.**

## 1. Introduction

"Lambeth is an exemplary BSF authority" ... so says Tim Byles, Chief Executive of Partnership for Schools, the group selected by the government to oversee its Building Schools for the Future Programme and to provide guidance to all local authorities.

Lambeth has secured over £250 million funding as part of a national initiative, the Building Schools for the Future (BSF) programme. The aim of this national programme is to rebuild and refurbish all secondary schools in the country. BSF investment will be used to update our secondary school estate; to help reduce the shortage of secondary school places in the borough; and to bring modern, up-to-date ICT to our schools. A two-phased programme of BSF investment over a period of eight years has been developed and is being implemented by the BSF division of Lambeth Children and Young People's Service (CYPS). Lambeth was the first local authority in London to start constructing new schools buildings under the BSF programme and has one of the fastest developing programmes in the country.

## 2. Phase 1

Phase 1 is worth approximately £87 million and consists of four complete rebuilds and one new school. All building contracts under this phase have now been placed, including ICT, and by 2010 all building works will be completed.

- The Michael Tippett School was successfully completed and re-opened on a new site on 25 February 2008.
- The Elm Court School and The Park Campus are due for completion on new sites in late 2008.
- Construction at Stockwell Park High School commenced on programme in January 2008 and the main works are due to be completed in summer 2010. The school will remain on the current site.
- The main construction works to the permanent site for The Elmgreen School commenced in February 2008, 2½ weeks ahead of target programme, and is due for completion in August 2009.

Working in partnership with a selected group of designers, construction companies and the schools we have successfully delivered:

- the first parent promoter school in the country – The Elmgreen School - which will provide 1100 much needed new pupil places.
- the first school in the national BSF programme to receive an 'excellent' rating from the Committee for Architecture and Build Environment (CABE). – The Stockwell Park High School.
- both the first BSF complete rebuild in London and the first BSF funded school for pupils with SEN in the country - The Michael Tippett School.

## 3. Phase 2

Phase 2 of our programme was launched in September 2007. This phase of the programme is worth over £160 million and, following a detailed estate review, work will consist mainly of one new build, Lansdowne school, and major refurbishment, extensions and some elements of new build on all other secondary schools.

The programme has been split into three tranches of four schools each, with priority based on building conditions and educational needs.

Tranche 1	Tranche 2	Tranche 3
Archbishop Tenison Bishop Thomas Grant Norwood Dunraven	Charles Edward Brooke St Martin-in-the-Fields La Retraite Lansdowne	London Nautical Turney

Lilian Baylis School is being extended as part of an existing PFI contract.

The model by which this phase of the programme is to be procured is called a Local Education Partnership (LEP). The LEP as proposed under the BSF Programme will take the form of a public private partnership between Lambeth, Partnerships for Schools (PfS) and a Private Sector Partner selected in open competition under EU procurement rules. It will be a joint venture company focused on delivering the BSF investment. The LEP will:

- Work with all stakeholders to develop strategic investment plans for the secondary estate.
- Act as a single point of contact for procuring and providing all the services needed to deliver the investment programme.
- Integrate and manage a diverse range of supply chain sub-contractors.

The benefits of the LEP model are seen as:

- standardisation of procurement and contract processes and documentation;
- removal of repeat bidding;
- building efficiencies, including the impact of ICT on educational delivery, lifecycle and service delivery efficiencies.

A bidders' day in early July is being planned to start the process of selecting a private sector partner.

Two schools - Norwood and Dunraven - have been selected as sample schools. These will be used as a benchmark to investigate and resolve construction and design issues and affordability. The information gained from this investigation will be available to the LEP as a guide to what is required across Lambeth's BSF programme for the remaining schools.

All schools within the programme have developed a School Strategy for Change document which shows the school's vision, their aspiration for how BSF will transform education, their pupil place numbers and forms of entry. Client Design Advisers are being appointed to assist us with the design development of the sample schools.

A full programme of communication and consultation will be adopted to ensure that schools are kept informed and involved in all stages of the programme. This will include consultation exercises, website updates, BSF newsletter, council presentations, briefings, meetings, workshops, information packs where applicable, exhibitions, press releases and Lambeth Life articles.

