

Working Together

Spring 2010

**The Children and Young People's Service Executive Director's
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 Spring Terms 3 and 4 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>
- Details of the current governor training programme are included in a separate booklet - Training and Support for Governors Spring and Summer 2010.

Executive Director's Report – Spring 2010

Dear Colleagues,

I would like to take this opportunity to wish you a Happy New Year and welcome you to the Spring 2010 edition of our Working Together document.

The current academic year has already brought a range of challenges for us all and this is likely to continue with the extent of change we can expect in the year ahead. As always, the best way for us to meet these challenges is effective working relationships and good communication with each other and all our partners and the community in Lambeth.

As you are aware, GCSE results for 2009 are the best Lambeth has ever achieved. However, considerable work is still required in order to narrow the gap: while it has narrowed significantly since 2007 for Key Stage 4, it has not narrowed for Key Stage 2. Considerable work is undertaken in the borough to identify underperforming groups and understand the effects of gender, ethnicity, English fluency and mobility on educational achievement. Some of the key findings show that:

- The gap between Lambeth and national performance for Key Stage 2, Key Stage 3 and GCSE has narrowed, with GCSE results now above the Inner London and national average;
- Portuguese pupils had the best improvement rate at each of the key stages;
- Relative performance of Caribbean pupils improved at each stage;
- Relative performance of African pupils at Key Stages 1, 2 and 3 over the last seven years has been disappointing, although African pupils are one of the highest achieving groups at GCSE (81% at 5A*-C);
- Somali pupils are narrowing the gap but are underachieving, they are below the borough average by 6 percentage points;
- White British pupils had the highest attainment at Key Stages 1 and 2 but slightly below the borough average for GCSE;
- Girls are currently widening the gap at the GCSE 5 A*-C indicator;
- Relative performance for beginners in English fell compared to the borough average in Key Stages 2-4;
- Fully fluent bilingual pupils were consistently the highest attainers;
- The attainment gap in 2009 for Key Stage 4 English and Maths for pupils on free school meals is the third smallest nationally – an important achievement in an important indicator regarding deprivation and performance.

Narrowing the gap is a key feature of the new Ofsted inspection framework which began in September 2009 and significant concerns in this area may lead to adverse judgements. It is, therefore, important that despite overall improvements, we remain focused on this issue and remember that the three limiting judgements of the new framework are safeguarding, progress and attainment and equal opportunities.

The conference focused on exclusions which was held in October 2009 was well attended and agreed that a zero target should be our aim for permanent exclusions. A high number of primary schools have high levels of persistent absence which is a new indicator and something on which we must focus. Both attendance and exclusion issues are now featured in the School Improvement Monitoring Group information and treated as importantly as standards of attainment.

It is also appropriate to remind everyone about the Independent Safeguarding Authority (ISA), which introduced new safeguards under the Vetting and Barring Scheme in October

2009. As well as the importance of anyone working with children being registered in order to practice, employers, Local Authorities, professional regulators and other bodies have a duty to refer to the ISA information about individuals working with children or vulnerable adults where they consider them to have caused harm or posed a risk of harm.

Additionally, we need your continued support in identifying Private Fostering arrangements as schools can play a significant role in this. Where a school becomes aware of such an arrangement they must:

- Inform the carer that they – the carer – have a duty in law to inform the LA about the arrangement
- Inform the LA through referral to Children's Social Care

Children who are privately fostered are potentially extremely vulnerable. It is clear that there are many more such arrangements in Lambeth than are reported to the LA. It is important that schools play their part in identifying all Private Fostering arrangements.

Recent events such as the swine 'flu epidemic and severe weather will have reinforced the importance of each school having a comprehensive and up to date Business Continuity Plan. Advice can be sought from the LA to ensure that these are fit for purpose before they are needed.

The current political and economic climates create challenges for us all and focus everyone on the use of resources. Overall there is an expectation that public services achieve 'more for less'. Partnership arrangements in Lambeth can ensure that we do this creatively and effectively in order to continue to protect the most vulnerable and raise achievement.

Best wishes for 2010.



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 Spring Terms 3 and 4 all governing bodies are asked to:

<ul style="list-style-type: none">• review roles and responsibilities in relation to Ofsted's 'limiting judgements' - pupils' achievement and the extent to which they enjoy their learning; and equalities.	Page 10
<ul style="list-style-type: none">• ensure that Lambeth's sustainable schools survey is completed by the deadline;• identify a key person to manage and coordinate sustainable development within and outside the classroom - a 'sustainability champion'.	Page 12
<ul style="list-style-type: none">• ensure that appropriate advice is sought from LA officers at the planning/survey stage of planned refurbishment or building works that may affect the school's broadband connection to avoid considerable additional expense.	Page 14
<ul style="list-style-type: none">• ensure that ContactPoint organisational accreditation for the school has commenced.	Page 15

Governance Matters – Spring 2010

For additional information please contact:

Peter Compton	Coordinator of Governor Services	020 7926 9636 pcompton@lambeth.gov.uk
David Jones	Governor Support Officer	020 7926 9669 dgjones@lambeth.gov.uk

The purpose of this paper is to provide information and recommendations for governors and headteachers on matters which do not warrant a separate briefing paper.

1. School Governing Body Model Agenda – Spring 2010

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 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. Guide to the Law for School Governors – 1st Edition 2010

All school governors need to know what their legal responsibilities are and how these fit in with the responsibilities of the headteacher, the local authority and the Secretary of State for Children, Schools and Families. The “Guide to the Law for School Governors” sets out the statutory requirements relating to governing body responsibilities.

The Guide is only published electronically - a new version of the CD will be available from 18 January and 15 copies will be sent to each school for distribution, addressed to the Chair of Governors. Additional copies can be ordered **free of charge** from DCSF Publications at dcsf@prolog.uk.com or on 0845 602 2260. The new version of the Guide has already been published on www.governornet.co.uk.

3. Emergencies, Critical Incidents and Business Continuity Planning

The recent severe weather has provided a timely reminder that schools must have a comprehensive and up to date Business Continuity Plan in place in preparation for unexpected events, including a possible flu pandemic. Advice on business continuity planning can be obtained from the LA and there is comprehensive advice and guidance on what to do in the event of a flu pandemic here: <http://www.teachernet.gov.uk/emergencies/planning/flu/pandemic/>.

Schools should ensure that contact lists and phone numbers are up to date and, if possible, think about what they would do to provide work for pupils in the event of having to close the school - eg via their website. Governors need to know what plans are in place.

4. Implementation of the White Paper- “Your Child, your schools, our future; building a 21st Century schools system”

In December 2009 the Department for Children, Schools and Families (DCSF) published a 120 page document setting out the timetable for implementation of the White Paper, “Your child, your schools, our future: building a 21st Century schools system”. The full document can be found here: <http://publications.teachernet.gov.uk/eOrderingDownload/01133-2009DOM-EN.pdf>. You may find the full document rather daunting, but Annex A on page 84 sets out the timetable for implementation in diagram form and Annex B (pages 85-91) provides details of the consultation arrangements.

Of particular interest to governors are Pages 81-82 and 88, which refer to changes affecting governance - including "relaxing the stakeholder model" - and when they are likely to happen.

5. School Staffing Regulations

The School Staffing (England) Regulations 2009, replacing the School Staffing (England) Regulations 2003, came into force on 2 November 2009. Guidance on the new Regulations – "Guidance on managing staff employment in schools" has also been published. This guidance explains what is required of governing bodies, local authorities and headteachers. Where appropriate, it also gives some guidance on, or pointers to, other acts and regulations relevant to the employment of staff in maintained schools. The new regulations:

- introduce a duty on the governing body to ensure that the headteacher complies with and benefits from entitlements set out in the School Teachers' Pay and Conditions Document (STPCD);
- place a duty on the governing body to respect the work-life balance of the headteacher;
- require that, from 1 January 2010 at least one person involved in the recruitment of school staff has undertaken safer recruitment training - **see section 6 below**.

The guidance provides advice on delegation of staffing responsibilities by the governing body; the rights of local and diocesan authorities to provide advice; the appointment of staff including headteachers and deputy headteachers; performance management and dealing with performance issues; staffing at schools with a religious character; and collaboration between schools.

The Regulations can be found here: http://www.opsi.gov.uk/si/si2009/uksi_20092680_en_1.

The guidance can be found here:

<http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=spectrum&ProductId=DCSF-01081-2009&>.

6. Safer Recruitment Training

As stated above, with effect from 1 January 2010 the School Staffing (England) Regulations 2009 require governing bodies to ensure that:

- any person who interviews an applicant for a post; or
- where a selection panel is established, at least one panel member

has completed safer recruitment training approved by the Secretary of State. It is recommended that the person who has undergone safer recruitment training is involved at all stages of the appointment process.

