



Lambeth

Working Together Summer 2011

Report to governors and headteachers



Working Together

Summer 2011

Lambeth Children and Young People's Service Executive Director's

Report to School Governors and Headteachers

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- The Summer Terms 5 and 6 model agenda can be downloaded as a word document from the Lambeth Governor Services homepage, along with the current programme of Training and Support for Governors -
<http://www.lambeth.gov.uk/Services/EducationLearning/SchoolsColleges/SchoolGovernors.htm>

Executive Director's Report – Summer 2011

Dear Colleagues

Welcome to the Summer 2011 edition of Working Together. I hope you have all had a good break and return rested and energised for the new term.

This edition provides you with information on the Coalition Government's legislative programme – the Education Bill, SEN Green Paper - and the outcomes of a number of reviews that have published their findings in the last few weeks – Wolf and Tickell reports – along with local developments initiated to support schools to continue the fantastic results in raising the achievement and aspirations of our children and young people. We also outline the SEN Review and Learning Together Strategy and update you on traded services. On the social care front, the final report of Professor Munro's review of child protection has only just been published: a separate briefing for headteachers and governors will be distributed shortly. Clearly this report will set the agenda for the future of Specialist Services (formerly Children's Social Care).

I am privileged not only to occupy the role of Executive Director of Lambeth Children and Young People's Service in Lambeth, but I also have a national role for the Association of Directors of Children's Services (ADCS) as Vice President of ADCS. As such, I tend to have a fair bit of access both to Ministers and to senior Department for Education Staff (DfE) officials – all of which is of benefit to CYPS and indeed to Lambeth in terms of being at the cutting edge of policy development.

The changing relationship between Local Authorities and Schools was laid out in the Schools White Paper – the Importance of Teaching - which has now become the Education Bill (published on 27 January 2011). The Government's ambition to raise standards unequivocally is to be met by giving schools more autonomy, through an escalation of the academies programme, the establishment of free schools, devolved control of all budgets related to teaching and learning and radical changes in curriculum. The focus is on school-to-school improvement and a much reduced role for the Local Authority.

The Local Authority retains a quality assurance role as well as retaining responsibility for a Special Educational Needs (SEN) and vulnerable children and ensuring a sufficiency of school places. In essence, we become more strongly focussed on commissioning with the opportunity for developing high quality traded services.

The Schools financial settlement resulted in 'flat cash' and for Lambeth schools this basically means a 2% average rise when you take the pupil premium into account. Schools will also now directly receive a number of grants that pay for services like Education Welfare, Education Psychology and so forth. In practical terms, schools are therefore in a position to buy the services they feel are crucial to supporting their children and young people and the Local Authority is in a potentially 'trading' relationship with the schools, along with other players in the market of course. CYPS has recently published its Services to Schools brochure which details the variety of services that can be purchased from CYPS and the wider Council. We are committed to delivering high quality traded services to schools in Lambeth at a competitive cost.

CYPS has had to respond rapidly to changes in policy and a substantially reduced resource base and this includes developing a new relationship with schools. I have had the opportunity to meet with many Headteachers and Governors over the last few months and value your commitment, energy and honest feedback. I look forward to working with you this term to continue the track record of success in Lambeth.

Debbie Jones
Executive Director
Children and Young People's Service

PART A – DIVISIONAL UPDATES

Early Intervention and Targeted Services Division Update

For additional information please contact:

Sandra Morrison **Divisional Director, Early Intervention
and Targeted Services**

020 7926 9705
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The paper provides an update on the work of the Early Intervention and Targeted Services Division and on national and local developments affecting its work.

1. Introduction

Early Intervention covers early intervention in relation to age and in relation to need. We have, despite significant reduction in funding, protected Children Centres both in age and in relation to need. They provide a ready vehicle for other agencies to deliver services to children and their families.

As our resources reduce we have to prioritise service delivery to ensure that we target young people who are vulnerable to prevent escalation of need. We have created a new role, early intervention youth advisors who will work in localities and with clusters of schools, we are increasing the number of family support workers and we will continue to fund early intervention social workers and early intervention Child and Adolescent Mental Health Services (CAMHS) workers with our partners to ensure children and young people and their families are able to access services locally.

2. National and Local Developments

- **Allen Review:** George Allen MP has conducted a review of early intervention which was published in January 2011. The review prescribes the use of early intervention programmes and establishment of early intervention. Graham Allen report on Early Intervention: The Next Steps, An Independent Report to Her Majesty's Government Graham Allen MP:
<http://www.dwp.gov.uk/docs/early-intervention-next-steps.pdf>.
- **SEN Review:** the borough is about to embark on a review of its arrangements for funding and supporting students with SEN and in preparation for the outcome of the SEN and disability green paper. An independent officer has been commissioned to obtain the views of stakeholders including schools, parents and children and young people with SEN and disabilities.
- **Co-operative Council:** The Council has stated its vision to become a co-operative council and deliver services in accordance with co-operative council principles to enable the borough to use different models of service delivery in partnership with schools, voluntary organisation and community groups.
- **Exclusion Pilot:** Lambeth hosted a national meeting to discuss the government proposal to establish exclusion pilots nationally. The Department for Education (DfE) is keen to introduce exclusion pilots as part of the national strategy to reduce exclusions.

3. Key Contacts

- Assistant Director, Targeted Youth Services, is Dean Woodward (dwoodward@lambeth.gov.uk)
- Assistant Director, Early Intervention, is Stella Clarke (sclarke4@lambeth.gov.uk)
- Assistant Director, Co-operative Council Service Delivery, is Sandy Cotton (scotton@lambeth.gov.uk)
- Assistant Director, Targeted Intervention and Support, is Nandita Sirker (nsirker@lambeth.gov.uk)
- Head of Alternative Education Provision is Richard Leonard (rleonard@lambeth.gov.uk)

Resources and Strategy Division Update

For additional information please contact:

Farrukh Akbar

Divisional Director Resources
and Strategy Division

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This paper provides an update on the national and local developments in Children Services' Resources and Strategy.

1. Introduction

The Resources and Strategy Division of CYPS provides specialist support in 3 areas:

- CYPS Departmental and Schools Finance
- CYPS Departmental and Schools Human Resources and workforce development
- Strategy, Planning and Performance

2. Resources and Strategy Division update

- **School budgets** - the deadline for the submission of 2011-12 school budgets, together with Statements of Balances, Statements of Internal Control (SIC) and Best Value Statements (BVS) is **Friday 10 June 2011**. The school's first budget plan for the year should be ratified at a Governing Body meeting even if approval has been delegated to a Finance Committee or equivalent.
- **School Annual Racist incident reports** - summary reports of School Racist Incidents for 2007-09 and 2009-10 are available upon request from Jason Preece, Head of Policy and Performance jpreece@lambeth.gov.uk.

3. Recent National and Local Developments

- **Consultation on school funding reform: rationale and principles** - the Secretary of State for Education has launched a Consultation on school funding reform: rationale and principles and the decisions made as a result of this consultation will have a significant impact on all funding for schools and academies from 2012-13. The Government considers the current methodology of school funding to be outdated and unsustainable for academies and so the consultation discusses alternative options for funding schools, such as a National Funding Formula. **The consultation is being conducted online for 6 weeks and ends on 25 May 2011**. All schools and Governing bodies should consider the impact of proposals.
- **Financial Management Standard in Schools (FMSiS) abolished** - the Secretary of State for Education announced in November 2010 that the Financial Management Standard in Schools (FMSiS) would be abolished and replaced with a simpler standard in 2011. As formal responsibility within schools lies with governing bodies, the new Schools Financial Value Standard (SFVS) is aimed at governors. It takes the form of a series of questions which school governing bodies should formally discuss with their head teacher and other senior staff on an annual basis. The standard will not be formally assessed like FMSiS but a copy of each signed record must be sent to the Local Authority's finance department, where it will be used to inform the programme of financial assessment and audit. The SFVS covers 5 areas; The Governing Body, The School Staff, Setting the Budget, Value for Money, Protecting Public Money.
- **National Child Poverty Strategy** - the Coalition Government published its Child Poverty Strategy - A New Approach to Child Poverty: Tackling the causes of poverty and transforming lives in April 2011. This announces a "new approach" to tackling child poverty, described as a movement away from the previous administration's focus on income and towards a focus on "the root causes of poverty". A key challenge for the strategy is tackling intergenerational cycle of poverty and fostering social mobility. This concern is reflected in the expansion of the remit of the Child Poverty Commission, which will now be established as the Social Mobility and Child

Poverty Commission, responsible for monitoring progress on tackling child poverty in the UK. The strategy commits the government to developing an indicator looking at gaps in school readiness for children up to five years old. The Children and Young People's Strategic Partnership is currently consulting on the draft Lambeth Child Poverty Reduction Strategy – see separate briefing on page 22.

4. Further Sources of Information

- Consultation on school funding reform - <http://www.education.gov.uk/consultations/index.cfm?action=consultationDetails&consultationId=1756&external=no&menu=1>
- Consultation on the Schools Financial Value Standard (SFVS) - <http://www.education.gov.uk/schools/adminandfinance/financialmanagement/a0075378/schools-financial-value-standard-sfvs-consultation>
- National Child Poverty Strategy - A New Approach to Child Poverty: Tackling the Causes of Disadvantage and Transforming Families' Lives : The Department for Education
<http://www.education.gov.uk/consultations>

5. Key Contacts

- **Assistant Director, Human Resources and Workforce Strategy** is Joanne Hatfield (jhatfield@lambeth.gov.uk)
- **Group Finance Manager** is Dinnie Komolafe (dkomolafe@lambeth.gov.uk)
- **Head of Schools Finance** is Niles Jethwa (njethwa@lambeth.gov.uk)
- **Head of Policy, Planning and Performance** is Jason Preece (jpreece@lambeth.gov.uk)

Schools and Educational Improvement Service Update

For additional information please contact:

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ctwist@lambeth.gov.uk

This paper provides an update on the Schools and Educational Improvement Service and on national and local developments affecting its work.