An extranet portal is to be developed. This will be a BSF information sharing platform to support management and the planning process and to improve internal and external communication, engagement and feedback opportunities.

A series of meetings have been arranged with the Sorrell Foundation (for more information on the Sorrell Foundation see website details below) to engage students in the design of their school. It is our intention that this will be rolled out across all tranches in the programme. Schools will be expected to attend at least two meetings. The first visit will be one of looking at designs, discussions and presentations. At the second meeting the students will present their proposals on how they would like their school to look. Students will also provide feedback.

Senior members of the BSF team will attend school governors' forum, head teachers meeting etc.

## Phase 2 Key Milestones

Strategy for Change Part 1	October 2007
Strategy for Change Part 2	March 2008
Outline Business Case	August 2008

OJEU - Procurement Notice	September 2008
Appointment of preferred bidder	October 2009
Financial Close	March 2010
Construction begins	2010
Completion of programme	2014

#### 4. Further Sources of Information

For more information on BSF, LEP, PfS and Strategy for Change documents please visit:

- Building Schools for the Future (BSF). [www.bsf.gov.uk](http://www.bsf.gov.uk)
- Partnership for Schools (PfS) - [www.p4s.org.uk](http://www.p4s.org.uk)
- BSF section of the Lambeth website - [www.lambeth.gov.uk/bsf](http://www.lambeth.gov.uk/bsf)
- Department for Children, Schools and Families (DCSF) - [www.teachernet.gov.uk/management/resourcesfinanceandbuilding/bsf/](http://www.teachernet.gov.uk/management/resourcesfinanceandbuilding/bsf/)
- Sorrell Foundation - [www.thesorrellfoundation.com](http://www.thesorrellfoundation.com)

# Secondary Curriculum Review

For additional information please contact:

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**The purpose of this paper is to provide governors and headteachers with information about the current review of the secondary National Curriculum.**

## 1. Introduction

The National Curriculum is at its broadest at Key Stage 3 and there is general agreement that the current curriculum is overcrowded and too prescriptive. In March 2005 Ministers asked the Qualifications and Curriculum Authority (QCA) to review the secondary curriculum in order to:

- reduce prescription over subject content;
- create time and space for catch up lessons in English and mathematics;
- develop a stronger focus on personal attributes and practical life skills;
- improve the professionalism of teacher assessment; and
- help teachers and pupils to make connections between the subjects and to view the curriculum as a whole.

## 2. The New Curriculum

As a result of the review, revisions have been made to all twelve Key Stage 3 programmes of study. Three new (non-statutory) Key Stage 3 programmes of study have been developed, covering religious education; personal wellbeing; and economic wellbeing & financial capability. At Key Stage 4, programmes of study have been developed for English, citizenship, ICT, mathematics and physical education; as well as for religious education; personal wellbeing; and economic wellbeing and financial capability. Level descriptions for each subject have been modified to complement the revisions to the programmes of study.

Following the review, there is less prescribed content in each curriculum subject and a new emphasis on teaching the essential concepts and skills underpinning curriculum subjects, rather than long 'shopping lists' of content. There is a new expectation on schools to plan and deliver the curriculum as a coherent learning experience, making connections between the subjects and looking for ways to make the curriculum more engaging and relevant for pupils.

The use of the curriculum to develop cross-cutting themes such as diversity and creativity is highlighted and schools will be expected to offer a range of additional 'curriculum opportunities' designed to enhance engagement with the subject areas (for example, field trips, visits to museums or heritage sites and opportunities to work with artists, writers or musicians). There is a new emphasis on the development of personal, learning and thinking skills - such as initiative, enterprise, ability to work in teams, and the capacity to learn independently - which will be taught across the curriculum. Functional skills in English Mathematics and ICT are built in to the new programmes of study and, in some subjects, additional statutory content and new entitlements have been developed – for example, a new statutory 'identities and diversity' strand in citizenship and a new non-statutory entitlement to learn to cook.

## 3. Timeline

The new curriculum is now available to schools online for planning purposes at [www.qca.org.uk/curriculum](http://www.qca.org.uk/curriculum). It becomes statutory for Year 7 pupils from September 2008; for Years 7 and 8 from September 2009; and for Years 7, 8 and 9 from September 2010. Changes to the Key Stage 4 curriculum begin rolling out in September 2009.