In Working Together Autumn 2009 we reported that the Children's Workforce Development Council (CWDC) would be taking over the provision of Safer Recruitment training for schools. The registration process is much simpler and does not require enrolment via the school. Visit the CWDC website for more information: <http://www.cwdcouncil.org.uk/safeguarding/safer-recruitment/safer-recruitment-e-learning>.

7. Safeguarding Vulnerable Groups Act Update – the new Vetting and Barring Scheme

Guidance on the introduction of the initial phase of implementation of the new Vetting and Barring Scheme has been published. The guidance can be found on the Independent Safeguarding Authority's (ISA) website: <http://www.isa-gov.org/Default.aspx?page=402>.

Three key changes came into effect on 12 October 2009 for employers and employees (including managers of, and volunteers in, unpaid work):

- **for employers:** you must not knowingly employ in regulated activity, or use as a volunteer, a barred person;
- **employers:** if you dismiss or cease using a person in regulated activity (or in controlled activity) because you think they harmed or pose a risk of harm to children or vulnerable adults, you must refer the case to the ISA (guidance on referrals can be found on the ISA website - <http://www.isa-gov.org>);
- **for employees:** if you yourself are barred from regulated activity, you must not work, or seek to work, in regulated activity from which you are barred.

The guidance only covers the first aspects of the Scheme and will be followed at a later date by guidance on other changes which take place later. Three key changes which do not happen until later are:

- **July 2010** - new entrants to work with vulnerable groups **can** register with the ISA;
- **November 2010** - new entrants **must** register with the ISA before starting work;
- **April 2011** - existing workers can **start** to ISA-register. Advice on when existing workers should register will be published at a later date.

Please note that the key date for governors is **1 November 2010**, this is the date on which "the Scheme becomes mandatory for new workers or those moving position. If you move into regulated activity, paid or voluntary, with a new Regulated Activity Provider (RAP - term explained in the guidance), you **must** apply for ISA registration before starting in that role. It will be a criminal offence to work in a regulated activity role without being ISA-registered. RAPs will have a legal duty to check that potential new employees/volunteers are ISA-registered before allowing them to engage in regulated activity. RAPs that are registered bodies may facilitate ISA registration at recruitment stage, as part of their checks on potential new staff."

8. The Apprenticeships Skills and Learning (ASCL) Act – Children’s Centres

The Apprenticeships Skills and Learning (ASCL) Act was passed in November 2009 and came into effect in January 2010. The Act gives children’s centres a statutory footing and introduced an inspection framework. The legislation is based on current good practice and existing non statutory guidance and major changes will not result.

Local authorities are under a statutory duty to “make arrangements” to secure that each of its children’s centres should be under the remit of an advisory board. “Make arrangements” means that local authorities must secure that every centre has an advisory board, but the local authority does not necessarily have to establish and convene the board itself. Where, for example, a centre is run by an external provider such as a third sector provider or by a school governing body, that provider can establish the advisory board on behalf of the local authority.

9. Local Authority (LA) Governor Appointments

The open recruitment policy for the appointment of LA governors is continuing to work well. 34 governors were appointed in 2009 with governors from 14 schools taking part as members of the panels, for which we are very grateful. There are now 185 LA governor posts on the governing bodies of Lambeth schools and management committees. At the end of December 2009 there were seven vacant places.

It is now LA policy that LA governor appointments cannot be confirmed until satisfactory CRB checks are completed. Unfortunately this has meant that there can now be a considerable delay between recruitment of new LA governors and confirmation of appointment. There are currently seven LA governors provisionally allocated to schools but awaiting CRB clearance.

LA governor application forms are available to download from the School Governors page on the Lambeth website –

<http://www.lambeth.gov.uk/Services/EducationLearning/SchoolsColleges/GovernorRecruitmentApplicationForm0505.htm> - or on request from Governor Services. **We want to increase the number of appointments from black and minority ethnic communities, currently under-represented, so please encourage people you know to apply!**

The appointment procedure includes an informal interview with a panel of two or three experienced governors. Meetings are held each term and we would be grateful if governors would consider putting their names forward to be members of the panel. We want to encourage as many governors as possible to take part in the process and will try to avoid using the same people too often. Panels meet in the Professional Development Centre at International House between 4.30pm and 8.00pm and the remaining dates for the 2009/10 school year are as follows:

- Term Three - Thursday 11 February 2010
- Term Five – Tuesday 20 April 2010
- Term Six – Wednesday 14 July 2010

Please let us know if a Local Authority governor resigns from your governing body so that we can appoint a replacement as quickly as possible. Likewise, would you please let us know if

a Local Authority governor has a poor attendance record or simply stops coming to meetings. If your governing body has a LA governor vacancy and there are particular skills or attributes you are looking for in a replacement, please contact David Jones as soon as possible. We cannot promise to be able to recruit a new governor who will “tick all the boxes” you are looking for, but we will do our best. However, our first duty is to fill any vacancy for a LA governor within six weeks if at all possible so we cannot leave a place vacant if there is a suitable applicant who does not fully match your requirements.

If you would like to be a member of a panel or if you want to discuss any aspect of the process, please do not hesitate to contact David Jones in Governor Services on 020 7926 9669 or email: dgjones@lambeth.gov.uk.

10. 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, and can usually be downloaded either from the DCSF website: <http://www.dcsf.gov.uk/>; the DCSF governors’ website: 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 the up-to-date online version of the “Guide to the Law for School Governors”, which is now only available electronically. 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 or ring 0845 602 2260.

For further advice, or if you have any queries, you should contact either the Clerk to the Governing Body or your Governor Support Officer – 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 – an independent source of advice, information and support for school governors but **please be aware that if you give only a partial account of the issue you wish to discuss then the likelihood is that the advice you receive will be wrong.**

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. The NGA produces a regular electronic newsletter.
- Information for School and College Governors (ISCG), which provides practical advice and independent up-to-date information for governors - www.governors.fsnet.co.uk.
- Times Educational Supplement (TES), the governors’ section of the TES – www.tes.co.uk/governors.
- 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.
- 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.
- Teachers’ TV - the governors’ area of the website - www.teachers.tv/governors - which is free to use includes expert advice, their ‘best of the web’ reviews, their poll of school governors and links to programmes. It includes additional material online, including detailed lists of related websites, downloadable supporting documents, and a library of complete high-quality presentations addressing CPD issues.

Guidance to Support Schools in Meeting Ofsted's 'Limiting Judgements': Narrowing the Gap and Equalities

For additional information please contact:

Brian Netto **School Improvement Adviser, Ethnic Minority Achievement** **020 7926 9689**
bnetto@lambeth.gov.uk

The purpose of this paper is to inform governors about advice to schools in preparation for meeting two of Ofsted's 'limiting judgements': pupils' achievement and the extent to which they enjoy their learning; and equalities. Schools have already been provided with assistance in meeting the third limiting judgement – safeguarding.

RECOMMENDATION: that the governing body reviews its roles and responsibilities in relation to these two key Ofsted judgements.

1. Introduction

The revised Ofsted framework, which has been in place since September 2009, has highlighted three key judgements which are called 'limiting judgements'. Each of these states "If the school is judged to be inadequate in this strand of the evaluation schedule, its overall effectiveness is also likely to be judged to be inadequate."

Schools have already been sent guidance, a comprehensive toolkit and a proforma on safeguarding and training for headteachers has also been undertaken. This paper provides brief advice on the other two limiting judgements: pupils' learning and equalities.

2. Achievement within the Ofsted framework.

The new framework has placed a greater emphasis on attainment: expectations around pupil outcomes have been raised. However, within the revised schedule, attainment is judged within the overall context of achievement. The following definitions have been used by Ofsted:

- Progress: this is the extent to which pupils have progressed in their learning from their starting points and capabilities.
- Attainment: this is the standard of academic attainment, typically shown by test and examination results.
- Achievement: this takes into account the standards of attainment reached by pupils and the progress they have made to reach those standards.

This means that in some circumstances, schools that have low attainment (measured against national benchmarks) can sometimes gain an outstanding judgement for achievement, if progress and learning is outstanding. This places a strong emphasis on progress measures and strategies to narrow gaps between different 'groups' of pupils. Whilst Ofsted does not define what comprises a group, it illustrates this by saying they include, for example, minority ethnic groups, groups with different prior attainment, gender groups, gifted and talented groups and pupils speaking English as an additional language.

In Lambeth, we would also include the following groups: groups by special educational need, groups by socio-economic background (ie. Free School Meals), looked after children, children and young people who are young carers, and other specific, vulnerable groups such as Gypsy, Roma Travellers and Refugees and Asylum Seekers.