1. Introduction

The direction defined in the Education Bill has been developed as a number of reviews are completed or planned. These include the Tickell Review on the Early Years; primary and secondary curriculum reviews; behaviour and discipline in schools – new guidance published in April; a DfE consultation on school funding and academy funding; SEN and Disability Green Paper – published December 2011; Graham Allen report on Early Intervention - part 2 to be published in May 2011; Wolf Report on Vocational Education (March 2011); James review of Education Capital (April 2011); National Child Poverty Strategy published. This is just to name some of the key reviews that will shape our work over the coming months and years.

2. National and Local Developments

In the Schools and Educational Improvement Service we move towards the end of Phase 2 of the reshaping following the loss of or changes to grant allocation and funding. We retain a smaller **core school improvement team of education advisers and consultants** with expertise across the age phases, with specialists in SEN, data analysis, governance, Human Resources and finance. This will ensure that the Local Authority can support schools and fulfil its newly redefined role of ensuring high quality education provision, championing excellence and challenging and supporting schools.

- **Traded Services** - the new traded Services to Schools and Academies offer began on 1 April 2011. The Traded Services brochure outlining the local authority services that can be purchased by schools and academies was launched at the Lambeth Headteachers conference in March 2011 and is available, alongside an order form, electronically. All headteachers and chairs of governing bodies should have received a copy. Please contact tradedservices@lambeth.gov.uk if you have any queries. Please see the separate briefing paper on page 16 for more information.
- **School Cluster Partnerships** - clusters are developing well and a number of schools clusters are looking to sharing some resources, staffing and coming together to purchase traded services. Please see the separate briefing paper on page 17 for more information.
- **Teaching School Alliance** - a large group of schools working with the Local Authority, Lambeth City Learning Centre and the Institute of Education have put forward an innovative bid to the National College for Leadership of Schools and Children's Services (the National College) to become a Teaching School Alliance. If successful this will be led by outstanding headteachers Janet Mulholland and Pauline Turnham. There are a number of opportunities for us to submit another bid if we are not successful in Round 1. Please see the separate briefing paper on page 36 for more information.
- **Lambeth Learning Hub** - the online Lambeth Learning Hub will be developed over the summer so that it can be fully functional by September. The Hub is an online tool to support school improvement work in our schools, enabling schools to access school improvement and other educational support services. The Hub will be web-based and will act as a school to school learning area where clusters of schools and LA traded services can offer and sell services. It is expected that this Hub will enable schools to access services from the LA directly, from other groups of schools or from consultants with a proven track record in supporting Lambeth schools. Please see the separate briefing paper on page 40 for more information.

3. School Improvement Partners (SIPs)/School Improvement Advisers (SIAs)

The **School Improvement Partner** role as defined nationally and funded by Standards Fund ceased from April 2011 but in Lambeth we will continue with a School Improvement Adviser role where each school will have an assigned adviser who will offer both a 'core' and a 'traded' service. Our experience in Lambeth and elsewhere has been that **external challenge and quality assurance has been vital for the ongoing health of all schools as well as preparing them for external scrutiny through Ofsted inspection**. We have also learnt that all schools, no matter how successful, benefit from regular visits from a high calibre education professional. This has allowed intelligence to be shared, partnerships to be brokered and support to be offered where necessary. It also means that the headteacher and chair have a local specialist that they can call on and that someone in the Authority knows every school well. Your School Improvement Adviser will continue to provide advice to governors on Headteacher performance management and will write an annual report which can be presented to the governing body in person, provided the meeting takes place after 15 June.

From September 2011 we are proposing that the School Improvement Adviser programme continues to be run and quality assured by the LA but that it is funded in a different way.

Each school will continue to have an attached Adviser funded by the LA who will focus on key aspects of the school improvement cycle in termly visits and write a short report. This will include advice to governors on headteacher performance management and headteacher recruitment. As the grant that paid for school improvement will now be passed straight to schools we would like to suggest that any additional work you wish an Adviser to carry out - such as school reviews, mock Ofsted, support with staff recruitment, preparation for Ofsted etc – will be paid for by schools. We hope in this way to continue the highly positive LA-school relationship and to ensure that we can act swiftly to support when necessary. The advantage of schools continuing to work with a centrally managed team is that schools can be assured that the high calibre of advisers will be maintained and that Advisers will be regularly informed of national and local developments which can be shared with schools.

4. Key Contacts

- **Secondary Manager** is Graham Jackson (gjackson@lambeth.gov.uk);
- **Primary Manager** is Paul Barraclough (pbarraclough@lambeth.gov.uk)
- **Early Years Foundation Stage Manager** is Sue Quirk (squirk@lambeth.gov.uk).
- **Co-ordinator for 14-19** is Farquhar McKay (fmckay1@lambeth.gov.uk)
- **Coordinator of Governor Services** is Peter Compton (pcompton@lambeth.gov.uk)
- **Head of Research and Statistics** is Feyisa Demie (fdemie@lambeth.gov.uk)

Specialist and Commissioning Division Update

For additional information please contact:

Ade Adetosoye

**Divisional Director Specialist
and Commissioning Division**

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This paper provides an update on the work of the Specialist and Commissioning Division and on national and local developments in safeguarding children and young people.

1. Introduction

Safeguarding is the process of protecting children from abuse or neglect, preventing impairment of their health or development, and ensuring that they are growing up in circumstances consistent with the provision of safe and effective care that enables children to have optimum life chances and enter adulthood successfully. (Working Together to Safeguard Children 2010).

Safeguarding practice is an area that is constantly evolving and it is important for school staff and governors to be kept informed of new developments in safeguarding policies and practice which impact on all professionals who work with children. This report provides an overview of the latest national and local developments in safeguarding children and young people in Lambeth.

2. Recent National and Local Developments in Safeguarding

- **Vetting and Barring Scheme:** In September 2010 the Government announced its intention to change the vetting and barring policy and scale it back to common sense levels. The [Vetting and Barring Scheme Remodelling Review Report and Recommendations](#) was published in February 2011. The recommendations from the review have been included in the Protection of Freedoms Bill, introduced in February 2011 and are scheduled for Royal Assent in November 2011 subject to the will of Parliament.
- **Munro Review – Second Interim Report:** The government review of children's safeguarding headed by Professor Eileen Munro is looking at the barriers and bureaucracy around social work practice that prevent face-to-face working with children and families; and the effectiveness of working together arrangements between children's social workers and professionals in other agencies. Eileen Munro published her second interim [Review of Child Protection Report in February 2011](#). The third and final report is due at the end of April 2011 which is expected to make recommendations for future safeguarding reforms.
- **Revised London Child Protection Procedures:** In December 2010 London Councils released the revised [Pan London Child Protection Procedures Version 4](#), which replaced the previous version released in December 2007. The new procedures have been updated following the revised Working Together to Safeguard Children 2010. Version 4 is only available electronically from either the [London Board Website](#) or the [Lambeth Safeguarding Children Board](#) website. The procedures are expected to be revised again following the publication of the final Munro Review Report and a review of Working Together to Safeguard Children 2010.
- **New LSCB Training Brochure 2011-2012:** The [LSCB Training Brochure for 2011/2012](#) which outlines all free safeguarding children training, is now available. The brochure has details of all courses available between 1 April 2011 and 31 March 2012. The training is very popular and early booking is advised. Although all training is free, a charge of £50 is made whenever someone fails to attend a course without giving prior notice. The Training Brochure is regularly updated throughout the year.
- **New Gangs Protocol:** The LSCB recently signed off a new protocol [Safeguarding Children From Street Gangs](#) that clarifies the pathway for making a referral about young people who are at risk of gang involvement. The need for such a protocol follows the murder of Zac Olumegbon on 2 July 2010 by a group of young people allegedly involved in gang activity where it became clear that the agencies in Lambeth needed greater clarity about when they should make a

referral to Social Care and when they should make a referral to Young and Safe, the preventative service that works with young people at risk of gang involvement.

- **Safeguarding Trafficked Children Guidance and Toolkit:** In February 2011, the London Safeguarding Children Board launched a new set of guidance and tools to help agencies identify and support children who have been trafficked. The London Safeguarding Trafficked Children Guidance and Toolkit 2011 is aimed at supporting social workers, teachers, police, health workers and other professionals who may come into contact with suspected child victims of trafficking. The LSCB March 2011 Newsletter provides a useful summary of the key practice issues from the guidance.
- **Guidance on Safeguarding Disabled Children:** New national practice guidance for Safeguarding Disabled Children was issued in July 2009 supplementing the key statutory guidance in Working Together to Safeguard Children 2010. The guidance sets out in detail how Local Safeguarding Children Boards, agencies and practitioners who work with children with disabilities can agree on better ways of working together to safeguard disabled children. It also details the roles and responsibilities of practitioners in regard to safeguarding and promoting the welfare of children with disabilities.
- **Lambeth Safeguarding Children Board Open Session 31 May 2011:** Every six months the LSCB opens up half of one of its board meetings to stakeholders, which includes anyone who works with children in Lambeth, whether a volunteer or a paid member of the children's workforce. This gives anyone who works with children the opportunity to discuss concerns, ask questions and hear from the Board directly. The next Open Session will be held on 31 May 2011 at the YMCA 40-46 Stockwell Road, London SW9 9ES between 3.45 – 5.00pm.
- **Lambeth Safeguarding Children Board Newsletter:** The LSCB March 2011 Newsletter has been published. Hard copies of the newsletter can be obtained by contacting the Board on 020 7926 4759.

