

# **WORKING TOGETHER**

**AUTUMN 2005**

**The Executive Director of the  
Children and Young People's Service's**

**Report to School Governors and Headteachers**

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## PLEASE NOTE THAT:

- You should take your copy of "Working Together" to your school's governing body meeting.
- A copy of the model agenda has been sent to all Clerks, Chairs and Headteachers separately.
- The Autumn 2005 and Spring 2006 Governor Training Programme is now in a separate booklet.

# EXECUTIVE DIRECTOR'S REPORT – AUTUMN 2005

Dear Colleague

Welcome back to a new school year after a well-deserved summer break. In particular I would like to welcome all new headteachers, governors and staff who have come to Lambeth. I hope you were all able to enjoy a good holiday and have returned well rested and ready for the year ahead.

## **Children and Young People's Service**

By the time you read this Lambeth's new Children and Young People's Service will be taking shape. This new service brings together the children and young people's education and social care services in Lambeth to deliver Integrated Services for Children (IS4C) and ensure the delivery of the five national outcomes of the government's "Every Child Matters" programme - that every child and young person should be healthy; stay safe; enjoy and achieve; make a positive contribution; and achieve economic well being - for all Lambeth's children and young people, including the most vulnerable.

I am delighted to inform you that I was appointed as Executive Director of the Children and Young People's Service (CYPS) with effect from 1<sup>st</sup> July 2005. The new Directorate's management structure is being reviewed to embrace the new joint services and to ensure that key areas are represented. As you can imagine, with any large-scale reorganisation there will be a period of adjustment but we are working hard to ensure that the new service reflects the needs of all our service users. You will be informed about the Directorate's new management structure and the key contacts once the review has been completed.

Meanwhile we are continuing to invest in schools and childcare provision, working in partnership with other agencies to pioneer new service delivery models and building sustainable partnerships. You can find out more information on the Council's website:  
[www.lambeth.gov.uk/Services/HealthSocialCare/IntegratedServicesforChildren](http://www.lambeth.gov.uk/Services/HealthSocialCare/IntegratedServicesforChildren).

We will, of course, be continuing to support schools to fulfil their main responsibility for promoting high standards of educational achievement for all children.

## **Building Schools for the Future (BSF)**

You may recall my great pleasure at our successful bid for BSF funding to transform secondary education in the borough over the coming years. We have now engaged Place Group Ltd to run workshops and consultation meetings in support of our BSF programme during the early autumn. These meetings are intended to help us to create a vision for the future for secondary provision in the borough and for you to do the same for your own schools. My regular termly meeting for chairs – **on Tuesday 20<sup>th</sup> September from 6.30 – 9.30pm** - will now double up as a 'visioning' workshop for BSF. A separate meeting for headteachers has been arranged on Friday 30<sup>th</sup> September.

## **School Inspections**

The new short-notice Ofsted inspection framework came into effect from 1<sup>st</sup> September 2005. It is likely that a third of all schools in Lambeth will be inspected during the next academic year. There is an update on the "New Relationship with Schools" at page 12.

## **Review of the School Staffing Structure and Introduction of Teaching and Learning Responsibility Points**

The Education (Review of Staffing Structure) (England) Regulations 2005 came into force on 6th May. These regulations require all schools to have reviewed their staffing structure by the end of December 2005. I appreciate that this is a challenging timescale, but your school's Assigned Adviser and staff in our Schools Human Resources team will be available to provide you with advice and support to ensure that you are able to complete this task before the end of term, as required by the regulations. A briefing on the requirements is included at page 15.

## **Safeguarding Issues**

The Laming inquiry into the tragic death of Victoria Climbié has called for radical changes to child protection procedures and a joined-up approach between service providers. In Lambeth we are working closely with other directorates and agencies to improve information sharing, implement better child protection measures and strengthen our partnerships.

Furthermore, following the tragic Soham murder case an independent inquiry – the Bichard Inquiry – was carried out. The DfES guidance in response to the Inquiry report sets out procedures and strategies to help those involved in the recruitment process in schools to deter, identify, and reject applicants who are unsuitable to work with children. One of the key recommendations is that at least one member of staff and one governor from each school must undertake safer recruitment online training. This training focuses on the good practice that should be adopted when selecting and recruiting adults to work with children in schools to ensure that interviews reflect the importance of safeguarding children. Schools will be asked to nominate a governor and apply on their behalf using the National College for School Leadership (NCSL) website. There is a full briefing on the new guidelines at page 17.

## **Virtual School**

I am sure that you will be interested to hear that a new “Virtual School” opened this term at the Old Library Centre in West Norwood. It provides a basic skills curriculum for pupils in Years 9, 10 and 11 without a school place and helps pupils and families access school or college places. The Virtual School will also be piloting ways of working which will contribute to the development of virtual school facilities under the Building Schools for the Future programme.

Pupils will be offered a minimum of three half-day sessions per week and will also have access to study facilities in libraries. Up to 100 pupils will be able to access the Virtual School through a planned rolling programme of half-day sessions and a teacher-in-charge and two learning mentors will ensure the high quality of the provision. The Virtual School is not likely to be suitable for meeting the needs of pupils with statements of special educational needs or those who have been excluded.

## **New Secondary Pupil Referral Unit (PRU)**

In order to improve Lambeth’s provision for pupils excluded from school, the Rectory Centre (Key Stage 3 PRU) and the Norwood Centre (Key Stage 4 PRU) have been merged on the Norwood Centre site to create the new Park Centre (Secondary PRU).

This new provision will improve learning opportunities and strengthen curriculum delivery for all secondary-age pupils. It will also improve accommodation for Key Stage 3 pupils and staff, which was unsatisfactory at the Rectory Centre, and will help to attract and retain good quality permanent staff.

## **Behaviour Improvement Programme (BIP)**

The Behaviour Improvement Programme has been included in the Park Centre offer to help mainstream schools manage challenging behaviour more flexibly. This will support the reintegration of pupils into mainstream provision and develop links with colleges to promote learning for post 16 pupils.

Richard Leonard, formerly Headteacher at the Rectory Centre, is the Interim Headteacher of the Park Centre. The physical move of the Rectory Centre pupils and staff will be completed by January 2006.

## **School Term and Holiday Dates**

Finally, I would just like to remind you all that this term sees the introduction of the standard school year (originally known as the six term year) in Lambeth. A full briefing was included in the Summer 2005 edition of “Working Together” but for ease of reference this year’s dates are reproduced at page 34.

Wishing you all the best for the term ahead,



Phyllis Dunipace  
**Executive Director of Education**

# **PART A – FOR ACTION**

## School Governance Matters

For additional information please contact:

|               |                           |   |
|---------------|---------------------------|---|
| Pat Petch     | Head of Governor Services | 020 7926 9881<br><a href="mailto:ppetch@lambeth.gov.uk">ppetch@lambeth.gov.uk</a>     |
| Peter Compton | Governor Support Officer  | 020 7926 9636<br><a href="mailto:pcompton@lambeth.gov.uk">pcompton@lambeth.gov.uk</a> |
| David Jones   | Governor Support Officer  | 020 7926 9669<br><a href="mailto:djones@lambeth.gov.uk">djones@lambeth.gov.uk</a>     |

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

**RECOMMENDATION:** that the governing body

- considers how their copies of “A Guide to the Law for School Governors” will be kept up-to-date in future (see section 2).
- considers whether to approve a policy for governors’ allowances to ensure that no governor is out of pocket in the course of his or her duties (see section 4).
- ensures that adequate pre-appointment criminal records checks for governors are in place (see section 5).
- considers whether to appoint one or two designated governors with oversight for vulnerable children, including looked after children (see section 6).
- ensures that the school’s Freedom of Information publication scheme has been approved by the full governing body and this has been recorded by the Clerk (see section 7).

### 1. School Governing Body Model Agenda – Autumn 2005

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

**There are other useful documents on the website, including an electronic version of this edition of “Working Together.” If you download “Working Together” then you can click on the links in it to go direct to the relevant web pages or background documents. If you would prefer, we can email you an electronic copy on request.**

### 2. Department for Education and Skills’ “A Guide to the Law for School Governors”

A third set of amendments to the electronic versions of the 2004 edition of “A Guide to the Law for School Governors” have been made on the DfES website, GovernorNet ([www.governornet.co.uk](http://www.governornet.co.uk)). In the online version of the Guide, the amendments have been included, but this is not identified in the text. If you prefer to use a hard copy, the amended pages can be downloaded and printed separately.

The DfES have announced that a new edition of “A Guide to the Law for School Governors” will be available in late December or January. Ring bound hard copies will be available on

application to the DfES Publications Centre after publication, but the termly updates will only be published on GovernorNet.

**Governing bodies may wish to discuss how their copies of the Guide to the Law will be kept up-to-date in future.**

### **3. Governors' Annual Report to Parents/The New Online School Profile/School Prospectus**

From the academic year 2005/06 onwards governing bodies will no longer need to produce a governors' Annual Report to Parents, nor hold an Annual Meeting for Parents. Much less of the content of the school prospectus will be proscribed by regulations too.