In addition, recent data shows that across Lambeth schools the following minority ethnic groups are underachieving (this varies in each key stage): for example, 2006-8 trends show that at Key Stage 2 schools need to focus their attention on narrowing the gap for the following groups: Black Other (especially boys), Somali, Portuguese, Black Caribbean and Black African boys on Free School Meals; and at Key Stage 4 the target groups for the same period are Black Caribbean and White

Other boys, Mixed heritage White and Black Caribbean and Black Caribbean girls, Black Other on Free School Meals, Portuguese and Somali (although in 2009 Portuguese pupils were amongst the highest performers at GCSE 5+A*-C, including maths and English).

The Ethnic Minority Achievement Team would be particularly interested in looking at schools which have successfully narrowed the gap in achievement over a three year period with any of these target groups, so that successful strategies can be shared with other schools.

3. Equalities

We will be producing local guidance on meeting the various equality strands, including those within the current Equality Bill. As well as the four specific duties around race, gender, disability and community cohesion, these include sexual orientation, age, religion or belief, and will help to protect people who are transsexuals, pregnant women, and women with babies as well as other groups. In the meantime, reference can be made to the guidance produced by other Local Authorities. Draft guidance has been shared with headteachers and is currently undergoing revision ready for presentation at future Ofsted seminars for headteachers. Training on equality and diversity has also been offered to schools and to governing bodies.

Ofsted has released guidance to inspectors on what to look for when making the equalities judgement. Apart from policies, the key areas that governors need to consider are:

- the extent to which the school promotes equality and is taking steps to eliminate discrimination and harassment;
- measuring the impact of its policies and procedures with regard to the different equality strands.

4. Further Sources of Information

The key documents can be found on the Ofsted website: <http://www.ofsted.gov.uk/>.

The Evaluation Schedule for Schools can be found in the 'Main inspection documents for inspectors' section: <http://www.ofsted.gov.uk/Ofsted-home/Forms-and-guidance/Browse-all-by/Education-and-skills/Schools/Main-inspection-documents-for-inspectors>

The guidance for inspectors on the inspection of equalities and community cohesion can be found in the zip file 'Supplementary guidance and resources', along with many other useful guidance documents: <http://www.ofsted.gov.uk/Ofsted-home/Forms-and-guidance/Browse-all-by/Education-and-skills/Schools/Supplementary-guidance-and-resources>.

A fuller list of resources is available from the document 'Narrowing the gap in achievement: good practice in Lambeth primary schools'. A copy has recently been sent to all schools.

Please contact Brian Netto – contact details above - for advice about guidance produced by other Local Authorities.

Sustainable Schools – a Vision for 2020

For additional information please contact:

Ross O'Donoghue

Schools Development Officer

020 7926 5367

ro'donoghue@lambeth.gov.uk

The purpose of this paper is to inform governors and headteachers about the DSCF's expectations for all schools to become sustainable schools by 2020 and to identify the support available to schools by completing a baseline assessment

RECOMMENDATION: that the governing body

- **ensures that Lambeth's sustainable schools survey is completed by the deadline;**
- **identifies a key person to manage and coordinate sustainable development within and outside the classroom - a 'sustainability champion'.**

1. Introduction

The Sustainable Schools agenda, launched by the then Department for Education and Skills (DfES) in 2006, places the child at the centre of its concerns for a healthy, just and sustainable society. Inspection guidance published in September 2009 makes reference to sustainable development, which will also be a core component of the Comprehensive Area Assessment. Ofsted inspectors will examine the efficient use of school accommodation and sites and examine how each school cares for the school and wider environment.

Inspectors will also examine the effectiveness with which schools deploy resources to achieve value for money and being sustainable can contribute significantly.

2. The Sustainable Schools Agenda

The LA is undertaking a survey of all schools to provide a baseline assessment which will help the Council better understand the level of activity around sustainable schools in Lambeth and also identify where support is needed. The first part of this process will involve schools completing a questionnaire.

There are a number of important benefits for schools in completing the questionnaire:

- an opportunity to share best practice and showcase any sustainability work your school is currently involved in;
- reliable self assessment;
- providing a baseline to identify areas of development;
- Enable your school to lay the foundations in preparing to meet the targets for achieving sustainability status by 2020
- supporting school improvement and can form part of your school's self assessment;
- bringing about cultural changes;
- supporting the journey towards achieving sustainable schools status in 2020.

It is essential that every school responds to the survey which will be issued early in Spring Term 3.

3. Actions Governors can take to further promote the Sustainable Schools Agenda

- identify sustainability as a core goal in the schools' mission statement;
- plan for improved environmental performance of the school estate in the asset management plan;
- place a whole-school approach to sustainable development at the heart of the school improvement plan;

- set SMART objectives (specific, measurable, achievable, realistic, time bound) for how your sustainable development will contribute to achievement, school environment performance, school improvement and community development;
- encourage the school to use the 's3: sustainable school self-evaluation' tool to identify areas for improvement or development.

4. Further Sources of Information

Sustainable schools - www.teachernet.gov.uk/sustainableschools

Relevant DCSF sustainable schools publications:

- Planning a sustainable school: Driving school improvement through sustainable development, http://publications.teachernet.gov.uk/eOrderingDownload/planning_a_sustainable_school.pdf
- The s3 sustainable school self-evaluation, http://publications.teachernet.gov.uk/eOrderingDownload/S3_Self-evaluation.pdf
- Sustainable Development in Action, http://curriculum.qcda.gov.uk/uploads/Dimensions_global_and_sustainable_development_tcm8-14477.pdf
- Global Dimensions in Action , http://curriculum.qcda.gov.uk/uploads/The%20global%20dimension%20in%20action%20low%20ink_tcm8-1866.pdf
- How to know you are making a difference: www.howtomakeadifference.com/ebook.htm

Learning Outside the Classroom - www.lotc.org.uk/

Eco-schools - www.eco-schools.org.uk

Taking the first steps forward - www.ofsted.gov.uk/Ofsted.../Taking-the-first-step-forward-towards-an-education-for-sustainable-development

Building Works and Broadband Connections

For additional information please contact:

Phil Redman

Schools ICT Strategy Manager

020 7926 9855

predman@lambeth.gov.uk

The purpose of this paper is to ensure that governors and headteachers are aware that appropriate advice should be sought from LA officers before any building works are carried out that may affect the school's broadband connection.

RECOMMENDATION: that the governing body ensures that LA officers are involved at the planning/survey stage of planned refurbishment or building works to avoid considerable additional expense.

1. Introduction

Lambeth schools have a London Grid for Learning (LGfL) broadband connection which provides access to the internet and other online services including email, internet filtering, virus protection, access and webspace for schools websites and the London Managed Learning Environment (LMLE).

2. Refurbishment or Building Works

If your school is planning a refurbishment or rebuilding project it could affect the location of or the connection to the LGfL network, or your school's local network. Advice at the planning/survey stage could avoid considerable unnecessary cost as a great deal of liaison work is required to set up or move an internet connection in a school with building works.

3. Further Information

Further advice and support should be obtained so that any necessary surveys and potential works and costs can be estimated and agreed. Please contact Richard Charlton - rcharlton@lambeth.gov.uk - for further advice and support.

ContactPoint Update – Benefits, Accreditation and Privacy Notices

For additional information please contact:

Chris Mellard

ContactPoint Project Manager

020 7926 0101

cmellard@lambeth.gov.uk

This paper is another in a series of regular updates for governors and headteachers on the progress Lambeth is making towards implementation of the national ContactPoint system in 2010.

RECOMMENDATION: that the governing body ensures that organisational accreditation for your school has commenced.

1. Introduction

Since the last update in the Working Together Autumn 2009 and the presentation at the Working Together event for headteachers in September 2009 there have been many developments in the ContactPoint project. An evaluation of ContactPoint usage in the 'Early Adopter' areas in the North West of England has shown how ContactPoint is making a positive difference to the practitioners already using it.

The evaluation highlights that early feedback from practitioners is good, with over 75% saying they believe ContactPoint will be helpful in their future work. In one area a Deputy Principal has already been able to locate eight students missing from education for over a year using ContactPoint.

ContactPoint will help save time and prevent duplication of work; identify children missing education and help in the early identification of issues that could affect pupil achievement.

2. Project Progress

Like other authorities in England, Lambeth has begun to connect local data sources to ContactPoint and train practitioners to use the on-line system. A ContactPoint training and roll out plan has been developed, incorporating feedback from the Working Together event in the autumn. The initial focus of the roll out in Lambeth will be practitioners working in the Early Years sector. In addition to teams within Lambeth Children and Young People's Service (CYPS) and Lambeth Community Health and commissioned services, we are working with some Children's Centres to implement the system by April 2010. We will then look to implement ContactPoint across all sectors, including schools.