3. Further Sources of Information

- Vetting and Barring Scheme Remodelling Review Report and Recommendations: www.homeoffice.gov.uk
- Munro Review Second Interim Report: www.education.gov.uk/munroreview/
- Revised London Child Protection Procedures: www.londonscb.gov.uk/procedures/
- LSCB Training Brochure 2011/2012: www.lambethscb.org.uk/training_professional_section
- New LSCB Gangs Protocol: www.lambethscb.org.uk/policies_procedures_professional_section
- Safeguarding Trafficked Children Guidance and Toolkit: www.londonscb.gov.uk/trafficking/
- Safeguarding Disabled Children Practice Guidance - www.education.gov.uk

4. Key Contacts

- **Assistant Director, Human Resources and Workforce Strategy** is Joanne Hatfield (jhatfield@lambeth.gov.uk)
- Assistant Director, Multi Agency Assessment Family Support & Child Protection
- Assistant Director, Multi Agency Looked After Children, Resources and Leaving Care
-

PART B – FOR ACTION

Action Summary

Generally the recommendations in Working Together arise from changes to the law and 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 governing bodies are asked to:

<ul style="list-style-type: none">• make arrangements to consider the Services to Schools and Academies Traded Services 2011/12 brochure with their headteacher to decide which services they would like to purchase, bearing in mind that some of those services were formerly offered free of charge.	Page 16
<ul style="list-style-type: none">• receive a report on the contribution their school cluster partnership is making to ensure the best outcomes for children and young people.• consider how best to ensure that the cluster has adequate governance arrangements that fulfil individual governing bodies' statutory responsibilities.	Page 17
<ul style="list-style-type: none">• encourage their parent governors to consider standing for election as Parent Governor Representatives.	Page 19
<ul style="list-style-type: none">• consider the SEN Green Paper consultation questions and respond to those that interest them by the deadline - Thursday 30 June 2011.	Page 21
<ul style="list-style-type: none">• makes arrangements to respond to the Council's consultation on its draft Child Poverty Reduction Strategy by the deadline – Friday 3 June 2011.	Page 22
<ul style="list-style-type: none">• submit any comments on the proposed School Term and Holiday Dates for 2012/13 by Friday 16 July 2011.	Page 23

Governance Matters – Summer 2011

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 djones@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 – Summer 2011

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: <http://www.lambeth.gov.uk/Services/EducationLearning/SchoolsColleges/SchoolGovernors.htm> or 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 Summer Terms 5 and 6, as well as 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. Local Authority (LA) Governor Appointments

The open recruitment policy for the appointment of LA governors is continuing to work well. 45 governors have been appointed since September 2010 with governors from 11 schools taking part as members of appointment panels, for which we are very grateful. There are now 182 LA governor places on the governing bodies of Lambeth schools and management committees. At the end of March 2011 there were seven vacant places. However, it is now LA policy that LA governor appointments cannot be confirmed until satisfactory CRB checks are completed. Unfortunately this sometimes means a considerable delay between recruitment and the appointment at schools being confirmed. There are currently seven LA governors provisionally allocated to schools 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 at International House between 4.30pm and 8.00pm and the remaining dates for the 2010/11 school year are as follows:

- Term Five – Wednesday 25 May 2011
- Term Six – Thursday 14 July 2011

If you are interested in being a member of the LA Governor Appointment Panel or want to discuss any aspect of the process please do not hesitate to contact David Jones in Governor Services. David can be contacted on 020 7926 9669 or email dgjones@lambeth.gov.uk.

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.

3. Further Sources of Information

Further sources of information and guidance are identified above, where possible. All Department for Education (DfE) guidance and documentation should be available from DfE Publications, tel. 0845 6022260, fax 0845 6033360, or email: online.publications@prolog.uk.com, and can usually be downloaded either from the DfE website: <https://www.education.gov.uk/Publications/>.

Please note that **Governornet** and **Teachernet** have both now been decommissioned, but the materials for governors and teachers respectively have either been moved to the DfE website or can be accessed via the National Archives: <http://www.nationalarchives.gov.uk/webarchive/>. The most up to date version of the online only “Guide to the Law for School Governors” can be found here: <http://www.education.gov.uk/b0065507/gttl/>.

For further advice, or if you have any queries, in the first instance 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) has a website with useful information for governors which does not always require membership - www.nga.org.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.
- 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.
- There is a blog for governors called Supergovernor, with free advice for governors on everything from school policies to how to balance work and governor activities - www.supergovernor.co.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.
- Teachers’ TV – following the closure of Teachers TV, the DfE has ensured that the 3500 programmes in the archive, including the programmes for governors, are still available to watch online. You can watch the programmes free of charge via either of the links below:
 - <http://www.schoolsworld.tv/>
 - <http://www.teachersmedia.co.uk/>

Services to Schools and Academies – Traded and Non-Traded

For additional information please contact:

Cathy Twist Assistant Director, Schools and Educational Improvement

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ctwist@lambeth.gov.uk

This paper provides information about Lambeth's new traded services offer to schools and academies which began on the 1 April 2011. The Traded Services brochure outlining the local authority services that can be purchased by schools and academies was launched at the Lambeth Headteachers conference in March 2011 and is available, alongside an order form, electronically as a PDF.

RECOMMENDATION: that governing bodies make arrangements to consider the brochure with their headteacher to decide which services they would like to purchase, bearing in mind that some of those services were formerly offered free of charge.

1. Introduction

The continued strength of our schools and the continued positive relationship between the LA and school staff is essential for maintaining good outcomes for children and young people. The local authority has been encouraging the development of a Learning Partnership between schools and the LA which will develop strength in Partnership Clusters, encourage school-to-school trading and sharing of expertise. Complementary to this is the traded and non-traded services provided by the LA which is part of the commitment of the LA to provide excellent services to its schools.

2. Context

The Education Bill published in January 2011 and the White Paper, "The Importance of Teaching" (November 2010), signal an important legislative and policy context for the future development of the relationship between the local authority and schools and for the development and provision of services to schools. The Academy and Free Schools Policy reflects the Government's push for more autonomy for schools and increases the diversity of school provision on offer. This is set in the wider context of Local Authority budget cuts and possibility of reduction of services as resources reduce.

3. Local Authority Funding and Traded Services

In April 2011 much of the existing funding that assisted the local authority to support schools to raise achievement ceased. Schools are now responsible for funding most of their own school improvement needs. Therefore, in order to maintain the good quality support to schools from council services, a new traded service to schools offer has been developed.

With headteachers, LA officers revised the offer, the costs to be charged and identified a range of new services to be sold to schools. Service level agreements were developed to commence trading with schools from the 1st April 2011. The result of this work is a newly revised traded services to schools offer. As well as traded services to schools, the brochure also highlights the services that will continue to be provided to schools at no charge.

Generating income through the selling of services is for a number of non statutory services the most effective way of continuing to provide support to schools. Many LA services are already trading with schools and have been doing so for a number of years.

4. Further Sources of Information

For further information, including a PDF of the 2011-12 brochure and a service order form, please email tradedservices@lambeth.gov.uk.

School Cluster Partnerships

For additional information please contact:

Judith Hare **School Improvement Adviser**

020 7926 9836

jhare@lambeth.gov.uk

Peter Compton **Coordinator of Governor Services**

020 7926 9636

pcompton@lambeth.gov.uk

The paper provides an update on the school cluster partnerships that are in place across the borough and their purpose.

RECOMMENDATIONS: that the governing body

- **receives a report on the contribution their school cluster partnership is making to ensure the best outcomes for children and young people.**
- **considers how best to ensure that the cluster has adequate governance arrangements that fulfil individual governing bodies' statutory responsibilities.**

1. Introduction

All evidence and experience suggests stronger partnerships, greater integration of services and a shared purpose for all those working with and for children and families lead to better services for children, young people and families – especially the most vulnerable. In April 2011 most of the existing grant funding to assist the Local Authority to support schools to implement initiatives and strategies to raise pupil achievement and meet attainment targets ceased. Schools have now become more responsible for funding most of their own school development needs.

Based mainly on the existing extended services model of locality clusters, schools have realised the need to belong to strong partnerships that can commission services and provide a secure base from which to operate and to be accountable for the quality of education and the standards achieved across the partnership. In order to support schools in purchasing and retaining good quality and experienced educational support services it is hoped that existing services from the LA will be brokered through School Improvement Advisers and Multi-Agency Team [MAT] (formerly Team Around the Child [TAC]) leads.

There are ten cluster partnerships which now include all schools that wish to belong to one of these partnerships and each partnership has been allocated a senior TAC/MAT lead and a School Improvement Adviser who will be the lead LA links with each partnership.

2. Objectives for Cluster Partnerships

- Achieving the best possible learning outcomes for all children and young people;
- Accountability and Quality Assurance. Becoming the best performing schools locally, regionally and nationally, exemplifying effective partnership work and integrated approaches to accelerating progress;
- Leading on specific specialisms, e.g. SEN, transitions, managed moves, ASTs, Local Leaders of Education;
- Leading cross-borough specialist seminars;
- Selecting, providing and brokering expertise from LA officers and/or external providers;
- Becoming high quality Teaching Schools, leading on learning dialogue, professional development and initial teacher training.

3. Governance and Accountability

Although some of our school cluster partnerships are operationally well developed in terms of provision and/or sharing of staff and services, the governance and accountability of these clusters has lagged behind.

What do we mean by governance?

- Accountability for both provision and outcomes rests with a strategic group drawn from stakeholders across the cluster.
- Structures for ensuring accountability are in place, either formal or informal or a mixture of the two.