Instead, governing bodies will have to complete an online School Profile every year. Much of the data for each individual school will be in place already, provided by the DfES. Any examination results from the 2004/05 academic year will be included in the 2005/06 School Profile. Further guidance on completing the School Profile will be issued by the DfES in the autumn.

In addition, new regulations on the school prospectus will allow much more flexibility over what is included. The only obligatory content will be the same information about Special Educational Needs and disability provision that is in the Governors' Annual Report to Parents at the moment. Since schools are required to provide this information in some format, it makes sense to include it in the prospectus where it will be easily available to parents.

### **4. Governors' allowances (expenses) - guidance on good practice**

The National Governors Council (NGC) has recently researched the payment of governors' allowances (expenses). As a result the NGC has produced the Good Practice Guide in Developing an Allowances Policy for Governing Bodies 2005 - <http://www.governor.net.co.uk/linkAttachments/NGCallowancesguidance05.doc>. This document contains recommendations from the NGC as well as a model allowances policy.

Please note that the DfES Guidance on Paying Allowances to School Governors (September 2003) says that "...it is good practice to pay such allowances as governors should not be out of pocket for the valuable work they do." All schools have delegated funds to support the work of the governing body, including payment for any expenses incurred or training received.

**Governing bodies may wish to consider approving a policy for governors' allowances to ensure that no governor is out of pocket in the course of his or her duties.** Potential parent governors in particular may be discouraged if they are not likely to be reimbursed for their childcare expenses.

### **5. Pre-Appointment Criminal Record Checks for Governors**

Elsewhere in this report, you will find a briefing about the new DfES guidance on safer recruitment procedures (page 17). This guidance says that safer recruitment procedures should be applied, not only to all staff, but also to any contractors or volunteers who are likely to be seen as 'trustworthy' by children. A variety of people, including some governors, may be seen as 'trustworthy' because of their 'regular presence' at school.

Whilst the guidance says that these volunteers or contractors should be subject to the same rigorous recruitment and selection procedures as staff, including Criminal Records Bureau (CRB) and other appropriate checks, **it is our understanding that a formal requirement for ALL governors to obtain a Disclosure from the CRB prior to appointment or election has not been introduced.**

However, the DfES has published detailed guidance on the procedures that should be followed by appointing bodies, which may include schools in the case of parent, staff and co-opted or community governors. The guidance can be downloaded from Governonet - <http://www.governonet.co.uk/linkAttachments/ACF4D37.doc>. The DfES strongly recommends the following points as good practice:

- School governors who will have regular **unsupervised** contact with children – the advice is that in such cases an Enhanced Disclosure should be sought from the Criminal Records Bureau (CRB).
- All other school governors – there is no requirement or recommendation that a CRB check should be sought. However, **appointing bodies are reminded that any candidate for a school governor vacancy can be asked to complete and sign a form which includes a criminal convictions declaration. Failure to comply with such a request will result in disqualification.** A model criminal convictions declaration form can be obtained from Governor Services by ringing any of the contact numbers above.
- The circumstances under which a candidate is disqualified from being a school governor, including criminal convictions, are set out in Schedule 6 of the School Governance (Constitution) (England) Regulations 2003, which are included as an Appendix of the “[A Guide to the Law for School Governors](http://www.governonet.co.uk/)”, which can be downloaded from <http://www.governonet.co.uk/>.
- Governing bodies are reminded that, subject to Schedule 6.11 of the School Governance (Constitution) (England) Regulations 2003, **clerks can request a serving governor to obtain an Enhanced Disclosure from the CRB if a governor is giving cause for concern.** Failure to comply will result in disqualification.

## 6. Looked After Children

The DfES has been consulting on new statutory guidance that places a duty on local authorities to promote the educational achievement of looked after children. Although the guidance is currently only in draft form, **LEA advice is that governing bodies should consider appointing one or two designated governors with oversight for vulnerable children, including looked after children. The role of these governors would be to monitor the progress and achievement of vulnerable groups of children in the school.** Other groups of vulnerable children may include, for example, pupils with SEN, mobile pupils and refugee children.

A new team, the Looked After Children’s Education Achievement Team (LACEAT), which is currently based at International House, has been established to provide support and guidance to schools. If you would like further information, please contact Colm Doyle, Team Leader, on 020 7926 9767 or email: [cdoyle@lambeth.gov.uk](mailto:cdoyle@lambeth.gov.uk).

## 7. Freedom of Information

The Freedom of Information Act 2000 came fully into force on 1<sup>st</sup> January 2005 and all schools should have a publication scheme which meets the requirements of the Act.

**The governing body is responsible for ensuring that the school meets Freedom of Information requirements. The school’s publication scheme must be approved by the full governing body and this must be recorded by the Clerk.** The scheme must be published and the school policy must set out how any requests will be dealt with. All staff should be aware of the procedures to follow.

In addition, the governing body must have agreed a charging policy for complying with requests. The DfES recommends that schools respond to straightforward requests free and only charge where costs are significant.

## **8. Supporting Asbestos Management**

Dearle and Henderson, an external specialist agency has been commissioned to undertake a range of surveys, including asbestos, across the Council's properties. They are hoping to have completed all surveys in schools by the end of Term 1 and copies will be sent out in the schools' bulletin and made available on the Internet.

In addition to this, the Council's Corporate Asbestos Management Policy will be published later this month and brief training sessions to support asbestos management in schools (including the statutory responsibilities of school management and premises staff) will be offered during the autumn (dates to be notified in the schools' bulletin). In the meantime if you have any concerns or queries, please consult the Asset Management Planning and Development team on 0207 326 9419.

## **9. Model Lettings Policy**

Asset Management and Planning and Development have produced a new model lettings policy for use by schools. The revised policy has been updated to include all relevant legal and insurance requirements and can easily be adapted for use by your school. The new policy will be published on the Council's website in due course but in the meantime please contact Debra Stock on 020 7926 9478, or email: [dstock@lambeth.gov.uk](mailto:dstock@lambeth.gov.uk), if you would like a copy sent to you.

You will see that no scale of fees is included - this is because the school's charging policy is for the governing body to decide.

## **10. LEA Governor Appointments**

The new open recruitment policy for LEA governors has been working well. Over 30 LEA governors were appointed last year and governors from 15 different schools took part as members of panels, for which we are grateful.

LEA governor applications forms are available to download from the Lambeth website: <http://www.lambeth.gov.uk/intradoc/groups/public/documents/form/025242.pdf> or on request from Governor Services. Forms are also available from libraries, Council offices and community groups and posters to increase awareness and to encourage people to apply have also been distributed. The publicity is particularly aimed at increasing the number of applications from members of black and ethnic minority communities, who are currently under-represented.

The new procedure includes an informal interview with a panel of two or three experienced governors and headteachers. Meetings are held throughout the year and we would really appreciate it if governors and headteachers would consider putting their names forward to be members of the panel. We want to encourage as many governors and headteachers as possible to take part in the process and will try to avoid using the same people too often.

The 2005/06 dates for panel meetings, which meet between 4.30 and 8.00pm, are:

- Tuesday 4 October 2005
- Wednesday 30 November 2005
- Monday 23 January 2006
- Wednesday 22 March 2006
- Thursday 18 May 2006
- Wednesday 12 July 2006

Please let Shirani Sabaratnam in Governor Services know if you are willing to be a member of a panel and, if so, what your preferred date(s) would be. Shirani can be contacted on 020 7926 9632 or email: [ssabaratnam@lambeth.gov.uk](mailto:ssabaratnam@lambeth.gov.uk).

**Please let us know if an LEA 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 an LEA governor has a poor attendance record or simply stops coming to meetings.**

## **11. Governor Training**

Our popular governing training programme continues to be offered both through the central training programme and as school-based training sessions for the whole governing body.

There are only limited places available for each course in the central programme and often we have to disappoint applicants because courses are full. If you are unable to come for some reason, please let us know so we can offer your place to somebody else.

**Although governors are not personally responsible for paying for the courses they attend, the school will be charged. If you are planning to attend a course from the central training programme, please let your school know in advance.** For the central programme of training courses offered during 2005/06 schools may choose to pay in a number of ways:

Either:

**£95 for each attendance by a governor on a course**

or

**at a discount rate of £400 for any five governor attendances, payable in advance**

or

**£900 for an unlimited number of attendances throughout the year, payable in advance**

**School-based Training Sessions** - the courses offered in the central programme may also be delivered as school-based sessions tailored to the needs of your governing body, enabling governors to work together on a subject or theme of their choice. The session will be planned and arranged to meet the specification of the governing body and will be supported by a course pack designed for the purpose. **School-based training sessions are delivered at a cost of £380, including handouts.**

## **12. Reconstitution of the Governing Body**

We recognise that more than three quarters of the governing bodies in Lambeth have already reconstituted, but if you have not done so yet you are reminded that **all governing bodies must choose and adopt a new model for the size and membership of their governing body by 31<sup>st</sup> August 2006.**

**If you believe that you have submitted the proforma for the new constitution of your governing body but have not yet received your new instrument of government signed by the Executive Director of Education, please let us know.**

Examples of models are included in the DfES appropriate statutory guidance on the School Governance (Constitution) (England) Regulations 2003 for your type of school (eg. foundation, voluntary aided or community). Copies of the statutory guidance on the reconstitution of governing bodies for your type of school can be obtained from DfES Publications – tel. 0845 6022260 or email [dfes@prolog.uk.com](mailto:dfes@prolog.uk.com) or can be downloaded from the DfES' governors website: [www.governornet.co.uk](http://www.governornet.co.uk).