3. Organisation Accreditation of Schools

Working Together Autumn 2009 included an overview of the aims of organisation accreditation. Although accreditation will require resources from each school, the ContactPoint team are working to make the process as easy as possible:

- by working with Children's Centres that are located in school to become organisationally accredited, the team plan to accredit the schools at the same time;
- the team have an audited model set of policies and processes that can be adopted and adapted to help your school become organisationally accredited;
- The Lambeth project team have also pressured the DCSF's regional implementation teams to work closely with the London Grid for Learning to ensure that ICT security requirements to access ContactPoint are better understood.

If you have not done so already, to start planning the implementation of ContactPoint in your school and to initiate the organisation accreditation process please email contactpoint@lambeth.gov.uk or phone 020 7926 0101 to arrange a meeting with the ContactPoint team.

4. Shielding

Although there are many benefits to the system, in limited circumstances individuals may be at increased risk of significant harm if some of their information is available on ContactPoint.

To ensure we minimise risks of inappropriate use of ContactPoint, **we still want to identify all children whose address remains unknown to one or both of their parents/carers for safeguarding reasons**. If children or young people are known to you who fit this criteria, **please get in touch with the ContactPoint team on 020 7926 0101** as soon as possible and they will shield the record on ContactPoint.

5. Further Sources of Information

The Lambeth Shielding Policy can be found here:

<http://www.lambeth.gov.uk/Services/EducationLearning/ContactPoint/ContactPointShieldingPolicy.htm>

Information on shielding in Lambeth can be found here:

<http://www.lambeth.gov.uk/Services/EducationLearning/ContactPoint/ShieldingChildrenOnContactPoint.htm>

- The ContactPoint Website: <http://www.everychildmatters.gov.uk/deliveringservices/contactpoint/>
- The Every Child Matters Website: <http://www.everychildmatters.gov.uk/>
- The Children Act 2004: http://www.opsi.gov.uk/acts/acts2004/ukpga_20040031_en_1

PART B – FOR INFORMATION

Key Stage 2 National Curriculum Assessment 2010

For additional information please contact:

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The purpose of this paper is to inform governors and headteachers about the arrangements for National Curriculum Assessment at Key Stage 2 in 2010.

1. Introduction

In May 2009 the Government accepted in full the recommendations of the Expert Group on Assessment. Implementation of these recommendations has led to three significant changes for 2010.

2. Key Stage 2 Science Sample Tests

National Curriculum Key Stage 2 tests in English and mathematics will take place as planned during the week beginning 10 May 2010, but tests in science at Key Stage 2 have been discontinued. Schools should use teachers' assessment of pupils' attainment in science as the basis for reporting to parents.

National standards in science will be monitored through externally-marked national sampling. **Results of these tests will not be sent to Ofsted, Local Authorities or schools in any way that could be used for accountability purposes.** The Department for Children, Schools and Families (DCSF) will report the results at national level (ie. the overall proportion of pupils in England who attained Level 4 or above) by the beginning of the 2010/11 academic year.

A representative sample of Key Stage 2 schools, covering around 5% of Year 6 pupils, will be asked to administer a **statutory** science sample test to all Year 6 pupils considered to be working at or above Level 3 in science. This sample test will take place on Friday 14 May 2010. If your school is selected to be in the sample, the Qualifications, Curriculum and Development Agency (QCDA) will be sending detailed information about administration in February 2010.

3. Publication of Teacher Assessment Data

Teachers already make an assessment of each pupil at the end of Key Stage 2 and schools already have a statutory duty to submit the results. In 2010 the DCSF will publish teacher assessment data for pupils in Year 6 in English, mathematics and science alongside the test data for English and mathematics at school level in the Achievement and Attainment Tables. **It is important, therefore, that schools adhere to the deadline for the publication of these results - the deadline for submitting teacher assessment data to the QCDA is 9 July 2010.**

4. Briefing sessions

Short briefing sessions for school leaders (headteachers and assessment managers) are being planned for early in the Spring Term 3 - dates and venues to be confirmed.

New Primary National Curriculum

For additional information please contact:

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The purpose of this paper is to inform governors and headteachers about the planned changes to the primary curriculum and its implementation.

1. Introduction

The Government has confirmed the final shape of the new primary curriculum, based on the recommendations of Sir Jim Rose's independent review of the current curriculum. The three aims are that all children should have the opportunity to become:

- Successful learners who enjoy learning, make progress and achieve;
- Confident individuals who are able to live safe, healthy and fulfilling lives;
- Responsible citizens who make a positive contribution to society.

Underpinning these aims, and running through the curriculum, are the skills and qualities that enable children to become well-rounded individuals and life-long learners. The new curriculum organises essential knowledge and key skills into six areas of learning, giving teachers more flexibility to tailor children's learning to children's needs. The areas of learning make explicit connections across the curriculum and makes planning for them more manageable and supports the most effective learning for children.

The government timeline indicates that schools will be working from the new primary curriculum from September 2011.

2. Leading and Planning for Curriculum Change

The government has identified 2 phases in the process of designing and implementing the new curriculum:

- **Phase 1 - January 2010 – March 2010** - New curriculum information will go live on the Qualifications, Curriculum and Development Agency (QCDA) website in January 2010, followed by guidance, a handbook and resources in February 2010.
- **Phase 2 – March 2010 – September 2011** - additional materials and support available on the website. This includes:
 - Curriculum Tour – a film guide to designing a new curriculum
 - Areas of learning, the statutory requirements and how the areas relate to one another
 - Curriculum design – interactive tools to support the development of a personalised curriculum in line with school priorities with exciting learning, purposeful and tailored learning
 - Assessment
 - Case Studies which will illustrate a range of approaches to curriculum design and act as a stimulus for critical reflection
 - Information and guidance for parents and carers and governors

Further support is to be offered by Primary Curriculum Network Advisers from the QCDA who will work with Local Authorities alongside partnership organisations such as the National College for Leadership of Schools and Children's Services, BECTA and OFSTED.

3. Further Sources of Information

Information on the new primary curriculum may be found at: www.qcda.gov.uk/curriculum/.

The following documents also offer useful information:

- Excellence and Enjoyment - <http://nationalstrategies.standards.dcsf.gov.uk/node/85063> and <http://nationalstrategies.standards.dcsf.gov.uk/node/85049>.

Ofsted Reports:

- <http://www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Documents-by-type/Thematic-reports/Curriculum-Innovation-in-schools>.
- <http://www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Education/Key-stages-and-transition/Key-Stage-1/The-curriculum-in-successful-primary-schools>.
- <http://www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Documents-by-type/Thematic-reports/Learning-outside-the-classroom>.

Interpreting and Translation Service (ITS)

For additional information please contact:

Brian Netto	School Improvement Adviser, Ethnic Minority Achievement	020 7926 9689 bnetto@lambeth.gov.uk
Mus Bagum	Secondary Consultant	020 7926 9350 mbagum@lambeth.gov.uk
Annie Wong	ITS Co-ordinator	020 7926 9688 awong@lambeth.gov.uk

The purpose of this paper is to inform governors and headteachers about the services offered by the Interpreting and Translation Buy Back Service.

1. Introduction

The Interpreting and Translation Service (ITS) is part of the Ethnic Minority Achievement Team. Up to 31 March 2009 it had primarily been funded through the ring fenced Ethnic Minority Achievement Grant from the DCSF (Department for Children, Schools and Families) but, due to changes in budget, ITS became a buy back service on 1 April 2009. Schools can opt to buy in or use it on an individual case by case basis.

The service provides:

- interpreters, for example, for parent's evenings, review meetings and mother-tongue assessments;
- translators, for example, for letters to parents and home school agreements;
- and bilingual assistant support for newly arrived pupils with little or no English.

The Interpreting and Translation Service is fully committed to delivering a professional, high quality service which meets the needs of schools and which is reliable, flexible, confidential and responsive.

2. Our Strengths

- The interpreters, translators and bilingual assistants employed by ITS are well trained and experienced in order to provide a full range of language services which schools require. Most of them are also drawn from the local community and are well known to schools. All of them have an enhanced CRB check.
- We operate at the highest standards of professional competency, conduct and confidentiality.
- Strong working relationships with schools, internal and external agencies.
- An enquiry service to all customers during office hours in person and by telephone, fax, e-mail and visits
- Delivery of a personal and focused service through a highly experienced in-house language service team.
- A thorough understanding of the special conditions under which Local Management of Schools operates.
- Adherence to Council policies and procedures.
- Access to the Council's legal services and external legal advice.
- ITS is able to draw upon team members' expert knowledge, advice and support relating to Black and Ethnic Minority children, young people and families.