Changes to the curriculum will link directly with the development and structure of national diplomas 14-19, about which there is a separate briefing paper on page 35, which it is anticipated will be followed by increasing numbers of students.

#### **4. Training and Support**

A comprehensive package of training and support has been organised using a range of providers to help schools plan for the new curriculum. Training is not compulsory and, as far as possible, has been designed to be available to schools as and when they need it: for example, the QCA website ([www.qca.org.uk/curriculum](http://www.qca.org.uk/curriculum)) hosts the new programmes of study for all subjects along with case studies, guidance on curriculum design and a bigger picture of the new secondary curriculum.

#### **5. Renewed Secondary Frameworks**

In addition to revised programmes of study in all subjects there are new Secondary Frameworks in the core subjects of English, maths, science and ICT which will:

- support schools in raising standards and improving rates of progress in the core subjects;
- ensure consistency and alignment with the new secondary curriculum; and
- provide subject leaders and teachers with usable and flexible tools for planning.

The frameworks are designed to increase pupils' access to excellent teaching and engaging, purposeful learning that will enable them to make good progress through Key Stages 3 and 4. The frameworks have also been designed as a flexible and helpful electronic tool which will support teachers in planning and make links to a wide range of relevant publications and suggested activities to interest and challenge students.

They are being introduced in a phased way to allow schools and teachers to work with the resource over time in order to review, renew and revise existing schemes of work and to develop teaching plans in line with the introduction of the new programmes of study from September 2008. The phasing will enable teachers to use the renewed Frameworks and associated materials to review current planning and begin to develop new schemes of work that reflect the new curriculum. This is about renewing and developing what departments already do, rather than starting again from scratch.

#### **5. Further Information**

Further information about the new secondary curriculum can be found at [www.qca.org.uk/curriculum](http://www.qca.org.uk/curriculum) and at <http://curriculum.qca.org.uk/>.

## 14 – 19 Diplomas

For additional information please contact:

Farquhar McKay

14-19 Strategic Coordinator

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[fmckay1@lambeth.gov.uk](mailto:fmckay1@lambeth.gov.uk)

The purpose of this paper is to provide governors and headteachers with information about the development of 14-19 Diplomas in Lambeth.

### 1. Introduction

The 14-19 diploma is a new national qualification that gives students the opportunity to gain practical knowledge and experience which they can use to progress to college, university or work. Through diplomas students will be able to learn through access to unique learning experiences in London's vibrant business community. The diploma is planned and delivered through partnerships of schools working with colleges and work based learning providers to ensure that young people have access to the best possible resources and teaching expertise.

### 2. Diploma Lines of Learning

By 2013 all 14-19 year olds will be entitled to choose to follow one of 17 diplomas. They will be phased with availability for first teaching as shown below:

From 2008	From 2009	From 2010	From 2011
<ul style="list-style-type: none"><li>• Construction and the Built Environment</li><li>• Creative and Media</li><li>• Engineering</li><li>• Information and Technology</li><li>• Society, Health and Development</li></ul>	<ul style="list-style-type: none"><li>• Business, Accounting and Finance</li><li>• Hair and Beauty</li><li>• Land-based and Environmental</li><li>• Hospitality and Catering</li><li>• Manufacturing and Product Design</li></ul>	<ul style="list-style-type: none"><li>• Public Services</li><li>• Retail</li><li>• Sport and Leisure</li><li>• Travel and Tourism</li></ul>	<ul style="list-style-type: none"><li>• Humanities</li><li>• Science</li><li>• Languages</li></ul>

There are three levels to the qualification:

- The **Foundation Diploma**, which takes broadly the same time to do as four or five GCSEs and can be started in Year 10 or above.
- The **Higher Diploma**, which takes broadly the same time to do as five or six GCSEs and can be started in Year 10 or above.
- The **Advanced Diploma**, which takes broadly the same time to do as three A levels and can be started in Year 12 or above.

In order to demonstrate readiness to offer the diploma, 14 – 19 partnerships must submit applications for each line to the DCSF through a "Gateway" process.