Please note that on reconstitution **all governors who were appointed or elected after 1 September 2003 have to be re-appointed or re-elected.** The longer you leave it before reconstituting, the more governors this is likely to affect. If you use reconstitution as an opportunity to make changes to the size of your governing body, you may find that you cannot re-appoint or re-elect governors who have only recently been appointed or elected.

All governors who were appointed or elected **on or before 1<sup>st</sup> September 2003 may serve out their term of office**, unless the term of office goes beyond 31 August 2006 in which case their term of office will end on that date.

After these actions have been carried out you may find that you have more governors in a particular category than are recorded in the new instrument of government. **All such governors - known as “surplus” governors - may serve out their term of office**, unless the term of office goes beyond 31 August 2006, in which case their term of office will end on that date. Surplus governors cannot be re-appointed or replaced.

### 13. Further Sources of Information

Further sources of information and guidance are identified above, where possible. All DfES guidance and documentation should be available from DfES Publications, tel. 0845 6022260, fax 0845 6033360, or email: [dfes@prolog.uk.com](mailto:dfes@prolog.uk.com). The documentation can usually be downloaded from the DfES' official governors website: [www.governorline.co.uk](http://www.governorline.co.uk) as well.

Every governor should receive a copy of the DfES' termly newsletter, “Governors”, which is sent direct to your school. If you wish to receive your copy direct (free of charge) or if your governing body requires more copies than are currently received, please email: [govnews@prolog.uk.com](mailto:govnews@prolog.uk.com) or ring 0845 6022260.

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

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

Other useful websites are as follows:

- the National Governors' Council (NGC), whose newsletter is reproduced at the back of this report - [www.ngc.org.uk](http://www.ngc.org.uk).
- the National Association of School Governors (NASG), which was formerly called the National Association of Governors and Managers (NAGM) - [www.nagm.org.uk](http://www.nagm.org.uk)
- School Governors' One-Stop Shop, which aims to recruit people with transferable skills from the world of work to fill vacancies on governing bodies – [www.schoolgovernors-oss.co.uk](http://www.schoolgovernors-oss.co.uk).
- Information for School and College Governors (ISCG), which provides practical advice and independent up-to-date information for governors - [www.governors.fsnet.co.uk](http://www.governors.fsnet.co.uk).
- Times Educational Supplement (TES), the governors' section of the TES – [www.tes.co.uk/governors](http://www.tes.co.uk/governors).

## Update on the 'New Relationship with Schools'

For additional information please contact:

Cathy Twist

Assistant Director, Standards

020 7926 9541

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

The purpose of this paper is to update governors and headteachers on the "New Relationship with Schools."

### RECOMMENDATIONS:

- that the school's Self Evaluation Form (SEF) is approved by the full governing body, and that the decision is clearly recorded in the minutes of the meeting.
- that schools should only produce one school plan to cover all their improvement and development priorities.

### 1. Introduction

Much work has been done by schools and governors over the last term to prepare for the 'New Relationship with Schools'. As we enter this period of transformation, the first notable change takes effect from 1<sup>st</sup> September 05 when the new short-notice inspection arrangements begin. This paper outlines developments within the main components and aims to continue to assist governors and schools in their preparation.

### 2. School Inspections and the Self-Evaluation Form (SEF)

The new short-notice Ofsted inspection framework will come into effect for all schools inspected from 1<sup>st</sup> September 2005. It is likely that a third of all schools will be inspected during the next academic year. Within three years it is expected that all schools will have been inspected under the new framework. We are recommending to Lambeth schools that schools last inspected in 1999 or 2000 have completed their online SEF by the beginning of September 2005. **The SEF should be approved by the full governing body, and this approval should be recorded in the minutes of the meeting.**

Inspectors will focus on leadership, management and capacity to sustain improvement – the 'central nervous system' of the school.

The grading system that Ofsted use has been changed. From September the current 7 point scale will change to a 4 point scale:

- Grade 1- outstanding
- Grade 2- good
- Grade 3- satisfactory
- Grade 4- inadequate.

The possible overall outcomes of an inspection have also changed: these will now be 'pass'; in need of an 'improvement notice'; and requiring 'special measures'. Both the latter categories indicate schools causing concern.

**Ofsted have produced a very helpful leaflet explaining the changes to the inspection framework – this is reproduced in full at the end of this publication but can also be**

**downloaded from:**

<http://www.ofsted.gov.uk/publications/index.cfm?fuseaction=pubs.summary&id=3934>.

### **3. School Improvement Partners (SIPs)**

Every maintained primary and secondary school will have a School Improvement Partner (SIP) who is accredited to national standards. Each school's SIP will be accountable to the LEA through a contract and will have links to central government.

The School Improvement Partner will be assigned to the school by the LEA, and authorities will take into account any specific objections a school may have to a particular appointment, but the final choice is for the LEA.

A mixture of people will undertake the School Improvement Partner role, including school improvement staff employed by the local authority full-time (current link advisers, usually ex-heads and heads on secondment) and serving headteachers or recent head teachers working part-time. The balance of full- and part-time School Improvement Partners is likely to vary from authority to authority.

27 Local Authorities are involved in the first wave of the national roll-out of school improvement partners (SIPS) in September 2005. Lambeth LEA is not in the first wave of the SIP roll-out. We anticipate being in the second, with SIPs starting work with schools in September 2006, though this has yet to be confirmed.

### **4. Online School Profile**

The DfES will be sending a letter to chairs of all schools' governing bodies explaining what the NRwS will mean for them from September 2005. This letter explains how the School Profile will replace the Governors' Annual Report to Parents and that there will be no requirement in future for governors to hold an Annual Meeting for Parents. The regulations for the school prospectus are also being changed so that there is much more flexibility over what is included. The only obligatory content of the School Prospectus will be the information about SEN and the disability provision that is currently in the Governors' Annual Report to Parents. It is anticipated that the school profile will be being completed from September/ October 2005 and will be 'live' from January 2006.

### **5. Data**

The DfES and Ofsted are working together to develop a contextual value-added model which will be used in providing performance data analysis to schools, SIPs, and inspectors.

The DfES is looking at ways of improving the quality and timeliness of data schools return to national partners, including Ofsted, QCA, schools and Local Authorities for local use. For example, an enhanced School Census will replace PLASC and will be completed by secondary schools from 2006 and by primary schools from 2007. Further information on the impact of this will be included in a later edition of Working Together.

### **6. The Single School Plan**

Schools should only need to produce one school plan to cover all their improvement and development plans. The plan should be developed using the outcomes of the school's self-evaluation, which itself should be recorded in the Ofsted Self-Evaluation Form (SEF).

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

- [www.teachernet.gov.uk/newrelationship](http://www.teachernet.gov.uk/newrelationship)

- Guidance on effective self-evaluation (A new relationship with schools: improving performance through self-evaluation) is available on the Ofsted website [www.ofsted.gov.uk/schools/sef.cfm](http://www.ofsted.gov.uk/schools/sef.cfm) and on [www.teachernet.gov.uk/publications](http://www.teachernet.gov.uk/publications).
- The Lambeth Self Evaluation document
- Enquiries regarding School Census - [ims.mailbox@dfes.gsi.gov.uk](mailto:ims.mailbox@dfes.gsi.gov.uk).
- Information regarding the new data and information resource which is currently being developed - <http://www.ofsted.gov.uk/schools/dataandinformationsystems.cfm>.

## Review of the School Staffing Structure and Introduction of Teaching and Learning Responsibility Points

For additional information please contact:

|                        |                                      |   |
|------------------------|--------------------------------------|---|
| Jacinta Gasson-Mulcahy | Head of Schools Human Resources Team | 020 7926 9798<br><a href="mailto:jgasson-mulcahy@lambeth.gov.uk">jgasson-mulcahy@lambeth.gov.uk</a> |
| Claire Cobbold         | Principal Human Resources Manager    | 020 7926 9757<br><a href="mailto:ccobbold@lambeth.gov.uk">ccobbold@lambeth.gov.uk</a>               |

The purpose of this paper is to inform governors and headteachers about the requirements of the Education (Review of Staffing Structure) (England) Regulations 2005, which came into force in May 2005.

The regulations require the staffing structures of all maintained schools and pupil referral units to be reviewed by the end of this year and changes to schools' staffing arrangements arising from the review to be implemented by the end of 2008.