3. Our Languages

The ITS provides community interpreters and translators in the following languages: Albanian, Amharic, Arabic, Bengali, Cantonese, Ewe, French, Gujarati, Hakka, Hindi, Italian, Kikongo, Lingala, Mandarin, Polish, Portuguese, Punjabi, Russian, Somali, Spanish, Swahili, Sylheti, Tigrinya, Turkish, Urdu and Wolof. ITS is currently recruiting for more languages.

4. Traded Services

Further information regarding services and costs is available on request.

Please Note:

- **Bi-lingual assistant support for member schools** - subject to availability, each member school will be provided with a limited number of hours of free bi-lingual assistant support for newly arrived children and young people who are enrolled at non-routine times and who are at Stage 1 of fluency in English. Further bilingual assistant support can be negotiated.
- **Services for Traveller pupils and Refugees and Asylum Seekers** - some interpreting support for Gypsy Roma Travellers and for Refugees and Asylum Seekers will be provided free of charge if negotiated with Nerea Olano (Traveller Education Service) on 020 7926 9680 or Mus Bagum (for Refugees and Asylum Seekers) on 020 7926 9350.

Brief overview of ITS usage – April to November 2009

Schools	Bought-in	Total number of schools including member and non-member schools that used ITS
Nursery Schools	1	1
Primary Schools	19	25
Secondary Schools	3	6
Special Schools	3	5
Number of Other Agencies & External Organisations that used ITS	24	

5. Why Should Schools Use Trained Interpreters?

It is important that schools use trained interpreters. Using children, family members, friends or in-house staff who have not been trained as community interpreters is poor practice and should be discouraged for the following reasons.

- they may not have the accuracy of the language(s) required, resulting in misinterpreting what is said;
- they may not ensure that the precise and full meaning is conveyed;
- they may not be familiar with the specific terminology and jargon;
- they may not be aware of/adhere to the Interpreters Code of Conduct and may break confidentiality;
- they may not be impartial and may side with one party, e.g., the school or the parents;
- they may allow personal prejudice to enter into their interpreting;
- they may not be aware of any intervention skills, and fail to intervene when parents/children are in a disadvantaged position.

6. Revised Ofsted Inspection Framework

Under the revised Ofsted framework, inspection gives a higher profile to the progress of groups of pupils such as EAL pupils, newly-arrived pupils and vulnerable groups that could include Gypsy Roma Travellers and Refugees and Asylum Seeking pupils. Effective support from the many services offered by the Interpreting and Translation Service ranging from support for successful induction arrangements for newly arrived EAL pupils, ensuring parental understanding of specific or special education needs of their children and arrangements made to ensure the safeguarding of children that include a positive dialogue with parents and the school community can all impact favourably on the limiting judgements relating to achievement, equalities and safeguarding. The provision of qualified support from the ITS can also contribute to the school's promotion of community cohesion, and help to tackle discrimination and promote equality of opportunity. Evidence for this should be reflected in both the SEF and the School Improvement Plan.

Social Care Thresholds

For additional information please contact:

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The purpose of this paper is to brief inform governors and headteachers about the forthcoming launch of a revised document setting out thresholds for access to children's Social Care services.

1. Introduction

It is a crucial part of any child protection system that partner agencies, and, indeed members of the public, understand what sort of children need to be referred for additional and even specialist services. It is also important that everyone understands the processes for doing this.

The previous document setting out thresholds for access to Social Care services dates from 2006. Although at the time it was considered a helpful document it has been planned for some time to update the document. Plans started for mid 2008 to commence an updating of the threshold document.

At about the same time, the London Safeguarding Children's Board began a similar piece of work. They planned to draw up a threshold document which would apply across the London Boroughs and which would also cover thresholds for carrying out a CAF assessment, as well as thresholds for accessing a specialist Social Care service. It was agreed that it would make sense to await the final London SCB document before completing this piece of work. Following a series of delays, the London LA children's Social Care thresholds document was finally issued in July 2009.

We have updated our threshold document in line with the London SCB guidelines and we are expecting it to be signed off by the Lambeth Safeguarding Children's Board in January 2010 for implementation as soon as possible thereafter.

2. Implications for Schools

The new thresholds document will be an important tool to assist schools in seeking help for children with additional needs. It will be based on the same London Continuum of Need matrix which has recently been agreed for use in Lambeth in respect of the Team Around the Child.

Schools have been asked to familiarise themselves with the relevant documents so that they use the correct referral pathways to access assistance for children with additional needs which cannot be met solely within the school.

3 Further Sources of Information

The London Safeguarding Children's Board document on Social Care thresholds can be used for interim guidance. It can be found at http://www.londonscb.gov.uk/thresholds_and_caf/.

The helpful London Continuum of Need can be found at:
www.younglondonmatters.org/uploads/documents/mobilityandyounglondoncafprotocolannex2a.pdf.

The London Child Protection Procedures should be used in situations where children may be at risk of abuse or neglect. There is a helpful table dealing with referral criteria at section 6.4. The procedures can be found at: <http://www.londonscb.gov.uk/procedures/>.

Lambeth Community College Update

For additional information please contact:

Linda Adams Principal, Lambeth Community College

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The purpose of this paper is to explain how the Lambeth Community College works with schools and outside agencies to raise the achievement and attainment of Lambeth Children Looked After in line with Children and Young Persons Act 2008, which places a duty on governing bodies to designate a member of staff to have responsibility for promoting the educational achievement of any looked after children registered at the school.

1. Introduction

Lambeth Community College (LCC), the virtual school for children and young people looked after, was officially launched by Phyllis Dunipace, Executive Director of Lambeth's Children and Young People's Service, on 5 November 2009. The college is not a school in the physical sense, but rather an organisation: a group of people who will champion the needs of the Lambeth children and young people looked after, by working with headteachers and designated teachers to ensure each child has an ambitious and challenging Personal Education Plan (PEP).

2. Staffing

The LCC consists of the Principal, Linda Adams, an Education Achievement Officer, an Administrator and, until three permanent appointments can be made, three Education Consultants, all of whom have been headteachers or deputy headteachers of Lambeth schools. A learning mentor joined the team in December.

The Lambeth Community College works closely with the Connexions Service and with Lambeth's Exclusions, Reintegration, Attendance and Admissions (ERAA) Service as well as with the Special Educational Needs team. Outside of Lambeth LCC colleagues are developing positive working relationships with colleagues from other boroughs in which Lambeth's looked after children are placed.

3. Policies and Procedures

The College has now developed some key policy documents. The Personal Education Plan policy is perhaps the one schools in general will find the most helpful in the first instance. To obtain a copy, please ring 07949 502085 or email ladams@lambeth.gov.uk.

4. Training

Training for designated teachers is being provided - the next training day is on 9 March 2010.

5. Further Sources of Information

Statutory guidance for governing bodies on the role and responsibilities of the designated teacher for looked after children can be found here:

<http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-01046-2009>.

Lambeth City Learning Centre

For additional information please contact:

Sarah Horrocks Director, Lambeth City Learning Centre **020 7401 2345**

shorrocks@lambethclc.org.uk

The purpose of this paper is to inform governors and headteachers about the range of universal and targeted services provided for schools by Lambeth City Learning Centre (CLC) and to provide information on how schools can access these services. Lambeth CLC provides support for schools in the areas of technology and ICT, arts and cultural participation, and family learning.

1. Introduction - National City Learning Centre Programme

CLCs are a national initiative, managed by the Becta (the government agency which aims to ensure the effective and innovative use of technology throughout learning) and focusing on encouraging the use of innovative technologies in schools. 105 CLCs were established as part of the government's Excellence in Cities (EiC) programme from 2000-03. The EiC initiative was designed to support the educational challenges of the major cities. CLCs were set up in urban areas where there was a mixture of social disadvantage and underperformance in schools. The main aim of CLCs was to provide enhanced ICT based learning across the whole curriculum for pupils and teachers, particularly in secondary schools, and to provide access to education to the wider community.

Lambeth City Learning Centre has a much wider remit than the other 104 CLCs. Lambeth CLC has widened this remit by incorporating additional local contracts within its core activities; each strand is delivered discretely but there is much crossover between the three complementary areas (arts, technology and family learning).

2. Lambeth City Learning Centre Services to Schools and Settings

The CLC supports all schools in the borough in the areas of arts, technology and family learning, with a large team of specialists working in partnership with schools to develop practice and explore new pedagogies and skills with the aim of creating a curriculum that is relevant, demanding and engaging for young people in Lambeth. The universal offer includes workshops and projects, training for school staff, brokering partnerships with specialists and information, advice and guidance in each of the three strands. Most significantly the CLC has forged strong links with businesses and cultural partners in the borough enabling teachers and young people to access professionals and specialist resources to enhance and extend learning.