### 3. The Lambeth Diploma programme:

The Lambeth 14-19 partnership operates as **LCm the Lambeth Consortium**. **LCm** includes all Lambeth's secondary and special schools, Lambeth College, Work Based Learning providers, as well as Lambeth CYPS and the Learning and Skills Council.

**LCm** and the London Borough of Southwark have gained approval through the Gateway process to offer Engineering from September 2008. **LCm's** applications to deliver a further four diplomas have received Grade 1 approval and planning for the delivery of these is now taking place.

<b>Creative and Media</b>	<b>Information Technology</b>	<b>Society Health and Development</b>	<b>Business Administration and Finance (with Southwark)</b>
Lambeth College, Lilian Baylis Technology School, Charles Edward Brooke School, Dunraven School The Elmgreen School, Norwood School	Bishop Thomas Grant School Lilian Baylis Technology School Dunraven School, Archbishop Tenison's School Lambeth College	Stockwell Park High School La Retraite RC Girls' School The Lambeth Academy Lambeth College	Dunraven School La Retraite RC Girls School Lilian Baylis School Bishop Thomas Grant School Stockwell Park High School Lambeth College

#### 4. Further Information

Further information on diplomas can be found on [www.teachernet.gov.uk/diplomas](http://www.teachernet.gov.uk/diplomas) or by email from [14to19@lambeth.gov.uk](mailto:14to19@lambeth.gov.uk)

# School Funding 2008/9-2010/11

For additional information please contact:

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Head of Schools Finance

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**The purpose of this paper is to provide governors and headteachers with a briefing on current developments in school funding. The DCSF has announced the funding allocations for period 2008-11 for core 5-15 funding, with per pupil increases in the Dedicated School Grant of 4.5%, 3.9% and 4.3%. Aligned to this are reforms in the funding of early years and the introduction of 14-19 Diplomas. These reforms are being undertaken in conjunction with the Schools Forum, which has extended its membership to include representatives from these sectors.**

## 1. Introduction

In June, the Minister of State for Schools and Learners announced the measures for school funding for 2008-09 to 2010-11. The key features were:

- a continuation of the spend plus methodology for Dedicated Schools Grant (DSG) distribution, coupled with a fundamental formula review, to start in the New Year;
- a Minimum Funding Guarantee (MFG) dependent on average cost pressures, but with efficiency taken into account;
- further measures to broaden the membership of schools forums, particularly from early years and 14-19 stakeholders;
- additional funding for Diplomas to be provided through a specific formula grant, with local discretion on how this funding is used to pay for provision.

## 2. Review of Dedicated Schools Grant

The Department for Children, Schools and Families (DCSF) is currently undertaking a review of the Dedicated Schools Grant (DSG) with the aim of introducing a formula for distributing the grant to local authorities from 2011/12. The current methodology is based on the historical allocations uplifted for annual increases and ministerial priorities. Consequently allocations are not based on existing need but on decisions taken in previous years. It is likely that new formula will place more emphasis on low income and social disadvantage.

## 3. Minimum Funding Guarantee

The Minimum Funding Guarantee will continue to deliver a minimum per pupil increase for all schools in each of the next three years. The DCSF assessment of cost pressures includes an assumed efficiency gain of 1% for each of the next three years, reflecting the substantial improvement in efficiency they expect to be achieved across the schools sector, which is based on a cautious but realistic assessment of the wide range of pay and non-pay pressures that schools will face across the next three years. Consequently the level is set at 2.1% for the following three years.

## 4. 14-19 Diplomas

Roll out is being funded through a specific formula grant based on the number of pupils expected to take diplomas. Lambeth will be offering the Engineering Diploma from September 2008, in conjunction with Southwark, as we want to build on our cross borough planning experience. Engineering is a curriculum of strength in Lambeth and Southwark Colleges and we wanted to access their resources and expertise. Engineering is considered an attractive option for young people not offered widely in schools and which provides employment prospects in the structural, IT, and service fields in London. There is a briefing paper on the development of 14-19 Diplomas in Lambeth on page 35.

The decisions on the allocations will be made in consultation with the Lambeth Consortium and the Schools Forum.