Individual governing bodies are equal partners in leadership with the head and senior management team in providing the vision and support to schools which are developing as extended schools and in the wider field of cluster partnerships. Each governing body should formally approve any involvement in extended services partnerships, particularly if such ventures require expenditure from the school's delegated budget, and governing bodies should also be involved in the oversight and governance of those clusters. The governing body or its representative(s) should be involved in the following:

- the ongoing monitoring, evaluation and oversight of joint activities, perhaps as part of a steering group or joint committee which could also act as a forum of discussion on potential strategic developments within the cluster;
- helping to locate supplementary funding sources for initiatives;
- proper governance and oversight of all funds allocated to clusters;
- ensuring appropriate governor involvement in appointments;
- regular reporting back to the individual governing bodies.

While relatively new in Lambeth, clusters and partnerships between schools are well advanced in other areas and there is plenty of information about governance models on, for example, the National College for Leadership of Schools and Children's Services (NCSL) website and the Norfolk Governors' Network website – see further information below.

4. Possible Governance Models

- **Minimum reporting arrangements** - the school or institution holding the collective budget reports to all schools in the cluster on the joint budget and the activities jointly funded. Reports should include current staffing arrangements and any appointments or staffing changes over the period. Under this model of accountability, governing bodies will also have to agree how staffing appointments will be made and how governors from cluster schools will be involved.
- **Joint Committee** - The joint committee will hold regular meetings of governor representatives from the schools in the cluster which will have as their core purpose the strategic oversight of cluster funding and the joint activities funded. The School Governance (Collaboration) (England) Regulations 2003 allow two or more governing bodies to form joint committees to take legally-binding joint decisions. The governor representatives on these committees will be key stakeholders in the partnership and should bring appropriate additional skills and experience to the group.
- **Hard Federation or Trust** – at its most formal, if the participating schools and governing bodies thought it appropriate it would be possible to establish a whole cluster federation under one governing body or a trust in which all the schools are represented on a Trust Board.

5. Further Sources of Information

- Norfolk Governors' Network – Setting Up Cluster Governance Case Study:
http://www.ngn.org.uk/index.php?option=com_content&view=article&id=320&Itemid=66
- CfBT/Warwick University Research Report – Towards a New Governance of Schools in the Remaking of Civil Society:
[http://www.cfbt.com/evidenceforeducation/pdf/NewGovernance\(Report\)v6.pdf](http://www.cfbt.com/evidenceforeducation/pdf/NewGovernance(Report)v6.pdf).
- NCSL Promoting Collaboration Project:
<http://www.nationalcollege.org.uk/index/leadershiplib/leadingschools/working-in-partnership/promoting-collaboration/tools-for-setting-up-school-clusters.htm> and
- Promoting Collaboration: Governance:
<http://www.nationalcollege.org.uk/index/leadershiplib/leadingschools/working-in-partnership/promoting-collaboration/promoting-collaboration-key-themes/promoting-collaboration-key-themes-governance.htm>

Election of Parent Governor Representatives (PGRs)

For additional information please contact:

David Jones

Governor Support Officer

020 7926 9669

dgjones@lambeth.gov.uk

This paper informs governors and headteachers about the process for the election of Parent Governor Representatives (PGRs) to serve on Lambeth Council's Children and Young People's Service Scrutiny Sub-Committee.

RECOMMENDATION: that governing bodies encourage parent governors to consider standing for election as Parent Governor Representatives.

1. Number of Representatives and Term of Office

The Council appoints two Parent Governor Representatives (PGRs) to the Council's Overview and Scrutiny Committee and Children and Young People's Service (CYPS) Scrutiny Sub-Committee to serve for a two-year term of office. The PGRs are elected by parent governors and are parent governors themselves. They have full voting rights on any matters relating to the Local Authority's (LA) schools and to pupils at the LA's schools or educated by the LA in some other way. They sit on any scrutiny committee that deals wholly or in part with education functions that are the responsibility of the Council's Executive. A further election will be held:

- when the PGRs reach the end of their two year term of office.
- if one or both the PGRs resign or have to stand down.
- if there are insufficient nominations for both places to be filled (in which case another election must be held within one year).

One PGR, Samantha Toussaint, reached the end of her term of office on 31 March 2011, while the other PGR, Anthony Dadson, will reach the end of his term of office on 31 August 2011. It is proposed to hold one election for both places. The candidates with the most votes will be appointed as PGRs from 1 September 2011.

2. Who can stand for election?

To be eligible to stand, a parent governor must be - **at the date of the election** - a parent of a child at one of the LA's schools or a parent of a child who is educated in some other way. The child does not have to be at the same school at which the candidate is a parent governor. The candidate must be both a parent and a parent governor on the date of their election. The definition of "parent" includes all persons who have parental responsibility for a child but also includes carers - persons who, while acting as parents and sharing in every day decisions, do not have actual parental responsibility. These can include a step-parent, other relations or foster parents. The following **are not eligible to stand for election as a PGR**, even if they are eligible to be a parent governor:

- Employees of the Local Authority/Lambeth Council.
- Employees of schools maintained by the local authority (including teachers, non-teaching and other staff).
- Councillors of the same local authority.
- Parent governor representatives at another authority (or at the same authority) where their current term of office would overlap with the term of office of the vacancy.

3. Nominations

- Candidates are self-nominated but in order to be accepted as a candidate, Lambeth Governor Services must have received confirmation from the school that the candidate is eligible for election (see paragraph 5).
- Nomination forms will be sent to all eligible candidates during the week beginning 30 May 2011.
- If the number of eligible candidates is the same as or less than the number of places available, then no election will be required and the candidates who stood for election will be appointed.

4. Who can vote in the election?

All parent governors at schools maintained by the Authority at the date of the election are eligible to vote in the election for parent governor representatives, including parent governors who do not satisfy the conditions for standing for election as a parent governor representative (see para 2).

For the purposes of the election a parent governor is defined as:

- a person who is elected as a member of the school's governing body by parents of registered pupils at the school and is him or herself such a parent at the time when he or she is elected; or
- a person who is appointed as a parent governor by the governing body in accordance with regulations under the School Governance (Constitution) (England) Regulations 2003.

No other type of governor is eligible to vote or to stand - neither foundation governors appointed by the foundation as parents, nor any other category of governor who is also a parent.

5. Confirmation of Eligibility

For the purposes of this election the LA is required to ascertain each parent governor's eligibility to stand and/or vote in the election. Each headteacher is being asked to provide Governor Services with an up-to-date list of the school's current parent governors and to confirm whether they are eligible to stand and/or vote in the election. **Parent governors will not be permitted to stand or to vote unless confirmation of their eligibility has been received.**

6. The Election Process and Timetable

The election will be carried out by a secret postal ballot and the process will be overseen by the Returning Officer, Len Lewis, who is the Council's Electoral Services Manager. Mr Lewis can be contacted at Lambeth Town Hall, Brixton Hill, London SW2 1RW, telephone 020 7926 2307 or email: llewis@lambeth.gov.uk.

Ballot papers will be sent out by **Monday 4 July 2011** and the deadline for return, the election day, will be **Friday 29 July 2011**.

The SEN Green Paper – “Support and Aspiration: A new approach to special educational needs and disability”

For additional information please contact:

Judith Wilson Associate School Improvement Adviser

07711 250 731

judith@wilsonconsulting.eu

The purpose of this paper is to outline the main proposals of the Green Paper on Special Educational Needs and Disability and to explain the consultation process which ends at the end of June 2011.

RECOMMENDATION: that governing bodies consider the consultation questions and respond to those that interest them. The deadline for responses is Thursday 30 June 2011.

1. Introduction

The Green Paper is a consultation paper that has come about as a result of a number of reviews and reports including the Ofsted review that looked at provision for pupils with special educational needs in a number of Local Authorities in December 2009. Lambeth was included in this review and inspectors visited ten Lambeth schools.

The Green Paper was launched in March; the consultation process will finish at the end of June 2011. There are 59 questions as part of this consultation <http://www.education.gov.uk/consultations> and it is anticipated that a White paper will follow at the end of 2011.

2. The Green Paper

There are five chapters in the Green Paper, outlining the main proposals:

- **Early Identification and Assessment**

To put in place a reformed assessment process for children, with a single multi-agency approach and “Education, Health and Care Plan” for 0 - 25 focusing on outcomes, giving parents the same statutory protection as the current statement of SEN.

- **Giving parents control**

To strengthen choice and control for parents with the option of personal budgets by 2014 for all families, to support families through the system and ensure that parents have a real choice of schools.

- **Learning & Achieving**

To address over identification of SEN with a new single early years-setting and school-based SEN category to replace School Action and School Action plus and to equip better teachers and support staff to address SEN and poor behaviour through training and professional development.

- **Preparing for Adulthood**

To increase the range and quality of learning opportunities, to provide effective help for young people to move into employment, to improve joint working across paediatric and adult health services and to help young people live independently by working across government to reflect this in the forthcoming disability strategy.

- **Services working together for families**

The Green Paper sets out a strong role for local authorities as champions of families and vulnerable children, to encourage greater collaboration between local authorities and local services and to improve consistency across all areas whilst allowing local flexibility.

3. Further Sources of Information

The complete document and the case for change can be downloaded here:
<http://www.education.gov.uk/childrenandyoungpeople/sen>.

Lambeth Child Poverty Reduction Strategy – Update and Consultation

For additional information please contact:

Jason Preece

Head of Policy and Performance

020 7926 8157

jpreece@lambeth.gov.uk

This paper provides an update on the development of Lambeth's Child Poverty Reduction Strategy and highlights the current consultation exercise.

RECOMMENDATION: that the governing body makes arrangements to respond to the consultation.