For the past two years Lambeth CLC has been in residence at BFI Southbank. Activities, including class sessions, teacher CPD and longer-term projects, are delivered from this base but a substantial amount of work including strategic guidance, specialist teaching and ongoing projects takes place within school settings. The residency at BFI has enabled children, young people, parents and teaching staff to make use of facilities and programmes on the Southbank and has strengthened the CLC's partnerships with Southbank businesses and organisations including IBM, Tate Modern, BFI, Southbank Centre and Rambert Dance. In summer 2010 the CLC will move back to the newly refurbished state of the art technology centre in Clapham Old Town. This centre will be a shared resource for Lambeth schools and a Continuing Professional Development (CPD) centre for Lambeth teaching staff.

Lambeth CLC is managed by CfBT Education Trust; a not for profit Education company. CfBT Education Trust has worked in partnership with Lambeth since 1998, when the statutory Education Action Zone was created. Lambeth CLC has been managed by CfBT since April 2006. The CLC:

- supports schools in application for kitemarks ICT Mark and Artsmark;
- advises schools re links and initiatives and brokers partnerships;
- delivers several programmes with local organisations and businesses including IBM, Tate Modern, South bank Centre, BFI, Young Vic Theatre, Design Museum;
- delivers a programme of training for specialist and non-specialist teachers;

- delivers programmes targeted at vulnerable children and children with disabilities;
- delivers programmes targeted at families using Children's Centres;
- supports the LA in the delivery of school improvement conferences – ICT, Modern Foreign Languages, Science, mathematics, English, Inclusion, Ethnic Minority Achievement;
- supports schools in fundraising;
- hosts IT Diploma;
- delivers components of the Creative and Media Diploma in collaboration with arts organisations;
- strategic lead on delivery of Local Area Agreement arts target;
- promotes local opportunities via termly newsletter, e-bulletins website;
- is the largest deliverer of family learning courses in the borough;
- employs the lead officer for arts within Lambeth CYPS;
- manages the NQT 'welcome' programme in collaboration with several arts organisations offering free tickets to new teachers;
- manages the primary Arts Award programme helping schools to deliver GCSE level accreditation with 11 year olds;
- delivers and advises other organisations on cultural participation as part of the Council's Youth Strategy.

3. CLC Strands

- **ICT and technology** - the ICT and technology strand supports schools in trialling technologies and embedding ICT in learning across the curriculum. For example; the IT Diploma – hosting the course, networking unit and employer engagement activities; the IBM Robo Challenge: games design and programming in the primary curriculum; A level, GCSE animation and Key Stage 1-3 Animation Festival with 12 schools.
- **Family Learning** - the family learning strand supports schools in engaging parents in their children's education. CLC Family Learning courses use technology and arts based activities as a context for parents and children to learn together. For example; Language and Play programme in Children's Centres; Family Learning Network; Family film and animation courses; Laptop Library ICT skills courses
- **Arts and Cultural participation** - the arts and culture strand supports schools in developing arts provision and enabling young people to participate in a diverse range of cultural experiences during their time in education. For example; Creative & Media Diploma employer engagement activities; Poetry Slam; Tate Modern residency; Design Museum residency; Special Needs Theatre Festival; Coordination of Gifted and Talented Clusters.

4. The Future

Lambeth CLC is well positioned to support schools in the following developments:

- Family Learning as part of community cohesion and parental engagement within the Ofsted framework and extended services;
- Implementation of the Rose Review of the primary curriculum;
- ICT Continuing Professional Development for teaching staff;
- Building Schools for the Future (BSF) school action plans in partnership with RM and BSF team;
- Olympics – the CLC is integrated into the delivery plans of several Southbank arts organisations;
- Youth strategy.

5. Further Sources of Information

- Lambeth CLC website: www.lambethclc.org.uk
- Lambeth CLC Twitter updates: LambethCLC
- Teachers TV Lambeth CLC case studies: <http://www.teachers.tv/video/26184> and <http://www.teachers.tv/video/27091>.

School Learning Platforms

For additional information please contact:

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Schools ICT Strategy Manager

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The purpose of this paper is to provide governors and headteachers with information about the Government's targets for learning platforms.

1. Introduction

The London Grid for Learning (LGfL) Digital Brain (DB) service will cease to be available to schools after the 31st July 2010. Please see the article at <http://bit.ly/3Vu0Sv> for full details. The closure of this service has implications for all schools, in particular primary schools, as there will be no access to Digital Brain webspace or emails (using the domain .lgfl.net) after 31st July 2010.

2. Government Targets

Schools have several targets that have been set by the government:

- All pupils to have a digital learning space available to them by 2010
- Online reporting to parents by 2010 for secondary schools
- Online reporting to parents by 2012 for primary schools

The first target has long been achieved by schools as space was available on the Digital Brain learning platform. However, if schools have not signed up to a Managed Learning Environment (MLE) - Kaleidos for secondary phase schools and the London MLE (Fronter) for primary phase schools - by summer 2010 then the relevant targets cannot be achieved.

All secondary phase schools are in a position to achieve the target for online reporting as they have access to an MLE through the BSF programme.

A number of primary schools have not engaged with the London MLE. We are currently rolling this out in half termly cohorts of around 6 schools. Schools can access details and the closing date for the current phase by visiting <http://bit.ly/KgoWu>. The order form can also be completed there.

3. Further Information

Any questions can be addressed to the Schools ICT Strategy Manager at predman@lambeth.gov.uk

For details of the London MLE please visit <http://cms.lgfl.net/web/lgfl/platforms/mle>.

Lambeth Youth Elections 2010

For additional information please contact:

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The purpose of this paper is to inform governors and headteachers about the 2010 Youth Elections.

1. Introduction

From 7 December 2009 to 26 February 2010, Lambeth Youth Council will be holding a borough-wide Youth Election campaign for the next Youth Mayor and Member of Youth Parliament (MYP). This is the third year that Lambeth have run the campaign.

2. The Youth Mayor

The Youth Mayor acts as spokesperson for young people in Lambeth and provides a link between the young people, media, decision-makers and service-providers. The Youth Mayor also works in partnership with other members of Lambeth Youth Council to highlight and campaign on issues which are important to young people.

Samuel Manley is the current Youth Mayor for Lambeth. He works with the Youth Mayor Advisory Panel to allocate £25,000 towards youth projects in the borough. Some of the projects that have received funding from this year's Youth Mayor fund are:

- 'Alien', a project enabling young people to produce a music video for a popular local artist alongside Child of Zion dance group and the Lab Studios;
- Ebony Rowing Club, an offshoot of the local Ebony Horse Club, which is enabling Lambeth's young people to try their hand at rowing and compete in the 2010 London Youth Games;
- 'Southenders', a performing arts project and showcase for young people organised by the G.A.S Youth Club;
- Victory Youth Group in Lambeth, which has been given funding for sports kits, multimedia technology and performing arts equipment to improve the provision available to the young people who attend;
- Crossingham Gardens – a new youth project in Tulse Hill which the Youth Mayor Fund has helped to furnish, as well as providing funds for its young people to attend the popular Snow Camp project.

Our Deputy Youth Mayor is 13-year-old Emmanuel Adepoju who attends Archbishop Tenison's School.

3. Member of Youth Parliament

The UK Youth Parliament has 600 elected MYPs (Members of Youth Parliament) aged 11-18. MYPs are elected in annual youth elections throughout the UK and any young person aged 11-18 can stand or vote. In the past two years one million young people have voted in UK Youth Parliament elections.

Once elected MYPs organise events and projects, run campaigns and influence decision makers on the issues which matter most to young people. All MYPs meet once a year at the UK Youth Parliament Annual Sitting.

Lambeth's current Member of Youth Parliament is a 15-year-old student from Archbishop Tenison's School, Andrew Short. He represents the views of Lambeth's young people in the Youth Parliament. Members of the Youth Parliament (MYPs) meet throughout the year to put together a document called The Manifesto which represents young peoples' views on the issues MYPs think are most important.

Our current Deputy Member of the Youth Parliament is 17-year-old Ify Ossai, who attends La Retraite Roman Catholic Girls' School's sixth form.

2. School involvement

Fifteen schools in Lambeth will be actively involved in the 2010 Lambeth Youth Elections and will encourage students to stand as candidates for election to the post of Youth Mayor and Deputy Youth Mayor, Member of the Youth Parliament and Deputy Member of the Youth Parliament. Alternatively students will be able to vote for candidates. Schools will host ballot boxes/polling stations to facilitate voting on 25 February 2010.

We are encouraging students to access information online at a website hosted by Young Lambeth. On the website young people can register to vote online, view candidate profiles (once these are available) and cast their vote between 15 -25 February. Online voting is open to young people that live in Lambeth (but do not go to a Lambeth school or college), those who work in the borough and young people that attend a school that is not taking part in the Youth Elections.