**RECOMMENDATION:** that the governing body approves a revised staffing structure for the school by 31<sup>st</sup> December 2005 in accordance with the published guidance, as required by the regulations.

### 1. Introduction

The government has introduced a fundamental change to teacher's pay; removing management allowances and replacing them with a series of Teaching and Learning Responsibility Points (TLRs). **This is a statutory change to teachers' pay and conditions and all governing bodies are required to approve a new staffing structure by 31<sup>st</sup> December 2005.**

Despite representations about the tight timescale from many groups, including Lambeth LEA, the Secretary of State has decided that there will be no delay in implementation.

In order to accommodate this timetable, LEA advice is that the governing body should meet early in the autumn to consider the headteacher's proposals for the new staffing structure and an implementation plan. If you have already set a date for a meeting, this item should be included on the agenda. If not, an extraordinary meeting of the governing body should be arranged as soon as possible with this matter as the sole item on the agenda. Your resources committee, or equivalent, should then consider detailed proposals before the governing body meets again later in the term to formally approve the new structure.

To assist schools to implement the requirements of the new regulations:

- the schools Human Resources Team held a series of briefings for headteachers and chairs of governors towards the end of the Summer Term.
- copies of the guidance produced by the National Employers' Organisation for School Teachers (NEOST), which includes a governors' checklist and key questions, have been sent to all headteachers and chairs of governors.
- a letter has been sent to all headteachers and chairs of governors addressing the key issues raised at the briefing sessions.

- during the autumn schools will wish to take advice from their LEA Assigned Adviser on the strategic and curricular implications, and from the Schools HR Team on the practicalities of restructuring.

## 2. Teaching and Learning Responsibility Points

The introduction of TLRs is intended to support schools to raise standards: the new teaching and learning responsibility points can only be awarded if there is a demonstrable teaching and learning benefit.

## 3. The New Staffing Structure

As there is no single staffing structure which will fit the needs of every school, each school will need to look at and tailor its new structure having regard to its own particular needs and circumstances. All schools should take into account the school's improvement plan, workforce remodelling, findings from recent Ofsted reports, self-evaluations and staff views on priorities for improvement.

In order to make informed decisions about the proposals, members of the governing body members will need to be provided with written copies of:

- the draft revised structure, including costings.
- draft job descriptions
- the current structure and costs of each of the posts and an analysis of the implications of the new structure.
- details of the implications for the school budget over the whole period for transition ; and
- the draft implementation plan.

## 4. Implications for Governing Bodies to Consider

From the 1<sup>st</sup> January 2006, all existing management allowances (MAs) awarded to staff will be safeguarded either until the end of the existing fixed period for which they are awarded, or, in the case of MAs awarded prior to 1 April 2004 which had no end date, until 31 December 2008.

**Governors will need to work with headteachers to decide on when to implement any new structures, although the new structure must be implemented in full by the end of 2008.**

There will be cost implications for schools. During the transitional period governors will need to take account of the costs of any safeguarding before the new staffing structure is fully implemented. **However, the guidance indicates an expectation that, once the new structure is fully implemented, the overall costs of TLRs will be less than the current costs of Management Allowances.**

## 5. Further Sources of Information

The full guidance and other information, including the new regulations, is available on GovernorNet:

<http://www.governor.net.co.uk/publishArticle.cfm?topicAreaId=4&contentId=1067&pageStart=1&sortOrder=c.publishDate>.

## Safeguarding Children: Safer Recruitment and Selection in Education Settings

For additional information please contact:

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The purpose of this paper is to alert headteachers and governors to new guidance regarding the safer recruitment and selection of staff in education settings, following the recommendations of the Bichard Inquiry. This guidance was issued by the DfES in June 2005.

### RECOMMENDATIONS:

- that arrangements are made for the headteacher and one governor to be trained using the online safer recruitment training package developed by the National College for School Leadership.
- that the governing body reviews recruitment arrangements in light of the new guidance.

### 1. Introduction

Following the tragedies in Soham, Sir Michael Bichard was asked to carry out an independent inquiry into child protection measures, record-keeping, vetting and information sharing. One of the key recommendations in his report is that headteachers and school governors should receive training to ensure that the process of appointing staff reflects the importance of safeguarding children. In response to this recommendation the DfES has produced guidance to accompany and support the on-line training package that headteachers and school governors should undertake. The document points out that this guidance may be used independently of the training package as it provides sound advice about the practices that should be followed to assist in the prevention of unsuitable people working with children and young people, however the guidance on its own is **not** a substitute for undertaking training.

As you will be aware from previous guidance the requirements to Safeguard and Promote the Welfare of Children is not just restricted to child protection issues but extends to cover how a whole range of services and practices for children in educational establishments are delivered, and that these safeguarding arrangements and the way in which they are delivered will be measured as part of any future inspection; this includes safer recruitment practices.

### 2. Key Points:

The governing bodies of schools (including non maintained special schools) and the proprietors of independent schools must have regard to this new guidance **Safeguarding Children: Safer Recruitment and Selection in Education Settings (Ref: DfES/1568/2005)** when drawing up their arrangements for carrying out their functions with a view to safeguarding and promoting the welfare of children, as required under the Education Act 2002.

As noted above the guidance document does not cover all of the issues relevant to all recruitment, selection and employment matters, as appropriate training must be undertaken in this area. However it does outline a range of elements that need to be considered so that safer recruitment practices can be delivered in educational settings.

These arrangements for recruitment and selection of staff are designed to put safeguarding at the centre of, and integral to, creating safe environments for children.

It should be remembered that safer recruitment procedures should be applied to all staff that are likely to be perceived as 'trustworthy' by children – the Children Act defines a child as a person under 18 years of age.

The guidance also points out that children may see a variety of persons on the site as 'trustworthy' because of their 'regular presence' on the site. These include regular contractors and volunteers.

For volunteers the same rigorous recruitment and selection procedures should be followed, including CRB and other appropriate checks. However there may be exceptions for 'one off' volunteers where they would not have sole charge of children, such as a parent accompanying a school visit or fete for example.

With regards to contractors, Local Authorities and schools are to ensure that the terms of any contract also complies with the DfES guidance and that compliance by that contractor is monitored.

The guidance outlines how safer recruitment procedures must be applied at every stage of the recruitment and selection process. The main elements of the suggested process to ensure safer recruitment are set out in the guidance and cover a range of topics, including;

- a recruitment and selection policy statement that details safeguarding expectations of all staff,
- advertising
- job descriptions,
- person specifications
- the use of applications forms and not consideration of CVs
- the scrutiny of information obtained including references,
- the type of acceptable references,
- when references should be sought and from whom,
- the interview panel
- the interview process,
- verifying candidates identity,
- verifying qualifications,
- checking employment history including scrutinising any gaps, and
- mandatory Criminal Records Bureau (CRB), List 99 and Protection of Children Act (PoCA) checks.

There is a helpful checklist as an Appendix to the document, which covers various stages of the recruitment and selection process including the checks and verifications to be made.

**It is intended that from March 2006, one person in every maintained school will have had the opportunity to successfully complete the online training, and that by the end of January 2006 one nominated governor should be registered for access to the training. It is estimated that the training will take 4-5 hours to complete.**

Once a governor has been identified and has agreed to undertake the training, then the head teacher or school should complete the online registration form, which should be available on the NCSL website from August 2005. The registration form can be completed

at any time, but because it is anticipated that there will be a large number of applications, the NCSL will roll out access to the training on a phased timetable by geographical regions.

From a date yet to be agreed one member of every interview panel will have to have undertaken the online training.

### 3. Summary and Further Sources of Information

This briefing paper covers just a few of the many important points within the new guidance on safer recruitment and selection in education settings. It is obviously important that schools and governing bodies review their recruitment arrangements in light of this new guidance, and following the completion of the on-line training.

More information regarding the on-line training package can be found on the National College for School Leadership website at:

[http://www.ncsl.org.uk/leadership\\_development/strategic\\_programmes/ldev-strategic-safer.cfm](http://www.ncsl.org.uk/leadership_development/strategic_programmes/ldev-strategic-safer.cfm).

Copies of the guidance, Safeguarding Children: Safer Recruitment and Selection in Education Settings (Ref: DfES/1568/2005), can **only** be obtained by downloading the document from the following website: [www.teachernet.gov.uk/childprotection](http://www.teachernet.gov.uk/childprotection).

## Managing Medicines in School and Early Years Settings

For additional information please contact:

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The purpose of this paper is to alert colleagues in all Lambeth nurseries, schools and pupil referral units of the new guidance issued in March 2005 by the DfES in respect of how children and young people with medical needs receive the support they need in education settings.

Schools and governing bodies must review their Health and Safety and Medicines and/or Medical Management policies and procedures in the light of this new guidance.

### 1. Introduction

Most schools, Pupil Referral Units (PRUs) and early years settings will at some time have children on their roll with medical needs and therefore the Department for Education and Skills, in collaboration with the Department of Health, has updated its guidance in line with the national agenda to improve the lives of all children and young people.