## **5. School Forum**

New regulations came into force in February 2008 requiring every LA School Forum to have:

- Representatives from 14-19 Partnerships and from Private, Voluntary and Independent early years providers. The Lambeth Schools Forum now has representatives from these sectors in place.
- Schools representatives (in Lambeth nominated by the Headteachers Council) and Early Years representatives (nominated by the Early Years Reform Sub Group).

As well as headteachers, schools representatives can include other senior members of school staff e.g. deputy headteachers and bursars. The Lambeth Schools Forum has agreed that the Headteachers Council will nominate substitutes.

## **6. Further Sources of Information**

Further information is available at [www.teachernet.gov.uk/schoolfundingsettlement200811/](http://www.teachernet.gov.uk/schoolfundingsettlement200811/) or by email from Lambeth's Schools Finance Team: [SchFin@lambeth.gov.uk](mailto:SchFin@lambeth.gov.uk).

# **PART C – STANDARD UPDATES**

## SCHOOL TERM AND HOLIDAY DATES 2007/08

<b>Term</b>	<b>Start Date</b>	<b>Finish Date</b>	<b>Number of days</b>
<b>Term One</b>	<b>Monday 3 September 2007</b>	<b>Friday 19 October 2007</b>	<b>35 days</b>
Holiday	Monday 22 October 2007	Friday 26 October 2007	
<b>Term Two</b>	<b>Wednesday 31 October 2007*</b>	<b>Wednesday 19 December 2007</b>	<b>36 days</b>
Holiday	Thursday 20 December 2007	Wednesday 2 January 2008	
<b>Term Three</b>	<b>Thursday 3 January 2008</b>	<b>Friday 15 February 2008</b>	<b>32 days</b>
Holiday	Monday 18 February 2008	Friday 22 February 2008	
<b>Term Four</b>	<b>Monday 25 February 2008</b>	<b>Friday 4 April 2008</b>	<b>28 days</b>
Bank Holiday	Friday 21 March 2008		
Bank Holiday	Monday 24 March 2008		
Holiday	Monday 7 April 2008	Friday 18 April 2008	
<b>Term Five</b>	<b>Monday 21 April 2008</b>	<b>Friday 23 May 2008</b>	<b>24 days</b>
Bank Holiday	Monday 5 May 2008		
Holiday	Monday 26 May 2008	Friday 30 May 2008	
<b>Term Six</b>	<b>Monday 2 June 2008</b>	<b>Friday 18 July 2008</b>	<b>35 days</b>
Holiday	Monday 21 July 2008	Tuesday 2 September 2008	

\* Date shown applies if school is choosing 'local flexibility' days Monday 29 October and Tuesday 30 October 2007 as Professional Training Days. **If not, Term Two starts on Monday 29 October 2007.**

### **Total number of days = 190**

It is recognised that 2007/08 presents particular difficulties owing to the timing of Easter, with the Easter bank holidays forming a long weekend within Term Four and not part of the subsequent two-week holiday. The LGA will be tracking what authorities decide and will use the experience when addressing future situations of the same kind, the next arising in 2015/16.

In addition to the 190 pupil days set out above, headteachers will need to designate, in consultation with staff, five non-teaching staff development days (INSET), which may be allocated as whole day training sessions during pupil holiday periods or by the use of additional hours before or after school sessions. The Local Government Association (LGA) recommendation is that consideration be given to choosing five of the following local flexibility days: -

- Monday 29 October 2007
- Tuesday 30 October 2007
- Wednesday 2 January 2008
- Monday 21 July 2008
- Tuesday 22 July 2008
- Wednesday 23 July 2008

Although we support this view, in the interests of continuity across London we feel that the allocation of dates should be left to headteachers. However, our strong recommendation is that at least one whole day should be allocated for staff development prior to the beginning of Term One. It would be for headteachers to determine, in consultation with their staff, whether it would be appropriate for one or more days to be allocated as twilight sessions.