3. Candidates

Candidates will undertake a two-day training session to work on their presentation skills and election manifestos and details of the candidates for both posts will be publicised in an election booklet distributed to all schools, youth clubs and youth centres in the borough from 8 February 2010.

4. Further sources of information

To find more information about the election in Lambeth: www.youthmayor4lambeth.com.

To find more information about the UK Youth Parliament: www.ukyouthparliament.org.uk/

To find more information about the Lambeth Youth Council: www.lambeth.gov.uk/lyc or www.younglambeth.org.uk/lyc

You can also contact Alex Goode, Youth Council Participation Officer, on 020 7926 2192 or email: agoode@lambeth.gov.uk or Julie Wilkinson, Lambeth Youth Council Manager on 020 7926 2114.

Young and Safe Programme - Update

For additional information please contact:

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The purpose of this paper is to provide governors and headteachers with an update on the progress of the Young and Safe Programme and the services available to young people in Lambeth aged 8-19 involved in, or at risk of, violent offending.

1. Introduction

The Young & Safe Programme is Lambeth's approach to radically reduce the incidence of violent crime amongst children and young people. The programme identifies young people who are at risk of offending, assesses their needs and refers them to the right services. This will reduce youth crime, improve outcomes for young people and increase safety in the community.

2. Young and Safe Programme Update

A great number services for children and young people already exist as part of Lambeth Council's youth support provision. The programme utilises these, as well as providing more targeted services specifically for young people at risk. Projects and services will provide positive and diversionary activities; raise aspirations and improve access to education and training; support families of young people at risk; and improve enforcement methods.

The following are Young and Safe commissioned services:

- Mentivation Services - Targeted Youth Support Programme
- Youth Scene K-Artz - Targeted Youth Support Programme
- Youth Scene Into Adulthood - Targeted Youth Support/Employment, Education and Training Programme
- Young People Matter - Employment, Education and Training Programme
- Tomorrow's People - Employment, Education and Training Programme
- Lambeth Youth Offending Service - Family Intervention Project
- Lambeth Youth Offending Service - Reparation Activities
- Lambeth Community Safety (LIFE) - Targeted Youth Support Programme
- Youth Empowerment Solutions - Targeted Youth Support/Employment, Education and Training/Family Support Programme

If there are any young people in your school aged 8-19 involved in or at risk of violent offending who would benefit from any of the above services then please contact the Young & Safe Programme Team at youngandsafe@lambeth.gov.uk.

3. Further Information

You can find the Young and Safe Strategic Action Plan here:
<http://www.lambethfirst.org.uk/Young-and-safe-plan>.

For more information about the programme please contact the Young and Safe Programme Team, email: youngandsafe@lambeth.gov.uk.

Annual Audit Commission School Survey (2009)

For additional information please contact:

Chris Ashton Divisional Director - Inclusion and Standards 020 7926 9950
cashton@lambeth.gov.uk

The purpose of this paper is to provide governors and headteachers with a summary of the outcomes of the 2009 Audit Commission school survey.

1. Introduction

The annual school survey is organised by the Audit Commission. The primary purpose of the survey is to act as a source of evidence about schools' perceptions of the support provided by their Local Authority (LA) and the services provided locally for children and young people. It is an annual survey and enables school staff and governors to indicate their views on the work of the LA – its strengths and weaknesses.

This year the survey was completed online during a six week period in the summer. It was very different in content to previous years and therefore making comparisons with previous years is difficult. Fewer questions were asked and many questions were different from previous years. This year there were 4 grades that could be given to any answer, plus not able to answer: Grade 4 = excellent and grade 1 = poor. The survey is now moving to a bi-annual survey.

2. Completion rate

In the past the response rate from Lambeth schools has always been very low but in 2007 we had the highest ever response rate (61%) and in 2008 the response was less, but still higher than the national average. This year Lambeth's completion figure was 38%, compared with a national rate of 29% and Southwark 39%.

3. Survey Responses

- Section 1: Be Healthy questions (6) - all responses to questions in top quartile (the highest)
- Section 2: Stay Safe questions (10) - 3 questions in top quartile; 4 questions in 3rd quartile; 3 questions in 2nd quartile
- Section 3: Enjoy and Achieve questions (17) - 12 questions in top quartile; 5 questions in 3rd quartile;
- Section 4: Make a Positive Contribution questions (4) - all questions in top quartile
- Section 5: Achieve economic well-being (4) – all questions in top quartile
- Section 6: Strategic management questions (22) - 12 questions in top quartile ; 6 questions in 3rd quartile; 4 questions in 2nd quartile

4. Top 10 Highest scoring questions

No.	Question	Lambeth average	Statistical neighbour average *	National Average	Description of average	Quartile
1.3	The school meals service encouragement for children and young people to eat healthily	3.41	2.78	2.81	Between good and excellent	4
1.2	Local services in providing schools with information and support to keep children and young people healthy	3.36	2.81	2.94	Between good and excellent	4
3.2	Your council's challenge to your school to perform better	3.29	2.85	3.03	Between good and excellent	4
5.2	The information, advice and guidance (IAG) provided by local services on options post-16	3.25	2.63	2.60	Between good and excellent	4

2.7	Local services' support for combating discrimination and racism	3.23	2.81	2.73	Between good and excellent	4
5.1	The provision of 14 – 19 education in meeting local needs	3.20	2.44	2.60	Between good and excellent	4
3.1	Your council's support to develop self management in your school	3.19	2.70	2.84	Between good and excellent	4
6.1	The leadership of senior officers of your council	3.17	2.72	2.57	Between good and excellent	4
4.2	The opportunities provided locally for children and young people to make their voices heard	3.14	2.54	2.57	Between good and excellent	4
6.7	Your council's financial information including comparative data for schools	3.14	2.63	2.57	Between good and excellent	4

In addition there are an additional 6 questions that are between good and excellent.

5. Bottom 10 Lowest scoring questions

No.	Question	Lambeth average	Statistical neighbour average *	National Average	Description of average	Quartile
3.8	The accessibility of the social workers responsible for the looked after children in your school	2.23	2.20	2.10	Between adequate and good	3
6.4	Your council's school place planning	2.37	2.27	2.31	Between adequate and good	3
2.9	Support from local services to help families in danger of harming or neglecting their own children	2.38	2.47	2.23	Between adequate and good	3
1.4	Local services in meeting the needs of children and young people	2.39	2.26	2.05	Between adequate and good	4
6.12	Your council's behaviour support programmes	2.39	2.37	2.42	Between adequate and good	2
6.5	Your council's co-ordination of the admissions process	2.41	2.24	2.50	Between adequate and good	2
3.12	The Council's support for promoting sustainable development in schools	2.47	2.48	2.39	Between adequate and good	3
2.10	Multi-agency early intervention for children in need	2.53	2.29	2.18	Between adequate and good	4
6.22	The Children's Trust / Partnership in combating the impact of child poverty	2.53	2.30	2.30	Between adequate and good	4
2.5	Local services' work to prevent children and young people becoming victims of crime	2.54	2.45	2.45	Between adequate and good	3
6.8 = 10th	Your council's support in enabling you to be an effective purchaser of traded services, whether from the council or from an external provider	2.54	2.28	2.42	Between adequate and good	3

In addition there are an additional 35 questions between adequate and good

6. Quartile 2 question responses

No.	Question	Lambeth average	Statistical neighbour average *	National Average	Description of average	Quartile
2.2	The training, advice and support on child protection provided by the LSCB for designated members of staff and governors	3.03	3.04	3.01	Between good and excellent	2
2.3	Communication between the LSCB and schools	2.60	2.69	2.58	Between adequate and good	2
2.4	The guidance on when to make a child protection referral to the relevant service	2.69	2.92	2.73	Between adequate and good	2
6.5	Your council's co-ordination of the admissions process	2.41	2.24	2.50	Between adequate and good	2
6.11	Your council's support in developing the effectiveness of your governing body	2.59	2.41	2.70	Between adequate and good	2
6.12	Your council's behaviour support programmes	2.39	2.37	2.42	Between adequate and good	2
6.13	Your council's support for promoting pupil attendance	2.55	2.72	2.60	Between adequate and good	2

7. Audit Commission Statistical Neighbours, based on DCSF information

Council Name	Participated in the survey?	Response rate
Lambeth	Yes	38%
Haringey	No	
Lewisham	No	
Southwark	Yes	39%
Hackney	No	
Islington	Yes	33%
Hammersmith and Fulham	Yes	22%
Waltham Forest	Yes	46%
Wandsworth	Yes	14%
Greenwich	No	
Brent	No	

8. Further Information

Further information about the survey project can be found on the Audit Commission website at www.audit-commisssion.gov.uk/schoolsurvey/.