1. Introduction

Poverty has a significant impact in Lambeth: the borough is 10th amongst London local authorities with the highest number of children and young people in poverty and 15th in the UK. According to the HM Revenue and Customs (HMRC) 2008 data, 35.7% (18,615) of children and young people aged below 17 years in Lambeth live in families claiming out of work or in work benefits, compared with 24% nationally. Although this represents a 2.5% reduction on the previous year, too many children and young people in Lambeth grow up in poverty, impacting on their whole lives.

Lambeth Council and partner organisation have developed a draft Child Poverty Reduction Strategy and Action Plan. Under the Child Poverty Act 2010 the Council has a statutory responsibility for engaging with partners, including schools, in the development of such a strategy. This draft strategy and action plan has been informed by a series of action planning workshops and the Government's Child Poverty Strategy published in April 2011.

2. The proposed priorities and objectives of the Child Poverty Reduction Strategy

The objectives of the draft Strategy are to:

- Reduce parental worklessness.
- Maximise family income and improve benefits take-up.
- Raise aspirations of children, young people and families and improve take-up of services.
- Improve child wellbeing and children's life chances.

The priorities are:

- Increasing opportunities for parents to enter employment, education and training and support adults in gaining the skills, including volunteering.
- Tackling financial exclusion including debt management, financial literacy, affordable credit and maximising benefit take-up.
- Raising the attainment and aspirations of children, young people and their families to ensure they do not become poor adults and perpetuate the poverty cycle in future communities.
- Improving services to families, particularly childcare and other parenting support, and ensuring all services are "thinking family".

3. The Consultation for the draft Strategy

Schools will play a key role in shaping the final strategy and action plan as well as being involved in implementation so we need feedback to help ensure that we have the right approach to make a real difference. **Headteachers and Chairs have been sent details of the consultation, which runs from 9 May to 3 June 2011**, and this is a reminder to provide feedback. The consultation can be found here: <http://www.lambeth.gov.uk/cediary/consultationDetails.aspx?ConsultationID=606>

4. Further Sources of Information

The national Child Poverty Strategy can be found here: [A New Approach to Child Poverty: Tackling the Causes of Disadvantage and Transforming Families' Lives : The Department for Education.](#)

Recommended School Term and Holiday Dates 2012/13

For additional information please contact:

David Jones

Governor Support Officer

020 7926 9669

djones@lambeth.gov.uk

The purpose of this paper is to invite comments on the recommended school term and holiday dates for the academic year 2012/13.

RECOMMENDATION: that governing bodies submit any comments by Friday 16 July 2011 (see para 3).

1. Recommended School Term and Holiday Dates for 2012/13

Local authorities have responsibility for determining the dates when school terms and holidays are to begin and end for all community and community special schools, including nursery schools and voluntary-controlled schools.

Although dates for voluntary aided, foundation, foundation special schools and academies are determined by governing bodies, it is usual for them to largely follow the community school pattern as well.

Headteachers and Governors of community schools are reminded that, once these dates are determined, they do not have delegated authority to vary them. Voluntary Aided and Foundation schools and Academies are not obliged to follow the holiday pattern set by Lambeth but to ensure continuity for parents, school staff and service providers it is recommended that they do.

2. Professional Training Days (INSET)

From the 195 pupil days set out below, 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.

Our view is 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 more flexibly as twilight sessions.

The purpose of this paper is to invite comments on the recommended school term and holiday dates for the year 2012/13. Please send any comments to David Jones, Governor Support Officer, Governor Services, Schools and Educational Improvement, Lambeth Children and Young People's Service, Canterbury Crescent, LONDON SW9 7QE by **Friday 15 July 2011**.

3. Recommended Dates

The recommended dates are set out overleaf:

Recommended School Term and Holiday Dates for the 2012/13 academic year

Term	Start Date	Finish Date	Number of days
Term One	Tuesday 4 September 2012	Friday 26 October 2012	39
Holiday	Monday 29 October 2012	Friday 2 November 2012	
Term Two	Monday 5 November 2012	Friday 21 December 2012	35
Holiday	Monday 24 December 2012	Friday 4 January 2013	
Term Three	Monday 7 January 2013	Friday 15 February 2013	30
Holiday	Monday 18 February 2013	Friday 22 February 2013	
Term Four	Monday 25 February 2013	Thursday 28 March 2013	24
Holiday	Friday 29 March 2013	Friday 12 April 2013	
Term Five	Monday 15 April 2013	Friday 24 May 2013	29
Holiday	Monday 27 May 2013	Friday 31 May 2013	
Term Six	Monday 3 June 2013	Wednesday 24 July 2013	38

Total number of days = 195

Bank and public holidays

- Monday 27 August 2012 (Summer Bank Holiday)
- Tuesday 25 December 2012 (Christmas Day Holiday)
- Wednesday 26 December 2012 (Boxing Day Holiday)
- Tuesday 1 January 2013 (New Years Day Holiday)
- Friday 29 March 2013 (Good Friday)
- Monday 1 April 2013 (Easter Monday)
- Monday 6 May 2013 (May Day)
- Monday 27 May 2013 (Spring Bank Holiday)
- Monday 26 August 2013 (Summer Bank Holiday)

PART C – FOR INFORMATION

Learning Together Strategy

For additional information please contact:

Cathy Twist Assistant Director, Schools and Educational Improvement

020 7926 9541
ctwist@lambeth.gov.uk

This paper provides information about the Learning Together Strategy: a new relationship between Lambeth schools and the Local Authority and the role of school Cluster Partnerships in school improvement.

1. Introduction

The publication of the Education White Paper, "The Importance of Teaching" (November 2010), and the Education Bill (January 2011) and further Bills anticipated signal an important legislative and policy context for the future development of the relationship between the Local Authority (LA) and schools and for the development and provision of services to schools. This paper should be read in conjunction with the papers on Traded Services (page 16) and School Cluster Partnerships (Page 17).

2. School Improvement Support

In April 2011 much of the existing grant funding to assist the LA to support schools to implement initiatives and strategies to raise pupil achievement and meet attainment targets ceased. At this point schools became responsible for funding most of their own school development needs. Based mainly on the existing extended services model of locality clusters, schools have realised the need to belong to strong partnerships that can commission services and provide a secure base from which to operate and to be accountable for the quality of education and the standards achieved across the partnership.

The shifting emphasis is now for school improvement support to be found in effective schools rather than in Local Authority services and schools are encouraged to look beyond the boundaries of an individual school to develop capacity through school-to-school collaboration and sharing of practice.

In Lambeth, the Executive Director and the Lead Member for CYPS have a clearly stated vision of children and young people in Lambeth which is shared and actively supported by its partners in the primary care trust, police, child and adolescent health service (CAMHs), schools and the voluntary sector. It is therefore imperative for children and young people that Lambeth CYPS working with schools provides a balanced and considered response to this complex context locally and nationally.

3. Learning Partnerships

There is yet untapped capacity and potential across Lambeth schools to support ongoing school improvement. Through the new 'Learning Partnership' arrangements it is important that we maximise the opportunity for effective school to school partnerships and collaboration which lead to improved outcomes for children and young people.

The Working Together conferences with Headteachers and Chairs of Governors in January 2011 outlined the planned three-year approach to implementing the changed relationship and the ways in which the LA would facilitate the move from an LA-led approach to providing school improvement services to Cluster Partnerships taking responsibility for their own school improvement needs, purchasing services from the LA and other providers.

The '**Learning Together**' strategy consists of three strands which will complement each other in enabling the LA to retain its role of championing and quality assuring high quality provision in its schools and ensuring a strong source of school improvement expertise is available both centrally and in schools' partnerships:

- **Learning Together Strand 1** - A core LA service retaining the role of challenge and intervention, brokering structural and developmental solutions

- **Learning Together Strand 2** - Embedding of Cluster Partnerships with TAC and Education Improvement team functions and integrated approaches to early intervention and prevention
- **Learning Together Strand 3** - Working towards the development of a high quality Teaching School/s in Lambeth leading on learning dialogue, professional development and initial teacher training.

4. Milestones for implementation

Date	Milestones	Outcomes
2011 -12	Consolidate ten Learning Together Cluster Partnerships Proceed with first full financial year of traded services Begin transfer of services from LA to Cluster Partnerships for identified areas of service delivery Bid for at least one teaching school New service infrastructure, systems and processes for performance and business management implemented Investigate collaboration and develop traded services	Clusters begin to take responsibility for selecting services LA services are preferred providers Sharing of expertise and services across South London Collaborative Working towards Teaching Schools Alliance (TSA) implementation in partnership with LA, ITT provider and CLC
2012 -13	Review performance of traded services Continue to establish service delivery and development of specialisms within each Cluster Partnership Review impact of Partnerships on standards and progress and wellbeing of pupils in their schools Development of traded services/collaboration with South London Collaborative Develop TSA	Meetings with lead headteachers and other contact ascertain needs of Partnerships and provide QA Activities such as managed moves within and between schools in Cluster Partnerships Begin to develop clients and services beyond Lambeth TSA working with wide group of schools leading to innovation
2013 -14	Consolidate traded services offer Review impact of Cluster Partnerships/LA core relationship Re-assess capacity of Partnerships to self-sustain and self-improve Review impact of the new Service Consolidate TSA	Partnerships are hubs of excellence, providing mutual support and challenge Executive heads and LLEs/NLEs become system co-leaders More federations, executive heads, apprentice heads All schools within Cluster partnerships are good or better and provide quality education, addressing the needs of the whole child in the whole system LA/Partnership relationship continues to be strong, innovation is all around us because solutions are shared TSA provides high quality ITT, CPD and supports schools facing challenges

Special Education Needs (SEN) Review

For additional information please contact:

Sandra Morrison **Divisional Director, Early Intervention
and Targeted Services**

020 7926 9705
smorrison@lambeth.gov.uk

Keith Makin **Independent Reviewer**

07713 149683
kmakin@lambeth.gov.uk

This paper provides information about the Special Education Needs (SEN) Review being undertaken in Lambeth. The review relates to all SEN services in the borough and related services for disabled children.