**Inclusion and Standards Division – Governor Services**

**SCHOOL TERM AND HOLIDAY DATES 2008/09**

<b>Term</b>	<b>Start Date</b>	<b>Finish Date</b>	<b>Number of days</b>
<b>Term One</b>	<b>Wednesday 3 September 2008</b>	<b>Friday 24 October 2008</b>	<b>38</b>
Holiday	Monday 27 October 2008	Friday 31 October 2008	
<b>Term Two</b>	<b>Wednesday 5 November 2008*</b>	<b>Friday 19 December 2008</b>	<b>33</b>
Holiday	Monday 22 December 2008	Friday 2 January 2009	
<b>Term Three</b>	<b>Monday 5 January 2009</b>	<b>Friday 13 February 2009</b>	<b>30</b>
Holiday	Monday 16 February 2009	Friday 20 February 2009	
<b>Term Four</b>	<b>Monday 23 February 2009</b>	<b>Friday 3 April 2009</b>	<b>30</b>
Holiday	Monday 6 April 2009	Friday 17 April 2009	
<b>Term Five</b>	<b>Monday 20 April 2009</b>	<b>Friday 22 May 2009</b>	<b>24</b>
Bank Holiday	Monday 4 May 2009		
Holiday	Monday 25 May 2009	Friday 29 May 2009	
<b>Term Six</b>	<b>Monday 1 June 2009</b>	<b>Friday 17 July 2009</b>	<b>35</b>

\* Date shown applies if school is choosing 'local flexibility' days Monday 3 November and Tuesday 4 November 2008 as Professional Development Days. **If not, Term Two will start on Monday 3 November 2008.**

**Total number of days = 190**

In addition to the 190 pupil days set out above, headteachers will need to designate, in consultation with staff, five non-teaching staff development days (INSET), which may be allocated as whole day training sessions during pupil holiday periods or by the use of additional hours before or after school sessions. The Local Government Association (LGA) recommendation is that consideration be given to choosing five of the following local flexibility days: -

- Monday 1 September 2008
- Tuesday 2 September 2008
- Monday 3 November 2008
- Tuesday 4 November 2008
- Monday 20 July 2009
- Tuesday 21 July 2009
- Wednesday 22 July 2009

Although we support this view, in the interests of continuity across London we feel that the allocation of dates should be left to headteachers. However, our strong recommendation is that at least one whole day should be allocated for staff development prior to the beginning of Term One. It would be for headteachers to determine, in consultation with their staff, whether it would be appropriate for one or more days to be allocated as twilight sessions.

The first date of Term One for the school year 2009-10 (as proposed by LGA) is expected to be **Wednesday 2 September 2009.**

**LAMBETH GOVERNOR SERVICES**  
**GOVERNOR SUPPORT OFFICER ALLOCATIONS – APRIL 2008**

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Archbishop Tenison's	Allen Edwards
Christ Church (Brixton)	Archbishop Sumner
Christ Church (Streatham)	Ashmole
Clapham Manor	Bishop Thomas Grant
Corpus Christi	Bonneville
Crown Lane	Charles Edward Brooke
Effra	Dunraven
Elm Court	Durand
Glenbrook	Elmgreen
Heathbrook	Elm Wood
Henry Fawcett	Ethelred
Herbert Morrison	Fenstanton
Hill Mead	Granton
Hitherfield	Henry Cavendish
Jessop	Holmewood
Johanna	Holy Trinity
King's Avenue	Immanuel & St Andrew
Kingswood	Jubilee
Lark Hall	Julian's
Lilian Baylis	Lambeth Academy
Livity	Lansdowne
London Nautical	La Retraite
Macaulay	Loughborough
Michael Tippett	Maytree
Orchard	Norwood
Reay	Paxton
St Andrew's CE	Richard Atkins
St Anne's	Rosendale
St Helen's	St Andrew's C
St John the Divine	St Bede's
St Leonard's	St Bernadette
St Mark's	St John's AT
St Martin in the Field's	St Jude's
St Mary's	St Luke's
St Stephen's	St Saviour's
Stockwell Park	Stockwell
Triangle	Streatham Wells
Turney	Sudbourne
Vauxhall	Sunnyhill
Walnut Tree Walk	Telferscot
Wyvil	Woodmansterne

Governor Services is based on the 6<sup>th</sup> Floor, International House, Canterbury Crescent, London SW9 7QE, tel: 020 7926 9668 or email: [governor@lambeth.gov.uk](mailto:governor@lambeth.gov.uk).