This new guidance supersedes the previous guidance and circulars:

- Circular 14/96 Supporting Pupils with Medical Needs in Schools
- Supporting Pupils with medical Needs: A good practice guide

The DfES guidance is designed to help schools, early years settings, PRUs, and their employers to develop effective management systems to support individual children with medical needs who require access to their medicine whilst in school.

### 2. Guidance Overview

The DfES guidance is designed to assist education settings and their governing bodies or management groups to write their own policies on managing medicines that reflect local needs and the needs of their school community, and so that they are in line with statutory responsibilities. This guidance also aims to help schools put effective medical management systems in place that reflect their policies, and sets out a range of points that education settings should consider in terms of managing medicines and medical needs, and covers:

- Developing medicines policies and managing medical needs
- Roles and responsibilities
- Dealing with medicines safely
- Drawing up a health care plan

The guidance also gives some advice on common conditions with some practical medical management advice, including conditions such as Asthma, Epilepsy, Diabetes, and Anaphylaxis. It also gives a legal framework within which managing medicines and medical management are relevant (DfES Guidance: Appendix A).

### 3. Key Points

There are a number of key points contained within the guidance:

- Children with medical needs have the same rights of admission to school or other education settings as any other child.
- Parents have the primary responsibility for their child's health.
- A parent must give written permission for any child under 16 that they have responsibility for, for medicines to be given in school. (Note: only one parent needs to agree or make this request).
- Children and young people should be encouraged to be responsible for their own medical management and to self-administer their medicine where this is considered by parents and health professionals to be appropriate.
- Where a child has a medical need a health care plan, drawn up in conjunction with the child's parent(s), helps identify the necessary safety measures to support children so the they, and others, are not a risk.
- Schools and other education settings must only accept medicines that have been prescribed by a doctor, dentist, nurse prescriber or pharmacist prescriber.
- Schools and other education settings must only accept medicines in their original container as prescribed, and must refuse to accept any medicine that have been taken out of the container.
- Schools and other education settings must not make changes to the dosages prescribed even where a parent requests this.
- Policies and procedures must ensure medicines are handled, stored and administered safely.
- Medical and Medicines Policies must be clear, understood and accepted by all staff.
- The aim of the policy and any medical management plan must be to ensure regular attendance.
- Policies must be reviewed and updated regularly.
- Example forms for schools/settings to use for managing a variety of medicines and for parental consent (DfES Guidance: Appendix B)

### 4. Administering Medicines

The guidance aims to clarify roles, responsibilities and duties with respect to staff administering medicines in schools and education settings and clearly reiterates that teachers' terms and conditions of employment do not include giving or supervising a pupil taking a medicine.

The guidance goes on to remind schools, and other maintained settings, that they should ensure that they have sufficient members of support staff who are employed and appropriately trained to manage and administer medicines as part of their core duties, and is set out in their conditions of employment. In non-maintained early years settings conditions of employment are individual to each setting, therefore it is the registered person who should arrange for medicines to be administered either voluntarily or as part of a contract of employment.

However, all staff are reminded that even though they may not have a legal or contractual duty to administer medicines or to supervise a child taking a medicine they do have a common law 'duty of care'. This common law duty of care is inherent in anyone's role where they are caring for children, including teachers. This means that they should act like any 'reasonably prudent parent' – therefore in exceptional and/or emergency circumstances this duty of care could extend to administering medicine(s) so that the young person remains healthy and safe.

## 5. Summary and Further Sources of Information

This updated guidance is in line with the revisions to national policy and legislation following the assent of the Children Act 2004 and the Government's Every Child Matters agenda. In this respect the revisions to schools and education settings' policies and procedures following this guidance helps schools to contribute to young people achieving a number of the 'Five Outcomes', for example being healthy, staying safe and to enjoy and achieve.

This briefing paper covers just a few of the many important points contained within the new guidance on Managing Medicines in Schools and Early Years Settings. It is obviously important that schools and governing bodies review their Health & Safety and Medicines / Medical management policies and procedures in light of this new guidance.

The forms set out at Appendix B of the Guidance can be photocopied, or alternatively can be downloaded as WORD documents so that they may be personalised by individual schools or settings. These forms can be downloaded from: [www.teachernet.gov.uk/medical](http://www.teachernet.gov.uk/medical).

Copies of the guidance - Managing Medicines in Schools and Early Years Settings (Ref: 1448-2005DCL-EN) - can be obtained from DfES Publications on: 0845 60 222 60, or by downloading the document from the following website: [www.teachernet.gov.uk/publications](http://www.teachernet.gov.uk/publications).

## Reporting Racist Incidents

For additional information please contact:

Liz Byron

Policy and Performance Officer

020 7926 0094

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

**The purpose of this paper is to remind governing bodies and headteachers that schools are required to record and monitor racist incidents through the Racist Incident Monitoring Form.**

The LEA and schools have a duty to record all racist incidents. To support this policy, schools are required to record and monitor racist incidents through the 'racist incident monitoring form'. This will enable the LEA to provide regular reports, in compliance with Audit Commission requirements. The data will also help to identify trends, to develop effective responses to racist incidents and develop strategies to challenge racism in partnership with schools and their communities. It is vitally important that schools return the monitoring forms so that the LEA can ensure that the information is gathered and used to good effect.

Data on racist incidents from schools should be returned by the following dates:

- **Term 1 & 2 return date - 18/01/06**
- **Term 2 & 3 return date - 01/05/06**
- **Term 4 & 5 return date - 18/09/06**

Should you require further guidance regarding this please do not hesitate to contact Liz Byron – contact details above.

# **PART B – FOR INFORMATION**

# Lambeth Early Years and Sure Start Service – Childcare Strategy

For additional information please contact:

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Sure Start Service    [jtheadom@lambeth.gov.uk](mailto:jtheadom@lambeth.gov.uk)

The purpose of this paper is to provide headteachers and governors with information about the development of Lambeth's response to the government's 10 year childcare strategy and an update on Lambeth's Children Centre programme.

## 1. Introduction

Published in December 2004, "**Choice for Parents, the Best Start for Children: a Ten Year Strategy for Children**", sets out the government's commitment to invest in childcare, early education and work-life balance so that families are able to secure the best start in life for their children. Schools and local authorities will have a crucial role in delivering the strategy, though the question is not one of teachers providing childcare. Many schools will make partnership arrangements with voluntary and private-sector providers who will deliver the service on the school premises, or nearby with supervised transfer arrangements for children. Other schools may wish to recruit additional childcare staff to provide the offer and will also wish to consult with existing support staff who may be interested in taking up new opportunities. Many schools will also work in clusters to deliver provision.

Lambeth will have a key role in strategically planning and supporting schools in developing their childcare services. Among the key elements of the national strategy are:

- By 2010 there will be a Sure Start children's centre in every community, offering access to integrated early-years activities, childcare and family services. We expect children's centres to be developed from existing Sure Start Local Programmes, Early Excellence Centres and the mini Sure Start Local Programmes in many areas
- For older children and their families, extended schools will provide a gateway to local services and, for primary school children, a guarantee of care out of school hours and during the holidays between 8am and 6pm.
- A new duty on local authorities to secure provision of childcare, complementing authorities' existing responsibilities in relation to early education. Authorities will need to work with local communities, schools, private and voluntary-sector providers and other key partners to develop accessible, integrated services which meet the needs of local families.

## 2. Lambeth Early Years & Sure Start Service – 'BrightStart' – A Childcare Strategy for Lambeth

Lambeth Local Authority has taken on the responsibility for developing a strategy that will deliver the government's Ten Year Plan in ways that will meet the particular needs of the Borough. The Lambeth Childcare Strategy will give the best start for children and choice for parents. It will build on the highly successful work developed by the Early Years Development and Childcare Partnership (EYDCP) and the Sure Start Projects. The Strategy incorporates four strategic priorities:

- i) The development of Children's Centres
- ii) The mainstreaming of Sure Start Services

- iii) The establishment of a robust structure for consultation and decision making
- iv) The development of strategic partnerships with providers from the private and voluntary sectors

Lambeth's Strategy for Early Years and Childcare, BrightStart, will bring together good quality accessible childcare and effective early years education. The strategy will encourage parents to participate in building the best possible child and family support services. It will allow the voices of the children, whose lives are influenced by these services, to be heard. It will create an effective partnership of all providers so that the needs of families and children are met. It will give a BrightStart to the children of Lambeth and enhance the lives of Lambeth families.

The Strategy does not stand alone but is part of a much broader agenda which has seen the creation of the Children's and Young People's Strategic Partnership (CYPSP), instituted through Lambeth's Integrated Services for Children (IS4C) initiative. This is a moment of radical and historic change. The Director of Children's Services is integrating services and transforming delivery. Simultaneously the movement towards extended schools is gathering pace and a Children's Trust approach is being established. The BrightStart strategy is part of a coherent endeavour to bring together services that genuinely meet the needs of parents and children.