1. Introduction

The need for a SEN review has been identified to allow the Council to respond to the findings of the SEN Green paper (see separate briefing paper on page 21) and to respond to its own local issues that include

- Unbalanced budgets - transport, residential placements;
- High numbers of costly tribunals;
- Increasing demand for residential placements;
- Local provision that does not meet the needs of the changing SEN population;
- High numbers of complaints to the local ombudsman;
- Increasing numbers of under fives with complex needs presented for education in main stream schools with no support plans;
- Lack of support services from the National Health Service (NHS).

There is a need to review our arrangements for meeting the needs of young people with SEN to take into account the likelihood of schools becoming academies, the advent of free schools and for careful consideration to be given to the combination of specialist provision required to meet the needs of young people with SEN and to address parental expectation. In addition the funding arrangements that we have in place require review.

2. Impact on schools

A SEN review will impact on all schools, both mainstream and special, as will the finding of the SEN green paper and their impact on the inclusive nature of our schools. Schools are key stakeholders in any review of provisions and the complexities that surround the arrangements we make for young people with SEN are immensely important to schools and we would wish for them to be deeply involved in the review. The funding arrangements that also need to be considered as part of the review are important as many schools do not feel they are appropriately funded to meet a high level of need.

3. Timescales and Key Contacts

It has been agreed that an independent, fresh pair of eyes should review our arrangements in Lambeth; to this end an experienced previous Executive Director - Keith Makin - has been commissioned to undertake a review of SEN arrangements in Lambeth. The Divisional Director lead is Sandra Morrison and the Strategic Leadership Board (SLB) sponsor is Debbie Jones, Executive Director, CYPS – see contact details above.

4. Next Steps

The next step will be to agree headteacher and governor representation in the governance arrangements for the review. Please contact Sandra Morrison if you are interested.

Thresholds for Referrals to Children's Specialist Services

For additional information please contact:

Ade Adetosoye **Divisional Director Specialist and
Commissioning Division**

020 7926 4787
aoadetosoye@lambeth.gov.uk

This paper provides an update on Lambeth's Threshold Document, which sets out the thresholds for making referrals to Children's Specialist Services.

1. Introduction

On 26 July 2010 the Lambeth Safeguarding Children Board (LSCB) signed off the new Threshold Document. The document gives the agreed thresholds that Children's Specialist Services (formerly Children's Social Care) will use to accept referrals for children in need or child protection cases. It also helps to explain the differences between those cases that are appropriate for a Common Assessment Framework and a Multi Agency Teams (MAT) approach, (formerly Team Around the Child [TAC]) and those that require a social work intervention.

All practitioners should have a copy of this document and refer to it before making a referral to Children's Specialist Services.

2. Key practice issues for using the threshold document

A few agencies have raised concerns that they sometimes have difficulty in getting Children's Specialist Services to accept that a child is in need or that a child at risk of significant harm threshold has been crossed.

Statistically Lambeth Specialist Service do significantly more initial assessments than any equivalent London borough and do more Section 47 enquiries than all London Boroughs with the exception of one. What this means is that Lambeth exercise "safe" thresholds by comparison with their statistical neighbours. This is evident despite the recent increase of 40% in referrals, where Lambeth have maintained an 80% completion rate of initial assessments to ensure that children are not left at risk.

In those cases where there is disagreement about a threshold it is essential that the referral agency use the Threshold Document and make reference to the Continuum of Need charts and provide clear evidence why a case may meet the criteria for referral at level 3 or 4. The Threshold Document is clear that for most cases being referred as a child in need, the expectation is that a CAF (Common Assessment Form) will have been completed and that a Multi-Agency Team (MAT, formerly TAC) approach will have been tried first. Only after that has first been tried and then failed should the case be referred to Children's Specialist Services.

Where the case already clearly meets the child in need or child protection threshold, it is not necessary (or appropriate) to complete the full CAF process and run a MAT meeting first before referring to Children's Specialist Services. In these cases a referral on a CAF form should be filled out and sent to the Referral and Assessment Team. If the situation is too urgent to complete the CAF Referral Form the information should be telephoned through on the day and then the CAF referral form faxed as soon as possible afterwards and within 48 hours of the phone referral.

If a case needs to be investigated on the same day that a referral is made (e.g. child injury or sexual abuse) the earlier the referral is made in the day the easier it will be for the services to respond. Agencies are asked not to wait until the end of the day/week when the child is just about to go home to make the call to the Referral and Assessment Team.

3. Further Sources of Information

Lambeth's Thresholds Document can be found here:
http://www.lambethscb.org.uk/policies_procedures_professional_section

- 11 combination of staff from Police, Faith Groups, Youth Services, Care Agencies, Leisure Services, Adult Services and Residential Services.

Nature of referrals from schools - of the 32 referrals about schools staff, 6 were about physical abuse, 1 emotional abuse, 9 sexual abuse and 5 neglect. The **Safeguarding Service to Schools** provides advice, support and challenge to schools on a range of safeguarding matters, in particular, the Lead Officer for Education within that team should be the first point of contact on any allegation matter in an education setting. The service also monitors the allegation reports and liaises with the LADO and other agencies on the management of allegations in schools and is able to signpost schools to appropriate training, for example, training and guidance on restraint.

- Safeguarding Service to Schools: Graham Griffin, tel. 020 7926 9643, email: ggriffin@lambeth.gov.uk.

Timeframes for resolution - of the cases referred to the LADO in 2010/2011, 86 were resolved within 1 month; 10 within 3 months; 13 within 6 months and 10 are the subject of ongoing intervention.

4. Further Sources of Information

- Working Together to Safeguard Children March 2010 - www.education.gov.uk/publications
- London Child Protection Procedures: www.londonscb.gov.uk/procedures/
- LADO and Safer Recruitment: Lambeth Safeguarding Children Board - www.lambethscb.org.uk

Education Bill 2010-11

For additional information please contact:

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The purpose of this paper is to provide a briefing on the Education Bill 2010-11, highlighting specific duties relevant to governing bodies.

1. Introduction

The coalition government's second major Education Bill was published on 27 January 2011. Broadly it implements the proposals set out in the White Paper, *The Importance of Learning*, published in November 2010.

2. Summary

The Bill comprises 10 parts and 16 Schedules and has nearly 80 clauses. It ranges from early years provision at one end to Higher Education fees at the other, taking in the school workforce and curriculum, the extension of the Academy brand and some changes to post-16 provision on the way. The Bill had its Second Reading on 8 February and was committed to a Public Bill Committee. It is likely to become an Act (law) this summer.

3. Headlines:

Part 1: Early Years provision

- Introduces **free early years provision** for children of **two years of age** from **disadvantaged backgrounds**.

Part 2: Discipline

- Extends the power of members of staff at schools and further education institutions to **search pupils without their consent** for an item that has been, or is likely to be, used to commit an offence or cause injury to the pupil or another, or damage property, and to search for items banned under the school rules.
- **Review of permanent exclusions process.** A review panel may uphold the original decision to exclude or recommend the case be reconsidered. If it considers that the decision of the governing body was flawed when viewed in the light of the principles of judicial review it can direct the responsible body to reconsider the matter, but the review panel will not have the power to order reinstatement.
- **Removes the duty on schools to give 24 hours written notice of a detention to parents**, and the duty on all schools to enter into a behaviour and attendance partnership with other schools in their area.

Part 3: School workforce

- Abolishes the General Teaching Council for England **GTCE**, Training and Development Agency for Schools **TDA**, School Support Staff Negotiating Body **SSSNB** enabling the relevant functions of the GTCE and the TDA to be undertaken by the Secretary of State and where appropriate by Welsh Ministers.
- Introduces **restrictions on the public reporting of allegations made against teachers**:
 - It restricts the publication of any information that would identify a teacher who is the subject of an allegation of criminal misconduct where the alleged victim is a registered pupil at the school.
 - restrictions remain in place until the teacher is charged with a criminal offence. This restriction also covers supply and peripatetic teachers.

Part 4: Qualifications and the Curriculum

- **Abolishes** Qualifications and Curriculum Development Agency **QCDA** - relevant functions of QCDA to be transferred to the Secretary of State.

- **Removes the duty** on local authorities, schools and **governing bodies** to secure access to the **diploma entitlement for 16 to 18 year olds and pupils in the fourth key stage.**
- Amends legislation relating to provision of careers education and guidance

Part 5: Educational institutions: other provisions

- **End requirement** for every school to have an LA **School Improvement Partner (SIP).**
- The **schools adjudicator will no longer** be able to make **modification** to a school's **admissions arrangements** in response to a complaint or a referral.
- Introduces a **cap on** the amount local authorities and the **governing bodies** of maintained schools in England are allowed to **charge for the provision of school meals, milk etc.**
- Presumption that when local authorities set up **new schools** they will be **Academies** (including free schools).
- Makes it **possible** for **one or more, but not all,** of the schools **in a federation to become an Academy** without first having to go through the statutory process to leave the federation.
- **Changes to the constitution of governing bodies.** It will no longer be a requirement to have Local Authority or (for schools other than Voluntary Aided schools) community governors. The requirement for staff governors will be restricted to the Headteacher. Other categories of governors may be prescribed by regulations.
- **Changes the inspections framework for schools,** providing for the exemption of certain categories of school and further education institution from routine inspection.
- **Extends the Secretary of State's power to close schools to all schools eligible for intervention,** rather than - as at present - only those deemed by Ofsted to be in need of special measures.
- **Removes the power for parents to make complaints about schools to the Local Commissioner.**
- Repeals the provision that changes the **name of pupil referral units to short stay schools.**

Part 6 : Academies

- Allows the establishment of 16 to 19 Academies and alternative provision Academies and **removes the requirement for Academies to have a specialism.**
- **Changes the consultation requirements** for the **setting up of an Academy,** and to the way a school in a federation becomes an Academy.
- **Increases the Secretary of State's ability to make land available for free schools.**

Part 7: Post-16 education and training

- **Abolishes the YPLA** transferring powers to the Secretary of State.
- **Retains raising the participation age legislation in 2013 (to age 17) and 2015 (to age 18)** whilst removing enforcement procedures on young people, parents and employers in relation this.