Secondary Specialist School Re-Designation

For additional information please contact:

Graham Jackson

Secondary Adviser

020 7926 9936

gjackson@lambeth.gov.uk

The purpose of this paper is to inform governors and headteachers about changes to the process of secondary specialist school re-designation. As from January 2010 this duty, previously carried out by the Specialist Schools and Academies Trust (SSAT), will become the responsibility of School Improvement Partners (SIPs).

1. Introduction

Any maintained secondary school and any maintained or non-maintained special school in England can apply for specialist status in one of ten curriculum specialisms: arts, business & enterprise, engineering, humanities, languages, mathematics & computing, music, science, sports and technology.

Schools can also combine any two of these specialisms. Special schools can, alternatively, apply for an SEN specialism in one of the four areas of the SEN code of practice. Mainstream secondary schools can only apply for an SEN specialism once they have achieved high performing specialist school status. Specialist schools have to apply for re-designation of their specialist status every three years.

SIPs have been given this responsibility within the wider role identified for them within the White Paper, 'Your child, your schools, our future – building a 21st century schools system', and because they already provide support and challenge in school improvement and the setting of whole school targets.

2. Rationale

The purposes of this change are to:

- make specialist schools centres of excellence;
- reduce bureaucracy;
- join up with school improvement discussions;
- ensure value for money.

Schools will be aware of their re-designation date within a three year cycle. Discussions about re-designation are based on evidence against the following broad benchmark criteria which form the basis of a more detailed re-designation framework:

- excellence in the specialism;
- specialism driving whole school improvement;
- working with partner schools to improve outcomes;
- working with community groups to support community cohesion, family learning and extended services;
- acting as an outward-facing centre of excellence.

There are also subject specific criteria which will inform decisions relating to the re-designation of individual specialisms.

Whilst discussions about the impact of the specialism may be included in SIP visits throughout the year, it is suggested that headteachers and SIPs operate to a six week schedule which includes the gathering of relevant evidence by the school, moderation by the SIP and a formal decision on re-designation. If the decision is taken not to re-designate then the school will enter a period of one year's probation during which time further support will be provided by the Specialist Schools and Academies Trust on identified areas for development prior to re-designation. In very rare cases it is possible that re-designation will not be awarded.

Lambeth secondary SIPS will be discussing the changes with those schools due for re-designation. A briefing will be arranged for head teachers and school secondary strategy managers on this issue. No specific action is required by governing bodies.

3. Further Information

The White paper, 'Your child, your schools, our future: building a 21st century schools system', can be found here:

<http://publications.dcsf.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=Cm+7588>.

Further information about the specialist schools programme can be found on the DCSF Standards site: <http://www.standards.dfes.gov.uk/specialistschools/>.

PART C – STANDARD UPDATES

SCHOOL TERM AND HOLIDAY DATES 2009/10

<u>Term</u>	<u>Start Date</u>	<u>Finish Date</u>	<u>Number of days</u>
Term One	Thursday 3 September 2009	Friday 23 October 2009	37
Holiday	Monday 26 October 2009	Friday 30 October 2009	
Term Two	Monday 2 November 2009	Friday 18 December 2009	35
Holiday	Monday 21 December 2009	Friday 1 January 2010	
Term Three	Monday 4 January 2010	Friday 12 February 2010	30
Holiday	Monday 15 February 2010	Friday 19 February 2010	
Term Four	Monday 22 February 2010	Thursday 1 April 2010	29
Holiday	Friday 2 April 2010	Friday 16 April 2010	
Term Five	Monday 19 April 2010	Friday 28 May 2010	29
Holiday	Monday 31 May 2010	Friday 4 June 2010	
Term Six	Monday 7 June 2010	Friday 23 July 2010	35

Total number of days = 195

Bank and public holidays

Christmas Day	25 December	Easter Monday	05 April
Boxing Day Holiday	28 December	May Day Holiday	03 May
New Year's Day	01 January	Spring Bank Holiday	31 May
Good Friday	02 April	Summer Bank Holiday	30 August

The school term and holiday dates for all community schools, including nursery schools and community special schools and voluntary controlled schools in the borough for 2009/10 are as above. It is usual practice for voluntary aided, foundation and foundation special schools, who can determine their own dates, to follow the community school pattern. The regulations governing school term and holiday dates stipulate that schools must be open to pupils for not less than 190 school days in any school year. Headteachers will need to designate, in consultation with staff, five Professional 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.

It is our view that headteachers should decide which dates should be INSET days. However, our strong recommendation is that at least one whole day should be allocated for professional 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. We have written to headteachers to ask if they would complete and return a form to Governor Services once they have finalised the professional training dates for their school for the academic year 2009/10. Please can this form be returned to David Jones in Governor Services by **Friday 3 April 2009**. The information provided by schools will be made available to parents and the public via the Lambeth website.

SCHOOL TERM AND HOLIDAY DATES 2010/11

<u>Term</u>	<u>Start Date</u>	<u>Finish Date</u>	<u>Number of days</u>
Term One	Wednesday 1 September 2010	Friday 22 October 2010	38
Holiday	Monday 25 October 2010	Friday 29 October 2010	
Term Two	Monday 1 November 2010	Friday 17 December 2010	35
Holiday	Monday 20 December 2010	Monday 3 January 2011	
Term Three	Tuesday 4 January 2011	Friday 18 February 2011	34
Holiday	Monday 21 February 2011	Friday 25 February 2011	
Term Four	Monday 28 February 2011	Friday 8 April 2011	30
Holiday	Monday 11 April 2011	Monday 25 April 2011	
Term Five	Tuesday 26 April 2011	Friday 27 May 2011	23
Holiday	Monday 30 May 2011	Friday 3 June 2011	
Term Six	Monday 6 June 2011	Friday 22 July 2011	35

Total number of days = 195

Bank and public holidays

Christmas Day	27 December	Easter Monday	25 April
Boxing Day Holiday	28 December	May Day Holiday	02 May
New Year's Day	03 January	Spring Bank Holiday	30 May
Good Friday	22 April	Summer Bank Holiday	29 August

Please note that, following consultation, the dates have been amended and are not the same as those originally proposed. The changes have created a two-week holiday over Christmas and the New Year by starting Term One on Wednesday 1 September 2010 (instead of Monday 6 September) and finishing Term Two on Friday 17 December 2010 (instead of Wednesday 22 December).

The school term and holiday dates for all community schools, including nursery schools and community special schools and voluntary controlled schools in the borough for 2010/11 are as above. It is usual practice for voluntary aided, foundation and foundation special schools, who can determine their own dates, to follow the community school pattern. The regulations governing school term and holiday dates stipulate that schools must be open to pupils for not less than 190 school days in any school year. Headteachers will need to designate, in consultation with staff, five Professional 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.

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The first date of Term One for the school year 2011-12 (as proposed by the Local Government Association) is expected to be Thursday 1 September 2011.

LAMBETH GOVERNOR SERVICES
GOVERNOR SUPPORT OFFICER ALLOCATIONS – SPRING 2010

Peter Compton 020 7926 9636 pcompton@lambeth.gov.uk	David Jones 020 7926 9669 djones@lambeth.gov.uk
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
Durand	Dunraven
Elm Court	Effra
Evelina Hospital School	Elmgreen
Evelyn Grace	Ethelred
Fenstanton	Glenbrook
Heathbrook	Granton
Herbert Morrison	Henry Cavendish
Hill Mead	Henry Fawcett
Hitherfield	Holmewood
Holy Trinity	Immanuel & St Andrew
Jubilee	Iqra
Kingswood & Elm Wood	Jessop
Lark Hall	Johanna
Lilian Baylis	Julian's
Livity	King's Avenue
London Nautical	Lambeth Academy
Macaulay	Lansdowne
Michael Tippett	La Retraite
Orchard	Loughborough
OLIVE	Maytree
Paxton	Norwood
Reay	Park Campus/Primary PRU
Rosendale	Richard Atkins
St Anne's	St Andrew's C
St Helen's	St Andrew's CE
St John the Divine	St Bede's
St Jude's	St Bernadette
St Leonard's	St John's AT
St Martin in the Field's	St Luke's
St Mary's	St Mark's
St Stephen's	St Saviour's
Stockwell Park	Stockwell
Sudbourne	Streatham Wells
Telferscot	Sunnyhill
Turney	Triangle
Walnut Tree Walk	Vauxhall
Wyvil	Woodmansterne

Governor Services is based on the 6th Floor, International House, Canterbury Crescent, London SW9 7QE, tel: 020 7926 9668 or email: governor@lambeth.gov.uk.