### **3. Children's Centres**

By March 2006, 14 Children's Centres and five providers of additional extended day places are planned to open. By March 2008, a further 10 Children's Centres are scheduled to open with every family having easy access to integrated services through Children's Centres in their local community.

By March 2010, all 3 and 4 year old children will have a statutory entitlement to 15 hours a week of free early education for 38 weeks a year. All children aged 3 to 14 years will have an entitlement to an out of school childcare place between the hours of 3pm and 6pm each evening. Although this is not a free entitlement, the responsibility for ensuring access rests with the Local Authority.

By the end of July 2005, consultation on the securing of a professional childcare workforce will have been completed. The requirement on the Local Authority will be to enhance the skills and competences of the childcare and early education workforce.

The development of Children's Centres is taking place in two phases: Wave 1 (April 2004 – March 2006) and Wave 2 (September 2005 – March 2008).

The development of Lambeth's Children's Centres presents a number of challenges as well as very positive opportunities for service transformation and development.

The challenges include managing a capital programme of significant breadth and scope within a very tight timescale, balancing the twin demands of a capital programme alongside the development of the core offer of services for children and families. A further challenge is to ensure that the processes of consultation and communication with parents, partners and community members are appropriately managed. .

The development of Wave 2 Centres is planned to take place over a longer period of time. In addition, there is greater flexibility in determining how those Centres may be developed. For example, whereas Wave 1 Centres were required to deliver the Core Offer from a single site within 'pram pushing distance' of the local community, Wave 2 Centres can deliver their services from multiple sites within the same locality. In Lambeth, it is expected that all Wave 1 Centres will have the opportunity to re-appraise their offer and service delivery and take advantage of the new flexibility as appropriate.

It is proposed to develop the Wave 2 Centres by applying the following criteria:

- The new Centres should reach children and families in an area of the Borough currently not served by a Children's Centre
- The new Centres should be based in areas of need as defined through the use of statistical data
- New Centres should be developed from settings where there is existing good practice
- New Centres could be single site/setting or multi-based (for example consortium or partnerships between the maintained and non-maintained sectors)

As previously mentioned, Wave 2 also presents opportunities for Wave 1 Centres to 'redefine' their offer or engage in partnerships in order to expand and develop their provision.

#### **4. Further Information**

"Choice for Parents, the Best Start for Children: a Ten-year Strategy for Children" can be downloaded from here:

[http://www.hm-treasury.gov.uk/media/426/F1/pbr04childcare\\_480upd050105.pdf](http://www.hm-treasury.gov.uk/media/426/F1/pbr04childcare_480upd050105.pdf)

Lambeth's Strategy for Early Years and Childcare, BrightStart, will be published in late September 2005. If you would like a copy, please contact Jenny Lovett on 020 7926 9568 or email: [jlovett@lambeth.gov.uk](mailto:jlovett@lambeth.gov.uk).

## Extending Schools and Services

For additional information please contact:

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**The purpose of this paper is to update governors and headteachers on both national and local developments relating to the Extended Schools programme.**

### 1. Introduction

Extended schools and Children's Centres have a key role to play in supporting the local delivery of integrated children's services and achieving positive outcomes for Lambeth children, young people and their families. The Government's proposals for developing extended schools and services have been clarified in the recently published "**Extended Schools: Access and opportunities for all - A prospectus**" (DfES 2005).

A framework for developing extended provision in Lambeth will be launched at the autumn Working Together conference to be held on 16<sup>th</sup> September. This year, for the first time, the Authority has received funding for central co-ordination and development of the initiative. This will increase next year to enable funding of small capital works in schools and seed funding to develop services. Schools will receive direct funding through the Standards Fund for two years as of March 2006, to develop extended school provision.

The DfES has revised the core offer of extended services has for mainstream and special schools to ensure that all children and parents have access to a minimum of services and activities.

- high quality 'wrap-around' childcare provided on the school site or through other local providers, with supervised transfer arrangements where appropriate, available 8am to 6pm all year round.
- a varied menu of activities to be on offer such as homework clubs and study support, sport (at least two hours a week beyond the school day for those who want it), music tuition, dance and drama, arts and crafts, special interest clubs such as chess and first aid courses, visits to museums and galleries, learning a foreign language, volunteering, business and enterprise activities.
- parenting support including information sessions for parents at key transition points, parenting programmes run with the support of other children's services and family learning sessions to allow children to learn with their parents.
- swift and easy referral to a wide range of specialist support services such as speech therapy, child and adolescent mental health services, family support services, intensive behaviour support, and (for young people) sexual health services. Some may be delivered on school sites.
- providing wider community access to ICT, sports and arts facilities, including adult learning.

How these services look and are delivered in or through a particular school will vary. "Extended School" is not a status that schools centrally apply for, as there is no blueprint for the types of activities that schools might offer" (DfES 2005). Schools will need to work closely with parents and communities to shape these activities around the needs of their community and may choose to provide extra services in response to parental demand.

Children with disabilities or special educational needs must be able to access all the new services. Schools will be required to actively seek parental feedback and feedback from the wider community to review and improve their services.

Some of these services such as health and social care will be provided free of charge. But for other services, such as childcare, charges will need to be made. Schools or the partners that they are working with will need to devise charging regimes that cover the costs of the services but that are affordable for working parents. The childcare element of the Working Tax Credit provides support for low-income parents in meeting childcare costs.

## **2. Extended Schools Remodelling Initiative**

The DfES has recently asked the National Remodelling Team to extend its work on remodelling to include supporting schools in the development of extended services.

The NRT will be working with local authorities to support schools in a change programme that will help them plan and develop extended services based on the needs of pupils, parents and community.

Lambeth Education has identified an Extended Schools Remodelling Adviser from within the Inclusion and Standards Division and a number of staff will be trained as "remodelling consultants" to support schools with the programme.

We will be working with Headteachers to identify the first tranche of 20 schools to be involved in the programme.

For further information visit [www.lambeth.gov.uk/remodelling](http://www.lambeth.gov.uk/remodelling)

## **3. Further Sources of Information**

To download a copy of "Extended Schools: Access and opportunities for all - A prospectus" and for full up to date information on extended schools visit:  
[www.teachernet.gov.uk/extendedschools](http://www.teachernet.gov.uk/extendedschools)

For information on the extended schools remodelling initiative visit:  
<http://www.remodelling.org>

The charity ContinYou are organising an 'Every School Matters' Extra Community Conference on the 9<sup>th</sup> and 10<sup>th</sup> Nov 2005. The conference will provide an opportunity to hear from speakers who are leading the field in the development of Children's Trusts, extended schools, the remodelling agenda, and young people's involvement:  
[http://www.continyou.org.uk/events\\_details.php?EventID=55](http://www.continyou.org.uk/events_details.php?EventID=55)

The charity has developed an online study support reference site at:  
[www.continyou.org.uk/onlinereference](http://www.continyou.org.uk/onlinereference)

The charity is also responsible for developing two training courses, which may be of interest to headteachers and senior managers in schools:  
[http://www.fpmonline.co.uk/es\\_managing\\_extended\\_schools.htm](http://www.fpmonline.co.uk/es_managing_extended_schools.htm)

The University of Staffordshire, in conjunction with ContinYou, is offering an MEd in Leading Community Learning: <http://www.continyou.org.uk/med>

Computer Clubs for Girls - CC4G is funded by DfES and has received excellent feedback from pilot schemes around the country so far. Further information is available from:  
[www.cc4g.net](http://www.cc4g.net)

## New School Funding Arrangements: 2006/07 onwards

For additional information please contact:

|                 |                                 |   |
|-----------------|---------------------------------|---|
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| Valika Eden     | Devolved Funding Policy Officer | 020 7926 9733<br><a href="mailto:veden@lambeth.gov.uk">veden@lambeth.gov.uk</a>           |
| Lynne Singerton | Devolved Funding Policy Officer | 020 7926 9731<br><a href="mailto:lsingerton@lambeth.gov.uk">lsingerton@lambeth.gov.uk</a> |

The purpose of this paper is to inform governors and headteachers about school funding arrangements from 2006/07 onwards.

### 1. Introduction

Jacqui Smith, the Minister of State for Schools and 14-19 Learning, announced the arrangements for schools funding from 2006/07 onwards on 21st July 2005. The announcement was made in the light of the responses to the DfES consultation launched in February 2005 and the wider vision for schools as set out in the DfES Five Year Strategy for Children and Learners announced in July 2004.

The government intends that the new funding system will be fully implemented in 2008/09. Funding for both LEAs and schools for the financial years 2006/07 and 2007/08 will be regarded as a transitional period before full implementation. This period will allow for aspects of the new funding arrangements to be reviewed, which will enable the smooth implementation of the new funding system in 2008/09.