Part 8: Student finance

- **Applies the university tuition fees cap** for full-time courses on a **pro rata basis to part-time courses,** and **increases the cap on the interest rates that can be charged on new student loans.**

4. Further Sources of Information

Further information about the Education Bill including can be found here:

<http://www.education.gov.uk/aboutdfe/departmentalinformation/educationbill/a0073748/education-bill>

The explanatory notes that accompany the Bill can be found here:

www.publications.parliament.uk/pa/cm201011/cmbills/137/11137.i-v.html

All Bill documents can be found here:<http://services.parliament.uk/bills/2010-11/education/documents.html>

Changes to the Ofsted Inspection Framework

For additional information please contact:

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This paper sets out the proposed changes to the Ofsted inspection framework that are due to take effect from January 2012. The proposals are out for consultation until Friday 20 May 2011 and there will be pilot inspections taking place during Summer 2012.

1. Introduction

The new framework for inspection will be implemented from January 2012, although Her Majesty's Inspectors (HMI) will be undertaking unreported pilots based on the consultation framework during the summer. The pilot inspections will occur during the weeks beginning 23 May, 6 June and 20 June.

2. Proposed inspection arrangements for maintained schools and academies from January 2012

The proposed new arrangements for inspection are included in the Education Bill 2011 and, as expected, there will be four key inspection areas. Inspection will give priority to **achievement, behaviour & safety, quality of teaching and leadership & management**. The duties to inspect pupil wellbeing and community cohesion have been removed. Social, Moral, Spiritual and Cultural development is given a renewed importance and now links with equal opportunities for all pupils.

It is important to stress that the following will remain proposals until the Bill becomes law:

- **Achievement** to continue as a combination of attainment and progress. Attainment judgements will be made in comparison with national averages, trends in the school's performance and pupils' progress relative to their starting points. The new framework will focus on gaps in attainment between different groups and what has been done to close them. Standards in Reading (but not writing) will be judged and reported on in primary schools and standards in literacy in secondary schools. In primary schools there will also be a strong focus on standards of numeracy. Test and examination results continue to be important. There will continue to be a separate judgement about the learning and progress of pupils with Special Educational Needs and Disabilities (SEND). **Contextual value-added (CVA) will no longer be available from 2011**. In future value-added measures will be based on pupils' progress since they joined the school. These judgements will be made in comparison with similar schools. Value-added information will be developed in relation to particular groups of pupils.
- **Behaviour and safety** - behaviour in lessons and around the school will be a key judgement. Attendance and punctuality are now taken into consideration as part of the behaviour judgement. Bullying and harassment are now part of the behaviour judgement. Views of pupils will be taken into consideration. The judgement about how safe pupils feel is part of the behaviour and safety judgement.
- **Quality of Teaching** - There will be revised criteria for judging the effectiveness of teaching. There will be more direct observation of teaching and learning. Good or outstanding teaching will combine good subject knowledge, effective teaching of skills needed to learn the subject, constructive dialogue and feedback between teacher and pupils, careful attention to learning needs of individuals, high expectations and challenge. The teaching of reading contributes to the overall teaching judgement.
- **Leadership and Management** - key to this judgement will continue to be the way leaders at all levels are driving improvements in achievement and the way that leadership and management is focused on improving the quality of teaching and learning. There will be a new focus on classroom practice and pedagogy. Leaders will be judged by high expectations, ambitious targets, accurate self-evaluation and rigorous monitoring of teaching and learning and pupil progress. Planning of staff training is likely to be considered together with the quality of Continuous Professional Development (CPD) and the support offered to staff. **Safeguarding and safe recruitment of staff** continue to contribute to the leadership judgement. The quality of

opportunity judgement will be more focused on narrowing the gaps between vulnerable groups. The quality of the curriculum is now a leadership judgement - it will still need to be broad and balanced, should promote good behaviour, attendance and personal development. Engagement with parents continues to be important and is now seen as 'working with parents' with a focus on supporting learning in the home. **A new leadership judgement is the capacity to share good practice, learn from the practice of others, to support other schools and contribute to their progress. This is expected to become the model for school improvement.** The separate judgement about capacity for sustained improvement goes as there is a strong link between capacity and the quality of leadership. The effectiveness of leadership and management will also be judged by the quality and accuracy of the school's self-evaluation and the use made of the information and by the impact of governance on school improvement

3. Self Evaluation

The online Self Evaluation Form (SEF) will be withdrawn from September 2011 but schools should always be able to provide some summative evidence of self-evaluation which might include an assessment of the school's performance against key inspection judgements.

4. Inspecting categories of schools

Good and outstanding schools will be subject to a risk assessment in the third year after their last inspection. This will be two stages; an automated assessment and a further review by HMI of schools needing further consideration. The assessment will take into account

- Current attainment and progress.
- Changes in attainment and progress since the last inspection.
- Pupils' attendance.
- Results of any Ofsted survey visit
- Significant issues brought to Ofsted's attention, including safeguarding and parental complaints.

Ofsted are likely to bring parents' views into this remit through an online survey. **Outstanding schools** will not be inspected unless concerns are raised but they will be part of the programme of survey visits. **Good schools** will be inspected within a five-year timeframe unless the risk assessment raises concerns, but they will still be part of the regular sample of good schools inspected. **Satisfactory schools** are now likely to receive a monitoring visit where:-

- Leadership and management are satisfactory.
- Test and exam results and volatile or below floor targets.
- The previous two inspections have also judged the school to be satisfactory.
- No aspect of the school's work was judged to be better than satisfactory.
- There is a worrying level of parental complaints.

If a monitoring visit suggests the school has made limited or poor progress, it will trigger a full inspection. Limited progress includes:-

- Persistently low standards, including of reading, with little sign of progress.
- Variable quality of teaching and learning not being successfully tackled.
- Persistent disruption in lessons and misconduct around the school.

Schools with a Notice to Improve (Ntl) are now likely to receive a monitoring inspection within three months and a reinspection within a further six months. **Schools requiring special measures** will have the first monitoring visit brought forward to a few weeks following the inspection and increased frequency of subsequent monitoring inspections.

5. Requesting an inspection

Parents, the LA or governors who have concerns about a school's decline in test or exam results or in pupil behaviour, may request an inspection. Where HMCI agrees, there would be no charge for an inspection. Some schools may request an inspection, for example, to show they are still outstanding or to show they have moved from good to outstanding. In these cases they would be charged a fee for the inspection.

6. Further Sources of Information

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

Lambeth Teaching School Alliance

For additional information please contact:

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This paper provides information about the Lambeth Teaching School Alliance, a consortium of schools, settings and the local authority, led by two outstanding schools and supported by a range of key partners, bidding to deliver a viable, sustainable teaching school model for the borough.

1. Introduction

In the Schools White Paper 2010, The Importance of Teaching, the government outlined plans for the creation of “teaching schools”, modelled on teaching hospitals, with the aim of creating a national network of schools responsible for

- training new entrants to the profession alongside other partners, including universities;
- leading peer-to-peer learning;
- spotting and nurturing leadership potential; and
- providing support for other schools, including those that are facing challenging circumstances.

These teaching schools will be outstanding schools, and will take a leading responsibility to provide and assure initial teacher training (ITT) in their area and will also receive funding to offer professional development for teachers and leaders. The teaching school model aims to harness the practice of the best schools where:

- the schools themselves are learning communities;
- trainee teachers learn from the best teachers, supported by a culture of coaching and mentoring;
- professional development is school-based and classroom focussed teachers, support staff and leaders improve through exposure to excellent practice within and beyond their immediate school, through observation, mentoring, coaching, practice, reflection, and sharing with peers;
- talent development and distributed leadership are the norm;
- staff demonstrating potential are encouraged to lead and are given structured and stretching opportunities to grow and develop; and
- leaders have local knowledge and can identify where key resources and expertise lie.

Teaching schools will not only be outstanding in their own performance, but have a track record of working with others to raise standards for children and young people beyond their own school.

2. A Lambeth ‘Teaching School’ Alliance

In Lambeth we have submitted a bid for a Teaching School Alliance led by a partnership of two lead schools: the Stockwell/Jessop/Glenbrook Primary Federation and Allen Edwards Primary School. The lead schools will work alongside about 40 other Lambeth schools as “Strategic Partners”. These include secondary schools, primary schools, Alternative Education Provision (AEP), nursery schools and special schools as well as the Local Authority and the Institute of Education. We believe that what makes the bid strong is the wide base of phases and specialisms. We will hear in July whether or not this exciting new initiative for Lambeth has been accepted.

3. Rationale and Vision

“Working in partnership to ensure that Lambeth schools and settings provide the very best education for children and are great places to teach in and lead.”

Rationale:

To create a consortium of schools, settings and the local authority, led by two outstanding Schools and supported by a range of key partners to deliver a viable, sustainable teaching school model. This will deliver ITT, CPD, Leadership training and school improvement for all Lambeth Schools and settings and potentially beyond our geographic borders.

Through and in partnership with the lead schools and local authority all schools will have opportunity to contribute capacity, where they are strong, and draw upon resources where they are in need of improvement. The model will be sufficiently flexible for schools to vary their contribution from year to year and vary the areas to which they contribute capacity depending upon the cycles of school development.

A pan-Lambeth approach which includes schools and settings from all phases and areas of work will generate sufficient capacity for all schools no matter how small to contribute whilst delivering sufficient scale to make the project financially viable. The role of the Local Authority is key in bringing partners together and contributing to the identification of key partners' strengths and weaknesses. The local authority will also be involved in the delivery of some aspects of the teaching school remit but the role of brokerage and facilitation in such a large enterprise should not be underestimated.

As well as benefits in terms of practice and school development all partners will share in the financial benefits of the enterprise whilst also mitigating risks through shared responsibility and ownership.

The consortium may well seek to deliver services to schools and settings beyond its geographical area and into other authorities. This would broaden influence and open further opportunities for income generation.

The lead school/s will be the hub of the consortium but in reality will need to work closely with partners to ensure high quality, consistent standards and assessments of capacity and the strengths of key partners.

Vision:

- To ensure that Lambeth schools are at the forefront of educational policy and can shape the future to meet the needs of our communities and schools.
- To ensure that Lambeth schools retain the control of their own destinies and do not lose their autonomy to other providers.
- To maintain and reinforce the strong links already established across the Lambeth family of schools, settings and local authority.
- To provide a strong platform to deliver ITT, CPD, School Improvement and leadership training appropriate to the context of our schools and settings in accordance with the needs and aspirations of our communities.
- To provide a strong platform for sharing outstanding practice between schools for the mutual benefit of all.
- To be inclusive of all schools, settings and alternative education provision.
- To ensure teachers are well placed to meet the varying needs of urban children.
- To promote the development of Black and Minority Ethnic teachers and leaders to ensure that the workforce is representative of the community.
- To seek accreditation for a range of training programmes for teachers and school leaders
- To position Lambeth schools and settings well to further benefit from future funding and development programmes which will develop over the life of the coalition government.

The Wolf Report - Review of Vocational Education March 2011

For additional information please contact:

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The purpose of this paper is to summarise the key findings and recommendations of the Wolf Report which was commissioned by Michael Gove, the Secretary of State for Education, and which reported in March 2011. It has particular implications for schools with Sixth forms as its findings pertain to the kind of curriculum they offer, and plan to offer, particularly in the light of the Raising of the Participation Age (to 17 in 2013, and 18 in 2015).

1. Introduction

In September 2010 the Secretary of State for Education commissioned Professor Alison Wolf “to look at the organisation of vocational education and its responsiveness to a changing labour market, and to consider ways to increase incentives for young people to participate.” She was asked to examine and report on:

- institutional arrangements
- funding mechanisms including arrangements for who bears the cost of qualifications
- progression from vocational education to work, higher education and higher-level training
- the role of the third sector, private providers, employers and awarding bodies.

2. Key Findings

Professor Wolf reported in March 2011 providing a clear analysis of the current system. Key findings:

- Many 14 to 16 year olds are on courses which the league table systems encourage but which lead children into dead-ends. Many young people have not been told the truth about the consequences of their choice of qualification.
- Many 16 and 17 year olds churn between unsatisfactory courses and short-term employment.
- Between a quarter and a third of post-16 learners are offered low-level vocational qualifications with little or no labour market value.
- 350,000 16-19 year olds, on courses which do not lead to higher education or good jobs, get little to no benefit from the post-16 education system.
- High-quality apprenticeships are too rare and an increasing proportion is being offered to older people not teenagers.
- Less than 50% of students have both English and Maths GCSE (A*-C) by the age of 18.
- “Work experience” – or, as it has officially become, “work-related learning” – has served its time.

4. Recommendations

There are 27 specific recommendations including the following main principles for reform:

- The system must stop ‘tracking’ 14 to 16 year olds into ‘dead-end’ courses.
- The system must be made honest so young people are not pushed into damaging decisions.
- The system must be dramatically simplified to remove perverse incentives.
- We should learn best practice from countries doing things better than us, such as Denmark, France and Germany.
- Students who are under 19 and do not have GCSE A*-C in English and maths should be required to pursue a course that leads directly to these qualification.

5. Further Sources of Information

The full report can be found here:

<https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-00031-2011>.

Lambeth Learning Hub

For additional information please contact:

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This paper provides information about the development of the Lambeth Learning Hub, an online tool being developed to support school improvement work in our schools.

The Hub will be web-based and will act as a school to school learning area where clusters of schools and LA traded services can offer and sell services. It is expected that this Hub will enable schools to access services from the LA directly, from other groups of schools or from consultants with a proven track record in supporting Lambeth schools.

1. Introduction

The Lambeth Learning Hub is an online collaborative tool for schools to communicate, trade services and share information.

2. Why have a Learning Hub?

Using the Google Apps suite, the Hub will include shared resources and documents, updates from Lambeth CYPS, a marketplace, a shared calendar, education news and a directory of providers with a local track record. The aim is for Hub to be simple, easy to use and manage and to involve minimal costs.

It is hoped that the application will be the main facility for the sourcing of consultants and other services required by schools. It is envisaged that a range of approved consultants as self employed individuals can be engaged, enabling local knowledge and expertise to continue to be utilised by schools.

It is important that the schools identify the range of school development support requirement to be offered. Schools may want to be able to choose support and make up their own 'package' so the app needs to be clear about the kinds of support that schools would like provided and the period in which that support would be needed. The range of needs would change over time and the application would need to respond to this in ensuring that the list of accredited providers was constantly updated.

The development of the Hub requires a close working relationship with schools in order to assess its viability. To that end a number of schools will be needed to support 'pilot' work to ensure that system is fully accessible and able to provide the full range of services that schools need in the way that they would like to use it.

3. Further Information

It is proposed that after 6 weeks of piloting the Learning Hub will be ready for use in schools by 1 September 2011. Details of how to access the Learning Hub will be circulated widely once it is up and running.

Halal Meals in Schools

For additional information please contact:

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This paper provides information about the provision of Halal school meals and the new Local Authority Guidance paper.

1. Introduction

The ethnic background of the Lambeth population (January 2001 census) indicated that 5.4% of the pupil population was then Muslim, however, the number of Muslim pupils in schools has continued to increase, resulting in more parents and more schools asking about the provision of Halal meals.

Although some London Councils use Halal-only meat (with the certification coming from varying sources), Lambeth does not use Halal meat within its School Meals Contract due to the diversity of belief within the community.

2. The Guidance

A guidance paper - "Halal school meals - Information and guidance for schools February 2011" - has been produced for schools in the contract for school meals provided under contract by Harrison's, which may be informative for schools outside this contract. The paper explains the challenges of providing Halal meals alongside non-Halal meals due to different Halal slaughter and accreditation regulations.

There are many different Halal certification bodies in the UK and the regulations differ between the different regulatory regimes. Two of the main ones, the Halal Food Authority (HFA) and the Halal Monitoring Committee (HMC), have different Regulations and there are also regulations about the preparation of Halal meals, which cannot be carried out alongside non-Halal preparation.

For schools not in the Harrison's contract wishing to provide Halal meat and meal preparation, they would require a full consultation with all parents, (Muslim and non Muslim) and consideration by the School Governing Body.

3. Further Sources of Information

You can obtain a copy of "Halal school meals - Information and guidance for schools February 2011" from Gill Douglas: gdouglas@lambeth.gov.uk.

Information about the certification of halal meat can be found here:

- Halal Food Authority - www.Halalfoodauthority.co.uk
- Halal Monitoring Committee - www.halalmc.net

PART D – STANDARD UPDATES

School Term and Holiday Dates 2011/12

For additional information please contact:

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<i>Term</i>	<i>Start Date</i>	<i>Finish Date</i>	<i>Number of days</i>
Term One	Monday 5 September 2011	Friday 21 October 2011	35
Holiday	Monday 24 October 2011	Friday 28 October 2011	
Term Two	Monday 31 October 2011	Friday 16 December 2011	35
Holiday	Monday 19 December 2011	Monday 2 January 2012	
Term Three	Tuesday 3 January 2012	Friday 10 February 2012	29
Holiday	Monday 13 February 2012	Friday 17 February 2012	
Term Four	Monday 20 February 2012	Friday 30 March 2012	30
Holiday	Monday 2 April 2012	Friday 13 April 2012	
Term Five	Monday 16 April 2012	Friday 1 June 2012	34
Holiday	Monday 4 June 2012	Friday 8 June 2012	
Term Six	Monday 11 June 2012	Monday 23 July 2012	31

Total number of days = 194

Bank and public holidays

- Monday 29 August 2011 (Summer Bank Holiday)
- Tuesday 27 December 2011 (Christmas Day Holiday)
- Monday 2 January 2012 (New Years Day Holiday)
- Friday 6 April 2012 (Good Friday)
- Monday 9 April 2012 (Easter Monday)
- Monday 7 May 2012 (May Day)
- Monday 4 June 2012 (Spring Bank Holiday)
- Tuesday 5 June 2012 (Queen's Jubilee)
- Monday 27 August 2012 (Summer Bank Holiday)

LAMBETH GOVERNOR SERVICES
GOVERNOR SUPPORT OFFICER ALLOCATIONS – SUMMER 2011

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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
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
Paxton	Maytree
Reay	Norwood
Rosendale	OLIVE/Park Campus/Primary PRU
St Anne's	Richard Atkins
St Helen's	St Andrew's C
St John the Divine	St Andrew's CE
St Jude's	St Bede's
St Leonard's	St Bernadette
St Martin in the Field's	St John's AT
St Mary's	St Luke's
St Stephen's	St Mark's
Stockwell Park	St Saviour's
Sudbourne	Stockwell
Telferscot	Streatham Wells
Turney	Sunnyhill
Walnut Tree Walk	Triangle
Wyvil	Vauxhall
	Woodmansterne

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