### 2. School Funding 2006-07

In March 2006 schools will receive budgets for both 2006/07 **and** 2007/08, but will continue to report to the LEA on a financial year basis. The DfES have confirmed that budgets for the academic year **will not** be introduced in these financial years, but further consideration will be given to this for the setting of budgets from 2008/09. The indication is that this will happen in due course.

In 2008/09 schools will receive multi-year budgets for the three years 2008/09 to 2010/11, in line with the Spending Review Cycle.

However, all schools will continue to receive a **guaranteed minimum increase** in their per pupil funding each year. The expected guarantee for 2006/07 and 2007/08 is intended to be set at a level covering anticipated average cost pressures for schools in each year, including the full-year costs of implementing workforce reform, subject to the DfES' final assessment of local pressures. The Government intends to review the way in which the guaranteed minimum increase will operate from 2008/09 onwards and it will be then be set in advance of each year during the multi-year period and will not be subject to change.

Schools will continue to be funded on the January Pupil Level Annual School Census (PLASC) data before the start of each financial year and will receive their final budgets before the start of each financial year. These budgets will not be subject to re-determination. Regulations will enable schools' budgets to be updated annually to reflect final pupil numbers. **For example, schools will receive funding for 2006/07 and 2007/08 based on the January PLASC return for 2006. Schools' budgets for 2007/08 will be updated in accordance with the regulations to reflect final pupil numbers and they**

**will know their final budget for 2007/08 in March 2007.** Updating for other data changes will be for local decision and must be specified in advance in the local formula

### **3. Other Sources of Information**

Copies of all the documentation issued by the DfES in relation to school funding arrangements for 2006/07 onwards can be found at the DfES website and on Teachernet: [www.teachernet.gov.uk/management/schoolfunding/](http://www.teachernet.gov.uk/management/schoolfunding/).

## Lambeth Educational Psychology Service Activities 2005/06

For additional information please contact:

Laurence Hime    Acting Principal Educational Psychologist    020 7926 9640  
[lhime@lambeth.gov.uk](mailto:lhime@lambeth.gov.uk)

**The purpose of this paper is to inform governors and headteachers about the Educational Psychology Service's activities during the 2005/06 academic year.**

### 1. Introduction

Already this financial year the Educational Psychology Service (EPS) has been 100% successful in meeting its statutory deadlines in providing psychological advice. In addition to providing ongoing psychological service to schools, nurseries and families in Lambeth, there have been three particular initiatives which are particularly exciting.

### 2. Training in Autism awareness being provided over the coming year 2005/06 to Lambeth primary schools.

Planning and meeting the autistic needs of children in mainstream schools has become a growing area for staff and parents. To support primary schools with including children with autism, a joint agency training package was developed by the EP Service together with the Speech and Language Therapy service and the Lark Hall Autistic Outreach Service. The initiative is being funded by the Health Authority and has enabled us to offer free training to all primary schools. Over thirty schools have signed up this year and those schools which have received it already have evaluated the training highly.

### 3. Joint assessment of children with English as an Additional Language (EAL) and Special Educational Needs (SEN).

Identifying the learning needs of children which are irrespective of their English as an additional language has been an ongoing concern of teachers. The EPS has worked closely with Speech and Language Therapists and the Ethnic Minority Achievement Team (EMAT) to develop a joint assessment schedule, joint Home – School questionnaire and flow chart for practice. Lambeth Special Educational Needs Coordinators (SENCOs) in schools were trained in Spring 2005 and have now trialled the approach. Follow up consultation in July was very positive and has shown the approach to be very useful in the schools which are using it.

### 4. Joint work with the Child and Adolescent Mental Health Service (CAMHS).

The EPS is planning a range of joint activities with CAMHS in Lambeth schools. Our Service held joint training in March 2005 which led to a series of planning meetings and initial opportunities for EPs to work in schools and the community with members of CAMHS. This work will be reviewed and shared at further training sessions.

## School Term and Holiday Dates 2005/06

### Term One 2005

|             |        |                  |
|-------------|--------|------------------|
| Start Date  | Monday | 5 September 2005 |
| Finish Date | Friday | 21 October 2005  |

**Total number of days = 35**

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### Term Two 2005

|             |         |                  |
|-------------|---------|------------------|
| Start Date  | Monday  | 31 October 2005  |
| Finish Date | Tuesday | 20 December 2005 |

**Total number of days = 37**

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### Term Three 2006

|             |           |                  |
|-------------|-----------|------------------|
| Start Date  | Wednesday | 4 January 2006   |
| Finish Date | Friday    | 10 February 2006 |

**Total number of days = 28 days**

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### Term Four 2006

|             |        |                  |
|-------------|--------|------------------|
| Start Date  | Monday | 20 February 2006 |
| Finish Date | Friday | 31 March 2006    |

**Total number of days = 30 days**

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### Term Five 2006

|             |         |               |
|-------------|---------|---------------|
| Start Date  | Tuesday | 18 April 2006 |
| May B/H     | Monday  | 1 May 2006    |
| Finish Date | Friday  | 26 May 2006   |

**Total number of days = 28 days**

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### Term Six 2006

|             |         |              |
|-------------|---------|--------------|
| Start Date  | Monday  | 5 June 2006  |
| Finish Date | Tuesday | 25 July 2006 |

**Total number of days = 37**

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**Overall Total number of days (including 5 Professional Training Days) = 35 + 37 + 28 + 30 + 28 + 37 = 195**

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**First day of Term One 2006 = Monday 4 September 2006**

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**LAMBETH GOVERNOR SERVICES**  
**GOVERNOR SUPPORT OFFICER ALLOCATIONS – SEPTEMBER 2005**

| <b>Peter Compton</b><br><b>020 7926 9636</b><br><a href="mailto:pcompton@lambeth.gov.uk">pcompton@lambeth.gov.uk</a> | <b>David Jones</b><br><b>020 7926 9669</b><br><a href="mailto:dgjones@lambeth.gov.uk">dgjones@lambeth.gov.uk</a> | <b>Pat Petch</b><br><b>020 7926 9881</b><br><a href="mailto:ppetch@lambeth.gov.uk">ppetch@lambeth.gov.uk</a> |
|--|--|--|
|  |  |  |
| Archbishop Tenison's   | Allen Edwards  | Christ Church (Brixton)  |
| Christ Church (Streatham)  | Archbishop Sumner  | Dunraven   |
| Clapham Manor  | Ashmole  | Durand   |
| Corpus Christi   | Bishop Thomas Grant  | Fenstanton   |
| Crown Lane   | Bonneville   | Holy Trinity   |
| Effra  | Charles Edward Brooke  | Jessop   |
| Elm Court  | Elm Wood   | Lark Hall  |
| Glenbrook  | Ethelred   | Livity   |
| Heathbrook   | Granton  | London Nautical  |
| Henry Fawcett  | Henry Cavendish  | Maytree  |
| Herbert Morrison   | Holmewood  | Rosendale  |
| Hill Mead  | Immanuel & St Andrew   | St John's AT   |
| Hitherfield  | Jubilee  | Stockwell Park   |
| Johanna  | Julian's   | Sudbourne  |
| King's Avenue  | Lansdowne  | Turney   |
| Kingswood  | La Retraite  | Vauxhall   |
| Lilian Baylis  | Loughborough   | Wyvil  |
| Macaulay   | Norwood  |  |
| Michael Tippett  | Paxton   |  |
| Reay   | Richard Atkins   |  |
| St Andrew's CE   | St Andrew's C  |  |
| St Anne's  | St Bede's  |  |
| St Helen's   | St Bernadette's  |  |
| St John the Divine   | St Jude's  |  |
| St Leonard's   | St Luke's  |  |
| St Mark's  | St Saviour's   |  |
| St Martin in the Field's   | Stockwell  |  |
| St Mary's  | Streatham Wells  |  |
| St Stephen's   | Sunnyhill  |  |
| Triangle   | Telferscot   |  |
| Walnut Tree Walk   | Woodmansterne  |  |

All staff in Governor Services are based on the 6<sup>th</sup> Floor at International House, Canterbury Crescent, London SW9 7QE. Telephone Number: 020 7926 9668.

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## NGC News - NGC News - NGC News - NGC News Autumn 2005

### Food in Schools

NGC has published its Food Policy in Schools: A Strategic Policy Framework for Governing Bodies. The document was produced in collaboration with the Food Standards Agency and follows on from our work with the FSA in 2003/04. The publication was launched by Jacqui Smith, School Standards Minister, at the conference, *Governors: leading from within*, on 15<sup>th</sup> June. The Minister said: 'It's vital that we take a whole school approach, so that nothing gets in the way of our children and improved education and life chances. Healthy eating choices can boost pupils' engagement and achievement, and I welcome this strategic policy framework for governing bodies on school food.'

One hard copy per governing body is now being distributed via your governor support services. If you have not yet received a copy of the document please contact your governor support officer. Additional copies of the document can be downloaded from the NGC website. It can be found both in What's New and in the Food Policy section of the website.

### NGC AGM and Conference 12 November 2005

The NGC Annual General Meeting will be held at the Royal Aeronautical Society, 4 Hamilton Place, London, W1J 7BQ. Details will be sent to member associations and placed on the website. Non-members should contact the NGC office for further information.

### NGC/NASG Merger Talks Continue

The two national organisations for governors, NGC and NASG, are negotiating a merger. If members vote in favour, the new National Governors' Association will be established early in 2006.

### Bichard On-Line Training

In June 2004 Sir Michael Bichard presented his Inquiry Report into the Soham Murders. Sir Michael recommended that headteachers and governors should receive training on how to ensure that interviews to appoint staff reflect the importance of safeguarding children. The DfES has now launched an online training package to meet the terms of this recommendation. In the first instance it will be available to headteachers and one governor in each school and will be rolled out over a number of months. More information on how to access the training can be found via the attached article on GovernorNet. <http://www.governor.net.co.uk/publishArticle.cfm?contentid=956&topicAreald=7&pageStart=1&sortOrder=title&searchWhere=all&searchString=bichard%20>

More information on Safer Recruitment can be viewed on the NCSL website via the following link [http://www.ncsl.org.uk/leadership\\_development/strategic\\_programmes/ldev-strategic-safer.cfm](http://www.ncsl.org.uk/leadership_development/strategic_programmes/ldev-strategic-safer.cfm)

## Remodelling the Workforce

The latest free guidance pack for governors "Workforce Remodelling – a Guide for Governors IV" is now available from NGC. It contains advice on PPA, Management and Leadership, Work-Life Balance, Invigilation and Extended Schools. If you would like copies of this document please email Ruth Harris [Ruth.Harris@ngc.org.uk](mailto:Ruth.Harris@ngc.org.uk) or contact the NGC office by phone on 0121-616-5104.

## The School Governors' Guide to the Learning and Skills Council

In September, the Learning & Skills Council (LSC) launches a new guide to its key initiatives for school governors, developed in consultation with the NGC. Covering areas including funding and planning, 14-19 Learner Entitlements, the Increased Flexibility Programme, Young Apprenticeships and Education Business Links, the guide will be available to secondary school governors. Melanie Hunt, Director of Young People's Learning for the LSC commented: "Translating the vision for 14-19 education into reality requires schools and other partners in the post-16 sector to work together. Governors have an important role to play in this by leading discussion, monitoring progress and understanding the local context in respect of their school. We hope the new guide gives school governors the information they need to fulfil that role."

The guide will be available to download on [www.lsc.gov.uk](http://www.lsc.gov.uk) in September and NGC will have copies available.

## Teaching and Learning Responsibilities

The Fourteenth Report from STRB recommended that management allowances be abolished and Teaching and Learning Responsibilities (TLRs) introduced. Teaching and Learning Responsibilities are not direct replacements for management allowances. All schools will have to carry out a complete review of their staffing structures by 31 December 2005 in order to introduce TLRs. This new challenge to schools provoked some lively debate on NGC's email forum. The DfES has published a guide to the process of reviewing the staffing structure. This appears on GovernorNet under recent additions at <http://www.governornet.co.uk/publishArticle.cfm?topicAreald=4&contentId=1067>

## Induction of New Governors

NGC would like to produce guidance on successful induction of new governors and as usual we look to our members to provide examples of good practice. Contributions from Governor Support Services, Associations and individual governors are very welcome. Please email [lindy@flaxfield.demon.co.uk](mailto:lindy@flaxfield.demon.co.uk) if you can help. Thanks to the Darlington and Birmingham Associations for the examples they have already provided.

Please could you also continue to send your local newsletters to Lindy Hardcastle, 31 Flaxfield Close, Groby, Leics, LE6 OEZ. We need to know if we're thinking what you're thinking.

### Who's Who in NGC

**Chair:** Neil Davies

**Vice-Chairs:** Judith Bennett and Clare Collins

**CEO:** Jean McEntire

**Consultation and Policy Officer:** Gillian Windass

All are contactable by e-mail at [ngc@ngc.org.uk](mailto:ngc@ngc.org.uk)

National Governors' Council, Lonsdale House, 52 Blucher Street, Birmingham B1 1QU

Tel: 0121 616 5104 Fax: 0121 616 5105 [www.ngc.org.uk](http://www.ngc.org.uk) email: [ngc@ngc.org.uk](mailto:ngc@ngc.org.uk)

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## How have inspections changed?

Inspection will continue to give a clear, impartial view of the overall quality of your school and what it does well and not so well. Inspection also provides the school with a useful check on its work and guides it towards further improvements. However, the way this will be done has changed significantly: inspections will be about every three years; they will be shorter – no more than two days – and schools will have very little notice; also, the school's self-evaluation will be central to inspection.

The new inspection framework, published in July 2005, incorporates the *Every child matters* agenda as set out in the Children's Act 2004.

## Who carries out the inspection?

Almost all inspections are carried out by Her Majesty's Inspectors (HMI) and additional inspectors, all of whom have significant experience of working in education. All inspectors are trained to a high standard and assessed for their suitability before they are allowed to inspect. More information about inspection is available on:

<http://www.ofsted.gov.uk/howwework>

## How do inspectors take account of the school's self-evaluation?

Schools are expected to complete a self-evaluation form (SEF), which they should keep up to date. The form should be used to summarise the key findings from the school's

self-evaluation, and what the school is doing to remedy weaknesses and build on its strengths. The form should be an evaluative document and should not be over 25 pages in length. When completing their self-evaluation, schools should take full account of the views of parents and carers, pupils and other stakeholders. However, it is important that the self-evaluation that schools carry out is a normal part of the school's review and development process and not a bureaucratic exercise. The form is used by inspectors, alongside other information, to plan the inspection. It means that before the inspection starts the lead inspector will have an insight into what senior managers, staff, parents and carers think of the school.

## How will schools be informed they are being inspected?

A day or so before the inspection begins schools will receive a telephone call telling them they are to be inspected. The lead inspector will discuss inspection arrangements with the headteacher and will confirm the start date for the inspection. Governors will send out a letter to parents immediately. Parents will be invited to complete and return a brief questionnaire to the lead inspector. The questionnaire is available in several languages. Inspectors will be interested to know from parents how well they feel that the school provides for their children and whether they think children do as well as they should. The letter parents receive about the inspection will tell them how to arrange a meeting or

| Age group             | Published | Reference no. |
|-----------------------|-----------|---------------|
| Primary and secondary | July 2005 | HMI 2500      |

discussion with an inspector if they wish to do so. Inspectors cannot investigate problems relating to individual children but they can follow up general concerns.

## How do inspectors take account of children's views of the school?

Children's views will also be taken into account through the school's self-evaluation. During the inspection, inspectors will spend a great deal of time finding out how children feel about the school and will talk to them about the work they are doing and how well they are getting on.

## What do inspectors do?

Inspectors find out whether senior managers in the school know how well the school is meeting the children's needs and helping them to succeed. Senior managers should be able to demonstrate to inspectors how well strengths are built on and how well weaknesses are remedied. Inspectors get a feel for this by examining what the school says in its SEF, and then they seek evidence to see if they agree with what has been said. They do this by observing the way the school helps all pupils to learn, no matter what their needs. They also talk to the headteacher, staff governors and pupils to find out about life in the school and its plans for the future.

## How is the school evaluated?

Inspectors evaluate the school using the evaluation schedule set out in *Every child matters: Framework for the inspection of schools in England from September 2005* (available on the Ofsted website). They use guidance provided by Ofsted to help them to make their judgements using a four point scale:

|          |              |
|----------|--------------|
| Grade 1: | outstanding  |
| Grade 2: | good         |
| Grade 3: | satisfactory |
| Grade 4: | inadequate.  |

## How will inspectors report their findings?

At the end of the inspection, the headteacher and governors will be given an opportunity to discuss the main findings from the inspection with inspectors. The lead inspector will follow

this up with a short report for parents. The report includes judgements on:

- the school's effectiveness
- the pupils' standards and achievement
- the quality of the provision the school makes for pupils
- the quality of the school's leadership and management.

The report also includes a list of the judgements inspectors have made and a letter to pupils about the inspection. The school will have the opportunity to look at the report before it is published. Publication will be within a month of the inspection. Governors will send the report to parents, and then it will be published on the Ofsted website:

<http://www.ofsted.gov.uk/reports>.

## What happens if the school is not as good as it should be?

Schools have improved over time. Most of them have been inspected several times and they do very well. However, in a few schools pupils should be doing much better than they are; such schools are likely to be judged to be inadequate.

In rare cases, where inspectors believe that the school is failing or likely to fail to give its pupils an acceptable standard of education, the school may need *special measures*. Where the standard of education is inadequate, but the senior team in the school has demonstrated that it has the skills and resources to bring about any necessary improvement, the school will be given a notice to improve.

## What happens if there are concerns about the inspection?

Complaints about inspection are very rare, but all complaints are treated very seriously. If you have a concern about the inspection of your child's school, please consult the leaflet *Complaints about school inspections* on the Ofsted website.

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